

ARIZONA STATE LEGISLATURE

**REPORT OF THE AD HOC COMMITTEE
ON THE
K-12 EDUCATION BUDGET**

FEBRUARY 1, 1993



Arizona State Legislature

1700 West Washington

Phoenix, Arizona 85007

February 1, 1993

President John Greene
Speaker Mark Killian
Arizona State Legislature
Phoenix, AZ 85007

Mr. President and Mr. Speaker:

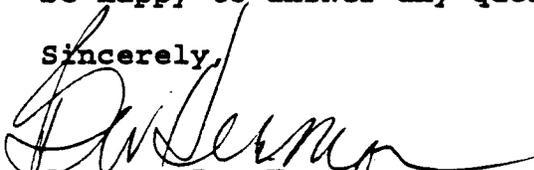
Submitted herewith is the Report of the Ad Hoc Committee on the K-12 Education budget.

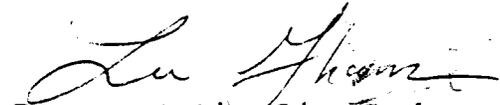
The report contains the minutes of the two meetings of the Ad Hoc Committee which were held on January 22 and January 28, 1993, and materials distributed at the meetings for your review.

During the course of our meetings, the Executive Budget recommendation and the JLBC Staff recommendation were both presented and discussed. Public testimony on the budget recommendations, as well as related materials was received. Finally, alternative approaches were presented in various forms before the Committee and discussed.

We appreciate the opportunity to serve on this Committee and will be happy to answer any questions that you might have.

Sincerely,


Senator Bev Hermon
Co-Chair

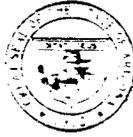

Representative Lisa Graham
Co-Chair

am/ga
Enclosure

JOHN GREENE
DISTRICT 24

STATE SENATOR
FORTIETH LEGISLATURE

CAPITOL COMPLEX SENATE BUILDING
PHOENIX ARIZONA 85007
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COMMITTEES
APPROPRIATIONS
COMMERCE & LABOR
JUDICIARY

Arizona State Senate

Phoenix, Arizona

January 15, 1993

Senator Bev Hermon
Arizona State Senate
1700 West Washington
Phoenix, AZ 85007

Representative Lisa Graham
Arizona House of Representatives
1700 West Washington
Phoenix, AZ 85007

Re: Appointment to Joint Ad Hoc Committee on the K-12 Budget

Dear Senator Hermon and Representative Graham:

You are hereby appointed to Co-Chair the Joint Ad Hoc Committee on the K-12 Budget. Your fellow committee members are:

Senator Carol Springer
Senator Pat Wright
Senator Gus Arzberger

Representative Bob Burns
Representative Leslie Johnson
Representative Bob McClendon

The committee is to review the JLBC Staff recommendations, the Executive Budget recommendations and alternative budget proposals within the budget parameters established by the Appropriations Chairmen and reflected in the JLBC Staff recommendations. The committee shall take public testimony at two meetings to be held on January 21, 1993 and January 28, 1993.

The committee shall complete its work by Friday, January 29, 1993.



We appreciate your willingness to serve on this committee and to deal with these difficult issues in a timely fashion.

Sincerely,



John Greene
President of the Senate



Mark Killian
Speaker of the House

cc: **Senator Springer**
Representative Bob Burns
Senator Wright
Representative Johnson
Senator Arzberger
Representative McClendon

Representative McLendon asked why the number is lower if JLBC's recommendation estimates more growth. Ms. Fusak stated JLBC's numbers were checked with DOE's numbers, and that those assumptions were based on that.

Senator Hermon stated the career ladder program was listed in "U.S. News and World Report" as one of nine options promising educational reform which Ms. Fusak listed as one of the programs recommended for cuts in the JLBC budget, in addition to the teacher experience index (TEI), the Education Commission of the States, Arizona Humanities Council and the Arizona Principals Academy. Recommendations also include reductions in the adult education, chemical abuse, dropout prevention, gifted support, preschool at-risk, and K-3 support. Ms. Fusak continued review of the JLBC handout.

Senator Wright suggested school districts best able to absorb the cost loss are career ladder schools, and the schools that can least afford it are TEI districts.

Representative Smith stated approval for the block grant proposal in which schools are able to decide what their own priorities are.

Senator Hermon pointed out that some of the programs that use funding are under legislative oversight in order to evaluate the results for possible state-wide funding. Ms. Fusak stated that the funding of specific programs was not looked at, and that DOE might be able to offer more information.

Senator McLendon stated many of the programs are already underfunded, and consistency needs to be maintained with funding and budget cuts.

Representative Johnson expressed concern that by establishing the "block grant" concept, a separate bureaucracy could be unintentionally formed.

Senator Arzberger commented vocational education in Arizona is important and encourages children to stay in school.

Jennifer Mabrey, Governor's Office of Strategic Planning and Budgeting, stated the education budget offered by the Governor's Office does not recommend any permanent changes, and the student growth dollar figures were based on figures from the DOE.

C. Diane Bishop, Superintendent of Public Instruction, stated the Department realizes the fiscal problems of the State and is ready to participate in discussions to find a solution and that JLBC's numbers are not the solution. Ms. Bishop addressed her concerns beginning with the non-formula line item programs. She submitted that not all schools in the state are involved with the extra programs so the block grant proposal would not work. She also mentioned the federally-funded "Head Start" programs in Arizona work closely with at-risk preschool programs. She expressed concern regarding the K-3 special programs and Career Ladders, stating the programs were still young, and not enough data had been acquired to justify cutting them.

Representative Smith asked how funding for special programs was obtained, citing Chinle and Douglas as examples listed on the "Costs of JLBC Recommended Budget Cuts in Block Grant Proposal" (filed with original minutes). Ms. Bishop explained schools submit proposals which are reviewed by the Department and chosen based on program design, number of pupils to be served, and the

level of need for the program.

Ms. Bishop further explained the Career Ladder program, stating more districts were interested in joining the program and urged the Committee not to eliminate it. The TEI program was also addressed which Ms. Bishop stressed provides equity to districts that don't have sudden growth dollars. Ms. Bishop also mentioned the importance of the Principal's Academy, the Arizona Humanities Council, vocational education and adult education programs. Some of these programs receive matching fund grants which would be jeopardized. Ms. Bishop suggested the Legislature address the education funding issue in a special session in order to fully address needs.

Representative Smith asked if DOE had made any cuts in staff. Ms. Bishop stated she would get that information for the Committee.

Representative Johnson asked if all of the programs are working, why isn't there a better product to show for it. Ms. Bishop stated programs that are working should not be the ones targeted for cuts. Representative Johnson expressed frustration with the inability to see results.

Senator Hermon noted that she envisioned a scholarship program that enabled funds to follow the child to whatever school they wish to attend. Representative Graham stated it was her intention to learn in Committee the true costs for educating a child.

Representative Smith pointed out the best way to find out what problems there are in education are to ask teachers. Senator Hermon stated teachers are always welcome to testify in Committee.

Representative Burns remarked the true cost of a quality product can be defined in the open marketplace, and asked Ms. Bishop which programs are the bad ones that could be cut. Ms. Bishop stated a list was not available, but that a list of possible components could be provided, and asked again that the good programs be considered as important to promoting the educational process. Representative Burns questioned funding of the Career Ladder program.

Dr. Judy Richardson, Department of Education, stated 90% of the money goes directly to teachers, and 10% goes to administrative and evaluation purposes. Representative Burns mentioned he was interested in seeing documentation verifying that.

Representative McLendon stated he would like to see the preschool at-risk program funded fully across the State.

Senator Wright commented a pro-rata reduction in the State aid formula for education would be an equitable option. Ms. Bishop agreed that it is an option.

Senator Arzberger stated the theory of state aid following the child would not work in the rural areas since few private or parochial schools exist in those areas. Representative Burns stated if the money follows the child, it will encourage private schools to be built.

Senator Springer maintained the debate should focus on possible deeper cuts across the state rather than just targeting education.

Kay Lybeck, President of the Arizona Education Association, noted all of the recommendations were cuts, and the State should be making investments in today's schools. Representative Smith asked Ms. Lybeck if district consolidation was an option. Ms. Lybeck stated members had expressed an interest.

Lou Tenney, Constituent, stated parenting skills had been taken over by the schools and that if those items which could be considered "parenting skills" were eliminated, more money would be available for education. He suggested administrative employee positions be trimmed and more attention be paid to educators for their comments and suggestions.

Betty Craig, Manager, Career Ladder Program, Southern Arizona Career Ladder Network, testified she had been a teacher for 26 years and that Career Ladder teachers are evaluated by both peers and students.

Ellen Cameron, Career Ladder Program Director, Peoria District, stated Peoria was one of the first districts to participate in Career Ladders. She mentioned Career Ladders is the most unique teacher program in the State in that it makes teachers accountable to student achievement. Ms. Cameron remarked she was an economics teacher 2/3 of the day, with 1/3 of her day dedicated to management of the Career Ladder program. She summarized Career Ladders keeps good teachers in the classroom and encourages new teachers to strive for good results.

Mary Goitia, Facilitator, Career Ladders, Pendergast School District, repeated Career Ladders helps create better schools through teacher evaluations. She explained how the Pendergast program was started and explained that teachers choose to become better teachers when they participate in Career Ladders. Representative McLendon pointed out that only 21 districts offer Career Ladders. Further discussion about Career Ladders and the quality of education was discussed by the Committee and Ms. Goitia stated the program is successful because instructional leadership techniques are utilized.

Virginia Guy, Career Ladder Specialist, Mesa Schools, stated Career Ladder schools are able to bond more effectively as a supportive network and teachers in the program feel accepted and rewarded. Ms. Guy stated Career Ladders had gone beyond the expectations of the Legislature, and mentioned the "U.S. News and World Report" article.

The meeting was adjourned at 4:45 p.m.

Respectfully submitted,


Arlene Seagraves, Committee Secretary

ARIZONA HOUSE OF REPRESENTATIVES

GUESTS ATTENDING MEETING

HEARING ROOM 2

TIME 2-5pm

DATE 1-22-73

MEETING Education

NAME AND TITLE (Please print)	REPRESENTING	BILL NO.
ELLEN M CAMERON	PEORIA DISTRICT	
Theresea King	Mesa Public Schools	
Mary Kirtin	Pendleton SD	
BETTY CRAIG	Amphitheatre Schools	
W J Kaul	Alhambra School Dist	
Dean Miller	AZ Tax Research	
C Diane Bishop	ADE	
Wanda	ADE	
Stuller	ADE	
Loe Tenney	U of A (SELF)	
Kay Lybeck	AZ. Ed. Assn	
EUGENE DUDA	Bus Union H.S.	
Marie Smith	GREMC	
John M. King	Roosevelt	
Smarr	Peoria S.D.	
Chuck Essig	Mesa Schools	
John Kelly	Governor's Office	

ATTACHMENT _____

**Joint Legislative Budget Committee
Staff Memorandum**

DATE: January 19, 1993
TO: Senator Bev Hermon
FROM: Michelle Fusak, Fiscal Analyst *MF*
SUBJECT: REQUEST FOR INFORMATION

Attached is a copy of a spreadsheet which illustrates your proposal to cut all Assistance to Schools line items by a percentage which achieves the "bottom-line" savings outlined in the JLBC Staff recommendation in an "across-the-board" manner.

The Full Funding column restores the reductions proposed in the JLBC Staff recommendation other than the 2.7% GNP deflator adjustment. In Basic State Aid, Rapid Decline is funded at 64% (which adds \$1.4 million); Career Ladder funding is restored (which adds \$11.9 million); the Teacher Experience Index computation is restored (which adds \$9.5 million); and the Unified Equity reduction is restored (which adds \$8 million). In addition, the Block Grant/Program reductions are restored (which adds \$3.7 million to the non-formula line items).

The Prorata Reduction column reduces all line items by 2.6% with two exceptions: First, the reduction for Prior Year State Aid is included in the Basic State Aid line; the \$142,196,400 amount for Prior Year State Aid was appropriated in Laws 1992, Chapter 1, 9th Special Session and, therefore, a reduction would require amending that law. Second, Additional State Aid (the Homeowner's Rebate) is not reduced due to the tax implications associated with this line item. The percentage reduction for Additional State Aid is reallocated to all line items. For your information, to achieve the Prorata Reduction savings in Basic State Aid, a reduction in the Base Support Level (negative deflator) of approximately 1.4% will need to be applied to all school districts.

If you need additional information or have any questions, please call me at 542-5491.

MF:ag
Attachment
xc: Ted Ferris, Director

JLBC

JLBC Staff
 January 19, 1993
 Department of Education Analysis

SPECIAL LINE ITEMS	FY 1994			JLBC vs Prorata
	JLBC Staff Recommendation	Full Funding *	Prorata Reduction **	
Formula Programs				
Basic State Aid	1,120,909,600	1,151,990,300	1,118,342,000	\$2,567,600
Prior Year State Aid	143,196,400	143,196,400	143,196,400	\$0
Additional State Aid	116,425,000	116,425,000	116,425,000	\$0
Assist. to School Districts	520,000	520,000	506,500	\$13,500
Cert. of Ed. Convenience	9,298,900	9,298,900	9,057,300	\$241,600
Permanent Education Vouchers	3,071,600	3,071,600	2,991,800	\$79,800
Perm. Special Ed. Inst. Voucher	5,411,000	5,411,000	5,270,400	\$140,600
Non-Formula Programs				
Academic Contest Fund	50,000	50,000	48,700	\$1,300
Academic Decathlon	82,000	82,000	79,900	\$2,100
Adult Education Assistance	2,437,100	3,046,400	2,967,300	(\$530,200)
Az Humanities Council	0	40,000	39,000	(\$39,000)
Az Principal's Academy	0	25,200	24,500	(\$24,500)
Az Teacher Evaluation	395,800	395,800	385,500	\$10,300
ASSET	234,000	234,000	227,900	\$6,100
Chemical Abuse	669,300	836,600	814,900	(\$145,600)
Dropout Prevention	1,746,800	2,183,500	2,126,800	(\$380,000)
Extended School Year	500,000	500,000	487,000	\$13,000
Full-Day Kindergarten	1,403,100	1,403,100	1,366,600	\$36,500
Gifted Support	801,900	1,002,400	976,400	(\$174,500)
K-3 Support	4,363,400	5,454,200	5,312,500	(\$949,100)
Preschool Disabilities	0	0	0	\$0
Preschool Disabilities Support	0	0	0	\$0
Preschool At-Risk Program	2,082,200	2,601,700	2,534,100	(\$451,900)
Residential Placement	100,000	100,000	97,400	\$2,600
School Breakfast Program	0	0	0	\$0
SLIAG Adult Education	375,900	375,900	366,100	\$9,800
Tuition Fund	100,000	100,000	97,400	\$2,600
Vocational Ed. Assistance	2,551,500	2,835,000	2,761,300	(\$209,800)
Voc. Ed. Support	909,200	1,010,200	984,000	(\$74,800)
Voc. & Tech. Education	1,800,000	2,000,000	1,948,000	(\$148,000)
Subtotal Non-Formula Programs	20,602,200	24,276,000	23,645,300	(\$3,043,100)
Subtotal Formula Programs	1,398,832,500	1,429,913,200	1,395,789,400	\$3,043,100
Special Line Total	1,419,434,700	1,454,189,200	1,419,434,700	\$0

* Does not include funding for the GNP Price Deflator of 2.7%.

** Includes a 2.5979% Reduction to all line items except Prior Year State Aid and Add'l State Aid.

COSTS OF JLBC RECOMMENDED BUDGET CUTS IN BLOCK GRANT PROPOSAL

CTDS	SCHOOL/SITE	ATTEND ADM 91-92	ADULT ED GED PREP FY 93	ADULT ED CITZN SHP FY 93	ADULT ED ABE - ESOL FY 93	ADULT EDUCATION FY 93	CHEMICAL ABUSE FY 93	GIFTED SUPPORT FY 93	PRE - SCH AT - RISK FY 93	AT RISK FUNDING K-3 7-12 FY 93	TOTAL BLK - GRNT FY 93	COST OF 20% REDCTN	
70459999	Laveen Elementary	1641					\$1,133	\$2,340		\$163,391	\$166,863	\$33,373	
70462999	Union Elementary	76					\$1,000	\$1,008	\$74,628		\$76,636	\$15,327	
70465999	Littleton Elementary	1284					\$1,052	\$1,824		\$144,852	\$147,729	\$29,548	
70466999	Roosevelt Elementary	10057					\$2,853	\$14,521	\$120,100	\$245,086	\$382,560	\$76,512	
70468999	Alhambra Elementary	7996					\$2,452	\$11,407			\$13,859	\$2,772	
70479999	Litchfield Elementary	1388					\$1,081	\$1,988			\$3,049	\$610	
70483999	Cartwright Elementary	13852					\$3,855	\$19,829			\$23,484	\$4,697	
70492999	Pendergast Elementary	4246					\$1,667	\$6,039			\$7,706	\$1,541	
80403999	Hackberry Elementary	39					\$1,000	\$1,004			\$2,004	\$401	
80404999	Kingman Elementary	4248					\$1,885	\$6,050			\$7,715	\$1,543	
80406999	Owens - Whitney Elementary	58					\$1,000				\$1,000	\$200	
80408999	Peach Springs Elementary	174					\$1,000	\$1,018		\$48,540	\$50,558	\$10,112	
80409999	Littlefield Elementary	82					\$1,000				\$1,000	\$200	
80411999	Chloride Elementary	163					\$1,000	\$1,017			\$2,017	\$403	
80412999	Topock Elementary	102						\$1,000			\$1,000	\$200	
80413999	Yucca Elementary	14					\$1,000				\$1,000	\$200	
80415999	Bullhead City Elementary	2297					\$1,267	\$3,280			\$4,547	\$909	
80416999	Mohave Valley Elementary	1328					\$1,061	\$1,898			\$2,959	\$591	
80422999	Valentine Elementary	46					\$1,000				\$1,000	\$200	
100100999	Zimmerman Accommodation	0									\$0	\$0	
100320999	Vall Elementary	554					\$1,000	\$1,057			\$2,057	\$411	
10035999	San Fernando Elementary	8					\$1,000				\$1,000	\$200	
100339999	Continental Elementary	205					\$1,000	\$1,021			\$2,021	\$404	
100351999	Altar Valley Elementary	603					\$1,000	\$1,062			\$2,062	\$412	
110100999	Mary C. O'Brien Accommodation	81					\$1,003	\$0		\$56,895	\$57,898	\$11,580	
110302999	Oracle Elementary	531					\$1,000	\$1,359			\$2,359	\$472	
110344999	J.O. Combs Elementary	210					\$1,003	\$1,359			\$2,362	\$472	
110404999	Casa Grande Elementary	4387					\$1,892	\$6,223		\$20,312	\$28,227	\$5,645	
110405999	Red Rock Elementary	53					\$1,003	\$1,359			\$2,362	\$472	
110411999	Eloy Elementary	1263					\$1,094	\$1,791	\$75,688	\$270,688	\$349,226	\$69,848	
110418999	Sacaton Elementary	667					\$1,003	\$1,069			\$2,072	\$414	
110422999	Toltec Elementary	500					\$1,003	\$1,359			\$2,362	\$472	
110424999	Stanfield Elementary	497					\$1,000	\$1,359	\$67,270	\$86,176	\$155,807	\$31,161	
110433999	Picacho Elementary	147					\$1,003	\$1,359	\$53,599	\$69,791	\$125,752	\$25,150	
120328999	Santa Cruz Elementary	111					\$1,000	\$1,012			\$2,012	\$402	
120408999	Patagonia Elementary	117					\$1,000	\$1,012			\$2,012	\$402	
120425999	Sonolta Elementary	108					\$1,000	\$1,011			\$2,011	\$402	
130315999	Skull Valley Elementary	10					\$1,125	\$1,001			\$2,126	\$425	
130323999	Kirkland Elementary	53									\$0	\$0	
130326999	Beaver Creek Elementary	188					\$1,000	\$1,019			\$2,019	\$404	
130335999	Hillside Elementary	21					\$1,125				\$1,125	\$225	
130341999	Crown King Elementary	9					\$1,125	\$1,001			\$2,126	\$425	
130350999	Canon Elementary	189					\$1,000	\$1,020			\$2,020	\$404	
130352999	Yarnell Elementary	38					\$1,125	\$1,004			\$2,129	\$426	
130403999	Clarkdale - Jerome Elementary	379					\$1,000				\$1,000	\$200	
130406999	Cottonwood - Oak Creek Elemen	2052					\$1,217	\$2,926			\$4,143	\$829	
140401999	Yuma Elementary	8017	\$21,000	\$8,000		\$27,000	\$2,418	\$11,425	\$56,000		\$96,843	\$19,369	
140411999	Somerton Elementary	1740					\$1,138	\$2,468	\$59,566	\$189,017	\$162,500	\$384,666	\$76,937
140413999	Crane Elementary	4567					\$1,721	\$6,508			\$8,227	\$1,645	
140416999	Hyder Elementary	154					\$1,000	\$1,016		\$49,310	\$51,326	\$10,265	
140417999	Mohawk Valley Elementary	257					\$1,000	\$1,027			\$2,027	\$405	
140424999	Wellton Elementary	417					\$1,000	\$1,048			\$2,048	\$410	
140432999	Gadsden Elementary	1320					\$1,057	\$1,886		\$102,375	\$105,318	\$21,064	

