

H C R

18

SENATE COMMITTEE REPORT

FURTHER

FIN

5/3/89

DATE TURNED INTO OFFICE _____

Mr. President:

_____ HESS _____ Committee considered _____ CSHCR 18 (HESS)

Establishing the Joint Committee on School Performance

and recommended

- replace with _____ CS _____) same title
- or adopt _____ CS _____) new title
- attached amendment(s) and technical title change (HB only)
- _____ letter of intent adopted

do pass

do not pass

no recommendation

individual recommendations

further referral to _____

FISCAL NOTE(S) zero fiscal impact appropriation no FN
 new updated previous
 same as previous fiscal note(s) published _____

MEMBERS SIGNING DO PASS

[Handwritten Signature]

[Handwritten Signature]

[Handwritten Signature]

OTHER RECOMMENDATIONS

[Handwritten Signature] (Do Pass)
 Chair: signature and recommendation

Committee Backup attached

ALASKA STATE LEGISLATURE



Representative Eileen Panigeo MacLean
P.O. Box 290
Barrow, Alaska 99723

WHILE IN JUNEAU
Box V
Juneau, Alaska 99811
465-4525
465-4833

Chairman
Community & Regional Affairs
Committee

Vice-Chairman
State Affairs Committee
Bush Caucus

Member Finance Subcommittee
Community & Regional Affairs
Education
Corrections

HOUSE OF REPRESENTATIVES

District 22
Ambler
Anaktuvik Pass
Atkasuk
Barrow
Buckland
Deering
Kaktovik
Kiana
Kivalina
Kobuk
Kotzebue
Noatak
Noorvik
North Slope
Borough
Northwest Arctic
Borough
Nulqsut
Point Hope
Point Lay
Selawic
Shungnak
Wainwright

TO: All Interested Parties

FROM: Representative Eileen P. MacLean *EPM*

DATE: March 4, 1989

SUBJECT: HCR 18 Establishing the Joint
Committee on School Performance

Enclosed please find a copy of HCR 18 which would establish a Joint Committee on School Performance. This bill would continue work that the Senate Special Committee on School Performance began last year, chaired by Senator Hensley.

The establishment of a Joint House and Senate Committee will help to encourage broad public participation and continued exploration of school performance issues. Last year's Special Committee reported its findings and recommendations to the legislature last month.

HCP has been referred to the House Health, Education and Social Services (HESS) Committee. If you have any interest in this legislation or wish to comment please contact my office at 465-4833.

ALASKA STATE LEGISLATURE

Representative Eileen Panigeo MacLean
P.O. Box 290
Barrow, Alaska 99723



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WHILE IN JUNEAU

Box V
Juneau, Alaska 99811
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HOUSE OF REPRESENTATIVES

MEMORANDUM

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TO: All Legislators

FR: Representative Eileen P. MacLean

DATE: March 3, 1989

SUBJ: HCR 18 Establishing the Joint
Committee on School Performance

Eileen P. MacLean

For your information, attached is a copy of the HCR 18 relating to the Establishment of a Joint Committee on School Performance. This committee would continue to explore the steps that could be taken to bring about higher levels of student achievement in basic skills and other areas. The committee would also help to encourage broad public participation in continued exploration of school performance issues.

Most legislatures undertaking school reform spend two to three years in the effort. The Senate Special Committee on School Performance was successful in identifying several issues and recommending solutions to improve the quality of school performance. However, many issues were left unresolved. Because of the complexity of the issues that underlie the recommendations, the need to continue the special committee on school performance as outlined in the committees' final report is evident.

Here are brief descriptions of some of the policy issues that need further examination:

Teacher certification. The State Board and Department of Education are presently reviewing and considering what changes ought to be made to teacher preparation and certification requirements contained in the regulations. The efforts to improve the schooling process by other states often deviate from traditional to competency based requirements for certificate renewal. The basic foundation requiring outstanding teaching and administrative talent. As it now exists, numerous Alaskan Superintendents have founded the teacher preparation for certification to be lacking.

Administrator certification. Research has indicated that the school principal is the key component for establishing the quality standards for a school. With this as a qualifier, one state is requiring competency by constituting effective parent/school relationship, initiating a high quality school climate and proving instructional leadership before the administrator's certificate can be renewed.

Tenure. The Association of Alaska School Boards has called for an amendment of the current 2-year teacher tenure law to be extended to 5 years. Comments made by superintendents range from support for that proposition to a more extreme view, i.e. 1). "Many average teachers....tend to become stagnant and weak quickly after becoming tenured." 2). "Abolish tenure." On the other spectrum, teacher representatives don't view the present tenure law as the problem but state that it is the failure of school districts by not establishing and carrying out effective teacher evaluations.

Evaluation. The testimony recommendation was that the issue of teacher/administrator evaluations be critically reviewed. Some administrators utilize teacher evaluations as tools for recommending to inept teachers to

choose other occupations. There are reports, though, that some local teacher organizations exert pressure upon school administrators to avoid unfavorable evaluations of members. For example, one witness called for external review by peers of superintendents' performance to assist boards in reaching decisions about renewal of contracts. Other states and districts require student participation in the evaluation process and researchers support both that approach and peer review. Both are permitted by regulation, but neither is required.

Categorical programs. Two kinds of problems were called to the committee's attention. The first was a concern of parents whose children are placed in "special education" on the basis of perceived deficits in linguistic or social skills, even though the parents disagreed with the decision. The second concern voiced by superintendents was over the disruption caused by "pull-out" programs for special categories of children. These are usually federally funded and regulated programs. A process of review is needed which might produce prospective remedies.

