

S B

2 6 4

FISCAL NOTE

STATE OF ALASKA
1992 LEGISLATIVE SESSION

BILL NO. SB 264

Revision Date: _____

Department Affected: Education

Title: An Act relating to the ratio of students to teachers in public schools.

BRU: Educational Program Support

Component: Data Management

Sponsor: Senator Rodev

Requestor: (S) HESS

COMPONENT SERIAL NO.

1	2	4	1
---	---	---	---

Expenditures/Revenues: (Thousands of Dollars)

OPERATING	FY 93	FY 94	FY 95	FY 96	FY 97	FY 98
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	0	0	0	0	0	0

CAPITAL						
---------	--	--	--	--	--	--

REVENUE						
FUND SOURCE:						

FUNDING: (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER						
FUND SOURCE:						
TOTAL	0	0	0	0	0	0

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of current year impact: _____

ANALYSIS: (Attach a separate page if necessary.)

School District Costs

Although the impact of SB 264 to the Department of Education is zero, the school districts will incur increased costs associated with the new reporting requirements as well as those associated with formulating a plan for reduction of student teacher ratios.

Prepared by: Bob Silverman

Phone: 465-2806

Division: Educational Program Support

Date: 3-11-92

Approved by Commissioner: *M. A. Mahon*

Jerry Covey

Agency: Education

Date: 3-11-92

FISCAL NOTE

STATE OF ALASKA
1991 LEGISLATIVE SESSION

BILL NO. SB 264

Revision Date: _____ Department Affected: Education
 Title: Ratio of students to teachers BRU: K-12 Support
in public schools Component: Foundation
 Sponsor: Rodey
 Requestor: Rodey COMPONENT SERIAL NO.

--	--	--	--

Expenditures/Revenues: (Thousands of Dollars)

OPERATING	FY 92	FY 93	FY 94	FY 95	FY 96	FY 97
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	-0-	-0-	-0-	-0-	-0-	-0-

CAPITAL						
---------	--	--	--	--	--	--

REVENUE						
---------	--	--	--	--	--	--

FUNDING: (Thousands of Dollars)

GENERAL FUND	-0-	-0-	-0-	-0-	-0-	-0-
FEDERAL FUNDS						
OTHER						
TOTAL	-0-	-0-	-0-	-0-	-0-	-0-

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of current year impact: None

ANALYSIS: (Attach a separate page if necessary.)

Although the impact of SB 264 to the state is zero, it will increase the cost to school districts of compliance with the new reporting and evaluation functions in SB 264.

Prepared By: Mary Hakala Phone: 465-2800
 Division: Commissioner's Office Date: 5/2/91
 Approved by Commissioner: Steve Hole, Acting Commissioner
 Agency: Education Date: 5/2/91

Distribution (by preparer): Legislative Finance, Legislative Sponsor, Requestor, CMB, & Impacted Agency(ies).

Patrick M. Rodey
Senator

Alaska State Legislature



Senate

3111 C. St., Suite 510
Anchorage, Alaska 99503
(907) 561-7618

During Session:
P.O. Box V
Juneau, Alaska 99811
(907) 465-3793

SPONSOR SUMMARY - Senate Bill 264

Senate Bill 264, relating to the ratio of students to teachers in public schools, seeks to positively impact academic performance and classroom discipline by encouraging the reduction of the number of students in each classroom, and to maintain economy, efficiency, and academic achievement in schools.

This bill amends AS 14.03.120 (a) by adding an item to the reporting requirements which would report a district's ratio of students to teachers in grades K-12. It further states that should the ratio be greater than 20 to 1, the district include a plan for reducing the ratio. That plan must identify the causes for high ratios, including any problems unique to that district.

SB 264 also amends AS 14.03.120 (e) by adding language that calls for the inclusion in the "School District Report Card to The Public" of the effect of the student/teacher ratio on each school's performance.

The bill carries a zero fiscal note for the Department of Education, but will increase evaluation and reporting costs to school districts in order to maintain their compliance with existing reporting requirements.

*Assured like
input from
classroom teacher
if more than 20
space addressed?
aide?*

SENATE BILL NO. 264

IN THE LEGISLATURE OF THE STATE OF ALASKA

SEVENTEENTH LEGISLATURE - FIRST SESSION

BY SENATOR RODEY

Introduced: 4/24/92
Referred: HES, Judiciary, Finance

A BILL

FOR AN ACT ENTITLED

1 "An Act relating to the ratio of students to teachers in public schools."

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

3 * Section 1. FINDING AND INTENT. The legislature finds that placing students in a smaller class
4 has a direct and positive effect on student performance and classroom discipline. It is the intent of this
5 Act to encourage school districts to reduce the number of students in each classroom and to maintain
6 economy, efficiency, and academic achievement in each school.

