

SB

235

STATE OF ALASKA

Department of Education & Early Development

Office of the Commissioner

JASON
FRANK H. MURKOWSKI, GOVERNOR

Goldbelt Place
801 West Tenth Street, Suite 2100
Juneau, Alaska 99801-1894
(907) 465-2800
(907) 465-4156 Fax

January 26, 2006

The Honorable Fred Dyson, Chair
Senate Health, Education & Social Services Committee
Alaska State Legislature
State Capitol, Room 121
Juneau, AK 99801-1182

Dear Senator Dyson:

Senate Bill 235, establishing a school performance incentive program, has been referred to the Senate Health, Education & Social Services Committee. The Department of Education & Early Development would like to request that the bill be calendared and heard as soon as possible.

Dick Luther, the department's legislative liaison will be happy to work with you or your staff to schedule a committee hearing on SB 235. Please contact Dick at 465-2803 or Richard_Luther@eed.state.ak.us.

Thank you for your consideration.

Sincerely,



Roger Sampson
Commissioner

FRANK H. MURKOWSKI
GOVERNOR
GOVERNOR@GOV.STATE.AK.US



STATE OF ALASKA
OFFICE OF THE GOVERNOR
JUNEAU

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January 13, 2006

The Honorable Ben Stevens
President of the Senate
Alaska State Legislature
State Capitol, Room 111
Juneau, AK 99801-1182

Dear President Stevens:

Under the authority of art. III, sec. 18, of the Alaska Constitution, I am transmitting a bill that would provide for a public school performance incentive program. This program is an innovative approach to creating a learning environment in which students will improve more rapidly than would usually be expected.

This program would inspire and empower Alaska's outstanding educators to use their expertise and innovative instructional practices to improve student growth and achievement. A performance incentive program would enhance Alaska's teacher recruitment efforts, raise accountability by linking the incentive payments directly to increased levels of student achievement, and promote effective instruction, staff collaboration, and shared responsibility. The program would encourage public schools to adjust schedules to maximize instructional time and align teacher skills to student needs.

This bill would authorize a substantial performance incentive payment, subject to appropriation, to school personnel -- up to \$5,500 for certificated personnel such as teachers, counselors, and administrators, and up to \$2,500 for noncertificated personnel such as instructional aides, school nurses, and school secretaries. Public school personnel would be eligible for a performance incentive payment if the students in their school achieved substantial improvement on the statewide assessments.

The program provided for in this bill is unique in two ways. First, it is intended that a performance incentive payment would be made when students achieve more than one year's academic growth. We expect learning growth in students each year and public school personnel are paid to teach students a

COMMITTEE COPY

The Honorable Ben Stevens

January 13, 2006

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normal year's worth of information. This program, however, would reward public school personnel if students acquire more than one year's worth of growth. When students gain more than one year's worth of growth, they will advance one or more levels on the state's statewide achievement assessments, triggering a performance incentive payment. If students were already at the most advanced level, keeping them advanced would trigger a payment.

Tying the performance incentive payment to growth would mean that all public schools would have an opportunity to earn the payment. Because the performance incentive payment would not be pegged at a set level of achievement, public schools that have high-achieving students would not have an advantage over schools with low-achieving students. All children can learn, and all can improve their achievement level. Schools would not be in competition with each other -- a school would be eligible for the performance incentive payment if its students achieve sufficient growth, even if some other schools show more growth or faster growth.

The second unique aspect of this proposed program is that it is intended to apply to all public school employees. Even noninstructional personnel would be eligible for the performance incentive payment if the students at the public school achieved the requisite growth. This would create within the public school building a community in which all employees have a stake in the success of the students. Teachers who teach subjects that are not tested; administrators, paraprofessionals, and support staff all would have an incentive to encourage students to excel at all scholastic pursuits, and to keep students interested and engaged. The school community would have an incentive to work together for the greater good.

