

ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILE 8672
1770 SCOMM 71: JOINT COMMITTEE ON SCHOOL PERFORMANCE, 1989-90 / 338

structures than are common within the rural Alaska native family.

Rep. Niilo Koponen stated that the House Hess Committee has been concerned about the amount of duplication in agency effort. Rep. Koponen suggested that we need less duplication and more coordination of effort. Restructuring will be the important issue.

Rep. Cheri Davis stated that the majority of social workers are currently overwhelmed with serious and severe problems of major impact.

Dr. Frank Darnell continued with item number four, research and evaluation. In order to go forward, additional funding must be secured. The University is willing to cooperate in the effort of moving on the proposals, but needing the resources to do it.

Sen. Jack Coghill suggested to include the use of the expertise of the university system. In using the university system, the need for more grants would be eliminated.

Sen. Niilo Koponen stated that committee should look at rewards of academic achievement and creative student achievement by offering grants to any post secondary education institution in the State of Alaska. That would create a greater interest and incentive. This has been used effectively in other states.

Dr. Frank Darnell continued with the fifth item being compulsory teacher administrator training for teachers assigned to rural schools. Different agencies have funded the expense of this in the past, however this has not stabilized for any specific organization on any campus.

TAPE 2, SIDE 1

Dr. Darnell stated that the Department of Education thru the State Board's efforts, currently requires teachers to take six hours of university credit in Alaskan specific subjects, three of which must be multicultural education.

Co-Chair Jones suggested that the report put emphasis on rural schools but include all schools within the state.

Dr. Darnell noted that the wording of the report will be improved. The targeted person is anyone who is at-risk. Anyone who is not capable of functioning in society is considered at-risk.

Rep. Cheri Davis recommended that every teacher within the state of Alaska be required to teach in an Alaskan rural

setting, before they enter the urban school district. This would enable the teachers a much better understanding of the native students.

Dr. Darnell continued with the next item being early childhood education and how it will fit into the legislature. Dr. Darnell asked how extensively the committee wanted to address this issue.

Sen. Al Adams indicated that this particular issue needs to be integrated with the evaluation of the system of school governance. Sen. Adams commented that in looking at the long range plan, state assistance is vital.

Rep. Niilo Koponen commented that in the bush area, the real need for early childhood is facilities more than programs. Rep. Koponen noted that many areas, particularly those among the REA's have not been able to provide the proper facilities. A well planned, sanitary and safe environment is needed for early childhood education.

Rep. Cheri Davis expressed hesitancy in placing early childhood education programs into the power of the school districts. Rep. Davis reiterated how effective the Head Start program has been. She continued, that to add more early childhood programs into the districts will create problems. Head Start has proven to be a model of success, it involves parents, which has been agreed to be an important factor. Rep. Davis suggested that funding it within the state would make the expansion of the Head Start Program the logical step.

MIKE CARL, UNIVERSITY OF ALASKA, ANCHORAGE, commented how successful the Head Start Program has been. Dr. Carl stated how effective it would be if the state further funded the program making it available to all the eligible children around the state. Currently, the Head Start Program only serves one third of the preschoolers in the state. The parents have to be within a certain income bracket to qualify for the program.

Mike Carl continued by stating the more universal expansion would be to include the early childhood in the school foundation formula, and revising the definition of the school foundation formula and the increase which that would entail. Then every child would have access to early childhood education. Mr. Carl stated that this is the universal approach and would be more expensive. Only the poor children currently benefit from the Head Start Program.

Rep. Cheri Davis stated that when an early childhood program is put into the school system, the emphasis changes from involving the child. Rep. Davis continued that the

key to why the Head Start Program is so successful is because of the child and parent involvement. Parent's involvement at that age is essential.

Co-Chair Eileen MacLean agreed that the Head Start model would be the best way to view the issue. The Head Start Programs are very successful because of the parents involvement. Throughout the testimony, the committee has heard how many the parents enjoy Head Start. The transition from the preschool process to the school system has always been difficult for the parents and children because the parents participation was no longer encouraged.

Dr. Darnell presented the next item being Alaskan history.

Rep. Cheri Davis agreed the importance of having all the children of Alaska knowing the history. This education should not begin in college.

Dr. Frank Darnell suggested that the concept of Alaskan history gets into the root cause issue. If students take pride in where they live and the people with whom they live, a more serious interest in school will develop.

Sen. Jack Coghill commented that the attitude of the native culture base has changed in the last twenty years. Before this time, there was much more privacy surrounding their culture.

Dr. Frank Darnell continued with the last item of the report development: Redirected instructional aid for RATNet.

REPRESENTATIVE JOHNNY ELLIS, DISTRICT-12B, supported Dr. Darnell's recommendation and suggested that the words reorganizational and instructional be changed. The term reorganization has been a threatening word among many people. Rep. Ellis suggested educational replace the word instructional.

Rep. Niilo Koponen asked if it would be possible to have programming established in local school districts. Rep. Koponen suggested there are many programs that have been produced within the state which would be a good introduction to educational programming.

Dr. Frank Darnell agreed that the word reorganizational should be replaced in the report. His suggestion was review rather than reorganization.

Dr. Darnell reminded the committee of the need for coordination of putting the issues which the Joint Committee has been working on before to the legislature. He further reminded the committee members, that they were

invited to attend the State Board meeting in Fairbanks, November 6th and 7th.

Co-Chair Lloyd Jones asked for changes and recommendations on the points proposed for the report.

Sen. Coghill suggested consolidating a couple of the points. He noted that keeping the report more simple, would make it more plausible. The committee wants to make a difference in education.

Frank Darnell responded that there is enough material which is available to adequately cover the eight points. Although, consolidating them, would make the report more thorough.

Rep. Johnny Ellis suggested that the committee spend time prioritizing the list, which would enable Dr. Darnell to spend more in depth time on the first points and be able to cover the other points on the surface.

Co-Chair Jones asked Dr. Darnell to prepare for the committee a summary of information regarding each of the eight points.

Dr. Darnell stated that he would have an outline available to all committee members by the December 5th meeting. Dr. Darnell supported the idea of prioritizing the first three points, and further stated that items four, five and seven will be easier, because they are not as controversial.

Rep. Johnny Ellis recommended that item six be listed higher on the list or combined with first or second.

Sen. Jack Coghill reminded everyone that the next meeting will be held November 10th and 11th, in Anchorage.

Rep. Eileen MacLean commented that point number four which is research and evaluation of promising educational practices should be listed as number eight.

Dr. Darnell mentioned that within the packet is the first draft of the introductory section to the report. Dr. Darnell remarked the main emphasis is the role of the legislature. Laying out the ground work will be the responsibility of the committee.

Rep. Ellis asked to look at item three, which covers a broad area in an unclear sentence. He asked if it was a point addressing the health and family service curriculum. Presently, many organizations are consolidating endorsement on those various proposals. Another aspect of this would be the programs delivered through the health and family services agencies.

Rep. Ellis suggested that the major emphasis should be to coordinate the programs that are already in existence and add counseling and preventative measures for young people across the state.

Sen. Jack Coghill asked Dr. Darnell if he was looking at the coordination of health and family service programs within the school system.

Dr. Darnell stated that this is an area in which he has limited background. He continued, he realizes there is a split view on how to coordinate what the needs must be. The State School Board has adopted a policy which provides social school services to be expanded to include service programs.

Dr. Darnell continued that the papers being discussed are an issue analysis. That would encourage the pro's and con's to surface.

Rep. MacLean recommended that there be a more coordinated effort to utilize resource people within the school system.

Rep. Ellis stated that because this is a special committee on school performance, does not mean that the committee can not recommend treatment and counseling and prevention programs be expanded to areas where there are none. These programs do not have to be available through the school, but must be available in the community.

Rep. Niilo Koponen remarked that many years ago the cooperation and integration between the health programs and the schools was much more obvious. Today, that type of communication has disappeared. The committee needs to address the problem of better coordination and expansion of the state health programs or more money to the school districts to use for those programs.

Rep. Ellis asked for Dr. Darnell to continue with item number three, listing the pro's and con's. Rep. Ellis suggested that at the next meeting, the committee will have the basis to make recommendation on it.

Barney Gottstein added that one of the major topics of the National Association of State Board of Education is the issue of "Joining Forces". This association has much research available on how to integrate, how to coordinate education and the social service agencies. These two factions have separated because of the different funding sources, and now need to be interwoven again. Mr. Gottstein noted that the most successful programs in the country are the ones that have integrated these two factions.

TAPE 2, SIDE 2

Rep. Cheri Davis pointed out that social workers in making decisions concerning children's needs do not have the resource available of collaborating with the child's teacher. She also agreed that these programs need to be unified.

Dr. Frank Darnell addressed the way the funds of the budget have been divided amongst personnel service, committee travel and staff travel. They are not in line with the way outlined. Dr. Darnell conferred with Mr. Nordlund concerning this and an alternate proposal will be submitted at the next meeting, filing it with the Legislative Affairs.

Dr. Darnell stated that the second point on the budget is a concern of the committee for the next year. There is the same amount of money in the fiscal note for fiscal year 1990 and fiscal year 1991. The committee will only be in affect for half the year in fiscal 1991. Dr. Darnell, thus commented that the amount of money that is in the note is more than the committee will need. Going into the second session of the 1990 Legislature, it will be necessary for someone to monitor the funds. Dr. Darnell offered to review this for the committee for the next meeting.

Rep. Eileen MacLean reminded the committee of the State Board meeting held in Fairbanks on November 6th and 7th.

Dr. Darnell pointed out the State Board of Education would have a specific item on the agenda, and the four task forces will address points which the board has been looking at, which will be explained. Dr. Darnell recommended that members of the committee be present at the Fairbanks meeting, when the task force group report to the state board.

Sen. Jack Coghill explained that he would be willing to attend this meeting during the particular section that was relative to what the Joint Committee on School Performance is working on.

Co-Chair Lloyd Jones authorized Senator Coghill and Representative Koponen to represent the Joint Committee at the State School Board meeting.

Frank Darnell added that he has been able to arrange a joint meeting with the leadership of the Alaska Association of School Boards and the Alaska Council of School Superintendents. This meeting will be Saturday, November 11, 1989, in Anchorage at the Sheridan Hotel.

Dr. Darnell asked that the committee make suggestions as to what they would like the agenda to consist of for the next committee meeting.

Sen. Coghill recommended that the committee meet on November 10th, and spend at least two hours to go thru the report.

Dr. Darnell agreed that having a meeting with the committee members to go through the report would help him, although much of the report will not be ready at this meeting, but will be at the December 5th meeting in Petersburg.

Dr. Darnell recommended that the next meeting begin on November 10th at 10 a.m. The following day will be scheduled on November 11th at the Sheridan in the afternoon.

Co-Chair Eileen MacLean suggested that the following day, November 11th, the committee be with the state board and conclude the joint committee meeting with them. This is scheduled for November 11th, at the Anchorage Sheridan.

Chairperson Jones adjourned the meeting.

11/10/89

MINUTES
JOINT COMMITTEE ON SCHOOL PERFORMANCE
NOVEMBER 10, 1989
LEGISLATIVE INFORMATION OFFICE
ANCHORAGE, ALASKA

Members Present:

Sen. Lloyd Jones, Co-Chair
Rep. Eileen P. MacLean, Co-Chair
Sen. Jack Coghill
Rep. Cheri Davis
Sen. John Binkley, (Ex officio)

Members Absent:

Sen. Al Adams
Rep. Johnny Ellis, (Ex officio)
Rep. Niilo Koponen

Staff:

Dr. Frank Darnell
Consultant
Joint Committee on School Performance
Capitol Building
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Juneau, Alaska 99811

Helen Pootoogooluk
Aide - Representative Eileen MacLean
P. O. Box 667
Kotzebue, Alaska 99752

Guests:

Sue Hall
State PTA
1630 Washington Street
Fairbanks, Alaska 99701

Abbe Hensley
President - State of Alaska PTA
P. O. Box 710
Kotzebue, Alaska 99752

Shirley Holloway
Superintendent
North Slope Borough School District
Box 317

Barrow, Alaska 99723

Brenda Itta
Special Assistant to Superintendent of
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Toni Mallott
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Charles McKee
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Jim Nordlund
House HESS
Representing Representative Ellis
Juneau, Alaska

Sue Wilken
State Board of Education
Chair-Educational Outcome Committee
2600 Riverview Drive
Fairbanks, Alaska 99701

SENATOR LLOYD JONES, CO-CHAIR, DISTRICT-A, called the meeting to order for the Joint Committee on School Performance. Approval and additions to the agenda were then made. Minutes from the meeting of October 19, 1989, were approved.

REPRESENTATIVE EILEEN P. MACLEAN, CO-CHAIR, DISTRICT-22, recognized and welcomed Mrs. Abbe Hensley.

DR. FRANK DARNELL, CONSULTANT, commented that Sen. Ellis was in Seattle and would not be able to attend the meeting. He would be represented by Jim Nordlund.

Dr. Darnell continued, Rep. Koponen would not be able to attend any more of the committee meetings until the session starts. Rep. Koponen underwent surgery and will be out for three weeks.

SENATOR JACK COGHILL, DISTRICT-J, reported that the session with the State Board of Education went very well. Senator Coghill mentioned copies from the Task Force will be coming for the committee members. The State Board Task Force and the joint committee share issues and are working toward similar goals.

Sen. Coghill remarked concerning a comment by Janie Leask suggesting that the clusters of Molly Houch schools should be consolidated in order to obtain better competition and structure for the children.

