

# Amendment: D16

Representative WHITMIRE proposes the following amendment:

## Department of Education

Amend:

**1.3.** (SDE: ~~EFA Formula/Base Student Cost Inflation Factor~~ State Aid to Classrooms) To the extent possible within available funds, it is the intent of the General Assembly to provide for one hundred percent of full implementation of the Education Finance Act ~~to include an inflation factor projected by the Revenue and Fiscal Affairs Office to match inflation wages of public school employees in the Southeast via an allocation from the State Aid to Classrooms appropriation.~~ The base student cost for the current fiscal year has been determined to be \$2,485. The funds appropriated for State Aid to Classrooms shall be allocated as follows: 65.78 percent must be allocated based on the Education Finance Act formula and the differentiated student weightings in this Act; 28.47 percent must be allocated based on the manner of distribution of EFA employer contributions in the prior fiscal year; and 5.75 percent must be allocated to fully implement the State Minimum Teacher Salary Schedule with a minimum starting teacher salary of \$35,000. For the current fiscal year, the total pupil count is projected to be ~~727,543~~ 720,316. These funds represent an average per pupil of \$3,846 in State Aid to Classrooms. The average per pupil funding is projected to be ~~\$6,198~~ \$6,506 state, ~~\$1,281~~ \$1,315 federal, and ~~\$5,982~~ \$6,406 local. This is an average total funding level of ~~\$13,461~~ \$14,227 excluding revenues of local bond issues. It is the intent of the General Assembly that the consolidation of the Education Finance Act and Education Finance Act - Employer Contributions appropriations, and the subsequent allocation of the State Aid to Classrooms appropriation back to these categories, should not significantly alter the application of funding formulas or maintenance of effort requirements referencing the Education Finance Act and Education Finance Act - Employer Contributions.

The funds allocated from State Aid to Classrooms for implementing the revised State Minimum Teacher Salary Schedule shall be distributed to school districts using the EIA Teacher Salary Supplement methodology. The resulting estimated teacher salary schedule is as follows:

	<u>CLASS 8</u>	<u>CLASS 7</u>	<u>CLASS 1</u>	<u>CLASS 2</u>	<u>CLASS 3</u>
		<u>MASTERS</u>		<u>BACHELORS</u>	
<u>YRS</u>	<u>DR</u>	<u>DEGREE</u>	<u>MASTERS</u>	<u>DEGREE</u>	<u>BACHELORS</u>
<u>EXP</u>	<u>DEGREE</u>	<u>+30 HRS</u>	<u>DEGREE</u>	<u>+18 HRS</u>	<u>DEGREE</u>
<u>0</u>	<u>47,076</u>	<u>43,576</u>	<u>40,076</u>	<u>36,576</u>	<u>35,000</u>
	<u>8.6%</u>	<u>9.8%</u>	<u>9.4%</u>	<u>9.3%</u>	<u>9.4%</u>
<u>1</u>	<u>47,593</u>	<u>43,813</u>	<u>40,377</u>	<u>36,838</u>	<u>35,119</u>
	<u>9.8%</u>	<u>10.4%</u>	<u>10.2%</u>	<u>10.1%</u>	<u>9.7%</u>
<u>2</u>	<u>47,924</u>	<u>43,888</u>	<u>40,525</u>	<u>36,994</u>	<u>35,313</u>
	<u>10.6%</u>	<u>10.6%</u>	<u>10.6%</u>	<u>10.6%</u>	<u>10.4%</u>
<u>3</u>	<u>48,236</u>	<u>43,957</u>	<u>40,664</u>	<u>37,107</u>	<u>35,462</u>
	<u>8.3%</u>	<u>8.3%</u>	<u>8.3%</u>	<u>8.3%</u>	<u>8.3%</u>
<u>4</u>	<u>48,578</u>	<u>44,058</u>	<u>40,831</u>	<u>37,280</u>	<u>35,667</u>
	<u>6.1%</u>	<u>6.1%</u>	<u>6.1%</u>	<u>6.1%</u>	<u>6.1%</u>

5	48,870	44,125	40,961	37,388	35,806
	4.0%	4.0%	4.0%	4.0%	4.0%
6	50,134	45,074	41,911	38,273	36,691
	4.0%	4.0%	4.0%	4.0%	4.0%
7	51,400	46,022	42,859	39,127	37,546
	4.0%	4.0%	4.0%	4.0%	4.0%
8	52,665	46,972	43,808	40,012	38,431
	4.0%	4.0%	4.0%	4.0%	4.0%
9	53,930	47,921	44,757	40,867	39,285
	4.0%	4.0%	4.0%	4.0%	4.0%
10	55,196	48,870	45,707	41,753	40,171
	4.0%	4.0%	4.0%	4.0%	4.0%
11	56,461	49,818	46,655	42,607	41,025
	4.0%	4.0%	4.0%	4.0%	4.0%
12	57,726	50,768	47,604	43,492	41,911
	4.0%	4.0%	4.0%	4.0%	4.0%
13	58,991	51,716	48,553	44,346	42,765
	4.0%	4.0%	4.0%	4.0%	4.0%
14	60,257	52,665	49,502	45,233	43,650
	4.0%	4.0%	4.0%	4.0%	4.0%
15	61,522	53,614	50,450	46,087	44,504
	4.0%	4.0%	4.0%	4.0%	4.0%
16	62,787	54,564	51,400	46,972	45,391
	4.0%	4.0%	4.0%	4.0%	4.0%
17	64,053	55,511	52,348	47,825	46,245
	4.0%	4.0%	4.0%	4.0%	4.0%
18	64,693	56,066	52,873	48,305	46,706
	4.0%	4.0%	4.0%	4.0%	4.0%
19	65,339	56,628	53,401	48,786	47,173
	4.0%	4.0%	4.0%	4.0%	4.0%
20	65,993	57,195	53,934	49,275	47,646
	4.0%	4.0%	4.0%	4.0%	4.0%
21	66,654	57,766	54,474	49,767	48,122
	4.0%	4.0%	4.0%	4.0%	4.0%
22	67,320	58,343	55,019	50,264	48,603
	4.0%	4.0%	4.0%	4.0%	4.0%
23	67,993	58,926	55,569	50,768	49,089
	4.0%	4.0%	4.0%	4.0%	4.0%

