LEGISLATURE OF THE STATE OF IDAHO
Sixty-third Legislature First Regular Session - 2015

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 110

BY EDUCATION COMMITTEE

AN ACT
RELATING TO EDUCATION; AMENDING CHAPTER 16, TITLE 33, IDAHO CODE, BY THE
ADDITION OF A NEW SECTION 33-1630, IDAHO CODE, TO PROVIDE LEGISLATIVE
INTENT, TO PROVIDE THAT THE DEPARTMENT OF EDUCATION SHALL PERFORM CERTAIN
ACTIVITIES TO MOVE IDAHO TOWARD A MASTERY-BASED EDUCATION SYSTEM,
TO PROVIDE FUNDING FOR MASTERY-BASED EDUCATION ACTIVITIES, TO PROVIDE
REPORTING REQUIREMENTS AND TO DEFINE TERMS; AND AMENDING SECTION
33-1002, IDAHO CODE, TO PROVIDE FOR MASTERY-BASED EDUCATION IN STATE
EDUCATIONAL SUPPORT FUNDS.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Chapter 16, Title 33, Idaho Code, be, and the same is
hereby amended by the addition thereto of a NEW SECTION, to be known and des-
ignated as Section 33-1630, Idaho Code, and to read as follows:

33-1630. MASTERY-BASED EDUCATION. (1) The legislature finds that
moving toward a mastery-based model of education where students progress
as they demonstrate mastery of a subject or grade level is in the best in-
terest of Idaho students. The legislature further finds that moving from
the current time-based system with a mastery-based model will allow for
more personalized and differentiated learning; create a focus on explicit,
measurable, transferable learning objectives that empower students; and
emphasize competencies that include application and knowledge along with
skill development.

(2) The state department of education shall perform the following ac-
tivities to move Idaho toward a mastery-based education system:
(a) Conduct a statewide awareness campaign to promote understanding
and interest in mastery-based education for teachers, administrators,
parents, students, business leaders and policymakers;
(b) Establish a committee of educators to identify roadblocks and pos-
sible solutions in implementing mastery-based education and develop
recommendations for the incubator process; and
(c) Facilitate the planning and development of an incubator process and
assessments of local education agencies to identify the initial cohort
of twenty (20) local education agencies to serve as incubators in fiscal
year 2017.

(3) The cost of activities provided for in this section shall be paid
by the state department of education from moneys appropriated for this pro-
gram in the educational support program budget as provided for in section
33-1002, Idaho Code.

(4) Not later than January 31 of each year, the state department of edu-
cation shall report annually to the state board of education and the edu-
cation committees of the senate and house of representatives regarding the
progress toward implementing mastery-based education.
(5) For purposes of this section:
(a) "Incubator process" means a process where districts and charter schools that are willing and ready to start moving toward a mastery-based education system would be identified through site assessments and would form an initial cohort of incubators for mastery-based education. The incubators would receive support for staff professional development, stakeholder education and ongoing assessment and coaching. These incubators would provide data and best practices for continued implementation of mastery-based education.
(b) "Mastery-based education system" means an education system where student progress is based upon a student's demonstration of mastery of competencies and content, not seat time or the age or grade level of the student.

SECTION 2. That Section 33-1002, Idaho Code, be, and the same is hereby amended to read as follows:

33-1002. EDUCATIONAL SUPPORT PROGRAM. The educational support program is calculated as follows:
(1) State Educational Support Funds. Add the state appropriation, including the moneys available in the public school income fund, together with all miscellaneous revenues to determine the total state funds.
(2) From the total state funds subtract the following amounts needed for state support of special programs provided by a school district:
(a) Pupil tuition-equivalency allowances as provided in section 33-1002B, Idaho Code;
(b) Transportation support program as provided in section 33-1006, Idaho Code;
(c) Feasibility studies allowance as provided in section 33-1007A, Idaho Code;
(d) The approved costs for border district allowance, provided in section 33-1403, Idaho Code, as determined by the state superintendent of public instruction;
(e) The approved costs for exceptional child approved contract allowance, provided in subsection 2. of section 33-2004, Idaho Code, as determined by the state superintendent of public instruction;
(f) Certain expectant and delivered mothers allowance as provided in section 33-2006, Idaho Code;
(g) Salary-based apportionment calculated as provided in sections 33-1004 through 33-1004F, Idaho Code;
(h) Unemployment insurance benefit payments according to the provisions of section 72-1349A, Idaho Code;
(i) For expenditure as provided by the public school technology program;
(j) For employee severance payments as provided in section 33-521, Idaho Code;
(k) For distributions to the Idaho digital learning academy as provided in section 33-1020, Idaho Code;
(l) For charter school facilities funds and reimbursements paid pursuant to section 33-5208(5), Idaho Code;
(m) For an online course portal as provided for in section 33-1024, Idaho Code;
(n) For advanced opportunities as provided for in section 33-1626, Idaho Code;
(o) For the "8 in 6 Program" as provided for in section 33-1628, Idaho Code;
(p) For additional math and science courses for high school students as provided in section 33-1021, Idaho Code;
(q) For leadership premiums as provided in section 33-1004J, Idaho Code;
(r) For the support of provisions that provide a safe environment conducive to student learning and maintain classroom discipline, an allocation of $300 per support unit; and
(s) Any additional amounts as required by statute to effect administrative adjustments or as specifically required by the provisions of any bill of appropriation; and
(t) For mastery-based education as provided for in section 33-1630, Idaho Code;

