AN ACT
RELATING TO THE IDAHO LITERACY ACHIEVEMENT AND ACCOUNTABILITY ACT; AMENDING SECTION 33-1207A, IDAHO CODE, TO REMOVE LANGUAGE REGARDING TEACHER PREPARATION PROGRAMS AT CERTAIN INSTITUTIONS; REPEALING SECTION 33-1614, IDAHO CODE, RELATING TO READING INSTRUCTION AND INTERVENTION; REPEALING SECTION 33-1615, IDAHO CODE, RELATING TO READING ASSESSMENT; REPEALING SECTION 33-1616, IDAHO CODE, RELATING TO LITERACY INTERVENTION; AMENDING TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW CHAPTER 18, TITLE 33, IDAHO CODE, TO PROVIDE A SHORT TITLE, TO DEFINE TERMS, TO PROVIDE LEGISLATIVE FINDINGS, TO PROVIDE FOR AN IDAHO COMPREHENSIVE LITERACY PLAN, TO PROVIDE FOR STUDENT READING INSTRUCTION AND INTERVENTION, TO PROVIDE FOR READING AND LITERACY ASSESSMENT, TO PROVIDE FOR A LITERACY INTERVENTION PROGRAM, TO PROVIDE FOR EDUCATOR PREPARATION, TO PROVIDE FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT, AND TO PROVIDE RULEMAKING AUTHORITY; AND AMENDING SECTION 33-1002, IDAHO CODE, TO PROVIDE CORRECT CODE REFERENCES.

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

SECTION 1. That Section 33-1207A, Idaho Code, be, and the same is hereby amended to read as follows:

33-1207A. TEACHER PREPARATION.
(1)(a) Higher Education Institutions. The state board shall review teacher preparation programs at the institutions of higher education under its supervision and shall assure that the course offerings and graduation requirements are consistent with the state board-approved research-based "Idaho Comprehensive Literacy Plan." To ensure compliance with this requirement, the board may allocate funds, subject to appropriation, to the higher education institutions that have teacher preparation programs.

The higher education institutions shall be responsible for the preservice assessment measures for all kindergarten through grade 12 teacher preparation programs. The assessment must include a demonstration of teaching skills and knowledge congruent with current research on best reading practices. The assessment may consist of multiple measures, in alignment with best practices, for the demonstration of these skills. Each institution shall report annually to the state board of education the number of preservice teachers who have passed the assessment. The state board of education shall then compile the statewide results and report to the legislature and the governor.

(2) Nonpublic Teacher Preparation Programs.
(a) The state board shall grant teaching certificates to graduates of all already board-approved nonpublic teacher preparation programs that require their graduates to satisfy the following:
Hold a bachelor's degree from an accredited four (4) year institution;
Submit to a criminal history check as described in section 33-130, Idaho Code;
Pass the required content training in the area or areas in which the graduate seeks to be endorsed. The content training must be in substantive alignment with knowledge or equivalent standards set forth in the initial standards for teacher certification, if any; and
Pass pedagogical training in substantive alignment with knowledge or equivalent standards set forth in the core standards of the initial standards for teacher certification, if any.

Teaching certificates granted pursuant to this subsection shall be equivalent to certificates granted to graduates of teacher preparation programs at public higher education institutions. Interim certificates shall be made available to graduates of programs without a student teaching or clinical component and standard certificates subsequently shall be made available upon satisfaction of state board of education mentoring requirements and other state statutory requirements pertaining to all teachers. All performance requirements shall be considered satisfied by completion of state board mentoring requirements. Reviews of nonpublic teacher preparation programs shall be limited to verification of the criteria set forth in this subsection.

For all Idaho teachers working on interim certificates, alternate routes or coming from out of state, completion of a state-approved reading instruction course shall be a one-time requirement for full certification.

The board of trustees of every school district shall include, in its plan for in-service training, coursework covering reading skills development, including diagnostic tools to review and adjust instruction continuously, and the ability to identify students who need special help in reading. The district plan for in-service training in reading skills shall be submitted to the state department of education for review and approval, in a format specified by the department.