COSTS OF JLBC RECOMMENDED BUDGET CUTS IN BLOCK GRANT PROPOSAL

CTDS	SCHOOL/SITE	ATTEND ADM 91-92	ADULT ED GED PREP FY 93	ADULT ED CITZNSHP FY 93	ADULT ED ABE-ESOL FY 93	ADULT EDUCATION FY 93	CHEMICAL ABUSE FY 93	GIFTED SUPPORT FY 93	PRE-SCH AT-RISK FY 93	AT RISK FUNDING K-3 FY 93	7-12 FY 93	TOTAL BLK-GRNT FY 93	COST OF 20% REDCTN
150404999	Quartzsite Elementary	268					\$1,000	\$1,028				\$2,028	\$408
150419999	Wenden Elementary	60					\$1,000					\$1,000	\$200
150426999	Bouse Elementary	37					\$1,000	\$1,004				\$2,004	\$401
150430999	Salome Consolidated Elementary	123					\$1,000			\$30,032		\$31,032	\$6,208
ELEMENTARY TOTALS		175318	\$69,000	\$9,600	\$0	\$78,600	\$125,081	\$282,794	\$1,420,676	\$3,121,352	\$345,312	\$5,373,794	\$1,074,759
20509999	Benson UHS	351					\$1,000	\$1,038				\$2,036	\$407
20522999	Valley UHS	186					\$1,000					\$1,000	\$200
70501999	Buckeye UHS	780					\$1,000	\$1,078				\$2,078	\$418
70505999	Glendale UHS	12064					\$3,340	\$17,238				\$20,578	\$4,115
70510999	Phoenix UHS	17900	\$188,000	\$9,000	\$541,000	\$738,000	\$4,581	\$25,575				\$788,136	\$153,827
70513999	Tempe UHS	8417	\$23,000	\$3,000		\$26,000	\$2,572	\$12,028				\$40,598	\$8,120
70514999	Tolleson UHS	2885					\$1,350	\$3,808				\$5,158	\$1,032
70518999	Agua Fria UHS	1444					\$1,000	\$2,083				\$3,181	\$632
70801999	East Valley Institute of Tech	784										\$0	\$0
80502999	Colorado River UHS	1216					\$1,049					\$1,049	\$210
80530999	Mohave UHS	1453					\$1,112	\$2,078				\$3,188	\$638
110502999	Casa Grande UHS	1769					\$1,178	\$2,527		\$20,313		\$24,018	\$4,804
110540999	Santa Cruz Valley UHS	487					\$1,000	\$1,050		\$20,313		\$22,367	\$4,473
120520999	Patagonia UHS	168					\$1,000	\$1,018				\$2,018	\$404
130504999	Mingus UHS	1131					\$1,000					\$1,000	\$200
140550999	Antelope UHS	356					\$1,000	\$1,037				\$2,037	\$407
140570999	Yuma UHS	6319					\$2,105	\$9,028				\$11,133	\$2,227
150576999	Bicentennial UHS	156					\$1,000					\$1,000	\$200
UNION HIGH SCHOOL TOTALS		57586	\$211,000	\$12,000	\$541,000	\$784,000	\$28,388	\$79,558	\$0	\$0	\$40,626	\$810,552	\$182,110
10201999	St Johns Unified	1242					\$1,040	\$1,768				\$2,808	\$561
10208999	Window Rock Unified	3017					\$1,387	\$4,307				\$5,694	\$1,139
10210999	Round Valley Unified	1829					\$1,171	\$2,608				\$3,777	\$755
10218999	Sanders Unified	954					\$1,000	\$1,897	\$87,658	\$148,617	\$180,000	\$385,829	\$71,128
10220999	Ganado Unified	1891					\$1,167	\$2,702		\$206,387	\$182,500	\$372,736	\$74,547
10224999	Chino Unified	4019					\$1,618	\$5,738		\$180,185		\$187,547	\$37,509
10227999	Red Mesa Unified	699					\$1,000		\$75,038	\$57,400		\$133,438	\$26,688
20201999	Tombstone Unified	920					\$1,000					\$1,000	\$200
20202999	Bluebell Unified	1336	\$9,000	\$8,000		\$15,000	\$1,045	\$1,808				\$17,951	\$3,590
20213999	Willcox Unified	1331					\$1,062	\$1,897				\$2,859	\$582
20214999	Bowie Unified	136					\$1,000					\$1,000	\$200
20218999	San Simon Unified	85					\$1,000					\$1,000	\$200
20221999	St. David Unified	413					\$1,000					\$1,000	\$200
20227999	Douglas Unified	4218	\$9,000	\$13,500		\$22,500	\$1,866	\$8,028	\$140,000	\$258,392		\$428,583	\$85,717
20268999	Sierra Vista Unified	8186	\$28,000			\$28,000	\$2,040	\$8,800				\$36,840	\$7,388
30201999	Flagstaff Unified	11345	\$14,000			\$14,000	\$3,080	\$18,014				\$33,094	\$6,619
30202999	Williams Unified	875	\$3,000	\$2,685		\$5,685	\$1,000	\$1,070				\$7,755	\$1,551
30204999	Grand Canyon Unified	248					\$1,000	\$1,028				\$2,028	\$405
30206999	Fredonia - Moccasin Unified	386					\$1,000	\$1,040				\$2,040	\$408
30208999	Page Unified	3286	\$3,000			\$3,000	\$1,478	\$4,687		\$118,997		\$128,159	\$25,832
30215999	Tuba City Unified	2353	\$8,000			\$8,000	\$1,278	\$3,338	\$59,850	\$119,744		\$180,208	\$36,042

COSTS OF JLBC RECOMMENDED BUDGET CUTS IN BLOCK GRANT PROPOSAL

CTDS	SCHOOL/SITE	ATTEND ADM 91-92	ADULT ED GED PREP FY 93	ADULT ED CITZNSHP FY 93	ADULT ED ABE-ESOL FY 93	ADULT EDUCATION FY 93	CHEMICAL ABUSE FY 93	GIFTED SUPPORT FY 93	PRE-SCH AT-RISK FY 93	AT RISK FUNDING K-3 FY 93	7-12 FY 93	TOTAL BLK-GRNT FY 93	COST OF 20% REDCTN
40201999	Globe Unified	1935					\$1,193	\$2,764				\$3,957	\$791
40210999	Payson Unified	1967					\$1,184	\$2,803				\$3,987	\$797
40220999	San Carlos Unified	1279					\$1,056	\$1,804		\$99,015	\$162,376	\$264,251	\$52,850
40240999	Miami Unified	1832					\$1,173	\$2,592				\$3,765	\$753
40241999	Hayden-Winkelman Unified	468					\$1,000	\$1,048				\$2,048	\$410
50201999	Dan Hinton	0										\$0	\$0
50201999	Safford Unified	2622					\$1,322	\$3,742				\$5,064	\$1,013
50204999	Thatcher Unified	1415					\$1,088	\$2,023				\$3,111	\$622
50206999	Pima Unified	648					\$1,000	\$1,067				\$2,067	\$413
50207999	Ft. Thomas Unified	477					\$1,000	\$1,049		\$48,310		\$51,359	\$10,272
60202999	Duncan Unified	868					\$1,000	\$1,089				\$2,089	\$414
60203999	Clifton Unified	429					\$1,000					\$1,000	\$200
60218999	Morenci Unified	1132					\$1,027					\$1,027	\$205
70100999	Williams AFB Accommodation	425						\$1,024				\$1,024	\$205
70199999	Horse Mesa Accommodation	535					\$10,000	\$1,024				\$11,024	\$2,205
70204999	Mesa Unified	61208	\$95,000	\$2,665		\$87,665	\$13,534	\$87,355	\$70,759			\$269,319	\$53,863
70209999	Wickenburg Unified	1072					\$1,000	\$1,831				\$2,831	\$508
70211999	Peoria Unified	21128					\$5,170	\$30,144				\$35,314	\$7,063
70224999	Gila Bend Unified	638					\$1,000	\$1,066				\$2,066	\$413
70241999	Gilbert Unified	11165					\$3,102	\$15,923				\$19,025	\$3,805
70248999	Scottsdale Unified	19589					\$4,807	\$27,951				\$32,758	\$6,552
70269999	Paradise Valley Unified	26594					\$8,311	\$37,952				\$44,263	\$8,853
70280999	Chandler Unified	11064					\$3,087	\$15,782				\$18,869	\$3,774
70289999	Dysart Unified	3480					\$1,523			\$58,066	\$162,800	\$222,109	\$44,422
70293999	Cave Creek Unified	1595					\$1,125	\$2,259				\$3,384	\$677
70295999	Queen Creek Unified	877					\$1,000	\$1,253				\$2,253	\$451
70297999	Deer Valley Unified	15871					\$4,092	\$22,659				\$26,751	\$5,350
70298999	Fountain Hills Unified	1082					\$1,053	\$1,829				\$2,882	\$516
80201999	Lake Havasu Unified	4035					\$1,829	\$5,752				\$7,581	\$1,478
80214999	Colorado City Unified	959					\$1,000	\$1,352				\$2,352	\$470
90201999	Winslow Unified	2348					\$1,272	\$3,347				\$4,619	\$924
90202999	Joseph City Unified	411					\$1,000					\$1,000	\$200
90203999	Holbrook Unified	1748					\$1,158	\$2,493		\$109,999		\$113,650	\$22,730
90204999	Pinon Unified	788					\$1,000	\$1,126	\$61,304			\$63,429	\$12,888
90205999	Snowflake Unified	2367					\$1,283	\$6,368				\$4,852	\$930
90206999	Heber-Overgaard Unified	422					\$1,000	\$1,043				\$2,043	\$409
90210999	Show Low Unified	1935					\$1,185					\$1,185	\$237
90220999	Whiteriver Unified	2025					\$1,210	\$2,878		\$142,875		\$146,962	\$29,392
90225999	Cedar Unified	818					\$1,000	\$1,064	\$75,591			\$77,655	\$15,531
90227999	Kayenta Unified	2455	\$9,000			\$9,000	\$1,300	\$3,803		\$108,204	\$162,500	\$282,507	\$56,501
90232999	Blue Ridge Unified	1742					\$1,150	\$2,476				\$3,626	\$725
100201999	Tucson Unified	54208					\$11,927	\$77,340	\$280,000		\$182,500	\$531,767	\$106,353
100206999	Marana Unified	7798					\$2,403	\$11,125			\$162,500	\$176,028	\$35,208
100208999	Flowing Wells Unified	5532					\$1,892	\$7,884				\$9,776	\$1,955
100210999	Amphitheater Unified	13797					\$3,519	\$19,697				\$23,216	\$4,643
100212999	Sunnyside Unified	12894					\$3,485	\$18,328	\$140,000	\$60,000	\$162,344	\$384,157	\$76,831
100213999	Tanque Verde Unified	1260					\$1,120	\$1,800				\$2,920	\$584
100215999	Ajo Unified	542					\$1,000					\$1,000	\$200
100216999	Catalina Foothills Unified	2563					\$1,471	\$3,658				\$5,129	\$1,026
100230999	Sahuarita Unified	1725					\$1,102	\$2,452				\$3,554	\$711
100240999	Indian Oasis-Baboquivari Unifilec	1133					\$1,027	\$1,616	\$56,124			\$58,767	\$11,753
110201999	Florence Unified	1031					\$1,000	\$1,472				\$2,472	\$494
110203999	Ray Unified	1049					\$1,003	\$1,359				\$2,362	\$472

COSTS OF JLBC RECOMMENDED BUDGET CUTS IN BLOCK GRANT PROPOSAL

CTDS	SCHOOL/SITE	ATTEND	ADULT ED	ADULT ED	ADULT ED	ADULT	CHEMICAL	GIFTED	PRE-SCH	AT RISK FUNDING		TOTAL	COST OF
		ADM 91-92	GED PREP FY 93	CITZNSHP FY 93	ABE-ESOL FY 93	EDUCATION FY 93	ABUSE FY 93	SUPPORT FY 93	AT-RISK FY 93	K-3 FY 93	7-12 FY 93	BLK-GRNT FY 93	20% REDCTN
110208999	Mammoth-San Manuel Unified	1721					\$1,003	\$1,359			\$20,312	\$22,674	\$4,535
110215999	Superior Unified	678	\$3,000	\$3,000		\$6,000	\$1,003	\$1,359			\$20,312	\$28,674	\$5,735
110220999	Maricopa Unified	876					\$1,003	\$1,243	\$54,256		\$20,313	\$76,815	\$15,363
110221999	Coolidge Unified	2614					\$1,329	\$3,705		\$91,032	\$20,313	\$118,378	\$23,276
110243999	Apache Junction Unified	3910					\$1,598	\$5,555			\$20,313	\$27,466	\$5,493
120201999	Nogales Unified	5843	\$6,000			\$6,000	\$1,960			\$198,393	\$182,500	\$368,853	\$73,771
120235999	Santa Cruz Valley Unified	1015					\$1,068	\$1,448				\$2,516	\$503
130201999	Prescott Unified	4741					\$1,743	\$6,720				\$8,463	\$1,693
130209999	Sedona/Oak Creek Unified	812					\$1,013	\$1,156				\$2,169	\$434
130220999	Bagdad Unified	585					\$1,125	\$1,058				\$2,183	\$437
130222999	Humboldt Unified	2805					\$1,373	\$3,885				\$5,368	\$1,074
130228999	Camp Verde Unified	1284					\$1,051					\$1,051	\$210
130231999	Ash Fork Unified	184					\$1,125			\$13,745		\$14,870	\$2,874
130240999	Seligman Unified	141					\$1,125					\$1,125	\$225
130243999	Mayer Unified	482					\$1,125	\$1,048				\$2,173	\$435
130251999	Chino Valley Unified	1517					\$1,104	\$2,147				\$3,251	\$650
150227999	Parker Unified	2184	\$8,000			\$8,000	\$1,233					\$7,233	\$1,447
UNIFIED DISTRICT TOTALS		394448	\$189,000	\$27,850	\$0	\$216,850	\$163,988	\$537,613	\$1,070,577	\$2,015,370	\$1,551,282	\$5,555,680	\$1,111,136
STATE TOTALS		627352	\$469,000	\$49,450	\$541,000	\$1,059,450	\$315,417	\$899,964	\$2,491,253	\$5,136,722	\$1,937,220	\$11,840,026	\$2,368,005

THE ARIZONA CAREER LADDER PROGRAM - FACT SHEET

January, 1993

WHAT IS IT?

The Career Ladder Program is a career development plan for teachers that

- Holds teachers accountable for student learning
- Supports the advancement of instructional skills
- Offers performance-based incentives for teachers

WHAT ARE THE GOALS?

- To improve the academic achievement of students
- To support the professional development of teachers
- To attract, retain, and motivate quality teachers

HOW IS PARTICIPATION FOR DISTRICTS DETERMINED?

- Participation is optional for districts; it is also optional for teachers
- Districts apply for participation in a competitive selection process
- Once selected, districts must comply with basic state guidelines

HOW IS EACH DISTRICT'S FUNDING DETERMINED?

- The base support level is increased based primarily on student counts
- Career Ladder program funding is to cover program costs including staff development, evaluation, and teacher salary increases
- At full implementation, the base support level is increased by 5.0% or 5.5%
- Districts move through a multi-year implementation phase-in tied to funding amounts ranging from 0.5% - 5.5% above the base support level; increased funding is based on evidence of meeting program requirements

WHAT IS REQUIRED IN A DISTRICT'S CAREER LADDER PLAN?

The following major elements must be included in each district's plan:

- A structure incorporating career levels with specific performance criteria
- Placement and advancement requirements based on increasingly higher levels of performance, including-
 - 1) Improved or advanced teaching skills
 - 2) Documentation of student progress
 - 3) Additional instructional responsibilities

- Fair and objective evaluation procedures and instruments
- A compensation system based on a completely restructured salary schedule that reflect equal pay for equal performance
- Opportunities for staff development for teachers and administrators
- Involvement of teachers, administrators, school board and community members in program development, implementation, and evaluation
- Provisions for ongoing review and development of the program and its elements

WHICH DISTRICTS PARTICIPATE?

A total of 21 districts currently participate in the Career Ladder Program; the approval of 8 additional districts to participate beginning FY 1993-94 is pending State Board action

Group I districts and the year of their initial involvement in the program:

Phase I
(1985-86)

Amphitheater Unified
Apache Junction Unified
Cave Creek Unified
Flowing Wells Unified
Kyrene Elementary
Peoria Unified
Sunnyside Unified

Phase II
(1986-87)

Catalina Foothills Unified
Mesa Unified
Window Rock Unified

Phase III
(1987-88)

Creighton Elementary
Dysart Elementary
Ganado Unified
Litchfield Elementary

Group II districts, new to the program beginning FY 1992-93:

Chandler Unified
Crane Elementary
Payson Unified
Pendergast Elementary
Safford Unified
Scottsdale Unified
Tanque Verde Unified

Group III districts, recommended to join the program beginning FY 1993-94 (subject to approval of the State Board of Education on 1/25/93):

Agua Fria High School
East Valley Institute of Technology
Flagstaff Unified
Patagonia High School
Santa Cruz Valley High School
Show Low Unified
Tolleson Elementary
Topock Elementary

WHAT ARE PROGRAM COSTS?

• 1990-91 total funding	\$20,285,000	(14 districts @ 5.0% or 5.5%)
• 1991-92 total funding	\$21,241,000	(14 districts @ 5.0% or 5.5%)
• 1992-93 estimated total funding	\$24,285,000	
	\$23,764,000	(14 districts @ 5.0% or 5.5%)
	\$ 521,000	(7 districts @ .5%)
• 1993-94 estimated total funding	\$26,202,000	
	\$24,819,000	(14 districts @ 5.0% or 5.5%)
	\$ 1,053,000	(7 districts @ 1.0%)
	\$ 330,000	(8 districts @ 0.5%)

HOW MANY STUDENTS ATTEND SCHOOL IN CAREER LADDER DISTRICTS?

Career Ladder districts	211,000
All Arizona school districts	627,000

(Approximately 34% of Arizona students currently attend school in participating Career Ladder districts- Groups I, II and III are reflected; information is derived from the 1991-92 Annual Report of the Superintendent of Public Instruction)

HOW MANY TEACHERS WORK IN CAREER LADDER DISTRICTS?

Career Ladder districts	11,000
All Arizona school districts	34,000

(Approximately 32% of all Arizona teachers work in Career Ladder districts; most recent research indicates that, in career ladder districts at full implementation, approximately 50% of those eligible to participate are part of the career ladder program - Groups I, II and III are reflected; information is derived from the 1991-92 Annual Report of the Superintendent of Public Instruction)

For further information, please contact:

Dr. Linda Fuller, Career Ladder Program Director
Arizona Department of Education (602) 542-5837

THE PERFECT SCHOOL

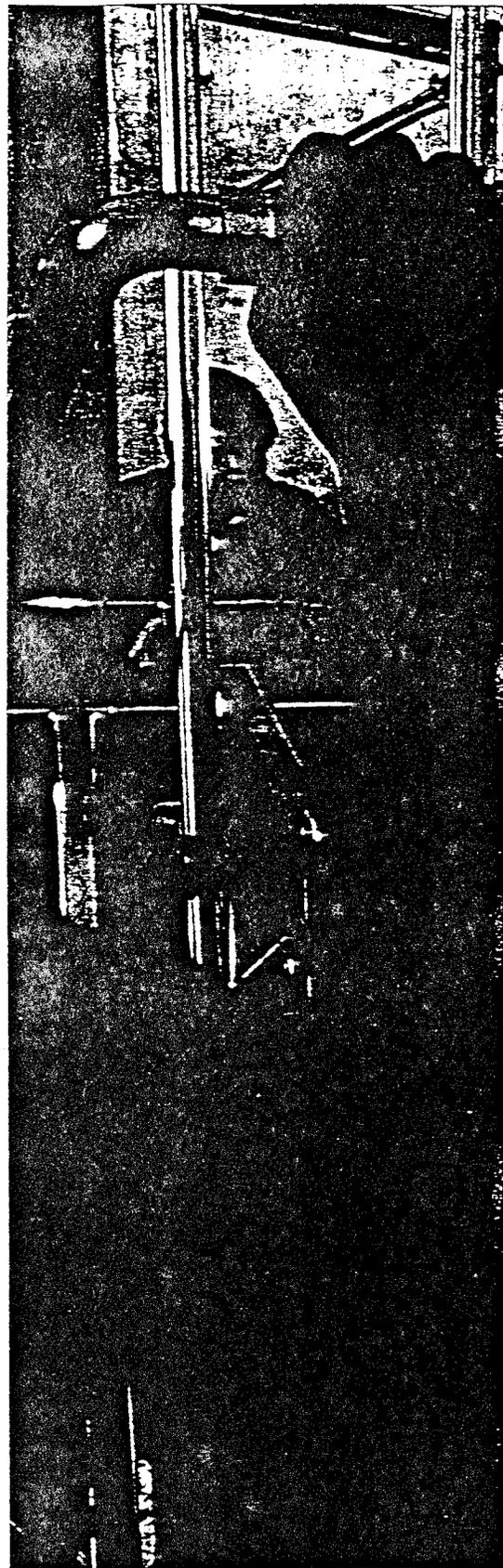
U.S. News offers a prescription for revitalizing teaching and refocusing the confused mission of American education

Building “the new American school” is in vogue. The Edison Project, entrepreneur Chris Whittle’s ambitious attempt to create a private school system educating 2 million students on 1,000 campuses, will announce its prototype next spring and plans to open its first schools in 1996. Next fall, 11 groups ranging from Outward Bound to the small town of



