

SB435

SENATE FINANCE COMMITTEE REPORT

DATE: 3/11/92

FURTHER:

DATE TURNED INTO OFFICE: 4-23-92

The Finance Committee considered SENATE BILL NO. 435

"An Act establishing an elementary school class size reduction pilot program; and providing for an effective date."

and recommends:

replace with _____ CS SB 435 (FINANCE)
or adopt previous _____ CS _____
 attaches amendment(s)

same title
 new title
 technical title change (HB only)

adopts _____ Letter of Intent

further referral to the _____

do pass

do not pass

no recommendation

individual recommendations

NEW FISCAL NOTES: Dept/Date

zero fiscal notes _____

fiscal notes DOE 4-21-92, 20.0

appropriation--no fiscal note

PREVIOUS FISCAL NOTES: Dept/Date

zero fiscal notes _____

fiscal notes _____

DO PASS:

OTHER RECOMMENDATIONS:

1. [Signature]
Co-Chair: Signature/Recommendation

2. [Signature] Do pass
Co-Chair: Signature/Recommendation

FISCAL NOTE

STATE OF ALASKA
1992 LEGISLATIVE SESSION

BILL NO. SB435

Revision Date: 4/20/92
Title: An Act establishing an elementary school class size reduction pilot program.
Sponsor: Senators Cotten, Collins, Uehling
Requestor: Senate Finance

Department Affected: Education
BRU: EFSS
Component: Foundation

COMPONENT SERIAL NO.

0	1	4	1
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Expenditures/Revenues: (Thousands of Dollars)

OPERATING	FY 93	FY 94	FY 95	FY 96	FY 97	FY 98
PERSONAL SERVICES						
TRAVEL		20.0	10.0			
CONTRACTUAL	20.0	160.0	145.0	150.0		
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS		978.6	978.6	978.6	0	0
MISCELLANEOUS						
TOTAL OPERATING	20.0	1,158.6	1,133.6	1,128.6	0	0

CAPITAL						
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REVENUE FUND SOURCE:						
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FUNDING: (Thousands of Dollars)

GENERAL FUND	20.0	1,158.6	1,133.6	1,128.6	0	0
FEDERAL FUNDS						
OTHER FUND SOURCE:						
TOTAL	20.0	1,158.6	1,133.6	1,128.6	0	0

POSITIONS:

FULL-TIME	0					
PART-TIME	0					
TEMPORARY	0					

Estimate of current year impact: None

ANALYSIS: (Attach a separate page if necessary) Attached.

Instructional units associated with the new funding communities were computed using the elementary table, AS

