

NEW MEXICO PUBLIC EDUCATION DEPARTMENT

TABLE 1 - NARRATIVE

DISPARITY COMPUTATION BASED ON REVENUE PER MEM

<u>COLUMN</u>	<u>DESCRIPTION</u>
A	SCHOOL DISTRICT – Lists the local educational agencies (LEAs) in New Mexico, including authorized State Charters, ranked from highest to lowest revenue per mem.
B	REVENUE PER MEM – Shows the 2018-2019 adjusted operational revenue per membership from Table 2, Column F.
C	SCHOOL DISTRICT MEM – Shows the 2018-2019 final funded membership for the school district.
D	CUMULATIVE MEM – Shows the cumulative membership from the highest and lowest revenue per mem until the 95 th and 5 th percentiles are reached.
E	REV PER MEM AT 95/5 PERCENTILE –Shows the high and low revenue per mem to be compared for disparity based on the 95 th and 5 th percentiles.

METHODOLOGY FOR CALCULATING DISPARITY

The disparity computation is performed as required by 34 CFR 222.162.

1. The adjusted operational revenue per mem is ranked from high to low.
2. The 95th and 5th percentiles are identified as follows:
 - a. The 2018-2019 statewide final funded membership of 326,738.50 is multiplied by 5% to arrive at the target number, 16,336.93, which are used to determine the 95th and 5th percentiles of cumulative membership.
 - b. Membership is cumulated from the top until 5% of statewide membership is reached somewhere within the Carlsbad School District. Since LEA's are eliminated and not students, Carlsbad School District is included as the highest revenue per mem.
 - c. Membership is cumulated from the bottom until 5% of statewide membership is reached somewhere within the Clovis School District. Since LEA's are eliminated and not students, Clovis School District is included as the lowest revenue per mem.
 - d. The lowest revenue per mem is then subtracted from the highest revenue per mem to determine the difference between these two amounts. The difference is then divided by the lowest revenue per mem to show the disparity percentage.

NEW MEXICO PUBLIC EDUCATION DEPARTMENT

TABLE 2 - NARRATIVE

REVENUE PER MEM CALCULATION

<u>COLUMN</u>	<u>DESCRIPTION</u>
A	SCHOOL DISTRICT – Lists the local educational agencies (LEAs) in New Mexico, including authorized State Charters.
B	2018-2019 OPERATIONAL REVENUE – Shows the operational revenue to be used for the disparity calculation from Table 4, Column L.
C	LESS ADJUSTMENTS – Shows the adjustments to be made for special cost differentials associated with special educational needs of pupils and those associated with special LEA characteristics (such as a sparse population) as allowed by 34 CFR 222.162(c). Adjustments are taken from Table 3, Column Q.
D	ADJUSTED REVENUE – This column shows the adjusted operational revenue to be used for the disparity calculation. It is the product of Column B minus Column C.
E	2018-2019 FINAL FUNDED MEM – This is the membership that was used to calculate the state aid for the LEAs.
F	REVENUE PER MEM – This is the revenue per mem calculation to be used for the calculation of disparity only and is an adjusted revenue per mem for the LEAs since there have been adjustments made in accordance with 34 CFR 222.161 and 222.162. It is the product of Column D divided by Column E.

NEW MEXICO PUBLIC EDUCATION DEPARTMENT

TABLE 3 - NARRATIVE

ADJUSTMENTS FOR SPECIAL COST DIFFERENTIALS

<u>COLUMN</u>	<u>DESCRIPTION</u>
---------------	--------------------

A	SCHOOL DISTRICT – Lists the local educational agencies (LEAs) in New Mexico, including authorized State Charters.
---	---

B	2018-2019 FINAL FUNDED MEM – This is the membership that was used to calculate the state aid for the LEAs.
---	--

The following adjustments in Column C through Column P are based on cost differentials for the special educational needs of students or special characteristics of the school district:

C	BILINGUAL UNITS – These are the units generated by pupils in state approved bilingual programs.
---	---

D	A/B UNITS – These are the units generated by pupils in level 1 and 2 state approved special education programs.
---	---

E	RELATED SERV. UNITS – These are the units generated for ancillary staff required to meet the special education needs of pupils in special education programs.
---	---

F	3Y/4Y DD UNITS – These are the units generated by 3 and 4 year old developmentally disabled pupils.
---	---

G	C UNITS – These are the units generated by pupils in level 3 state approved special education programs.
---	---

H	D UNITS – These are the units generated by pupils in level 4 state approved special education programs.
---	---

I	SUBTOTAL ADJ MEM UNITS – The adjusted membership units are determined by adding the units from Column C through Column H.
---	---

J	T&E MULTIPLIER – These are the training and experience indices that were used in calculating the school districts' state aid for 2018-2019. LEA's with local charters with different T & E's were calculated by dividing the Total District's Adjusted Program Units and their Total Membership Program Units (weighted average).
---	---

