



FundEd: Grade Level Funding

Policies in Each State

Grade Level

Some states provide different amounts of funding for students in different grade levels. This report indicates which states consider students' grade levels when allocating state education funding, and if applicable, how they do so.

Alabama

Alabama provides different levels of funding for students in different grade levels. It does so through its resource-based formula by specifying different student-to-teacher ratios for four different grade spans, and providing funding for teacher positions accordingly.

The state assigns a student-to-teacher ratio of 14.25 to 1 for grades K-3; 21.43 to 1 for grades 4-6; 19.70 to 1 for grades 7-8; and 17.95 to 1 for grades 9-12. These ratios determine the number of teaching units to which a district is entitled. Principals, assistant principals, and guidance counselors are also assigned to elementary schools in accordance with different student-to-staff ratios than they are to middle and high schools. Once all staff units are calculated for a district, with grade-level variation taken into account, the units are converted into dollar amounts using a salary matrix that considers staff training and experience. These amounts form the basis of districts' state education funding.

Alaska

Alaska does not differentiate student funding based on grade levels.

Arizona

Arizona provides different levels of funding for students in different grade levels. It does so by applying multipliers to the base per-pupil amount for students in three different grade spans.

The base amount is multiplied by 1.218 for students in grades K-3; by an additional 1.158 for students in grades 4-8; and by 1.268 for students in grades 9-12. The multipliers applied for students in grades K-8 and 9-12 are only used for school districts with more than 600 students. Different multipliers are applied for school districts with fewer students; these values vary depending on the size of the district and its degree of geographic isolation. (See "Sparsity" for a description of this allocation.)

The state also provides additional funding that may only be used to support reading programs for grades K-3. It does so by applying an additional multiplier of .04 to the base amount for students in these grades.

Arkansas

Arkansas provides different levels of funding for students in different grade levels. It does so through assumptions about the student-to-teacher ratio in classrooms at different grade levels and about the proportion of students expected to be in each grade level.

While funding is not actually apportioned to districts according to the cost of resources, assumptions about student-to-teacher ratios, salary costs, and other resource costs are the foundation for the base per-student amount, which is set annually. For the purposes of setting its base per-student funding amount, Arkansas assumes that 8% of students will be in kindergarten, 23% of students will be in grades 1 to 3, and 69% of students will be in grades 4-12. It sets the expected student-to-teacher ratios at 20 to 1 in kindergarten, 23 to 1 in grades 1-3, and 25 to 1 in grades 4-12.

California

California provides different levels of funding for students in different grade levels in two different ways. First, the state assigns different per-student base funding amounts to four different grade spans (K-3, 4-6, 7-8, and 9-12). (See “Base Amount” for these base funding amounts.) Then, it applies additional multipliers to these base amounts for students in two different grade spans (K-3 and 9-12).

For FY2018, students in grades K-3 had a base funding amount of \$7,941. Students in grades 4-6 had a base funding amount of \$7,301. Students in grades 7-8 grade had a base funding amount of \$7,518. Students in grades 9-12 had a base funding amount of \$8,939. The additional multipliers applied were 1.104 for students in grades K-3 and 1.026 for students in grades 9-12.

These additional weights are intended to cover costs for reduced class sizes in grades K-3 and to reflect the expenses of career and technical education for 9-12 schools.

Colorado

Colorado does not differentiate funding based on students’ grade levels.

Connecticut

Connecticut does not differentiate funding based on students’ grade levels.

Delaware

Delaware provides different levels of funding for students in different grade levels. It does so through its resource-based formula by specifying different student-to-funding-unit ratios for two different grade spans in grades K-12, and providing funding accordingly.

The state assigns a student-to-unit ratio of 16.2 to 1 for grades K-3 and of 20 to 1 for grades 4-12. These ratios determine the number of resource units to which a district is entitled. Some of the unit funding is for employee salaries, and the amount of this funding in each unit is based on the particular staff employed in the district and their pay in accordance with the state salary schedule. The unit also includes set amounts for energy expenses and other school costs. The state restricts how a district may distribute this funding amount to its schools; 98% of the unit funding generated by each school’s pupils for staff salaries must be returned to that school.