~~10/041(D)(1)~~

Prepared by: Eddy Jeans/Bill Wright
Division: EFSS

Phone: 465-2865
Date: 4/20/92

Approved by Commissioner: Jerry Covey
Agency: Education Date: 4-21-92

ALASKA DEPARTMENT OF EDUCATION
SB 435 - PILOT PROGRAM FOR CLASSROOM SIZE REDUCTION
ELEMENTARY TABLE

4-15-92 File:SB435.XLS

	FY93 FOUNDATION ENTITLEMENT BEFORE	ENTITLEMENT AFTER NEW FUNDING COMM.	PRORATED TO NEW FUNDING COMM. INCREMENTAL UNITS HELD HARMLESS
ADAK	\$2,343,590	\$2,343,590	2,337,298
ALASKA GATEWAY	4,352,910	4,352,910	4,346,198
ALEUTIAN REGION	636,514	636,514	635,497
ALEUTIANS EAST	3,884,804	3,884,804	3,878,864
ANCHORAGE	176,971,662	177,359,262	177,057,448
ANNETTE ISLANDS	1,192,253	1,192,253	1,188,602
BERING STRAIT	13,162,733	13,162,733	13,139,886
BRISTOL BAY	1,886,485	1,886,485	1,882,554
CHATHAM	2,715,084	2,715,084	2,710,063
CHUGACH	1,746,910	1,746,910	1,744,315
COPPER RIVER	5,252,592	5,252,592	5,245,159
CORDOVA	2,383,793	2,383,793	2,379,655
CRAIG	2,070,013	2,070,013	2,066,824
DELTA/GREELY	4,714,966	4,714,966	4,707,186
DILLINGHAM	3,669,035	3,669,035	3,662,901
FAIRBANKS	62,247,271	62,449,471	62,345,721
GALENA	1,345,779	1,345,779	1,343,537
HAINES	2,236,367	2,236,367	2,232,595
HOONAH	1,539,688	1,539,688	1,537,333
HYDABURG	1,054,433	1,054,433	1,052,936
IDITAROD	4,658,556	4,658,556	4,651,200
JUNEAU	20,492,222	20,492,222	20,455,667
KAKE	1,136,238	1,136,238	1,134,351
KASHUNAMIUT	1,621,869	1,621,669	1,618,848
KENAI	40,543,658	40,738,058	40,662,394
KETCHIKAN	9,786,999	9,786,999	9,768,384
KLAWOCK	1,410,349	1,410,349	1,408,189
KODIAK	12,169,553	12,169,553	12,148,322
KUSPUK	5,107,998	5,107,998	5,100,311
LAKE AND PENINSULA	5,568,704	5,568,704	5,559,942
LOWER KUSKOKWIM	28,342,526	28,342,526	28,295,714
LOWER YUKON	10,641,779	10,641,779	10,621,510
MAT-SU	49,104,183	49,298,583	49,220,541
NENANA	1,518,737	1,518,737	1,516,547
NOME	5,004,802	5,004,802	4,997,099
NORTH SLOPE	8,740,719	8,740,719	8,721,340
NORTHWEST ARCTIC	12,012,703	12,012,703	11,989,682
PELICAN	562,796	562,796	561,942
PETERSBURG	3,082,048	3,082,048	3,076,773
PRILOF	1,462,713	1,462,713	1,460,099
RAILBELT	3,150,512	3,150,512	3,146,126
SITKA	6,882,972	6,882,972	6,870,552
SKAGWAY	847,639	847,639	846,118
SOUTHEAST	4,936,640	4,936,640	4,928,804
SOUTHWEST	5,366,976	5,366,976	5,357,723
ST. MARY'S	1,240,055	1,240,055	1,238,268
TANANA	1,069,218	1,069,218	1,067,534
UNALASKA	1,679,250	1,679,250	1,675,819
VALDEZ	3,202,342	3,202,342	3,195,877
WRANGELL	2,448,344	2,446,344	2,442,213
YAKUTAT	1,098,482	1,098,482	1,096,835
YUKON FLATS	4,610,400	4,610,400	4,603,288
YUKON/KOYUKUK	5,801,252	5,801,252	5,791,599
YUPIIT	3,674,216	3,674,216	3,667,804
SUB - TOTALS	\$564,382,132	\$565,360,732	564,391,087
STATE CORR. STUDY	5,469,360	5,469,360	5,461,794
MT. EDGE CUMBE SCHOOL	1,709,384	1,709,384	1,707,216
VALDEZ CONTRACT	600,000	600,000	600,000
4 MILL PHASE-IN (SUBSIDY)	0	0	0
PL81-874 PASS THRU	1,277,192	1,277,192	1,277,192
EST. PRIOR YEAR ADJ.	1,500,000	1,500,000	1,500,000
FY93 EST. INCREASES	\$574,938,068	\$575,916,668	\$574,937,289

1) ELEMENTARY SCHOOLS: ORION - ANCHORAGE, EAGLE RIVER - ANCHORAGE,
UNIVERSITY PARK - FAIRBANKS

Attachment

4-23-92

SFC-92

CS FOR SENATE BILL NO. 435 (FINANCE)
IN THE LEGISLATURE OF THE STATE OF ALASKA
SEVENTEENTH LEGISLATURE - SECOND SESSION

BY THE SENATE FINANCE COMMITTEE

Offered:
Referred:

Sponsor(s): SENATORS COTTEN, Collins, Uehling

A BILL
FOR AN ACT ENTITLED

1 "An Act establishing an elementary school class size reduction pilot program; and providing
2 for an effective date."