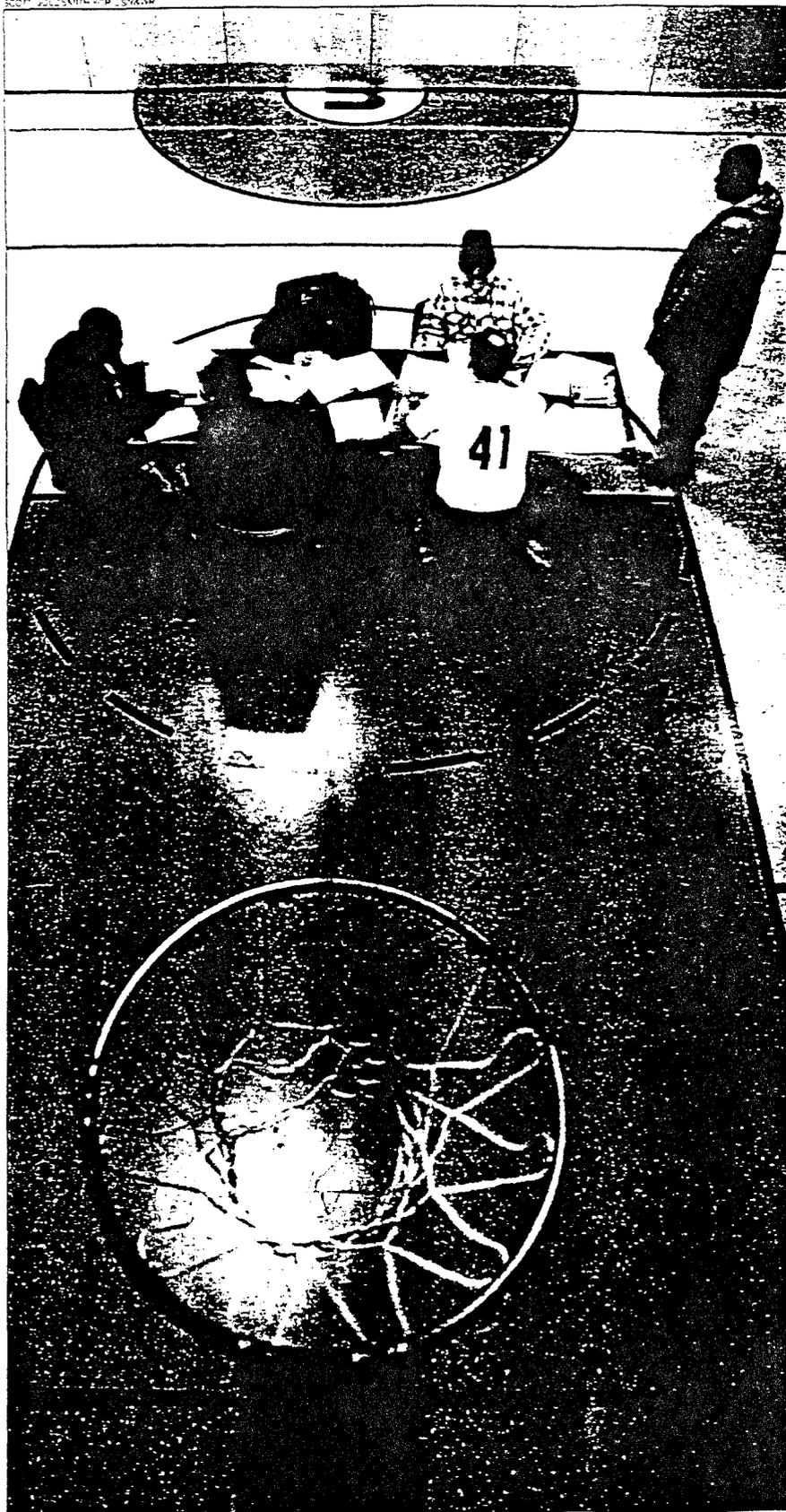
Bensenville, Ill., will introduce visions of re-designed schools they have drafted under the auspices of the New American Schools Development Corp. (NASDC), a business-backed nonprofit group organized in 1991 at the behest of the Bush administration. ■ The nation’s schools are in desper-

ate need of such bold efforts. While the reform movement of the 1980s elevated the mission of public education — to include high academic aspirations for all students, not merely for the gifted and the privileged — in practice, it has mostly meant tinkering with a fundamentally flawed machine. Nearly 10 years and billions of dollars after the landmark report “A Nation at Risk” warned of a “rising tide of mediocrity” in education, most U.S.



Intellectual brawn. Minnesota law allows creative

SCOTT GOLDEN/PHOTOGRAPH BY SUE WARD



Math at center court. Specialized schools can be housed in a variety of public spaces.

schools are not performing up to today's new, higher standards. As Secretary of Education Lamar Alexander has lamented, "We don't need faster Pony Express horses in American education, we need the equivalent of the telegraph."

Now, the reformers are returning to their drafting tables—this time not to tinker, but to reinvent schools from top to bottom. The Edison Project, for instance, is contemplating schools that educate kids from birth to age 18, schools with high-tech student "desks" and other radical departures. Under NASDC, the Outward Bound plan calls for a curriculum built on a series of student expeditions.

Both the NASDC teams and Whittle plan to spend millions to launch their visions. Ultimately, however, the innovations and reforms that will be widely adopted by the nation's 84,500 public schools are those that will allow educators to do more for less.

In recent months, *U.S. News* has visited public school systems throughout the nation in pursuit of particularly promising reforms. The magazine has found nine innovations that, taken together, would dramatically improve the performance of the nation's public schools without requiring a great deal of additional funding. They represent a beginning—the foundation for imagining the perfect public school.

TEACHERS AS ENTREPRENEURS

1 In more than half the public schools in Dade County, Fla., teachers help to hire principals, draft budgets and shape curricula under a radical experiment launched in 1987. Minnesota lawmakers went even further in 1991, permitting state-licensed teachers to start up and run independent public schools under three-year contracts with local school boards. Around the country, the idea of allowing teachers to act as "educational entrepreneurs" is proving to be a powerful low-cost strategy not only for raising teacher performance but also for attracting and keeping the best and the brightest in the profession.

Granting teachers "ownership" of their schools is a radical notion in public education. A long tradition of bureaucratic authority has relegated teachers to the role of old-style assembly-line worker in schools, with little or no role in decision making. But educa-

tors have become increasingly aware in recent years of the untoward consequences of this hidebound practice. They began seeing more and more dispirited teachers merely going through the motions in class—if they showed up at all. Absenteeism rates as high as 20 percent were leaving more and more students in the hands of ill-prepared substitutes.

By contrast, teachers thrive when they are given a voice in running their schools, and the more freedom the better in many cases. Minnesota's charter schools must be nonprofit and nonsectarian, and they cannot charge tuition or admit students selectively; otherwise, they are free from interference. In designing St. Paul's City Academy, for instance, teachers Milo Cutter and Terry Kraabel were able to create an innovative curriculum aimed at former dropouts. Housed in a St. Paul recreation center, the school features four days of interdisciplinary courses and electives a week. Students spend the fifth day in the St. Paul community, learning pottery with a master craftsman, say, or serving as interns at the city's science museum.

In Dade County, teachers at the 1,732-student Miami Springs Middle School have drastically reorganized the school since assuming a leadership role. A seven-member faculty "council" divided the institution into 11 groups of about 160 students and four teachers each, and the teachers have used their new autonomy and power to redesign the curriculum. Among other things, they chose textbooks they considered more appropriate for their largely Hispanic student body.

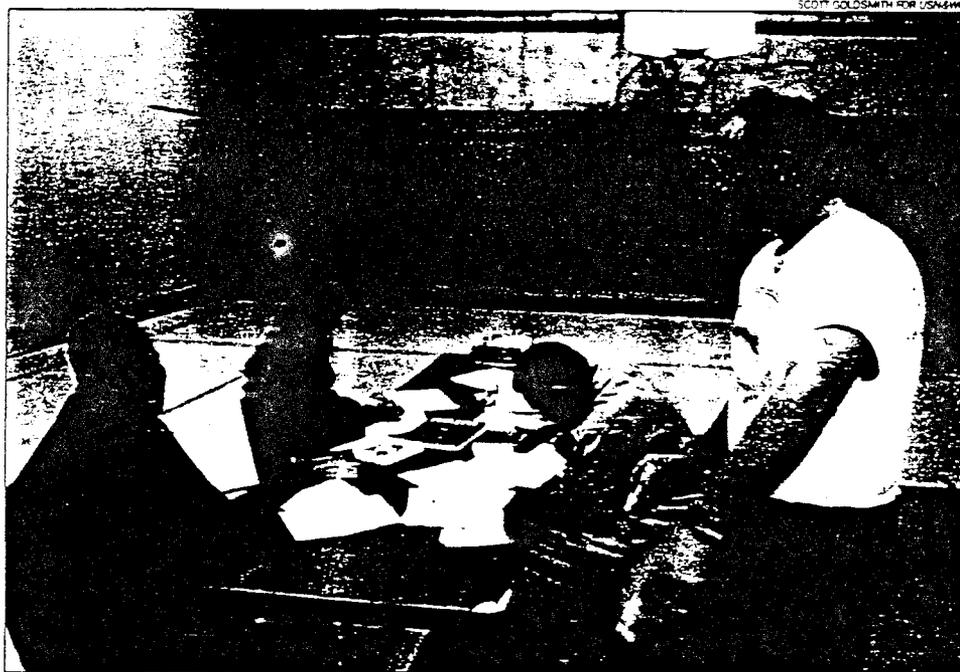
Signs of commitment. Teacher dedication and involvement have risen dramatically as a result of these reforms. "We were struck by the extent to which teacher decisions served the interests of the school rather than that of individuals," write researchers Charles Kerchner and Julia Koppich about Dade County schools in a forthcoming book on the teaching profession. "Through the experiences of peer evaluation, hiring or making decisions together, teachers have become more committed to and more supportive of one another." Examples of teachers' commitment are plentiful. Not only is there no teacher absenteeism problem at City Academy in St.

Paul, the students are given teachers' home phone numbers and encouraged to call for help after regular school hours. In Dade County, a teacher-led elementary school voted to offer classes on Saturday. The staff expected 50 students: 200 signed up.

Granting teachers autonomy tends to go hand in hand with a movement toward smaller schools. Increasingly, large "comprehensive" high schools are being dismantled and divided into schools

their doors and essentially be accountable to no one," says Michelle Fine, a psychologist at City University of New York and the architect of the Philadelphia plan. "Not so when you are a member of a small team."

The changed climate in many small schools pays tangible dividends as well. A 1987 study of 744 comprehensive high schools by researchers Robert Pittman and Perri Haughwout found that the dropout rate at schools with more



SCOTT GOLDSMITH FOR USA TODAY

Battling alienation. Small programs are more personal than "comprehensive" high schools.

within schools that provide a more personal atmosphere. As part of Philadelphia's attempt to "reinvent the neighborhood school," for instance, the 1,000-student Furness High School was divided into three independent schools, each boasting its own academic specialty and team of teachers.

Although the Philadelphia reformers did not explicitly intend to increase teacher autonomy, that is just what they have done. Teachers are given a larger stake in Furness's small programs. They play a major role in the programs' designs and receive a pot of discretionary funds to spend each year. These opportunities have produced an increased sense of collegiality among teachers—as well as a greater degree of shared responsibility. Traditionally, "teachers could shut

than 2,000 students was twice that of schools with 667 or fewer students. And a 1988 study of 357 high schools by University of Chicago researchers Anthony Bryk and Mary Erina Driscoll revealed

higher rates of class cutting, absenteeism and classroom disorder in large schools.

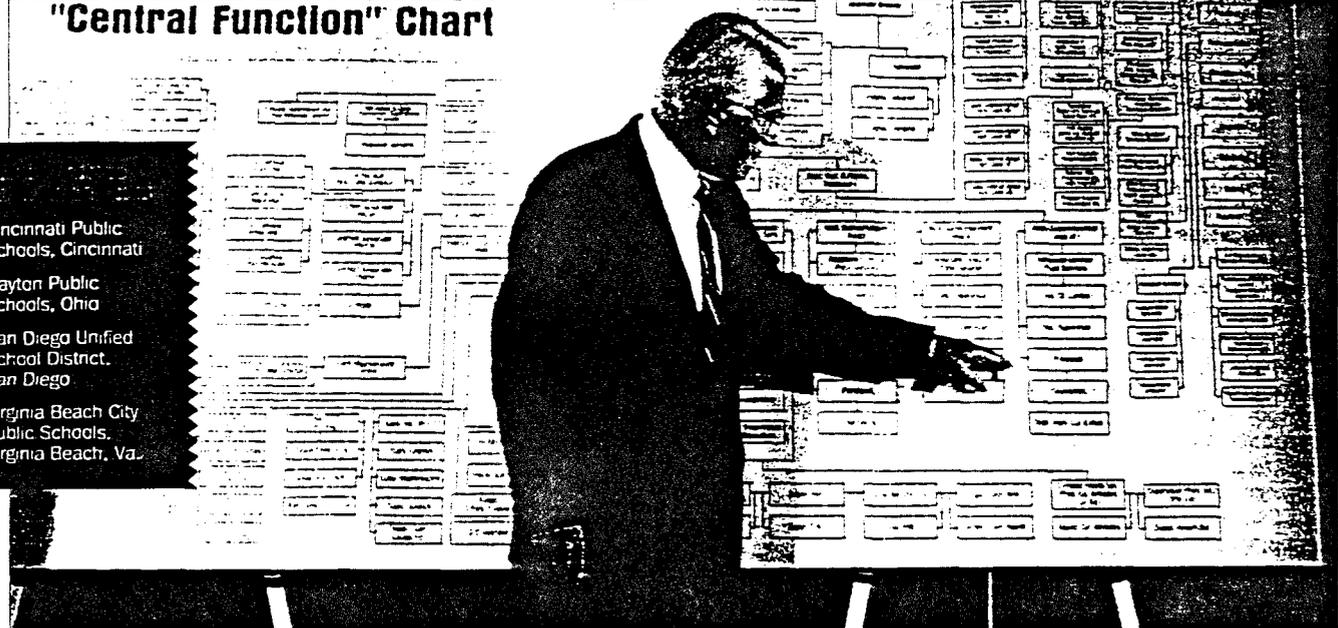
Giving teachers decision-making responsibility and the freedom to innovate also helps recruit top talent into teaching. An independent 1991 study of Dade County's teacher-run schools concluded that "the involvement of teachers in decision making" was "making the profession more attractive." One indication: The number of applications for each teaching slot in Dade County has risen from two to eight since the shift to teacher-run schools.

PIONEERS IN AUTONOMY

- City Academy, St. Paul, Minn.
- Fairdale High School Career Magnet Academy, Fairdale, Ky.
- Greece Arcadia High School, Greece, N.Y.
- Interlake High School, Bellevue, Wash.

"Central Function" Chart

- Cincinnati Public Schools, Cincinnati
- Dayton Public Schools, Ohio
- San Diego Unified School District, San Diego
- Virginia Beach City Public Schools, Virginia Beach, Va.



Byzantine bureaucracy. By cutting its bloated administration in half, Cincinnati found millions of dollars for academic reform.

SLASHING THE BUREAUCRACY

2 Last spring, on the recommendation of a panel of Ohio corporate leaders, the 50,000-student Cincinnati public school system slashed its administration by 51 percent. Sixty-five positions, from assistant superintendents to supervisors, were abolished, saving the city \$16 million over two years. In Baltimore last summer, school officials turned over the physical plant operations of nine public schools to Johnson Controls, a for-profit company that is maintaining the schools with fewer staff members.

One of the major obstacles to quality education has little to do with teaching and textbooks. Public schooling's vast infrastructure—from those who change the light bulbs to the bureaucrats who push the paper—has grown so unwieldy and idiosyncratic that it is more often a hindrance than a support to education. Around the country, educators are scrutinizing everything from plumbing to supply requisitions, looking not only to stretch scarce tax dollars but also to improve morale that has been deflated by frustrations over the bales of red tape.

Distorted power. It is not just the size of the public education infrastructure that reformers find maddening; some of it is corrupt or just plain bizarre. For example, buried in the widely publicized Chicago School Reform Act of 1988 was a

clause giving Chicago principals the authority to have keys to their schools; in the past, only janitors had keys, and they had the right to deny keys to their principals. The results of a yearlong investigation of New York City's school custodians, released in November, showed that custodians routinely put nonexistent assistants on their payrolls and pocketed the ghost workers' paychecks. A recent report by the Texas Auditor's office identified \$640 million worth of inefficiencies in the state's public schools. It cited one Texas county that had 12 school systems—with 12 school boards, 12 superintendents and so forth—that together enrolled only 5,000 students.

Despite the huge sums of money involved, financial accounting is a low priority in education. The Texas audit revealed that more than half of the state's 135 largest school systems had no internal auditor on their payrolls. "Many school systems have no idea how their money is spent in schools," says Robert Martin, an education expert at the U.S. Chamber of Commerce. "I can't believe that we've been making decisions in a \$240 billion industry without that information."

In contrast, privatization is cutting red tape in Baltimore—and making schools more attractive places for teaching and learning. Shards of glass no longer litter the playground at Harlem Park Middle School, and the graffiti are gone from the walls. Bathrooms have soap and paper towels once again. Repairs that in the past took two years are now completed in days. Johnson also plans to invest heavily

in state-of-the-art lighting and heating and cooling systems, having calculated savings (and profits) of \$100,000 yearly on heating and cooling alone.

Educators view the assault on red tape, inefficiency and corruption as a way of paying for the substantive educational reforms that are so desperately needed. Cincinnati, for example, is putting much of its \$16 million windfall back into a new social-studies curriculum and other instructional projects. On average, only 60 percent of public school funding is spent on instruction in schools, according to a new study by researchers Bruce Cooper and Robert Sarrel.

Many reformers see central office cutbacks as part of a larger philosophical shift. "We had too many people creating too much paper," says Cincinnati's Superintendent J. Michael Brandt. "If you let principals and teachers make decisions, you have less need for central administration telling you what to do."

TRAINING IN THE CLASSROOM

3 Last year, Peter Kressler, a veteran history teacher at Holt High School outside of Lansing, Mich., co-taught instructor Trudy Sykes's college-level course on the teaching of social studies. But the course was not taught on the Michigan State University campus, where Sykes is on the faculty. It

was taught at Holt High, where Kresler's senior history class served as a lab.

This unusual teacher-professor collaboration is a reflection of Holt's unique role as a "clinical school," a public school working closely with a university-level school of education. Functioning as teaching hospitals do in the training of new doctors, clinical schools aim to replace the traditional six weeks of student teaching with a far more intensive regimen that includes not only teachers in training but also teachers in their first few years on the job.

This new model of inducting teachers into their profession is sorely needed, educators say. Not only have many education courses become irrelevant to public school teaching, but overstretched school systems tend to throw rather than ease new teachers into their extraordinarily difficult jobs. Partly as a result, fully a fifth of the new teachers in some school systems abandon their jobs after a year.

Creative pairings. But at clinical schools, student teachers and entry-level teachers are taught the latest classroom techniques by colleagues with experience in the trenches. At Holt, they are immersed in discussions and demonstrations on teaching, led by MSU faculty members and Holt's staff. One fixture on the school's weekly calendar is a 2½-hour Wednesday morning meeting on creativity in the classroom. During a recent session, Dan Chazan, a Michigan State faculty member who is team-teaching a Holt algebra class this year, joined several Holt staffers in discussing an innovative technique—pairing students with professionals who use math in their daily work, as

a way of making math "real" to students.

At present, there are only a few schools like Holt nationwide. But a group of influential Michigan political, corporate and education leaders has proposed that within a decade, there be a network of clinical schools to train all the state's new public school teachers. "You don't want to induct new teachers into mediocre schools" where exemplary teaching is neither exhibited nor valued, says Michigan State Prof. Gary Sykes.

The teacher-training program at Holt sends a strong signal to beginning teachers that they are entering a profession with high standards. Student teachers



Clinical model. Holt High School is modeled after a teaching hospital. It is one of a handful of schools that work collaboratively with local colleges to train new teachers in the classroom.

"get down to serious teaching much quicker because of this laboratory setting," says Trudy Sykes. The chance to work in clinical schools and to help train new teachers is also a point of professional pride to top veteran teachers, whose talents often go unrewarded in public schools. In Louisville, Ky., teachers at clinical schools are helping to design and teach University of Louisville education courses that are taught at the clinical schools. MSU officials are considering making Holt's senior teachers adjunct members of the MSU faculty, further increasing their status.

Clinical schools also help keep univer-



Holmes Middle School, Flint, Mich.

Holt High School, Lansing, Mich.

Holyoke High School, Holyoke, Mass.

Robert E. Lee High School, San Antonio



KEVIN HORAN FOR USNEWS



LESS-IS-MORE CURRICULUM

4 Teachers aren't assigned to departments at University Heights High School in the Bronx. And the school's 375 students don't roam from class to class during the day. Instead, the academic school day is divided into two two-hour blocks and the faculty is divided into six interdisciplinary teams that spend a semester with 60 students studying themes like the American dream and global citizenry from different perspectives.

University Heights is one of a small number of high schools that are attempting to raise student achievement by teaching fewer subjects more intensively. The curriculum in a typical secondary school is littered with electives, and in many classrooms teachers race from one topic to another in a frenzied attempt to get through overstuffed course outlines by June. A failure to set priorities in the U.S. high school curriculum has resulted, among other things, in textbooks so crammed with topics that they deal with none of them in depth.