REPRESENTATIVE CHERI DAVIS, DISTRICT 1-B, suggested that within all the State's school districts, there is a lot of interest in education issues. People seem to be offering much support for the types of changes the committee is interested in making.

Rep. Davis continued to state that there are many parallel issues that all the educationally concerned boards and committees are discussing. This is good as it provides an opportunity to pull all the ideas together and provides a focus for projects.

ABBE HENSLEY, PRESIDENT, STATE OF ALASKA PARENT TEACHER ASSOCIATION, was recognized by the Chair. She began by explaining how the PTA is organized. The PTA is one of the few organizations which is based on members. Within the State of Alaska, each local unit determines its own dues, and then sends one dollar per member to the Alaska PTA, and fifty cents per member to the national PTA. With such a small population within the State of Alaska, the budget is very small. Last year there were 18,000 members.

PTA is a grass roots organization. The PTA at the local level determines the direction of the PTA at both the state level and the national level.

The establishment of legislative programs for PTA begin at the annual PTA convention including members from throughout the state. At this time the entire legislative program is analyzed and adjusted, reflecting what the body of the PTA thinks would be important. At the same time as this convention, the PTA adopts the legislative priorities for the following year. The State Board for PTA consists of twenty-five members. These members then carry out the goals of the membership.

Ms. Hensley explained that as President of the State Board of PTA, she sits on the National Board of Directors.

Ms. Hensley commented that at the convention last year, a resolution was passed by the members, supporting the recommendations made by the special Senate committee on

school performance. The formation of the Joint Committee on School Performance was one of the recommendations, which would carry on the work of the Senate committee.

Ms. Hensley continued there are many meetings and discussions concerning the educational needs within the state, but the time is now to begin action.

Ms. Hensley outlined the points from last years committee report which are currently workable.

- * The report asks that the Legislature require each school district to file a statement of progress and plan for improvement, while the budget for education is being adopted.
- * The idea of each school providing a report card concerning the progress from the year, highlighting the problems and the good things which are happening within their schools. This report card should include information from the parents being served as well as the students and the teachers.
- * The PTA also endorses the idea of alternative certification and competitive grants. This would enable schools to do some creative and innovative projects. These types of programs need to be implemented for extended periods of time, in order to give them plenty of time to become effective. Enough money needs to be appropriated and enough time to show the results.
- * Consolidated grant ideas of grants should be given within a school community, not a school district. The concept of school community includes administrators, teachers, students and parents. PTA welcomes membership to anyone who is interested in children.

Ms. Hensley addressed the issue of funding. She suggested that the committee consider inflation proofing the foundation program and at the same time be able to see some creative things happen in the school.

Ms. Hensley explained that the last piece of the puzzle is parental involvement. She continued to affirm that parents need to be involved in their children's education, then their achievement would increase. The quality of involvement is important.

In order for parents to do a good job encouraging their child's achievement, certain factors are necessary. Parents need to have support to do the job that they want to do. Parents need to be involved in meaningful ways in their children's education.

Ms. Hensley recommended that the committee include the needs of the parents and ways for their involvement within the report.

Ms. Hensley noted that in the previous report, home-based early childhood was not sufficiently addressed. There are many models for this concept. Many models suggest that the education of parents begin with the newborns. This would hopefully develop a lifetime habit of interacting with their children in positive ways.

Ms. Hensley observed that most of the people attending meetings involving the decisions concerning children's education, were not primarily parents. Ms. Hensley would like to organize a meeting of parents to talk about education. This would enable undesigned groups of people an opportunity to get together and discuss what should be happening for their children in the educational arena.

Ms. Hensley reiterated that PTA is concerned with education and equally important the health and safety of children. These will be addressed in the PTA's proposal.

SUE HALL, LEGISLATIVE CHAIR FOR THE PTA, addressed the goals of the PTA in relationship to their plans concerning legislative priorities for the 1990 session.

- * The first priority has done away with corporal punishment in schools.
- * The need for parental participation at the state level. The State Board of Education rarely has heard from the PTA or parents other than those representing the PTA, because of the lack of funding. This created a need to form a member to member network, linking PTA members with legislators from their area. The PTA is also organizing a phone-tree, allowing a greater number of parents to be reached. This telephone-board plans to work more closely with legislators, particularly with the member-to-member network.

Ms. Hall offered position statements on variety of topics. The position statements come from the grass-roots and are voted on each year by convention delegates; the statements are not generated by the executive committee, but rather by the PTA membership.

Ms. Abbe Hensley offered to supply the committee members a copy of the PTA's Legislative Program.

[Attachment A]



ALASKA PTA

P.O. Box 201496
Anchorage, AK 99520-1496
(907) 279-9345

Legislative Priorities 1989-90

1. The Alaska PTA will support forward funding and adequate, equitable, accountable state funding for education.
2. The Alaska PTA will support legislation and regulations which address our concerns on early childhood education and child care issues.
3. The Alaska PTA will support legislation and regulations which restrict access of minors to drugs, alcohol, and other harmful substances.
4. The Alaska PTA will support legislation and regulations which prohibit the use of corporal punishment in schools.
5. The Alaska PTA will support legislation and regulations which implement the recommendations made by the Senate Special Committee on School Performance as outlined in their report "Helping Schools Succeed at Helping All Children Learn."

Rep. Cheri Davis commented that the points made by Abbe Hensley and Sue Hall are concerns that the committee will be addressing.

Rep. Cheri Davis continued that the phrase "inflation proofing" for educational funding is a important issue which needs to be addressed by the report of the committee and the legislature.

Rep. Davis supported the proposition that any program which suggests parental support within the educational system would be the best approach.

Sen. Jack Coghill asked Abbe Hensley if the PTA had made an examination of the foundation formula. "What would be the best way to execute the inflationary proofing?"

Abbe Hensley responded that the PTA would not support a percentage across the board but rather would look more carefully at the need assessment. The education commission of the PTA will be addressing these issues. The PTA carefully analyzes as many aspects as possible of any recommendations which they make.

Sue Hall acknowledged that the PTA has been involved in the development of the foundation. The PTA has over a three page position paper on the foundation with full and adequate funding for education.

Sen. Jack Coghill noted that the geographical area which he represents covers a broad spectrum of varying sizes and types of classrooms. He stated that block grants do not allow the teachers time to teach the basics.

Sen. Coghill questioned Ms. Hall concerning the issue of alternative certification. Sen. Coghill asked if this was an incentive program for local people to become involved.

Ms. Hall commented that the incentive program which would put special knowledge into the classroom from different skill groups and interest groups. This would not replace the classroom structure.

Ms. Hall continued that the State Board has been looking at the alternative certification incentive program for quite sometime. This would cover persons who do not have a type B certification. They would not be able to become principal, yet they have training in terms of management.

TAPE 1, SIDE 2

Sen. Coghill remarked that Ms. Hensley and Sue Hall have addressed the wide spectrum of parental involvement and

support. Sen. Coghill suggested that the committee help promote recommendations of the PTA.

Rep. Eileen MacLean replied the committee has been asking for parental involvement to be a topic addressed. Rep. MacLean asked the PTA representatives what they meant by "meaningful" parental involvement.

Ms. Hall responded that there is a wide variety of parental type involvement. Parents can be volunteers in the schools or they can spend time in the classrooms, or to become a member of the school board.

Abbe Hensley continued to offer suggestions. Covering the basics of getting the child to school with a full stomach, is parental involvement. Communication with parents from the school. Attending school performances or activities is another way that parents can be involved, and helping children at home with their homework. Parents need to participate in the decision making process. These groups include PTA, school board, advisory school board and curriculum council.

Rep. MacLean explained that hearings from previous meetings of the committee, many parents had expressed concern that the schools within a village were foreign to them. These parents had difficulty going into the schools and trying to find out which classes to go to or who to talk to in order to be involved. These parents didn't know how to go about doing that.

Abbe Hensley replied that the PTA feels it is the responsibility of the school to continue to reach out to parents. Research is showing that in schools where teachers and administrators take a personal interest in the family, the children do better. All teachers need to know how to communicate with parents. Parents want personable teachers.

Ms. Hall suggested that people and educators need to be trained in the skills of reaching out. Parents want a personal touch, not just professionalism.

TONI MALLOTT, PTA STATE BOARD, JUNEAU, suggested that the school district give a parental workshop which could replace one of the teacher in-services. This would be beneficial for parents. This type workshop could give parents the information they need to know how to go into the school system.

Rep. Cheri Davis noted that something organized by the parents for the parents with teachers and administrators drawn in as resource people would be more effective than something organized by the school district.

Ms. Hall recognized the concerns about the how the system works in the education. Perhaps, teachers should make home visits. The problem is that often the parents that need to be reached, are the ones that will not come to meetings. An in-service for teachers in how to deal with and work cooperatively with parents could be an option for in-service schedule.

JIM NORDLUND, HOUSE HESS, REPRESENTING REPRESENTATIVE ELLIS, acknowledged that the ideas being presented are interesting, and these issues would work better in the smaller communities. The larger communities have more diversion and activity. In the villages, the communities are centered around the schools.

Abbe Hensley noted that most schools have open house or parent visit policy. That serves the parent that are comfortable to come through the school doors. Many school classes invite community members to come in and share their expertise. Currently, the PTA is looking at programs that can reach the parents that are not comfortable in those situations. Each community would have to develop its own methods of encouraging communication between the school and the home.

Sue Hall reinforced that each community will need to look at these issues independently, and each school system within that community.

SENATOR JOHNE BINKLEY, DISTRICT-M, noted that the idea of teachers and parental involvement becomes a question of priorities when the task of educating the students is also considered. Parental involvement becomes lower on the priority list, when there are more immediate issues to be addressed on a day to day basis in the schools.

Sen. Binkley suggested that there needs to be financial incentive to encourage parental involvement. If the educators are financially coaxed to take time to go out into the community to encourage parental involvement, and the programs funding is based on it, the educator will take a different interest in the issue. The priority list will then change to include seeking parents to come into the classroom. Until the financial burden is placed on the educators, the seeking of parental involvement will be continually pushed down the priority list, until it is not dealt with.

Abbe Hensley responded that this type of program would need to be carefully structured. If the school districts had to report to the Board of Education, then one third of the report would need to deal with how the school and the community interact. This could be an option, without getting the dollar directly involved into it. The PTA

would like to see happen, would be the involvement to be attainable and desirable.

Rep. Cheri Davis cautioned that having been a school board member for eleven years, and campaigning for the interests of communication and involvement, had unsuccessfully tried to involve more parents within the school district. To threaten the school district with loss of funding because they are not able to get the parents to respond could be tragic.

Sen. Binkley questioned Rep. Davis if she felt that the school districts were doing all that they could in order to make the parents more involved in the process of education.

Rep. Cheri Davis responded that the report card system is a workable idea but tying it into a financial district incentive would be much less workable.

Rep. Davis extended the invitation to the PTA to the Leadership of School Boards Association meeting.

Rep. Eileen MacLean suggested that basic human values be part of the curriculum, and should this be a responsibility of the school system. Rep. MacLean continued to address early childhood and whether it should be institutionalized as part of the State Department of Education's responsibility.

Abbe Hensley responded that the PTA will support legislation which will provide high quality and developmentally appropriate preschool programs. The PTA agrees that preschool programs should be in the hands of Community and Regional Affairs rather than the Department of Education.

Co-Chair Lloyd Jones asked Dr. Frank Darnell for his report.

Dr. Frank Darnell gave a review of the work he has done since the last committee meeting. Since the end of October, there has been much information collected. Sorting the information has become the primary work. Using the information that is appropriate to the work for the committee, the routine meetings with the Department of Education, routine contact with the State School Board Association and the Superintendents Council and the NEAA/Alaska, and while integrating this with the report of the committee. The position papers that are being developed by the various committees will be made available to the Joint Committee on School Performance for future consideration.

Dr. Darnell commented that he had attended the Ketchikan School Board Meeting. This was important to view that side of Alaska education. So much emphasis goes into the problem area districts, it was worthwhile getting the views of board members from a district such as Ketchikan.

Dr. Darnell stated that he had made contact with Mike Irwin of the Governor's Office. It is important to keep integrating the various projects and reports being prepared on education in order to avoid duplication.

Dr. Darnell emphasized the importance of listening to what the people active in the education field suggest as well as those in the associations and what they think about the legislature moving more aggressively into the area of education. Dr. Darnell met with the University of Alaska Board of Regents, Fairbanks campus chancellor and faculty, UAA faculty and APU faculty. He continued that Chancellor O'Rourke at the University of Alaska, Fairbanks, gave him a copy of his address from the faculty convocation which dealt with issues which the joint committee has been dealing with. A copy of this speech will be given to all on the committee. In Fairbanks, Dr. Darnell had two audio conference meetings with the rural faculty. At those meetings, Dr. Darnell was able to explain the topics identified by the committee; then receiving their input.

Dr. Darnell pointed out that participation in these activities, served as an opportunity to condense the vast amount of material which has been accumulating.

Rep. MacLean asked Dr. Darnell if during his discussions with the faculty and university personnel, was teacher certification discussed.

Dr. Darnell responded that the issue of teacher certification was discussed in every meeting. He reiterated that teacher certification is clearly an issue. Dr. Darnell continued that he is trying to approach the report from an issue analysis aspect presenting the pro and con, and teacher certification has emerged as a topic with divided views.

Sen. Jack Coghill questioned the need for certification.

TAPE 2, SIDE 1

Rep. Eileen MacLean responded that there are teachers that are teaching subjects other than the basics, and are not getting the benefits such as retirement. These teachers are teaching in specialized subjects. The teachers themselves want a certification process. This certification process would give recognition to those teachers teaching the specialized topics as experts.