District of Columbia

The District of Columbia provides different levels of funding for students in different grade levels. It does so by applying multipliers to the base per-pupil amount for students in three different grade spans.

For FY2020, the base amount was multiplied by 1.3 for students in kindergarten; by 1.08 in grades 6-8; and by 1.22 for students in grades 9-12. Students in grades 1-5 were funded at the base amount.

In FY2020, the state also applied two additional weights for prekindergarten students: 1.33 for three-year-old students and 1.3 for four-year-old students.

Florida

Florida provides different levels of funding for students in different grade levels. It does so by applying multipliers to the base per-pupil amount for students in two different grade spans.

The base amount is multiplied by 1.107 for students in grades K-3 and by 1.001 for students in grades 9-12. Students in grades 4-8 are funded at the base amount.

Georgia

Georgia provides different levels of funding for students in different grade levels. It does so by applying multipliers to the base per-pupil amount for students in four different grade spans.

The base amount is multiplied by 1.6580 for students in kindergarten; by 1.2881 for students in grades 1-3; by 1.0367 for students in grades 4-5; and by 1.0290 for students in grades 6-8 (the multiplier is increased to 1.1333 for students attending schools using a particular, state-approved model). Students in grades 9-12 are funded at the base amount.

The state also provides additional program-based allocations to support students who are struggling academically, and these allocations differ by grade level. First, the state applies multipliers to the base amount for students enrolled in the Early Intervention Program. This multiplier is 2.0457 for kindergarten students, 1.8012 for students in grades 1-3, and 1.7951 for students in grades 4-5. Second, the state applies a multiplier of 1.3481 to the base amount for students in a remedial education program; this funding is available only for students in grades 6-12 with identified deficiencies in reading, writing, or math.

Hawaii

Hawaii provides different levels of funding for students in different grade levels. It does so both by applying multipliers to the base per-pupil amount for students in two different grade spans and by providing different amounts of whole-school funding for schools serving different grade levels.

The base amount is multiplied by 1.15 for students in grades K-2, and by 1.0363 for students in grades 6-8. (The multipliers have been expressed this way for consistency with other states. The funding is actually provided in an amount equal to .15 or .0363 times the per-pupil base amount, distributed in addition to the student's own base amount funding. The multipliers used are fixed annually by the state's Committee on Weights.) The additional funding for grades K-2 is intended for class size reduction through the hiring of more teachers. Students in grades 3-5 and 9-12 are funded at the base amount.

The state's per-school allocations also vary depending on the grade levels served. In FY2018, Hawaii's per-school funding was \$283,000 for elementary schools and \$373,000 for multi-track elementary schools; \$442,000 for middle schools and \$532,000 for multi-track middle schools; \$450,000 for high schools; \$720,000 for K-12 schools; \$503,000 for K-8 schools; and \$511,000 for 6-12 schools.

Idaho

Idaho provides different levels of funding for students in different grade levels. It does so through its resource-based formula by specifying different student-to-staff-unit ratios for three different grade spans, and providing funding for staff units accordingly.

Idaho's staff units (which were valued at \$98,600 apiece in FY2018 and are intended to support staff generally, not just teachers) are allocated based on a student-to-staff-unit ratio of 40 to 1 for kindergarten; 20 to 1 for grades 1-3; 23 to 1 for grades 4-6; and 18.5 to 1 for secondary grades. These ratios assume a kindergarten enrollment of 41 students or more; a 1-6 enrollment of 300 students or more; and a 7-12 enrollment of 750 students or more. Each grade span has its own sliding scale for the allocation of units in smaller districts.