As further used in this act, references to the Education Finance Act or EFA funds shall be interpreted to mean the 65.78 percent of funds appropriated for State Aid to Classrooms and allocated for the Education Finance Act and, where appropriate, the 28.47% of State Aid to Classrooms allocated for Education Finance Act Employer Contributions.

For the purpose of maintaining consistency when calculating maintenance of effort, references to the base student cost shall be interpreted as the base student cost resulting from the 65.78 percent of funds appropriated for State Aid to Classrooms and allocated for the Education Finance Act and, where appropriate, the 28.47% of State Aid to Classrooms allocated for Education Finance Act Employer Contributions, and other any other items normally included in the base student cost calculation.

For the current fiscal year the South Carolina Public Charter School District and any institution of higher education sponsoring a public charter school shall receive and distribute state EFA funds to the charter school as determined by one hundred percent of the current year's base student cost, as funded by the

General Assembly multiplied by the weighted pupils enrolled in the charter school, which must be subject to adjustment for student attendance.

The Revenue and Fiscal Affairs Office, must post in a prominent place on their website for each school district projections, including the per pupil state, federal and local revenues, excluding revenues of local bond issues, for the current fiscal year. Also, as soon as practicable, upon determining the exact numbers regarding pupil count and funding, the Revenue and Fiscal Affairs Office, shall also post on their website the one hundred thirty-five day average daily membership for each school district and per pupil state, federal and local revenues, excluding revenues of local bond issues, based on the most recent audited financial statement as reported annually pursuant to Section 59-17-100. The Department of Education and the Education Oversight Committee shall provide in a prominent place on their internet websites a link to the information posted by the Revenue and Fiscal Affairs Office, including the projected numbers and the exact numbers.

For the current fiscal year, the pupil classification weightings are as follows:

- (1) K-12 pupils or base students including homebound students 1.00

Students served in licensed residential treatment facilities (RTFs) for children and adolescents as defined under Section 44-7-130 of the 1976 Code shall receive a weighting of 2.10.

- (2) Weights for students with disabilities as prescribed in Section 59-20-40(1)(c) Special Programs

- (3) Precareer and Career Technology 1.29

- (4) Additional weights for personalized instruction:

- (A) Gifted and Talented 0.15
- (B) Academic Assistance 0.15
- (C) Limited English Proficiency 0.20
- (D) Pupils in Poverty 0.20
- (E) Dual Credit Enrollment 0.15

No local match is required for the additional weightings for personalized instruction in the current school year. Charter school per pupil calculations for locally sponsored charters will continue to be calculated according to Section 59-40-140 of the 1976 Code. Students may receive multiple weights for personalized instruction; however, within each weight, students should only be counted once. These weights are defined below:

Students in poverty are students who qualify for Medicaid, SNAP, TANF, or are homeless, transient, or in foster care.

Gifted and talented students are students who are classified as academically or artistically gifted and talented or who are enrolled in Advanced Placement (AP), ~~and~~ International Baccalaureate (IB), and Cambridge International courses in high school. Districts shall set-aside twelve percent of the funds for serving artistically gifted and talented students in grades three through twelve.

Students in need of academic assistance are students who do not meet state standards in mathematics, English language arts, or both on state approved assessments in grades three through eight and high school assessments for grades nine through twelve. The additional weight generates funds needed to provide additional instructional services to these students.

Students with limited English proficiency are students who require intensive English language instruction programs and whose families require specialized parental involvement intervention.

Funds received by a school district pursuant to the dual credit weighting must be used to defray all possible costs of dual credit courses for students. Students identified for dual credit enrollment must be identified in PowerSchool as taking a course that will lead to both high school credit and post-secondary credit. Districts must utilize these funds to offset the cost of tuition, fees, instructors, and instructional materials for qualifying courses with the local technical college or other institution of higher education. Each school district shall report to the department the number of students participating in dual credit courses and specify the cost borne by each entity. School districts must assist students in accessing Lottery Tuition Assistance when applicable.

Further, the Department of Education may use school district student counts for personalized instruction as collected in the same manner as the prior fiscal year, PowerSchool or other available existing data sources

as determined by the department to calculate the school district add on weightings for the personalized instruction classifications and the determination of the school districts monetary entitlement. End of year adjustments shall be based on the one hundred thirty-five day student average daily membership for all classifications. During the current fiscal year the department will update PowerSchool calculations, reports, screen development, documentation, and training to incorporate the new pupil classification weightings and to make final district allocation adjustments by June 30. The department must provide districts with technical assistance with regard to student count changes in PowerSchool.