

**SCHOOL FINANCE
PAYMENT REPORT
(SFPR)**

**LINE-BY-LINE
EXPLANATION FOR
FISCAL YEAR 2014**

**BASED ON PROVISIONS OF AM. SUB. H. B. 59
OF THE 130TH GENERAL ASSEMBLY**

10/2/2013

**OHIO DEPARTMENT OF EDUCATION
CENTER FOR SCHOOL FINANCE
POLICY AND PAYMENT SERVICES UNIT**

Introduction

The funding of K-12 public schools in Ohio is a joint effort between the state and local school districts. In FY 2013 \$6,389,430,196¹ in state foundation funding was distributed among the Ohio's 614 School districts through the "Bridge" funding formula. Of this amount, a total of \$829,798,104² was distributed to some 370 community and STEM schools in the form of funding deductions from resident school districts and a total of \$134,956,198³ was distributed to non-public entities through various scholarship programs in the form of school vouchers.

From the 1970s through FY 2009, Ohio's funding formula was foundation based, by means of which a per pupil amount determined by the General Assembly as the per-pupil resource for provision of a basic adequate education was multiplied by the number of pupils to determine the base funding of the school districts. From this product, the local share of the basic adequate amount or the charge-off was subtracted to arrive at the state share of the base funding. Additional funding was also targeted to subsets of students who required additional funding such as special needs, vocational, gifted, and economically disadvantaged populations.

In the 2010-11 biennial budget, Governor Ted Strickland proposed a shift to a new funding formula called the Evidence-Based Model (EBM) that provided state funding based on a completely new approach. The EBM also introduced changes to the calculation of the local share of the funding (the charge-off) that tended to eliminate what is commonly known as the "charge-off phantom revenue" upon the full phase-in of the funding formula.

In FY 2012 the administration of Governor John Kasich proposed a move away from the EBM to a new formula for fund distribution. Since a new funding mechanism was not formulated in time for implementation in the FY 2012-2013 biennium however, the administration proposed a transitional formula until a new one was developed. The transitional formula on the basis of which state funding in FY 2012 and FY 2013 was distributed was referred to as the "Bridge" formula.

With the passage of Am. Sub. H. B. 59 of the 130th Ohio General Assembly in July 2013, the state foundation formula for fiscal years 2014 and 2015 changed. This document aims at providing a bird's eye view of the new foundation formula and provides detailed explanation of the calculation of each component of the new funding mechanism as they are reflected on the new annual payment report we refer to as the School Finance Payment Report (SFPR).

SFPR is a comprehensive document that walks the user through every step of the funding calculation. There are 2 segments to this document: The first, the Summary Page provides a summary account of the funding amounts for each component of the formula with all the additional aid items and transfers and adjustments traditionally included on the district payment report. The second segment, the Detailed Page is divided into 2 sections, Calculation Factors and Parameters Page which lists all the data factors and parameters needed for calculations and the Detailed Calculation of the Funding Components of the Formula Page which gives the formulae with references to the data in the first section. A generic SFPR of a hypothetical school district is provided below as reference point.

¹ As of the FY13 Final #1 Bridge payment report reflecting \$6,295,136,909 in Bridge funding calculation plus \$40,341,298 and \$53,951,989 in preschool and special education transportation funding respectively.

² FY13 Final #1 Bridge payment report.

³ FY13 Final #1 Bridge Payment report.

SCHOOL FINANCE PAYMENT REPORT (SFPR)

SUMMARY PAGE

OHIO DEPARTMENT OF EDUCATION
 OFFICE OF SCHOOL FINANCE - POLICY AND PAYMENTS SERVICES
 FY14 SCHOOL FUNDING REPORT FOR CITY, EXEMPTED VILLAGE AND LOCAL SCHOOL DISTRICTS
 OCTOBER #1 PAYMENT

IRN: 999999 DISTRICT: DDDDDDDDD DDDDD SD COUNTY: CCCCCC

	CALCULATED FUNDING	STATE FUNDING
FOUNDATION FUNDING COMPONENTS:		
A - Opportunity Grant:	\$185,862,289.11	\$149,360,680.67
B - Targeted Assistance:	\$15,487,445.57	\$12,445,856.67
C - K-3 Literacy Funding:	\$3,437,931.15	\$2,762,753.75
D - Economic Disadvantaged Funding:	\$37,404,288.23	\$30,058,437.23
E - Limited English Proficiency Funding:	\$3,753,702.46	\$3,016,510.54
F - Gifted Education Funding:	\$2,342,494.10	\$1,882,450.25
G - Transportation Funding:	\$22,242,089.98	\$17,873,637.09
H - Special Education Additional Funding (Cap Exempt): ...	\$28,564,637.09	\$28,564,637.09
I - Career Technical Education Funding (Cap Exempt):	\$1,496,276.62	\$1,496,276.62
J - Total Foundation Before Guarantee (A+B+C+D+E+F+G+H+I):	\$300,591,154.31	\$247,461,555.17
K - Transitional Aid Guarantee (L-J):	\$0.00	\$0.00
<hr/>		
L - Total State Funding:		\$247,461,555.17
ADDITIONAL AID ITEMS:		
M - Preschool Special Education Funding:		\$4,265,808.19
N - Special Education Transportation Funding:		\$2,756,785.41
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O - Total Additional Aid Items (M+N):		\$7,022,593.60
TRANSFERS AND ADJUSTMENTS:		
P - Education Service Center Transfer:		\$0.00
Q - Open Enrollment Adjustment:		\$1,886,969.54
R - Community School Transfer:		\$-100,415,668.35
S - STEM School Transfer:		\$-1,312,882.57
T - Scholarship Transfer:		\$-15,202,476.38
U - Other Adjustments:		\$1,080,831.08
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V - Total Transfers and Adjustments (P+Q+R+S+T+U):		\$-113,963,226.68
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W - Net State Foundation Funding (L+O+V):		\$140,520,926.53
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SCHOOL FINANCE PAYMENT REPORT (SFPR)

DETAILED PAGE

OHIO DEPARTMENT OF EDUCATION
 OFFICE OF SCHOOL FINANCE - POLICY AND PAYMENTS SERVICES
 FY14 SCHOOL FUNDING REPORT FOR CITY, EXEMPTED VILLAGE AND LOCAL SCHOOL DISTRICTS
 OCTOBER #1 PAYMENT

