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Bill Analysis
Legislative Service Commission

H.B. 366

126th General Assembly
(As Introduced)

Reps. Trakas, Hughes, Raussen, Taylor, Peterson, Reidelbach, Wagoner, Schafer, Wagner, Brown, Seitz, Wolpert, Widowfield

BILL SUMMARY

- Establishes the School District Achievement Success Rewards Program to pay a per pupil stipend to school districts based on excellent or effective academic performance.
- Requires the stipend to be used only to provide for instructional programs in mathematics or science.

CONTENT AND OPERATION

The bill establishes the School District Achievement Success Rewards Program that requires, beginning in fiscal year 2008, and continuing each fiscal year after that, the Department of Education to pay a stipend to each city, exempted village, or local school district rated by the Department in the district's annual report card (1) to be an "excellent" or "effective" school district or (2) to have met the number of standards prescribed for an excellent or effective rating but which, for other reasons, did not receive that rating (see **COMMENT**). The stipend must be used to provide only instructional programs in mathematics or science.

The bill requires the stipend to be calculated by multiplying the district's formula ADM by the product of \$3.50 multiplied by the number of standards the district meets. "Formula ADM" means, for purposes of the calculation of the stipend, the number of students in the district reported for the first full week of October of that fiscal year under existing law governing the certification of average daily membership of a school district.

COMMENT

Annually, the Department of Education issues a report card on each school district and each school building in a district. Among the things reported are whether the district or building is excellent, is effective, needs continuous improvement, is under academic watch, or is in a state of academic emergency.

A district is "e xcellent" if it meets 22 or 23 indicators or it scores 100 or above on the Performance Index (PI). A district is "effective" if it meets 18 to 21 indicators or it scores 90 to 99.9 on the PI. There are 23 performance indicators. Twenty-one of the indicators are the proficiency tests given over the range of grades. The other two indicators are attendance and graduation percentages. The performance index averages the scores for the five subject areas (Reading, Writing, Math, Social Studies, and Science) tested in a school and creates a scale of 0-120 with 100 being the goal. The performance index score represents the achievement of all students on all five subject areas of the proficiency tests.

A school district that would otherwise be excellent or effective could fail to get that rating if it fails to show adequate yearly progress for three consecutive years as required by the Department pursuant to the federal "No Child Left Behind" act. Adequate yearly progress is the annual improvement a district or school building in the district must meet for all subgroups of students. Those subgroups are the federally recognized ethnic classifications (African American, Native American or Native Alaskan, Asian or Pacific Islander, Hispanic, multi-racial, and white), limited English proficient students, disabled students, and economically disadvantaged students.

HISTORY

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