A board-approved nontraditional educator preparation program that has a contract with a local education agency or consortium thereof to recruit, select, train, and retain teachers to teach in public schools that struggle to recruit and retain teachers may obtain funding from the state department of education, subject to appropriation or other available funds, provided that the program shall match no less than one hundred percent (100%) of any cost to the state for implementation. The board-approved program must have a documented history of recruiting, training, and retaining high-quality teachers who achieve above-average academic growth from students in Idaho and other states. The nontraditional educator preparation program may apply to the state department of education for available funding at the time one (1) or more teachers recruited by the program enters into an employment contract with a local education agency (LEA). The amount of funding per teacher provided by the department to the program shall not exceed twenty-five percent (25%) of each teacher's annual salary for each year the
program is providing services in support of the teacher. Such funding is limited to two (2) academic years per teacher. In order for the program to obtain funding from the department:

(a) The program and the LEA shall provide to the department verification of each teacher's fulfillment of the annual employment contract; and

(b) The program and the LEA shall provide verification that the LEA is providing funding to the program for recruiting and training each teacher in an amount equal to at least ten percent (10%) of the amount the department is providing to the program.

SECTION 2. That Section 33-1614, Idaho Code, be, and the same is hereby repealed.

SECTION 3. That Section 33-1615, Idaho Code, be, and the same is hereby repealed.

SECTION 4. That Section 33-1616, Idaho Code, be, and the same is hereby repealed.

SECTION 5. That Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW CHAPTER, to be known and designated as Chapter 18, Title 33, Idaho Code, and to read as follows:

CHAPTER 18
IDAHO LITERACY ACHIEVEMENT AND ACCOUNTABILITY ACT

33-1801. SHORT TITLE. This act shall be known and may be cited as the "Idaho Literacy Achievement and Accountability Act."

33-1802. DEFINITIONS. As used in this chapter:

(1) "Idaho comprehensive literacy plan" means the state board of education-approved, evidence-based plan outlining the minimum statewide literacy comprehension expectations and framework. This plan shall include details on data literacy, the statewide reading assessment, and best practices.

(2) "Local education agency" or "LEA" means a school district, including charter school districts, or a public charter school identified as an LEA pursuant to chapter 52, title 33, Idaho Code.

(3) "Statewide reading assessment" means the state board of education-approved assessment for facilitating continuous improvement, tailoring student-level instruction, and providing summative results.

33-1803. LEGISLATIVE FINDINGS. Pursuant to section 1, article IX, of the Idaho constitution, and the state constitutional duty to establish and maintain a general, uniform, and thorough system of public, free common schools, the legislature finds that ensuring all students have access through the public schools to evidence-based reading instruction and interventions focused on developing the foundational reading skills of phonemic awareness, phonics, fluency, vocabulary, and text comprehension are significant components of ensuring that the system of public schools throughout
the state is uniform and thorough. In exercising its duty of general supervision and governance of the public schools of the state, it is appropriate that the state board of education, supported by the department of education, hold local education providers accountable for demonstrating that the reading instruction they provide is focused on these foundational reading skills.

33-1804. IDAHO COMPREHENSIVE LITERACY PLAN. (1) The state board of education shall develop an Idaho comprehensive literacy plan designed to create a framework for all students to be proficient in literacy and prepared to read and learn in the next grade level, as applicable to the student's grade. The comprehensive literacy plan shall be evidence-based and include the identification of best practices for literacy development and interventions.

(2) The state board of education shall convene a group of education stakeholders consisting of, at a minimum, representation from the Idaho public school system and postsecondary education system with experience in literacy development and reading instruction and parents to review and make recommendations to the state board of education on updates to the Idaho comprehensive literacy plan. The comprehensive literacy plan shall be reviewed and updated at least every five (5) years.

(3) The comprehensive literacy plan shall:
(a) Identify the state's strategy to ensure students develop strong literacy skills needed for future learning;
(b) Set expectations for LEA-level leadership collaboration, professional development for staff, effective instruction and interventions, and the use of assessments and data for setting locally established student proficiency and growth targets; and
(c) Identify evidence-based practices and tools aligned to the comprehensive literacy plan.