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

4 * Section 1. FINDINGS AND PURPOSE. (a) The legislature finds that

5 (1) there is a need for information regarding the effect of reducing the ratio of pupils to
6 a teacher in public elementary school classes;

7 (2) preliminary research has shown that smaller classes have a positive effect on test
8 scores, school discipline, and parent involvement in schools; and

9 (3) a four-year pilot program would allow the state to collect necessary information on
10 the effects of reducing class size in public elementary schools.

11 (b) The purpose of this Act is to establish a program under which certain public elementary
12 schools would reduce the size of their classes and over a four-year period the state would monitor the
13 effect of the smaller class size on test scores, school discipline, and parent involvement in education.

14 * Sec. 2. ELEMENTARY SCHOOL CLASS SIZE REDUCTION PROGRAM. (a) The elementary

1 school class size reduction program is established in the Department of Education. The program shall
2 include

3 (1) additional state aid provided under (e) of this section for a school in a district that
4 is selected under (c) of this section;

5 (2) a program application and selection process determined by the department;

6 (3) the objectives of the elementary school size reduction program;

7 (4) a method to monitor and review the effects of a smaller class size on students in a
8 school selected to participate in the program; a district selected to participate in the program shall report
9 to the department annually by June 30 while participating in the program; and

10 (5) a certification by the chief school administrator that program funds will be separately
11 accounted for.

12 (b) A district eligible under (c) of this section may apply to participate in the program by
13 submitting an application on a form provided by the department. The application must include

14 (1) the objectives of the program and the district's plan for meeting those objectives;

15 (2) the district's plan for using increased state funds for the purpose of reducing the ratio
16 of students to a teacher in certain schools;

17 (3) the existing ratio of students to a teacher in each elementary school in the district that
18 the district is proposing for participation in the program;

19 (4) if available, the most recent standardized test scores for each grade in each school
20 that is proposed for participation by the district; and

21 (5) a program to train teachers who participate in the class size reduction program.

22 (c) A district is eligible to propose an elementary school in the district for participation in the
23 program described in this section if, prior to participation in the program, the average class ratio of
24 students to a teacher in the elementary school is greater than 25 to 1. In this subsection, "average class
25 ratio" means the average of those ratios taken from each class in the elementary school other than an
26 art, typing, library, music, vocational-technical, or physical education class.

27 (d) The department may not select more than five elementary schools for participation in the
28 program required under this section. A school selected to participate in the program required under this
29 section shall

30 (1) participate until June 30, 1996;

31 (2) maintain a ratio of pupils to a teacher that does not exceed 15 to 1 in a class in

1 grades K - 4; the pupil teacher ratio required under this paragraph does not apply during the final eight
2 weeks of each school year; and

3 (3) endeavor to maintain a ratio of pupils to a teacher that does not exceed 20 to 1 in a
4 class in grades 5 and 6.

5 (e) Each elementary school selected to participate in the program required under this section
6 shall constitute a separate funding community for purposes of AS 14.17.031 and 14.17.041(b)(1). Money
7 required to be expended under this subsection shall be included in the annual operating budget prepared
8 by the department.

9 (f) The department shall include a report on the program established under this Act, as a part
10 of the department's annual report.

11 (g) In this section,

12 (1) "department" means the Department of Education;

13 (2) "district" has the meaning given in AS 14.17.250;

14 (3) "teacher" means a person who is certified under AS 14.20.020 and who is an actual
15 classroom instructor in a regular instructional program.

16 ✓ * Sec. 3. It is the intent of the legislature that funding for the program established under sec. 2 of
17 this Act not be reduced if AS 14.17 is amended to change the formula providing state aid for education.

18 * Sec. 4. Sections 1 and 2 of this Act are repealed June 30, 1996.

19 * Sec. 5. This Act takes effect July 1, 1992.