Sen. Coghill asked if the certification would be a benefit for the future teachers, rather than a benefit for the classroom.

Rep. MacLean commented that the recommendation is for the teachers to further their training as they are going through the certification process and the teaching process.

CHARLES MCKEE testified he is interested in the quality of education. Mr. McKee would like to see funds redirected from the private sector to purchasing equipment which go directly toward increasing the performance in the schools.

Sen. Jones asked Mr. McKee where he had been stopped in his attempt to get the state to listen to his proposal.

Charles McKee responded that he had had a series of personal rejections for tourism projects which he had undertaken. Presently, Mr. McKee is looking for a contract to facilitate his personal interest.

LUNCH BREAK

[TESTIMONY BY SHIRLEY HOLLOWAY, SUPERINTENDENT, NORTH SLOPE BOROUGH SCHOOL DISTRICT -- ATTACHMENT B]

Sen. Coghill asked Shirley Holloway what would happen to a teacher that came into the established structure.

Dr. Holloway suggested that the elimination of tenure would be very helpful to school districts.

Sen. Jones suggested that the teachers become involved in the evaluation process of the other teachers.

Rep. Cheri Davis mentioned that the idea of teachers evaluating their associates is a state of the art idea. This is an experimental process which is happening on the east coast.

TAPE 2, SIDE 2

Co-Chair Eileen MacLean thanked Dr. Holloway and offered congratulations.

SUE WILKEN, STATE BOARD OF EDUCATION, CHAIR - EDUCATIONAL OUTCOME COMMITTEE, was recognized by Co-Chair MacLean, offered the committee a copy of her work.

The Outcome Committee has been gathering information for the past year and a half from all the national education fronts. Presently, with all the research available, educators know what they should be doing. All the pieces

North Slope Borough School District

ATTACHMENT B



Testimony by
Superintendent Shirley Holloway
Joint Committee on School Performance
November 10, 1989
Anchorage, Alaska

Chairpersons Representative MacLean and Senator Jones, and members of the Committee, thank you for the opportunity to testify before you. My name is Shirley Holloway, Superintendent for the North Slope Borough School District and a resident of Barrow, Alaska, for the past 14 years.

It is my understanding that during your last public hearing in Barrow, your Committee asked the NSB School District to provide more information on those aspects of Effective Schooling we currently practice and steps we have been taking to improve our students' academic performance.

As we mentioned in our September 21 testimony, each principal is working to make sure the six correlates of effective schools are evident in every school:

1. Principals are Instructional Leaders
2. Instructional Focus
3. Positive School Climate
4. Teacher Behavior/High Expectations
5. Measurement
6. Parental Involvement

For the record, I will submit the definitions and attributes of these research correlates of Effective Schools:

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 collected data.

CORRELATE: HIGH EXPECTATIONS

Definition: The school displays a climate of expectation 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.

Consequently, we believe what people believe, their values impact behavior. A school and its employees, ranging from the top administrator down to the janitor, must believe that **ALL CHILDREN CAN LEARN**; that success breeds success; and schools (the classroom teachers) control the condition of success in the classroom, regardless of home condition, race, sex, or socio-economic background.

The NSBSD has spent a lot of time and energy focusing on the correlates of Instructional Focus and Teacher Behavior/High Expectations. The correlate, Teacher Behavior/High Expectations, emphasizes looking at possible sources of bias. Listed below are sources of bias that have been identified by Brookover in his paper entitled Creating Effective Schools, which relate to the correlate of Teacher Behavior/High Expectations. The District has offered for credit, a university class called Effective Schooling Practices. It is a mandatory class for all administrators. Workshops on the Effective Schooling correlates, Competency Based Education, and mastery learning have been conducted for the School Board, School Advisory Council and the entire school staff. In English and Inupiat, radio shows and news publications have been produced to assist our parents and community members to understand what the District is trying to do. The New Hire Orientation provided at the beginning of each school year also addresses this issue. Examples of unconscious bias are:

1. Sex--lower expectations for elementary boys and for older girls. This is a function of beliefs about boys' slower maturation and sex role discrimination for older girls.
2. SES--lower expectations for lower SES (including level of parental education, types of jobs held, place of residence, etc).

3. Race--lower expectations for minority status.
4. Test scores, permanent records--belief in "fixed ability" precludes possibility of improvement and higher expectations.
5. Negative comments about students--lounge talk, other teachers' or principal's evaluations result in lower expectations.
6. Type of school--rural, inner city, or suburban--the first two are associated with lower expectations.
7. Appearance--lower expectations associated with clothes or grooming that are out of style, cheaper material, etc.
8. Oral language patterns--negative cues from any non-standard English result in lower expectations.
9. Neatness--lower expectations associated with general disorganization, poor handwriting, etc.
10. Halo effect--tendency to label a child's overall ability based on one characteristic (e.g., poor behavior becomes the basis of overall negative evaluation).
11. Readiness--negative effects of assuming that maturation rates or prior lack of knowledge or experience are unchanging phenomena, thus precluding improvement.
12. Seating position--lower expectations for sides and back of classroom.
13. Socialization by experienced teachers--tendency to stress limitations of students for new teachers.
14. Student behavior--lower academic expectations for students with poor behavior.
15. Teacher training institutions--perpetuation of myths and ideologies of individual limitations of students results in lower expectations.
16. Teacher education textbooks--same as #15 above.
17. Tracking or grouping--labeling effects and a tendency to accentuate differences between students result in lower expectations.

The instructional focus of the NSBSD is Competency Based Education. Working with the teacher and experts in this area, appropriate competencies are being established for each grade level. I brought copies of materials that were given to parents at the first parent conferences showing the competencies being taught. If parents don't come to school, we encourage teachers to make home visits.

We teach what we mean by CBE by identifying the essential elements. These elements are:

1. Teach to standard (Board adopted 3rd and 6th grade standards)
2. Competencies mastered
3. Accountability

4. Time
5. Belief system

The District's instructional model, called KIITA (Knowing Instruction in Theory and Application) is based upon the basic principles of learning known in other skills as Instructional Theory Into Practice. KIITA is an Inupiat word meaning let's go. Here is where we cover student learning styles, how to monitor and adjust direct instruction and incorporate critical learning principles, such as retention, transfer of learning, etc.

Countless schools and districts throughout the Nation are making major progress to change and restructure what they have traditionally done to assure that all students succeed. Some schools are moving beyond effectiveness toward excellence. Latest research shows that students have the greatest opportunities for success in schools which have created true equity. This aspect needs closer scrutiny since in Alaska we have diverse Native cultures, particularly in rural areas where most instructors are non-Natives. Excellence and equity need to be addressed as we strive for effective schooling.

Educational research over the past two decades has set the stage for creating schools in which all students succeed. The Northwest Regional Educational Laboratory systematically reviews and synthesizes this research to create an *effective schooling research base*.

The research base identifies schooling practices and characteristics associated with measurable improvements in student achievement and excellence in student behavior. These *effective schooling practices* include elements of schooling associated with a clearly defined curriculum; focused classroom instruction and management; firm, consistent discipline; close monitoring of student performance and strong instructional leadership. (The correlates earlier identified)

Much of the research base is derived from six areas:

- *School Effects Research*: Studies of higher- and lower- achieving schools to identify schoolwide practices that help students learn.
- *Teacher Effects Research*: Studies of teachers in the classroom to discover effective instructional practices.
- *Research on Instructional Leadership*: Studies focused on what principals do to support teaching and learning.

- *Curriculum Alignment Research*: Studies of effective methods of organizing and managing curriculum.
- *Program Coupling Research*: Examination of the interrelationships among practices used at the district, school building, and classroom levels.
- *Research on Educational Change*: Studies to identify conditions and practices that promote significant, durable change in educational programs.

Specific schooling practices at the classroom, building, and district levels that have been shown to promote student learning are cited in the NWREL publication *Effective Schooling Practices: A Research Synthesis* (1984). Classroom level practices found to contribute to student success, for example, include a group of practices creating high expectations for student learning.

- Teachers set high standards for learning and let students know they are all expected to meet them. Standards are set so they are both challenging and attainable.
- Quality standards for academic work are set and maintained consistently.
- No students are expected to fall below the level of learning needed to be successful at the next level of education.
- Teachers expect all students to do well on tests and earn good grades.

Drawing on this research base, NWREL identified key concepts that are critical to successful school improvement:

- Successful school improvement is focused on improving student performance, including academic achievement, behavior, and attitude.
- Student performance results provide the basis for setting school improvement goals.
- Continuing to improve becomes the way of doing business in schools where students succeed.
- School improvement must be managed.
- The school is the level at which improvements most effectively take place, not the classroom or district.

- School improvements are based on research, a rich resource of examples, advice and direction that supplements craft knowledge.
- In successful school improvements, the school staff, parents, and members of the community work together to establish high standards for student performance and to assure that all students successfully meet them. In our District, each School Advisory Council and school staff develop a Plan of Service. The plan of service presents the school mission, goals, how the instruction will be managed, student activities, budgets and other aspects of what goes in the school, such as community education and recreation.

The District reports annually to the Board on the ITBS/TAP results. We have come a long way as compared to the initial years when the Borough took over the schooling responsibilities and am proud of the academic growth. Are we happy where we are? NO! But we are working hard and are committed to seeing more academic growth. The NSBSD Board of Education reviews yearly standardized test data. Curriculum and instructional decisions are made based on this data. A comprehensive report is developed for the Board looking at both percentile ranks and growth rates. This year, a video explaining the data was developed and distributed to each community. This year, the Board and administration identified some worksession trends at specific grade levels. As a result of the review, we have teams of teachers working on instructional solutions. I share this information with you in order to demonstrate how our local District deals with test results.

At the same time, we are rapidly developing criterion referenced tests for each grade level which are better indicators of student growth. Our competencies will be managed through an ABACUS computer program for managing instruction.

We also recognize that standardized tests are only one measure of student growth and development.

At-Risk Study

Last year the NSBSD attempted to pull together data to give us a more objective view of students at-risk. The major purposes of the project were to:

1. Clearly identify the nature and content of the district's dropout problem by tracking students who enrolled in NSBSD schools as first graders during the 1978, '79, '80 and '81 school years: students currently in grades 9 through 12.
2. Identify the number of students at-risk of school failure (potential dropouts) in first grade through 12th grade.

3. Provide information needed to arrive at recommendations that will lead to continued improvement of schooling opportunities for students.

The NSBSD Board of Education has been scrutinizing this data as well as ITBS data. Administrative recommendations will be considered by the Board at their December Board meeting. I will share some of the recommendations with you today. The important issue is that the Board and Administration are actively gathering data, sharing data with students, parents, community members, school staff and seeking solutions. I would encourage the Legislature and the Department of Education to encourage local initiative to solving student performance and at-risk issues.

Some of the recommendations I will be presenting to our Board for their consideration are:

Even though the Board and administration believe that "schooling" is the primary responsibility of the school, we are all aware that students are arriving at the school door with increasingly significant needs that must be met. The problem of "At-Risk" is not just a school problem; it is a community issue. The administration conducted an at-risk study during the 1988-89 school year. The following administrative recommendations will be made to the NSBSD Board at their December, 1989, Board meeting:

1. A Community/Agency/School plan of service be developed for each North Slope Village. It is recommended that the elected School Advisory Council at each village take the responsibility for facilitating meetings with City and Borough officials, Corporation officials, businesses, parents, students, and school staff. At the first meeting, at-risk and standardized test data would be reviewed for their village. The anticipated outcome would be that action plans would be developed. The plan would focus on what each group or entity would do to assist with reducing at-risk students. Principals would include a copy of this plan in their yearly Plan of Service submitted to Central Office.
2. It is recommended the Board consider 210 days of instruction per year. As we look at other countries where students are performing at higher levels academically, it is apparent that their school year and instructional day is longer.
3. It is recommended that all students not reading on grade level be required to attend a 6-week "whole language" summer program.

4. Early Childhood Education is recognized as an early intervention to school failure. It is recommended that the Board continue their commitment to hiring teachers with preparation in Early Childhood Education with a strong language development background. It is further recommended that staff development in the Montessori approaches to early learning be incorporated into the District staff development long-range plan.
5. Competency-based instruction and mastery learning are considered excellent approaches to help students to achieve well. This is our third year of implementation of the Effective Schooling/Competency Based Education/Mastery learning model. It is recommended that the Board accelerate the implementation by identifying a Master teacher at each school and provide time for them to provide peer coaching and mentoring to other staff members. It is further recommended that we continue to have one full-time Central Office person devoted to the implementation of CBE curriculum.
6. Effective Schooling research continues to confirm that Principals are the key instructional leaders. It is recommended that one Central Office person be assigned full-time responsibility for supervising principals. It is further recommended that the Principals be only expected to work with the instructional and student-related budget items in order to free them to be more involved in the instructional aspects of the school.
7. It is recommended that every student identified as an "at-risk" student have a personalized Instructional Plan developed by students (when appropriate), parent or guardian, school staff, and other appropriate agency/community personnel. The plan would be reviewed every semester.
8. A Positive School Climate is a well-established attribute of successful schools. It is recommended that the Board continue to strengthen the New-Hire Orientation which addresses cultural sensitivity, possible unconscious bias and an opportunity to gain an understanding of the Inupiat language, history, and culture.
9. Continue commitment to increasing the number of certified/classified employees who reflect the ethnic make-up of the students.