to secure the total educational support distribution funds.

(3) Average Daily Attendance. The total state average daily attendance shall be the sum of the average daily attendance of all of the school districts of the state. The state board of education shall establish rules setting forth the procedure to determine average daily attendance and the time for, and method of, submission of such report. Average daily attendance calculation shall be carried out to the nearest hundredth. Computation of average daily attendance shall also be governed by the provisions of section 33-1003A, Idaho Code.

(4) Support Units. The total state support units shall be determined by using the tables set out hereafter called computation of kindergarten support units, computation of elementary support units, computation of secondary support units, computation of exceptional education support units, and computation of alternative school secondary support units. The sum of all of the total support units of all school districts of the state shall be the total state support units.
## COMPUTATION OF KINDERGARTEN SUPPORT UNITS

<table>
<thead>
<tr>
<th>Average Daily Attendance</th>
<th>Attendance Divisor</th>
<th>Units Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>41 or more...</td>
<td>40..................</td>
<td>1 or more as computed</td>
</tr>
<tr>
<td>31 - 40.99 ADA....</td>
<td>....................</td>
<td>1</td>
</tr>
<tr>
<td>26 - 30.99 ADA...</td>
<td>....................</td>
<td>.85</td>
</tr>
<tr>
<td>21 - 25.99 ADA....</td>
<td>....................</td>
<td>.75</td>
</tr>
<tr>
<td>16 - 20.99 ADA....</td>
<td>....................</td>
<td>.6</td>
</tr>
<tr>
<td>8 - 15.99 ADA....</td>
<td>....................</td>
<td>.5</td>
</tr>
<tr>
<td>1 - 7.99 ADA....</td>
<td>....................</td>
<td>count as elementary</td>
</tr>
</tbody>
</table>

## COMPUTATION OF ELEMENTARY SUPPORT UNITS

<table>
<thead>
<tr>
<th>Average Daily Attendance</th>
<th>Attendance Divisor</th>
<th>Minimum Units</th>
<th>Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>300 or more ADA.......</td>
<td>........................</td>
<td>.23...grades 4,5 &amp; 6...</td>
<td>. 15</td>
</tr>
<tr>
<td>160 to 299.99 ADA...</td>
<td>20..................</td>
<td>8.4</td>
<td></td>
</tr>
<tr>
<td>110 to 159.99 ADA...</td>
<td>19..................</td>
<td>6.8</td>
<td></td>
</tr>
<tr>
<td>71.1 to 109.99 ADA...</td>
<td>16..................</td>
<td>4.7</td>
<td></td>
</tr>
<tr>
<td>51.7 to 71.0 ADA...</td>
<td>15..................</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>33.6 to 51.6 ADA...</td>
<td>13..................</td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td>16.6 to 33.5 ADA...</td>
<td>12..................</td>
<td>1.4</td>
<td></td>
</tr>
<tr>
<td>1.0 to 16.5 ADA...</td>
<td>n/a..................</td>
<td>1.0</td>
<td></td>
</tr>
</tbody>
</table>

## COMPUTATION OF SECONDARY SUPPORT UNITS

<table>
<thead>
<tr>
<th>Average Daily Attendance</th>
<th>Attendance Divisor</th>
<th>Minimum Units</th>
<th>Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>750 or more...</td>
<td>18.5................</td>
<td>.47</td>
<td></td>
</tr>
<tr>
<td>400 - 749.99 ADA...</td>
<td>16..................</td>
<td>.28</td>
<td></td>
</tr>
<tr>
<td>300 - 399.99 ADA...</td>
<td>14.5................</td>
<td>.22</td>
<td></td>
</tr>
<tr>
<td>200 - 299.99 ADA...</td>
<td>13.5................</td>
<td>.17</td>
<td></td>
</tr>
<tr>
<td>100 - 199.99 ADA...</td>
<td>12..................</td>
<td>.9</td>
<td></td>
</tr>
<tr>
<td>99.99 or fewer Grades 7-12</td>
<td>.................</td>
<td>.8</td>
<td></td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>........................</td>
<td>.6</td>
<td></td>
</tr>
</tbody>
</table>
Grades 7- 9 .................................................. 1 per 14 ADA
Grades 7- 8 .................................................. 1 per 16 ADA