The details of the performance incentive program would require mathematical formulae and the setting of eligibility requirements that are best left to regulation. The Department of Education and Early Development (department) would have to determine what level of growth is appropriate for the performance incentive payment -- if it is too easy or too difficult to obtain, it would not provide an incentive. The department also would provide in regulation for a mechanism to reward school district central office personnel -- such as a curriculum or special education director -- who have a significant influence on the achievement of the students in the eligible schools in that district.

The bill provides that a payment under the program is not included in an employee's compensation for retirement purposes. Also, under the bill, whether an employee does or does not receive a performance incentive payment

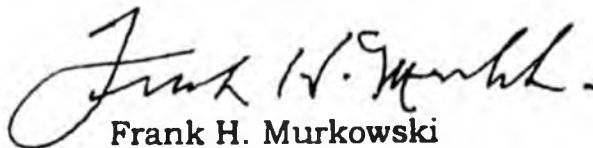
The Honorable Ben Stevens
January 13, 2006
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would have no bearing on the employee's evaluation, and a school district could not diminish or supplant an employee's regular salary because the employee received a payment.

This program is not intended to have any effect on the current or future levels of foundation or other funding for public education. This program is intended to reward excellence by providing incentives for a public school community to work collaboratively to exceed the expected level of learning for all students in a single year. Foundation funding and this program are entirely separate and each stands on its own.

This bill is good for children and good for Alaska. I urge your prompt and favorable action on it.

Sincerely yours,

A handwritten signature in cursive script, reading "Frank H. Murkowski". The signature is written in dark ink and is positioned above the printed name and title.

Frank H. Murkowski
Governor

Enclosure

FISCAL NOTE

STATE OF ALASKA
2006 LEGISLATIVE SESSION

Fiscal Note Number: 1 (CORRECTED)
Bill Version: SB 235
(S) Publish Date: 1/17/06

Revision Date/Time (Note if correction): _____ Dept. Affected: Education
Title An act relating to school performance RDU K-12 Support
incentive payments Component New -School Performance
Sponsor Rules Committee Incentive Program
Requester Governor Component No. _____

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims	15,000.0					
Miscellaneous						
TOTAL OPERATING	15,000.0	**	**	**	**	**

CAPITAL EXPENDITURES						
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CHANGE IN REVENUES ()						
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	15,000.0					
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type—Do not abbreviate)						
TOTAL	15,000.0	**	**	**	**	**

Estimate of any current year (FY2006) cost: 0.0
Mark this box (X) if funding for this bill is included in the Governor's FY 2007 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This legislation will allow the Department of Education & Early Development to establish a school performance incentive program. This program will provide an incentive payment of up to \$5,500 for certified personnel and up to \$2,500 for noncertified personnel if the students in their school demonstrate substantial growth in achievement on state assessments from one year to the next. Incentive payments will be based on four achievement levels. The cost of the incentive program will vary from one year to the next based on the number of schools that qualify and at which level. Because it is not known how many schools will qualify for the incentive payments in FY2007, the department will seek an extended lapse date for this appropriation through June 30, 2008.

The following page outlines the amount of the bonus for each of the achievement levels. There is also an estimate of the range of costs for the program. If 5% of Alaska's school staff qualified for the incentive at the highest level, the cost would be approximately \$3 million and up to \$15 million if 25% qualify.

Prepared by: Barbara Thompson, Director Phone _____
Division: Teaching & Learning Support Date/Time 1/11/06 3:00 PM
Approved by: Roger Sampson Date 1/12/2006
Agency: Commissioner

FISCAL NOTE #1 (CORRECTED)

**STATE OF ALASKA
2006 LEGISLATIVE SESSION**

BILL NO. SB 235

ANALYSIS CONTINUATION

Staffing: The department will utilize existing staff, to the extent possible, to calculate the schools that qualify for the bonus at which level, the staff to be awarded the bonus and to make the actual grant payments and provide the accounting support. Depending upon the volume of payments, it may be necessary to hire staff. If so, funds would be transferred from the grant line to cover personnel costs.