CALCULATION FACTORS AND PARAMETERS PAGE

IRN: 999999 DISTRICT: DDDDDDDDD DDDDD SD COUNTY: CCCCCC

STATE FACTORS AND PARAMETERS:

s1 - Statewide Total:	1,729,412.89
s2 - Statewide Formula ADM:	1,698,892.85
s3 - Statewide Economic Disadvantaged Percentage:	47.86
s4 - Statewide Median Income TY11:	\$32,180
s5 - Statewide 3 Year Average Valuation:	\$242,082,979,402
s6 - Statewide 3-Year Average Adjusted Total Valuation:	\$240,926,422,077
s7 - Statewide 3-Year Average Federal Adjusted Gross Income:	\$265,792,223,824

DISTRICT FACTORS AND PARAMETERS:

a - Base ADM Data:	
a1 - Adjusted Total ADM [a2-(a3*0.5)]:	66,976.82
a2 - Total ADM:	66,976.82
a3 - Tuition Kindergarten FTE:	0.00
a4 - JVS Jointure ADM:	2.50
a5 - Formula ADM [a1-(0.8*a4)]:	66,974.82
b - Special Education ADM Data:	
b1 - Category 1 Special Education ADM:	1,155.26
b2 - Category 2 Special Education ADM:	5,752.71
b3 - Category 3 Special Education ADM:	966.04
b4 - Category 4 Special Education ADM:	61.05
b5 - Category 5 Special Education ADM:	454.74
b6 - Category 6 Special Education ADM:	752.65
c - Career Tech FTE Data:	
c1 - Category 1 Career Tech FTE:	327.05
c2 - Category 2 Career Tech FTE:	220.17
c3 - Category 3 Career Tech FTE:	206.39
c4 - Category 4 Career Tech FTE:	27.56
c5 - Category 5 Career Tech FTE:	0.06
d - Limited English Proficient ADM Data:	
d1 - Category 1 LEP ADM:	519.40
d2 - Category 2 LEP ADM:	5,751.08
d3 - Category 3 LEP ADM:	718.30
e - Additional ADM Data:	
e1 - K-3 Formula ADM:	23,792.07
e2 - K-3 E SCHOOL Formula ADM:	300.71
e3 - Preschool Autism Scholarship ADM:	35.70
e4 - Brick & Mortar Community and STEM School Formula ADM:	13,555.53
e5 - E School Formula ADM:	2,537.09
e6 - Net Formula ADM:	51,291.39
e7 - Jon Peterson Scholarship ADM:	40.00
e8 - Autism Scholarship ADM:	57.79
e9 - EdChoice Scholarship ADM:	2,881.90
e10 - Economic Disadvantaged ADM:	50,952.49
e11 - Economic Disadvantaged Percentage:	79.07
f - 3-Year Ave Federal Adjusted Gross Income:	\$9,026,655,283
g - 3-Year Ave Total Real Valuation:	\$9,092,816,070
h - 3-Year Ave Agricultural Real Valuation:	\$3,697,730
i - 3-Year Ave Adj Value [if i2>(0.3*i3) then i1-(i2-(0.3*i3)) else i1]:	\$9,154,456,430
i1 - 3-Year Average Total Valuation:	9,325,915,927
i2 - Exempt Property Valuation for FY14:	4,241,763,250
i3 - Potential Property Valuation [i1+i2]:	13,567,679,177
j - State Share Index:	0.4828
k - Economic Disadvantaged Index [(e11/s3)^2]:	2.729001

SCHOOL FINANCE PAYMENT REPORT (SFPR)

DETAILED PAGE

OHIO DEPARTMENT OF EDUCATION
 OFFICE OF SCHOOL FINANCE - POLICY AND PAYMENTS SERVICES
 FY14 SCHOOL FUNDING REPORT FOR CITY, EXEMPTED VILLAGE AND LOCAL SCHOOL DISTRICTS
 OCTOBER #1 PAYMENT