**COMPUTATION OF EXCEPTIONAL EDUCATION SUPPORT UNITS**

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Divisor</th>
<th>Minimum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 or more....</td>
<td>14.5</td>
<td>1 or more as computed</td>
</tr>
<tr>
<td>12 - 13.99....</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>8 - 11.99....</td>
<td>-</td>
<td>0.75</td>
</tr>
<tr>
<td>4 - 7.99....</td>
<td>-</td>
<td>0.5</td>
</tr>
<tr>
<td>1 - 3.99....</td>
<td>-</td>
<td>0.25</td>
</tr>
</tbody>
</table>

**COMPUTATION OF ALTERNATIVE SCHOOL SECONDARY SUPPORT UNITS**

<table>
<thead>
<tr>
<th>Pupils in Attendance</th>
<th>Divisor</th>
<th>Minimum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 or more...........</td>
<td>12</td>
<td>1 or more as computed</td>
</tr>
</tbody>
</table>

In applying these tables to any given separate attendance unit, no school district shall receive less total money than it would receive if it had a lesser average daily attendance in such separate attendance unit. In applying the kindergarten table to a kindergarten program of less days than a full school year, the support unit allowance shall be in ratio to the number of days of a full school year. The attendance of students attending an alternative secondary school in a school district reporting less than one hundred (100) secondary students in average daily attendance shall not be assigned to the alternative secondary table if the student is from a school district reporting less than one hundred (100) secondary students in average daily attendance, but shall instead be assigned to the secondary table of the school district in which they are attending the alternative secondary school, unless the alternative secondary school in question serves students from multiple districts reporting less than one hundred (100) secondary students in average daily attendance. The tables for exceptional education and alternative school secondary support units shall be applicable only for programs approved by the state department of education following rules established by the state board of education. Moneys generated from computation of support units for alternative schools shall be utilized for alternative school programs. School district administrative and facility costs may be included as part of the alternative school expenditures.

(5) State Distribution Factor per Support Unit. Divide educational support program distribution funds, after subtracting the amounts necessary to pay the obligations specified in subsection (2) of this section, by the total state support units to secure the state distribution factor per support unit.
(6) District Support Units. The number of support units for each school district in the state shall be determined as follows:

(a) (i) Divide the actual average daily attendance, excluding students approved for inclusion in the exceptional child educational program, for the administrative schools and each of the separate schools and attendance units by the appropriate divisor from the tables of support units in this section, then add the quotients to obtain the district's support units allowance for regular students, kindergarten through grade 12 including alternative school secondary students. Calculations in application of this subsection shall be carried out to the nearest hundredth.

(ii) Divide the combined totals of the average daily attendance of all preschool, kindergarten, elementary, secondary, juvenile detention center students and students with disabilities approved for inclusion in the exceptional child program of the district by the appropriate divisor from the table for computation of exceptional education support units to obtain the number of support units allowed for the district's approved exceptional child program. Calculations for this subsection shall be carried out to the nearest hundredth when more than one (1) unit is allowed.

(iii) The total number of support units of the district shall be the sum of the total support units for regular students, subsection (6)(a)(i) of this section, and the support units allowance for the approved exceptional child program, subsection (6)(a)(ii) of this section.

(b) Total District Allowance Educational Program. Multiply the district's total number of support units, carried out to the nearest hundredth, by the state distribution factor per support unit and to this product add the approved amount of programs of the district provided in subsection (2) of this section to secure the district's total allowance for the educational support program.

(c) District Share. The district's share of state apportionment is the amount of the total district allowance, subsection (6)(b) of this section.

(d) Adjustment of District Share. The contract salary of every noncertified teacher shall be subtracted from the district's share as calculated from the provisions of subsection (6)(c) of this section.

(7) Property Tax Computation Ratio. In order to receive state funds pursuant to this section a charter district shall utilize a school maintenance and operation property tax computation ratio for the purpose of calculating its maintenance and operation levy, that is no greater than that which it utilized in tax year 1994, less four-tenths of one percent (.4%). As used herein, the term "property tax computation ratio" shall mean a ratio determined by dividing the district's certified property tax maintenance and operation budget by the actual or adjusted market value for assessment purposes as such values existed on December 31, 1993. Such maintenance and operation levy shall be based on the property tax computation ratio multiplied by the actual or adjusted market value for assessment purposes as such values existed on December 31 of the prior calendar year.