The School Performance Incentive Program will have four levels: Strong; High; Excellent; Outstanding. All school staff, certified and non-certified will be eligible for the incentive payment if the students in the school meet the achievement targets. The table below outlines the levels and the amount of the incentive payment for each level:

Achievement Level	Bonus Amount for Certified Staff	Bonus Amount for Non-Certified Staff
Strong	\$2,500	\$1,000
High	\$3,500	\$1,500
Excellent	\$4,500	\$2,000
Outstanding	\$5,500	\$2,500
Approximate # of Employees Statewide	9,000	3,700

The following chart illustrates a range of costs based on estimates of the percentage of school staff that would qualify for the incentive at the highest level or \$5,500 per certified staff and \$2,500 for non-certified staff:

Achievement Level = Outstanding

Range of Cost - Assumptions

Assumption % of staff that qualify for bonus	Estimate of Certified Staff that qualify (of approx. 9,000)	Estimate of Non-Certified Staff that qualify (of approx. 3,700)	Range of Certified Cost Based on % of staff	Range of Non-Certified Cost Based on % of staff	Central Office Staff may receive up to 5% of the total paid to all employees at all schools	Total
5%	450	185	\$2,475,000	\$462,500	\$146,875	\$3,084,375
10%	900	370	\$4,950,000	\$925,000	\$293,750	\$6,168,750
15%	1,350	555	\$7,425,000	\$1,387,500	\$440,625	\$9,253,125
20%	1,800	740	\$9,900,000	\$1,850,000	\$587,500	\$12,337,500
25%	2,250	925	\$12,375,000	\$2,312,500	\$734,375	\$15,421,875
30%	2,700	1,110	\$14,850,000	\$2,775,000	\$881,250	\$18,506,250
40%	3,600	1,480	\$19,800,000	\$3,700,000	\$1,175,000	\$24,675,000
50%	4,500	1,850	\$24,750,000	\$4,625,000	\$1,468,750	\$30,843,750
75%	6,750	2,775	\$37,125,000	\$6,937,500	\$2,203,125	\$46,265,625
100%	9,000	3,700	\$49,500,000	\$9,250,000	\$2,937,500	\$61,687,500



School Performance Incentive Program

Goal: To accelerate growth in student achievement.

Overview of benefits to Alaska

1. Accountability: money directly linked to high levels of student learning.
2. Promotes effective instruction, staff collaboration, and shared responsibility.
3. Enhances Alaska's teacher recruitment efforts.
4. No-risk program: no performance = no cost.

Why is this program different from other bonus programs?

- Focuses on how the same students(s) performed this year compared to last year – student growth.
- Provides clear targets for meeting success.
- Provides an incentive for **ALL** school staff to work together, be creative, and design and implement systems to improve student performance.
- Provides a system for policy makers to evaluate school performance.
- Focuses on improving each student's performance from where they currently are to proficiency.

Why have other models failed?

- Not based on individual student growth related to achievement standards.
- Unrealistic or unclear targets for success.
- Competition among staff – some must lose for others to win.
- Excluded building administrators and other school staff.
- The instrument/criteria used to measure success was not reliable and consistent.
- Compensation was not large enough to change behavior.

What will be the outcomes from this program?

- Ownership of instruction and results by all school staff resulting in less turf guarding.
- Incentive to work differently and create partnerships that will result in more than a year's growth in learning for students.
- Cause creative and effective use of instructional time in schools – scheduling the school day and year with a focus on higher levels of student learning.
- Accountability and incentive to cause students to reach proficiency and higher levels of advanced achievement.



School Performance Incentive Program

The bottom line: The program will award bonuses to a school's administrators, teachers and support staff each year that its students show more than a year's academic growth. In some cases, school district central office staff will receive bonuses as well.

How growth is measured:

1. Each student's score on state standards-based assessments will be placed in one of six achievement categories: advanced, proficient, below proficient plus, below proficient minus, far below proficient plus, and far below proficient minus.
2. Each student's performance will be compared with his or her performance the previous year. Schools will earn various points based on whether a student moves up or down in the categories or remains in the same one.
3. The points will be totaled, and then divided by the number of students in the school to produce a school score. That score will be applied to an index that has several levels.
4. The higher the points, the larger the bonus, up to the maximum set in law. Schools that do not show progress will not earn a bonus.