Collective bargaining. As a means of removing from the local arena what is often an adversarial contest, three recommendations were submitted for statewide negotiations with teacher organizations. One said it was the "number one thing the legislature could do to improve student performance." Rural spokesmen said the tensions arising through the whole process of negotiations stand in the way of bringing about the community-school unity which is needed. Some jurisdictions in other states have discovered means of conducting collective bargaining but avoided the kind of results occasionally reported. It is a complicated issue, with additional information with the essentiality of the committee being formed the proposal could be further evaluated.

Administrative consolidation. Districts with minimal enrollment of students have

reported the hardship imposed on them for regulatory written reports by the Department of Education. Most of the single or dual school district sites have limited monies to employ sufficient staff members. For example, one superintendent declined to answer our questionnaire because he did not have any staff members. Others described their need for technical assistance which large districts can provide for themselves. As noted earlier, increasing the importance of school advisory panels in rural communities might allow the consolidation of administrative functions without reducing local control.

Other. A few illustrations: Since many rural students are turned away from Mt. Edgecumbe as are admitted, is there a need for another boarding school? Does a large number of computers in schools represent unrealized promises? Can the energies of social service agencies and schools be linked in new ways which may help schools and students in their tasks? Should tuition vouchers be offered to allow greater choice in schools? What types of issues are to be considered if the state required all schools to be accredited? Can correspondence coursework become the basis of mastery learning in classrooms? Can the Teacher Scholarship Loan Program be modified to increase the number of Native teachers in rural areas?

c. The committee should also review the latest achievement test data and surveys, and monitor school improvements which have been inaugurated.

d. Even though some superintendents did not welcome legislative interest in this area in fact, one declined to reply to our questionnaire, one urged continuation of the committee and several applauded the committee for its broad concern with the quality of schooling. The School districts and the Alaska Federation of Natives has urged its continuation.

ALASKA FEDERATION OF NATIVES, INC.

411 W. 4th Avenue, Suite 301 • Anchorage, Alaska 99501 • Phone (907) 274-3611



Recd
3/17/89

March 15, 1989

Rep. Eileen MacLean
P.O. Box V
Juneau, AK 99811

Dear Representative MacLean:

I am writing on behalf of the Alaska Federation of Natives to support House Concurrent Resolution 18 that would establish the Joint Committee on School Performance.

The establishment of this committee to continue the important work of the Special Senate Committee on School Performance has received wide support in the Native community. Delegates attending the 1988 AFN Convention recommended that such a committee be established through passage of Resolution 88-38. I have enclosed a copy of this resolution which outlines the convention support.

If AFN can provide you with any further information, please let us know. Thank you.

Sincerely,

Janie Leask
President

enclosure

ALASKA FEDERATION OF NATIVES. INC.

1988 ANNUAL CONVENTION

RESOLUTION NO. 88- 38

Recd 3/17/89

A resolution urging the 16th Alaska Legislature to help assure improvements in public schooling by continuing the work of the Senate Special Committee on School Performance.

Whereas, test data and other estimates of school performance indicate that several thousands of Alaska's students will face difficulties in successfully moving on to their next level of education, or obtaining work at reasonable wages, or in other ways shaping worthwhile and satisfying lives for themselves; and

Whereas, these circumstances led the Senate, during the 15th Legislature, to establish a Senate Special Committee on School Performance to explore what steps should be taken by the State to help assure that all children and youth benefit from schooling; and

Whereas, that committee, chaired by Senator Willie Hensley of Kotzebue, has gathered information relating to issues of school performance and has disseminated it to key organizations, stimulating broad interest in improving education in Alaska; and

Whereas, that committee has conducted the first two of five planned hearings at which students, parents, and educators have identified issues and proposed actions that promise improvements in schooling; and

Whereas, at its first hearing alone, the committee heard nineteen hours of testimony from persons across the state on the needs for improvements in the education of Natives and other minorities; and

Whereas, the State Board of Education has a broad agenda of initiatives that it is pursuing toward the improvement of public education; and

Whereas, these undertakings by the Board, and other organizations that aspire to help make schools more effective, would be immeasurably enhanced by sustaining the efforts now underway by the Senate Special Committee on School Performance.

BE IT RESOLVED, the Alaska Federation of Natives strongly urges the 16th Alaska Legislature to continue the work of the Senate Special Committee on School Performance by establishing a Special Committee on School Performance.

COMMITTEE RECOMMENDATION: DO PASS

CONVENTION ACTION: PASSED

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COMMITTEE RECOMMENDATION: DO PASS

CONVENTION ACTION: PASSED

North Slope Borough School District

RECEIVED

MAR 28



March 20, 1989

Representative Eileen MacLean
Alaska State Legislature
P.O. Box V
Juneau, Alaska 99811

Dear Representative MacLean:

The NSB School District is indeed supportive of House Concurrent Resolution 18, establishing a joint Committee on School Performance.

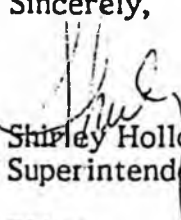
Enclosed is a copy of the District's educational philosophy and goals, which express the Board's belief that all children can learn and its commitment to establish high standards of academic excellence. School Policy IA establishing competencies for each grade level and secondary course is also enclosed.

For your additional information, I am enclosing graphs which show our students' academic growth during the 1987-88 school year, as a result of the ITBS scores.

If you need any assistance during the implementation process of the School Performance Committee's mission and goals, please be sure to request my help. As you know, the NSBSD is already implementing the effective school correlates in all of our classrooms. I am very interested in speaking to this aspect of School Performance in Alaska.

I look forward to hearing from you.

Sincerely,


Shirley Holloway, Ed.D.
Superintendent

Bl/ma

Enclosures

cc: School Board members
Patsy Aamodt, Assistant Superintendent for Instruction
Brenda Itta, Special Assistant to the Superintendent
Ashley Reed, Lobbyist, NSBSD

The North Slope Borough School District

Is

Striving for Excellence



North Slope Borough School District
Shirley J. Holloway, Superintendent
Pouch 169
Barrow, AK 99723

(907)852-5311

EDUCATIONAL PHILOSOPHY

Education, a lifelong process, is the sum of learning acquired through interaction with one's environment, family, community members, schools and other institutions and agencies. Within the Home Rule Municipality of the North Slope Borough, "schooling" is the specific, mandated responsibility of the North Slope Borough School District Board of Education.

