

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 595

BY EDUCATION COMMITTEE

AN ACT

1 RELATING TO EDUCATION; AMENDING SECTION 33-1001, IDAHO CODE, TO DEFINE A
2 TERM; AMENDING SECTION 33-1002, IDAHO CODE, TO REVISE PROVISIONS RE-
3 GARDING FUNDING FOR PUBLIC SCHOOLS; AND DECLARING AN EMERGENCY AND
4 PROVIDING AN EFFECTIVE DATE.
5

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

7 SECTION 1. That Section 33-1001, Idaho Code, be, and the same is hereby
8 amended to read as follows:

9 33-1001. DEFINITIONS. As used in this chapter:

10 (1) "Administrative schools" means and applies to all elementary
11 schools and kindergartens within a district that are situated ten (10) miles
12 or less from both the other elementary schools and the principal administra-
13 tive office of the district and all secondary schools within a district that
14 are situated fifteen (15) miles or less from other secondary schools of the
15 district.

16 (2) "Administrative staff" means those who hold an administrator cer-
17 tificate and are employed as a superintendent, an elementary or secondary
18 school principal, or are assigned administrative duties over and above those
19 commonly assigned to teachers.

20 (3) "At-risk student" means a student in grades 6 through 12 who:

21 (a) Meets at least three (3) of the following criteria:

22 (i) Has repeated at least one (1) grade;

23 (ii) Has absenteeism greater than ten percent (10%) during the
24 preceding semester;

25 (iii) Has an overall grade point average less than 1.5 on a 4.0
26 scale prior to enrolling in an alternative secondary program;

27 (iv) Has failed one (1) or more academic subjects in the past year;

28 (v) Is below proficient, based on local criteria, standardized
29 tests, or both;

30 (vi) Is two (2) or more credits per year behind the rate required
31 to graduate or for grade promotion; or

32 (vii) Has attended three (3) or more schools within the previous
33 two (2) years, not including dual enrollment; or

34 (b) Meets any of the following criteria:

35 (i) Has documented substance abuse or a pattern of substance
36 abuse;

37 (ii) Is pregnant or a parent;

38 (iii) Is an emancipated youth or unaccompanied youth;

39 (iv) Is a previous dropout;

40 (v) Has a serious personal, emotional, or medical issue or is-
41 sues;

42 (vi) Has a court or agency referral; or

1 (vii) Demonstrates behavior detrimental to the student's academic
2 progress.

3 (4) "Average daily attendance" or "pupils in average daily attendance"
4 means the aggregate number of days enrolled students are present, divided by
5 the number of days of school in the reporting period; provided, however, that
6 students for whom no Idaho school district is a home district shall not be
7 considered in such computation.

8 (5) "Career ladder" means the compensation table used for determining
9 the allocations districts receive for instructional staff and pupil service
10 staff based on specific performance criteria and is made up of a residency
11 compensation rung and a professional compensation rung.

12 (6) "Child with a disability" means a child evaluated as having an
13 intellectual disability, a hearing loss including deafness, a speech or
14 language impairment, a visual impairment including blindness, an emo-
15 tional behavioral disorder, an orthopedic impairment, autism, a traumatic
16 brain injury, another health impairment, a specific learning disability,
17 deaf-blindness, or multiple disabilities and who, by reason thereof, needs
18 special education and related services.

19 (7) "Compensation rung" means the rung on the career ladder that corre-
20 sponds with the compensation level performance criteria.

21 (8) "Economically disadvantaged student" means a student who:

22 (a) Is eligible for a free or reduced-price lunch under the Richard B.
23 Russell national school lunch act, 42 U.S.C. 1751 et seq., excluding
24 students who are eligible only through a school's community eligibility
25 program;

26 (b) Resides with a family receiving assistance under the program of
27 block grants to states for temporary assistance for needy families
28 (TANF) established under part A of title IV of the social security act,
29 42 U.S.C. 601 et seq.;

30 (c) Is eligible to receive medical assistance under the medicaid pro-
31 gram under title XIX of the social security act, 42 U.S.C. 1396 et seq.;

32 or
33 (d) Is considered homeless for purposes of the federal McKinney-Vento
34 homeless assistance act, 42 U.S.C. 11301 et seq.

35 (9) "Elementary grades" or "elementary average daily attendance" means
36 and applies to students enrolled in grades 1 through 6, inclusive, or any
37 combination thereof.