Cost:

1. Bonuses will range from \$2,500 to \$5,500 for certificated staff (administrators and teachers) and \$1,000 to \$2,500 for noncertificated staff (support staff such as aides and custodians). School district central office staff, except for superintendents, who play a significant role in a school's growth will be eligible for bonuses of up to \$5,500.
2. The cost will depend on how many people earn bonuses, and on details of the point system and the index, which will be set in regulation by the State Board of Education & Early Development.
3. A fiscal note prepared by the department estimates the range of what the program could cost. For example, if 5 percent of the state's school staff members won the highest level of bonus, it would cost nearly \$3.1 million. If 25 percent of the state's school staff members won the highest level of bonus, it would cost about \$15.4 million.

Alaska School Performance Incentive Program

Measuring Individual Student Achievement

January 11, 2006



What is the Program?

School Performance Incentive Program

- Performance incentive pay for improved student achievement
- Entire staff in a school receive incentive (all or none)
- Target based on growth, or sustained advanced performance of student achievement
- All schools qualify if they meet growth target
- Based on a reliable tool aligned to the Grade Level Expectations
- Program is unlike merit pay programs which cause conflict rather than cooperation

January 11, 2006



Why have the Program?

School Performance Incentive Program

- Accelerate growth in student achievement
- Stimulate the educational system by using a proven private sector concept
- Utilize and empower expertise within the schools to work together for the benefit of Alaska students
- Increase return on Alaska's investment in public schools

January 11, 2006



Benefits

School Performance Incentive Program

- No risk program: no performance = no cost
- Create a strong workforce for Alaska
- Enhance teacher recruitment efforts
- Accountability: directly linked to high levels of achievement
- Promote collaboration, effective instruction and spread responsibility across grade levels and content areas
- Involve all staff: currently in large high schools only 15% of staff are responsible for reading, writing and mathematics

January 11, 2006



Why Measure Growth?

School Performance Incentive Program

- Focus on individual student learning
- Expect high performing and low performing students to grow in achievement
- Provide visible and objective targets to meet
- Incentive for all school staff to team together, think creatively, and design systems to improve student performance
- Evaluate school performance
- Focus is on improving each student from where he or she is to proficiency and beyond

January 11, 2006



How Growth is Measured

School Performance Incentive Program

- How did "Student A" do in the current year compared to the previous year
- How did all of the students perform within the school
- Did the school demonstrate growth based on a comparison of the same individual students from current year to the previous year

January 11, 2006



**THE
FOLLOWING
DOCUMENT(S)
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COPIES**

Value Table

School Performance Incentive Program



Values may change as a result of 2006 data analysis, public input, and State Board regulations.

January 11, 2006



Computing Index

School Performance Incentive Program



January 11, 2006



Computing Index

School Performance Incentive Program



January 11, 2006



Computing Index

School Performance Incentive Program



January 11, 2006



Performance Levels

School Performance Incentive Program

Growth Index Level	Index Point Value
Strong	102-104.99
High	105-107.99
Excellent	108-109.99
Outstanding	110 and Greater

Model is built on 100 as one year of growth.

January 11, 2006



Performance Level Incentive

School Performance Incentive Program

Level	Certificated	Non-Certificated
Strong	\$2,500	\$1,000
High	\$3,500	\$1,500
Excellent	\$4,500	\$2,000
Outstanding	\$5,500	\$2,500

Multiple levels provide greater incentive and achievable gradations, but recognize real growth in achievement.

January 11, 2006



Expected Outcomes

School Performance Incentive Program

- All staff have ownership of instruction and share responsibility for results
- Incentive to work differently, embrace innovation and create partnerships to improve student achievement
- Accountability and incentive to cause all students to reach proficiency and higher levels of advanced achievement

January 11, 2006



Why Other Models Fail

School Performance Incentive Program

- Not based on student growth
- Unrealistic targets
- Conflict among staff: Some must lose for others to win
- Exclude building administrators
- Instrument used to measure is not reliable and consistent
- Compensation not large enough to provide incentive for change
- Weak commitment to the program

January 11, 2006



What Lies Ahead

School Performance Incentive Program

- The final target or value table will be established by examination of 2005 to 2006 assessment results to create a baseline
- Once the incentive program is in place, then motivation exists to accelerate academic achievement beyond a year's growth
- The cost of the program will vary from year to year

January 11, 2006



School Performance Incentive Program

- Based on growth in student achievement
- Empowers expertise of educators and school personnel
- Includes all staff: all make it or no one makes it
- Based on an understandable system

January 11, 2006





School Performance Incentive Program

Goal: To accelerate growth in student achievement.