The Board of Education is committed to providing academic excellence in the "schooling" environment. This commitment to academic excellence shall focus on the learner, recognizing that each student brings to the "schooling" environment his own interests, learning styles, cultural background and abilities.

Adopted: 10/13/76

Revised: 2/10/86

Revised: 8/11/87

SCHOOL DISTRICT GOALS

The Board believes the "education" of the children on the North Slope is everyone's responsibility. The "schooling" of children is the responsibility of the North Slope Borough School District Board of Education. The Board is committed to working in cooperation and unity with parents to assist students in reaching their maximum potential.

The Board believes ALL children can learn and is committed to providing quality schooling. This quality schooling means establishing standards of excellence for students with the expectation that all children can achieve.

The Board is committed to the achievement of the following goals:

1. Upon completion of elementary school, students will have MASTERED the basic skills: reading, language arts, math and computer technology at a level necessary for entering high school classes. Because of the unique cultural environment of the North Slope Borough School District, students will be offered the opportunity to gain skills in subsistence hunting, fishing and other skills related to the maintenance of the Inupiat lifestyle and oral fluency of the Inupiaq language. These opportunities will promote participation of students in the Inupiat traditional lifestyle.
2. Upon completion of high school, students will have mastered the competencies necessary to succeed in college, vocational training or work. In addition, students will have had the opportunity to acquire skills in the Inupiat traditional lifestyle.
3. Upon completion of high school, students will have developed the self confidence and responsibility to enable them to be happy, productive citizens in their community, state and nation.

Adopted: 8/13/84
Revised: 2/10/86
Revised: 8/11/87

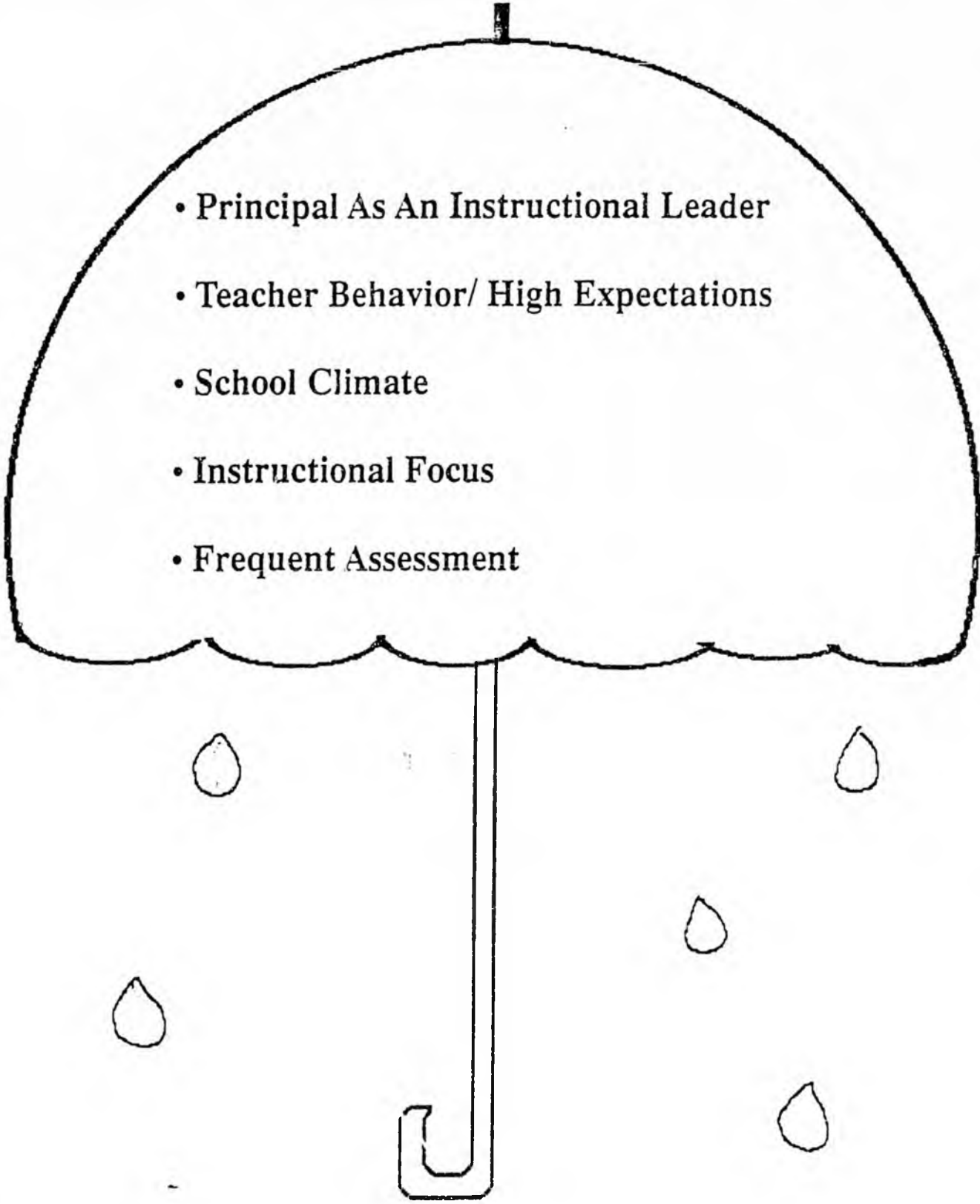
PHILOSOPHICAL PREMISES:

**• All Students Can Learn
and Succeed**

• Success Causes Further Success

**• Schools Control the
The Conditions of Success**

EFFECTIVE SCHOOLS

- 
- The diagram consists of a large, hand-drawn umbrella shape. Inside the canopy of the umbrella, there is a bulleted list of five factors. The umbrella has a simple handle at the bottom and several teardrop-shaped raindrops falling from its edges.
- Principal As An Instructional Leader
 - Teacher Behavior/ High Expectations
 - School Climate
 - Instructional Focus
 - Frequent Assessment

“Are We Really Involving Everyone In The Definition of School Effectiveness?”