In summary, I believe we must foster local action to solve schooling problems. The research tells us that change, whether you talk about restructuring schools, or

implementing effective schooling research practices has to happen at the school level. That means each community must become a part of the plan to solve the problems. We see strong School Advisory Councils developing as we give them more and more responsibilities, such as developing school calendars, interviewing principal candidates, working with principals on staffing, schedules, and budgets. They truly influence the School Board and administration decisions at both the School and District level.

Many Districts need dollars and technical assistance, both monetary and technical support needs to be from a variety of agencies. Just as schools must form partnerships with their communities and agencies, so should the State. The Department of Education/Community and Regional Affairs/Health, Education and Social Services need to join hands in assisting communities to address the complex issues of school performances and students at-risk.

We have been blessed with strong School Board leadership. Policies that set high expectations mark what is happening on the Slope.

The basis for change in our District is to risk looking at ourselves, being open about what is working, what is not working, and openly sharing the problems and asking for help with the solutions.

RECOMMENDATIONS

1. College and university teaching methods courses should focus on research based practices most likely to improve performance of students.
2. All Alaskan colleges and university teacher-preparation programs should develop at-risk components based on what research tells us works best for at-risk students.
3. Colleges and universities should attempt within the next three years to increase by at least 25% the numbers of Native Alaskan and other minority students who complete their teacher-preparation programs.
4. Legislature increase the school foundation formula to \$66,000 for school districts to address at-risk students.
5. Legislature appropriate competitive grant funds for school districts that offer creative and innovative programs to address at-risk students.

6. The Department of Education needs to have enough staff to provide technical assistance to those districts needing help in designing curriculum, staff development, etc.
7. Legislature fund the Early Childhood Education programs.

In conclusion, I want to thank the efforts of the Committee on School Performance. We appreciate your interest on these important issues. I am available for any questions you may have.

are available; putting the puzzle together to create a working model creates the problem.

The Outcome Committee has been specifically working on integrating the information and creating a working model.

The goal of the Outcome Committee is to have all educators and administrators using the same set of objectives. Also, within each building site will in turn be able to do the same thing in relationship to the goals established. A classroom teacher would be able to observe these goals and objectives and question how they could make it work better, as could the community. Unless the community and the educators are willing to together make the changes, it won't happen. For the past ten years, the community and the parents have been kept out of the schools, and the educational system is not working effectively because of this. Turning this around will be difficult.

Sue Wilken noted that presently missing in our education system is the offering of communication skills. The development of communication skills will make a tremendous difference in how the community responds.

Ms. Wilken summarized the outcome areas. There will be more changes. It is interdisciplinary. The lists of straight math and English competencies will be dealt with within the districts. The result is for the districts to feel confident that they can meet the outcome which the state has established, using the district criteria and local control. Ms. Wilken's stated the goal is to educate responsible citizens that will be able to support themselves when they are out of school.

Ms. Wilken invited everyone read the report and offer feedback.

Co-Chair MacLean asked Ms. Wilken's if this would be the working draft policy.

Sue Wilken responded that this information is the draft of one committee. There is one committee on educational outcome and one committee on accountability. The committee on accountability can not be addressed until the committee body knows specifically what it is measuring.

Ms. Wilken suggested that restructuring is a large part of the puzzle. Ms. Wilken noted that there is a school in Fairbanks which has a student/teacher ratio 10:1, by using parent volunteers and community volunteers. One teacher will have three or four other assistants in the classroom at all times.

Sen. Coghill congratulated Sue Wilken and her board on their presentation of task forces. Sen. Coghill noted that the targets set by the state board and those set by the joint committee were 80% the same.

Rep. Cheri Davis further stated that from the work done through the State Board of Education, people are becoming better informed concerning education.

Ms. Wilken acknowledged Rep. Davis comment, and suggested that the State Board of Education is a good working board which wants to make a difference.

Co-Chair Eileen MacLean acknowledged Toni Kahklen-Jones who has been dealing with the issue of At-Risk and the at-risk student.

TONI KAHKLEN-JONES, DIRECTOR FOR EDUCATIONAL PROGRAM SUPPORT (EPS), DEPARTMENT OF EDUCATION, mentioned that at-risk has been a program which EPS has been involved. Changing times within the communities of Alaska create economic and social challenges for parents and families. The Department of Education would like to find ways of helping school districts address these concerns.

Ms. Kahklen-Jones commented that the larger communities access the services of EPS, yet the small districts are so busy trying to meet the demands of daily activities, they communicate less with the program support. Ms. Kahklen-Jones continued that because of the small amount of resources within the state, everyone is becoming more aware for the need of interagency cooperation.

Ms. Kahklen-Jones continued that this is not a school isolated issue, it is a community issue. Currently, the EPS is looking for ways to test ideas and suggestions in how to get these two bodies to work together.

Sen. Coghill asked if the EPS is trying to get a special curriculum for the special education teachers.

Toni Kahklen-Jones responded that nationally the numbers of people that are certified to work in the special ed capacity are diminishing. In Alaska, the increase in that type child suggests that there will be a problem within the next few years. There is a need for more special-ed teachers, yet the number of teachers are diminishing. The university is developing a plan to provide training for teachers to develop these skills, in order to serve in the special ed capacity.

Ms. Kahklen-Jones noted another area where the state has been experiencing a shortage is in occupational therapy and physical therapy.

Sen. Coghill expressed concern over the slow learners who do not have qualified teachers to bring them back into the mainstream.

Sen. Coghill noted that many teachers who can not cope in the main classrooms are placed in special-ed classrooms.

Ms. Kahklen-Jones pointed out that there is concern over this practice. The department has established a task force to evaluate the concern.

Sen. Coghill suggested that the Joint Committee on School Performance tract the work of that task force. The teachers need to understand that they have an achievement process for themselves also, not just the students.

Rep. Cheri Davis asked if the problem of FAS is a growing problem or if it is a growing awareness.

Ms. Kahklen-Jones stated that with the increase of teen pregnancies, the teens tend to be the substance abusers. In the rural communities, this has been identified as a major problem and pregnancies usually occur in and around the use of alcohol, compounding the young age of the mother and the substance abuse. In order for FAS to become a factor the alcohol does not need to be abused, just used.

Co-Chair Eileen MacLean asked for a transcript of the Youth At Risk Conference.

Ms. Kahklen-Jones indicated that this report would be made available to the joint committee as well as all the legislative offices.

Co-Chair Lloyd Jones asked Dr. Darnell to discuss the draft report.

Dr. Frank Darnell submitted a copy of the draft for the committee. Part I covers the purpose of the text. The material comprising Part II, is the area currently being worked on, while collecting background information on each topic. Within Part II, there are eight sections; these are listed in the table of contents and are items which are derived from eight items identified at the last meeting by the joint committee as subjects for consideration.

Dr. Darnell stated that the language used in the outline has been chosen in order that the report may look at each one of the eight topics objectively. By analyzing both the pro's and the con's, the committee will be able to take a position on each topic.

1. State goals and accountability.
2. Systems of school governance and administrative

- organization as they relate to school performance.
3. Scope and adequacy of the means for health and family service programs.
 4. Teacher and school administrator professional development.
 5. Long term needs for Head Start and early childhood.
 6. Expanded program of Alaska studies.
 7. Review of amount of educational programming on RATNet available.
 8. Research on promising education practices.

Dr. Darnell then pointed out that there are two ways the material in these eight topics might be presented. One is the way the first draft outline is designed, that is, each topic is taken i turn and described and analyzed with recommendations concluding the report. Because of time limitations, the first report would go into only the first three or so topics. The second report would have a full year to be developed and the remaining topics would be finished and make up the second report.

A second way to approach the report would be to describe the eight topics in detail in the first report and use the second report for an analysis of each topic in depth, with recommendations and proposed legislation as the concluding chapter.

Dr. Darnell offered to do the first report either way.

Sen. Coghill noted that he would prefer the second approach.

Co-Chair Eileen MacLean concurred with Sen. Coghill, that the second approach was better. This would allow the committee to follow through with the issues which are being analyzed, and then the summary and recommendations would follow.

It was unanimously agreed that the reports should be prepared according to the sceond plan.

Dr. Darnell then addressed the text as written so far. Dr. Darnell stated that he first worked at defining the role of the legislature. Dr. Darnell asked that everyone read it and make comments on the text. The committee agreed to go through the report as written at this time.

Sen. Coghill asked that a quotation from Thomas Jefferson be added in place of the existing quotation on the first page. Jefferson was a strong supporter of public education.

Sen. Coghill pointed out that topic number six in the outline, Expanded Alaska studies, should include studies in

civics. There followed a discussion as to whether this should be called civics or government and the committee agreed that "government" should be added to the list of Alaska studies.

Each member then proceed to read the draft and in general found the contents appropriate to the purposes of the committee and agreed that the report was proceeding satisfactorily. The suggestion was made by Senator Coghill that the text not become too wordy and to keep in mind that the points made needed to be readily understood by all who would read it.

Co-Chair MacLean made the point that at the next meeting of the committee, this process of line by line reading should continue, thereby allowing the committee to stay up to date as the report is drafted.

Co-Chair MacLean reminded everyone of the next meeting scheduled for Petersburg on December 4th.

The meeting was adjourned.

11/11/89

MINUTES
JOINT COMMITTEE ON SCHOOL PERFORMANCE
NOVEMBER 11, 1989
ANCHORAGE SHERATON HOTEL
ANCHORAGE, ALASKA
IN CONJUNCTION WITH
ALASKA ASSOCIATION OF SCHOOL BOARDS
AND
ALASKA COUNCIL OF SCHOOL ADMINISTRATORS

Members Present:

Sen. Lloyd Jones
Sen. Jack Coghill
Rep. Cheri Davis

Staff Present:

Dr. Frank Darnell

Speakers:

Mr. Steve McPhetres
Executive Director
Alaska Council of School Administrators - Juneau

Mr. Carl Rose
Executive Director
Alaska Association of School Boards - Juneau

Mr. Harry Rogers
President
Alaska Association of School Superintendents - Valdez

Mr. Gerald Covey
Superintendent
Northwest Arctic Borough Schools - Kotzebue

Ms. Mary Gains

Mr. Mike Williams
School Board Member
Yup'it School District - Akiak

Mr. John Anttonen
Director
Department of Education
Division of Finance and Support Services - Juneau

Mr. Ken Johns
School Board Member
Copper River Board of Education - Glenallen

Mr. Gene Redden
Secretary
Alaska Association of School Boards
Fairbanks School Board - Fairbanks

Mr. Bob Lapham
Regional Marketing Manager
Jostins Learning Program - Anchorage

Mr. Leland Dishman
Superintendent
Schools of Copper River District - Glennallen

Mr. Bob Weinstein
Superintendent
Southeast Island Schools - Ketchikan

Mr. Fred Lau
Superintendent
Yukon/Koyukuk School - Nenana

The meeting was called to order at 2:15 p.m.

SENATOR JACK COGHILL, DISTRICT-J, opened the meeting expressing pleasure at the opportunity to hold discussions with the leadership of the School Boards Association and the school superintendents. Sen Coghill pointed out that the committee was anxious to get their views, especially on the role of the legislature on school performance topics. Sen. Coghill stressed the point that the committee is interested in ways to improve schools and was undertaking its work on a positive note. Sen. Coghill pointed out that Alaska has a good system and that the legislature wanted to keep it that way. He hoped they would find ways to improve school performance.

REPRESENTATIVE CHERI DAVIS, DISTRICT 1-B, reiterated the statements of Sen. Coghill and pointed out that during her years of participation in activities with the Alaska Association of School Boards, she had seen continuing growth in the ways in which the association had improved its services to the districts and looked forward to a cooperative relationship with the legislature.

SENATOR LLOYD JONES, DISTRICT, CO-CHAIR, DISTRICT-A, made the point that it is the intention of the joint committee to work together with AASB, AASA, PTA, NEA, and other professional groups to get as many points of view as possible in order to bring improved schooling to the state. Sen. Jones requested Dr. Darnell's report to the group on the status of the committee's work.

DR. FRANK DARNELL, CONSULTANT, reported the topics for legislative priority identified by the committee were as follows:

1. State Goals of Education and the Academic Experience.
 - a. Legislatively mandated goals.
 - b. Legislatively mandated curricula.
 - c. Legislatively mandated measures of achievement.
 - d. Legislatively provided school performance improvement incentives.
2. Alaska's systems of school governance and administrative organization as they relate to school performance.
3. The scope and adequacy of the means available for health and family service programs as they relate to school performance.
4. Teacher and school administrator professional development and competency.
 - a. Qualified training for all school personnel assigned to special, extra ordinary or multicultural schools.
 - b. Teacher and administrator certificate reform.
 - c. Incentive programs to encourage professional development.
 - d. Tenure as a measure of competency.
5. Long term needs for enhanced and extended federal Head Start and state early childhood programs, and facilities and parenting.
6. Expanded and enhanced program of Alaska studies, including Alaska History, government, geography, cultures, and economics in middle schools and high schools.
7. Review of the amount, type and scheduling of educational programming available on RATNet, distance education including educational T.V.

8. Research on, evaluation of and dissemination of promising education practices, materials and projects.

Dr. Darnell explained that these topics have become the table of contents for the first report which the committee will present to the legislature by January 23rd, 1990.

Sen. Jones called upon Steve McPhetres, Executive Director of the ACSA.