Illinois	<p>The Illinois funding formula calculates different levels of funding for students in different grade levels. It does so through its resource-based formula by specifying different student-to-teacher ratios for two different grade spans and providing funding for teacher positions accordingly.</p> <p>The state assigns a student-to-teacher ratio of 20 to 1 for grades K-3 and 25 to 1 for grades 4-12. These ratios determine the number of teaching units to which a district is entitled. (The ratios are lower for low-income students in these grade spans; see “Poverty” for a description of this calculation.) Specialists, principals, assistant principals, guidance counselors, librarians, and certain other staff members are also assigned in accordance with different student-to-staff ratios depending on the type of school (elementary, middle, or high schools). Once all staff positions are calculated for a district, with grade-level variation taken into account, the district’s formula calculation includes a dollar amount for each position that matches the state average salary for that position. These calculations form the basis of districts’ calculated education costs.</p> <p>Because the state plans to move toward full formula funding over the span of a number of years, annual increases in funding are distributed to districts with the greatest need for state assistance. Districts are sorted into tiers according to the degree to which their local funding capacity can be expected to cover their local education costs, and a greater percentage of additional state aid is distributed to districts with lesser funding capacity.</p>
Indiana	Indiana does not differentiate funding based on students’ grade levels.
Iowa	Iowa does not differentiate funding based on students’ grade levels.
Kansas	The Kansas Supreme Court ruled the state’s education funding formula unconstitutional on October 2, 2017 and reiterated this finding on June 25, 2018. The Court has set a deadline of June 30, 2019 for the creation of a constitutional funding system.
Kentucky	Kentucky does not differentiate funding based on students’ grade levels.
Louisiana	<p>Louisiana provides different levels of funding for students in different grade levels. It does so by providing a supplemental per-pupil allocation for students in grades 7-12.</p> <p>School districts in Louisiana receive an additional \$26 per pupil in grades 7-12 to support the cost of secondary course choices beyond the traditional classroom.</p>
Maine	<p>Maine provides a greater level of funding for students in grades K-2 only. It does so by applying a multiplier of 1.1 to the base per-pupil amount for students in these grades.</p> <p>The multiplier is applied after the base amount is adjusted for local cost of living. Students in grades 3-12 are funded at the base amount.</p>
Maryland	Maryland does not differentiate funding based on students’ grade levels.

Massachusetts	<p>Massachusetts provides different levels of funding for students in four different grade spans: kindergarten, elementary, junior high school or middle school, and high school.</p> <p>The funding amounts are calculated based on the assumption that different resource needs apply to these different grade spans. Different amounts are assigned to other categories of students that are also tied to grade level, including special education students in each of these grade spans and secondary students in career and technical education programs.</p>
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Michigan	<p>Michigan provides different levels of funding for students in different grade levels. It does so both by providing supplemental funding for high school students.</p> <p>Beginning in FY2018, Michigan provides an additional \$25 per high school student.</p>
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Minnesota	<p>Minnesota provides different levels of funding for students in different grade levels. It does so by inflating the student count to generate extra funding for students in grades 7-12.</p> <p>The student count in grades 7-12 is multiplied by 1.2, and the state provides the base per-pupil amount in accordance with this inflated count. Students in full-day kindergarten and grades 1-6 are funded at the base amount. Minnesota provides decreased funding for students in half-day kindergarten by deflating the student count: the student count in half-day kindergarten is multiplied by 0.55.</p> <p>Separate from the state's provision of funding, Minnesota requires school districts to direct a portion of their general education revenue to reduce elementary class sizes to no more than 17 students per classroom teacher, beginning with the kindergarten and first grade classes. Once the district achieves a student-to-teacher ratio of 17 to 1 in grades kindergarten and first, the district may use the remaining reserved revenue to reduce class sizes in each subsequent elementary grade.</p>
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Mississippi	<p>Mississippi does not differentiate funding based on students' grade levels.</p>
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Missouri	<p>Missouri does not differentiate funding based on students' grade levels.</p>
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Montana	<p>Montana provides different levels of funding for students in different grade levels. It does so through its automatic per-pupil and per-district allocations, which are calculated differently for districts serving different grade levels.</p> <p>The calculation for each allocation is different for elementary-only districts with and without an accredited seventh- and eighth-grade program; K-12 districts with and without an accredited seventh- and eighth-grade program; and high school districts.</p>
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Nebraska	<p>Nebraska does not differentiate funding based on students' grade levels.</p>

