



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	<p>Alabama provides different levels of funding for students in different grade levels through its resource-based formula, which assigns student-to-teacher ratios to four different grade spans and provides funding for teacher positions accordingly.</p> <p>The state assigns a student-to-teacher ratio of 14.25 to 1 for grades K-3, 20.43 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, guidance counselors, and librarians are also assigned to elementary schools in accordance with student-to-staff ratios that differ from those used for middle and high schools. Once all staff units are calculated for a district, with grade-level variation considered, the units are converted into dollar amounts using a salary matrix that considers staff training and experience; also included are smaller per-unit additions for staff benefits, classroom materials, and other expenses. These amounts form the basis of districts’ state education funding.</p>
Alaska	<p>Alaska does not differentiate student funding based on grade levels.</p>
Arizona	<p>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.</p> <p>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 used only 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).</p> <p>The state also provides additional funding that may be used only to support reading programs for grades K-3. It does so by applying an additional multiplier of 0.04 to the base amount for students in these grades.</p>

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 expenses 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 1-3, 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 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). Then, it applies additional multipliers to these base amounts for students in two different grade spans (K-3 and 9-12).

For FY2021, students in grades K-3 had a base funding amount of \$7,702. Students in grades 4-6 had a base funding amount of \$7,818. Students in grades 7-8 had a base funding amount of \$8,050. Students in grades 9-12 had a base funding amount of \$9,329. The additional multipliers applied were 1.104 for students in grades K-3 and 1.026 for students in grades 9-12.

As a condition of receiving the supplemental weighted funds for grades K-3, districts must maintain an average class size of no more than 24 students in these grades, unless collective bargaining agreements for each school site allow otherwise. There are no conditions attached to the supplemental funding for students in grades 9-12, but this funding is intended to reflect the expenses of career and technical education for schools serving grades 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.

For districts that apply, grant funding may also be provided to support reading assistance and reading interventionists for grades K-4 in elementary schools that serve above a certain threshold of low-income students and English-language learners.

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 FY2021, the base amount was multiplied by 1.3 for students in kindergarten, 1.08 for students in grades 6-8, and 1.22 for students in grades 9-12. Students in grades 1-5 were funded at the base amount.

In FY2021, the District also applied two additional weights for prekindergarten students: 1.34 for 3-year-old students and 1.3 for 4-year-old students. The multipliers have been expressed this way for consistency with other states; funding is actually provided in an amount equal to 0.3, 0.08, or 0.22 times the per-pupil base amount, distributed in addition to the student's own base amount funding. In addition, the funding formula weights are applied such that students in multiple categories generate supplemental funding for all of the categories to which they belong.

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 1.124 for students in grades K-3 and by 1.012 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 1.6719 for students in kindergarten, by 1.2945 for students in grades 1-3, by 1.0389 for students in grades 4-5, and by 1.0315 for students in grades 6-8. 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 2.0670 for kindergarten students, 1.8174 for students in grades 1-3, and 1.8119 for students in grades 4-5. Second, the state applies a multiplier of 1.3573 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 1.033 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 0.15 or 0.033 times the per-pupil base amount, distributed in addition to the student’s own base amount funding. The multipliers used are fixed at regular intervals by the state’s Committee on Weights. The additional funding for grades K-2 is intended to support smaller class sizes. 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. Schools received baseline funding in the following amounts in FY2022: \$307,000 for elementary schools and \$402,000 for multitrack elementary schools; \$461,000 for middle schools and \$556,000 for multitrack middle schools; \$525,000 for K-8 schools; \$472,000 for high schools; \$537,000 for 6-12 schools; and \$750,000 for K-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-support-unit ratios for three different grade spans and providing funding for support units accordingly.

Idaho's support units are allocated based on student-to-unit ratios that differ for students in kindergarten, grades 1-6, and grades 7-12. These ratios also exist on sliding scales that vary depending on the number of students enrolled in each grade span. Support units are meant to provide funding for a range of school staff positions.