Mr. McPhetres described his association has just completed their annual meeting and provided a copy of the resolutions passed by their group that week. [Attachment C]

Mr. McPhetres then made the following points:

1. The ACSA opposes House Bill 203 on the subject of special teachers certificates. The AASA will issue a statement outlining a compromise plan for special teaching certificates in the near future.
2. Mr. McPhetres stressed the desire of the AASA working with the legislature and the joint committee. They hope that developments along this line take a favorable note.
3. Mr. McPhetres stressed the At-Risk reports of the State Board now being prepared for the Department of Education were important papers for consideration by the joint committee.
4. Mr. McPhetres spoke of the state financial foundation plan for schools, pointing out the need for the foundation to retain stability by being indexed to increase costs of schooling.
5. Mr. McPhetres continued to point out that school superintendents had no fear of fund accountability. They would cooperate with whatever the legislature might want.
6. Mr. McPhetres agreed that there are needs for broad measurements of assessment and accountability.

MR. CARL ROSE, EXECUTIVE DIRECTOR, ALASKA ASSOCIATION OF SCHOOL BOARDS, expressed his appreciation for the opportunity to appear before the committee. He explained that AASB was currently developing a set of resolutions. Copies of these resolutions would be made available to the committee for their consideration. Mr. Rose pointed out that there are so many agencies and people who claim



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

• ALASKA COUNCIL OF SCHOOL ADMINISTRATORS •
328 Fourth St., Suite 408 Juneau, Alaska 99801 (907) 586-8702

RESOLUTION 89-1
GOVERNOR'S EDUCATIONAL ENDOWMENT FUND

The Alaska Council of School Administrators strongly supports Governor Cowper's proposal to establish an Educational Endowment Fund and requests the Alaska State Legislature to pass HJR 13 which will enable the people to vote on the issue at the November 1990 elections.

RATIONALE:

The educational endowment fund would stabilize the future funding of education in Alaska.

The cost of the foundation program for educating Alaska's Children is 25% of the state's budget.

The Alaska State Constitution mandates the establishment and maintenance of a public school system open to all Alaskans. This Endowment Fund would provide a source of FUTURE FUNDING with no drain of General Account monies.



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RESOLUTION 89-2
ALTERNATIVES TO TEACHER CERTIFICATION

The Alaska Council of School Administrators request that the Alaska State Legislature to critically examine all legislation which provides for alternative approaches to certification of teachers before passage to ensure that minimum standards are maintained in the areas of teaching methods, child development and psychology, and mastery of the subject matter.

RATIONALE:

Teaching is a complex responsibility. It requires knowledge of how the human body and mind develops, how to most effectively involve children in the learning process, and have a mastery of their subject matter. It also requires the ability to transfer that knowledge in the most effective method to insure that students receive the best possible education available at every step of their development, and to acquire a sense of learning that will carry them through the rest of their lives.

Teaching requires extensive study, the patience to work with children, and, the ability to direct in a constructive way.

There has been an extensive amount of research on how the mind works and how people learn. We must continue to research and develop more effective methods for delivery of instruction.

Certification does not guarantee outstanding teaching, but it does guarantee a level of skill and knowledge that is important to one who is entering a classroom to teach.



ALASKA ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
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RESOLUTION 89-3
RESCIND THE LAW ALLOWING GROWTH AND POSSESSION OF MARIJUANA IN
ALASKA

The Alaska Council of School Administrators requests the Alaska State Legislature and Governor to pass legislation to rescind the current law regarding marijuana.

RATIONALE:

The problem of drug and alcohol abuse in our society, particularly children in our schools, is increasing.

The President of the United States has initiated a national campaign to solve this problem.

Many of the students using drugs, particularly marijuana, obtain it from homes where adults grow marijuana for personal use.

There is substantial evidence that marijuana is harmful to the health and safety of its users and often leads to further use of illegal drugs.

There is a common perception by youth and others that the current Alaska Statutes "legalize" marijuana and this misperception has a social effect that is detrimental to the public health and welfare in that it encourages drug abuse.

Educators have dealt first hand with young people who have used marijuana and its detrimental effects.



• ALASKA COUNCIL OF SCHOOL ADMINISTRATORS •
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RESOLUTION 89-4
FOUNDATION FUNDING FOR DISTRICTS

The Alaska Council of School Administrators requests that the Alaska State Legislature and the Governor increase the value of the instructional unit by a minimum of \$6,000.

RATIONALE:

The value of the instructional unit has not increased in three years. However, the cost of providing education in individual school districts has continued to increase due to increased cost of utilities, and overall continued increases in maintenance, operations, supplies and equipment, and personnel costs. Local school districts have absorbed the increases by increased local support, by budget reductions, closing of facilities, and cut backs in program(s).

The Alaska Constitution mandates the establishment and maintenance of a system of public education open to all children. It is the State's responsibility to provide a quality educational program.



ALASKA ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
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RESOLUTION 89-5
HB 21 "AN ACT RELATING TO NEGOTIATIONS BETWEEN SCHOOL BOARDS AND
THEIR EMPLOYEES"

The Alaska Council of School Administrators requests the Alaska State Legislature to oppose HB 21 (the ability of unions to negotiate class size and work load).

RATIONALE:

Class size should not be a part of the negotiations process because of the efforts already being made by all parts of the educational community to address the issue on its own merits of educational value, its complexity of styles of classroom teaching, and make-up of students' abilities and behaviors. The effort is being addressed in an atmosphere of shared views, cooperation, team building, and collegiality. Once the issue becomes a negotiated item, it becomes a labor issue. It is our position that this issue must continue to be discussed in the arena of a sound professional research based forum and that it be shared with teachers, administrators, and elected school board members.

The legislature must protect the right and responsibility of a locally elected boards of education to act on policy development. We believe in the democratic process of government of the people and by the people; therefore, we must believe the local electorate is also capable of developing sound educational policies which will guarantee a quality educational program for their children within their respective communities.



ALASKA ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
ALASKA ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
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RESOLUTION 89-6
TEACHER LAYOFF DUE TO BUDGET REDUCTIONS

The Alaska Council of School Administrators requests that the legislature pass legislation to allow school districts to lay-off tenured teachers due to declining revenue.

RATIONALE:

In times of declining revenues school districts must have the flexibility to reduce tenured and non-tenured staff to prevent cuts in educational programs.



ALASKA ASSOCIATION OF SCHOOL ADMINISTRATORS

RESOLUTION 89-1
of the
Alaska Association of School Administrators
REQUESTING THE ALASKA LEGISLATURE TO
CHANGE THE MAKE-UP OF THE PTPC

WHEREAS, pursuant to Alaska Statute 14.20.400, the Alaska Professional Teaching Practices Commission (PTPC) consists of five classroom teachers, one principal, one superintendent, one representative of the office of the Commissioner, and one representative of an Alaska institution of higher learning.

WHEREAS, the National Education Association (NEA) has basically been delegated the authority to appoint the five classroom teachers and therefore five of the nine Commission members, and

WHEREAS, the PTPC, composed of a majority of union appointed classroom teachers, has the authority to warn or reprimand administrators and to suspend or revoke the certificates of administrators with the concurrence of the Commissioner of Education, and

WHEREAS, Alaska Administrators are being judged by a PTPC composed of a majority of individuals who do not perform administrative responsibilities, and

WHEREAS, a restructuring of the PTPC can easily be accomplished without increasing the cost of the PTPC, in a manner which would increase the credibility of the PTPC among the general public, and in a manner which would insure appropriate fairness to those accused of violations by the PTPC, and

WHEREAS, Statute also provides that the State Board shall receive recommendations on certification from PTPC;

NOW, THEREFORE, BE IT RESOLVED that the Alaska Association of School Administrators recommends to the Alaska Legislature that Alaska Statute 14.20.400 be amended to provide for a PTPC consisting of five classroom teachers, five-administrators, at least one of who would be a principal and one of who would be a superintendent, a representative of the office of the Commissioner, and one representative of an Alaska institution of higher learning.

BE IT FURTHER RESOLVED that the PTPC would be divided into two panels for the purposes of conducting hearings.

BE IT FURTHER RESOLVED that the hearings involving teachers would be conducted by a panel composed of a majority of the PTPC teacher members.

BE IT FURTHER RESOLVED that hearings involving administrators would be conducted by a panel composed of a majority of the PTPC administrator members.

BE IT FURTHER RESOLVED that the State Board and the PTPC serve and act in accordance with the statute in regards to certification.

APPROVED by the Alaska Association of School Administrators
this _____ day of _____, 1989.

President



ALASKA ASSOCIATION OF SCHOOL ADMINISTRATORS

RESOLUTION 89-2

of the

Alaska Association of School Administrators

FOUNDATION FUNDING IN TIME OF DECREASED ENROLLMENT

The Alaska Association of School Administrators requests the Alaska Legislature to use Student Count in determining Foundation Entitlement.

WHEREAS, districts are required to make financial obligations prior to the student count in October, and

WHEREAS, the October count is used to determine the foundation entitlement for the district without regard for the obligations made by the district.

NOW THEREFORE BE IT RESOLVED, Alaska Association of School Administrators requests an amendment to the foundation program statute so that, in the event of an enrollment decrease, the reduction in revenues is mitigated over several years (similar to old 14.17.031 (d) without 10% threshold).



ALASKA ASSOCIATION OF SCHOOL ADMINISTRATORS

RESOLUTION 89-3 of the Alaska Association of School Administrators FOUNDATION FORMULA REVISIONS

WHEREAS, the present formula has been in existence for three years without any change and there are specific areas which need to be revised. In particular, a close examination should be made of the following financing concerns:

- A. Single & Dual Site Funding
- B. Area Cost Differential Considerations
- C. Inflation Proofing the Instructional Unit Value
- D. Insuring that the cost of any new programs are funded within the foundation formula

WHEREAS, the support of equity of educational funding for all of Alaska's children should be an ideal pursued by the Alaska Association of School Administrators, and

THEREFORE, BE IT RESOLVED, that the Alaska Association of School Administrators supports efforts to appropriately revise the Elementary and Secondary funding formula in an effort to mitigate the negative impact of the formula on many school districts in the State of Alaska.



ALASKA ASSOCIATION OF SCHOOL ADMINISTRATORS

RESOLUTION 89-4 of the Alaska Association of School Administrators

FORMATION OF ALASKA ASSOCIATION OF SCHOOL SUPERINTENDENTS' STANDING COMMITTEE

WHEREAS, it is the professional responsibility of superintendents, as educational leaders, to develop long-range plans and goals for education, and

WHEREAS, an appropriate role for the statewide association of superintendents is to collaboratively develop professional recommendations regarding the future of education in Alaska, and

WHEREAS, superintendents often find themselves having to manage issues that others raise instead of taking a leadership role in establishing the educational agenda, and

WHEREAS, the lack of a consistent policy to guide education in the state has resulted in the proliferation of inconsistent and sometimes conflicting proposals and policies which sap the limited resources available for education and may even hinder a school district's ability to offer its students a quality education.

NOW, THEREFORE, BE IT RESOLVED that the Alaska Association of School Administrators shall establish a standing committee comprised of superintendents for the purpose of developing an annual report on Alaska's Education Agenda to be used as that organization see fits.

AND, BE IT FURTHER RESOLVED that the report's purpose shall be to make professional recommendations for mid and long-term goals for education in Alaska so that superintendents can take a leadership role in formulating a sound education policy for the state.



ALASKA ASSOCIATION OF SCHOOL ADMINISTRATORS

RESOLUTION 89-5 of the Alaska Association of School Administrators

SEXUAL MISCONDUCT OF EDUCATORS

WHEREAS, the problem of sexual abuse and sexual exploitation of children is a national problem on the rise, and

WHEREAS, there is also an increase on the national level in the number of reports involving sexual abuse and exploitation of students by educators, and

WHEREAS, the education profession believes that any sexual conduct between an educator and a student is in violation of professional standards,

WHEREAS, various gaps exist in the law permitting an educator, who has been convicted of sexual abuse and/or has had a certificate revoked due to sexual conduct with a student, to move to another state for the purposes of obtaining an educational position, and

NOW THEREFORE BE IT RESOLVED that the Alaska Association of School Administrators supports all efforts to minimize the risk of a sex offender from being hired by any school district, and to that end supports HB 52 SB 225 which would require the Department of Education to request all records on convictions involving any sex crimes for a person initially seeking certification in the State of Alaska, and

BE IT FURTHER RESOLVED that the Alaska Association of School Administrators supports all efforts to minimize the possibility of sexually abusive educators remaining in their positions, and to that end supports efforts by the Department of Education and the Professional Teaching Practices Commission to establish reporting requirements in situations where an educator has knowledge that sexual misconduct involving an educator has occurred.



ALASKA ASSOCIATION OF SCHOOL ADMINISTRATORS

RESOLUTION 89-6 of the Alaska Association of School Administrators

WHEREAS, the Alaska Legislature and the Alaska Department of Education have adopted statutes and regulations respectively which deal with wages, fringe benefits, hours, leaves, holidays, evaluations, and numerous other terms and conditions of employment for school district employees; and

WHEREAS, many of these provisions pre-date statutes mandating collective bargaining with all organized school district employees; and

WHEREAS, most of these provisions are proper subjects of bargaining between school districts and their organized employees; and

WHEREAS, the inclusion in statutes and regulations of bargainable terms and conditions of employment undermines free and unencumbered collective bargaining between school districts and their organized employees,

THEREFORE, BE IT RESOLVED that, following a study of the aforementioned statutes and regulations by its Executive Board, the Alaska Association of School Administrators authorizes the Executive Board to recommend to the Legislature and to the Department of Education the repeal or amendment of specific statutes and regulations which intrude into bargainable terms and conditions of employment for school district employees.

expertise over the educational enterprise, that it hard to determine a underlining philosophy for Alaskan education. There are many elements for many different goals. Mr. Rose stressed the need for the legislature to develop a clear goal for the state, and then the numerous players can work toward that goal according to their particular fields.