7 * Sec. 2. AS 14.03.120(a) is amended to read:

8 (a) A district shall annually file with the department, and make available to the public,
9 a report that

- 10 (1) establishes district goals and priorities for improving education in the district;
- 11 (2) includes a plan for achieving district goals and priorities; [AND]
- 12 (3) includes a means of measuring the achievement of district goals and priorities;
- 13 and
- 14 (4) indicates the ratio of students to teachers in each grade K - 12; if the ratio

1 of students to teachers is greater than 20 to 1, the district shall include a plan for reducing
2 the ratio of students to teachers; a district plan for reducing the ratio of students to
3 teachers must identify causes for the high ratio, including any problems unique to the
4 district.

5 * Sec. 3. AS 14.03.120(e) is amended to read:

6 (e) A district shall, by October 31 of each year, provide to the state board, and make
7 available to the public, a report on the performance of each public school and public school
8 students in the district. The report must be entitled "School District Report Card To The Public"
9 and must be prepared on a form prescribed by the department. The report must include

10 (1) the percent of district students in the top and bottom quarter of standardized
11 national achievement examinations; results under this paragraph shall be disclosed in a manner
12 that does not reveal the individual identities of students;

13 (2) the percent of students who are not promoted to the next grade;

14 (3) student, parent, and community member comments on the school's
15 performance;

16 (4) the annual percent change in enrollment and the percent of enrollment change
17 due to student transfers into and out of the district;

18 (5) attendance, retention, and graduation rates;

19 (6) the ways in which meaningful parent involvement in school performance was
20 achieved;

21 (7) the effect of the ratio of students to teachers on the school's performance;

22 ~~(8)~~ other indicators of school performance required by the state board; and

23 ~~(9)~~ [(8)] other indicators of school performance selected by the district.

POSITION PAPER: DEPARTMENT OF EDUCATION

Division Educational Program Support Bill Number SB 264

Bill Title An Act relating to the ratio of students to teachers in public schools.

Sponsor Senator Rodev

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 is in the first full year of implementation of AS 14.03.120 (a) and (e). As a matter of general policy, the Department would prefer no changes be made in the law until one complete implementation cycle has been completed. At that time, changes in the law to make it more workable and policy related changes could be integrated into a comprehensive legislative package.

On the merits of the specific bill, the Department is neutral. However, planning for reducing class size and actually reducing class size are much different activities. Given the current revenue forecasts, it may not be possible for districts to implement any plans that are developed, making the development of the plans an activity that might possibly mislead the public into thinking that class size will actually be reduced.

The bill calls for districts to determine "the effect of the ratio of students to teachers on the school's performance." To be consistent with the planning requirement, the department recommends the language be amended to read, "the annual progress the district has made in reducing class size."

APPROVED:

Director Ed Westlund Division Educational Program Support

Signature *E. Westlund* Date 3-11-92

Commissioner/Deputy Jerry Covey/Karen Crane

Signature *M. L. ...* Date 3-11-92



NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

ANCHORAGE REGIONAL OFFICE

1411 W. 33RD AVENUE
ANCHORAGE, ALASKA 99503
(907) 274-0536
FAX: (907) 274-0551

JUNEAU OFFICE

105 MUNICIPAL WAY, SUITE 302
JUNEAU, ALASKA 99801
(907) 586-3090
FAX: (907) 586-2744

FAIRBANKS REGIONAL OFFICE

2118 CUSHMAN STREET
FAIRBANKS, ALASKA 99701
(907) 456-4435
FAX: (907) 456-2159

March 10, 1992

TO: SEN. Sturguleswki, Chair
Members of Senate HESS Committee

RE: SB 264: "An Act relating to the ratio of students to
teachers in public schools."

NEA-Alaska strongly supports and encourages your positive consideration of SB 264. We have long sought legislation that addresses the need encourage or mandate a reduction in class size in our schools.

Section 1 speaks to our concern very clearly, "The legislature finds that placing students in a smaller class has a direct and positive effect on student performance and classroom discipline." This bill is needed even if there is the passage of mandatory class size limits in the future. There are ample studies that supports the concept that reduced class sizes clearly improves student performances.

We seek your favorable consideration of this piece of legislation. This bill is an appropriate precursor to legislation that funds class size limits.

Thank you for your consideration of our position.

Respectfully submitted,

Vernon Marshall
Executive Director

Don Oberg
President

cc: Sen. Rodey



NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

ANCHORAGE REGIONAL OFFICE

1411 W. 33RD AVENUE
ANCHORAGE, ALASKA 99503
(907) 274-0536
FAX: (907) 274-0551

JUNEAU OFFICE

105 MUNICIPAL WAY, SUITE 302
JUNEAU, ALASKA 99801
(907) 556-3090
FAX: (907) 556-2744

FAIRBANKS REGIONAL OFFICE

2118 CUSHMAN STREET
FAIRBANKS, ALASKA 99701
(907) 456-4435
FAX (907) 456-2159

February, 1991

CLASS SIZE: Legislative Proposal

Include a Findings section which reflects the overall goal of achieving lower class sizes which enhance the educational opportunity in public education.