Nevada

Nevada provides different levels of funding for students in different grade levels. It does so through four program-based allocations. These include funding for class-size reduction in grades 1-3 and three competitive grant programs that are limited to specific grade levels.

The state provides all school districts with funding to hire additional teachers for grades 1-3, with the intention of reducing student-to-teacher ratios to 17 to 1 in grades 1 and 2, and to 20 to 1 in grade 3. In FY2018, the state appropriated \$147.45 million for this purpose, to be used for salaries and benefits for at least 1,944 additional teachers statewide.

The state also awards competitive grants to school districts through three grade-level-specific programs: the Read by Grade 3 program, which supports strategic literacy instruction and intervention in grades K-3 and for which the state appropriated \$20.5 million in FY2018; college and career readiness grants, which support dual enrollment for high school students and STEM programs for middle and high school students and for which the state may spend between \$500,000 and \$750,000 in FY2018; and the Nevada Ready 21 Technology program, which supports the implementation of one-to-one wireless computing for pupils in certain middle schools and for which the state appropriated \$10 million in FY2018.

New Hampshire

New Hampshire does not differentiate funding based on students' grade levels.

New Jersey

New Jersey provides different levels of funding for students in different grade levels. It does so by applying multipliers to the base per-pupil amount for students in grades 6-8 and for students in grades 9-12.

The base amount is multiplied by 1.04 for students in grades 6-8 and by 1.16 for students in grades 9-12. Students in grades K-5 are funded at the base amount.

New Mexico

New Mexico provides different levels of funding for students in different grade levels. It does so by applying multipliers to the base per-pupil amount for students in five different grade spans.

The base amount is multiplied by 1.44 for full-time-equivalent students in kindergarten; by 1.2 for students in grade 1; by 1.18 for students in grades 2-3; by 1.045 for students in grades 4-6; and by 1.250 for students in grades 7-12. The state also provides funding for additional instructional time for students in grades K-3 only. It also provides an amount equal to 0.06 times the base per-pupil amount for each full-time-equivalent student enrolled in an elementary physical education program.

For districts that apply, grant funding may also be provided for elementary fine arts education in an amount equal to 0.05 times the base amount for each full-time-equivalent student in grades K-6.

New York

New York does not differentiate funding based on students' grade levels.

North Carolina North Carolina provides different levels of funding for students in different grade levels. It does so through the resource-based aspect of its formula by specifying different student-to-teacher ratios for seven different grade spans and providing funding for teacher positions accordingly.

The state assigns a student-to-teacher ratio of 18 to 1 for kindergarten; 16 to 1 for grade 1; 17 to 1 for grades 2-3; 24 to 1 for grades 4-6; 23 to 1 for grades 7-8; 26.5 to 1 for grade 9; and 29 to 1 for grades 10-12. These ratios determine the number of teaching units to which a district is entitled. The state provides funding for these teachers in accordance with the state salary schedule.

The state also provides certain program-based allocations only for students in certain grade levels. For example, North Carolina provides funding for Summer Reading Camps for students in grades 1-3 of up to \$825 per student deemed not-proficient.

North Dakota North Dakota does not differentiate most kinds of education funding based on students' grade levels. However, the state provides additional funding for small school districts on two sliding scales, one for elementary (K-8) districts and one for districts including all grades (referred to in the state as "high school districts").