EXHIBIT #1

EFFECTIVE SCHOOL CORRELATES

Definitions and Attributes

CORRELATE: INSTRUCTIONAL LEADERSHIP

Definition: The principal acts as the instructional leader who effectively communicates the mission of the school to the staff, parents, community and students and who understands and applies the characteristics of the instructional program of the school.

- Attributes:**
- The instructional leader defines the mission.
 - The instructional leader manages the curriculum and instruction.
 - The instructional leader communicates with school and community.

CORRELATE: INSTRUCTIONAL FOCUS

Definition: There is a clearly articulated mission for the school through which the staff shares an understanding of and a commitment to instructional goals, objectives, priorities, assessment procedures and accountability. There is also an

collaborative planning process in place which is designed to improve student performance

- Attributes:**
- Teachers and administrators have established a clearly defined school mission
 - A belief that all children can learn is maintained.
 - The school mission is collaboratively developed into goals and objectives
 - Educators are held accountable for student learning.
 - A sense of total commitment for school and community can be observed.
 - A basic standardized curriculum that reflects the school's goal is in place.

CORRELATE: MEASUREMENT

Definition: Feedback on student academic progress is frequently obtained. Multiple assessment methods such as teacher made tests, informal teacher observations and assessment, mastery skills checklists, criterion-referenced tests and norm-references tests are used. Other sources of data which are not test related such as attendance data and dropout rates are also appropriate. The results of testing and other available data are used to improve individual student performance and the instructional program.

- Attributes:**
- A commitment to use multiple sources of data to monitor students academic progress and instructional programs is evident
 - Collected data is disaggregated into useful categories.
 - Measurement decisions reflect school district's goals and priorities.
 - Modifications of the instructional program results as a consequence of analyzing the data collected

CORRELATE: HIGH EXPECTATIONS

Definition: The school displays a climate of expectations in which staff believes and demonstrates that all students can attain mastery of basic skills and that the staff has the capability to help students achieve such mastery.

- Attributes:**
- The belief all students can learn is shared by community, staff, students and administration.
 - Clearly defined schoolwide policies are written to address discipline, attendance and instruction.
 - Teachers and administrators demonstrate an

awareness of biases held towards low SES, race, gender, and individual capabilities.

- Teachers are held accountable to ensure there is engaged academic learning time for all students.

CORRELATE: SCHOOL CLIMATE

Definition: There is an atmosphere which is orderly without being rigid, quiet without being oppressive, and generally conducive to teaching and learning. The school has a pleasant, clean, and safe environment.

- Attributes:**
- The environment is businesslike and conducive to learning.
 - Facilities are clean and in good repair.
 - Students, faculty, and administration respect property and the rights of others to learn.
 - Clear rules, policies, and expectations are in place.

SCHOOL/PARENTAL/COMMUNITY INVOLVEMENT

Although not usually considered a separate correlate, higher achieving schools have a close cooperative relationship with parents and community. This is manifested through the following attributes:

- Correlate: Instructional Leadership**
- The instructional leader communicates with school and community.
 - The instructional leader involves the community and reports student achievement.
- Correlate: Instructional Focus**

- A sense of total commitment from school and community can be observed.
- The media is informed of the school's mission.

Correlate: High Expectations

- The belief all students can learn is shared by community, staff, students, and administration.
- Teachers and administrators provide quality feedback to students, parents, and community.
- Teachers and administrators communicate schoolwide policies consistently to students and community

Correlate: School Climate

Faculty, students and community work together to make school a pleasant place.

Correlate: Measurement

Parents and the community are kept aware of student academic progress.

INSTRUCTIONAL GOALS

Competencies will be established for each grade level and secondary course. At key stages of a student's academic experience competency based examinations will be given to determine the student's acquisition of basic skills. If students do not meet the basic skills criterion, additional support/program will be provided.

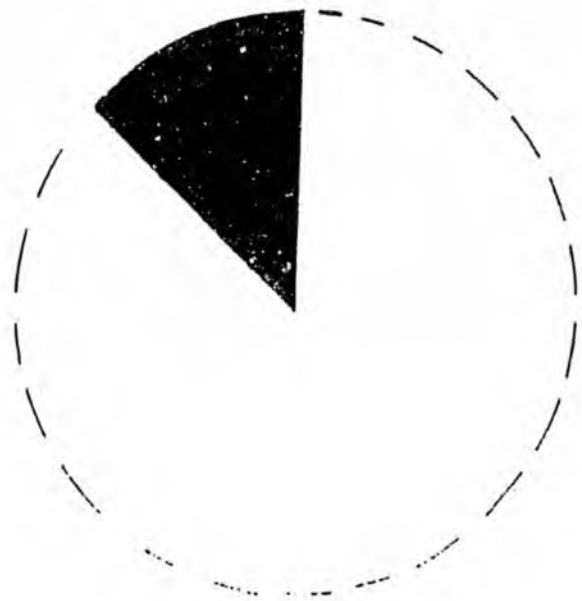
Adopted: 2/10/86

ACADEMIC GROWTH 1987 -88



60% OF ALL SCORES INCREASED MORE THAN ONE YEAR.

ACADEMIC GROWTH 1987 - 88



13% OF ALL SCORES INCREASED MORE THAN TWO YEARS.