33-1805. STUDENT READING INSTRUCTION AND INTERVENTION. (1) It is the ultimate goal of the legislature that every student read at or above grade level by the end of grade 3. School districts shall offer a reading intervention program pursuant to this section to each kindergarten through grade 3 student who exhibits a reading deficiency on the statewide reading assessment pursuant to section 33-1806, Idaho Code, to ensure students can read at or above grade level at the end of grade 3. The reading intervention program shall be provided in addition to core reading instruction that is provided to all students in the general education classroom and must be in alignment with the Idaho comprehensive literacy plan. The reading intervention program shall:
(a) Be provided to all kindergarten through grade 3 students identified with a reading deficiency as determined by the statewide reading assessments;
(b) Provide intensive development in phonemic awareness, phonics, fluency, vocabulary, and text comprehension as applicable to the grade level; and
(c) Monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs. Monitoring may include both local and statewide assessments.

(2) Reading improvement plan. Any student in kindergarten through grade 3 who exhibits a deficiency in reading at any time based on the statewide assessment shall receive an individual reading improvement plan no later than thirty (30) days after the identification of the reading deficiency. The reading improvement plan shall be created by the teacher, principal, other pertinent school personnel, including staff-assigned library duties if applicable, and the student's parent or guardian and shall describe the reading intervention services the student will receive to remedy the reading deficit. Each student must receive intensive reading intervention until the student is determined to be proficient in reading for the student's grade level.

(a) Having made a good faith effort, should the school be unable to engage the parent or guardian in the development of the student's reading improvement plan within fifteen (15) days of notifying the parent, the school may move forward with the creation of the student's reading improvement plan without parental participation.

(b) Any student who has been identified as not proficient through a local literacy assessment may also be put on a reading improvement plan.

(c) Students who are on a reading improvement plan and have been identified through the statewide assessment to be at grade level may be transitioned off of the reading improvement plan. Schools must notify the parents or guardians in advance of transitioning students off of their reading improvement plan.

(3) Parent notification. The parent of any student in kindergarten through grade 3 who exhibits a deficiency in reading at any time during the school year must be notified in writing of the reading deficiency. The school district shall assist schools with providing written notification to the parent of any student who has not met grade-level proficiency.

(a) The initial notification must include the following:

(i) A statement that the student has been identified as having a deficiency in reading and that a reading improvement plan will be established by the teacher, principal, other applicable school personnel, and the parent or guardian;

(ii) A description of the current services that are provided to the student; and

(iii) A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student that are designed to address the identified areas of reading deficiency.

(b) Following development of the plan, the parent will be provided with:

(i) A description of the reading intervention and supplemental instructional services and support that will be provided to the student that are designed to address the identified areas of reading deficiency; and

(ii) Strategies for parents to use at home in helping their student to succeed in reading.
(c) At the conclusion of each school year, or earlier if it has been
determined that the student is proficient and is no longer in need of
intervention, the parent or guardian will be updated on the student's
progress, including any recommendation for placement.
(4) District annual reporting. Each school district shall report to
the state department of education by October 1 of each year the number and
percentage of students, by grade level, on an individualized reading im-
provement plan.
(5) Department responsibilities. The state department of education
shall annually compile the information required along with state-level sum-
mary information and annually report such information to the state board of
education, the public, the governor, and the legislature. The department
shall provide technical assistance as needed to aid school districts in im-
plementing the provisions of this section.
(6) The state board of education may promulgate rules for the adminis-
tration and implementation of this section.

