

APPENDIX C: MODELING + DATA

Current Funding Calculation

In this report, current funding includes the following allotments. Any additional allotments outside of this calculation should be considered separately and held constant. These allotments add up to \$10.8B of state-funded investment in K-12 education for the 2024-25 school year.

State Initial Allotments

1. PRC 001: Classroom Teachers
2. PRC 002: Central Office
3. PRC 003: Noninstructional Support
4. PRC 004: Program Enhancement Teachers
5. PRC 005: School Building Administration
6. PRC 006: School Health Support
7. PRC 007: Instructional Support
8. PRC 013: Career Technical Education Positions
9. PRC 014: Career Technical Education Support
10. PRC 019: Small County Supplemental Funding
11. PRC 024: Disadvantaged Student Supplemental Funding
12. PRC 027: Teacher Assistants
13. PRC 031: Low Wealth County Supplemental Funding
14. PRC 034: Academically and Intellectually Gifted
15. PRC 061: Instructional Supplies
16. PRC 069: At-Risk Students
17. PRC 131: Textbooks
18. PRC 036: Charter Schools
19. PRC 037: Restart Schools and Renewal School Systems
20. PRC 038: “Z” Schools

Year To Date (YTD) Allotments

1. PRC 032: Children with Disabilities
2. PRC 054: Limited English Proficiency
3. PRC 094: Average Daily Membership (ADM) Growth
4. PRC 067: Assistant Principal Interns
5. PRC 048: Principal and Other Teacher Performance Bonuses
6. PRC 071: Supplemental Funds for Teacher Compensation

For purposes of comparing the model output, we calculated a “base amount” for the current system. The current base amount reported includes Classroom Teachers, Central Office, School Building Administration, Instructional Personnel and Support Services, Noninstructional Personnel and Support Services, Teacher Assistants, School Health Support, Program Enhancement Teachers, Instructional Supplies, Textbooks, “Z” Schools, Restart Schools, ADM Growth, Assistant Principal Interns, and Principal and Other Teacher Performance Bonuses.

Additionally, in the comparison tables, current low-income student funding includes both Disadvantaged Student Supplemental Funding and At Risk Students, current low-wealth funding includes both Low-Wealth County Supplemental Funding and Supplemental Funds for Teacher Compensation (due to its intended purpose of supporting low-wealth communities), and Career and Technical Education includes both Career Technical Education Positions and Career and Technical Education Support.

Special Education Tiers

In the models presented in this report, the additional weight for exceptional children assigns tiers by diagnosis as follows:

Tier 1:

- LD: Specific Learning Disability
- SI: Speech or Language Impairment
- OH: Other Health Impairment
- IDMI: Intellectual Disability - Mild

Tier 2:

- AU: Autism
- IDMO: Intellectual Disability - Moderate
- DD: Developmental Delay
- MU: Multiple Disabilities

Tier 3:

- ED: Serious Emotional Disability
- HI: Hearing Impairment
- OI: Orthopedic Impairment
- VI: Visual Impairment including Blindness
- DB: Deaf-Blindness
- DF: Deafness
- TB: Traumatic Brain Injury
- IDSE: Intellectual Disability - Severe

As stated in the report, the Forum supports using hours of service to assign tiers rather than diagnosis. Doing so more accurately captures the additional funding needed for the individual student and for the district as a whole. This data is not currently publicly available, but it did provide the foundation for DPI’s recommendation of shifting to a weighted student funding formula for EC funding.

Variable Data Sources

Due to data availability throughout the process, this report includes data from the 2024-25 school year, unless otherwise noted. The following variables and data sources were included in the modeling presented in this report:

- **Current Allotments:** [NCDPI School Allotment Data](#)
- **Average Daily Membership (ADM):** NCDPI Statistical Profile [Table A1](#)
- **Low-Income/Poverty Enrollment:** Small Area Income and Poverty Estimates (SAIPE) for [2024](#)
- **Special Education Enrollment:** NCDPI Statistical Profile [Table 9](#)
- **Multilingual Learner Enrollment:** Report to the NC General Assembly [Headcount of English Learners December 2024](#)
- **Students per Square Mile:** Calculated using tigris R package with geographic data from the US Census Bureau