38 (10) "Elementary schools" are schools that serve grades 1 through 6, in-
39 clusive, or any combination thereof.

40 (11) "Elementary/secondary schools" are schools that serve grades 1
41 through 12, inclusive, or any combination thereof.

42 (12) "English language learner" or "ELL" means a student who does not
43 score proficient on the English language development assessment established
44 by rule of the state board of education.

45 (13) "Gifted and talented" shall have the same meaning as provided in
46 section 33-2001(4), Idaho Code.

47 (14) "Homebound student" means any student who would normally and regu-
48 larly attend school but is confined to home or hospital because of an illness
49 or accident for a period of ten (10) or more consecutive days.

1 (15) "Instructional staff" means those who hold an Idaho certificate
2 issued under section 33-1201, Idaho Code, and who are either involved in the
3 direct instruction of a student or group of students or who serve in a mentor
4 or teacher leader position for individuals who hold an Idaho certificate
5 issued under section 33-1201, Idaho Code.

6 (16) "Kindergarten" or "kindergarten average daily attendance" means
7 and applies to all students enrolled in a school year, less than a school
8 year, or summer kindergarten program.

9 (17) "Local salary schedule" means a compensation table adopted by a
10 school district or public charter school, which table is used for determin-
11 ing moneys to be distributed for instructional staff and pupil service staff
12 salaries. Minimum compensation provided under a local salary schedule shall
13 be at least equal to the minimum amounts established pursuant to section
14 33-1004E, Idaho Code.

15 (18) "Measurable student achievement" means the measurement of student
16 academic achievement or growth within a given interval of instruction for
17 those students who have been enrolled in and attended eighty percent (80%)
18 of the interval of instruction. Measures and targets shall be chosen at the
19 school level in collaboration with the staff member impacted by the measures
20 and applicable district staff and approved by the school board. Measures and
21 targets must also align with the performance measures and benchmarks in the
22 continuous improvement plan described in section 33-320, Idaho Code. The
23 most effective measures and targets are those generated as close to the ac-
24 tual work as possible. Targets may be based on grade- or department-level
25 achievement or growth goals that create collaboration within groups. In-
26 dividual measurable student achievement targets and the percentage of stu-
27 dents meeting individual targets must be reported annually to the state. As-
28 sessment tools that may be used for measuring student achievement and growth
29 include:

30 (a) Idaho standards achievement test (ISAT), including interim ISAT
31 assessments;

32 (b) Student learning objectives;

33 (c) Teacher-constructed assessments of student growth;

34 (d) Pre- and post-tests, including district-adopted tests;

35 (e) Performance-based assessments;

36 (f) Idaho reading indicator, which will be one (1) of the required as-
37 sessment tools for applicable staff;

38 (g) College entrance exams or preliminary college entrance exams such
39 as PSAT, SAT, PACT, and ACT;

40 (h) Advanced placement exams;

41 (i) Career technical exams;

42 (j) Number of business or industry certificates or credentials earned
43 by students in an approved career technical education program;

44 (k) Number of students completing career technical education capstone
45 courses; and

46 (l) Number of students enrolled in career technical education courses
47 that are part of a program that culminates with business or industry
48 certificates or credentials.

49 (19) "Outcomes-based funding" means funding distributed to local edu-
50 cation agencies based on meeting targets in specific student achievement and

1 learning priorities, including mathematics proficiency and growth in grades
 2 5 through 8, and attainment of the credentials necessary for transition into
 3 workforce or postsecondary education in grades 9 through 12. This funding
 4 shall be aligned with the strategic student achievement goals determined by
 5 the legislature and the state board of education and measured and tracked by
 6 the state department of education and division of career technical educa-
 7 tion.

8 ~~(19)~~ (20) "Performance criteria" means the standards specified for
 9 instructional staff and pupil service staff to demonstrate teaching pro-
 10 ficiency for a given compensation rung. Each element of the professional
 11 compensation rung and advanced professional compensation rung performance
 12 criteria, as identified in this section and as applicable to a staff member's
 13 position, shall be documented, reported, and subject to review for determin-
 14 ing movement on the career ladder.