DETAILED CALCULATION OF FUNDING COMPONENTS OF THE FORMULA

IRN: 999999	DISTRICT: DDDDDDDDDD DDDDDD SD	COUNTY: CCCCCCCC
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A - Opportunity Grant [$\$5,745 \cdot (a5 + e3) \cdot j$]:	\$185,862,291.42
B - Targeted Assistance [B5+B8]:	\$15,487,475.06
B1 - District Local Wealth Per Pupil [$((i/a5) \cdot 0.5) + ((f/a5) \cdot 0.5)$]: ..	\$135,730.95
B2 - Statewide Local Wealth Per Pupil [$((s5/s2) \cdot 0.5) + ((s7/s2) \cdot 0.5)$]: ..	\$149,132.02
B3 - Threshold Local Wealth Per Pupil [490th Observation Value]: ...	\$181,459.32
B4 - Targeted Assistance Wealth Index [B2/B1]:	1.0987
B5 - Basic Targeted Assistance [$((B3 - B1) \cdot 0.006 \cdot B4) \cdot e6$]:	\$15,462,302.43
B6 - Agricultural Real Value Ratio [h/g]:	0.00040700
B7 - Agricultural Targeted Ratio [if B6 > 0.1 then 0.4 else (B6*4)]:	0.00162800
B8 - Supplemental Targeted Assistance [B5*B7]:	\$25,172.63
C - K-3 Literacy Funding [$(\$125 \cdot (e1 - e2) \cdot k) + (\$86 \cdot (e1 - e2))$]:	\$3,437,931.17
D - Economic Disadvantaged Funding [$\$269 \cdot e10 \cdot l$]:	\$37,404,287.57
E - Limited English Proficiency Funding [E1+E2+E3]:	\$3,759,867.13
E1 - Category 1 Funding [$\$1,500 \cdot d1 \cdot j$]:	\$376,141.69
E2 - Category 2 Funding [$\$1,125 \cdot d2 \cdot j$]:	\$3,123,634.40
E3 - Category 3 Funding [$\$750 \cdot d3 \cdot j$]:	\$260,091.04
F - Gifted Education Funding [F1+F2+F3]:	\$2,342,494.10
F1 - Identification Funding [$\$5.00 \cdot a5$]:	\$334,874.10
F2 - Coordinator Funding [$\$37,000 \cdot F2a$]:	\$296,000.00
F2a - Coordinator [$(a5 - (e4 + e5)) / 3,300$ <Min 0.5 & Max 8>]: 8.00	
F3 - Intervention Specialist Funding [$\$37,000 \cdot F3a$ <Min of 0.3>]: ...	\$1,711,620.00
F3a - Specialist [$(a5 - (e4 + e5)) / 1,100$ <Min 0.3>]: 46.26	
G - Transportation Funding:	\$22,242,089.99
H - Special Education Additional Funding [H1+H2+H3+H4+H5+H6]:	\$28,564,637.46
H1 - Category 1 Funding [b1*\$1,503*j]:	\$838,295.21
H2 - Category 2 Funding [b2*\$3,813*j]:	\$10,590,038.83
H3 - Category 3 Funding [b3*\$9,160*j]:	\$4,272,173.18
H4 - Category 4 Funding [b4*\$12,225*j]:	\$360,323.68
H5 - Category 5 Funding [b5*\$16,557*j]:	\$3,634,988.76
H6 - Category 6 Funding [(b6+e3)*\$24,407*j]:	\$8,868,817.80
I - Career Technical Education Funding [I1+I2+I3+I4+I5+I6]:	\$1,496,276.65
I1 - Category 1 Funding [c1*\$4,750*j]:	\$750,008.23
I2 - Category 2 Funding [c2*\$4,500*j]:	\$478,331.43
I3 - Category 3 Funding [c3*\$1,650*j]:	\$164,411.00
I4 - Category 4 Funding [c4*\$1,400*j]:	\$18,627.97
I5 - Category 5 Funding [c5*\$1,200*j]:	\$34.76
I6 - Associated Services Funding [(c1+c2+c3+c4+c5)*\$225*j]:	\$84,863.26
J - Total Foundation Funding Before Guarantee [A+B+C+D+E+F+G+H+I]:	\$300,597,350.55
K - Guarantee Base [Line 'O' of FY13 Bridge Report]:	\$232,904,993.11
L - Transitional Aid Guarantee [if K>J then K-J else 0]:	\$0.00
M - Total Calculated Funding [J+L]:	\$300,597,350.55
N - Cap Limit [K*1.0625]:	\$247,461,555.18
O - Cap Ratio [N/M]:	0.80359100

The new foundation formula provides funding for a number of different services designed to serve the needs of various populations of students. The funding components are as follows:

Foundation Funding Components

- A. Opportunity Grant
- B. Targeted Assistance
- C. K-3 Literacy Funding
- D. Economic Disadvantaged Funding
- E. Limited English Proficiency Funding
- F. Gifted Education Funding
- G. Transportation Funding
- H. Special Education Additional Funding
- I. Career Technical Education Funding
- J. Total Foundation Funding Before Guarantee
- K. Transitional Aid Guarantee Funding
- L. Total State Funding

Additional Aid Items

- M. Preschool Special Education Funding
- N. Special Education Transportation Funding
- O. Total Additional Aid Items

Transfers and Adjustments

- P. Education Service Center Transfer
- Q. Open Enrollment Adjustment
- R. Community School Transfer
- S. STEM School Transfer
- T. Scholarship Transfer
- U. Other Adjustments
- V. Total Transfers and Adjustments
- W. Net State Foundation Funding

The sum total of these funding components amounts to the foundation formula that in some cases may be capped so that no school district would generate FY 2014 total funding in excess of their FY 2013 total funding plus 6.25%.

Explanation of the Calculations

Foundation Funding Components

State Share Index [Sections 3317.017]

As mentioned above the calculation of the state foundation funding rests on the determination of the state share of the total formula amount. In the past a constant local share of the funding (the charge-off) was calculated based on property valuation and a universal charge-off millage. By subtracting the local share from the total foundation funding, the state share was determined. The new formula however makes use of a State Share Index that simultaneously takes into account the property wealth and the income of the residents of the district. The calculation of this index is a multistep process that

involves the calculation of a Valuation Index, an Income Index and the combination of these two measures to establish a Wealth Index which will then serve as the basis of the State Share Index determination. This process will be explained prior to the explanation of the calculation of the funding components.

Valuation Index [Section 3317.017(A)] – The calculation of this measure requires calculating the potential valuation of the district according to the following methodology:

Potential Valuation [Section 3317.017(E)(1)] – The calculation of this measure requires averaging the assessed valuation of the district for FY14, FY13 and FY12 and adding to that average, the exempt valuation of the district in FY14.

$$((\text{FY14 Valuation} + \text{FY13 Valuation} + \text{FY12 Valuation}) / 3) + \text{FY14 Exempt Valuation}$$

This calculation serves to identify school districts whose exempt property constitutes 30% or more of their potential valuation. For such districts we adjust the 3 year average valuation downward by subtracting from it the difference between the exempt valuation and 30% of the potential valuation:

$$\begin{aligned} &\text{if FY14 Exempt Valuation} > (0.3 \times \text{Potential Valuation}) \\ &\text{then } ((\text{FY14 Valuation} + \text{FY13 Valuation} + \text{FY12 Valuation}) / 3) - \\ &\quad (\text{FY14 Exempt Valuation} - (0.3 \times \text{Potential Valuation})) \end{aligned}$$

The 3 year average adjusted total valuation is then divided by the total ADM to get the 3 year average adjusted total valuation per pupil for the district:

$$\text{3 Year Average Adjusted Total Valuation} / \text{Total ADM}$$

The adjusted 3 year average valuation per pupil of the district is then divided by the statewide adjusted 3 year average valuation per pupil to obtain the valuation index. Obviously the valuation index of the state will stand at 1.0000 with school districts' indices scattered above and below the state index of 1.0000.

Income Index [Section 3317.017(B)] – This measure is calculated by simply dividing the district median income by the state median of medians. In this manner, again the statewide index will stand at 1.0000 with school districts' indices scattered above and below the statewide index.