*Adopted
4-23-92*

7-LS1985G.2
Ford
04/23/92

AMENDMENT

OFFERED IN THE SENATE
TO: CSSB 435(HES)

BY SENATOR COTTEN

Page 3, line 6, after "AS 14.17.031":
Insert "and 14.17.041(b)(1)"

04/03/92

POSITION PAPER: DEPARTMENT OF EDUCATION

Division Educational Program Support Bill Number SB 435

Bill Title An Act establishing an elementary school class size reduction pilot program

Sponsor Sen. Cotten, Sen. Uehling and Sen. Collins

Position Statement: Explain briefly what the bill does, its impacts and Department's position, i.e., a) support, b) do not support, c) neutral or d) oppose.

The Department of Education has been conceptually supportive of student-teacher ratio legislation, yet neutral in it's belief that specific ratios alone will achieve the results envisioned.

Reducing student-teacher ratios will have a significant impact on the foundation program as well as the resulting capital construction of additional classrooms. The Department has been neutral at best on legislation which either places additional financial burden on school districts or the foundation program and is resolutely endeavoring to maintain the Instructional Unit Value at \$60,000.

However, the Alaska 2000 Committee, which is currently working on ideas which will result in innovative approaches to educational reforms will most likely be supportive of a pilot project of this nature.

This bill should be amended to add a section which provides the Department authority to promulgate regulations.

SB 435

APPROVED:

Director Ed Westlund Division Educational Program Support

Signature _____ Date 2-24-92

Commissioner/Deputy Jerry Covey

Signature [Handwritten Signature] Date 2-24-92

ALASKA STATE LEGISLATURE



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Eagle River, Alaska 99577
(907) 694-6683

□ 3111 C Street, Suite 540
Anchorage, Alaska 99503
(907) 561-8459

□ State Capitol
Juneau, Alaska 99801-1182
(907) 465-3711

SENATOR SAM COTTEN

March 11, 1992

TO: Senator Pat Pourchot, Chairman
Senate Finance Committee

FROM: Senator Sam Cotten

RE: SB 435
"An Act establishing an elementary school class size reduction pilot program; and providing for an effective date."

I respectfully request you hold hearings on SB 435. This bill establishes a statewide pilot program to gather data on the benefits of lowering class size for elementary students. Important points of the bill are as follows:

- **Lower Class Size**

The theory among educators and parents is lower class sizes, especially in the elementary grades, leads to a better education for children. With fewer pupils, a teacher is able to give more one-on-one attention to each student. This leads to better self-esteem, higher test scores, and fewer discipline problems. Teachers also are able to involve more parents in the child's education.

- **Need for Data Gathering**

While other states have conducted long-term studies to analyze the affects of small classes (Tennessee K-3 Class Size Study), Alaska needs to establish a pilot program to provide concrete data about the benefits of lower class size.

- **Four Year Pilot Program**

SB 435 establishes a pilot program to monitor the affects of reducing class size. Five schools will be selected statewide by DOE based on submission of an application. Eligible schools must have an existing ratio of 25-1 (excluding art, typing, music, vocational-technical or physical education). Applications must include existing ratio, the most recent standardized test scores, and the plan the school has for achieving the class reductions.

- **Program Cost**

Each school selected to participate in the program shall constitute a separate funding community in the school foundation formula. The rough estimate provided by DOE is \$972,000 and would be included in the annual operating budget prepared by the department. The fiscal note provided by the Department of Education is \$20,000 for the first year to implement the program.

- **Reporting**

The schools are required to report annually to the Department. That information will be included in the Department's annual report.

The HESS Commitee Substitute contains language changes as proposed by the Department. This legislation has support from the Department of Education, NEA-Alaska, and the Association of Alaska School Boards.

I would appreciate your consideration.

ALASKA STATE LEGISLATURE



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SENATOR SAM COTTEN

March 9, 1992

TO: Senator Arliss Sturgulewski
Chairman, Senate HESS

FROM: Senator Sam Cotten

RE: CS SB 435 - Proposed Changes

Listed below are the major changes to SB 435, An Act establishing an elementary school class size reduction pilot program.

Page 1, Line 9 - Changes pilot program from three years to four years.