HARRY ROGERS, SUPERINTENDENT, VALDEZ CITY SCHOOLS,
PRESIDENT, ALASKA ASSOCIATION OF SCHOOL

SUPERINTENDENTS, commented to the committee that he saw a need for flexibility in the types of legislation which the committee might be considering. Mr. Rogers noted the wide difference in conditions in Alaskan school districts creates a unique need for provisions, so that each district may meet its needs in its own way.

GERALD COVEY, SUPERINTENDENT, NORTHWEST ARCTIC BOROUGH SCHOOLS, mentioned the need for special considerations for certification of teachers of native language. Mr. Covey continued to explain that the association will propose two approaches to this type certification.

Sen. Coghill described his concerns about specialized certification. He made the point that it would be unfortunate to overextend certification privileges, if the circumstances warrant them. Sen. Coghill recognized the need to acknowledge special expertise concerning this.

Mr. Covey responded with appreciation for Senator Coghill's sensitivity to the issue. Mr. Covey continued with pointing out the need for the long range approach to certificate acquisition if a means is accepted.

Superintendent Covey went on to commend the committee for working together with his association and looked forward to further contacts of this nature.

MARY GAINS pointed out that she worked for the REAA's for many years. Currently, there are many people who have made careers out of rural teaching or school administration and positive approaches are being taken in many districts. The processes are being worked out even in such a complex situation.

MIKE WILLIAMS, SCHOOL BOARD MEMBER, YUPLLT SCHOOL DISTRICT, spoke on the needs for early childhood education in his district. Currently, there is no early childhood program in his village.

Mr. Williams also stressed the need for dissemination of model school programs, so that they can be replicated elsewhere. Mr. Williams was concerned about the effects on self esteem of pupils in his area, due to the publicity

associated with poor performance on the recent achievement tests.

Mr. Williams continued that there is a need for the teacher aides to be recognized and to improve their self esteem. He pointed out that village high school resources are inadequate. There is a need to raise the standards in these schools and there is a strong need for social systems support in his area.

JOHN ANTTONEN, DIRECTOR, DEPARTMENT OF EDUCATION, DIVISION OF EDUCATIONAL FINANCE AND SUPPORT SERVICES, addressed the committee. Mr. Anttonen expressed concern for interpretation of test data which has been issued by the department in the past two years, and also the upcoming test data which will be released the end of this year. Mr. Anttonen pointed out that there are alternatives to norm referenced testing such as portfolios of students work. This material could demonstrate the level of student competency. Mr. Anttonen continued that there is a need to point out the good things which are happening in the schools to the legislature as well as the poor test showings in some districts.

Mr. Anttonen spoke on the high school situation. He pointed out that Houch schools were established following discussions by many organizations after a long period of time. The discussions always revolved around facilities and very seldom were programs discussed. Programs which were very successful in secondary education in the bush needed to be examined and replicated when possible. Mr. Anttonen suggested that high school age youth need both regional high schools and local schools from which to choose for their high school education. Mr. Anttonen visualized in the future something such as the Mt. Edgecumbe type school of the north.

Mr. Anttonen stated his belief that districts should decide which competency should be achieved among the students and how this competency should be measured. Mr. Anttonen continued to stress that there are other ways to measure competency than norm referenced tests.

MR. KEN JOHNS, BOARD MEMBER, COPPER RIVER BOARD OF EDUCATION, addressed the committee. Mr. Johns was especially concerned with community needs to cope with drug and alcohol abuse. Mr. Johns pointed out that the Copper River area was doing this on their own initiative. These efforts need to come from a grass-roots movement. Mr. Johns encourage the committee to address this subject, by providing the means for community initiatives.

MR. GENE REDDEN, SECRETARY, ALASKA ASSOCIATION OF SCHOOL BOARDS, FAIRBANKS SCHCOL BOARD, described activity going on

in Fairbanks. Mr. Redden pointed out that the Fairbanks School Board is now talking far more about the educational programming. The Fairbanks district is examining the possibility of a three tiered graduate diploma for high school students. The student body there made the point that they wanted more substance in the studies.

MR. ROB LAPHAM, JOSTINS LEARNING PROGRAM, recommended to the committee that schools should have smaller classes. Mr. Lapham pointed out that there are technological advances that enable teachers to leverage their teaching resources in a positive way.

MR. LELAND DISHMAN, SUPERINTENDENT, SCHOOLS OF COPPER RIVER DISTRICT, expressed that view that schools are getting a "bum rap" through all of the negative publicity associated with low test scores. Test scores are only one aspect of schooling, especially because of language difficulties among some students. Mr. Dishman suggested that more money in each aspect of schooling would help this situation.

MR. BOB WEINSTEIN, SUPERINTENDENT, SOUTHEAST ISLAND SCHOOLS, expressed that the State Department of Education, has the wrong impression in thinking that single achievement tests have value. Mr. Weinstein suggested that there be multi achievement testing plans to avoid inaccurate results. Mr. Weinstein encouraged legislative incentives instead of mandates.

MR. FRED LAU, SUPERINTENDENT, YUKON/KOYUKUK SCHOOLS
MAYOR, NENANA, urged the committee not to generalize about the schools concerning the low achievement test scores.

Sen. Lloyd Jones thanked all who had attended and those who had addressed the committee on their views and concerns. Sen. Jones assured members of the School Board Association and the School Superintendents Association that their input was valuable and will be considered.

The meeting was adjourned at 4:00 p.m.

12/4/89

MEETING

MINUTES
JOINT COMMITTEE ON SCHOOL PERFORMANCE
DECEMBER 4, 1989
PETERSBURG, ALASKA

Members Present:

Sen. Lloyd Jones, Co-Chair
Rep. Eileen P. MacLean, Co-Chair
Sen. Jack Coghill
Rep. Cheri Davis

Members Absent:

Sen. Al Adams
Rep. Niilo Koponen
Sen. Johnne Binkley (Ex officio)
Rep. Johnny Ellis (Ex officio)

Staff:

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REPRESENTATIVE EILEEN P. MACLEAN, CO-CHAIR, DISTRICT-22, called the meeting for Joint Committee on School Performance to order. Approval and additions to the agenda was asked. Approval of the minutes from the meeting of November 10 & 11th, 1989, was made, seconded and approved.

Rep. MacLean stated that the agenda would consist of working on the draft for the School Performance Report.

SENATOR LLOYD JONES, CO-CHAIR, DISTRICT-A, reiterated that the committee will work on Dr. Darnell's report and consolidate the goals of the committee.

Sen. Jones encouraged public testimony during the afternoon portion of the joint committee meeting. Sen. Jones welcomed ideas from Petersburg school boards members. He asked for information as to why their district's students are such high achievers.

Co-Chair MacLean stated that the issues which will be addressed at the meeting are:

1. Federal Head Start and early childhood programs and facilities, and the program for parental involvement.
2. Health and family service programs, as they relate to school performance.
3. Teacher and school administrators and their professional development and competency.
4. Alaska systems of school governance and administrative organization as they relate to school performance.
5. Expanded and enhanced program of Alaska studies, including Alaskan history, government, geography, cultures, and economic.
6. Distance education and a review of the amount, type and scheduling of educational programming available on T.V. satellite.
7. Research on, evaluation of and dissemination of promising education practices, materials and projects.

Rep. MacLean stated that the committee is anxious to hear from the Petersburg School District concerning these goals and concerns on educational issues.

DR. FRANK DARNELL, CONSULTANT, addressed the status of the report and the activities which he has been involved in since the last meeting. Dr. Darnell stated that he had consolidated the first chapter of the report which was discussed at the last meeting. A few changes were made, which were consistent with the remarks of the committee. Dr. Darnell mentioned that he had found the quote that Senator Coghill had asked for from Thomas Jefferson.

Dr. Darnell noted that one of the most commonly addressed concerns is the legislature's involvement in matters of school boards. Consequently, the first chapter, of the report stresses the importance of the legislature's role in education.

Dr. Darnell indicated another change within the first part of the report. He rearranged three of the topics to be able to address the highest priority in the first report. The others will be developed at a later date. This will allow the committee to develop a statement which is concise, yet provide for a statement from the committee that is substantial.

Dr. Darnell stressed that the acuteness of the educational problem within Alaska is serious. He agreed that the standardized achievement tests are not a reliable way to measure achievement, especially in rural Alaska. Nevertheless, these tests do exist. This year, there will be a single test used statewide. The results of the 1989 testing are beginning to come in, and the information is bleak. The pattern is the same as it has been the past three or four years; intense highs in some locations and extreme lows in other locations. The variety of responses from community to community is very mixed. The number of districts which are falling below the national average is more than half of all the Alaskan school districts.

Co-Chair Lloyd Jones asked Dr. Darnell if some school districts form the school's curriculum around student achievement tests.

Dr. Darnell admitted that this is a factor which needs consideration. Teaching for the test is an inappropriate process. This is the first year that this particular test was given nationally, and administered in Alaska statewide. Consequently, teaching for the test would not have happened this year.

Dr. Darnell noted that information from a new research report did show some school districts manipulated the test

results in their favor. This happened on a national level and not within our state. There is a problem of reliability on any given test statistics.

Dr. Darnell returned to the report. Dr. Darnell mentioned that he rearranged three of the topics, which would be the most critical for education within the state. He then moved on the Chapter II.

The first priority of the committee would be to define the goals of education in legislation. Dr. Darnell stated that this is to be the first topic because there is currently a bill before the legislature which is taken directly from the Senate's report of last year.

Dr. Darnell said that he has reviewed what other states have done concerning the goals of education. In Alaska, we have established the State Board of Education, with strong potential. The state board is presently working on goals of education. The correct approach for the Alaska legislature would be to put into statute the broad statement of purposes of education, encouraging the state board to develop their goals and provide the means to require compliance among school districts.

The Senate report recommended that the Legislature require the state board to prepare a statement of goals. These will be presented to the legislature at the end of the calendar year. Dr. Darnell mentioned that Sen. Coghill and Rep. Koponen met with the State Board of Education in Fairbanks, addressing the development of the outcomes of education. Dr. Darnell stated that he took those goals from the school board and included them into the second chapter of the joint committee's report. The state board has presented these goals to the School Superintendents and the School Boards Association with favorable comments, but has not yet adopted them as regulations.

Dr. Darnell continued that the second section of chapter II, is the section which he is currently working on. This section deals with how to determine that the districts be held accountable for achieving the goals established by the State Board of Education. There is a need in the legislation to require this.

Dr. Darnell mentioned that he has given thought to an executive summary. This would make it much quicker for the members of the legislature to understand what the joint committee has done, and then by reference, interested members would be able to go into the report for more detail. Dr. Darnell then asked the committee if they would want an executive summary with recommendations on the first three or four topics. Dr. Darnell suggested that the first

three or four goals of the committee need attention as soon as possible.

SENATOR JACK COGHILL, DISTRICT-J, agreed with the current form of the report in which an executive summary should be included. Sen. Coghill replied that the cost of executing such a program will need priority attention. He continued the term youth-at-risk, places these students into a specific category.

Sen. Coghill summarized his remarks by stating that the document which most of the legislators will read will be the executive summary. The wording of the summary will be of utmost importance. Sen. Coghill noted that within the executive summary, the idea and the wording of incentive programs should be dealt with cautiously so that the money will be distributed with the needs of the students rather than that of the administrators.

Dr. Darnell agreed with Sen. Coghill that the term at-risk is over used. Dr. Darnell agreed that the emphasis on the need for improved education is very critical.

Dr. Darnell admitted that his concern is with the results from testing as the measure of evaluating the students progress. The student's progress results are declining nationally. This decline in test scores does not tell the whole story. The same decline is happening on the college level. Over forty percent of all students entering the at the college freshman level need to take remedial mathematics, twenty-five percent need to take remedial English.

Sen. Lloyd Jones suggested that a more accurate definition of at-risk should be formed.

Dr. Darnell stated that the State Board of Education has been dealing with consolidating definitions of at-risk.

Sen. Jones suggested that the real at-risk student would be the one that is entering the work force without addressing the remedial math and English skills. This person will be at-risk for the rest of his/her life.

Dr. Darnell explained that the amount of money which it takes to educate a student is approximately one tenth the amount which it takes to maintain that person, if they have not succeeded in school for the rest of their lives.

REPRESENTATIVE CHERI DAVIS, DISTRICT 1-B, commented that recommendations which include adding additional money for educational grant programs should not be given only to those districts which are not doing well. The term at-risk students needs to be redefined. In those areas which have

money available, reallocation of the money should be the priority.

Dr. Darnell agreed with Rep. Cheri Davis that the problem is wide spread enough that one areas needs should not be favored at the expense of another area. Dr. Darnell suggested that all school districts have problems. The root cause of the problems need to be addressed. Addressing the root causes, will force the school district to be accountable. The school districts for the most part are anxious to account for what they do and for the funds they use.

Dr. Darnell reminded the committee of their goal to identify the topics and priorities for legislative action. Some of the root causes are not directly school related, such as coordinating the social and health services, and coordinating early childhood and parenting needs within education.

Dr. Darnell suggested that the committee start going over the draft in chapter II.

TAPE 1, SIDE 2

Sen. Jack Coghill reminded the committee of an important suggestion from a previous meeting: Predetermining a statement of the class goals at the beginning of a session. Classroom achievement would be graded upon that. Sen. Coghill questioned if this had disappeared within the report.