15 ~~(20)~~ (21) (a) "Professional compensation rung performance criteria"
 16 means:

17 (i) An overall rating of proficient or higher, and no components
 18 rated as unsatisfactory, on the state framework for teaching eval-
 19 uation or equivalent for pupil service staff or principal or other
 20 school level administrator evaluation aligned to the state frame-
 21 work for teaching evaluation; and

22 (ii) Demonstrating the majority of students have met measurable
 23 student achievement targets or student success indicator targets.

24 (b) "Advanced professional compensation rung performance criteria"
 25 means:

26 (i) An overall rating of proficient or higher, no components
 27 rated as unsatisfactory or basic, and rated as distinguished
 28 overall in domain two -- classroom environment or domain three
 29 -- instruction and use of assessment on the state framework for
 30 teaching evaluation or equivalent for pupil service staff or prin-
 31 cipal or other school level administrator evaluation aligned to
 32 the state framework for teaching evaluation; and

33 (ii) Demonstrating seventy-five percent (75%) or more of their
 34 students have met their measurable student achievement targets or
 35 student success indicator targets.

36 ~~(21)~~ (22) "Public school district" or "school district" or "district"
 37 means any public school district organized under the laws of this state, in-
 38 cluding specially chartered school districts.

39 ~~(22)~~ (23) "Pupil service staff" means those who provide services to stu-
 40 dents, but are not involved in direct instruction of those students, and hold
 41 a pupil personnel services certificate.

42 ~~(23)~~ (24) "School board" means a school district board of trustees or
 43 the board of directors of a public charter school.

44 ~~(24)~~ (25) "Secondary grades" or "secondary average daily attendance"
 45 means and applies to students enrolled in grades 7 through 12, inclusive, or
 46 any combination thereof.

47 ~~(25)~~ (26) "Secondary schools" are schools that serve grades 7 through
 48 12, inclusive, or any combination thereof.

49 ~~(26)~~ (27) "Separate elementary school" means an elementary school lo-
 50 cated more than ten (10) miles on an all-weather road from both the near-

1 est elementary school and elementary/secondary school serving like grades
2 within the same school district and from the location of the office of the su-
3 perintendent of schools of such district, or from the office of the chief ad-
4 ministrative officer of such district if the district employs no superinten-
5 dent of schools.

6 ~~(27)~~ (28) "Separate kindergarten" means a kindergarten located more
7 than ten (10) miles on an all-weather road from both the nearest kindergarten
8 school within the same school district and from the location of the office
9 of the superintendent of schools of such district, or from the office of the
10 chief administrative officer of such district if the district employs no
11 superintendent of schools.

12 ~~(28)~~ (29) "Separate secondary school" means any secondary school lo-
13 cated more than fifteen (15) miles on an all-weather road from any other
14 secondary school and elementary/secondary school serving like grades oper-
15 ated by the district.

16 ~~(29)~~ (30) "Special education" means specially designed instruction or
17 speech/language therapy at no cost to the parent to meet the unique needs of a
18 student who is a child with a disability, including instruction in the class-
19 room, the home, hospitals, institutions, and other settings; instruction
20 in physical education; speech therapy and language therapy; transition ser-
21 vices; travel training; assistive technology services; and vocational edu-
22 cation.

23 ~~(30)~~ (31) "Student learning plan" means a plan that outlines a student's
24 program of study, which should include a rigorous academic core and a related
25 sequence of electives in academics, career technical education, or humani-
26 ties aligned with the student's post-graduation goals.

27 ~~(31)~~ (32) "Student success indicators" means measurable indicators of
28 student achievement or growth, other than academic, within a predefined in-
29 terval of time for a specified group of students. Measures and targets shall
30 be chosen at the district or school level in collaboration with the pupil
31 service staff member impacted by the measures and applicable district staff.
32 Individual measurable student achievement targets and the percentage of
33 students meeting each target must be reported annually to the state. Student
34 success indicators include:

35 (a) Quantifiable goals stated in a student's 504 plan or individualized
36 education plan.

37 (b) Quantifiable goals stated in a student's behavior improvement
38 plan.

39 (c) School- or district-identified measurable student objectives for a
40 specified student group or population.

41 (d) The percentage of students who create student learning plans in
42 grade 8 or who annually update their student learning plans thereafter.

43 (e) The percentage of students who satisfactorily complete one (1) or
44 more advanced opportunities options as identified in section 33-4602,
45 Idaho Code, or who earn business or industry certificates or creden-
46 tials. This indicator shall be one (1) of the required indicators for
47 applicable staff.