Overview of benefits to Alaska

1. **Accountability:** The money is directly linked to high levels of student learning.
2. **Promotes effective instruction, staff collaboration, and shared responsibility.**
3. **Enhances Alaska's teacher recruitment efforts.**
4. **No-risk program:** If there is no performance, there is no cost.

Why is this program different from other bonus programs?

- Focuses on how the same students performed this year compared to last year – student growth.
- Provides clear targets for meeting success.
- Provides an incentive for **ALL** school staff to work together, be creative, and design and implement systems to improve student performance.
- Provides a system for policy makers to recognize school performance.
- Focuses on improving each student's performance from where he or she currently is to proficiency and beyond.

Why have other models failed?

- Not based on individual student growth related to achievement standards.
- Unrealistic or unclear targets for success.
- Competition among staff – some must lose for others to win.
- Excluded building administrators and other school staff.
- The instrument/criteria used to measure success was not reliable and consistent.
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What will be the outcomes from this program?

- Instruction directly linked to outcomes.
- Incentive to work differently and create partnerships that will result in more than a year's growth in learning for students.
- Cause creative and effective use of instructional time in schools – scheduling the school day and year with a focus on higher levels of student learning.

- Accountability and incentive to cause students to reach proficiency and higher levels of advanced achievement.
- Responsibility for student learning and achievements is expanded to all staff.

The bottom line: The program will award bonuses to a school's administrators, teachers and support staff each year that its students show more than a year's academic growth. In some cases, school district central office staff will receive bonuses as well.

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1. Each student's score on state standards-based assessments will be placed in one of six achievement categories: advanced, proficient, below proficient plus, below proficient minus, far below proficient plus, and far below proficient minus.
2. Each student's performance will be compared with his or her performance the previous year. Schools will earn various points based on whether a student moves up or down in the categories or remains in the same one.
3. The points will be totaled, and then divided by the number of students in the school to produce a school score. That score will be applied to an index that has several levels.
4. The higher the points, the larger the bonus, up to the maximum set in law. Schools that do not show progress will not earn a bonus.

Cost:

1. Bonuses will range from \$2,500 to \$5,500 for certificated staff (administrators and teachers) and \$1,000 to \$2,500 for noncertificated staff (support staff such as aides and custodians). School district central office staff, except for superintendents, who play a significant role in a school's growth will be eligible for bonuses of up to \$5,500.
2. The cost will depend on how many people earn bonuses, and on details of the point system and the index, which will be set in regulation by the State Board of Education & Early Development.
3. A fiscal note prepared by the department estimates the range of what the program could cost. For example, if 5 percent of the state's school staff members received the highest level of bonus, it would cost nearly \$3.1 million. If 25 percent of the state's school staff members received the highest level of bonus, it would cost about \$15.4 million.

Alaska School Performance Incentive Program

*Measuring Individual Student
Achievement*



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Value Table

School Performance Incentive Program

Previous Year Level ↓	Current Year Level					
	Far Below Prof. Minus	Far Below Prof. Plus	Below Proficient Minus	Below Proficient Plus	Proficient	Advanced
Far Below Prof. Minus	0	140	170	200	220	220
Far Below Prof. Plus	0	80	140	170	200	200
Below Prof. Minus	0	40	90	140	180	180
Below Prof. Plus	0	10	50	90	140	150
Proficient	0	0	20	50	100	130
Advanced	0	0	20	50	100	110

Values may change as a result of 2006 data analysis, public input, and State Board regulations.