After first adjusting the base per-pupil amount for certain student characteristics, North Dakota applies a further multiplier to the state funding allocation to increase funding for small school districts, defined as elementary districts with fewer than 200 students and high school districts with fewer than 900 students. The multiplier is determined based on a sliding scale, which ranges from 1.17 to 1.25 for elementary districts and 1.01 to 1.36 for high school districts, with the precise multiplier for each district chosen based on student enrollment. (See "Sparsity" for a more detailed description of this allocation.)

Ohio Ohio provides different levels of funding for students in different grade levels. It does so by providing specific funding for students in grades K-3 to support early additional educational investment.

The funding is calculated for the pupils in grades K-3 based on a formula that takes into account enrollment in these grades and a measure of local wealth.

Specifically, the state multiplies the number of K-3 pupils in the district (excluding those enrolled in online public schools) by \$127, and separately multiplies that same K-3 enrollment by \$193 and then by the State Share Index, which is a measure of how much of the education funding burden should be shouldered by the state given the district's property tax base and its residents' income levels. These two products are added together to produce the total amount of early education funding that the state provides to each district.

Oklahoma	<p>Oklahoma provides different levels of funding for students in different grade levels. It does so by applying multipliers to the base per-pupil amount for students in four different grade spans within grades K-12.</p> <p>The base amount is multiplied by 1.5 for students in kindergarten (or 1.3 for students in half-day kindergarten); by 1.351 for students in grades 1-2; by 1.051 for students in grade 3; and by 1.2 for students in grades 7-12. Students in grades 4-6 are funded at the base amount.</p> <p>The state also provides program-based allocations in the amount of \$56.13 per student in grades K-3 to support reading instruction and \$6.16 per student in grades 8-12 for technology funding for FY2017. In addition, the state specifically provides funding for sparsely populated districts that is partially dependent on grade level. (See “Sparsity” for a description of this allocation.)</p>
Oregon	<p>Oregon does not differentiate funding based on students’ grade levels.</p>
Pennsylvania	<p>Pennsylvania does not differentiate funding based on students’ grade levels.</p>
Rhode Island	<p>Rhode Island does not differentiate funding based on students’ grade levels.</p>
South Carolina	<p>South Carolina provides different levels of funding for students in different grade levels. It does so by providing allocations for certain programs and staff positions that are limited to certain grade levels.</p> <p>Funding for personnel, supplies, and transportation related to career development and counseling is allocated only for students in grade 6-12. Funding is also provided for elementary school nurses, reading coaches, and physical education teachers.</p>
South Dakota	<p>South Dakota does not differentiate funding based on students’ grade levels.</p>
Tennessee	<p>Tennessee provides different levels of funding for students in different grade levels. It does so through its resource-based formula by specifying different student-to-teacher ratios for four different grade spans and providing funding for teacher positions accordingly.</p> <p>The state assigns a student-to-teacher ratio of 20 to 1 for grades K-3; 25 to 1 for grades 4-6; 25 to 1 for grades 7-9; and 22.08 to 1 for grades 10-12. These ratios determine the number of teaching units to which a district is entitled. Specialists, principals, assistant principals, and guidance counselors are also assigned to elementary schools in accordance with different student-to-staff ratios than they are to secondary schools. Once all staff units are calculated for a district, with grade-level variation taken into account, the district receives a flat amount per unit that was \$46,225 in FY2018. These calculations form the basis of districts’ state education funding.</p>

Texas

Texas provides different levels of funding for students in different grade levels. It does so by applying a multiplier of 1.1 to the base per-pupil amount for certain students in grades K-3 to generate funding for early learning programs and services.

Students in grades K-3 are eligible for this supplemental funding if they fall into one of two categories. These are those who are educationally disadvantaged, defined as those who qualify for free or reduced-priced lunch under the National School Lunch Program; and English-language learners who are enrolled in bilingual or other special language programs. Students falling into both categories generate this supplemental funding allocation twice.