Units are multiplied by different factors for different categories of school staff; each unit generates funding for 1.021 instructional staff positions, 0.079 pupil service staff positions, 0.075 administrative positions, and 0.375 classified staff positions. For instructional and pupil services staff, the value of staff units varies based on their position on a career ladder matrix that considers years of experience, performance criteria, professional compensation, and additional allocations for advanced degrees. The career ladder matrix considers different factors for career technical education instructional staff. For administrative staff, the value of staff units varies based on the years of experience, professional credentials, and advanced degrees held. Once the support unit funding amount is calculated, it is provided as a single sum, and districts are not bound to use support units for the specific funded positions included in the calculation.

Illinois

Illinois 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 two different grade spans and providing funding for teacher positions accordingly.

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 students from low-income households 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, a 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.

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. To determine need, districts are assigned to a percentile ranking comparing their ratio of resources to education costs against those of all other districts. Districts are then sorted into tiers according to the degree to which their local resources can be expected to cover their local education costs, and a greater percentage of available state aid is distributed to districts with less ability to fund their own education costs.

Indiana

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

Iowa

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

Kansas	Kansas does not differentiate student funding based on grade levels.
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 \$59 per pupil in grades 7-12 to support the cost of secondary course choices beyond the traditional classroom.</p> <p>However, if the school district does not spend the entire amount by a certain date, the original allocation will be reduced by the amount that was not spent; reallocation occurs annually in May.</p>
Maine	<p>Maine provides a greater level of funding for students in grades pre-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. The per-student costs included in the base funding calculation for each grade span include those for staff salaries and benefits, instructional equipment and technology, pupil services, and professional development, among other resources. In FY2021, the base funding totaled \$8,206.57 for students in full-day kindergarten, \$8,254.48 for elementary students, \$7,910.16 for students in junior high or middle school, and \$9,715.46 for students in high school.</p> <p>Different amounts are assigned to other categories of students that are also tied to grade level, including English-language learners in different grade spans and secondary students in career and technical education programs. For students in preschool and half-day kindergarten, Massachusetts provides approximately half the funding allotted for students in full-day kindergarten.</p>
Michigan	<p>Michigan provides different levels of funding for students in different grade levels. It does so through program-based allocations. These programs are largely focused on early learning and literacy in grades pre-K-3.</p> <p>The state provides funds for literacy coaches at intermediate districts to assist teachers in providing literacy instruction in grades pre-K-3; the state allocated \$42 million for this purpose in FY2024. Additionally, the state provides funding to support additional instructional time for students in grades pre-K-3 who are identified as requiring additional support in reading; the state allocated \$19.9 million for this purpose in FY2024.</p>

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.</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 kindergarten and grades 1-3. Once the district achieves a student-to-teacher ratio of 17 to 1 in kindergarten and grades 1-3, the district may use the remaining reserved revenue to reduce class sizes in each subsequent elementary grade.</p>
Mississippi	Mississippi does not differentiate funding based on students' grade levels.
Missouri	Missouri does not differentiate funding based on students' grade levels.
Montana	<p>Montana provides different levels of funding for students in different grade levels. It does so through its standard 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 districts with elementary grades (K-6) and nonaccredited programs for grades 7 and 8; districts with accredited middle schools, junior high schools, or programs for grades 7 and 8; and districts with high school grades (9-12).</p>
Nebraska	Nebraska does not differentiate funding based on students' grade levels.
Nevada	Nevada does not differentiate funding based on students' grade levels.
New Hampshire	New Hampshire does not differentiate funding based on students' grade levels.
New Jersey	<p>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.</p> <p>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.</p>

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 elementary school only that is equal to 0.3 times the base per-pupil amount. 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 core formula funding based on students' grade levels. However, certain program-based allocations provide increased funding for students in grades 7-12.

New York applies a multiplier of 1.25 for students in grades 7-12 for a number of expense-based program allocations. These student counts are used along with other wealth measures to determine reimbursement amounts for certain district expenditures, like transportation and building maintenance.