Amend AS 14.03.015, State Education Policy, to indicate that lower class sizes or maximum class size figures in all public schools will enhance the success potential for public school students.

Add a new section, AS 14.03.065 or amend 14.03.060, to provide for maximum class size figures for early primary, K-4. Also, charge the department of education or a special ad hoc task force with making more comprehensive recommendations on class size to the 17th Legislature before it convenes in its Second Session in January, 1992.

These recommendations should reflect the various needs through-out K-12 public education and should be prioritized based upon how well they enhance the learning opportunity for students, cost effectiveness, and anticipate current and future needs of public education in Alaska.

Supplemental, perhaps incentive for start-up purposes, funding is critical if progress is to be made on the class size issue. An appropriation could be made using an additional "class size differential" as an amendment to the area differential concept in AS 14.17.051. Or, a class size supplement could be attached to the Instructional Unit value as an amendment to AS 14.17.056.

For a local district to quality for supplemental or incentive funding specific for the class size problem it may be appropriate to require an additional local contribution under AS 14.17.025.

AS 14.08.111 and 14.14.090 should be amended to require that local school boards develop and implement plans to meet class size guidelines with regular reporting to the department and to the public as to problems and progress.

NEA-Alaska is anxious to work with the Legislature in an effort to more effectively deal with the increasing class size problem.



NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

ANCHORAGE REGIONAL OFFICE

1411 W 33RD AVENUE
ANCHORAGE, ALASKA 99503
(907) 274-0536

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

February, 1991

CLASS SIZE

There are volumes of research on class size. The vast majority of it supports the fact that smaller classes have a beneficial impact on educational achievement.

Increasing class size is an acknowledged concern of parents, and educators across Alaska. There is a renewed demand in both urban and rural districts for smaller class sizes. A recent independent audit identified Anchorage as a district having the highest class size among eight other school districts of comparable size in the United States.

Increasing class size is an issue which requires legislative resolution. There is a need for the Legislature and local school boards to establish policies which will provide the resources necessary to resolve the class size problem.

Research indicates that reduced class size has a direct and positive impact on student achievement. The most notable research is from a longitudinal study in Tennessee which shows that reducing class size results in improvement in achievement by at least one grade level, and often more. The Prime Time Program in Indiana has proven that reduced class size has a direct and positive influence on student academic progress.

Every public opinion survey in recent years has indicated that the public is both supportive of reduced class size and believes that reduced class size will have a positive impact on academic achievement. The polls have stated that the element most lacking in public schools is smaller classes. Thirty five percent (35%) of the public surveyed in a nationwide poll stated that their highest concern was the class size problem. Phi Delta Kappa and Gallup Poll Surveys over the years have indicated that the public is willing to pay increased taxes to provide for reduced class sizes in the public schools.

Funding solutions for the class size problem is clearly a public policy issue and a responsibility of the Legislature. Efforts to reduce class size are being funded by state legislative bodies in Washington, Indiana, Tennessee, Kentucky, Ohio, North Carolina and Texas. Urban area school boards are funding efforts to reduce class size.

Studies also emphasize that starting the class size reduction process in the early grades is the most pragmatic approach. The initial investment should be at grades K-3.

Other educational benefits from reduced class size beyond academic achievement are; improved student behavior, improved student self esteem, improved teacher morale, and improved parent-teacher interaction.

NEA-Alaska recommends the following:

- > Establish maximum class size guidelines for all grade levels and subject areas.
- > Require school districts to immediately develop plans to meet the established guidelines, to be reviewed and approved annually to the Alaska State Board of Education, with an annual report to the Legislature.
- > Provide a supplemental annual contingency appropriation, to be administered by the Alaska Department of Education and available to school districts on an incentive basis for approved plans specifically designed to reduce class sizes and maintain them at lower levels.



ALASKA ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
ALASKA ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
ALASKA ASSOCIATION OF SCHOOL ADMINISTRATORS

• ALASKA COUNCIL OF SCHOOL ADMINISTRATORS •
326 Fourth St., Suite 408, Juneau, AK 99801-1101 (907) 586-9702 FAX (907) 586-5879

POSITION STATEMENT ON SENATE BILL 278

"An Act imposing a maximum pupil-teacher ratio in public schools; and providing for an effective date."

The concept of lower class sizes in a concept which can be supported as an educationally sound practice. And therefore, in theory, we can support SB 278.

However, for the past several years the educational community has continually brought before the legislature the need for increased funding to meet the present cost of educating the children of Alaska. The legislature has responded by appropriating funds for us to maintain the same level of funding as we have had for the past five years.

SB 278 has a tremendous fiscal impact on every school in Alaska. It would require three new schools for Juneau just to give you an example of the expense districts would incur should this legislation become law.

We have also experienced the passage of mandates for additional programs in our schools which must be funded under existing resources.

Therefore, the Alaska Council of School Administrators can support this legislation only with the assurance that adequate funding will be appropriated to implement the intent of this legislation both in capitol outlay and operating costs.