33-1806. READING AND LITERACY ASSESSMENT. (1) The state department of
education shall be responsible for administration of all assessment efforts
and shall train LEA-level assessment personnel and report results.
(2) In continuing recognition of the critical importance of reading
skills, all public school students in kindergarten through grade 3 shall
have their reading skills assessed. For purposes of this assessment, the
Idaho comprehensive literacy plan shall be the reference document. The
kindergarten assessment shall include reading readiness and phonological
awareness. Grades 1, 2, and 3 shall test for fluency, comprehension, and
accuracy of the student's reading. The assessment shall be by a single
statewide test specified by the state board of education, and the state de-
partment of education shall ensure that testing shall take place no fewer
than two (2) times per year in the relevant grades. Additional assessments
may be administered to students who are identified for reading interventions
as set forth in section 33-1805, Idaho Code. The state K-3 assessment test
results shall be reviewed by school personnel for the purpose of providing
necessary interventions to sustain or improve the students' reading skills.
Results shall show for each school building with kindergarten through grade
3 in each school district and charter school the percentage of students who
are achieving proficiency on the statewide reading assessment. Such results
shall be maintained and compiled by the state department of education and
shall be reported annually to the public through the state education dash-
board and reported to the state board of education, the legislature, and the
governor in a consistent manner, by school and by district.
(3) The assessment scores and interventions recommended and imple-
mented shall be maintained in the permanent record of each student.
(4) The administration of the state K-3 assessments is to be done in the
local school districts by individuals chosen by the district other than the
regular classroom teacher. All those who administer the assessments shall
be trained by the state department of education.
(5) It is the legislature's intent that curricular materials utilized
by school districts for kindergarten through grade 3 shall be tied to evi-
dence-based best practices and aligned with the Idaho comprehensive literacy plan.

33-1807. LITERACY INTERVENTION PROGRAM. (1) Each school district and public charter school shall establish an extended time literacy intervention program for students who score basic or below basic on the fall reading screening assessments or alternate reading screening assessment in kindergarten through grade 3 and submit it to the state board of education.

(2) (a) The program shall provide:
   (i) Proven effective evidence-based substantial intervention and shall include phonemic awareness, decoding intervention, vocabulary, comprehension, and fluency as applicable to the student based on a formative assessment designed to, at a minimum, identify such weaknesses;
   (ii) A minimum of sixty (60) hours of supplemental instruction for students in kindergarten through grade 3 who score below basic on the reading screening assessment; and
   (iii) A minimum of thirty (30) hours of supplemental instruction for students in kindergarten through grade 3 who score basic on the reading screening assessment.

(b) The program may include adaptive learning technology literacy intervention tools as part of the literacy intervention program, must include parent input, be in alignment with the Idaho comprehensive literacy plan, and be from the state board of education-approved provider list established pursuant to subsection (3) of this section. Online or digital instructional materials that are not part of a comprehensive program do not have to be from the approved provider list.

(3)(a) The state board of education shall select adaptive learning technology literacy intervention providers through a request for proposals process to provide adaptive learning technology literacy intervention tools for school districts and charter schools to use as part of their literacy intervention programs for students in kindergarten through grade 3 that:
   (i) Include an academic program focused on building age-appropriate literacy skills that, at a minimum, include phonological awareness, phonics, fluency, comprehension, and vocabulary;
   (ii) Use an evidence-based early intervention model;
   (iii) Include a parental engagement and involvement component that allows parents to participate in their student's use of the tool at school or at home; and
   (iv) Address early reading and literacy intervention through the use of an interactive and adaptive computer software program.

(b) To remain on the approved provider list after the first year of identification, programs must be evaluated each year to determine effectiveness by an independent external evaluator. The evaluation will be based on a full academic year of implementation of tools implemented with fidelity and will include, at a minimum, growth toward proficiency measures.

(4) The state board of education shall identify national evidence-based best practices and proven effective state intervention prac-
tics. The state department of education shall share state board of edu-
cation-identified intervention practices with school districts and charter
schools throughout the state and maintain a resource center of best prac-
tices for literacy intervention for students in kindergarten through grade
3. The resource center shall include, at a minimum, resources for parents
and schools.

(5) Of the funds appropriated for the purpose of this section, no more
than one hundred dollars ($100) per student may be used for transportation
costs.

(6) For the purpose of program reimbursement, the state department of
education shall adopt reporting forms, establish reporting dates, and adopt
such additional guidelines and standards as necessary to accomplish the pro-
gram goals that every child will read fluently and comprehend printed text on
grade level by the end of third grade.