ACADEMIC GROWTH 1987 - 88



82% OF ALL SCORES INCREASED.

North Slope Borough School District

Number of College Students Provided Support Via North Slope Borough School District Guidance and Counselling Program:

As of February 1989: 78 students

- 1 part-time
- 2 in Vocational Technical Programs
- 2 graduate students
- 73 full-time undergraduate students

Of 78 students, 58 are Native students

ALASKA FEDERATION OF NATIVES, INC.

411 W. 4th Avenue, Suite 301 • Anchorage, Alaska 99501 • Phone (907) 274-3611



March 15, 1989

Rep. Sileen MacLean
P.O. Box V
Juneau, AK 99811

Dear Representative MacLean:

I am writing on behalf of the Alaska Federation of Natives to support House Concurrant Resolution 18 that would establish the Joint Committee on School Performance.

The establishment of this committee to continue the important work of the Special Senate Committee on School Performance has received wide support in the Native community. Delegates attending the 1988 AFN Convention recommended that such a committee be established through passage of Resolution 88-38. I have enclosed a copy of this resolution which outlines the convention support.

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President

enclosure

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Whereas, that committee, chaired by Senator Willie Hensley of Kotzebue, has gathered information relating to issues of school performance and has disseminated it to key organizations, stimulating broad interest in improving education in Alaska; and

Whereas, that committee has conducted the first two of five planned hearings at which students, parents, and educators have identified issues and proposed actions that promise improvements in schooling; and

Whereas, at its first hearing alone, the committee heard nineteen hours of testimony from persons across the state of the needs for improvements in the education of Natives and other minorities; and

Whereas, the State Board of Education has a broad agenda of initiatives that it is pursuing toward the improvement of public education; and

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BE IT RESOLVED, the Alaska Federation of Natives strongly urges the 16th Alaska Legislature to continue the work of the Senate Special Committee on School Performance by establishing a Special Committee on School Performance.

COMMITTEE RECOMMENDATION: DO PASS

CONVENTION ACTION: PASSED

03. 15. 89 03:14PM * AKFEDNATV 9072767989

P 04

ALASKA FEDERATION OF NATIVES, INC.

411 W. 4th Avenue Suite 301 • Anchorage Alaska 99501 • Phone (907) 274-3611



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CONVENTION ACTION: PASSED

North Slope Borough School District

RECEIVED

MAR 23 ..



March 20, 1989

Representative Eileen MacLean
Alaska State Legislature
P.O. Box V
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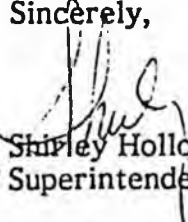
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Shirley Holloway, Ed.D.
Superintendent

BI/ma

Enclosures

cc: School Board members
Patsy Aamodt, Assistant Superintendent for Instruction
Brenda Itta, Special Assistant to the Superintendent
Ashley Reed, Lobbyist, NSBSD

The North Slope Borough School District

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Striving for Excellence



North Slope Borough School District
Shirley J. Holloway, Superintendent
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Adopted: 10/13/76

Revised: 2/10/86

Revised: 8/11/87

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Adopted: 8/13/84
Revised: 2/10/86
Revised: 8/11/87

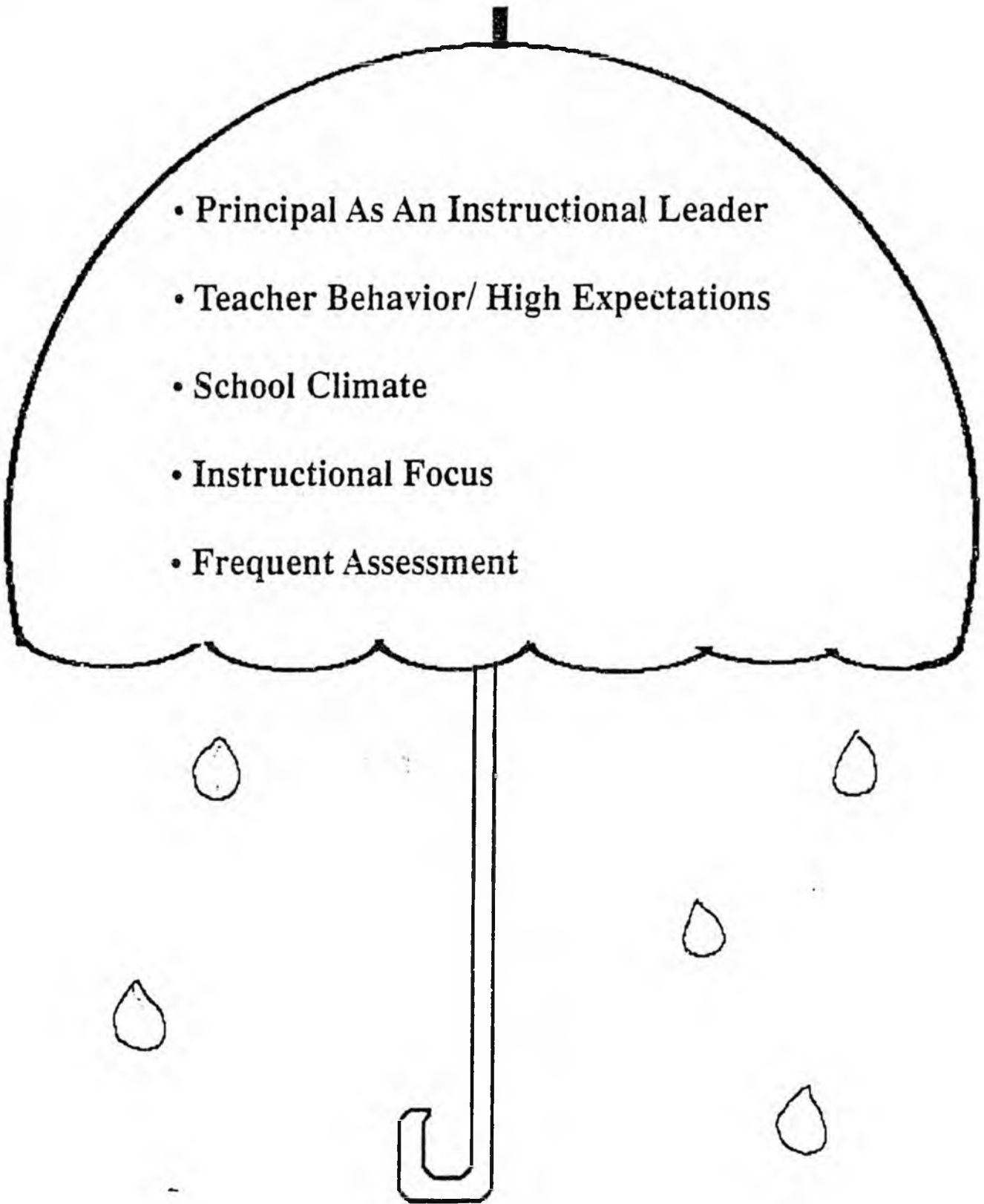
PHILOSOPHICAL PREMISES:

