The Education Cost Sharing (ECS) formula was designed as a way for the State of Connecticut to figure out how to equitably distribute state education funding to local public school districts.

First, the formula figures out how much it’s going to cost to educate all the students in the district. Here’s how it’s calculated:

1. **Foundation Amount:**
   - a.k.a. the estimated cost to educate the average student
   - This is the cost we start off with for every student.
   - Let’s break this down.
2. **Additional Learning Needs:***
   - For students who have additional learning needs, we add a little more to the Foundation Amount to make sure they’re getting the education they need.
   - *If a student has multiple learning needs, all of their needs are considered in the final calculation*
   - These numbers are calculated using the following weighted percentages: ML: 25%; Econ. Disadv. 30%, Conc. Pov: 15%
3. **Student Need Amount:**
   - How much of this cost the district’s town could manage to pay.
   - The Constitution District can afford to pay 47% of this cost. How much state aid will they need?

After figuring out how much it will cost to educate all the students in the district, the formula calculates how much the district’s town can afford to pay. This is called the Base Aid Ratio.

70% based on total amount of taxable property/person
30% based on median household income

why do we have a Base Aid Ratio?
The State uses the Base Aid Ratio as a way to help equitably distribute state funding across districts. If a town has a lot of taxable property and a higher median household income, it has the ability to fund its schools better than towns that have less taxable property and a lower median household income.

Now that we know how much it’s going to cost and how much of this cost the district’s town could manage to pay, we know how much state aid the district needs in order to fund its students.

Let’s Do Some Math!

There are 300 students in the Constitution School District. 55 of them are multilingual learners and 115 of them are economically disadvantaged.

How much would it cost the district to educate them?

Of course, it’s a little more complicated when there are thousands of students in a district. But this basic calculation process is the same.

Understanding the ECS Formula
The ECS Formula is not perfect, nor does it address every aspect of inequity present in Connecticut’s public schools. While its creation in 2017 was a huge step forward to creating a more equitable education system, more work still remains to ensure all students have the resources they need to succeed.

Please visit schoolstatefinance.org for more information!