Wealth Index [Section 3317.017(C)] – For school districts whose valuation index is greater than their income index, the wealth index will be a combination of the valuation index at 2/3 strength and the income index at 1/3 strength. For all other districts the wealth index will be the same as the valuation index:

$$\begin{aligned} &\text{if Valuation Index} > \text{Income Index} \\ &\text{then Wealth Index} = (2 / 3) \text{ Valuation Index} + (1 / 3) \text{ Income Index} \\ &\text{else Wealth Index} = \text{Valuation Index} \end{aligned}$$

State Share Index [Section 3317.017(D)] – The wealth index is the basis of the state share index determination. The law provides that if the wealth index is calculated to be 0.35 or less, the state share index is established at 0.9. The law also provides that if the wealth index is at least

1.8 the state share index will be 0.05. For all school districts whose wealth index is between 0.35 and 1.8, the state share index is established based on two sliding scale formulae as follows:

**if $0.35 < \text{Wealth Index} \leq 0.9$ then State Share Index = $\{0.4 \times [(0.9 - \text{Wealth Index}) / 0.55]\} + 0.5$
if $0.9 < \text{Wealth Index} \leq 1.8$ then State Share Index = $\{0.45 \times [(1.8 - \text{Wealth Index}) / 0.9]\} + 0.05$**

The state share index is utilized in the calculation of the majority of the funding components of the new formula.

Funding components are listed on the SFPR with line letters assigned to them for ease of reference. For each funding component 2 columns of numbers are provided on the Summary Page; the first one labeled Calculated Funding gives the result of the calculations based on provisions of the law as explained on the Detailed Page. The second column, labeled State Funding gives the calculated amount after the application of the funding cap. Since the Summary Page and the Detailed Page are interrelated, references to both sources will be made simultaneously as we explain the calculations.

A. Opportunity Grant [Section 3317.022(A)(1)]

This funding is generated by the resident students of the district who are included in the Total Average Daily Membership (ADM) that is compiled during the first full week of October. The basis of this funding is the per-pupil figure of \$5,745 amounting to the notion that each resident student should be funded at least \$5,745 per year from state and local sources combined. The student count utilized in this calculation, the funding or formula ADM, is the total ADM adjusted to only include 20% of the count of resident students who attend a joint vocational school (JVS) and to include all of the preschool Autism Scholarship students who reside in the district. Expressed in mathematical terms the formula for this funding calculation is as follows:

$\$5,745 \times (\text{Funding ADM} + \text{Preschool Autism Scholarship Counts}) \times \text{State Share Index}$

B. Targeted Assistance [Section 3317.022(A)(2)] and [Sections 3317.0217(A) & (B)]

This funding which originally was included in the foundation formula a number of years ago as Parity Aid has been reintroduced in the new foundation formula for FY14 and FY15 as Targeted Assistance. As was the case with Parity Aid, this funding is viewed as the second tier of the foundation formula developed to primarily target school districts that do not raise much revenue beyond the local share of the foundation formula. Targeted Assistance targets school districts that are below a certain threshold of wealth in the state.

Since the distribution of this fund is meant to be wealth sensitive, a local wealth measure per pupil is first devised based on property valuation and residents' income on the basis of which school districts are sorted in ascending order to identify the eligibility threshold school district at 490th position on the spectrum. All the school districts that fall below this threshold are eligible to receive funding based on 6 mills times the difference between the threshold local wealth measure per pupil and the individual school district's local wealth measure per pupil. The per-pupil amount calculated in this manner is then multiplied by the Net Formula ADM of the district to generate the Initial Targeted Assistance fund.

There is a supplemental tier of this funding that targets eligible school districts based on the size of the agricultural real property as a ratio of the total real property. If a district has agricultural real properties that amount to more than 10% of its total real properties, that district is entitled to receive an additional 40% of the Initial Targeted Assistance calculation as the supplemental funding. If the ratio of the agricultural real property to the total real property is less than 10% then the district receives a fraction of the 40% in second tier funding.

The steps involved in the calculation of this funding can be expressed mathematically as follows:

Step 1: Calculate district’s wealth measure per pupil by combining a 3 year average valuation per pupil and a 3 year average federal adjusted gross income per pupil at 50% each.

$$\frac{[(FY14 \text{ Value} + FY13 \text{ Value} + FY12 \text{ Value}) / 3] / \text{Net Formula ADM} \times 0.5}{[(TY11 \text{ Gross Income} + TY10 \text{ Gross Income} + TY09 \text{ Gross Income}) / 3] / \text{Net Formula ADM} \times 0.5} +$$

Step 2: Calculate the statewide wealth measure per pupil as was done in Step 1 for individual districts.

Step 3: Sort all districts based on the wealth measure per pupil calculated in Step 1 from low to high.

Step 4: Identify the 490th district on the spectrum generated in Step 3 and use its wealth measure per pupil as the threshold wealth measure per pupil.

Step 5: For each district that falls below the 490th district, obtain the difference between the threshold wealth measure per pupil and district’s wealth measure.

$$(\text{Threshold Wealth Measure Per Pupil}) - (\text{District Wealth Measure Per Pupil})$$

Step 6: Multiply the difference obtained in Step 5 by 6 mills and the net formula ADM of the district to obtain the initial calculation of Targeted Assistance. Net formula ADM is the formula ADM minus 75% of the count of resident students who attend brick and mortar and 100% of the count of resident students who attend e-schools or are in any of the Scholarship programs (Education Choice, Autism Scholarship and Jon Peterson, Scholarship).

$$(\text{Step 6 Result}) \times 0.006 \times (\text{Net Formula ADM})$$

Step 7: Calculate the ratio of 3 year average agricultural real properties to 3 year average total real properties for each district.

$$\frac{[(FY14 \text{ Agricultural Real Val} + FY13 \text{ Agricultural Real Val} + FY12 \text{ Agricultural Real Val}) / 3]}{[(FY14 \text{ Total Real Val} + FY13 \text{ Total Real Val} + FY12 \text{ Total Real Val}) / 3]}$$

Step 8: If the ratio obtained in Step 7 is greater than 10% then the supplemental amount will simply be 40% of the initial targeted assistance calculated in Step 6. Otherwise the supplemental amount will be a fraction of 40%.

$$\text{if } (\text{Step 7 Ratio}) \geq 0.1 \text{ then Supplemental Amount} = (\text{Initial Amount}) \times 0.4$$

$$\text{else Supplemental Amount} = (\text{Initial Amount}) \times [(\text{Step 7 Ratio}) \times 4]$$

Step 8: Add the amounts obtained in Step 6 and Step 8 to get the total Targeted Assistance.