48 ~~(32)~~ (33) "Support program" means the educational support program as
49 described in section 33-1002, Idaho Code, the transportation support pro-

1 gram described in section 33-1006, Idaho Code, and the exceptional education
2 support program as described in section 33-1007, Idaho Code.

3 ~~(33)~~ (34) "Support unit" means a function of average daily attendance
4 used in the calculations to determine financial support provided to the pub-
5 lic school districts.

6 ~~(34)~~ (35) "Teacher" means any person employed in a teaching, instruc-
7 tional, supervisory, educational administrative or educational and scien-
8 tific capacity in any school district. In case of doubt, the state board of
9 education shall determine whether any person employed requires certifica-
10 tion as a teacher.

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

13 33-1002. EDUCATIONAL SUPPORT PROGRAM. The educational support pro-
14 gram is calculated as follows:

15 (1) State Educational Support Funds. Add the state appropriation, in-
16 cluding the moneys available in the public school income fund, together with
17 all miscellaneous revenues to determine the total state funds.

18 (2) From the total state funds subtract the following amounts needed
19 for state support of special programs provided by a school district:

20 (a) Pupil tuition-equivalency allowances as provided in section
21 33-1002B, Idaho Code;

22 (b) Transportation support program as provided in section 33-1006,
23 Idaho Code;

24 (c) Feasibility studies allowance as provided in section 33-1007A,
25 Idaho Code;

26 (d) The approved costs for border district allowance, provided in sec-
27 tion 33-1403, Idaho Code, as determined by the state superintendent of
28 public instruction;

29 (e) The approved costs for exceptional child approved contract al-
30 lowance, provided in subsection 2. of section 33-2004, Idaho Code, as
31 determined by the state superintendent of public instruction;

32 (f) Salary-based apportionment calculated as provided in sections
33 33-1004 through 33-1004F, Idaho Code;

34 (g) Unemployment insurance benefit payments according to the provi-
35 sions of section 72-1349A, Idaho Code;

36 (h) For expenditure as provided by the public school technology pro-
37 gram;

38 (i) For employee severance payments as provided in section 33-521,
39 Idaho Code;

40 (j) For distributions to the Idaho digital learning academy as provided
41 in section 33-1020, Idaho Code;

42 (k) For charter school facilities funds and reimbursements paid pur-
43 suant to section 33-5208(5), Idaho Code;

44 (l) For an online course portal as provided for in section 33-1024,
45 Idaho Code;

46 (m) For advanced opportunities as provided for in chapter 46, title 33,
47 Idaho Code;

48 (n) For additional math and science courses for high school students as
49 provided in section 33-1021, Idaho Code;

1 (o) For master teacher premiums as provided in section 33-1004I, Idaho
2 Code;

3 (p) For the support of provisions that provide a safe environment con-
4 ducive to student learning and maintain classroom discipline, an allo-
5 cation of three hundred dollars (\$300) per support unit;

6 (q) An amount specified in the appropriation bill for the public
7 schools educational support program for counseling support as provided
8 for in section 33-1212A, Idaho Code, shall be distributed for grades 8
9 through 12 as follows:

10 (i) For school districts and public charter schools with one hun-
11 dred (100) or more students enrolled in grades 8 through 12, a pro
12 rata distribution based on students enrolled in grades 8 through
13 12 or eighteen thousand dollars (\$18,000), whichever is greater;

14 (ii) For school districts and public charter schools with fewer
15 than one hundred (100) students enrolled in grades 8 through 12,
16 one hundred eighty dollars (\$180) per student enrolled in grades
17 8 through 12 or nine thousand dollars (\$9,000), whichever is
18 greater;

19 (r) An amount specified in the public schools educational support pro-
20 gram appropriation bill for literacy intervention. The disbursements
21 made to the school districts and public charter schools shall be calcu-
22 lated as follows:

23 (i) Fifty percent (50%) based on average full-time equivalent
24 enrollment of students in kindergarten through grade 3 as of the
25 first Friday in November;

26 (ii) Fifty percent (50%) based on the number of kindergarten
27 through grade 3 students who move a full level or who are profi-
28 cient from the spring-to-spring administration of the statewide
29 reading assessment in the prior fiscal year or, if there is not a
30 prior spring assessment for the student, from fall to spring; and

31 (iii) Funds will be distributed to the school district or pub-
32 lic charter school where the student is enrolled and takes the
33 statewide reading assessment. Any school district or public char-
34 ter school that has greater than one (1) but fewer than five (5)
35 students in kindergarten through grade 3 will receive a minimum of
36 two thousand dollars (\$2,000). Economically disadvantaged stu-
37 dents shall count as one and three quarters (1.75) students for the
38 purpose of calculating the distribution of the funds in subpara-
39 graph (ii) of this paragraph.