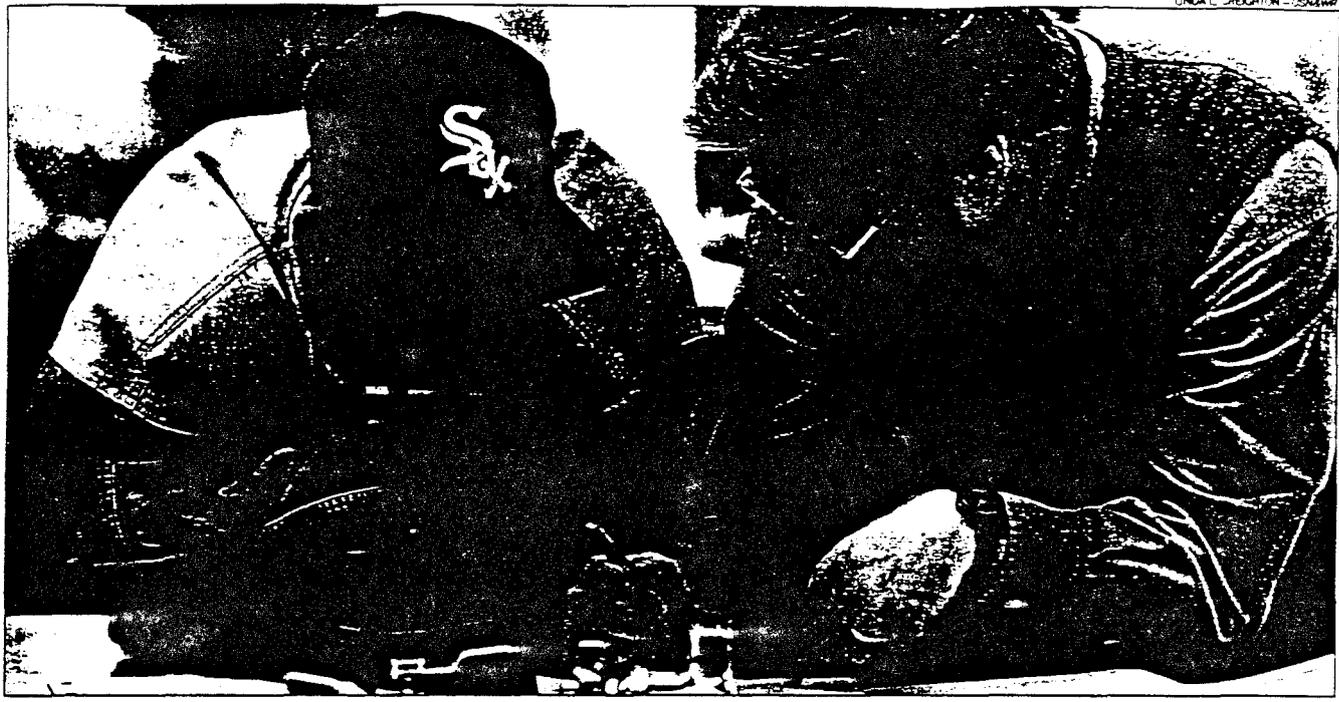
"Teaching in U.S. schools trivializes by being superficial," says TheodoreSizer, a leading school reformer. "Even in hotshot high schools, the quality of students' writing makes it clear that something is wrong. Kids need to write and rewrite and rewrite. That takes time." Sizer is highly critical of the chaos in the typical curriculum, where "math is unrelated to science is unrelated to French." The solution is to teach fewer subjects in greater depth and better illuminate the connections between them. Says Sizer: "Less is more."

Seeds of learning. This fall, a team of four University Heights teachers and 60 students concentrated on the theme "seeds of change"—the Columbian exchange of plants and animals between Europe and the Americas during the Age of Discovery. The "seeds"—corn, sugar cane, horses—became a vehicle for studying botany, chemistry, geography, economics, politics, math, history, literature and art. University Heights students study a new theme with a new faculty

- Central Park East Secondary School, New York
- Cleveland High School, Los Angeles
- Oceana High School, Pacifica, Calif.
- University Heights High School, New York

city faculty in touch with the realities of classroom teaching. Professors who are in schools like Holt every day simply cannot approach pedagogy as an ivory tower abstraction; they are forced to grapple with student alienation, lack of supplies and other intrusions on ideal classroom instruction.

Some reformers see clinical schools as a way to bolster the academic grounding of teachers entering the profession. The courses designed by clinical school teachers in Louisville, for example, permit college graduates with degrees in biology and literature to earn teaching licenses by spending one year at a clinical school without having to endure education courses on a college campus. Ultimately, reformers suggest, clinical schools might permit the nation to bypass the superficiality of education degrees altogether.



No smorgasbord. Students at University Heights High School in the Bronx focus on a few topics, exploring them in depth.

team every semester through graduation.

Lengthier classes and interdisciplinary teaching draw students deeper into the subject matter. "In a traditional curriculum, you memorize Columbus's name and 1492," says science teacher Luis Reyes, a member of the "seeds" team. "Here, students are putting facts together—they understand the relationships of the information they are learning." To students, the University Heights teaching method is more demanding but ultimately more rewarding. "It puts responsibility on you to learn," says junior Amy Sabater.

Measure for measure. This approach to curriculum reform has demonstrable benefits. A study by two UCLA researchers of an interdisciplinary curriculum in 29 Los Angeles schools found that students in the program wrote better than their peers, had a stronger grasp of abstract concepts and, as a group, were absent from school less and dropped out at a lower rate. Such results are another argument against comprehensive high schools and their sprawling course offerings. Says Sizer: "Schools don't need to offer six foreign languages. You learn a language to learn how to see the world through a different linguistic lens. In that sense, it doesn't matter what language you study."

But Sizer's less-is-more philosophy requires teachers who are better grounded in their subjects than most now are. Seventeen percent of all U.S. public high-

school teachers have less than a college major or minor in the subjects they teach most frequently, according to the U.S. Department of Education. That number is much higher among science and math teachers. For an interdisciplinary curriculum to be adopted widely, states would have to drop the requirement that teachers hold a degree in education—and insist instead that they bring a solid academic grounding to the classroom.

TESTING STUDENT PERFORMANCE

5 Last spring, 140,000 Kentucky 4th, 8th and 12th graders took a revolutionary set of statewide tests. It included projects requiring small groups of students to synthesize knowledge from a number of different subjects, as well as portfolios of students' writing gathered during the school year.

Mandated by Kentucky lawmakers as part of a sweeping 1990 school reform package, the new tests are a sharp departure from the low-level, largely multiple-choice tests that the nation has relied on to gauge the performance of its schools. Already, the Kentucky tests are presenting a truer picture of what students are learning—and not learning. What's more, they are sparking teaching and curriculum reforms in many Ken-

tucky classrooms. Reformers in other states are turning to these new "performance" tests as well.

Educators have become increasingly dissatisfied with the rote learning and lowly skills measured by standardized tests and with their effect on teaching. To get students ready for multiple-choice exams, teachers spend weeks drilling them on work sheets and other dull exercises. By contrast, the more sophisticated Kentucky tests demand a different kind of classroom instruction. "Kids are being asked not only for the answer but also for how they got it," says Lennie Hay, principal of the 600-student J. Graham Brown School in downtown Louisville. Geometry students, for example, not only solve problems but also provide prose explanations of their reasoning.

The new tests have enlivened teaching in many classrooms and encouraged the kind of interdisciplinary thinking that school reformers have been calling for elsewhere. Such work is necessary preparation for the rigorous thinking required in the exams. One question on last year's test, for instance, posited that Washington, D.C., had been

J. Graham Brown School, Louisville, Ky.

Joel Barlow High School, West Redding, Conn.

New Market Middle School, New Market, Md.

Sullivan High School, Chicago

bombed and asked students to draft the outline of a new government, using the philosophies of Hobbes, Locke, Rousseau or Montesquieu.

Kentucky's new testing system is four times as expensive as the old multiple-choice tests. It is also tough on teachers, who must spend a good deal of uncompensated time assembling and grading portfolios. But the biggest challenge of performance testing is ensuring that essays and portfolios are graded against a common standard. A recent Rand Corp. study of Vermont's four-year-old portfolio program found troublesome inconsistencies in teachers' evaluations—a problem Kentucky has sought to avoid by training teachers extensively and re-scoring samples of tests.

The scores on the first round of testing under the new Kentucky law have been sobering. Only between 1 percent and 14 percent of Kentucky's students were rated "proficient" or "distinguished" by the state. Even so, school officials prefer a more accurate assessment of their students' progress, and they believe the classroom reforms will in time meet the "world-class standards" that Kentucky officials demanded of the new tests.

INCENTIVES FOR GOOD TEACHING

6 Marsha Flores is a top special-education teacher at Sunnyside High School in Tucson, Ariz. Her classroom skills have earned her two promotions in recent years and added \$3,900 to her yearly salary, bringing it to \$32,000.

The rewarding of Flores's talents would be unexceptional in most fields, but in public school teaching it amounts to heresy. In the vast majority of school systems, tradition and union contracts dictate that teachers be paid strictly on the basis of the college credits they have amassed and the years they have spent in the classroom; the quality of their teaching is ignored. As a result, school reformers argue, teaching often fails to attract and retain talented people who reject the notion of being paid the same salary as an incompetent colleague down the hall. The Sunnyside Unified School District and 20 others in Arizona are in the vanguard of a movement to tie pay and promotions to performance.

Professional pride. Marsha Flores earned her promotions and a fatter paycheck by climbing a four-rung "career ladder" introduced in 1985-86. The op-

portunity to win promotions and take on new responsibilities without having to leave the classroom for school administration has improved teachers' morale and elevated teaching's status. "Being paid on how well you perform rather than how long you've done something adds legitimacy to the profession," says Sunnyside English teacher Jim Heintz. "Not all teachers are equally good, and it is archaic to think they are."

The career ladder also has required Sunnyside and other schools to scruti-

in reducing the rate of teacher attrition from 10 percent in 1980-81 to 4 percent in 1990-91. The improved teaching talent isn't gratis. Arizona is spending \$24 million this year on career ladders, which involve 9,400—29 percent—of the state's teachers.

States such as South Carolina and Kentucky, meanwhile, are introducing schoolwide incentives to ensure that principals and teachers who are granted greater authority over their schools are held accountable for their performance.



Merit pay. Outstanding teachers get rewarded at Tucson's Sunnyside High.

nize their teachers' work far more carefully. Traditionally, teacher evaluation has been superficial and arbitrary in many U.S. schools, with principals doing little more than sticking their heads in classrooms once or twice a year. At Sunnyside, teachers attempting to advance face four classroom inspections by teams of trained evaluators that include teachers from other schools. They are also judged on the quality of their academic planning and on various evaluations of student progress through their course work.

Arizona's teacher ladders are fulfilling their aim of attracting and retaining talented teachers. A study of the Mesa Unified School District, Arizona's largest, found that the district's career ladder played a key role

Each Kentucky school will receive a "benchmark" grade later this month, based on student test scores and factors such as attendance, dropout rates and the percentage of students who make a

successful transition to further schooling or work.

Teachers in schools that improve their performance on these measures over the next two years will be eligible for at least \$45 million in bonuses. Schools that don't improve face state sanctions, and their teachers risk loss of tenure, mandatory supervision and even dismissal. Ultimately, the state is authorized to shut down failing schools. Says Princi-

pal Lennie Hay of the Brown School in Louisville: "The new benchmarks have kind of upped the ante for all of us, in a real specific way."

Cheatham County
Central High School,
Ashland City, Tenn.

Red Mountain High
School, Mesa, Ariz.

Riverside High
School, Greer, S.C.

Sunnyside High
School, Tucson, Ariz.

TECHNOLOGY FOR LEARNING

7 Westfield High School is a small school in a small town in rural southern Indiana—a school that only a generation ago would have been restricted by its isolation. But today, thanks to the school's investment in technology, its social-studies teachers are able to enrich their instruction on international trade by bringing into their classrooms live coverage of French farmers demonstrating in Strasbourg or by discussing the subject live with a university professor in California who is an authority on sanctions and embargoes.

New technologies have the power to open up the world to students in schools like Westfield High. Thanks to the largess of GTE, several other technology companies and nearby Ball State University, every classroom and office in the three-school, 1,919-student school district is equipped with a TV monitor and wired into a fiber-optic network.

SCOTT GOLDSMITH FOR USA&WR



Wired for learning. Westfield High School's investment in innovative classroom technology brings the world into the rural school.

Teachers can use a simple channel changer in their classrooms to display everything from newspaper articles and educational graphics to films and, in the case of Westfield, live programming via satellite.

Much of the material is stored in a single "technology distribution center" serving the entire school system. Teachers in their classrooms electronically "check out" of the librarylike center the material they want to use, and it is "delivered" to their rooms with the push of a button. The technology also allows Westfield teachers to create their own multimedia materials.

Video appeal. To students nurtured on Nintendo, multimedia materials make learning more fun. To educators eager to improve the quality of instruction in the nation's classrooms, today's technology offers opportunities for less teacher lecturing and more hands-on, interdisciplinary learning of the sort advocated by curriculum reformers. Students become "active rather than

passive learners" in many high-tech classrooms, says District Superintendent Jeffrey Heier.

Technology also can help address the problem of teacher quality that plagues so many schools. Westfield Washington District's satellite hookup will permit its middle school to offer courses in Japanese, Latin, French and Spanish for the first time next fall. The courses will be taught by certified teachers hired by TI-IN Network, a provider of "distance-learning" programming.

If introduced on a large scale, experts say, cutting-edge technology could improve public education's bottom line significantly. Congress's Office of Technology Assessment recently reported "a

general consensus that the appropriate assignment of new technologies within effectively organized schools could make a big difference in academic performance."

But the cost of getting the newest technology into classrooms is likely to be high. The computers in

Penn High School,
Mishawaka, Ind.

Shorewood High
School, Seattle

Watkins Mill High
School, Gaithersburg,
Md.

Westfield High
School, Westfield,
Ind.

many public schools are outdated and used primarily for drilling students in basic skills. Buying hardware and software, wiring schools with fiber optics and training typewriter-generation teachers to use the new equipment are all expensive. Yet in the long run, technology can produce savings. The total cost of the new foreign language courses in Westfield Washington will be about \$2,000, a fraction of what it would cost to hire teachers locally.

While no amount of technowizardry is going to do away with the need for high-quality books, teachers and schools, educators are beginning to see technology's potential to transform and improve teaching and learning.

CHOICE AND COMPETITION

8 This week and next, 800 or so parents planning to enroll students in the Cambridge, Mass., schools next fall will stop by one of 10 locations around the city to record their preferences. By late February, officials will pair the students with schools, granting 90 percent of families their first, second or third selection.

School choice—permitting students to select the schools they attend rather than assigning them to “neighborhood” schools—has become a huge and divisive issue in education. Claiming that competition is a key to improving public education, some choice advocates have pressed for vouchers to publicly fund private education, a notion that is essentially untested in the United States. Others have promoted the idea of permitting students to travel between school districts in search of stronger schools, a policy that has had a poor track record. But a third type of school choice, one that requires students within a public school system to select the schools they attend, is proving to be a valuable reform, in Cambridge and elsewhere. Well-designed “intradistrict” choice plans spur improvement and innovation in schools and help motivate students and teachers.

Cambridge's choice plan confronts schools with a clear proposition: Offer a strong program or risk having disgruntled parents vote with their feet. “You have to constantly prove yourself,” says Don Watson, principal of Cambridge's Tobin School, a 700-student concrete

and cinder-block fortress in a middle-class neighborhood. Tobin has created three special programs to attract students: a computer-oriented “school of the future,” an enrichment program for disadvantaged children and a progressive elementary program. Programs that fail to attract students are allowed to contract, making way for more popular alternatives.

The pressure that choice puts on educators in Cambridge stems from the fact that the city's families are required to

teachers' stake in their schools, motivating them to work harder. The city's dropout rate has declined from 9 percent to 2 percent a year since the introduction of school choice a decade ago, and daily attendance is over 90 percent, high for an urban school system. Teacher absenteeism is 5 percent, low for an urban school system.

The Cambridge choice plan also encourages parental involvement in kids' schooling—a key educational ingredient. The percentage of the city's students at-



Informed consumers. Choosy Cambridge parents spur local schools to improve.

select schools. In voluntary choice programs like Minnesota's, by contrast, fewer than 2 percent of the state's students participate; such programs consequently have been a lot less effective in spurring schools to improve themselves.

The Cambridge model produces the benefits of competition while avoiding the likely pitfalls of publicly funded vouchers for private school parents: a large transfer of public money to existing private schools that would not stimulate any new competition among schools; educational “triage” in the inner cities, with students left behind in public schools ending up worse off, and a significant amount of fraud and abuse.

Public school choice in Cambridge, by contrast, increases students' and

tending public versus private schools has risen from 80 percent to 88 percent since choice was introduced.

Public school choice isn't likely to work well in sparsely populated rural communities where there are few schools to choose from. Even in cities and suburbs, choice works only when there are real differences between schools. Before implementing what's probably the nation's best-known intradistrict public school choice plan, the superintendent of Community School District 4 in East Harlem, N.Y., encouraged groups of teachers to open a wide range of innovative programs in the district. Today, there are 53 “schools” housed in the district's 20 buildings. Choice goes hand in hand with other reforms like teacher au-

SCHOOL CHOICE

- Cambridge Public Schools, Cambridge, Mass.
- Community School District 2, New York
- Community School District 4, New York
- Montclair Public Schools, N.J.

DAVID BROWN / BLACK STAR FOR NEWS



No holiday. Beacon High in Oakland is one of a handful of schools open year-round.

tonomy and smaller specialized schools.

Adequate transportation and parent information are also important to making choice work. The Cambridge bus budget increased by about one third with the introduction of choice. The city staffs a full-time information center in six languages; it conducts 10 information nights around the city, and its 14 schools sponsor 200 tours a year. Each school also has a full-time parent coordinator.

Choice hasn't been a no-cost quick fix in Cambridge. But it isn't prohibitively expensive either. In all, the city spent \$1.4 million on choice in 1992, out of a total school budget of \$71.5 million.

STRETCHING THE YEAR

9 The Japanese Ministry of Education had the nation in an uproar last year. It declared that public school students had to attend school three rather than four Saturdays a month, cutting Japan's school year from 240 to 228 days. Opponents took to the airwaves and editorial pages to proclaim the ruination of Japanese education.

The brouhaha in Japan no doubt seems curious to U.S. students, who attend school an average of 180 days a year. Only 11 schools in the entire country — five public and six private — are in session more than 210 days a year. On average, as a result, Japanese students attending 12 years of school receive the equivalent of 16 years of schooling in America. Comparisons with other advanced nations are only slightly less troubling. "The length of the school year is the most impregnable bastion in American education," says Milton Goldberg, head of a national commission that is studying issues of time in U.S. education.

There is a strong case to be made for extending the nation's school year. In a 1991 review of 100 research projects, Herbert Walberg of the University of Illinois at Chicago found that in 9 out of 10 instances student achievement rises with the amount of time in class. A 1989 study of students taking an international math test found that Japanese students had studied 98

percent of the precalculus and calculus topics on the test, while their U.S. counterparts had been taught only 50 percent. Half of the Japanese performed as

SCHOOL YEAR LEADERS

- Beacon High School, Oakland, Calif.
- North Branch High School, North Branch, Minn.
- Parry McCluer High School, Buena Vista, Va.
- Salt Lake Community High School, Salt Lake City

ell as the top 5 percent of Americans. A longer school year also allows students to take more courses. To Greg Ash, a junior at Parry McCluer High School in Buena Vista, Va., where a 218-day school year is broken into four quarters, a longer school calendar means being able to enroll in a college-level biology course this winter. He took a required prerequisite in chemistry during the last summer quarter, where courses run four hours in length. Though summer quarter is voluntary, 60 percent of the school's 400 students enroll.

Backsliding. Research reveals that kids lose a lot of ground educationally while letting their minds lie fallow during the summer. The New York Board of Regents has found, for example, that teachers spend on average the first month of the fall semester reteaching material forgotten over the summer. The problem is particularly acute for students from impoverished families because they often have fewer opportunities to learn during summer vacations. The New York study found that affluent students gain an average of one month of knowledge during the summer; disadvantaged students *lose* one to four months.

Extending the school year does not have to break the educational bank. Teacher salaries, air conditioning and transportation are the largest expenses. Charles Ballinger, executive director of the National Association for Year-Round Education, a California-based advocacy group, estimates it would cost \$30 million a day to increase the school year nationwide, or about 20 percent less in the daily costs of the regular 180-day year. However, Beacon High School, a small private school in Oakland, Calif., is open 240 days a year and charges only \$900 in tuition, less than the average public school spends per student. Beacon manages this by keeping a bare-bones administrative staff and paying its teachers about \$32,000 for 12 months' work, less than the typical public school teachers receive under a nine-month contract.

A decade ago, the authors of "A Nation at Risk" argued that the U.S. school year should be as long as 220 days. Their recommendation is still a solid one. Of course, lengthening the academic year in schools plagued by other problems isn't likely to yield great returns in academic achievement. The best strategy? Improve the quality and the quantity of schooling in America. ■

THOMAS TOCH WITH BETSY WAGNER, KUKULA
WRITES IN CHICAGO. NANCY LINNON IN TUCSON, MISSISSIPPI
WRITES IN BOSTON. JILL SIEDER IN MIAMI. MIKE JENNINGS IN
MEMPHIS. AND MIKE THARP IN SAN FRANCISCO

**DEPARTMENT OF EDUCATION
COMPARISON OF MAJOR POLICY ISSUES**

MAJOR ISSUES	EXECUTIVE RECOMMENDATION	JLBC STAFF RECOMMENDATION
Overall Budget	<ul style="list-style-type: none"> • Increases budget \$73,868,200. • Reduces .75 FTE positions. 	<ul style="list-style-type: none"> • Increases budget \$57,657,700. • Reduces 6.95 FTE positions.
GNP Price Deflator	<ul style="list-style-type: none"> • No Deflator adjustment recommended. 	<ul style="list-style-type: none"> • No Deflator adjustment recommended which saves \$(63.7) million.
Student Growth (pg. 9)	<ul style="list-style-type: none"> • Includes \$77.3 million for 20% growth in preschool disabilities, 3.2% for elementary and 3.5% for high school. 	<ul style="list-style-type: none"> • Includes \$76.9 million for 25% growth in preschool disabilities, 3.5% for elementary and 3.5% for high school.
Assessed Valuation (AV) (pgs. 11-12)	<ul style="list-style-type: none"> • Assumes 0% growth for AV. 	<ul style="list-style-type: none"> • Assumes 1% decline in AV for a cost of \$8.4 million.
Career Ladders Program (pgs. 13-14)	<ul style="list-style-type: none"> • Recommends no change to this program. 	<ul style="list-style-type: none"> • Recommends phasing the program out over a 2 year period for a savings of \$(11.9).
Teacher Experience Index	<ul style="list-style-type: none"> • Recommends no change to this computation. 	<ul style="list-style-type: none"> • Recommends phasing the computation out over a 2 year period for a savings of \$(9.5) million.
Unified Schools Equity	<ul style="list-style-type: none"> • Recommends no change to the calculation for State Aid. 	<ul style="list-style-type: none"> • Recommends calculating State Aid on a unified basis (K-12) and requiring the Qualifying Tax Rate (QTR) of \$4.72 be applied for a savings of \$(8.0) million.
Sudden Growth	<ul style="list-style-type: none"> • Funds at 64% level with no increase in funding. 	<ul style="list-style-type: none"> • Funds at 64% level with an increase of \$1.5 million to reflect the increase in the funding requirement.
Rapid Decline (pgs. 15-17)	<ul style="list-style-type: none"> • Funds at 32% of the requirement for a savings of \$(1.5) million. 	<ul style="list-style-type: none"> • Changes the qualifying floor from 95% to 90% for a savings of \$(1.4) million
Prior Year State Aid	<ul style="list-style-type: none"> • Recommends amending Laws 1992, Ch. 1 to eliminate the appropriation made for interest earnings for a savings of \$(696,400). 	<ul style="list-style-type: none"> • Recommends no change but carry forward anticipates rollover reduction.
Non-Formula Program Eliminations	<ul style="list-style-type: none"> • No programs recommended for elimination. 	<ul style="list-style-type: none"> • Recommends eliminating the Education Commission of the States, AZ Humanities Council and the AZ Principals Academy for a savings of \$(110,200).
Non-Formula Reductions/Block Grants	<ul style="list-style-type: none"> • No reduction to non-formula programs. 	<ul style="list-style-type: none"> • Recommends reducing 6 programs (Adult Education, Chemical Abuse, Dropout Prevention, Gifted Support, Preschool At-Risk and K-3 Support) by 20% for a savings of \$(3.0) million and allowing districts to spend the funding on the programs of their preference. • Recommends reducing Vocational Education Assistance, Vocational Education Program Support and Vocational and Technological Education by 10% for a savings of \$(.6) million.