C. Kindergarten through Third Grade Literacy Funding [Section 3317.02(A)(4)]

This funding is targeted to students in grades kindergarten through three to provide early additional educational investment. The funding is based on 2 per-pupil amounts: A state-share-index equalized amount of \$125 and an un-equalized amount of \$86. For the calculation of this fund the count of resident kindergarten through 3rd grade who attend e-schools are removed from the ADM base.

$$\{[(\text{K-3 ADM}) - (\text{E-School K-3 ADM})] \times \$125 \times \text{State Share Index}\} + \{[(\text{K-3 ADM}) - (\text{E-School K-3 ADM})] \times \$86\}$$

D. Economic Disadvantaged Funding [Section 3317.022(A)(5)]

This funding is provided to address poverty and its effects on educational outcomes. Its calculation is based on a per-pupil amount of \$269 equalized by the poverty index of the district. Poverty index is calculated by simply obtaining the square of the ratio of the individual district’s poverty percentage to the statewide poverty percentage.

$$(\text{Number of Poverty Students}) \times \$269 \times (\text{Poverty Index})$$

E. Limited English Proficiency Funding [Section 3317.022(A)(6)]

This funding is provided to help school districts provide additional educational services to students for whom English is not the native language. For the distribution of this fund the law provides that limited English proficient (LEP) students should be classified into 3 categories as follows:

1. Category 1 – Students who have been enrolled in U.S. schools for 180 days or less and previously have not been exempted from English Language Arts assessment.
2. Category 2 – Students who have been enrolled in U.S. schools for more than 180 days and previously have been exempted from English Language Arts assessment.
3. Category 3 – Students who are mainstreamed on trial basis and are not included in the first two categories.

For each category of LEP students the law provides a per-pupil amount that is equalized by the state share index.

$$\{(\text{Category 1 LEP ADM}) \times \$1,500 \times (\text{State Share Index})\} + \{(\text{Category 2 LEP ADM}) \times \$1,125 \times (\text{State Share Index})\} + \{(\text{Category 3 LEP ADM}) \times \$750 \times (\text{State Share Index})\}$$

F. Gifted Education Funding [Section 3317.022(A)(7)]

The law provides additional funding for identification and service provision to gifted students. The funding is distributed through 3 streams as follows:

1. Gifted Identification Funding based on a per-pupil amount of \$5 applied to the formula ADM of the district.
2. Gifted Coordinator Services Funding based on a salary figure of \$37,000 for every coordinator serving 3,300 students in the formula ADM reduced by community school students with a minimum of 0.5 and a maximum of 8 coordinators per district.
3. Gifted Intervention Specialist Funding based on a salary figure of \$37,000 for every specialist serving 1,100 students in the formula ADM reduced by community school students with a minimum of 0.3 specialists per district.

Gifted funding is not equalized by the state share index and the mathematical presentation of the formula calculation is as follows:

$$\begin{aligned} \text{Identification Funding} &= (\text{Formula ADM}) \times \$5 \\ \text{Coordinator Funding} &= [(\text{Formula ADM} - \text{Community School ADM}) / 3,300] \times \$37,000 \\ \text{Specialist Funding} &= [(\text{Formula ADM} - \text{Community School ADM}) / 1,100] \times \$37,000 \end{aligned}$$

The law limits the number of required coordinators to a minimum of 0.5 and a maximum of 8. By the same token the minimum number of specialists for a district is set at 0.3.

G. Transportation Funding [Section 3317.0212]

Regular transportation funding is calculated based on a hybrid approach in which two sets of calculations are done for each school district with the calculation that results in the higher funding being utilized. The basis for this dual funding concept that includes the bulk of the transportation funding is the fact that school districts are very different in terms of physical characteristics and distribution of students across them. Some school districts are heavily populated with high student densities in relatively small areas while others contain large rural areas with students disbursed across them. For one district the high concentration of students results in frequent stops for buses and having many routes to cover while for the other district the low student concentration and long distances result in buses traveling many miles a day with relatively few students on board. Such differences have necessitated approaching transportation funding differently for different school districts.

The physical circumstances of the school districts and the economies of scale have necessitated the development of other service approaches in addition to the above mentioned ones. Various services can be classified as follows:

- Type 1: Services provided by board-owned and board-operated yellow buses
- Type 2: Services provided by yellow buses by a contractor that could also be another school district
- Type 3: Services provided by public transportation providers such as COTA
- Type 4: Payments made to parents in lieu of transportation services (does not include special education parent contracts)
- Type 5: Services provided by board-owned vehicles other than yellow buses (9 passengers or less)
- Type 6: Board previously-owned vehicles other than yellow buses (9 passengers or less) including contracts with parents for special education transportation.

Type7: Community school students who are transported by the community school in accordance with ORC 3314.09

The bulk of the state funding for transportation applies to types 1 and 2. The law provides for a formula for the distribution of type 1 and 2 transportation funds in the context of the aforementioned approaches. For that, the transportation expenditure patterns of a district in the previous year (base year) serve as the basis of the funding calculation in the current year. The steps involved in this process are as follows:

1. Calculate the per-rider type 1 & 2 expenditures by district for the base year. Eliminate outliers by removing the top and bottom 10 districts in terms of per-rider expenditure from the analysis.
2. Calculate annual per-mile type 1 & 2 expenditures based on 180 days per year by district for the base year. Eliminate outliers by removing the top and bottom 10 districts in terms of per annual mile expenditure.
3. Calculate the statewide per-rider type 1 & 2 expenditure for the base year.
4. Calculate the statewide annual per-mile type 1 & 2 expenditure based on 180 days per year for the base year.
5. For each district calculate a total per-rider funding amount by multiplying the statewide per rider expenditure for the base year by the current year ridership.
6. For each district calculate a total annual per-mile funding amount by multiplying the statewide annual per-mile expenditure for the base year by the current year annual miles.
7. Determine total transportation funding for each district by applying the larger of per-rider or per-annual-mile funding amounts.
8. Determine the state share of total transportation funding by applying the state share index to total transportation funding. Minimum state share index for this calculation is 60%.