**‡ All Students Can Learn
and Succeed**

‡ Success Causes Further Success

**• Schools Control the
The Conditions of Success**

EFFECTIVE SCHOOLS



- Principal As An Instructional Leader
- Teacher Behavior/ High Expectations
- School Climate
- Instructional Focus
- Frequent Assessment

“Are We Really Involving Everyone In The Definition of School Effectiveness?”

EXHIBIT #1

EFFECTIVE SCHOOL CORRELATES

Definitions and Attributes

CORRELATE: INSTRUCTIONAL LEADERSHIP

Definition: The principal acts as the instructional leader who effectively communicates the mission of the school to the staff, parents, community and students and who understands and applies the characteristics of the instructional program of the school.

Attributes:

- The instructional leader defines the mission.
- The instructional leader manages the curriculum and instruction.
- The instructional leader communicates with school and community.

CORRELATE: INSTRUCTIONAL FOCUS

Definition: There is a clearly articulated mission for the school through which the staff shares an understanding of and a commitment to instructional goals, objectives, priorities, assessment procedures and accountability. There is also a

collaborative planning process in place which is designed to improve student performance

Attributes:

- Teachers and administrators have established a clearly defined school mission
- A belief that all children can learn is maintained.
- The school mission is collaboratively developed into goals and objectives
- Educators are held accountable for student learning.
- A sense of total commitment for school and community can be observed.
- A basic standardized curriculum that reflects the school's goal is in place.

CORRELATE: MEASUREMENT

Definition: Feedback on student academic progress is frequently obtained. Multiple assessment methods such as teacher made tests, informal teacher observations and assessment, mastery skills checklists, criterion-referenced tests and norm-references tests are used. Other sources of data which are not test related such as attendance data and dropout rates are also appropriate. The results of testing and other available data are used to improve individual student performance and the instructional program.

Attributes:

- A commitment to use multiple sources of data to monitor students academic progress and instructional programs is evident.
- Collected data is disaggregated into useful categories.
- Measurement decisions reflect school district's goals and priorities.
- Modifications of the instructional program results as a consequence of analyzing the data collected.

CORRELATE: HIGH EXPECTATIONS

Definition: The school displays a climate of expectations in which staff believes and demonstrates that all students can attain mastery of basic skills and that the staff has the capability to help students achieve such mastery.

Attributes:

- The belief all students can learn is shared by community, staff, students and administration.
- Clearly defined schoolwide policies are written to address discipline, attendance and instruction.
- Teachers and administrators demonstrate an

awareness of biases held towards low SES, race, gender, and individual capabilities.

•Teachers are held accountable to ensure there is engaged academic learning time for all students.

CORRELATE: SCHOOL CLIMATE

Definition: There is an atmosphere which is orderly without being rigid, quiet without being oppressive, and generally conducive to teaching and learning. The school has a pleasant, clean, and safe environment.

Attributes:

- The environment is businesslike and conducive to learning.
- Facilities are clean and in good repair.
- Students, faculty, and administration respect property and the rights of others to learn.
- Clear rules, policies, and expectations are in place.

SCHOOL/PARENTAL/COMMUNITY INVOLVEMENT

Although not usually considered a separate correlate, higher achieving schools have a close cooperative relationship with parents and community. This is manifested through the following attributes:

Correlate: Instructional Leadership

- The instructional leader communicates with school and community.
- The instructional leader involves the community and reports student achievement.

Correlate: Instructional Focus

- A sense of total commitment from school and community can be observed.
- The media is informed of the school's mission.

Correlate: High Expectations

- The belief all students can learn is shared by community, staff, students, and administration.
- Teachers and administrators provide quality feedback to students, parents, and community.
- Teachers and administrators communicate schoolwide policies consistently to students and community.

Correlate: School Climate

Faculty, students and community work together to make school a pleasant place.

Correlate: Measurement

Parents and the community are kept aware of student academic progress.

INSTRUCTIONAL GOALS

Competencies will be established for each grade level and secondary course. At key stages of a student's academic experience competency based examinations will be given to determine the student's acquisition of basic skills. If students do not meet the basic skills criterion, additional support/program will be provided.