(7) To ensure students receive high-quality literacy instruction and
intervention, the state department of education shall provide professional
development to districts and schools on best practices supporting literacy
instruction that includes data literacy, the statewide reading assessment,
and best practices as outlined in the Idaho comprehensive literacy plan. In-
tervention program participation and effectiveness by school and district
shall be presented annually to the state board of education, the legisla-
ture, and the governor.

(8) The state board of education or its delegate shall annually evalu-
ate the cost and efficacy of literacy interventions used throughout Idaho.

(9) The state board of education may promulgate rules implementing the
provisions of this section. At a minimum, such rules shall include student
trajectory growth to proficiency benchmarks and a timeline for reaching such
benchmarks.

33-1808. EDUCATOR PREPARATION. (1) The state board of education shall
review teacher preparation programs at the institutions of higher education
under its supervision and shall assure that the course offerings and grad-
uation requirements are consistent with the Idaho comprehensive literacy
plan. To ensure compliance with this requirement, the board may allocate
funds, subject to appropriation, to the higher education institutions that
have teacher preparation programs.

(2) The higher education institutions shall be responsible for the pre-
service assessment measures for all kindergarten through grade 12 teacher
preparation programs. The assessment must include a demonstration of teach-
ing skills and knowledge congruent with current research on best reading
practices. The assessment may consist of multiple measures, in alignment
with best practices, for the demonstration of these skills. Each institu-
tion shall report annually to the state board of education the number
of preservice teachers who have passed the assessment. The state board of
education shall then compile the statewide results and report to the legis-
lature and the governor.

(3) For all Idaho teachers working on interim certificates, alternate
routes, or coming from out of state, completion of a state-approved reading
instruction course shall be a onetime requirement for full certification.
(4) The board of trustees of every school district shall include, in its plan for in-service training, coursework covering reading skills development, including diagnostic tools to review and adjust instruction continuously, and the ability to identify students who need special help in reading. The district plan for in-service training in reading skills shall be submitted to the state department of education for review and approval, in a format specified by the department.

33-1809. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT. (1) In recognition of the critical role leadership plays in creating a culture in our schools around continuous improvement, it is the intent of the legislature to provide local school boards of trustees and charter school boards of directors with the resources necessary to work effectively with school leadership to set goals and growth targets.

(2) All newly elected or appointed board members shall participate in at least one (1) board member orientation focused on:

(a) State and school district or charter school resources available for literacy intervention and improvements;

(b) School, district, and state level data available to track progress on student literacy proficiency and growth toward proficiency; and

(c) How to set measurable goals for improving student proficiency.

(3) Every board of trustee member or charter school director shall participate in the literacy intervention orientation and training by June 30, 2023, or as provided by the state board of education thereafter.

(4) School district and charter schools shall set annual literacy proficiency and growth targets for students in kindergarten through grade 3.

(5) Literacy proficiency and growth targets shall align with the continuous improvement plan goals and targets of the school district or charter school and the framework for schools to achieve statewide literacy growth targets. Goal-setting and growth targets shall be based on comparisons between similar cohorts of students in similar school buildings and school districts.

(6) There shall be a statewide dashboard available for school personnel, parents, the governor, and the legislature to use to view progress toward the school’s literacy proficiency and growth targets and statewide progress toward the statewide literacy growth targets set by the state board of education. Information shall be available by school level based on like cohorts of students in similar schools and school districts.

33-1810. RULEMAKING AUTHORITY. The state board of education may promulgate rules for the implementation of this chapter.