The law provides that if the state share of transportation funding amounts to more than what is appropriated in the budget for this purpose, the funding of every school district is to be prorated based on a universal proration rate that would bring the statewide funding in line with the appropriations.

In addition to this, the law also provides for a supplemental transportation funding that benefits school districts whose state share index is equal or greater than 0.5 and their student density is below statewide density. This supplemental funding comes in the form of relief from proration of the base transportation funding. For eligible districts this supplement amounts to the transportation base funding not being prorated. The law provides a total of \$25,300,000 in FY14 in extra transportation funding to hold eligible districts harmless from the proration.

H. Special Education Additional Funding [Section 3317.022(A)(3) and Section 3317.013(A) to (F)]

This funding provides additional state support for students who have special needs. This is basically the same concept as the weighted funding that the state had in place in previous years except that instead of weights there are now additional per-pupil amounts applied to different special needs categories. Students with various handicapping conditions are grouped into 6 categories for funding purposes with a per-pupil amount assigned to each category. The categories and their respective per- pupil amounts in FY14 are as follows:

1. Category 1 with the per-pupil amount of \$1,503 is comprised of:
Speech Only Students
2. Category 2 with the per-pupil amount of \$3,813 is comprised of:
Specific Learning Disabled Students
Developmentally Disabled Students
Students with Other Health Impairments (minor)
3. Category 3 with the per-pupil amount of \$9,160 is comprised of:
Hearing Disabled Students
Severe Behavior Disabled Students
4. Category 4 with the per-pupil amount of \$12,225 is comprised of:
Visually Impaired Students
Students with Other Health Impairments (major)
5. Category 5 with the per-pupil amount of \$16,557 is comprised of:
Orthopedic Disabled Students
Students with Multiple Disability
6. Category 6 with the per-pupil amount of \$24,407 is comprised of:
Autistic Students
Deaf/Blind Students
Traumatic Brain Injured Students

Funding for special education students is equalized by means of the state share index. Expressed in mathematical terms the funding calculation amounts to:

$$\begin{aligned}
 &[(\text{Category 1 ADM}) \times \$1,503 \times (\text{State Share Index})] + \\
 &[(\text{Category 2 ADM}) \times \$3,813 \times (\text{State Share Index})] + \\
 &[(\text{Category 3 ADM}) \times \$9,160 \times (\text{State Share Index})] + \\
 &[(\text{Category 4 ADM}) \times \$12,225 \times (\text{State Share Index})] + \\
 &[(\text{Category 5 ADM}) \times \$16,557 \times (\text{State Share Index})] + \\
 &[(\text{Category 6 ADM}) \times \$24,407 \times (\text{State Share Index})]
 \end{aligned}$$

I. Career Technical Education Funding [Sections 3317.022(A)(8) & (9) and Section 3317.014(A) to (E)]

This funding provides additional state support for students who are in career technical programs. This is basically the same concept as the weighted funding that the state had in place in previous years except that instead of weights there are now additional per-pupil amounts applied to different career technical program. Students in various career tech programs are grouped into 5 categories for funding purposes with a per-pupil amount assigned to each category. The categories and their respective per-pupil amounts in FY14 are as follows:

1. Category 1 with the per-pupil amount of \$4,750 is comprised of WFD programs in:
Agricultural & Environmental Systems
Construction Technologies
Engineering and Science Technologies
Finance
Health Science
Information Technology
Manufacturing Technology

2. Category 2 with the per-pupil amount of \$4,500 is comprised of WFD programs in:
 - Business Administration
 - Hospitality and Tourism
 - Human Services
 - Law and Public Safety
 - Transportation Systems
 - Arts and Communications
3. Category 3 with the per-pupil amount of \$1,650 is comprised of:
 - Career Based Intervention Programs
4. Category 4 with the per-pupil amount of \$1,400 is comprised of WFD programs in:
 - Education and Training
 - Marketing
 - Academics
 - Public Administration
 - Career Development
5. Category 5 with the per-pupil amount of \$1,200 is comprised of:
 - Family and Consumer Science Programs

Funding for career tech students is equalized by means of the state share index. Expressed in mathematical terms the funding calculation amounts to:

$$\begin{aligned}
 & \text{[(Category 1 FTE) X \$4,570 X (State Share Index)] +} \\
 & \text{[(Category 2 FTE) X \$4,500 X (State Share Index)] +} \\
 & \text{[(Category 3 FTE) X \$1,650 X (State Share Index)] +} \\
 & \text{[(Category 4 FTE) X \$1,400 X (State Share Index)] +} \\
 & \text{[(Category 5 FTE) X \$1,200 X (State Share Index)]}
 \end{aligned}$$

In addition to the above per-pupil funding by category, the law also provides for the calculation of Career Tech Associated Services where a per-pupil amount of \$225 in FY14 is applied to students in all career tech programs for associated services provided by the lead career tech district. This funding is equalized by means of the state share index and is typically transferred to the lead school district. Expressed in mathematical terms the funding calculation amounts to:

$$\text{(All Career Tech FTE) X \$225 X (State Share Index)}$$

J. Total Foundation Funding Before Guarantee [Section 263.240(A)(1)]

The total foundation formula amounts to the sum of the calculations done on lines 'A' through 'I'.

K. Transitional Guarantee Aid [Section 263.240(A)(2)]

Although the foundation calculation amounts to the total funding reflected on line 'J', school districts will receive funds in addition to the total calculated amount if that total is less than what they received in FY13 as the calculated Bridge Funding that appeared on line 'O' of the FY13 Bridge payment form. Eligible districts will receive the difference between their calculated foundation funding in FY13 and the calculated foundation funding in FY14 in the form of Transitional Aid Guarantee.

L. Total State Funding [Section 263.240(B)(1)]

Although the law provides that no school district is to receive less funding through the foundation formula in FY14 than it received in FY13, it also provides that no school district should receive funding in FY14 that is in excess of 6.25% above the FY13 calculated amount.