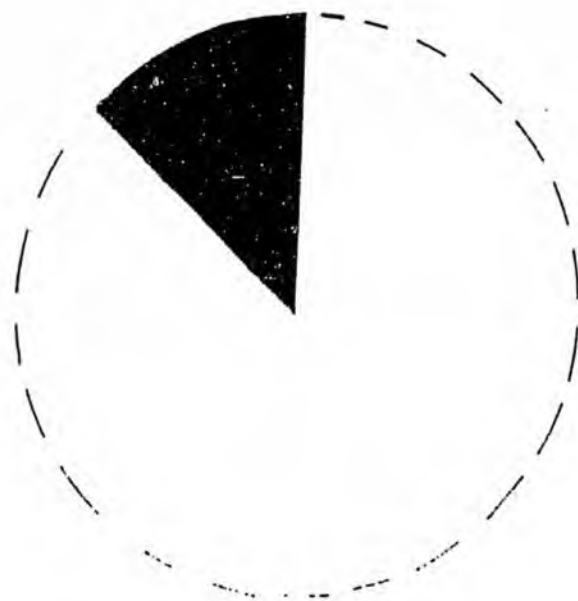
Adopted: 2/10/86

ACADEMIC GROWTH 1987 -88



60% OF ALL SCORES INCREASED MORE THAN ONE YEAR.

ACADEMIC GROWTH 1987 - 88



13% OF ALL SCORES INCREASED MORE THAN TWO YEARS.

ACADEMIC GROWTH 1987 - 88



82% OF ALL SCORES INCREASED.

North Slope Borough School District

Number of College Students Provided Support Via North Slope Borough School District Guidance and Counselling Program:

As of February 1989: 78 students

- 1 part-time
- 2 in Vocational Technical Programs
- 2 graduate students
- 73 full-time undergraduate students

Of 78 students, 58 are Native students

Northwest Arctic Borough School District
BOX 51
KOTZEBUE, ALASKA 99752
(907) 442-3472

RECEIVED

MAR 23 1989

NOATAK	RIANA
KVALINA	AMBLER
KOTZEBUE	KOBUK
DEERING	SHUNGNAK
BUCKLAND	SELAWIK
	NOORVik

March 22, 1989

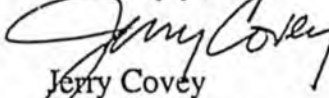
Representative Eileen MacLean
Alaska State House
P.O. Box V
Juneau, AK 99811

Dear Eileen:

I have had an opportunity to review House Concurrent Resolution 18 establishing the Joint Committee on School Performance. We are in support of establishing a Joint Committee of School Performance to continue the work of the Senate Special Committee examining and responding to the concerns expressed by the public during the public testimony given to the Senate Special Committee.

If you wish further information from us concerning the establishment of this joint committee please contact me at your convenience.

Sincerely yours,


Jerry Covey
Superintendent



NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

ANCHORAGE REGIONAL OFFICE

1411 W 33RD AVENUE
ANCHORAGE, ALASKA 99503
(907) 271 0536

JUNEAU OFFICE

105 MUNICIPAL WAY, SUITE 302
JUNEAU, ALASKA 99801
(907) 586-3090

FAIRBANKS REGIONAL OFFICE

2118 CUSHMAN STREET
FAIRBANKS, ALASKA 99701
(907) 456-4435

March 27, 1989

To: Representative Johnny Ellis, Chair
Members, House HESS Committee

Re: House Concurrent Resolution No. 18:
"Establishing the Joint Committee of School
Performance."

NEA-Alaska supports and encourages a positive focus on public education and any opportunity to improve educational services in Alaska.

The March 3 Memorandum from the sponsor to all legislators is an energetic statement of policy issues which would be considered by this joint committee. If such is to be the scope and focus for such a committee then we strongly encourage that the committee be expanded to minimally include classroom teachers since they are directly responsible for delivery of programs and services to students.

Legislation of educational reform is difficult at best. Positive change in educational practices and programs at the school or building level is best achieved when the professionals meaningfully participate in the analysis of the problem(s) and in the decisions relative to their resolution.

Some of the premises and the conclusions in the March 3 Memorandum and in the Hensley Report will require in depth consideration by a variety of respondents before their validity can be conclusively established.

Successful implementation of any educational reform effort will require a unified consensus from all of the interests: administration, employees, school boards and the public.

NEA-Alaska is anxious and willing to work in cooperative ventures to this end.

Thank you for your consideration of our position.

Governor's Council on Vocational Education

David Rees
Chair

Jim Schlegel
Vic. Chair



Rosie Peterson
Executive Director

Mary Stone
Administrative Assistant

211 Fourth Street, Suite 101 • Juneau, Alaska 99801
(907) 586-1736

March 28, 1989

Representative Eileen P. MacLean
Alaska State House of Representatives
Post Office Box V
Juneau, Alaska 99811

SUBJECT: House Concurrent Resolution 18


Dear Representative MacLean:

On behalf of the Governor's Council on Vocational Education, I would like to extend the Council's support of House Concurrent Resolution 18, which establishes a Joint Committee on School Performance. The Council has reviewed "*Helping Schools Succeed At Helping Children Learn*," the Report of the Senate Special Committee on School Performance, and believe it is a good start. But it is just that, a good start. While the Special Committee was successful in identifying issues and offering recommendations, there are other issues that have still not been addressed, and others that were addressed that need greater in-depth attention.

Educating Alaska's youth is one of the most important agendas before educators and policy makers. It is not a simple challenge. Establishing a Joint Committee on School Performance to continue the initial work of the Senate Special Committee would continue to focus a spotlight on school performance.

The Governor's Council would encourage passage of HCR 18.

Sincerely,


Ms. Rosie Peterson
Executive Director

ASSOCIATION OF ALASKA SCHOOL BOARDS

316 W. 11th St. • Juneau, Alaska 99801-1510 • (907) 586-1083

4/10/89

POSITION PAPER

The Association of Alaska School Boards supports HCR 18 Establishing the Joint Committee on School Performance.

AASB believes that some of the current proposed legislation could have a tremendous impact on the quality of Alaska education for many years to come. It is paramount that these issues get adequate hearings and public input before being decided upon.