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Computing Index

School Performance Incentive Program

Student	Last Year	Current Year	Points
Student A	Proficient		
Student B	Below Prof. Minus		
Student C	Advanced		
Student D	Below Prof. Plus		
Student E	Far Below Prof. Plus		
Student F	Proficient		
Student G	Far Below Prof. Plus		
Student H	Below Prof. Minus		
Student I	Below Prof. Plus		
Student J	Advanced		
School Index Score			

January 31, 2006



Computing Index

School Performance Incentive Program

Student	Last Year	Current Year	Points
Student A	Proficient	Advanced	
Student B	Below Prof. Minus	Below Prof. Minus	
Student C	Advanced	Proficient	
Student D	Below Prof. Plus	Far Below Prof. Plus	
Student E	Far Below Prof. Plus	Below Prof. Minus	
Student F	Proficient	Below Prof. Plus	
Student G	Far Below Prof. Plus	Below Prof. Plus	
Student H	Below Prof. Minus	Below Prof. Plus	
Student I	Below Prof. Plus	Below Prof. Plus	
Student J	Advanced	Advanced	
School Index Score			

January 31, 2006



Computing Index

School Performance Incentive Program

Student	Last Year	Current Year	Points
Student A	Proficient	Advanced	130
Student B	Below Prof. Minus	Below Prof. Minus	90
Student C	Advanced	Proficient	100
Student D	Below Prof. Plus	Far Below Prof. Plus	10
Student E	Far Below Prof. Plus	Below Prof. Minus	140
Student F	Proficient	Below Prof. Plus	50
Student G	Far Below Prof. Plus	Below Prof. Plus	170
Student H	Below Prof. Minus	Below Prof. Plus	140
Student I	Below Prof. Plus	Below Prof. Plus	90
Student J	Advanced	Advanced	110
School Index Score			1030/10 = 103

January 31, 2006

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Performance Levels

School Performance Incentive Program

Growth Index Level	Index Point Value
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January 31, 2006

PO Box 1
Tok, AK 99780

Sen. Fred Dyson
State Capitol Room 121
Juneau, AK 99801-1182

RECEIVED
FEB 06 2006

Dear Senator Dyson:

Re: SB 235 the incentive for improved public school performance:

This is a truly horrible idea. As a retired teacher who has had experience with an incentive program, I can tell you that the best teachers are already working as hard as they can to improve student learning. They would be unable to increase the learning outcomes more than they are already doing.

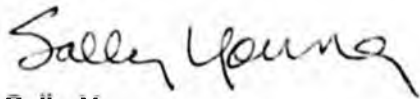
What has happened where this has been tried is that those few teachers who perhaps were not working to their full ability do work harder. But even worse, some skewed results by making changes on test answers prior to returning tests for scoring. Given an honest teacher the following year, test scores dropped to their true level.

So who gets the incentive: the teacher who isn't giving fully. And who gets hurt: the children. Is that what you want?

While an increase in income would be appreciated, an incentive program simply rewards the wrong people.

Put the money toward teachers' salaries, toward supplies and materials, even toward maintenance, and let teachers do the best job they can because you support them, not because you think they are money grubbers who aren't doing their best already.

Sincerely,


Sally Young

2/23/06
HESS Testimony

TESTIMONY ON SB 235
TOM HARVEY, EXECUTIVE DIRECTOR NEA-ALASKA

Chairman Dyson, members of the Senate HESS Committee, thank you for the opportunity to testify. My name is Tom Harvey and I serve as the Executive Director of NEA-Alaska. NEA-Alaska believes it is essential that the State of Alaska focus its education resources on student achievement. That focus should emphasize programs and initiatives that are proven avenues to increased student achievement such as:

- ✓ A qualified teacher in every classroom supported by qualified administrators and classified personnel. Research tells us this is the #1 factor in student achievement.
- ✓ Small class sizes, which provide the opportunity for one-on-one attention.
- ✓ Professional development for all staff, which includes teaching strategies to motivate students with varying learning styles.
- ✓ Planning time, which allows for collaboration by staff to plan implementation of innovative strategies.
- ✓ Early childhood reading readiness programs, which provide the foundation skills for years of student achievement.
- ✓ Intervention programs, which provide remediation opportunities that lead to student successes and provide encouragement.
- ✓ Mentoring programs for new hires, which provide the employees access to a skilled colleague, who can demonstrate winning strategies.