Page 2, Line 5 - Add "(3) the objectives of the elementary school class size reduction program."

Page 2, Line 9 - delete "an annual audit" and insert "a certification by the chief school administrator that program funds will be separately accounted for."

Page 2, Line 11 - Insert "(1) the objectives of the program and the district's plan for meeting those objectives."

Page 2, Line 19 - Insert "if available".

Page 2, Line 21 - Insert "(5) a program to train teachers who participate in the class size reduction program."

Page 2, Line 23 - Insert "average" before class ratio of students to a teacher in the elementary school is greater than 25 to 1.

Page 2, Line 30 - Insert "(2) maintain a ratio of pupils to a teacher that does not exceed 15 to 1 in a class in grades K-4; the pupil teacher ratio required under this paragraph does not apply during the final eight weeks of each school year; and (3) endeavor to maintain a ratio of pupils to a teacher that does not exceed 20 to 1 in a class in grades 5 and 6.

Page 3 Line 16 - Insert "Sec. 3. It is the intent of the legislature that funding for the program established under sec. 2 of this Act not be reduced if AS 14.7 is amended to change the formula providing state aid for education."



ANCHORAGE SCHOOL DISTRICT

4600 DeBarr Avenue
P.O. Box 196614
Anchorage, Alaska 99519-6614
AREA CODE [907] 333-8561

SCHOOL BOARD

Sharon Richards
President

Carol Stolpe
Vice President

Darryl Jordan
Clerk

Sabot Christiansen
Treasurer

Vince Casey

Walter T. Fostinelli

Theresa Goermeyer

SUPERINTENDENT

Thomas C. O'Rourke

February 24, 1992

Senator Sam Cotten
State Capitol
Juneau, Alaska 99801-1182

Dear Senator Cotten:

During the school year of 1988-89 I was given support by the Administration of the Anchorage School District and the Anchorage School District's School Board to put together a program at Fairview Elementary School to lower class size. Whereas most schools in the Anchorage School District determined their staffing by a PTR ratio Fairview Elementary was able to look at actual class sizes. We were to keep our class sizes as close as possible to 15 students per teacher.

The following charts depict information pertaining to class sizes and gains made on the ITBS:

Average Class Size and ITBS Scores

Fall Percentile Scores

Year	Grade	# of Students	# of Teachers (F.T.E)	PTR	Grade	Rdg	LA	Math
1988-89	1-6	225	8	28:1	2	34	(N/T)	38
					3	36	N/T	29
					4	33	30	48
					5	22	(N/T)	22
					6	27	19	34
1989-90	1-6	232	13	17.8:1	2	30	38	50
					3	51	41	29
					4	36	30	25
					5	40	46	39
					6	63	36	62
1990-91	1-6	240	13	18.4:1	2	39	N/T	67
					3	51	58	69
					4	41	38	49
					5	50	N/T	56
					6	45	53	71
1991-92	K-6	350	19	18.4:1	2	38	N/T	76
					3	43	51	58
					4	54	58	69
					5	50	55	62
					6	47	50	64

- NOTES:
- 1991-92 - This is the first year that kindergarten was included in the reduced class size project (three kindergarten teachers).
 - The five additional F.T.E. from years 1988-89 to 1989-90 and 1990-91 were paid for by: A) 3 - F.T.E. Federal Funds, Chapter I; B) 2 - F.T.E. Anchorage School District supported.
 - Actual number of teachers for 1988-89 10 (2 Kindergarten Teachers, 1989-90 15 (2 Kindergarten Teachers)
 - ITBS scores reported are for the Fall testing period of each year.
 - N/T = Students not tested

SCHOOLWIDE N.P.R. FALL AVERAGES

Year	Reading	Language Arts	Math	
1989-90	44.2	38.2	41	Start of 1st year of reduced class size project
1990-91	45.2	49.7	62.4	Start of 2nd year of project
1991-92	46.4	53.5	65.8	Start of 3rd year of project

Fall N.P.R. Averages four years prior to program versus second year averages.