The whole issue of school reform is complex and deserves careful attention and far-sighted recommendations. The original Senate Special Committee on School Performance did an admirable job of identifying areas particularly critical for improvement of Alaska's schools, but they themselves recognized that they had barely made a beginning.

AASB believes a special committee, conducting in-depth research on the many intertwined issues that affect public education, is an excellent way to begin education reform in Alaska.

NANA REGIONAL CORPORATION, INC.

POST OFFICE BOX 49 / KOTZEBUE, ALASKA 99752 / TELEPHONE (907) 442-3301



March 31, 1989

Representative Eileen McLean
Pouch V
Juneau, Alaska 99811

Dear Eileen:

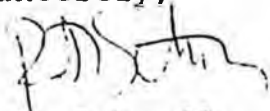
As the opportunity to comment on House Concurrent Resolution 18 is offered, here are my comments pertaining to this resolution.

First of all, in relation to teacher certification, there should be required cross cultural training or inservice for the teachers who intend to teach in rural areas of the state. It is a real disservice to two way communications if the prevalent attitude is one that does not consider local customs and lifeways.

The tenure requirements need to be overhauled, as well. Instead of a two year vesting requirement, a five year wait should be mandatory, as something as important as evaluation of teacher performances locally is of utmost concern, and five years would serve to extend the time needed to fully evaluate not only teaching skills, but other areas of equal concern such as social adjustment and soforth.

The collective bargaining issue is an unfortunate one. If teachers wind up having to use a union to promote their interests, such as compensation, then it seems that in some ways that this would be self defeating. As an example, if higher wages for teachers were sought, that the dollar amount appropriated to school districts would either have to reduce its teaching staff or reduce programs to rob the district of academic credential, so to speak. If the teachers union were to have collective bargaining powers, then they should give up tenure. If given both, the checks and balances that allow negotiation for education for the dollar will be clearly stacked in favor of harming the situation as it exists now. This concludes my comments.

Sincerely,


Pete Schaeffer
Vice President



SEN. 465-47448-2162



Alaska State Legislature

REP. EILMER MACLEAN

These bills into the record by number of the

Legislative Record

HB 19, HB 203, & HB 231

Introduced March 21, 1969

Referred April 7, 1969

THREE BILLS WOULD CONTINUE THE NEEDED WORK THAT THE SENATE SPECIAL COMMITTEE ON "SCHOOL PERFORMANCE" THAT WAS CHAIRED BY SENATOR WILLIAM HENSLEY.

HB 19 is deeply needed by rural Alaska, so that academic performance could be enhanced in the NEIA districts in preparing productive graduates for Alaska's economy. The special committee was just a "stare" for making improvements for Alaska education, and there is a strong need and desire for more "follow-up" in justifying public expenditure for education, so that Alaska could get the most for what we spend on education. There are many issues that we need to follow up as listed in this bill.

HB 231: This bill would grant more local control over program management and accountability "education", so that quality and efficiency ways they want their educational programs to be operated. Also the powers that would be granted under this bill in a long-time-called-for action that would enable the DCE to follow up on the grants and planning that are required of the school districts. To have an effective academic school systems for Alaska, Alaska DCE, local advisory school boards, state board of education, school districts and others would need a state education policy to enhance their respective duties and trust for a public education. "ACCOUNTABILITY" is needed, and this bill would help.

HB 203: Rural Alaska and educators are for this bill for it would help the general public and various institutions know what Alaska means by quality of what "teacher" is. This would help with the districts to be responsible for the type of school they have and keep. The recognition of instructors of language and culture, vocational education and ROTC is really needed, for their programs that implement are academic in nature due to their planning, subject knowledge they had to have, and learning efforts are the same as regular teachers. They do enhance and encourage "academic performance", and build self-esteem in the students they serve.

school performance. (I had to find by a "teacher" who is responsible enough)

Handwritten signatures and notes at the bottom of the page.

Tanana Chiefs Conference, Inc.

201 First Avenue
Fairbanks, Alaska 99701-4397
(907) 452-8251

Position Statement House Concurrent Resolution No. 18

The Tanana Chiefs Conference, Inc. Education Department strongly supports House Concurrent Resolution No. 18.

TCC is supportive of the establishment of a Joint Committee on School Performance to address the legislative monitoring and implementation of the major recommendations contained in the Report of the Senate Special Committee on School Performance. However, we would like to expand and extend the scope and purpose of the committee.

Because of the multi-year effort of effective school reform, TCC would like to respectfully suggest that the Joint Committee on School Performance be instituted into the legislative process on a permanent basis, and that this committee spend time, starting with the 17th legislative session, to obtain additional testimony from the public sector on any educational issues that needs to be monitored and/or implemented by the 18th legislative session. A pattern can be established by the committee whereby one legislative session would be spent in listening to testimonies of interested educators on a state-wide basis, and the next session, in working with other legislative people, to implement new programs and monitor on-going programs.

Although, Alaska has initiated effective school reform within the past year, specifically, in the areas of elementary and secondary education, the TCC recognizes that there are a myriad of crucial educational concerns yet to be addressed on a statewide basis.

We must still resolve how we are going to deal with the tough issue of students dropping out of high school, and the resultant issues of the types of short and long term planning and programs that should be implemented to build up the self-esteem of all students. Perhaps, we need, simultaneously, to review and examine the curriculum on a village-by-village basis to ensure the immediate incorporation of cultural values and traditions into every course by every teacher in every school. These two concerns, although pressing, are no more and no less crucial than the other acute educational issues facing us in the years to come.

Northwest Arctic Borough School District
BOX 51
KOTZEBUE, ALASKA 99752
(907) 442-3472

RECEIVED

MAR 28 1989



March 22, 1989

Representative Eileen MacLean
Alaska State House
P.O. Box V
Juneau, AK 99811

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Jerry Covey
Superintendent