Sen. Coghill expressed concern with the report leaning toward the statewide testing program.

Dr. Frank Darnell replied to Sen. Coghill, that the following section of the report will deal with the nature of achievement. This section within the report would address the goals of education. School districts would be required to individually state goals and requirements. This would need to be in coordination with what the local school boards had determined essential. Currently, individual districts are not responsible for reporting back to the state legislature or Department of Education as how they achieved their goals.

The new system would require the school districts to show:

1. How the school district goals are consistent with the overall broad state purpose.
2. The school districts would have to show that they are meeting the goals that they developed at the local level.

Dr. Darnell illustrated examples of this system from a national comparison.

Dr. Darnell continued that there needs to be ways of creating incentives for teachers to become eligible to apply for competitive grants. In village schools, advisory boards should be able to initiate their own incentive programs which would fit each village needs, and be able to apply directly for grants.

Sen. Lloyd Jones remarked that incentive grants could create a problem within the school districts. Alaska spends more money on education than any other state in the union per capita, and the job is still not getting done.

Dr. Darnell suggested that the idea of incentives, would be to get the school district more closely involved. Currently, many areas do not have money or opportunity in to have their ideas can surface. By establishing an incentive program, a fund would be established which could be applied through the Department of Education. This type of fund allows the initiatives to come from the bottom-up.

Sen. Jack Coghill asked Dr. Darnell if is this incentive would encourage stimulation within a classroom system rather than creating an entire new program.

Dr. Darnell responded this would definitely be for stimulating the existing classes.

Rep. Cheri Davis pointed out that at a previous meeting, Sen. Binkley recommended a financial incentive to encourage parental involvement.

Rep. Davis recommended that districts include with their report card, along with copies of the test scores mandated by the state board, a portfolio which includes information from parents concerning how they felt the district was doing, and information from students of how effective the system within their school district is. This information could be passed on to the legislative bodies and state board. This type of information would show an accountability of each school district, with the amount of parental involvement and also the student involvement.

Dr. Darnell responded that the report card concept is very similar to the portfolio concept. The report card would be an extensive and detailed report from each school district.

Rep. Eileen MacLean asked if there were any other comments on the report card or the financial incentives.

Rep. MacLean asked the committee to consider tying the financial incentives into the requirements of the school

districts. The financial incentives would then become a competition for the individual districts for grants.

Rep. MacLean asked Dr. Darnell to begin going over the report, point by point.

Co-Chair Lloyd Jones commented on the grant program. He questioned if the students who would receive the best education would come from the districts who had the best grant writers.

Dr. Darnell responded that the incentive grant idea tries to get away from the concept of the categorical grants. The types of grants delegated would not be for large sums of money, yet create a means by which local people would have a voice. In order to control the problem mentioned by Sen. Jones, the criteria to get the money must be well defined and administered.

Co-Chair Jones noted page VIII of the executive summary: Expanded and Coordinated Health and Social Services, item III, clash on the description of the new program and salvation of the existing programs. Sen. Jones cautioned the committee on the amount of money needed to create new programs. The committee should look at the consolidation of programs using discretion in committing to new programs.

Dr. Frank Darnell explained that the plan is not looking for new programs that would be costly.

Co-Chair Lloyd Jones noted that the use of new programs dealing with drug problems. He continued, the idea of an at-risk child from a few years ago is very different situation from the problems that students involved with drugs and alcohol are experiencing today.

Rep. Cheri Davis asked Dr. Darnell about the report she received from the Office of the Governor dealing with schools featuring cost and salaries.

Dr. Darnell said that he was aware of the report, but it would not be printed in quantity until next week. This report points out that Alaska no longer spends more money per child for education than all other states. Several states exceed the amount that Alaska is spending. Alaska is down the list by seven or eight slots. This information will affect the report of the joint committee.

Dr. Darnell continued that he would want the executive summary to capture the immediate attention of the reader. Dr. Darnell asked for and received the agreement on the order of the topics identified in the report. He reminded the committee that DOE and the Governor's Office will be

proposing legislation along the same lines as the joint committee.

Co-Chair MacLean began with page six of the executive summary. This page outlines each topic. The committee then began with the first topic:

1. SCHOOL DISTRICT ACCOUNTABILITY AND STATE GOALS OF EDUCATION.

Sen. Jack Coghill explained that purpose and accountability is not defined within the report, yet continual reference to these goals are.

Dr. Darnell responded that this will be addressed in the initial part of the report; it was now being written.

Rep. Cheri Davis noted that whenever the Department of Education receives money, many people become resistant. The problem seems to be too much bureaucracy and not enough responsibility for the districts. Rep. Davis suggested that if the districts had the money, they would be able to execute many of their plans without DOE advising them. Rep. Davis recommended that DOE not be involved in the money distribution for the individual school districts.

Dr. Darnell responded that in statute, DOE is the medium through which education money is dealt with.

Dr. Darnell continued that when the section on Control and Restructuring is written, it will show that there are ample means for the state board's authority to be increased.

Co-Chair MacLean introduced the second topic:

2. INCENTIVES FOR INNOVATIONS IN REFORM.

Rep. MacLean continued that this would enable schools to reach state and local goals where shortcomings are identified.

Sen. Coghill asked Dr. Darnell to include where shortcomings are identified within the report carding system by reference to the main report.

Co-Chair MacLean agreed with Sen. Coghill's suggestion.

Rep. MacLean added that her office had researched the report carding system. Some school districts do submit a report card to the Department of Education. Presently, this is a volunteer effort on the behalf of each school district.

Co-Chair MacLean introduced the third topic:

3. EXTENDED AND COORDINATED SOCIAL AND HEALTH SERVICES.

Co-Chair MacLean explained that the common consensus from residents interviewed throughout the State was for more coordination of effort among the health agencies, social agencies and the school districts.

Sen. Jack Coghill replied that the legislature needs to require this by resolution. The emphasis and focus needs to be placed on the school children rather than for the social service agencies.

Dr. Darnell replied to Sen. Coghill's comment that the report emphasis will be placed on student needs.

Rep. Cheri Davis asked if the word "expanded" should be the first word in the heading. Rep. Davis suggested that Social Services might see this as an opportunity mandated by the legislature to spend more money. Rep. Davis recommended using the words "Improved and Coordinated".

Dr. Darnell agreed this change could be made without changing the concept.

All members present agreed with using "Improved and Coordinated" in place of "Expanded" in point number three.

TAPE 2, SIDE 1

Co-Chair Eileen MacLean introduced the fourth topic:

4. EARLY CHILDHOOD AND PARENTING EDUCATION.

Rep. MacLean noted that this topic addresses parental involvement. Involvement here needs to be identified and encouraged within the schools. Early childhood years are the time when the parents need to become involved in their child's education.

Rep. Cheri Davis noted the discrepancy in the term "some communities" on the second line of page nine. Some districts have greater problems than others. Early childhood education should be made available to all children within all communities, yet this early childhood system should not be mandatory. Rep. Davis continued that we definitely need to have early childhood programs within our complex society. This funding needs to be available to "all" communities within the state. Rep. Davis recommended removing the word "some" from this phrase. This would then provide funding for all the communities. Dr. Darnell agreed.

Sen. Coghill suggested using the word "various" replacing the word "some".

Co-Chair MacLean recommended the deletion of the word "some" from the phrase.

Rep. Eileen MacLean addressed her concern over the next phrase:

"To facilitate this review and adapt the budget of the Department of Education".

Currently, there are programs funded through Headstart and through Department of Community and Regional Affairs. Rep. MacLean asked how would the status of these already working programs change when Department of Education became the facilitator. She noted that testimony has shown, total funding through the Department of Education, would formalize the programs and remove parental involvement.

Dr. Darnell responded that this phrase was an error. It should read:

"All agencies involved, especially Community and Regional Affairs".

Sen. Coghill suggested that the committee develop a meaningful position on the school foundation formula.

Co-Chair Jones commented on the need to be able to evaluate a school districts qualifications for specific funding. This process would then bring us back to the school foundation formula.

Dr. Darnell recommended having this information available on the school report card. Each district would be responsible for explaining what the individual district would need to meet all of their goals, and what more should be done that is not already being done. These questions and answers should be addressed on the school districts report card.

LISA MCLAREN, ADMINISTRATIVE AIDE, NIILO KOPONEN, expressed confusion on the recommendation for early childhood education. She asked how the funding would be handled.

Dr. Darnell responded that a better definition should be developed to address this issue. The joint committee will not recommend any course of action at this time rather it will recommend a review of all programs that now exist.

Lisa McLaren asked if the funding spoken of for early childhood education would cover both the private and the public sector.

Dr. Darnell replied that the report would suggest that all early childhood education be funded.

Sen. Coghill suggested that the report address the work of AYI (Alaska Youth Institute).

Co-Chair MacLean recommended that Sen. Coghill's concern be placed under this topic.

Co-Chair MacLean suggested that the fourth point be reworded so all concerns expressed at the joint committee meeting of December 4th, 1989, be addressed.

Dr. Frank Darnell agreed that this would be taken care of.

Rep. Cheri Davis asked if the committee would be using the executive summary as a way to bring attention issues that the final report would address.

Rep. Davis suggested one more topic to be added to the final report: Tenure.

Tenure needs to be further explored and this is the responsibility of the committee. Tenure should tie into the report card and the school districts accountability.

Rep. Cheri Davis suggested by not addressing tenure would be a great disservice to the students and the districts.

Dr. Frank Darnell acknowledged Rep. Davis' comment, and pointed out that all subjects identified by the committee, including tenure would be listed in the executive summary.

Sen. Jack Coghill commented on including Alaskan studies. He thought this should be included with tenure within the executive summary.

Dr. Darnell stated all the points within the report are equally important. The problem of time makes it important to itemize those issues which are not covered in the first report so it will be understood that they will be addressed in the second report next year.

Lisa McLaren commented on the programs funded through day care assistance. She noted that some of the programs available are not specifically educational programs for preschoolers, yet they are programs in which young children spend most of their time. Ms. McLaren spoke of the need for credentialing of the teachers for those programs. She suggested this recommendation be included within point number four.

Sen. Lloyd Jones expressed that one of the purposes of the early childhood program would be to involve the parents.

Programs that emphasize that would be the ones the committee would support.

Co-Chair Eileen MacLean introduced the fifth topic: Professional development and competency.

There were no comments from the committee on point number five. Rep. MacLean asked for a ten minute break.

Dr. Frank Darnell expanded on the goals of education by introducing five questions:

1. What should state mandated schools require of school districts and students?
2. What should be the role of the State Board of Education in specifying the monitoring of state goals?
3. What measures of accountability can be used to reliably assess school district compliance with state mandated goals?
4. What elements of the curriculum should be mandated as a means to assure district compliance with state goals?
5. What incentives, in addition to routine support, can or should the legislature provide?

Sen. Jack Coghill pointed out that legislative mandated goals place the responsibility on the districts and on the State Board of Education. Sen. Coghill recommended that the school districts and the state board share their process in a series of public meetings.

Sen. Coghill furthered stated that the only way to solve the current issues would be by including the public sector in the school districts accountability.

Dr. Darnell noted that the state board does ask for this, yet the local districts do not always provide it.

Rep. Cheri Davis replied to the idea of the incentive. The correct phrasing of the points is very important. The difference would be made by approaching incentive from an encouraging perspective. Rep. Davis continued that within the educational system, people resist the threatening angle. Often the districts which are doing poorly are given more money. This system perpetuates the incentive for those districts not doing well.

Dr. Darnell agreed with Rep. Davis, and suggested he would try to reflect the more constructive point of view within the report.

Rep. Cheri Davis noted that most school districts are involved in getting the public involved, although the approaches used in getting the public involved are at times not appropriate. Rep. Davis suggested researching possible ways of getting the public wanting to become more involved with their child's education.

Dr. Darnell asked the committee to look at page twenty-five. He noted that curriculum has been a common topic throughout all the states. Dr. Darnell reported that nine hundred pieces of legislation within the last four years have been passed across the country, which address school performance or curriculum.

Dr. Darnell reiterated that the legislature needs to state the broad purpose of education.

TAPE 2, SIDE 2

Sen. Coghill asked Dr. Darnell to elaborate more on the report card system in the final report.

Co-Chair Eileen MacLean adjourned the meeting for lunch.

12/4/89

HEARING

HEARING
JOINT COMMITTEE ON SCHOOL PERFORMANCE
December 4, 1989
Petersburg, Alaska

Members Present:

Sen. Lloyd Jones, Co-Chair
Rep. Eileen P. MacLean, Co-Chair
Sen. Jack Coghill
Rep. Cheri Davis

Members Absent:

Sen. Al Adams
Rep. Niilo Koponen
Sen. Johnne Binkley (Ex officio)
Rep. Johnny Eillis (Ex Officio)

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TAPE 2, SIDE 2

CO-CHAIRPERSON LLOYD JONES, DISTRICT-A:

Good afternoon. We will call the meeting back to order. We are the Joint Task Force on School Performance.

This afternoon, we are taking public testimony. We will start today, with welcoming Wrangell on board here, and Dr. Mary Francis in Wrangell. Dr. Francis would you like to begin testimony, please?

DR. MARY FRANCIS, WRANGELL SCHOOL DISTRICT:

Thank you, and good afternoon. I appreciate this opportunity to be able to testify to the committee. I would like to preface my remarks, by saying the Wrangell School District is willing and eager to be accountable for the school performance of its students. However, there are some factors that make doing so increasingly difficult.