It then follows that since the total funding is reduced by the cap, all of the funding components that make up the total funding should also be reduced by the same ratio if the total funding is to equal the sum of all of its components. The ratio of the total capped funding to the uncapped total funding (the cap ratio) is therefore applied to the various funding components of the formula to reduce them to the cap limit. The law however provides that the cap should first be applied to all funding components except the Additional Special Education and the Career Tech Funding. In this manner if the total is reduced to the level of the cap limit we stop there and will not apply the cap to the other two funding components. If on the other hand the cap limit is not achieved by reducing the funding of all of the components, then the cap will be applied to Special and Career Tech Education components as well.

Effectively all the other funding components bear the extra burden of the cap so that Special and Career Tech Education components could be held harmless. In reality we have not had an occasion to apply the cap to these two funding components.

Additional Aid Items

As in the previous years, in FY14 funding for preschool handicapped children and special education transportation, although not part of the foundation formula, are shown on the payment report as well.

M. Preschool Special Education Funding [Section 3317.0213]

The preschool funding mechanism has been modified extensively in FY14. Whereas before this funding was unit based, it is now calculated on per-pupil basis. The funding is comprised of two per-pupil amounts applied to the count of special education preschool children. One of the per-pupil amounts is used in the calculation without being equalized while the other is equalized by means of the state share index which is borrowed from the foundation formula.

The un-equalized per-pupil amount is \$4,000 and is applied to the count of all preschool children regardless of their handicapping condition. The second per-pupil amount is geared to the handicapping condition and is equalized by the state share index. As far as preschool children are concerned, the same 6 categories of special education are utilized as we have for school age children with the same dollar amounts. The dollar amount however is multiplied by 0.5 to base this funding on half of the dollar amount utilized for school age children. The reason for this is the fact that by and large, preschool children attend school on half day basis. The mathematical presentation of this funding is as follows:

$$\begin{aligned} & \mathbf{[(Total\ Preschool\ Special\ Ed\ Counts)\ X\ \$4,000]\ +} \\ & \mathbf{\{[(Category\ 1\ Preschool\ Special\ Ed\ Count)\ X\ \$1,503\ X\ 0.5\ X\ (State\ Share\ Index)]\ +} \\ & \mathbf{[(Category\ 2\ Preschool\ Special\ Ed\ Count)\ X\ \$3,813\ X\ 0.5\ X\ (State\ Share\ Index)]\ +} \\ & \mathbf{[(Category\ 3\ Preschool\ Special\ Ed\ Count)\ X\ \$9,160\ X\ 0.5\ X\ (State\ Share\ Index)]\ +} \\ & \mathbf{[(Category\ 4\ Preschool\ Special\ Ed\ Count)\ X\ \$12,225\ X\ 0.5\ X\ (State\ Share\ Index)]\ +} \end{aligned}$$

[(Category 5 Preschool Special Ed Count) X \$16,557 X 0.5 X (State Share Index)] + [(Category 6 Preschool Special Ed Count) X \$24,407 X 0.5 X (State Share Index)]

N. Special Education Transportation Funding [Administrative Rule 3301-83-01(D)]

This reflects the subsidy the state provides to school districts to cover the costs associated with transporting special needs students to their programs and for specialized equipment needed for such transportation. This aid is calculated as the lesser of the actual cost or the sum of \$6 per pupil per day plus half of the amount by which actual cost exceeds \$6 per pupil per day. This calculation is then multiplied by the same percentage used for regular transportation funding which is 60% or the district's state share index, whichever is greater.

O. Total Additional Aid Items

This is simply the total of Preschool Special Education Funding and the Special Education Transportation Funding that fall under Additional Aid Items.

Transfers and Adjustments

As in previous years' payment reports, transfers and adjustments applied to the foundation calculation are reflected on the FY14 SFPR.

P. Education Service Center Deduction [Sections 3317.11 & 3317.023(B)]

This reflects the funds deducted from the foundation funding of school districts for services provided by education service centers (ESC). The deduction may just reflect the district share of the per-pupil amount of at least \$6.50 or additionally, it may reflect funds transferred for preschool services provided by the ESC or transfers for contracts made with the ESC pursuant to Section 3313.845.

Am. Sub. H. B. 59 introduced some changes in ESC services and therefore their funding. Whereas ESC's used to provide supervisory services they are no longer required to do that and therefore they are no longer funded for that purpose. By the same token, ESCs are no longer funded for special education extended services and as result no deduction to the school district's funding is made for that purpose either.

As far as preschool services are concerned school districts receive state funding calculated based on their number of preschool children and HB 59 parameters explained above. A school district that receives this funding has a choice to contract with an ESC for these services or provide the services itself. If an ESC is involved then the district could arrange to reimburse the ESC directly or it can arrange for funds to be transferred to the ESC by ODE. In addition to these choices, a district may request the transfer of ESC preschool funds to the ESC to take place as part of the contract transfers under Section 3313.845.

The transfer could be made for calculated amounts based on the number of children served by the ESC and the funding parameters in law or it could be for any other amount the district and the ESC may agree upon.

Q. Open Enrollment Adjustment [Section 3313.981(B)]

This reflects the net funding adjustment made for students who attend a school district other than their resident district through the Open Enrollment option. The adjustment reflected here is the net of all funds the district receives for non-resident students coming into the district and the resident students leaving the district. Funding for open enrollment students includes the formula amount of \$5,745, an additional funding for career etch education students based on per-pupil amounts listed in ORC Section 3317.014 for students participating in career etch programs. The mathematical presentation of the Open Enrollment Fund transfer calculation is as follows:

$$\begin{aligned} & (\$5,745 \times \text{Total FTE of All Open Enrolled Students}) \\ & \quad + \\ & [(\$4,750 \times \text{Any Cat 1 CTE FTE}) + (\$4,500 \times \text{Any Cat 2 CTE FTE}) + (\$1,650 \times \text{Any Cat 3 CTE FTE}) + \\ & \quad (\$1,400 \times \text{Any Cat 4 CTE FTE}) + (\$1,200 \times \text{Any Cat 5 CTE FTE})] \end{aligned}$$

In addition to the above-mentioned transfers the law also provides for transfer of special education Excess Cost for open enrollment students with an IEP in accordance with ORC Section 3313.981(E). The Excess Cost adjustment however cannot be included on line 'Q' transfers due to timing issues. Excess Cost transfers are made separately on the Statement of Settlement as SF6 transfers after the end of the fiscal year.