K	ADJ MEM UNITS WITH T&E – In calculating state aid, a program cost for each school district is determined by multiplying the student full-time equivalency in a particular grade or a program full-time equivalency by the respective cost differential to generate units. All of these program units are then added together and multiplied by the district's training and experience index to produce the adjusted program units. In calculating disparity, the units generated by the special educational needs of students are considered adjustments to revenue; therefore, the training and experience index (Column J) is multiplied only against the sum of the adjusted membership units (Column I).
---	--

L	SAVE HARMLESS – These are the units generated by school districts that have a membership of 200 or less. Units are based on the better of the prior year 40 th day units or the current year 40 th day units in order to protect very small districts from a precipitous decline in revenue.
---	--

NEW MEXICO PUBLIC EDUCATION DEPARTMENT

TABLE 3 - NARRATIVE

ADJUSTMENTS FOR SPECIAL COST DIFFERENTIALS (Continued)

<u>COLUMN</u>	<u>DESCRIPTION</u>
M	TOTAL SIZE – These are units generated by the various size adjustment factors in the state aid formula for small and rural schools and districts, and includes micro-district adjustments.
N	GROWTH – These are units generated by districts that have a 1% or higher growth in membership.
O	AT-RISK UNITS – These are units generated for at-risk youth programs.
P	TOTAL ADJUSTMENTS – This is the product of adding the units from Column K through Column O.
Q	FUNDING AT UNIT VALUE OF \$4,190.85 – This is the funding generated by the special cost differentials. It is the product of Column P multiplied by the 2018-2019 unit value of \$4,190.85, which was used to calculate state aid.

NEW MEXICO PUBLIC EDUCATION DEPARTMENT

TABLE 4 - NARRATIVE

OPERATIONAL REVENUE FOR DISPARITY CALCULATION

<u>COLUMN</u>	<u>DESCRIPTION</u>
A	SCHOOL DISTRICT – Lists the local educational agencies (LEAs) in New Mexico, including authorized State Charters.
B	2018-2019 LOCAL PROPERTY TAX – Shows the actual receipts from the half-mill property tax levy that is for operational purposes.
C	2018-2019 OTHER LOCAL REVENUE – Shows the actual receipts from other local revenue sources (such as fees, rents and leases, and interest earned) that are for operational purposes.
D	2018-2019 TOTAL LOCAL REVENUE – This product is the sum of Column B and Column C.
E	2015-2016 STATE AID FUNDING – This is the amount of state aid funding received.
F	2018-2019 OTHER STATE REVENUE – Shows the actual receipts from other state sources (such as state flow-through grants, state emergency supplemental funding, and intergovernmental contract revenue) that are for operational purposes.
G	2018-2019 TOTAL STATE REVENUE – This product is the sum of Column E and Column F.
H	6/1/18 TO 5/31/19 OPERATIONAL IMPACT AID – Shows impact aid basic payments (without the Indian Education or Special Education set-asides) received by the districts from June 1, 2018 to May 31, 2019, which is the period that the state takes impact aid payments into consideration when calculating state aid. <u>This column is not used in the calculation but is acknowledged as reference use only.</u>
I	OPERATIONAL IMPACT AID STATE CREDIT – In calculating state aid, 75% of the operational portion of Impact Aid receipts are considered as “credits”.
J	2018-2019 OTHER FEDERAL REVENUE – Shows the actual receipts from other federal revenue sources (such as funds from Forest Reserve, Department of Defense, and indirect costs for federal grants) that are for operational purposes.
K	2018-2019 TOTAL FEDERAL REVENUE – This product is the sum of Column I and Column J.
L	2018-2019 OPERATIONAL REVENUE FOR DISPARITY – The operational revenue to be used for the disparity calculation is the sum of Column D, Column G, and Column K.

NEW MEXICO PUBLIC EDUCATION DEPARTMENT

TABLE 5 - NARRATIVE

PROPORTIONALITY OF LOCAL PROPERTY TAX REVENUE

<u>COLUMN</u>	<u>DESCRIPTION</u>
A	SCHOOL DISTRICT – Lists the local educational agencies (LEAs) in New Mexico, including authorized State Charters.
B	2018-2019 LOCAL PROPERTY TAX – Shows the actual receipts for the half-mill property tax levy that is for operational purposes. The levy is imposed on residential and non-residential property and production, and equipment used for production, of copper, oil and gas.
C	LOCAL PROPERTY TAX FOR STATE CREDIT – Shows the property tax receipts that are considered as “credits” when calculating state aid funding.
D	PROPORTION FOR STATE AID – Shows the proportion of local property tax receipts that are considered in the calculation of state aid. It is the product of Column C divided by Column B.