SECTION 6. 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) Salary-based apportionment calculated as provided in sections 33-1004 through 33-1004F, Idaho Code;
(g) Unemployment insurance benefit payments according to the provisions of section 72-1349A, Idaho Code;
(h) For expenditure as provided by the public school technology program;
(i) For employee severance payments as provided in section 33-521, Idaho Code;
(j) For distributions to the Idaho digital learning academy as provided in section 33-1020, Idaho Code;
(k) For charter school facilities funds and reimbursements paid pursuant to section 33-5208(5), Idaho Code;
(l) For an online course portal as provided for in section 33-1024, Idaho Code;
(m) For advanced opportunities as provided for in chapter 46, title 33, Idaho Code;
(n) For additional math and science courses for high school students as provided in section 33-1021, Idaho Code;
(o) For leadership premiums as provided in section 33-1004J, Idaho Code;
(p) For master teacher premiums as provided in section 33-1004I, Idaho Code;
(q) For the support of provisions that provide a safe environment conducive to student learning and maintain classroom discipline, an allocation of three hundred dollars ($300) per support unit;
(r) An amount specified in the appropriation bill for the public schools educational support program for counseling support as provided for in section 33-1212A, Idaho Code, shall be distributed for grades 8 through 12 as follows:
   (i) For school districts and public charter schools with one hundred (100) or more students enrolled in grades 8 through 12, a prorata distribution based on students enrolled in grades 8 through 12 or eighteen thousand dollars ($18,000), whichever is greater;
   (ii) For school districts and public charter schools with fewer than one hundred (100) students enrolled in grades 8 through 12, one hundred eighty dollars ($180) per student enrolled in grades
8 through 12 or nine thousand dollars ($9,000), whichever is
greater;
(s) An amount specified in the public schools educational support pro-
gram appropriation bill for literacy intervention pursuant to section
33-16342, Idaho Code, the disbursements made to the school districts
and public charter schools in the aggregate shall not exceed the total
amount appropriated for this purpose and shall be based on the actual
costs of such intervention programs. School districts and public char-
ter schools shall be reimbursed in full or in pro rata based on the av-
erage number of students in kindergarten through grade 3 who score ba-
sic or below basic on the fall statewide reading assessment in the prior
two (2) years;
(t) For mastery-based education as provided for in section 33-16342,
Idaho Code;
(u) For pay for success contracting as provided in section 33-125B,
Idaho Code; and
(v) Any additional amounts as required by statute to effect administra-
tive adjustments or as specifically required by the provisions of any
bill of appropriation;
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 dis-
tricts of the state. The state board of education shall establish rules set-
ting forth the procedure to determine average daily attendance and the time
for, and method of, submission of such report. Average daily attendance cal-
culation shall be carried out to the nearest hundredth. Computation of av-
erage daily attendance shall also be governed by the provisions of section
(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 sec-
ondary support units, computation of exceptional education support units,
and computation of alternative school 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

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### COMPUTATION OF ELEMENTARY SUPPORT UNITS

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### COMPUTATION OF SECONDARY SUPPORT UNITS

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<td>750 or more....</td>
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</tbody>
</table>

### COMPUTATION OF EXCEPTIONAL EDUCATION SUPPORT UNITS

<table>
<thead>
<tr>
<th>Average Daily Attendance</th>
<th>Attendance Divisor</th>
<th>Minimum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 or more....</td>
<td>14.5...grades 14 or more</td>
<td>1</td>
</tr>
<tr>
<td>12 - 13.99....</td>
<td>-</td>
<td>.75</td>
</tr>
<tr>
<td>8 - 11.99....</td>
<td>-</td>
<td>.75</td>
</tr>
</tbody>
</table>
4 - 7.99.... -......................... .5
1 - 3.99.... -.......................... .25

COMPUTATION OF ALTERNATIVE SCHOOL SUPPORT UNITS
(Computation of alternative school support units shall include
grades 6 through 12)

| Pupils in Attendance | Attendance Divisor | Minimum Units
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></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 fewer 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 school in a school district reporting fewer than one hundred (100) secondary students in average daily attendance shall not be assigned to the alternative table if the student is from a school district reporting fewer 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 school, unless the alternative school in question serves students from multiple districts reporting fewer than one hundred (100) secondary students in average daily attendance. The tables for exceptional education and alternative school 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 students. Calculations in application of this subsection shall be carried out to the nearest hundreth.
(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, subparagraph (i) of this paragraph, and the support units allowance for the approved exceptional child program, subparagraph (ii) of this paragraph.

(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, paragraph (b) of this subsection.

(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 paragraph (c) of this subsection.

(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.