

By: Representative Scott

To: Education;
Appropriations A

HOUSE BILL NO. 458

1 AN ACT TO AMEND SECTION 37-151-205, MISSISSIPPI CODE OF 1972,
2 TO INCREASE THE PERCENTAGE OF ALLOTTED WEIGHT ATTRIBUTABLE TO
3 LOW-INCOME STUDENTS FOR THE PURPOSE OF DETERMINING THE PRELIMINARY
4 WEIGHTED ENROLLMENT OF EACH SCHOOL AND CHARTER SCHOOL WHICH IS
5 USED TO DETERMINE THE BASE STUDENT COST FOR STUDENTS ENROLLED
6 THEREIN UNDER THE MISSISSIPPI STUDENT FUNDING FORMULA; AND FOR
7 RELATED PURPOSES.

8 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

9 **SECTION 1.** Section 37-151-205, Mississippi Code of 1972, is
10 amended as follows:

11 37-151-205. (1) The preliminary weighted enrollment of each
12 school district and charter school under Sections 37-151-200
13 through 37-151-215 is determined by applying the weights
14 prescribed in this section, none of which are mutually exclusive
15 of another, to each applicable school district or charter school's
16 net enrollment, as determined by Section 37-151-207. To determine
17 additional funding authorized under this section, the number of
18 students in a school district that are identified as the
19 applicable weight shall be calculated as a percentage of the

20 students in the school district. Such amount shall be referred to
21 as the "percentage of applicable students."

22 (2) For students identified as low-income, as defined in
23 Section 37-151-201, the percentage of applicable students in the
24 school district is multiplied by * * * fifty one-hundredths
25 (50/100), and then multiplied by net enrollment.

26 (3) For students identified as English Language Learners, as
27 defined in Section 37-151-201, the percentage of applicable
28 students in the school district is multiplied by fifteen
29 one-hundredths (15/100), and then multiplied by net enrollment.

30 (4) The following weights are applied to students who are
31 identified as entitled to and receiving services in a special
32 education program:

33 (a) Tier I: For students diagnosed with a specific
34 learning disability, speech and language impairment, or
35 developmental delay, the percentage of applicable students in the
36 school district is multiplied by sixty one-hundredths (60/100),
37 and then multiplied by net enrollment.

38 (b) Tier II: For students diagnosed with autism,
39 hearing impairment, emotional disability, orthopedic impairment,
40 intellectual disability, or other health impairment, the
41 percentage of applicable students in the school district is
42 multiplied by one hundred ten one-hundredths (110/100), and then
43 multiplied by net enrollment.



44 (c) Tier III: For students diagnosed with visual
45 impairment, deaf-blindness, multiple disabilities, or traumatic
46 brain injury, the percentage of applicable students in the school
47 district is multiplied by one hundred thirty one-hundredths
48 (130/100), and then multiplied by net enrollment.

49 For the purpose of student counts, a student entitled to and
50 receiving special education services may not be included under
51 more than one (1) tier prescribed in paragraphs (a), (b) and (c)
52 of this subsection. A student having multiple diagnoses must be
53 counted under the highest tier applicable to that student.

63 (6) For Ninth, Tenth, Eleventh and Twelfth Grade students
64 enrolled in a career and technical education course, as defined in
65 Section 37-151-201, the percentage of applicable students in the
66 school district is multiplied by ten one-hundredths (10/100), and
67 then multiplied by net enrollment. Students enrolled in multiple
68 career and technical education courses are counted once.



(7) In each school district or charter school where the number of students identified as low-income, as defined in Section 37-151-201, exceeds thirty-five percent (35%) of the school district or charter school's net enrollment, a weight of * * * twenty percent (20%) is applied only to the number of low-income students in excess of the number of low-income students which constitute thirty-five percent (35%) of net enrollment. The number of students eligible for this weight is calculated by subtracting the number of students equivalent to thirty-five percent (35%) of the net enrollment of that school district or charter school from the total number of students in that school district or charter school identified as low-income: if the total percentage of applicable students identified in subsection (2) exceeds thirty-five percent (35%) of the school district or charter school's total net enrollment, as determined in Section 37-151-207, the difference between the total percentage of applicable students identified in subsection (2) and thirty-five percent (35%) of the school district or charter school's total net enrollment is multiplied by * * * twenty one-hundredths (20/100), and then multiplied by net enrollment.

89 (8) The final weighted enrollment of each school district
90 and charter school under the total funding formula as provided for
91 in Sections 37-151-200 through 37-151-215 is determined as
92 follows:



103 (b) The final weighted enrollment for each sparsely
104 populated district or charter school, as defined in Section
105 37-151-201, is determined by multiplying the sparsity weight by
106 the preliminary weighted enrollment, as determined in subsections
107 (1) through (7) of this section, and then adding that figure to
108 the preliminary weighted enrollment. To calculate the final
109 weighted enrollment, the State Department of Education shall add
110 to the school district or charter school's net enrollment, each of
111 the additional figures calculated in accordance with subsections
112 (2) through (7) to determine the preliminary weighted enrollment,
113 multiply this figure by the sparsity weight as determined below,
114 and add this resulting number to the preliminary weighted
115 enrollment to find the final weighted enrollment. To calculate
116 the sparsity weight, the State Department of Education shall find
117 the difference between the number of students per square mile in



118 that district or charter school and a sparsity threshold of eight
119 (8) students per square mile, and then shall divide the resulting
120 figure by one hundred (100) to create a percentage: for example,
121 if the number of students per square mile in a district is three
122 (3), the difference is five (5) (eight (8) minus three (3)), and
123 the sparsity weight is five percent (5%), or five one-hundredths
124 (5/100).

125 **SECTION 2.** This act shall take effect and be in force from
126 and after July 1, 2025.