40 (s) An amount specified in the public schools educational support pro-
41 gram appropriation for outcomes-based funding. The disbursements made
42 to the school districts and public charter schools shall be calculated
43 as follows:

44 (i) Sixty percent (60%) for math outcomes, with half of such
45 amount based on the number of students in grades 5 through 8 who
46 advance on a tiered growth model and half of such amount based on
47 the number of students in grades 5 through 8 who are proficient or
48 better than proficient from the spring-to-spring administration
49 of the statewide standardized assessment in mathematics. Funds
50 shall be distributed to the school district or public charter

1 school where the student is enrolled and takes the statewide stan-
2 dardized assessment. No school district or public charter school
3 shall receive more than one (1) distribution for a single student.
4 School districts and public charter schools serving students in
5 grades 5 through 8 shall receive a minimum of ten thousand dollars
6 (\$10,000). All funds received pursuant to this subparagraph shall
7 be utilized to implement evidence-based mathematics instruc-
8 tional practices.

9 (ii) Forty percent (40%) for secondary outcomes, with half of such
10 amount based on improvement in graduation rates or exceeding the
11 statewide graduation rate and distributed according to the number
12 of graduates. The other half of such amount shall be based on stu-
13 dents who attained one (1) or more of the following credentials in
14 the previous school year: a postsecondary degree, as defined in
15 section 33-2401(7), Idaho Code; a workforce readiness and career
16 technical education (CTE) diploma, as defined in section 33-526,
17 Idaho Code; dual credits earned that align with CTE coursework or
18 the general education matriculation (GEM) framework, as defined
19 and approved by the division of career technical education; col-
20 lege credits earned through advanced placement exams; enrollment
21 in a registered apprenticeship program; or technical or indus-
22 trial certificates as approved by the division of career technical
23 education. School districts and public charter schools serving
24 students in grades 9 through 12 shall receive a minimum of six
25 thousand dollars (\$6,000). All funds received pursuant to this
26 subparagraph shall be utilized to implement secondary college
27 and career readiness initiatives. The state department of educa-
28 tion shall provide support in measuring, training, and providing
29 frameworks for implementing secondary college and career initia-
30 tives in line with outcomes-based funding.

31 (iii) Economically disadvantaged students shall count as one and
32 seventy-five hundredths (1.75) students for the purpose of calcu-
33 lating the distribution of the funds in subparagraphs (i) and (ii)
34 of this paragraph.

35 (iv) Effective July 1, 2025, the amount specified for outcomes-
36 based funding shall include a portion from discretionary funding
37 not to exceed ten percent (10%) of the total outcomes-based fund-
38 ing amount and shall increase an additional ten percent (10%) each
39 year through fiscal year 2028.

40 (v) The state department of education shall compile and review
41 performance data for the calculated measures for each school dis-
42 trict and public charter school annually to improve the calculated
43 measures. Based on this data and findings, during the 2028 ses-
44 sion, the house and senate education committees shall conduct a
45 policy review of outcomes-based funding and provide a recommen-
46 dation to the joint finance-appropriations committee about future
47 funding. The house and senate education committees shall review
48 the program every five (5) years thereafter.