AVERAGE FALL N.P.R. SCORES SCHOOL AVERAGES

Year	Reading	Language Arts	Math
1986-87	31.6	N/T	30.5
1987-88	27.2	N/T	33.6
1988-89	30.4	24.5	34.2
1989-90	44.2	38.2	41.0

Four Year Averages National Percentile Rank	33.4	31.4	34.8
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1990-91	45.2	49.7	62.4
1991-92	46.4	53.5	65.8

Two Year Average National Percentile Rank	45.8	51.6	64.1
Difference (+,-) of four year averages prior to project and two year averages after inception of project (Schoolwide averages)	33.4	31.4	34.8
	45.8	51.6	64.1
	+12.4	+20.2	+29.3

Percent Gain	Reading +37.1%	Language Arts +63.3%	Math +84.2%
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As can be seen from this data, significant gains in academic achievement have been made since the inception of this reduced class size program. Other data to be looked at will include attendance rates, office referrals for discipline and parent participation.

ATTENDANCE

Year	% Average Daily Attendance	Discipline Referrals
1985-86	Data not available	N/D
1986-87	93.9	395
1987-88	93.2	402
1988-89	92.4	375
1989-90	93.4	300
1990-91	92.9	215
1991-1992	95.3 to date (2/9/92)	96

Although there are no accurate data for the numbers of parents participating at school. The sense is that there has been a significant improvement in the number of parents who are becoming actively involved at school.

I hope that this information is of use to you. On behalf of all the students who will benefit from your endeavor I wish you the best of luck. If I can be of further assistance to you please do not hesitate to call upon me (school/279-0671, home/344-4266).

I believe your proposal to pilot some projects to reduce class size is a sound one. I would encourage you to have several Anchorage Schools in your pilot. I would be interested in talking to you about this opportunity at a later date.

Thanks again for your efforts on behalf of the children of this State.

Sincerely,

Eileen Jordan for David Combs
D. S. Combs, Principal

DSC:tg

cc Representative Bettye Davis

465-4477

for
Dunit

REDUCED CLASS SIZE ENABLES TEACHERS TO BE MORE EFFECTIVE

GALLOP POLL

The Gallop Poll (Kappan, Sept. 1989) reported that: (1) 82% of public school parents and 88% of non-public school parents believe that small classes make a great deal of difference; (2) 71% of public and non-public school parents who favor reducing class size to as few as 15 students in the early grades, would be willing to pay higher taxes to fund such programs.

INDIANA

Prime Time (reduced class size k-3) in Indiana produced better student discipline, better student attitude, increased parental involvement, innovative teaching, and most importantly, better student performance.

TEXAS

Since the reduction of class size in 1985-86, third grade minimal skills test scores in 1987-88 increased 6.8% in math, 4.8% in reading, and 5.7% in writing. Reduced class size has also improved teacher morale on 75% of all elementary campuses and improved discipline on 79% of the elementary campuses. For further information contact:

Brad Dugan, 501 E. 10th St., Austin, TX 78701-2697, (512-478-5268).

TENNESSEE

In May 1985 the Tennessee legislature funded a state-wide, \$12 million longitudinal study of class size effects in kindergarten through third grade. The total sample included over 7,000 students and 1,200 teachers in 75 (rural, suburban, urban, inner-city) schools. Class types in each school were: small (13-17), regular (22-25), and regular with a full-time aide (22-25).

Students in small classes (1-15) made significantly (statistically and educationally) greater gains than the pupils in regular classes and regular classes plus a full-time aide. These significant gains occurred at the end of K, 1, and 2. The Grade 3 analysis is not complete yet. Dr. Charles Achilles and Dr. Jeremy Finn, researchers who participated in the analysis of data reported, "These data confirm that the small class effect, while not immense, is found in two basic subject areas, at three grade levels, and in all four school settings. It is particularly strong in inner-city schools. These schools have the highest proportion of minority students, the lowest overall performance levels, and are in need of the academic "boost" that small classes can provide. Few, if any, classroom-level interventions have been identified that have a consistent impact of this sort."

For more complete information, contact Helen Bain at (615)320-3396.

*

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