JOINT LEGISLATIVE BUDGET COMMITTEE

Date: January 21, 1993

Analyst: Neisen/Fusak

APACHE COUNTY

CTD	District	Equal Base	1 Career Ladder Reduction	2 TEI Reduction	3 Rapid Decline (64%-90% Floor)	Total of Changes 1-3	% of Equal Base	Student Growth	Deflator @ 1.0 %
10201	St Johns	\$4,605,600			\$0	\$0	0.00%	\$71,164	\$45,694
10208	Window Rock	\$11,489,800	(\$247,607)		(\$75,520)	(\$323,127)	-2.81%	\$379,350	\$117,375
10210	Round Valley	\$6,651,200			(\$17,600)	(\$17,600)	-0.26%	\$230,229	\$69,677
10218	Sanders	\$4,015,000			(\$12,544)	(\$12,544)	-0.31%	\$124,770	\$40,442
10220	Ganado	\$7,541,700	(\$141,036)		\$0	(\$141,036)	-1.87%	\$236,972	\$77,739
10224	Chinle	\$15,699,100			\$0	\$0	0.00%	\$485,268	\$159,283
10227	Red Mesa	\$3,486,600			(\$103,680)	(\$103,680)	-2.97%	\$95,657	\$35,279
10306	Concho	\$898,500		(\$12,331)	\$0	(\$12,331)	-1.37%	\$23,841	\$9,102
10307	Alpine	\$300,400			(\$16,754)	(\$16,754)	-5.58%	\$883	\$2,270
10309	Vernon	\$346,800		(\$7,475)	\$0	(\$7,475)	-2.16%	\$6,550	\$2,600
10323	McNary	\$351,300			(\$4,416)	(\$4,416)	-1.26%	\$10,664	\$3,475
TOTAL		\$55,386,000	(\$388,643)	(\$19,806)	(\$230,514)	(\$638,962)	-1.15%	\$1,665,349	\$562,937

COCHISE COUNTY

CTD	District	Equal Base	1 Career Ladder Reduction	2 TEI Reduction	3 Rapid Decline (64%-90% Floor)	Total of Changes 1-4	% of Equal Base	Student Growth	Deflator @ 1.0 %
20100	Ft Huachuca	\$5,312,100		(\$54,530)	\$0	(\$54,530)	NA	\$185,883	\$53,121
20201	Tombstone	\$3,756,200		(\$29,425)	\$0	(\$29,425)	-0.78%	\$125,208	\$38,547
20202	Bisbee	\$4,462,900			(\$55,488)	(\$55,488)	-1.24%	\$113,050	\$45,878
20213	Willcox	\$4,941,100		(\$1,425)	(\$15,232)	(\$16,657)	-0.34%	\$164,245	\$52,037
20214	Bowie	\$600,200			\$0	\$0	0.00%	\$8,484	\$6,484
20218	San Simon	\$421,500			(\$21,067)	(\$21,067)	-5.00%	\$1,674	\$4,734
20221	St David	\$1,734,700		(\$16,989)	\$0	(\$16,989)	-0.98%	\$63,687	\$18,162
20227	Douglas	\$14,631,000		(\$49,279)	\$0	(\$49,279)	-0.34%	\$512,240	\$154,164
20268	Sierra Vista	\$21,422,800		(\$235,763)	\$0	(\$235,763)	-1.10%	\$739,698	\$223,931
20323	Naco	\$1,057,600		(\$4,746)	\$24,591	\$19,846	1.88%	\$25,815	\$7,805
20326	Cochise	\$352,200			\$0	\$0	0.00%	\$7,787	\$3,001
20342	Apache	\$134,100			\$1,587	\$1,587	1.18%	\$299	\$1,323
20345	Double Adobe	\$438,600		(\$15,172)	\$0	(\$15,172)	-3.46%	\$11,185	\$3,657
20349	Palominas	\$3,380,400			\$0	\$0	0.00%	\$69,785	\$26,486
20355	McNeal	\$269,600		(\$6,043)	\$3,471	(\$2,572)	-0.95%	\$965	\$2,105
20366	Rucker	\$48,700			\$0	\$0	0.00%	\$599	\$742
20381	Forrest	\$78,900			\$0	\$0	0.00%	\$1,266	\$645
Subtotal		\$63,042,600	\$0	(\$413,369)	(\$62,138)	(\$475,507)	-0.75%	\$2,031,869	\$642,824
20409	Benson	\$2,558,500		(\$19,267)	\$0	(\$19,267)	-0.75%	\$84,695	\$26,632
20412	Elfrida	\$813,800			\$0	\$0	0.00%	\$26,826	\$8,689
20422	Pearce	\$626,000			(\$45,056)	(\$45,056)	-7.20%	\$3,796	\$6,221
20453	Ash Creek	\$348,000			\$0	\$0	0.00%	\$10,612	\$3,688
20464	Pomerene	\$443,900		(\$10,578)	\$0	(\$10,578)	-2.38%	\$14,970	\$4,565
20509	Benson	\$1,515,400		(\$8,437)	\$0	(\$8,437)	-0.56%	\$48,554	\$15,828
20522	Valley UHS	\$871,300		(\$4,251)	\$0	(\$4,251)	-0.49%	\$25,577	\$9,660
Subtotal		\$7,176,900	\$0	(\$42,532)	(\$45,056)	(\$87,588)	-1.22%	\$215,030	\$75,283
TOTAL		\$70,219,500	\$0	(\$455,901)	(\$107,194)	(\$563,095)	-0.80%	\$2,246,899	\$718,106

COCONINO COUNTY

CTD	District	Equal Base	1 Career Ladder Reduction	2 TEI Reduction	3 Rapid Decline (64%-90% Floor)	Total of Changes 1-3	% of Equal Base	Student Growth	Deflator @ 1.0 %
30201	Flagstaff	\$41,764,900		(\$321,825)	\$0	(\$321,825)	-0.77%	\$1,354,034	\$435,906
30202	Williams	\$2,754,400		(\$786)	\$0	(\$786)	-0.03%	\$91,269	\$28,813
30204	Grand Canyon	\$1,148,400		(\$4,964)	\$0	(\$4,964)	-0.43%	\$37,988	\$11,806
30206	F & M	\$1,633,500			\$10,793	\$10,793	0.66%	\$55,549	\$17,164
30208	Page	\$12,061,000			\$0	\$0	0.00%	\$398,098	\$124,030
30215	Tuba City	\$9,213,300		(\$37,486)	(\$269,218)	(\$306,704)	-3.33%	\$304,542	\$93,321
30305	Chevelon Butte	\$123,800			\$3,940	\$3,940	3.18%	\$2,202	\$1,601
30310	Maine	\$492,800		(\$1,579)	\$0	(\$1,579)	-0.32%	\$1,721	\$5,176
TOTAL		\$69,192,100	\$0	(\$366,640)	(\$254,485)	(\$621,125)	-0.90%	\$2,245,402	\$717,817

GILA COUNTY

CTD	District	Equal Base	1 Career Ladder Reduction	2 TEI Reduction	3 Rapid Decline (64%-90% Floor)	Total of Changes 1-3	% of Equal Base	Student Growth	Deflator @ 1.0 %
40201	Globe	\$7,524,800		(\$47,127)	(\$47,040)	(\$94,167)	-1.25%	\$232,332	\$71,289
40210	Payson	\$7,080,600	(\$14,659)	(\$52,997)	(\$2,240)	(\$69,895)	-0.99%	\$234,842	\$70,886
40220	San Carlos	\$5,187,100			\$0	\$0	0.00%	\$143,971	\$53,346
40240	Miami	\$6,790,500		(\$78,052)	\$0	(\$78,052)	-1.15%	\$243,647	\$70,345
40241	H/W	\$2,050,900		(\$39,308)	(\$5,184)	(\$44,492)	-2.17%	\$48,718	\$20,671
40305	Young	\$305,800			\$0	\$0	0.00%	\$1,322	\$3,131
40312	Pine	\$1,338,500			(\$37,504)	(\$37,504)	-2.80%	\$6,849	\$9,986
40333	Tonto Basin	\$315,400			\$0	\$0	0.00%	\$7,858	\$2,646
TOTAL		\$30,593,600	(\$14,659)	(\$217,483)	(\$91,968)	(\$324,110)	-1.06%	\$919,540	\$302,299

GRAHAM COUNTY

CTD	District	Equal Base	1 Career Ladder Reduction	2 TEI Reduction	3 Rapid Decline (64%-90% Floor)	Total of Changes 1-3	% of Equal Base	Student Growth	Deflator @ 1.0 %
50201	Safford	\$9,019,400	(\$18,886)		\$0	(\$18,886)	-0.21%	\$307,030	\$91,936
50204	Thatcher	\$5,354,400		(\$102,611)	\$0	(\$102,611)	-1.92%	\$184,468	\$55,390
50206	Pima	\$2,661,800			\$0	\$0	0.00%	\$92,075	\$27,486
50207	Ft Thomas	\$2,126,700			(\$8,320)	(\$8,320)	-0.39%	\$68,383	\$21,760
50305	Solomonville	\$1,173,700			\$0	\$0	0.00%	\$29,385	\$9,257
50309	Klondyke	\$54,600			\$9,590	\$9,590	17.56%	\$114	\$595
50316	Bonita	\$371,700			\$5,901	\$5,901	1.59%	\$928	\$3,332
TOTAL		\$20,762,300	(\$18,886)	(\$102,611)	\$7,171	(\$114,326)	-0.55%	\$682,383	\$209,756

GREENLEE COUNTY

CTD	District	Equal Base	1 Career Ladder Reduction	2 TEI Reduction	3 Rapid Decline (64%-90% Floor)	Total of Changes 1-3	% of Equal Base	Student Growth	Deflator @ 1.0 %
60202	Duncan	\$2,683,900		(\$6,796)	\$0	(\$6,796)	-0.25%	\$87,410	\$27,660
60203	Clifton	\$1,776,100		(\$14,528)	(\$58,048)	(\$72,576)	-4.09%	\$26,607	\$18,128
60218	Morenci	\$3,993,300			(\$21,504)	(\$21,504)	-0.54%	\$142,766	\$41,843
60322	Blue	\$66,600		(\$1,492)	\$0	(\$1,492)	-2.24%	\$131	\$819
60345	Eagle	\$80,200		(\$1,624)	(\$16,576)	(\$18,200)	-22.69%	\$208	\$855
TOTAL		\$8,600,100	\$0	(\$24,439)	(\$96,128)	(\$120,567)	-1.40%	\$257,122	\$89,305

MARICOPA COUNTY

CTD	District	Equal Base	1	2	3	Total of Changes 1-3	% of Equal Base	Student Growth	Deflator @ 1.0%
			Career Ladder Reduction	TEI Reduction	Rapid Decline (64%-90% Floor)				
70100	Williams	\$1,858,500		(\$25,654)	(\$66,660)	(\$92,314)	NA	\$18,007	\$18,585
70199	Horse Mesa	\$2,365,600			\$80,353	\$80,353	NA	\$63,246	\$23,657
70201	Mesa	\$221,563,100	(\$5,017,911)	(\$834,233)	\$0	(\$5,852,144)	-2.64%	\$7,666,254	\$2,293,191
70209	Wickenburg	\$3,470,700		(\$27,266)	(\$54,720)	(\$81,986)	-2.36%	\$77,431	\$34,805
70211	Peoria	\$76,564,100	(\$1,711,318)		\$0	(\$1,711,318)	-2.24%	\$2,638,025	\$786,325
70224	Gila Bend	\$2,530,900			\$0	\$0	0.00%	\$62,706	\$24,351
70241	Gilbert	\$38,507,200			\$0	\$0	0.00%	\$1,343,867	\$402,306
70248	Scottsdale	** \$70,485,900	(\$75,000)	(\$872,122)	(\$544,576)	(\$1,491,698)	-2.12%	\$1,742,765	\$722,974
70269	Paradise Valley	\$94,019,200		(\$1,042,541)	\$0	(\$1,042,541)	-1.11%	\$3,252,876	\$974,398
70280	Chandler	\$39,097,500	(\$75,000)		\$0	(\$75,000)	-0.19%	\$1,322,368	\$399,349
70289	Dysart	\$13,595,200	(\$294,519)	(\$77,283)	\$0	(\$371,802)	-2.73%	\$464,665	\$138,312
70293	Cave Creek	* \$6,363,000	(\$121,975)		\$0	(\$121,975)	-1.92%	\$218,709	\$66,723
70295	Queen Creek	\$3,205,900			(\$45,760)	(\$45,760)	-1.43%	\$102,805	\$32,589
70297	Deer Valley	\$56,045,400			\$0	\$0	0.00%	\$1,889,450	\$577,716
70298	Fountain Hills	\$5,324,300	\$0		\$0	\$0	0.00%	\$178,691	\$54,694
70360	Higley	\$1,130,100			\$0	\$0	0.00%	\$25,776	\$8,493
70363	Aguila	\$718,500			\$4,431	\$4,431	0.62%	\$3,270	\$5,700
70371	Sentinel	\$347,100			(\$20,736)	(\$20,736)	-5.97%	\$5,660	\$3,051
70375	Morristown	\$423,100			(\$21,312)	(\$21,312)	-5.04%	\$9,744	\$3,355
70381	Nadaburg	\$2,264,700			(\$16,896)	(\$16,896)	-0.75%	\$57,451	\$16,834
70386	Mobile	\$161,600			(\$1,280)	(\$1,280)	-0.79%	\$2,303	\$1,787
70390	Ruth Fisher	* \$1,534,000			\$0	\$0	0.00%	\$33,900	\$12,320
70394	Paloma	\$448,300			\$31,905	\$31,905	7.12%	\$2,065	\$3,694
Subtotal		\$642,023,900	(\$7,295,723)	(\$2,879,098)	(\$655,251)	(\$10,830,072)	-1.69%	\$21,182,032	\$6,605,210
70401	Phoenix	\$24,869,100			\$0	\$0	0.00%	\$878,081	\$256,971
70402	Riverside	* \$735,400			\$0	\$0	0.00%	\$24,731	\$7,630
70403	Tempe	\$40,589,400			\$0	\$0	0.00%	\$1,400,678	\$419,227
70405	Isaac	\$18,953,200			\$0	\$0	0.00%	\$669,802	\$194,808
70406	Washington	\$75,976,300		(\$953,145)	\$0	(\$953,145)	-1.25%	\$2,658,335	\$785,200
70407	Wilson	\$2,848,600			\$0	\$0	0.00%	\$99,435	\$29,347
70408	Osborn	\$11,471,500			\$0	\$0	0.00%	\$400,686	\$118,451
70414	Creighton	\$18,593,200	(\$417,510)		\$0	(\$417,510)	-2.25%	\$651,574	\$193,476
70417	Tolleson	\$2,751,600			\$0	\$0	0.00%	\$96,833	\$28,999
70421	Murphy	\$7,234,800		(\$28,179)	(\$38,464)	(\$66,643)	-0.92%	\$258,089	\$75,204
70425	Liberty	\$3,209,400			\$0	\$0	0.00%	\$107,742	\$32,204
70428	Kyrene	\$39,246,700	(\$792,876)		\$0	(\$792,876)	-2.02%	\$1,351,218	\$402,847
70431	Balaz	\$7,560,800			\$0	\$0	0.00%	\$262,529	\$78,619
70433	Buckeye	\$3,389,300			(\$34,112)	(\$34,112)	-1.01%	\$119,301	\$35,278
70438	Madison	\$13,178,600		(\$117,527)	\$0	(\$117,527)	-0.89%	\$446,262	\$135,278
70440	Glendale	\$28,734,100		(\$22,292)	\$0	(\$22,292)	-0.08%	\$1,002,538	\$297,337
70444	Avondale	\$8,394,300			\$0	\$0	0.00%	\$293,441	\$86,217
70445	Fowler	\$4,110,700			\$0	\$0	0.00%	\$144,974	\$42,547
70447	Arlington	\$599,300		(\$3,590)	\$18,265	\$14,676	2.45%	\$1,955	\$6,218
70449	Palo Verde	\$919,200			(\$5,760)	(\$5,760)	-0.63%	\$29,098	\$9,350
70459	Laveen	\$5,647,200			\$0	\$0	0.00%	\$194,285	\$57,895
70462	Union	\$340,000			\$723	\$723	0.21%	\$1,341	\$3,446
70465	Littleton	\$4,419,200			\$0	\$0	0.00%	\$154,205	\$46,061
70466	Roosevelt	\$34,829,100		(\$52,467)	\$0	(\$52,467)	-0.15%	\$1,201,431	\$356,541
70468	Alhambra	\$26,750,800			\$0	\$0	0.00%	\$939,247	\$278,043
70479	Litchfield	\$5,194,200	(\$100,528)		\$0	(\$100,528)	-1.94%	\$177,305	\$52,336
70483	Cartwright	\$46,385,700		(\$348,724)	\$0	(\$348,724)	-0.75%	\$1,657,259	\$484,063
70492	Pendergast	\$14,372,600	(\$30,654)		\$0	(\$30,654)	-0.21%	\$507,368	\$147,123
70501	Buckeye	\$2,826,500		(\$23,769)	\$0	(\$23,769)	-0.84%	\$89,088	\$29,258
70505	Glendale	\$48,225,200		(\$1,504,339)	(\$434,880)	(\$1,939,219)	-4.02%	\$1,647,146	\$495,686
70510	Phoenix Union	* \$69,439,900		(\$787,794)	\$0	(\$787,794)	-1.13%	\$2,359,392	\$730,829
70513	Tempe Union	\$32,684,500		(\$517,344)	\$0	(\$517,344)	-1.58%	\$1,117,982	\$338,302
70514	Tolleson	\$10,454,500			\$0	\$0	0.00%	\$346,533	\$106,975
70516	Agua Fria	\$5,720,600		(\$39,402)	\$0	(\$39,402)	-0.69%	\$186,567	\$58,300
70801	Inst. of Tech.	\$2,734,800			\$0	\$0	0.00%	\$92,481	\$27,348
Subtotal		\$620,655,500	(\$1,341,567)	(\$4,398,571)	(\$494,228)	(\$6,234,365)	-1.00%	\$21,476,450	\$6,539,895
TOTAL		\$1,262,679,400	(\$8,637,289)	(\$7,277,669)	(\$1,149,479)	(\$17,064,437)	-1.35%	\$42,658,483	\$13,145,106

MOHAVE COUNTY

CTD	District	Equal Base	1 Career Ladder Reduction	2 TEI Reduction	3 Rapid Decline (64%-90% Floor)	Total of Changes 1-3	% of Equal Base	Student Growth	Deflator @ 1.0 %
80201	Lake Havasu	\$13,757,400		(\$22,828)	\$0	(\$22,828)	-0.17%	\$489,188	\$142,819
80214	Colorado City	\$3,172,300			\$0	\$0	0.00%	\$50,173	\$32,047
Subtotal		\$16,929,700	\$0	(\$22,828)	\$0	(\$22,828)	-0.13%	\$539,362	\$174,866
80403	Hackberry	\$265,900		(\$7,528)	\$0	(\$7,528)	-2.83%	\$6,278	\$2,635
80404	Kingman	\$14,547,100			\$0	\$0	0.00%	\$500,291	\$151,163
80406	Owens Whitney	\$341,700			\$0	\$0	0.00%	\$9,970	\$3,890
80408	Peach Springs	\$746,200			\$5,220	\$5,220	0.70%	\$4,730	\$7,700
80409	Littlefield	\$435,100			\$0	\$0	0.00%	\$13,703	\$4,555
80411	Chloride	\$733,300			\$0	\$0	0.00%	\$25,197	\$7,695
80412	Topock	\$578,800			\$0	\$0	0.00%	\$17,568	\$5,895
80413	Yuca	\$87,500			(\$9,408)	(\$9,408)	-10.75%	\$286	\$848
80415	Bullhead City	\$7,829,500			\$0	\$0	0.00%	\$266,074	\$81,546
80416	Mohave Valley	\$4,572,600			\$0	\$0	0.00%	\$152,130	\$46,904
80422	Valentine	\$199,600			(\$6,592)	(\$6,592)	-3.30%	\$835	\$2,019
80502	Colorado River	\$4,865,900		(\$1,701)	\$0	(\$1,701)	-0.03%	\$154,824	\$47,556
80530	Mohave UHS	\$6,114,100		(\$53,753)	\$0	(\$53,753)	-0.88%	\$195,012	\$62,345
Subtotal		\$41,317,300	\$0	(\$62,981)	(\$10,780)	(\$73,761)	-0.18%	\$1,346,898	\$424,750
TOTAL		\$58,247,000	\$0	(\$85,809)	(\$10,780)	(\$96,589)	-0.17%	\$1,886,260	\$599,616