This funding may only be used for programs and services intended to improve reading and math performance in grades pre-K-3 and can be used to support the implementation of full-day prekindergarten programs. The multiplier has been expressed as 1.1 for consistency with other states. The funding is actually provided in an amount equal to 0.1 times the per-pupil base amount, distributed in addition to the student's own base funding.

Utah

Utah provides different levels of funding for students in different grade levels. It does by providing a greater level of funding for students in certain elementary grades to be used for specific purposes and does provide different amounts of funding for charter school students in different grade levels.

The state appropriates funds to reduce class size in grades K-8. The total appropriation is divided among school districts in proportion to their K-8 enrollment, and it must be used for class size reduction, in accordance with specific guidelines. The state also allocates additional funding, to be distributed on a per-pupil basis for pupils in grades K-3, for reading improvement.

In charter schools only, the state provides different amounts of funding for students in different grade levels. It does so by applying multipliers to the base per-pupil amount for students in three different grade spans: the base amount is multiplied by 0.9 for students in grades 1-6; by 0.99 for students in grades 7-8; and by 1.2 for students in grades 9-12.

Vermont

Vermont provides a greater amount of funding for students in secondary grades only. It does so by applying a multiplier of 1.13 to the student count for students in these grades to generate additional funding for these students.

Virginia

Virginia provides different levels of funding for students in different grade levels. It does so through the resource-based component of its formula by specifying different student-to-teacher ratios for three different grade spans, and providing funding accordingly.

The state assigns a district-wide student-to-teacher ratio of 24 to 1 for grades K-3; a district-wide ratio of 25 to 1 for grades 4-6; and a school-wide ratio of 21 to 1 in middle and high schools. These ratios determine the number of teaching units to which a district is entitled. Principals, assistant principals, librarians, guidance counselors, and clerical staff are also allocated for different grade levels in accordance with different student-to-staff ratios.

The state also funds additional staff positions and provides program-based allocations that are specific to particular grade levels. The staff positions include elementary art, music, physical education, and reading specialists. The program-based allocations are those for class-size reduction (which funds additional staff positions in schools that reduce class size in grades K-3, in accordance with target student-to-teacher ratios that differ based on the school's percentage of students eligible for free lunch under the National School Lunch Program), math intervention for algebra readiness in grades 6-9 (allocated in proportion to the district's percentage of students eligible for free lunch), and early reading intervention in grades K-3.

Washington

Washington provides different levels of funding for students in different grade levels. It does so through its resource-based formula by specifying different student-to-staff ratios for four different grade spans, and providing funding for staff positions accordingly.

The state assigns a student-to-teacher ratio of 17 to 1 for grades K-3; 27 to 1 for grades 4-6; 28.53 to 1 for grades 7-8; and 28.74 to 1 for grades 9-12. Dividing each grade span's enrollment by its assigned class size and adding an adjustment for planning time determines the number of teaching units for which a district is entitled to receive state funding. The planning time adjustment increases the number of teacher units by 15.5% in grades K-6 and by 20% in grades 7-12. The state then provides funding for staff units by multiplying the state minimum salary allocation for each staff type by an adjustment for regional cost.

Principals, librarians, guidance counselors, nurses, and other school-based staff are also assigned to schools in accordance with different student-to-staff ratios for elementary, middle, and high schools. In addition, the state specifically provides funding for small schools that is partially dependent on grade level. (See "Sparsity" for a description of this allocation.)

West Virginia

West Virginia does not differentiate funding based on students' grade levels.

Wisconsin

Wisconsin does not differentiate funding based on students' grade levels.

Wyoming

Wyoming provides different levels of funding for students in different grade levels. It does so through its resource-based formula by specifying class sizes for two different grade spans, and providing funding accordingly.

The state assigns a class size of sixteen for grades K-5 and of twenty-one for grades 6-12. These class sizes determine the number of resource units to which a district is entitled. School districts receive funding for these resource units in each staff category based on the state average, adjusted based on the education level and experience of staff in the district.

For a complete list of primary sources, please see the appropriate state page at funded.edbuild.org