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 funding 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. The state also assigns a ratio of 191 to 1 for arts, language, and enrichment teachers in grades K-5. 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 in reading.

North Dakota

North Dakota does not differentiate most kinds of education funding based on students' grade levels.

Ohio	<p>Ohio 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>In calculating each district's base cost, the state assigns a student-teacher ratio of 20 to 1 for kindergarten, 23 to 1 for grades 1-3, 25 to 1 for grades 4-8, and 27 to 1 for grades 9-12. These ratios are then used to calculate the teacher base cost. The state also provides gifted identification funds in a way that considers each district's K-6 enrollment (see "Gifted").</p>
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 appropriated \$7.27 per student in grades 8-12 for technology funding in FY2020, \$11 million in FY2021 to support reading instruction for K-3 students at the amount of \$122.25 per student, and \$7.39 per student in grades 8-12 for technology funding for FY2021. In addition, the state specifically provides funding for sparsely populated districts that is partially dependent on grade level (see "Sparsity and/or Small Size" for a description of this allocation).</p>
Oregon	<p>Oregon provides different levels of funding for students in different grade levels through a program-based allocation and by applying multipliers to the base per-pupil amount for students in districts serving different grade levels.</p> <p>Oregon provides funding to districts, charter schools, and detention and correctional programs serving students in grades 9-12 as part of the High School Success fund. Recipients must create High School Success plans governing the use of these funds, which are intended to establish or expand efforts in the areas of dropout prevention, career and technical education, and the provision of college-level education opportunities. Separately, the state applies multipliers to the base per-pupil amount for students enrolled in districts offering only grades K-6, only grades K-8, or only grades 9-12.</p> <p>In districts offering only grades K-6 or K-8, the base amount is reduced by 10%, or effectively multiplied by 0.9. In districts offering only grades 9-12, the base amount is multiplied by 1.2.</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 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.

Funding for personnel, supplies, and transportation related to career development and counseling is allocated only for students in grades 6-12. Funding is also provided for elementary school nurses, reading coaches, and physical education teachers.

South Dakota South Dakota does not differentiate funding based on students' grade levels.

Tennessee Tennessee's formula includes direct funding for any student in grades kindergarten through 3rd grade intended to support early literacy instruction in support of the goal of ensuring all students read at grade level by third grade. This funding is subject to annual appropriations by the legislature. For the 2023-34 TISA allocations, the K-3 student direct funding amount is \$500 per average daily membership.

TISA also includes direct funding for rising 4th grade students who need additional supports in literacy based on their performance on the 3rd grade English Language Arts scores. These funds provide resources to support students with additional instructional opportunities, including tutoring. For the 2023-34 TISA allocations, the funding amount is \$500 per student.

Texas Texas provides different levels of funding for students in different grade levels 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: 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 be used only 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 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 so by providing a greater level of funding for students in certain elementary grades to be used for specific purposes and by providing 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. In FY2022, the state appropriated \$161.41 million for K-8 for this purpose. The state also allocates additional funding to support literacy instruction and associated efforts in grades K-3 and to support teachers and learning-in-the-arts instruction in grades K-6. In FY2022, the state appropriated \$14.55 million and \$12.88 million for these purposes, respectively.

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 districtwide student-to-teacher ratio of 24 to 1 for grades K-3, a districtwide ratio of 25 to 1 for grades 4-6, and a schoolwide 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	<p>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.</p> <p>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.</p> <p>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 provides funding for small schools that is partially dependent on grade level (see "Sparsity and/or Small Size" for a description of this allocation).</p>
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	<p>Wyoming provides different levels of funding for students in different grade levels. It does so through its resource-based formula by specifying students enrolled within an "at-risk" grade span and providing funding accordingly.</p> <p>The state provides additional funding through an education resource block grant for students enrolled in grades 6-12 as determined by the average daily membership computations from the previous school year.</p>

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