NAVAJO COUNTY

CTD	District	Equal Base	1 Career Ladder Reduction	2 TEI Reduction	3 Rapid Decline (64%-90% Floor)	Total of Changes 1-3	% of Equal Base	Student Growth	Deflator @ 1.0 %
90201	Winslow	\$8,048,600		(\$25,548)	\$0	(\$25,548)	-0.32%	\$282,623	\$84,222
90202	Joseph City	\$2,009,500		(\$10,104)	\$0	(\$10,104)	-0.50%	\$58,545	\$21,173
90203	Holbrook	\$6,638,400		(\$64,308)	(\$47,424)	(\$111,732)	-1.68%	\$218,062	\$68,196
90204	Pinon	\$3,470,300			\$0	\$0	0.00%	\$107,943	\$35,979
90205	Snowflake	\$8,544,200		(\$22,080)	\$0	(\$22,080)	-0.26%	\$286,397	\$87,340
90206	Heber-Overgaard	\$1,849,500			\$0	\$0	0.00%	\$29,577	\$19,103
90210	Showlow	\$7,114,300		(\$66,992)	\$0	(\$66,992)	-0.94%	\$248,625	\$73,105
90220	Whiteriver	\$7,614,600			\$0	\$0	0.00%	\$267,961	\$79,567
90225	Cedar	\$2,979,100			(\$30,272)	(\$30,272)	-1.02%	\$83,718	\$29,492
90227	Kayenta	\$9,538,000			\$0	\$0	0.00%	\$294,927	\$98,807
90232	Blue Ridge	\$6,312,500		(\$16,151)	\$0	(\$16,151)	-0.26%	\$218,601	\$65,557
TOTAL		\$64,119,000	\$0	(\$205,182)	(\$77,696)	(\$282,878)	-0.44%	\$2,096,979	\$662,543

PIMA COUNTY

CTD	District	Equal Base	1 Career Ladder Reduction	2 TEI Reduction	3 Rapid Decline (64%-90% Floor)	Total of Changes 1-3	% of Equal Base	Student Growth	Deflator @ 1.0 %
100100	Zimmerman	\$56,200			\$32,036	\$32,036	57.00%	\$235	\$562
100201	Tucson	\$194,605,100		(\$2,087,626)	\$0	(\$2,087,626)	-1.07%	\$6,600,389	\$2,029,177
100206	Marana	\$29,362,300			\$0	\$0	0.00%	\$935,303	\$301,934
100208	Flowing Wells	\$19,194,900	(\$389,083)		\$0	(\$389,083)	-2.03%	\$668,679	\$197,829
100210	Amphitheater	\$48,812,100	(\$1,074,900)		\$0	(\$1,074,900)	-2.20%	\$1,646,854	\$504,866
100212	Sunnyside	\$46,919,200	(\$1,061,412)	(\$126,350)	\$0	(\$1,187,762)	-2.53%	\$1,653,766	\$487,400
100213	Tanque Verde	\$5,820,000	(\$12,500)		(\$125,952)	(\$138,452)	-2.38%	\$139,694	\$59,588
100215	Ajo	\$3,078,400		(\$111,589)	\$148,575	\$36,986	1.20%	\$10,377	\$30,553
100216	Catalina Foothills	\$12,421,300	(\$237,660)		\$0	(\$237,660)	-1.91%	\$405,649	\$128,160
100230	Sahuarita	\$6,008,300		(\$24,353)	\$0	(\$24,353)	-0.41%	\$194,114	\$61,957
100240	Indian Oasis	\$4,454,500			\$0	\$0	0.00%	\$109,730	\$45,539
100320	Vail	\$3,258,200			\$0	\$0	0.00%	\$68,327	\$24,742
100335	San Fernando	\$202,200			\$26,538	\$26,538	13.12%	\$289	\$1,799
100337	Empire	\$129,700			(\$4,224)	(\$4,224)	-3.26%	\$3,092	\$1,142
100339	Continental	\$1,255,800		(\$1,536)	\$0	(\$1,536)	-0.12%	\$28,548	\$9,882
100344	Redington	\$116,300			(\$6,400)	(\$6,400)	-5.50%	\$3,097	\$1,026
100351	Altar Valley	\$3,162,300			\$0	\$0	0.00%	\$69,581	\$23,668
TOTAL		\$378,856,800	(\$2,775,554)	(\$2,351,454)	\$70,573	(\$5,056,435)	-1.33%	\$12,537,726	\$3,909,824

PINAL COUNTY

CTD	District	Equal Base	1 Career Ladder Reduction	2 TEI Reduction	3 Rapid Decline (64%-90% Floor)	Total of Changes 1-3	% of Equal Base	Student Growth	Deflator @ 1.0 %
110100	Mary OBrien	\$359,200			\$0	\$0	NA	\$12,146	\$3,592
110201	Florence	\$3,811,300			\$0	\$0	0.00%	\$122,756	\$39,715
110203	Ray	\$4,135,500		(\$5,442)	\$0	(\$5,442)	-0.13%	\$135,222	\$43,278
110208	M/S-M	\$6,145,500			(\$162,962)	(\$162,962)	-2.65%	\$28,708	\$61,441
110215	Superior	\$2,972,700		(\$22,911)	(\$64,592)	(\$87,503)	-2.94%	\$13,792	\$28,847
110220	Maricopa	\$3,470,200			(\$83,968)	(\$83,968)	-2.42%	\$87,568	\$35,485
110221	Coolidge	\$9,386,900		(\$23,530)	\$0	(\$23,530)	-0.25%	\$315,366	\$97,645
110243	Apache Junction	\$15,002,200	(\$314,850)		\$0	(\$314,850)	-2.10%	\$499,262	\$152,653
110302	Oracle	\$2,985,400			\$0	\$0	0.00%	\$76,369	\$23,633
110344	JO Combs	\$1,359,800			(\$14,727)	(\$14,727)	-1.08%	\$4,378	\$9,157
Subtotal		\$49,628,700	(\$314,850)	(\$51,883)	(\$326,249)	(\$692,982)	-1.40%	\$1,295,569	\$495,446
110404	Casa Grande	\$15,457,400			\$0	\$0	0.00%	\$515,104	\$158,828
110405	Red Rock	\$305,100		(\$289)	(\$3,776)	(\$4,065)	-1.33%	\$7,633	\$3,326
110411	Eloy	\$4,306,200			\$0	\$0	0.00%	\$149,632	\$45,139
110418	Sacaton	\$2,280,400			\$0	\$0	0.00%	\$10,270	\$22,960
110422	Toltec	\$1,934,900			\$0	\$0	0.00%	\$63,002	\$19,720
110424	Stanfield	\$2,134,300			\$0	\$0	0.00%	\$63,364	\$20,909
110433	Picacho	\$648,900			(\$8,320)	(\$8,320)	-1.24%	\$2,845	\$6,664
110502	Casa Grande	\$7,288,100		(\$107,769)	\$0	(\$107,769)	-1.50%	\$233,488	\$77,462
110540	Santa Cruz	\$2,204,200			(\$1,920)	(\$1,920)	-0.09%	\$69,960	\$22,504
Subtotal		\$36,499,500	\$0	(\$108,058)	(\$14,016)	(\$122,074)	-0.33%	\$1,115,298	\$377,510
TOTAL		\$86,128,200	(\$314,850)	(\$159,941)	(\$340,265)	(\$815,056)	-0.95%	\$2,410,867	\$872,957

SANTA CRUZ COUNTY

CTD	District	Equal Base	1 Career Ladder Reduction	2 TEI Reduction	3 Rapid Decline (64%-90% Floor)	Total of Changes 1-3	% of Equal Base	Student Growth	Deflator @ 1.0 %
120201	Nogales	\$19,955,700			\$0	\$0	0.00%	\$685,334	\$204,714
120235	Santa Cruz Valley	\$5,207,300			\$0	\$0	0.00%	\$166,912	\$52,468
120328	Santa Cruz	\$623,000			\$0	\$0	0.00%	\$15,709	\$5,316
Subtotal		\$25,786,000	\$0	\$0	\$0	\$0	0.00%	\$867,955	\$262,499
120406	Patagonia	\$774,200			(\$17,792)	(\$17,792)	-2.30%	\$23,966	\$7,918
120425	Sonoita	\$440,700			\$1,901	\$1,901	0.43%	\$1,775	\$4,633
120520	Patagonia UHS	\$550,000			\$0	\$0	0.00%	\$14,419	\$5,980
Subtotal		\$1,764,900	\$0	\$0	(\$15,891)	(\$15,891)	-0.90%	\$40,160	\$18,531
TOTAL		\$27,550,900	\$0	\$0	(\$15,891)	(\$15,891)	-0.06%	\$908,115	\$281,030

YAVAPAI COUNTY

CTD	District	Equal Base	1 Career Ladder Reduction	2 TEI Reduction	3 Rapid Decline (64%-90% Floor)	Total of Changes 1-3	% of Equal Base	Student Growth	Deflator @ 1.0 %
130201	Prescott	\$16,184,700		(\$139,143)	(\$29,184)	(\$168,327)	-1.04%	\$559,990	\$167,089
130209	Sedona Oak Creek *	\$4,091,400			\$0	\$0	0.00%	\$131,222	\$40,957
130220	Bagdad	\$2,221,400			(\$35,392)	(\$35,392)	-1.59%	\$60,565	\$23,325
130222	Humboldt	\$9,863,600			\$0	\$0	0.00%	\$334,520	\$102,427
130228	Camp Verde	\$4,648,300			\$0	\$0	0.00%	\$159,851	\$47,867
130231	Ash Fork	\$759,600			\$0	\$0	0.00%	\$26,105	\$8,045
130240	Seligman *	\$664,300			(\$4,288)	(\$4,288)	-0.65%	\$11,996	\$6,887
130243	Mayer	\$1,919,000			(\$9,984)	(\$9,984)	-0.52%	\$62,902	\$20,128
130251	Chino Valley	\$5,535,200			\$0	\$0	0.00%	\$198,653	\$57,164
130302	Williamson	\$281,000			(\$2,589)	(\$2,589)	-0.92%	\$686	\$2,296
130307	Walnut Grove	\$128,000			(\$7,808)	(\$7,808)	-6.10%	\$1,161	\$814
130314	Champie *	\$25,400			(\$7,374)	(\$7,374)	-29.03%	\$41	\$113
130315	Skull Valley	\$278,000		(\$6,206)	\$31,962	\$25,757	9.26%	\$611	\$2,164
130317	Congress	\$720,300			\$0	\$0	0.00%	\$16,432	\$5,315
130323	Kirkland	\$291,500			\$0	\$0	0.00%	\$8,320	\$2,529
130326	Beaver Creek	\$1,100,700			\$0	\$0	0.00%	\$26,100	\$8,392
130335	Hillside	\$196,100		(\$3,001)	\$8,592	\$5,591	2.85%	\$492	\$1,630
130341	Crown King	\$54,200		(\$2,720)	\$14,083	\$11,364	20.97%	\$193	\$543
130350	Canon	\$1,063,900			\$0	\$0	0.00%	\$26,169	\$9,185
130352	Yarnell	\$391,500			\$54,356	\$54,356	13.88%	\$2,700	\$2,871
Subtotal		\$50,418,100	\$0	(\$151,069)	\$12,374	(\$138,695)	-0.28%	\$1,628,710	\$509,740
130403	Clarkdale	\$1,479,000			\$0	\$0	0.00%	\$49,851	\$15,369
130406	Cottonwood	\$7,075,800		(\$4,198)	\$0	(\$4,198)	-0.06%	\$241,159	\$73,925
130504	Mingus UHS	\$3,354,100		(\$24,725)	\$0	(\$24,725)	-0.74%	\$111,862	\$35,361
Subtotal		\$11,908,900	\$0	(\$28,923)	\$0	(\$28,923)	-0.24%	\$402,872	\$124,656
TOTAL		\$62,327,000	\$0	(\$179,992)	\$12,374	(\$167,618)	-0.27%	\$2,031,582	\$634,397

YUMA COUNTY

CTD	District	Equal Base	1 Career Ladder Reduction	2 TEI Reduction	3 Rapid Decline (64%-90% Floor)	Total of Changes 1-3	% of Equal Base	Student Growth	Deflator @ 1.0 %
140401	Yuma	\$28,132,900			\$0	\$0	0.00%	\$952,265	\$289,153
140411	Somerton	\$6,044,900			\$0	\$0	0.00%	\$217,778	\$63,144
140413	Crane	\$15,725,700	(\$33,111)		\$0	(\$33,111)	-0.21%	\$538,633	\$160,725
140416	Hyder	\$818,300		(\$4,646)	(\$1,896)	(\$6,542)	-0.80%	\$3,340	\$8,227
140417	Mowhawk Valley	\$1,178,800		(\$6,609)	\$0	(\$6,609)	-0.56%	\$35,493	\$12,056
140424	Wellton	\$1,752,400			\$0	\$0	0.00%	\$55,038	\$17,357
140432	Gadsden	\$4,962,000			\$0	\$0	0.00%	\$161,855	\$49,737
140550	Antelope	\$1,862,800			\$0	\$0	0.00%	\$54,198	\$19,416
140570	Yuma	\$25,404,000			\$0	\$0	0.00%	\$819,329	\$256,949
TOTAL		\$85,881,800	(\$33,111)	(\$11,255)	(\$1,896)	(\$46,262)	-0.05%	\$2,837,928	\$876,765

LAPAZ COUNTY

CTD	District	Equal Base	1 Career Ladder Reduction	2 TEI Reduction	3 Rapid Decline (64%-90% Floor)	Total of Changes 1-3	% of Equal Base	Student Growth	Deflator @ 1.0 %
150227	Parker	\$8,057,000			\$0	\$0	0.00%	\$263,057	\$83,461
Subtotal		\$8,057,000	\$0	\$0	\$0	\$0	0.00%	\$263,057	\$83,461
150404	Quartzsite	\$1,211,200			(\$11,456)	(\$11,456)	-0.95%	\$35,578	\$12,331
150419	Wenden	\$333,700			\$41,879	\$41,879	12.55%	\$1,290	\$3,495
150426	Bouse	\$184,900		(\$3,880)	\$0	(\$3,880)	-2.10%	\$5,428	\$1,907
150430	Salome	\$533,400			\$0	\$0	0.00%	\$17,057	\$5,554
150576	Bicentennial	\$745,600			\$0	\$0	0.00%	\$21,806	\$7,845
Subtotal		\$3,008,800	\$0	(\$3,880)	\$30,423	\$26,543	0.88%	\$81,160	(\$81,160)
TOTAL		\$11,065,800	\$0	(\$3,880)	\$30,423	\$26,543	0.24%	\$344,216	\$114,592
TOTAL		\$2,291,609,500	(\$12,182,991)	(\$11,462,059)	(\$2,255,755)	(\$25,900,805)	-1.13%	\$75,728,851	\$23,697,049

* Zero-aid district.

** Zero Aid District on the High School Side.

DEMOGRAPHIC ADJUSTMENTS

The JLBC Staff recommendation provides funding for a 25% increase in the preschool disabilities student (PSD) count, a 3.5% increase in the elementary student count, and an increase of 3.5% in the high school student count.

State Aid Student Counts For Past 5 Years

<u>Fiscal Year</u>	<u>PSD</u>	<u>% Change</u>	<u>K-8</u>	<u>% Change</u>	<u>9-12</u>	<u>% Change</u>	<u>Total</u>	<u>% Change</u>
1988	0	N/A	386,204	5.3%	161,417	3.8%	547,621	4.8%
1989	0	N/A	402,487	4.2%	162,050	0.4%	564,537	3.1%
1990	465	N/A	418,281	3.9%	161,162	(0.5)%	579,908	2.7%
1991	637	37.0%	430,499	2.9%	158,331	(1.8)%	589,467	1.6%
1992	840	31.9%	445,070	3.4%	159,961	1.0%	605,871	2.8%

The Executive recommendation is based on 20% growth in preschool disabilities, 3.2% growth in elementary, and 3.5% at the high school level.

SCHOOL DISTRICT ASSESSED VALUATION

Growth in school district assessed valuation increases the "local share" of total formula funding and thus offsets increases in state funding. The JLBC Staff recommendation for Basic State Aid assumes a (1)% decline in school district assessed valuation for FY 1994. Statewide assessed value growth has been steadily declining as follows: 1986, 16.3%; 1987, 13.2%; 1988, 7.3%; 1989, 8.9%; 1990, 3.1%, 1991, (0.2)%; 1992, (0.4)%.

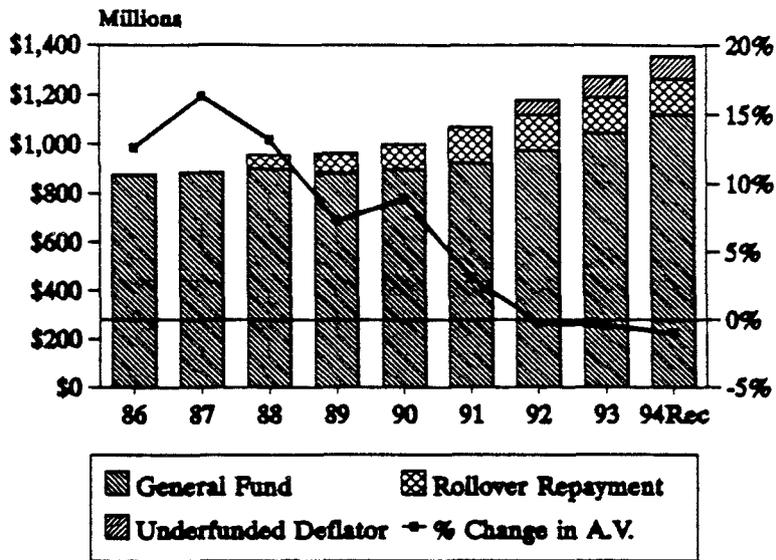
Percent Growth/Decline by Class

Property Class	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>
1	(9.3)%	(10.0)%	25.1	29.7%	10.5%	26.8%	22.7%
2	4.8	22.7	0.7	8.4	(4.1)	(0.3)	(2.9)
3	29.8	12.6	9.7	10.6	9.6	(1.1)	0.1
4	18.2	21.3	12.2	12.7	4.8	(1.5)	(5.9)
5	15.5	11.4	8.6	7.6	3.7	2.4	2.6
6	12.5	0.3	4.5	1.6	(8.0)	(10.7)	(7.7)
7	11.7	(28.2)	2.2	20.0	17.0	3.5	13.9
8	38.2	45.7	59.5	24.6	8.9	66.3	5.6
9	-	-	-	-	-	-	6.0
C	<u>(21.5)</u>	<u>(51.8)</u>	<u>3.3</u>	<u>(28.5)</u>	<u>43.1</u>	<u>4.3</u>	<u>(9.3)</u>
Total	16.3%	13.2%	7.3%	8.9%	3.1%	(0.2)%	(0.4)%

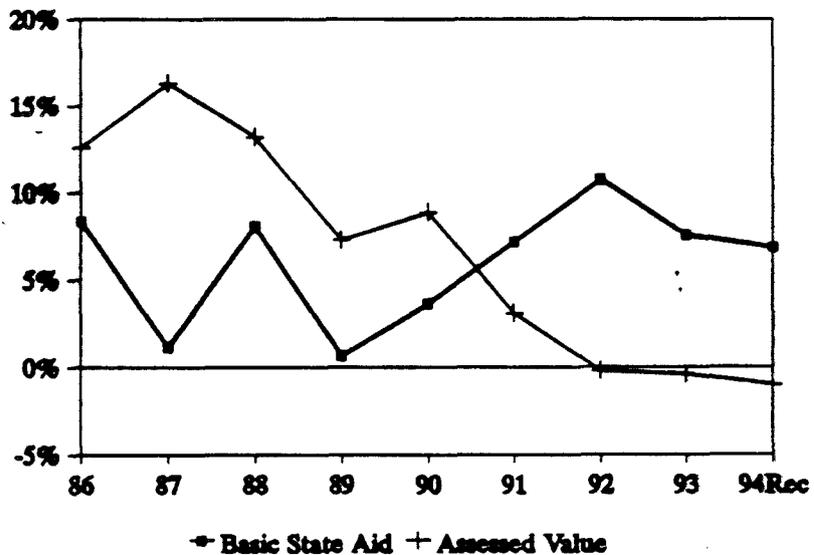
The Executive recommendation assumes 0% growth in assessed valuation.

The JLBC Staff considers the trend decline in assessed value and its impact on state financing of K-12 education to be one of the most critical budgetary problems facing the Legislature today. The framers of the Basic State Aid formula did not contemplate a time when assessed value growth would be less than the sum of pupil growth and inflation, yet alone a time when statewide assessed value would actually decline from the prior year as we now expect it will for a 3rd consecutive year. This fact is essential to understanding our current and prospective difficulty in fully funding the Basic State Aid formula. In very simple terms, when assessed value grows by more than the sum of pupil growth and inflation (currently 3.5% and 2.7%, respectively, or 6.2% collectively), the state general fund cost will grow by less than the sum of the two; conversely, when assessed value grows by less than the sum of the two, the state cost increases by more than the sum of pupil growth and inflation. For example, to fully fund the Basic State Aid formula for FY 1994 would require a \$140 million, or 12% increase in the state general fund appropriation even though the bottom-line increase for school districts would be the aforementioned 6.2%. It should be noted that each 1% of assessed value growth is worth over \$8 million to the state's cost of Basic State Aid. Thus, if statewide assessed value growth were 6.2% instead of a decline of (1)%, the cost to the state would be reduced by approximately \$60 million.