R. Community School Transfer [Section 3314.08(C)]

This reflects the amount of funding deducted from the district for resident students who choose to attend community schools. Each school district is responsible for providing funding support to community schools that provide educational services to its students. Deductions for each community school student are based on a set of calculations that provide for funding to the community schools for Opportunity Grant, Targeted Assistance, Additional State Aid for Special Education and Related Services, K-3 Literacy Funding, Economic Disadvantaged Funding, Limited English Proficiency Funding and Career Tech Education funding.

For each community school funding stream the law provides formulae that are fully explained in the section devoted to community school funding on the ODE website. The site can be accessed by clicking [here](#).

Aggregate funding calculated for each student attending a community school based on formulae explained on the community school link is deducted from the funding of school district on line 'R' of the SFPR.

S. STEM School Transfer [Section 3326.33]

Am. Sub. H. B. 59 provides the same funding calculations for STEM schools as it does for community schools. Please refer to the above link provided for community schools for funding of STEM schools as well.

T. Scholarship Transfer [Sections 3310.02 & 3310.08 & 3310.09 & 3310.51 – 3310.64 & 3313.974 & 3313.975 & 3310.41]

This reflects the amount of deduction from the state funding of school districts for resident students who choose to participate in one of the Education Choice programs as follows:

1. **Education Choice** program established under provisions of ORC Section 3310.02 which provides for vouchers to be issued to the parents of children who choose to attend non-public charter schools. Under the provisions of this segment of the law, parents are entitled to receive vouchers for eligible students based on an amount that equals the cost of tuition at the non-public school or the maximum allowable amount under this section of the law, whichever is smaller. The maximum allowable voucher amounts under this program are:
 - a. For grades kindergarten through eight, **\$4,250**
 - b. For grades nine through twelve, **\$5,000**
2. **Jon Peterson Scholarship** program which for the first time, was established in FY 2013 under provisions of ORC Sections 3310.51 through 3310.64. The so-called Jon Peterson Scholarship legislation directs the Department of Education to calculate scholarship vouchers for eligible special needs students for services provided to them by an alternative public provider or a registered private provider. The amount of the scholarship vouchers is then deducted from the state funding of the school district in which the student resides. For the purposes of this deduction, calculations are made for each special needs students based on the least of 3 amounts as follows:
 - a. The amount of the tuition charged by the alternative public or private provider
 - b. The sum of the formula amount of \$5,745 and the per-pupil amounts for the 6 categories of special needs students listed in ORC Section 3317.013(A) to (F). These categories and their respective per-pupil amounts are listed above under the explanation of line 'H' of the SFPR
 - c. The amount of \$20,000
3. **Cleveland Scholarship** pilot program which is established under provisions of ORC Section 3313.974 and 3313.975 to provide to a number of students residing in Cleveland Municipal school district scholarships to attend alternative schools, and for an equal number of students to receive tutorial assistance grants while attending public school in the district.
4. **Autism Scholarship** program which is established under provisions of ORC Section 3310.41(A) authorizes the Department of Education under provisions of ORC Section 3313.41(B) to pay a scholarship to the parents of a qualified special education child an amount not to exceed the lesser of the tuition charged or \$20,000 for the child to attend a special education program that implements the child's IEP and that is operated by an alternative public provider or by a registered private provider.

U. Other Adjustments [Section 3317.023(H) and (I)]

This reflects a few additional adjustments made to the foundation calculation for funds transferred from a resident district to an educating district for vocational or special education services provided by the educating district under contract. As part of this adjustment, transfers for contract vocational and special education services are calculated based on provisions of ORC Section 3317.023(H) based on the foundation amount of \$5,745 plus the career tech and special education per-pupil amounts specified in ORC Section 3317.013 and ORC Section 3317.014. These are the same student categories and per-pupil amounts listed for lines ‘H’ and ‘I’ above.

In addition to adjustments for this purpose the law also provides for an adjustment for Associated Services based on the per-pupil figure of \$225 and the career tech FTE and the resident district’s state share index. The result of this calculation is transferred to a JVS or a Career Tech Planning District (CTPD) that provides services to the district. The mathematical representation of the formulae are as follows:

Section 3317.023(H)

$$\begin{aligned}
 & (\$5,745 \times \text{Total FTE}) + \\
 & [(\$4,750 \times \text{Any Cat 1 CTE FTE}) + (\$4,500 \times \text{Any Cat 2 CTE FTE}) + (\$1,650 \times \text{Any Cat 3 CTE FTE}) + \\
 & \quad (\$1,400 \times \text{Any Cat 4 CTE FTE}) + (\$1,200 \times \text{Any Cat 5 CTE FTE})] + \\
 & [(\$1,503 \times \text{Any Cat 1 SPC FTE}) + (\$3,813 \times \text{Any Cat 2 SPC FTE}) + (\$9,160 \times \text{Any Cat 3 SPC FTE}) + \\
 & (\$12,225 \times \text{Any Cat 4 SPC FTE}) + (\$16,557 \times \text{Any Cat 5 SPC FTE}) + (\$24,407 \times \text{Any Cat 6 SPC FTE})]
 \end{aligned}$$

Section 3317.023(I)

$$\text{Total CTE FTE} \times \$225 \times \text{District's State Share Index}$$

V. Total Transfers and Adjustments

This line reflects the total of all transfers and adjustments that appear on line ‘P’ through ‘U’.

W. Net State Foundation Payment

This line reflects the net state payment after the application of all adjustments and transfers which amounts to line ‘L’ plus line ‘O’ and line ‘V’.

Our aim at generating this report is to provide the reader with a comprehensive description of the elements of the School Finance Payment Report (SFPR) for FY 2014. We hope that this document meets your expectation and we strongly encourage you to provide us with any feedback that would improve the content and usefulness of this presentation. Please direct your questions and comments to:

Daria Shams at (614) 466-6253, daria.shams@education.ohio.gov

or

Eric Bode at (614) 995-9936, eric.bode@education.ohio.gov