I did listen this morning, and heard the discussion about the amount of money spent for education, and yet we still have problems. I would just like to point to some, unfortunately, financial concerns of mine. We have no increase in the instructional unit in spite of the rising costs over the past three years.

The second factor which concerns me, is that initial inequities in the foundation formula for districts like mine, which are single sites, have caused us problems, and in particular, I think, what people don't understand is that there are some programs and services that small sites have never had. It is not a matter of services that have been cut back, it is some that we were never able to afford to provide.

A third factor that is making it difficult financially is a local economy that is unstable due to the dependence on logging and fishing, which does affect the local contribution to schools.

I would just like to point out, in terms of programs, for example, the impact of declining finances. Last year we purchased new materials in math and social studies, and this year we will purchase language arts and science materials, and a new standardized testing program. But, in order to protect these much needed purchases, we had to do a variety of things. We combined three first grades of last year into two second grades this year. I think you are all aware of the impact of large class sizes particularly at the primary level. We had to reduce instructional support staff. We basically had only compensatory program support staff working in our classrooms. We had to cut all travel, including student activities by twenty-five per cent. Other budget line items, we either maintained or reduced every single item in the budget.

And all of this, also, on top for settling for a status quo contract with our certified staff. These

various things, I believe, are important to acknowledge the impact that they will have on our ability to either maintain existing programs for student achievement or to improve them to any extent. And I believe, we shouldn't have to pit these things, one against the other.

The instructional unit needs to be increased to rectify the losses sustained over three years of no increase and it needs to be inflation proofed for the future. Otherwise, I think you will see by logical extension, a decreasing ability to sustain a level of quality programming.

Small districts like Wrangell are at risk of falling behind each year in our ability to improve and provide services to our students.

Thank you very much.

SENATOR LLOYD JONES:

Thank you Dr. Francis. Are there any questions?

SENATOR JACK COGHILL, DISTRICT-J:

Thank you, Mr. Chairman.

Doctor, you were with us this morning. Did you, have you got any comments about the report card system, that we did discuss, and hooking that into some way or other getting the proper funding into the foundation formula. Do you have any comments on that? Or do you know enough about it?

DR. MARY FRANCIS:

I didn't listen. I was only listening for about an hour, and overheard the discussion. I believe, I have the general idea of report card system that you are referring to. I believe that you were the person, who would like to tie the report card to, in some way to districts in need. You would not simply tie funding to people who perform well. Is that right?

SENATOR JACK COGHILL:

That's correct, yes. Trying to, well, you don't want to punish those people who are performing well. You have to tie it somehow or another to report card system, and find out, in fact through the report card system, if we do have, like you say, a failure in the proper funding of the basics for the foundation formula.

Like Senator Jones said, we have been through that loop two or three times. I guess when it gets down to, it's not a matter of needs, it becomes a matter of who writes grant report, or who can fill out the best paper work, for the way that we have our system now. We are looking for new innovated way, so that we can get into the recommendations of just exactly what we are trying to do here and that is to get our school performance up to a level of achievement.

DR. MARY FRANCIS:

I would just like to say that, I think it is a good idea. What I would prefer, is that there would be some time for districts to improve with dollars that went with it. For example, in the first year of the report cards showed that "x" district was not performing as well as other districts in the state, with that would be compensated for and the district would be asked to provide some kind long range plan in which it would slowly inch toward improvement. And it takes time, it doesn't help to simply buy a new set of text books and expect the next year suddenly students are performing better.

SENATOR JACK COCHILL:

Yes, I agree. And that of course is what we are trying to grapple with here. We are trying to get into a policy position. We are not going to drive the boat, we are just going to point the boat to where it is supposed to go. We are trying to figure out new and innovative ways to not enhance the system, but to enhance the quality of the receiver end, which is the kids.

I think this report card system will do, is that it will show, it will show all of the values, because when you got stability and family, and got stability and community, that will automatically show up in performances of the education system, as far as that area is concerned. When you have instability, lots of transits and lots of upheavals in family and family affairs in the social structure with alcoholism and all the rest of them, that shows up in the performance in the school level. So the administrators, Doctor, I guess were what, I was saying here, the administrators are looking at the funding side of it. We as policy making people, are trying to look at it from the stand point of what's the end result.

SENATOR LLOYD JONES:

Okay. Thank you very much, Dr. Francis. If nothing further, we will now welcome Sitka aboard, Joe Beckford.

JOSEPH BECKFORD, SITKA:

Thank you very much. I haven't had an opportunity to listened to the testimony that you had thus far. But, with regards to statewide testing, and how the legislature might go choose to go about measuring school performance, I think there are some concerns that we would like to address.

A few years ago, Sitka School District underwent a project called curriculum alignment, whereby, we looked at the different testing programs that are available on the market place and went through a process to match our curriculum with the standardized testing, to find out which standardized test best matched what we are doing. Now obviously, it is no use to test children on things that you are not teaching them. So the logic in doing this was not to teach to the test, but get the best match possible between a testing format and what we are doing in our schools.

When you come in and you start looking at statewide testing, of course, one of the concerns is whether or not you are setting a statewide agenda for curriculum. Again, there is no sense testing that which is not being taught. And so that is a concern I think to not only us, but to any people around the state.

Last night, I was reading through a copy of an article from the November 19th, Wall Street Journal addressing standardized testing. And the number of booklets which have appeared in the market place, which attempt to prepare students for standardized testing, one of the concerns which is arising is the very close match between these test booklets and the test themselves. As a matter of fact, a company by the name of Random House, which has been absorbed by McGraw Hill, came out with a book for that very purpose. And originally McGraw Hill criticized the company for its close proximity to what they were testing. However, McGraw Hill bought out Random House and I believe over two million copies of this booklet were sold and continue to be sold by McGraw Hill, who also owns the California Achievement Test as well as the competency test of basic skills. And so this type of thing happening out in the market place is also a concern, when you look at standardized testing. Personally, I have never been a proponent for standardized testing. I think the best thing for school districts is that they could have very efficient criteria reference testing. And this way, whole schools are responsible for what they say are doing, instead of some other level of involvement such as the testing bureaus.

That is the only concern that I would like to address at this time, and I thank you for giving me the time and opportunity. Thank you.

SENATOR LLOYD JONES:

Is there any other site or anybody else from those sites that would like to participate at this time?

[THE BRIDGE REPLIED THAT THERE WAS NO ONE ELSE.]

SENATOR LLOYD JONES:

Okay. We will now come back to Petersburg here and we will open up the testimony for anyone that is present here. Would anyone like to testify?

The superintendent of schools, Bill.

Welcome, Bill.

BILL CREGER, SUPERINTENDENT, PETERSBURG SCHOOL DISTRICT:

Thank you. I would like to welcome you to Petersburg, also.

I'm Bill Creger, Superintendent of the Petersburg Schools. And as I was saying, I would like to thank you for your interest in education and to hear testimony on behalf of our educational programs throughout the State of Alaska. I deeply appreciate it.

One of the things that I wanted to address, and it was touched on this morning, is the funding for the State of Alaska. Petersburg is one of the districts in the state that per capita spends the least. Another way of looking at it is that for the dollar that is spent by the state, people get much value for the dollar spent. Or it is a bank for the buck, looking at it that way.

We are proud of our educational system here. We think there are some reasons it has been and is a strong school system. One of the fundamental strengths, and I am trying to cut through a lot of talk, is a strong faculty. We have a dedicated and strong faculty, that has been hired and placed for a number of years. It is a veteran faculty. They have been here for a long time, most of them. They were hired carefully, administrators important in the past look to the best teachers they could find, wherever they could find them and hired them. And they also made a concerted effort to keep those teachers on staff. To keep them and make a working environment that was pleasant for them.

So the bottom line for a strong educational system, in my opinion, is the best teachers that you can find. Second, would be retaining them. In order to do that though, comes a need for finances. Increasingly,

Petersburg is finding for the money we are spending, it is going to be harder and harder for us to attract teachers from wherever they might come from, that are the best that we can find. The best that they can be for our kids in our school system.

In the past three years, you have had a foundation formula in place of the state that has \$60,000/base per unit. I really believe that that needs to be increased just for cost of living going into next year. For Petersburg in particular, is going to be suffering.

We are in a position right now, where we are going to need to start looking at that cost either this coming year or the following year. We don't really want to do that, because we think that cutting is going to hurt our program. Even now we are standing still. We are not able to add programs as we would like. And in business, when you stand still you are bound for failure. You are bound for reduction in production. And we would like to expand.

Our school board has looked at expanding into a foreign language program. We would like to look at elementary counseling or social service programs for youngsters that need it, and parents that need it. We would like to look at expanding a stronger a science program than we now have. An in-service training for our teachers, to keep them abreast of new things. And strength in an already strong program. And support our teachers, because they need that support.

Strong business' train there employees, and retrain them. And they provide what we call in-service for their people. And they invest in them. And that is a good investment.

I would encourage you to look at what I consider to be the basics of where our money should go in this great state of ours. That is toward the classroom and toward the teachers. I would look for programs that work, and I would look for basic programs that work.

I wanted to comment, too, some under the report card that you are going to be looking at. I think it is a good idea. I think that some measure of performance, some measure of output is important. However, I think you need to look at what that tool will do after you have it in place. Is it the intention to reward districts that do well or is it intention to provide more funds for districts that are not doing well? Again, we are a capitalistic society looking at industry. Those that do well, perform well are going to make more money. This is a fishing community. It is one of the main sources of income in this community. Those that are efficient fishermen, the ones

that know where to go for fish, the ones that have been effective over the years in getting the big catches, make the most money.

So I would encourage you as legislators, to look at rewarding not only those that are doing poorly, but also for providing incentives for those that do well. The national studies that came out over the past since 1983, with the nation at-risk being the first, pointed out, and all of them pointed out two basic needs:

1. Higher pay for teachers.
2. Higher funding levels for education.

And finally Alaska, which at one time, was one of the best paying states in the nation, was the best paying state in the nation, overall, at entry level, is slipping. Even though many of our schools in Alaska are still in the best paying, if you put in the cost of living factor in some areas of twenty-five to thirty-five percent, it is not longer the best. I think you need to look at that as legislators, in order to maintain the best teachers you can for our students here in Alaska.

I have touched on some things which are important to an educational enterprise. Money is the life blood of any educational program, as it is with industry or whatever businesses you are in. And we are concerned about our life blood being reduced and cut, because it will be, just with cost of living increases. And I could reiterate into areas that we have had increases. And you know what those are though. And we had very little to do with a good number of those. Utility costs are going up, insurance costs are going up, escalating the problem nation wide, taking more and more of our money. And we are not adding to programs to do those things. They are just there.

Again, I would thank you for your interest in education. And for being here today, and being concerned about education and the future of Alaska.

SENATOR LLOYD JONES:

Thank you.

Are there any questions?

Rep. MacLean has a question.

REPRESENTATIVE EILEEN MACLEAN:

I just wanted to get some background information on Petersburg School District. What is the student population now?

BILL CREGER:

Our student population this year K-12 is 685 students. That's[indisc.]....

REPRESENTATIVE EILEEN MACLEAN

And how many teachers?

BILL CREGER:

We have forty-six full time teachers. Fifty by head count.

REPRESENTATIVE EILEEN MACLEAN:

Let me just go through some of my questions.

You mentioned that your per capita funding is low compared to the State of Alaska. What do you see local contribution that the school district gives toward the funding process?

BILL CREGER:

The local contribution currently is four full mils. That is nothing. With four full mils contribution, there is no in services held or anything such as that.

REPRESENTATIVE EILEEN MACLEAN:

The last question which I wanted to ask is that: Do you have a program for preventative measures for potential drop-outs or what we term at-risk students?

BILL CREGER:

We try to handle as much we can, all our students in the classroom setting. If other than special education programs, Chapter I programs, no we do not. And our drop out rate is between three and five percent.

One thing that I think regarding full out programs of any kind, including ones that we do have, we do have gifted and talented, and we have bilingual, but I think pulling people out of the regular classrooms, sometimes singles them out to the point to where they feel different and feel that they are not part of the system any more, or that people think less of them or even worse they think more of them, and that they are kind of superior human beings.

REPRESENTATIVE EILEEN MACLEAN:

Thank you.

BILL CREGER:

Thank you, too.

SENATOR LLOYD JONES:

Alright. John Forney. Would you like to come forward.

JOHN FORNEY:

I would like each of you to take one of these, please.

[ATTACHMENT A]

SENATOR LLOYD JONES:

Welcome John. Would you identify yourself for the record please.

JOHN FORNEY, MINISTER, MEMBER OF SCHOOL BOARD, PETERSBURG, ALASKA:

I'm John Forney. I'm a member of the school board here. I'm the local Episcopal priest in town and I have also had a chance to do some teaching in a number of studies both in Oakland and other areas and had a chance to substitute teach in our school district as well. It is out of that background that I would like to share some research that has been done on education. This is with poor minority children, but I think it would be pertinent to children that come from many cultural backgrounds. This somewhat brings different values than mainstream school brings or mainstream schools have.

The article itself, to identify it, is by James Comer. He is a professor of child psychiatry and Director of the School Development at Yale University. And to just briefly summarize the article, James Comer writes a little bit out of his own background. He grew up as a black child in the Chicago area and he and three other friends went to one of the elite Chicago integrated schools as children. He says of the four of us, he made it. The three friends didn't. What was it of their family background that gave it the ability to make it in the schooling situation.

Later on, working with children, as a professor of child psychiatry, he begin to notice that the scores between white children out of middle class homes and minority children pretty much stay the same through third