Cost of Basic State Aid Accelerates As Assessed Value Growth Wanes



Annual Increase in Basic State Aid is Much Greater than Annual Change in Assessed Value



ARIZONA CAREER LADDER PROGRAM

Placement Information FY 1992-93

<u>DISTRICT</u>	<u>TOT TCH</u>	<u>ELIG</u>	<u>CL TCH</u>	<u>CL %</u>
Amphitheater	803	601	246	41%
Apache Junct	232	200	174	87%
Catalina Fthls	220	194	194	100%
Cave Creek	103	83	38	52%
Craighton	296	210	57	27%
Dysart	229	202	66	33%
Flowing Wells	301	227	163	72%
Ganado	125	114	33	29%
Kyrene	662	554	494	90%
Litchfield	79	64	35	55%
Mesa	3167	3167	1298	41%
Peoria	1277	1156	516	45%
sunnyside	795	735	468	64%
Window Rock	209	178	53	30%
<u>TOTAL</u>	<u>8498</u>	<u>7685</u>	<u>3835</u>	<u>50%</u>

CAREER LADDER FORMULA FUNDING

CID	DISTRICT NAME	FY 93-94	FY 93-94 CRT
100210	ASHLEIGH WATER UNIT	82,000,000.00	81,003,969.81
110213	APACHE JUNCTION UNIT	800,000.00	8294,081.84
070416	CREIGHTON ELEM	804,243.88	8389,961.99
070209	OSAGE UNIT	800,000.00	8275,086.09
070204	MESA UNIT	870,307,876.84	84,606,822.39
070211	GEORGIA UNIT	88,542,438.28	81,908,403.83
100212	SUNNYSIDE UNIT	82,177,121.38	8091,378.18
010208	WINDY ROCK UNIT	852,348.38	8271,249.38
070293	CAVE CREEK UNIT	8252,488.59	8125,318.86
100216	CATALINA FOOTHILLS U	9491,956.36	8264,175.83
100208	FLOWING WELLS UNIT	8005,400.54	8309,748.26
070298	FOUNTAIN WELLS UNIT	80.00	80.00
010228	CANABO UNIT	8291,944.24	8144,982.32
070428	TYBEE ELEM	81,641,251.98	8814,618.36
070479	LITCHFIELD ELEM	8288,091.43	8183,283.88
SUB TOTAL		826,472,882.58	811,189,727.37
070288	CHALETER UNIT	8388,000.00	8388,000.00
140413	CHAVE ELEMENTARY	8137,080.87	8137,080.87
040218	PARSON UNIT	860,487.15	860,487.15
070492	PENNINGTON ELEMENTARY	8126,984.19	8126,984.19
050201	RAFFORD UNIT	878,188.51	878,188.51
070418	SCOTTSMARLE UNIT	8388,000.00	8388,000.00
100213	LAURE WENDE UNIT	849,727.75	849,727.75
SUB TOTAL		81,852,589.67	81,852,589.67
TOTAL		825,525,482.25	812,252,317.04
		8018,560.94	80.00
(1) 3.5% GROWTH APPLIED TO WEIGHTED STUDENT COUNT			
(2) 8% CRT		826,344,843.19	812,252,317.04

ANALYSIS OF RAPID DECLINE BUDGET CAPACITY
 Source data from modified Oct. '92 Apor

Calculated using 64 percent difference

C-T-D	District	Std Count w/o Rap Dec	Wtd Std Cnt w/o Rap Dec	Base Level Amount	TEI	Amount w/o Rap Dec	Std Count with Rap Dec	Wtd Std Cnt with Rap Dec	Base Level Amount	TEI	Amount with Rap Dec	Rapid Decl Budget Cap
01-02-01	ST JOHNS UNIFIED DIST #1	1,185.345	1,510.634	\$2,440.39	1.0000	\$3,686,536	1,201.785	1,529.672	\$2,440.39	1.0000	\$3,732,996	\$46,460
01-02-18	SANDERS UNIFIED DISTRICT #18	935.928	1,182.117	\$2,440.39	1.0000	\$2,884,827	940.312	1,188.726	\$2,440.39	1.0000	\$2,900,955	\$16,129
01-02-27	RED MESA UNIF DIST 27	670.964	947.469	\$2,440.39	1.0000	\$2,312,194	686.916	970.687	\$2,440.39	1.0000	\$2,368,855	\$56,661
01-03-07	ALPINE ELEMENTARY DIST 7	42.965	66.982	\$2,440.39	1.0000	\$163,462	45.791	71.388	\$2,440.39	1.0000	\$174,215	\$10,752
02-02-02	BISBEE UNIFIED DIST 2	1,198.566	1,483.083	\$2,440.39	1.0000	\$3,619,301	1,209.578	1,498.140	\$2,440.39	1.0000	\$3,656,046	\$36,745
02-02-14	BOWIE UNIFIED DIST 14	129.421	187.977	\$2,440.39	1.0000	\$458,737	132.818	192.730	\$2,440.39	1.0000	\$470,336	\$11,599
02-02-18	SAN SIMON UNIFIED DISTRICT #18	85.203	123.962	\$2,440.39	1.0000	\$302,516	92.812	135.537	\$2,440.39	1.0000	\$330,763	\$28,248
02-03-23	NACO SCHOOL DISTRICT #23	174.746	240.450	\$2,440.39	1.0147	\$595,418	186.834	256.336	\$2,440.39	1.0147	\$634,756	\$39,338
02-03-42	APACHE SCHOOL DISTRICT #42	17.570	27.392	\$2,440.39	1.0000	\$66,847	18.479	28.809	\$2,440.39	1.0000	\$70,305	\$3,458
02-03-55	MC NEAL SCHOOL DISTRICT #55	39.625	55.435	\$2,440.39	1.0839	\$146,633	41.668	58.294	\$2,440.39	1.0839	\$154,196	\$7,562
02-04-22	PEARCE SCHOOL DISTRICT #22	130.380	181.098	\$2,440.39	1.0000	\$441,950	142.969	198.012	\$2,440.39	1.0000	\$483,227	\$41,277
03-02-06	FREDONIA MOCCASIN UNIFIED D-6	386.050	554.484	\$2,440.39	1.0000	\$1,353,157	422.531	604.323	\$2,440.39	1.0000	\$1,474,784	\$121,627
03-02-15	TUBA CITY UNIFIED DIST 15	2,329.855	2,777.018	\$2,440.39	1.0101	\$6,845,455	2,536.560	3,039.120	\$2,440.39	1.0101	\$7,491,546	\$646,091
03-03-05	CHEVELON BUTTE SCHOOL DIST 5	13.060	20.361	\$2,410.26	1.0000	\$49,075	17.906	27.915	\$2,410.26	1.0000	\$67,282	\$18,207
03-03-10	MAINE CONSOLIDATED DIST 10	84.055	131.042	\$2,440.39	1.0097	\$322,896	86.460	134.791	\$2,440.39	1.0097	\$332,133	\$9,238
04-02-20	SAN CARLOS UNIFIED DIST 20	1,254.902	1,521.201	\$2,440.39	1.0000	\$3,712,324	1,292.149	1,574.798	\$2,440.39	1.0000	\$3,843,121	\$130,798
04-02-41	HAYDEN-WINKLEMAN UNIFIED	467.615	649.849	\$2,440.39	1.0476	\$1,661,373	472.914	657.759	\$2,440.39	1.0476	\$1,681,595	\$20,222
04-03-05	YOUNG SCHOOL DISTRICT 5	44.495	69.368	\$2,410.26	1.0000	\$167,195	45.959	71.650	\$2,410.26	1.0000	\$172,695	\$5,500
04-03-12	PINE/STRAWBERRY SCHOOL	209.840	315.390	\$2,440.39	1.0000	\$769,675	213.632	320.662	\$2,440.39	1.0000	\$782,540	\$12,866
05-03-09	KLONDYKE SCHOOL DISTRICT 9	2.570	3.595	\$2,410.26	1.0000	\$8,665	4.573	6.398	\$2,410.26	1.0000	\$15,421	\$6,756
05-03-16	BONITA SCHOOL DISTRICT 16	32.430	50.558	\$2,440.39	1.0000	\$123,381	34.929	54.454	\$2,440.39	1.0000	\$132,889	\$9,508
06-02-03	CLIFTON UNIFIED DISTRICT 3	430.450	604.618	\$2,440.39	1.0194	\$1,504,128	432.236	606.716	\$2,440.39	1.0194	\$1,509,348	\$5,219
06-03-22	BLUE SCHOOL DISTRICT 22	6.500	10.134	\$2,410.26	1.1214	\$27,391	7.204	11.231	\$2,410.26	1.1214	\$30,356	\$2,965
07-01-00	WILLIAMS AFB ACCOM SCHOOL #510	413.455	543.957	\$2,440.39	1.0326	\$1,370,743	454.406	593.620	\$2,440.39	1.0326	\$1,495,891	\$125,148
07-01-99	HORSE MESA ACCOM SCHOOL #509	479.336	690.158	\$2,440.39	1.0000	\$1,684,255	515.156	737.144	\$2,440.39	1.0000	\$1,798,919	\$114,664
07-02-09	WICKENBURG UNIFIED DIST #9	831.475	1,068.177	\$2,440.39	1.0197	\$2,658,122	845.778	1,089.340	\$2,440.39	1.0197	\$2,710,785	\$52,663
07-02-24	GILA BEND UNIFIED DIST 24	608.745	840.365	\$2,440.39	1.0000	\$2,050,818	612.236	845.778	\$2,440.39	1.0000	\$2,064,028	\$13,210
07-02-48	SCOTTSDALE UNIFIED DIST 48	19,178.850	22,845.986	\$2,440.39	1.0303	\$57,442,435	19,201.861	22,875.164	\$2,440.39	1.0303	\$57,515,798	\$73,361
07-02-89	DYSART UNIFIED DISTRICT 89	3,478.380	4,099.749	\$2,574.61	1.0138	\$10,700,917	3,478.692	4,100.145	\$2,574.61	1.0138	\$10,701,951	\$1,054
07-03-63	AGUILA SCHOOL DISTRICT 63	122.700	170.676	\$2,440.39	1.0000	\$416,516	128.097	178.055	\$2,440.39	1.0000	\$434,524	\$18,008
07-03-94	PALOMA ELEM DIST 94	72.065	100.819	\$2,440.39	1.0000	\$246,038	80.913	113.197	\$2,440.39	1.0000	\$276,245	\$30,207
07-04-47	ARLINGTON SCHOOL DISTRICT 47	106.760	149.037	\$2,440.39	1.0158	\$369,455	131.664	182.881	\$2,440.39	1.0158	\$453,353	\$83,898

ANALYSIS OF RAPID DECLINE BUDGET CAPACITY
 Source data from modified Oct. '92 Apr

Calculated using 64 percent difference

C-T-D	District	Std Count	Wtd Std Cnt	Base Level		Amount	Std Count	Wtd Std Cnt	Base Level		Amount	Rapid Decl
		w/o Rap Dec	w/o Rap Dec	Amount	TEI	w/o Rap Dec	with Rap Dec	with Rap Dec	Amount	TEI	with Rap Dec	Budget Cap
07-04-62	UNION SCHOOL DISTRICT 62	73.018	102.152	\$2,410.26	1.0000	\$246,213	73.179	102.377	\$2,410.26	1.0000	\$246,755	\$542
08-02-14	COLORADO CITY UNIFIED DIST #14	852.513	1,069.885	\$2,440.39	1.0000	\$2,610,937	855.568	1,073.422	\$2,440.39	1.0000	\$2,619,568	\$8,632
08-04-08	PEACH SPRINGS SCHOOL DIST #8	171.837	236.448	\$2,440.39	1.0000	\$577,025	181.295	249.868	\$2,440.39	1.0000	\$609,775	\$32,750
08-04-13	YUCCA ELM SCHOOL DISTRICT #13	16.490	23.070	\$2,410.26	1.0000	\$55,605	17.044	23.845	\$2,410.26	1.0000	\$57,473	\$1,868
08-04-22	VALENTINE ELEM SCHOOL DIST #22	46.145	64.557	\$2,440.39	1.0000	\$157,544	46.227	64.672	\$2,440.39	1.0000	\$157,825	\$281
09-02-06	HEBER-OVERGAARD UNIF SD	398.615	606.670	\$2,440.39	1.0000	\$1,480,511	400.098	608.558	\$2,440.39	1.0000	\$1,485,119	\$4,607
10-01-00	ZIMMERMAN ACCOM NO 00	0.000	0.000	\$2,410.26	1.0000	\$0	8.075	11.297	\$2,410.26	1.0000	\$27,229	\$27,229
10-02-13	TANQUE VERDE UNIF DIST 13	1,577.325	1,943.219	\$2,440.39	1.0000	\$4,742,212	1,578.598	1,944.580	\$2,440.39	1.0000	\$4,745,534	\$3,321
10-02-15	AJO UNIFIED DISTRICT NO 15	541.035	809.298	\$2,440.39	1.0879	\$2,148,605	709.661	1,024.944	\$2,440.39	1.0879	\$2,721,124	\$572,519
10-02-40	INDIAN OASIS-B UNIF DIST #40	1,110.829	1,390.693	\$2,440.39	1.0000	\$3,393,833	1,115.200	1,397.205	\$2,440.39	1.0000	\$3,409,725	\$15,892
10-03-35	SAN FERNANDO SCHOOL DIST 35	9.051	14.111	\$2,410.26	1.0000	\$34,011	15.156	23.628	\$2,410.26	1.0000	\$56,950	\$22,938
11-02-08	MAMMOTH-SAN MANUEL UNIF DIST 8	1,579.625	1,981.104	\$2,440.39	1.0000	\$4,834,666	1,645.080	2,059.414	\$2,440.39	1.0000	\$5,025,773	\$191,107
11-02-15	SUPERIOR UNIFIED DIST #15	672.333	963.815	\$2,440.39	1.0183	\$2,395,128	696.548	1,000.505	\$2,440.39	1.0183	\$2,486,304	\$91,176
11-02-20	MARICOPA UNIFIED SCH DIST #20	867.878	1,078.401	\$2,440.39	1.0000	\$2,631,719	886.160	1,104.553	\$2,440.39	1.0000	\$2,695,540	\$63,821
11-03-44	J. O. COMBS SCHOOL DIST 44	210.425	287.230	\$2,440.39	1.0000	\$700,953	218.654	297.807	\$2,440.39	1.0000	\$726,765	\$25,812
11-04-18	SACATON SCHOOL DISTRICT 18	652.377	755.453	\$2,440.39	1.0000	\$1,843,600	653.513	756.768	\$2,440.39	1.0000	\$1,846,809	\$3,209
11-04-33	PICACHO SCHOOL DISTRICT 33	148.305	205.254	\$2,440.39	1.0000	\$500,900	150.993	208.823	\$2,440.39	1.0000	\$509,610	\$8,710
12-04-25	SONOITA SCHOOL DISTRICT 25	84.000	130.956	\$2,440.39	1.0000	\$319,584	87.343	136.168	\$2,440.39	1.0000	\$332,303	\$12,719
13-02-20	BAGDAD UNIFIED DIST 20	561.411	782.694	\$2,440.39	1.0000	\$1,910,079	561.965	783.455	\$2,440.39	1.0000	\$1,911,936	\$1,857
13-02-40	SELIGMAN UNIFIED DIST 40	138.288	203.022	\$2,410.26	1.0000	\$489,336	139.440	204.818	\$2,410.26	1.0000	\$493,665	\$4,329
13-03-02	WILLIAMSON VALLEY SCHOOL DIST	33.520	46.894	\$2,410.26	1.0000	\$113,027	36.231	50.687	\$2,410.26	1.0000	\$122,169	\$9,142
13-03-14	CHAMPIE SCHOOL DISTRICT 14	2.000	2.798	\$2,410.26	1.0000	\$6,744	3.226	4.513	\$2,410.26	1.0000	\$10,878	\$4,134
13-03-15	SKULL VALLEY SCHOOL DIST 15	25.962	36.321	\$2,410.26	1.1124	\$97,383	32.630	45.649	\$2,410.26	1.1124	\$122,393	\$25,010
13-03-35	HILLSIDE DIST #35	24.230	33.898	\$2,410.26	1.0652	\$87,030	27.004	37.779	\$2,410.26	1.0652	\$96,994	\$9,964
13-03-41	CROWN KING SCHOOL DIST 41	9.255	14.429	\$2,410.26	1.1214	\$39,000	11.832	18.446	\$2,410.26	1.1214	\$49,857	\$10,857
13-03-52	YARNELL SCHOOL DISTRICT 52	51.338	71.822	\$2,440.39	1.0000	\$175,274	63.918	89.421	\$2,440.39	1.0000	\$218,222	\$42,948
14-04-16	HYDER SCHOOL DISTRICT 16	154.130	213.008	\$2,440.39	1.0158	\$528,036	169.993	234.080	\$2,440.39	1.0158	\$580,272	\$52,236
15-04-04	QUARTZSITE SCHOOL DIST 4	267.920	361.156	\$2,440.39	1.0000	\$881,361	268.119	361.424	\$2,440.39	1.0000	\$882,016	\$654
15-04-19	WENDEN ELEMENTARY DISTRICT 19	59.615	83.401	\$2,440.39	1.0000	\$203,531	71.934	100.636	\$2,440.39	1.0000	\$245,591	\$42,060
* * *	Statewide Totals * * *	45,503.771	56,734.900			\$141,366,280	46,440.502	57,972.814			\$144,456,026	\$3,089,746

ANALYSIS OF RAPID DECLINE BUDGET CAPACITY
Source data from modified Oct. '92 Apor

Calculated using 64 percent difference

C-T-D	District	Std Count w/o Rap Dec	Wtd Std Cnt w/o Rap Dec	Base Level Amount	TEI	Amount w/o Rap Dec	Std Count with Rap Dec	Wtd Std Cnt with Rap Dec	Base Level Amount	TEI	Amount with Rap Dec	Rapid Decl Budget
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The student counts with and without rapid decline are the state aid counts for K-8 and 9-12.
The weighted student counts are the weighted values of these state aid counts.

Districts marked with an '**' applied for Rapid Decline. The total rapid decline budget capacity for these districts only is \$2,845,342.

41ST LEGISLATURE
FIRST REGULAR SESSION

MINUTES OF AD HOC COMMITTEE ON
K-12 EDUCATION

DATE January 28, 1993 TIME 5:00 p.m. ROOM HHR 2
CO-CHAIRMEN Senator Bev Hermon Representative Lisa Graham

ATTENDANCE

<u>COMMITTEE MEMBERS</u>	<u>Present</u>	<u>Absent</u>
Senator Arzberger	X	
Senator Springer	X	
Senator Wright	X	
Representative R. Burns	X	
Representative Johnson	X	
Representative McLendon	X	
Senator Hermon, Co-Chair	X	
Representative Graham, Co-Chair		X

Co-Chairman Hermon called the meeting to order at 5:15 p.m. and roll was noted. Senator Hermon announced co-chair Graham was out ill today. See attached sheet for other attendees.

Representative Johnson suggested the responsibility of the Appropriations Committee was to prepare the budget and, as members of that committee, it would be very helpful to the Committee if the speakers would have information containing alternate suggestions on how to cut the budget, rather than "not cut." If anyone with experience in education budgets has an alternative or suggestion for revenue source, it would be very helpful to the committee.

Kelly Draper, Assistant Coordinator, K-3 At-Risk, Machan School, Creighton District, presented some brief handouts (copies on file with original minutes). Ms. Draper said she was also involved in writing the at-risk program for the preschool, so wanted to speak to the successes of the program and the effect of the funding cuts. Ms. Draper first discussed the handout, "K-3 At Risk Funding", reiterating the material on the sheet. The statistics show a considerable improvement in those students in the at-risk program. The impact of 20% reduced funding was listed on the handout. When the program started three first-year teachers were hired for \$70,000 which enabled the school to reduce class sizes. Keeping these teachers on for the program now only allows for two teachers for \$70,000. Even with sustained funding from 1989-90, the schools were facing program cuts.

Regarding the handout "At-Risk Preschool Funding", Ms. Draper explained it started last April. When the program was written there were only 16 out of 100 who had attended preschool (the head start program). By starting the preschool program it has doubled the number of kindergartners who start school with some experience in preschool. Reducing the budget 20% would probably mean scaling back the number of hours for the community worker, scaling back bilingual personnel which would probably result in losing some of these persons, as well as those items listed on the handout.

Senator Hermon expressed her enthusiasm for the programs Ms. Draper had outlined and asked her to go over the retention rate again. Senator Hermon felt that with these results, part of the program could pay for itself. She noted that for a child to repeat a grade, the cost was \$4,000. Programs like this, and perhaps year-round school, could bring about a savings which could be reinvested. Ms. Draper said \$4,000 would pay for a half-time personal instructional aide for one year. With regard to retention, a lot had to do with teacher frustration...coping with 28 kindergartners in the morning and 28 kindergartners in the afternoon, and really not feeling they were able to prepare the children for the first grade. The additional support from the at-risk program has helped immensely.

C. Diane Bishop, Superintendent of Public Instruction, said she was here to respond to some of the requests from the Committee last Friday when she gave her presentation. She passed out some information (copies on file with original minutes), noting the first page of the material covered the "Select Results from the Evaluation of K-3 At-Risk Demonstration Sites", done by the Morrison Institute at Arizona State University. The districts/schools picked varied from urban-suburban to rural to reservation. The study indicated gains and Ms. Bishop went over them in detail. Any gain of 2 or more was considered significant, and many of these gains were in the 30's and 40's. Ms. Bishop explained NCE stood for Normal Curve Equivalent and ITBS stood for Iowa Test of Basic Skills.

The next item of information Ms. Bishop covered was the "Executive Summary: Impact of Career Ladder on Student Achievement." Student achievement in career-ladder districts was greater than student achievement in noncareer-ladder districts, even for students taught by noncareer-ladder teachers in a career-ladder district. Figure 1, on page 2, compares achievement test scores. They have increased considerably in the career-ladder districts which started in 1986.