To focus on proven programs school districts need to be adequately funded. Thus, NEA-Alaska believes that before the state considers new programs, it adequately funds our schools.

In regards to the specific proposal outlined in SB 235, please consider the following:

Commissioner Sampson should be commended for his efforts in avoiding the pitfalls of past failed performance incentive programs.

- ✓ School climate is one of the six effective factors in a school. The Commissioner's inclusion of the entire school staff in the incentive program is acknowledgement that everyone in the school helps set the learning climate.
- ✓ Faculty collaboration and collegiality is another factor of effective schools. The issuance of the incentive to a school and not to individuals avoids competition, which inhibits sharing of ideas.
- ✓ High student expectations is another of the factors of effective schools. The proposed program focuses on student growth and the expectation that students can exceed the expected annual growth.

However, the reality is that trying to fashion an objective performance incentive program in the public schools is like being a tomb robber; there are too many traps to avoid. The greatest obstacle is the changing environment of the student. The school cannot control the home life of the child. The school cannot control the happenings outside the school that impact the student. The school cannot control the emotional and physiological changes in the student. Yet the growth of the student will be measured by a single test given on a certain day. US Senator Murkowski acknowledged the shortcomings of such a measurement in determining "adequate yearly progress." We must avoid such a measurement in rewarding our school employees.

Commissioner Sampson came to the annual NEA-Alaska Delegate Assembly in January to present his proposal to the 350 delegates from every school district in Alaska. He received a lot of critical feedback. These delegates, who are the #1 factor in student achievement, must be confident in the tools they are provided. They are skeptical of the success of this tool's actual impact on student achievement. The bottom line was the resources should be used in proven programs that get to every school not to certain schools.

The concerns voiced included:

- ✓ The program competes for scarce resources.
- ✓ The program provides an incentive for good teachers to transfer to schools that receive the incentive. Veteran teachers, who have a proven record, presently transfer out of Title I schools. It is natural for an employee to want to be on a championship team.
- ✓ The program implies that teachers are not presently trying their best to have students achieve. Teachers are doing their best. They need more time to teach and more time to collaborate.
- ✓ The program is not an effective recruitment tool when compared to competitive compensation and a pension plan that provides a retirement with dignity.

In closing, I urge the committee to consider the returns on investments in proven programs such as, the teacher mentoring program, the attracting and retaining of quality educators, the reading readiness programs and early childhood programs. Invest in these proven programs for all schools before you invest in this program, which mirrors failed programs in other places.

Thank you for your time and consideration.

SENATE COMMITTEE REPORT First Committee of Referral

DATE: 1/13/06

FURTHER: Finance

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED
IN TO OFFICE: 3.3.06

Health, Education and Social Services Committee considered SENATE BILL NO. 235

SB 235 SCHOOL PERFORMANCE BONUSES

"An Act relating to a public school performance incentive program; and providing for an effective date."

and recommends:

- be replaced with _____ CS _____ (_____)
- adopt previous _____ CS _____ (_____)
- attached amendment(s)
- adopt Letter of Intent by _____ Committee
- further referral to _____ Committee

CS Senate Bill:
 Same Title
 New Title

SCS House Bill:
 Same Title
 Technical Title Change
 New Title w/ SCR # _____

NEW FISCAL NOTE(S):

Department	Date	Fiscal	Indet.	Zero	FN#

PREVIOUS FISCAL NOTE(S):

Department	Date	Fiscal	Indet.	Zero	FN#
EED	1/11		X		1

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:	DO PASS	DO NOT PASS	NO REC	AMEND
<i>K. S. [Signature]</i>		✓		
<i>Gary Wilken</i>			✓	
<i>Ludo Green</i>	✓			
<i>[Signature]</i>			✓	
CHAIR: <i>[Signature]</i>	✓			