49 ~~(s)~~ (t) For mastery-based education as provided for in section 33-1632,
50 Idaho Code;

1	71.1 to 109.99 ADA...	16	4.7
2	51.7 to 71.0 ADA...	15	4.0
3	33.6 to 51.6 ADA...	13	2.8
4	16.6 to 33.5 ADA...	12	1.4
5	1.0 to 16.5 ADA...	n/a	1.0

6 COMPUTATION OF SECONDARY SUPPORT UNITS

7	Average Daily		Minimum Units
8	Attendance	Attendance Divisor	Allowed
9	750 or more....	18.5	47
10	400 - 749.99 ADA....	16	28
11	300 - 399.99 ADA....	14.5	22
12	200 - 299.99 ADA....	13.5	17
13	100 - 199.99 ADA....	12	9
14	99.99 or fewer	Units allowed as follows:	
15	Grades 7 - 12	.....	8
16	Grades 9 - 12	.....	6
17	Grades 7 - 9	.....	1 per 14 ADA
18	Grades 7 - 8	.....	1 per 16 ADA

19 COMPUTATION OF EXCEPTIONAL EDUCATION SUPPORT UNITS

20	Average Daily		Minimum Units
21	Attendance	Attendance Divisor	Allowed
22	14 or more....	14.5	1 or more as computed
23			
24	12 - 13.99....	-	1
25	8 - 11.99....	- .....	.75
26	4 - 7.99....	- .....	.5
27	1 - 3.99....	- .....	.25

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

31	Pupils in Attendance	Attendance Divisor	Minimum Units
32			Allowed
33	12 or more.....	12	1 or more as computed
34			

35 In applying these tables to any given separate attendance unit, no
 36 school district shall receive less total money than it would receive if it
 37 had a lesser average daily attendance in such separate attendance unit. In

1 applying the kindergarten table to a kindergarten program of fewer days
2 than a full school year, the support unit allowance shall be in ratio to the
3 number of days of a full school year. The attendance of students attending
4 an alternative school in a school district reporting fewer than one hundred
5 (100) secondary students in average daily attendance shall not be assigned
6 to the alternative table if the student is from a school district reporting
7 fewer than one hundred (100) secondary students in average daily attendance,
8 but shall instead be assigned to the secondary table of the school district
9 in which they are attending the alternative school, unless the alternative
10 school in question serves students from multiple districts reporting fewer
11 than one hundred (100) secondary students in average daily attendance. The
12 tables for exceptional education and alternative school support units shall
13 be applicable only for programs approved by the state department of educa-
14 tion following rules established by the state board of education. Moneys
15 generated from computation of support units for alternative schools shall be
16 utilized for alternative school programs. School district administrative
17 and facility costs may be included as part of the alternative school expen-
18 ditures.

19 (5) State Distribution Factor per Support Unit. Divide educational
20 support program distribution funds, after subtracting the amounts necessary
21 to pay the obligations specified in subsection (2) of this section, by the
22 total state support units to secure the state distribution factor per sup-
23 port unit.

24 (6) District Support Units. The number of support units for each school
25 district in the state shall be determined as follows:

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

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

44 (iii) The total number of support units of the district shall be
45 the sum of the total support units for regular students, subpara-
46 graph (i) of this paragraph, and the support units allowance for
47 the approved exceptional child program, subparagraph (ii) of this
48 paragraph.

49 (b) Total District Allowance Educational Program. Multiply the dis-
50 trict's total number of support units, carried out to the nearest hun-

1 dredth, by the state distribution factor per support unit and to this
2 product add the approved amount of programs of the district provided in
3 subsection (2) of this section to secure the district's total allowance
4 for the educational support program.

5 (c) District Share. The district's share of state apportionment is the
6 amount of the total district allowance, paragraph (b) of this subsec-
7 tion.

8 (d) Adjustment of District Share. The contract salary of every noncer-
9 tified teacher shall be subtracted from the district's share as cal-
10 culated from the provisions of paragraph (c) of this subsection.

11 (7) Property Tax Computation Ratio. In order to receive state funds
12 pursuant to this section, a charter district shall utilize a school mainte-
13 nance and operation property tax computation ratio for the purpose of calcu-
14 lating its maintenance and operation levy that is no greater than that which
15 it utilized in tax year 1994, less four-tenths of one percent (.4%). As used
16 herein, the term "property tax computation ratio" shall mean a ratio deter-
17 mined by dividing the district's certified property tax maintenance and op-
18 eration budget by the actual or adjusted market value for assessment pur-
19 poses as such values existed on December 31, 1993. Such maintenance and op-
20 eration levy shall be based on the property tax computation ratio multiplied
21 by the actual or adjusted market value for assessment purposes as such values
22 existed on December 31 of the prior calendar year.

23 SECTION 3. An emergency existing therefor, which emergency is hereby
24 declared to exist, this act shall be in full force and effect on and after
25 July 1, 2024.