Senator Wright asked if anyone could draw any conclusions, or explain why, noncareer-ladder teachers in a career-ladder district obtain higher achievement scores. Ms. Bishop said she had no specific answer to that, but felt there was an overall effect in working with their peers in curriculum and other programs while working with these career-ladder teachers within the District.

Suzanne Fedell, teacher in Tucson, speaking for herself, said from her experience, working in a district with career-ladders, there was a lot of sharing and team teaching involved between teachers involved in the career-ladder program and those who were not. Those not involved were taking information and ideas from the career-leader teachers back to their classes and were finding that they were working.

A gentleman from the audience asked if it was not necessary to have a district completely staffed with career-ladder teachers, and what percentage would be needed for a district that would fit within the budget set by JLBC (Joint Legislative Budget Committee). Senator Hermon said it was not intended that every district have the career-ladder program...the teachers had to vote on whether they wanted to be involved in it, with the majority ruling. Ms. Bishop said the original group was 14 districts, and the Board of Education had just approved another 8 districts on Monday. This was not an overwhelming majority of school districts, although new ones come forth each year. It took a lot of the faculty's time to work with this program. It was not envisioned that every district would participate; some districts may never want to participate.

Ms. Bishop said she had one other memorandum in her packet of information in response to inquiries from the last meeting by Representative Smith on FTE's (Full Time Employees). Since he was not present today, Ms. Bishop said she would just include the memorandum with her packet.

Ms. Bishop said she wanted to pass along a Resolution passed by the Board of Education and the Board on Vocational and Technological Education on Monday. Basically it strongly opposes JLBC's recommendations. (Copy on file with original minutes.)

Ms. Fedell added to her previous testimony, explaining she had been teaching 16 years, half of which had been on the career-leader program. She outlined the benefits both for herself and her students. Prior to joining the program, she was an isolated teacher in a classroom, experimenting to see what worked best. After joining the program, her approach was much more knowledge-driven. She has access to programs that were supported by research and have been proven. Ms. Fedell felt this had been a growing experience for her, thus contributing to a growing experience for her students. There has been an increase in her students' learning. She gave several examples of how it set stages for the students to continue and enhance their learning. She said that personally she could see the changes in herself and her students. Ms. Fedell read from a parent's letter that showed her acknowledgement of the effect career-ladder teaching had had on their son.

Lyle Wright, representing himself, said he felt everyone he had met was for enhancing education in Arizona, although there would be differences in opinion on how this would be done. He wanted to specifically speak to the JLBC recommendation on adult education. He felt the block grant program, which included kindergarten with adult education, and which would only go to school districts, would obliterate adult education for the 40,000 people now using this program, including his own Pima County Adult Education program. He had a plaque received in 1992 which named the Pima County Adult Education program as the finest in the country. Rio Salado had also received this award about five years ago. Neither of these programs will be funded under JLBC's recommendations. Right now in Arizona it costs about \$115 per student. Adult education graduated about 10,000 people with GED's (general education degrees) and helped many thousands get jobs. Much research pointed out the single determinant for a child's success in school, or lack thereof, was the mother's education. Mesa and Tucson have two of the first family literacy programs in the nation, which were currently operating and were models for family literacy. (Handout "Arizona's Adult Education Program and the 1993 Legislative Recommendations is on file with original minutes.) Mr. Wright asked the Committee to take a look at JLBC's recommendations and note the tremendous negative impact it had on adult education.

In answer to a question from Senator Hermon, Mr. Wright said the waiting list in Pima County varied from 500 to 1000. It serves 10,000 people a year. State statistics show about 5,500 people gain employment through this program. While he did not have the figures specifically for Pima County, he felt the percentage was around 20%.

Michelle Scilame, Project Coordinator of Project Dream, Dysart High School, which was the at-risk program at the high school, begun five years ago to keep at-risk students in school. A lot of time was spent on gathering the data and now the parents and students were coming to the project to get into it. There was also a waiting list to get into the program. The school did not want to lose any of the students currently enrolled.

Cami Cooper, Case Manager, Project Dream, Dysart High School, said she worked directly with the students...one-on-one counseling, home visitations, etc. One of the main things they took pride in was taking in students who might otherwise fall between the cracks. The school has members from all the gangs in its districts in Project Dream...which was considered a neutral zone. She outlined a number of the positive things the students have accomplished.

Maggie Silvas, student at Dysart High School, had dropped out of school and Ms. Cooper had spent a year meeting with her at her home, convincing her to come back to school. She did, and was now the top student in the program. Ms. Silvas said she now planned to make something of her life. She had been helped a lot by Ms. Cooper and the program. She noted there were a lot of students waiting to get into the program. Ms. Hermon asked if she had a career goal now and Ms. Silvas said she wanted to be an engineer.

Jose Guerrero, student at Dysart High School, recently graduated from the Maricopa Skills Center with a certificate in welding. He was formerly in and out of Adobe Mountain Correctional Center for Juveniles. Mr. Guerrero said he graduated a month ago and has a much brighter future for himself. Formerly he had not seen any future at all for himself. He said he had been in trouble in the past, and now friends were looking up to him for what he has accomplished.

Christina Munillo, student at Dysart High School, has been in the program since the 7th grade. She was formerly almost always in the principal's office. She was now only there when she makes announcements. Ms. Munillo said the program helped her stay in school and helped her with peer pressure and in getting along with her family, friends and teachers.

Ismael Esquivel, student at Dysart High School, used to be in the principal's office all the time for fighting. Now he goes out to break up fights and says things can be handled another way. Mr. Esquivel said this program had kept him from fighting, which was what had put him in Adobe Mountain, even though some call him "chicken." He hopes to go to college and become a social worker. He feels the program has helped the gang members in the area get along. Mr. McLendon noted that it was a lot less expensive to have students like Mr. Esquivel in the Dream Program rather than in Adobe Mountain.

Dr. Robert I. Donofrio, Superintendent, Murphy Elementary School District #2, said he hoped when decisions were made the points to keep in mind were that in the 1970's, schools were tied to a 6% or 7% inflation. When inflation came down, the price deflator was instituted. Over a ten-year period the Legislature has increased the courts by 925%, or 92% a year. Mr. McLendon brought out the corrections issues...the Department of Corrections budget has been increased 329%, or 33% a year. Of the super nine agencies, the ones that make up 92% of the budget, K-12 was dead last. These figures were from JLBC. During that same period of time, education has become a condition for children which was embarrassing. Arizona ranks in the bottom of the country in what it spends on children in all categories. He asked that the Legislature find the money for education. He felt there was a lot of talk about administrative costs, but when one looked at the positive programs and positive results from the programs that have been instituted, that were now "on the bubble," he asked that the Legislature have the courage to find the funding for education that was found for the courts and all the others. He noted there were five funds from which the kindergarten funding comes.

Mr. Burns pointed out that of the agencies mentioned by Dr. Donofrio have had their funding cut, while education has had its budget increased. He did not feel that the Legislature was sitting here, neglecting children. K-12 was at the top of the list as far as funding was concerned.

Teresa Inoshita, parent, Papago School District, spoke regarding the social worker at Papago who helped Ms. Inoshita and her daughter find counseling. She had also helped as a translator who helps at the meetings. As a working mother who goes to school full time, the field trips her daughter has been able to take was something Ms. Inoshita could not have afforded. The full-time kindergarten allows Ms. Inoshita to work full time and stay off state aid. The personal attention Ms. Inoshita's daughter has gotten from the social worker has gotten her through a rough time in her life. These programs intervene before problems get out of hand and were so valuable.

Dawn Holliman, At-risk Preschool teacher, Creighton School District, said these children in her at-risk K-3 program were very important. They live in conditions that they should not have to experience. Specifically, there was a child who was sent home with scabies and was told she could not come back without a doctor's permission slip. There were two visits at home and the parents were too stoned to take their child to the doctor or get her medication. Another home had animals that defecated on the floor and the preschooler was playing with another child on the floor. Another home there was a drug transaction going on while Ms. Holliman and her aide were sitting in the living room. There was one home where the father had a loaded gun on the sofa with a 2-year-old and 4-year-old running around the house. There were the families with no food. Out of the 40 homes Ms. Holliman deals with, four have had fires while the children were home, unsupervised because they got hold of matches or lighters. In the at-risk program, the children were kept in a safe environment for 4 to 4 1/2 hours a day. With the help of the aide, there have been 70 home visits since September which allowed numerous services to be offered, along with several child protective services referrals as well as helping abused children and mothers get help. The classroom has over 200 hours of parent help in the classroom. The state grants with the highest success rate were those with a strong parental family component.

Another area that would be cut would be the medical program. Out of the 40 children in the program, the teacher has helped two sexual abuse cases, two children with speech problems, several with developmentally delays, a child with a heart murmur, 2 children needing glasses, an epileptic child and one with a hearing problem. There were also updated vaccinations for half the group. One child received extensive dental services through a referral. Ms. Holliman said she did not know where the resources would come from, but felt it would be a crime to take it away from them and these programs.

Esther Montenegro, community worker, Machan Preschool, introduced Marla Soto, a parent at her school. Mrs. Soto spoke in Spanish and Ms. Montenegro said she was acting as translator. Mrs. Soto said how happy she was to have her children in the preschool. She had had many problems and had been helped. She expressed her sincere wishes not only for her children, but for all the children who will be affected by this program. It was a concern for her that the program may be cut as she has three children at the school. She hoped her words will affect you...she felt it was a good opportunity for her children to have a good head start in life, to help avoid gangs and drug use. She asks not only for herself but for all families involved.

Janey Marquez, Member, State Board of Education At-Risk Advisory Council, said she was in education and child development and wanted to discuss the quality of the at-risk program and the difference it also makes for the parents of these children. Early education prepares every child for doing better in school. It helps the children get through their school years without as many, or as serious, problems as children who do not get this early intervention. These programs also offer parent education and medical education you have heard mentioned earlier. Health problems continue to plague children in their school years if they were not detected early.

Kathy Shupp, Kindergarten teacher, said she had been teaching kindergarten for 20 years, the last 3 of which she has taught all-day kindergarten. She had three small youngsters with her, who she introduced as 'three of her best friends.' She noted that she had taught the brother of one of the youngster's in half-day kindergarten some seven years ago, and in looking back over her records she noted the brother had not done as well in one year and this youngster had done in half a year of all-day kindergarten. Many of the kindergartners at Ms. Shupp's school were at-risk and 50% were Spanish-speaking students, without the strong vocabulary in that language which they must have before learning English. It has been Mrs. Shupp's experience that many of the English-speaking students would qualify as non-English speaking students when they enter kindergarten. The goal of the class has been to develop language skills. The programs that have been provided have helped the youngsters with their reading, writing and math. Because of the all-day program, Ms. Shupp has had a half-hour of uninterrupted time to spend with each of her at-risk students, helping them in the areas in which they need help. Reading was so important to progress through school, and Ms. Shupp felt that the all-day kindergarten allows the children to get a solid foundation. She detailed how many in her class could do various aspects of kindergarten-grade work.

Senator Hermon called on Sue Lefebre but she had left.

John Mulkady, Ag. teacher, representing himself, spoke about some of the proposed cuts. He said it looked like JLBC's cuts were about 10% for vocational education, yet vocational education works. The studies show on the average, more vocational graduates, versus general graduates, earn more, were more productive, go on to college and were more successful. A survey of businessmen across the country has shown they would prefer to hire vocational graduates because of the reasons just listed. One thing wrong with education today...that our children tell us is wrong...is that education lacks relevance. It has no connection with the real world. Through vocational education the students can see the relevance to the real world. Specifically, Mr. Mulkady said he was told there were three areas that will be affected...priority in local support, from which he gets his supplies, and monies that come directly to the school for purchase of equipment and other supplies for hands-on experience for the kids. For his district, that would amount to \$17,000 alone. His supply budget for 200 kids was \$3,000. Also affected would be the vocational associations. Finally, discretionary funds which the school has used to fund some of the pilot programs to see how effective they were before a large amount of money was spent.

David Dennison, councilman, Carefree, representing himself, stated he had taught Junior Achievement in the 8th grade for a number of years so was familiar with the problems first hand. He wanted to make three points. First, education should have a high priority...higher than it has. He would suggest that funds might come from not instituting the proposed tax cut, but rather increase taxes, if necessary, to

continue the education program. Second, regarding career-ladders, which has been started in his school district, Mr. Dennison thought it would be a crime to discontinue it. It has led to greater curriculum and more training for the teachers. This program raises the caliber of all teachers involved, not just those on career-ladders. Third, in 8th grade classes there were students that have no business in 8th grade, or even 6th grade. There was no doubt the at-risk program would help everyone. Those who were not up to their grade level only hold back the others in their classes.

Senator Hermon noted that it was never the intention of the school funding formula to be in the situation where property assessed valuation was dropping. Of course, that was not picked up at the local level, but at the state level one does not see that, but it was an additional cost of education.

Irma Miller, housewife, representing herself, has two kids in school. She had one child who was constantly in trouble until he went to Project Care. Now he was on the honor roll, actually enjoys school and has not been in trouble. She accredits this to the Project Care program, otherwise he would have dropped out of school. The counseling also provided helped Ms. Miller and her son with the problems they had been having before Project Care.

Michelle Fusak, Fiscal Analyst, JLBC, handed out an alternative proposal for cutting all Assistance to Schools line items by a percentage which achieves the "bottom-line" savings outlined in the JLBC Staff recommendation in an "across-the-board" manner. (Copy on file with original minutes.) The original JLBC program called for an \$8 million savings. The new estimate is \$15 million, which will probably be revised again as it has been refined to \$12.5 million. Senator Hermon asked if this would be about a 2% cut rather than 10% to 20% in some line item items. Ms. Fusak went on to explain the details of her handout.

In light of some of the shots JLBC had received from the audience, Representative Bob Burns pointed out that the numbers Ms. Fusak was quoting were prepared at the request of the Legislature, they were not just numbers JLBC came up with. Representative McLendon said he wanted to clarify that he had not had any input into the figures JLBC were working with, but rather the Appropriation Chairmen of both Houses probably had more of the input. Representative Burns said while part of what Representative McLendon said was true, in the end it would be the entire Legislature that would be responsible for the results not just one or two people in the Legislature.

Robert C. Lockwood, Director of Research, Arizona House of Representatives, handed out a memorandum to the Committee (copy on file with original minutes). Mr. Lockwood noted that there was a miscalculation on the reduction amount. While last week it was \$35 million, this memo proposes \$43 million. Mr. Lockwood went on to explain the options covered in the memo. He then explained that \$30 million of this, would come from the capital levy budget and would not affect school operations.

Senator Hermon asked about school districts that were growing fast. Mr. Lockwood said the school district would have to look at funds it had already accumulated. Senator Wright said this appeared to be the least "miserable" for the children.

Jim DiCello, Assistant Superintendent, Business, Paradise Valley Unified, said he could not tell where to find the money. However, he suggested that the last proposal was the lessor of all evils. Districts

that were fortunate to offer bonds, can do their building with the bond funds, while the districts with low assessments would rely on the capital money for construction. He noted that raising the QTR one cent would raise \$9 million. With respect to state retirement being lowered to 3.14% next year by JLBC, although it was not the best idea, it would be an alternative. Mr. DiCello went through some of the things that his district was specifically doing.

Representative McLendon asked why it was not a good idea to change the retirement rates. Mr. DiCello said it would tap the funds the retirement has if you do not fund it entirely this year.

Senator Hermon called upon Pam Jones, Director of Curriculum, who was no longer present.

Annette C. Wessel, teacher, career-ladders, Creighton School District, inquired if Representative Bob Burns would answer a question regarding the new K-12 monies. He agreed and she asked if that was not the money for funding the 16,000 new students in the state. Representative Burns said the \$57.7 million was new money in the budget for K-12, to be used for whatever was needed and will provide for the new students coming to Arizona schools. He noted the Scottsdale School District had spent some \$2 million on students last year who would not be covered in the funding formula until this coming year.

Ms. Wessel said she would like to address JLBC's recommendation to drop career-ladders. The first goal of the program was to attract and retain quality teachers, the second was to increase the achievement of all the students. Her administration was confident it was achieving both goals. The majority of the staff identified the career-ladders program as the reason they were interested in the school district. While the school district has increased its at-risk students, it has not noticed a decline in its achievements. A correlation has been shown between the time a student has been in the district and his academic performance. Ms. Wessel emphasized the importance of the career-ladder program and its achievements.

Betina Perea, representing herself, spoke on the Mesa literacy program center and its program for GED's. She told of her achievements after having attended this program, and how she was continuing her education goal for a GED. She then plans on going to the community college so she can support herself and three children without going on welfare.

Laurence Ockenfels, Adult Basic Education, Phoenix Union District, brought out the main point of adult education being good business. The schools were working to make students more employable by teaching reading and writing English, as well as teaching Citizenship. The students were exceptionally willing to work; they know they need the education to help themselves. He made the point that adult education works closely with the child education movement. Right now there was a program at one of the schools, where the parents were sent to the Adult Basic Education classes through the DES (Department of Economic Security) program at the school. Putting Adult Basic Education in the block grant program was not a good idea. The schools need money so desperately that adult education will get the short end of the stick.

Mary Kay Haviland, Director of Government Relations, Arizona Education Association, reiterated the concern expressed by the President of the Association last week on the cuts in education. She hoped that the Committee would take all of the testimony given today into consideration when making decisions.

Mark Branes, teacher, Glendale, wanted to speak to the uniqueness of adult education within the field of education. It was a resource for the silent, determined, underrepresented, often desperate part of our community. It was the adult educators in their area that they turn to to change their lives. His concern was that cuts may affect these people by not being able to attract the quality of teachers and educators to teach these people. Without adequate funding, it would be difficult to train the teachers. Mr. Branes asked the Committee to not forget the silent community out there.

The following were called upon, but were not present:

Rey Cruz, Director, Project Sage,

Irene Jacobs, Sr. Program Associate, Childrens Action Alliance,

Jessie Salazar, parent,

John Agee, VICA-Voc Ed Student, representing Vocational Industrial Clubs of America.

Ivonne Godinez, VICA Officer and student, representing VICA and Vocational Education, said she was a high school student at Metro Tech. Her ambition was to become an obstetrician. She said it was her understanding that JLBC was recommending a \$1 million cut in vocational and technological education. The need for skills in industry were needed for the job market. It would be a setback in the programs now underway if this cut were instituted.

Charlotte Boyle, Principal, Papago School, said she had been with the Creighton School District since 1970. She wanted to make a couple of statements: Creighton was a career-ladder program which has made a great difference in recruitment and retention of teachers and personnel. The achievement level at her school was quite high. She outlined what her school was doing.

Roberta Craine, teacher, Machan School, said she was a first grade bilingual teacher. The K-3 grant has reduced class size and her class size was now 18. She told of one particular student, Robbie, whose 18-year-old brother dropped out of school and has been in jail, his 12-year-old sister has been expelled after bringing a gun to school. However, Robbie was a personable computer whiz. At conference time the mother did not show up. When contacted, she said she was so upset with the sister's problems, she didn't want to set foot on the school campus. Ms. Craine and the social worker went to see her at home to tell her all the good things about Robbie. They talked about how important her backing of Robbie was. Even though she works 60 hours a week, with a larger class, Ms. Craine said she would not have been able to visit with Robbie's mother. She urged the present funding be kept to continue these programs.

Mike Gillispie, teacher, Peoria High School, said he would like to point out an article in U.S. Today about vocational education. Most kids should go to college, but noncollege careers were desirable and the best path for some students. Some of the industries, such as electronics, advance rapidly and need to be kept up with. Mr. Gillispie would recommend reducing the money spent on juvenile corrections and use the funding for vocational education, it might keep kids out of these institutions. At Peoria High School last year, 175 students generated over \$107,000 from their occupational experience program which was turned back into tax-paying money. This was one of the top vocational education programs, recognized by the U.S. Secretary of Education. Vocational education was tied into academic subjects as much as possible. He encouraged the Committee to find other ways to secure the funding rather than cutting the vocational education.

Hope Kamler, FFA member, told of the obstacles she faced in growing up in central Phoenix. Upon moving to Peoria she found the opportunities to be able to get the support she needed to improve herself.

Jack Gonzeles, parent, representing community parents, said it was beyond his thinking that the state would consider cutting education. It has been shown tonight that these at-risk programs were working. To have a future for the children, these programs must stay in place. The communities were being helped by these programs as well as helping the children.

Edward How, adult student, Glendale, said he was from Mozambique, South Africa. He said most of his fellow students were also from other countries and the lack of ability to speak English was a big drawback to getting a job. These classes were essential for finding the key to success to keep their families from starving. None of the students were in the position to learn English in a place where they must pay for it. Through these classes we will obtain job skills.

Shane Sterrett, FHA State President, said she was a junior in high school. Vocational education was something that must be experienced. She presented the benefits she had received from her participation in FHA.

At the suggestion of the Committee, it was recommended that those who did not have time to speak this evening could put their thoughts in writing and submit them to the Committee.

The meeting adjourned at 8:10 p.m. (These minutes were taken from the tapes of the meeting.)

Respectfully submitted,



Sonja Wandro,
Committee Secretary

ARIZONA HOUSE OF REPRESENTATIVES

GUESTS ATTENDING MEETING

HEARING ROOM _____

TIME _____

MEETING R-12 43 -

DATE 11/2

NAME AND TITLE (Please print)	REPRESENTING	BILL NO.
Wanda Brown, Case Manager	Desert High School	Ad Hoc
Dr Robert D. Brown, MD	Murphy Sch Dist	Ad Hoc
Laura Hollings	Craigston	Ad Hoc
Ellen Montenegro	Craigston	Ad Hoc
Sandra Cantor	Craigston	Ad Hoc
Janet Hollings	Craigston	Ad Hoc
Theri Bruce	"	"
Julie Campbell	"	"
Dee Headley	"	"
Katherine Blalock	Machan	"
Susan Scott Tinner	Machan School	"
Laura Moore	Machan School	"
Maria Lantz	"	"
Jerena Wolkita	Papard	"
Christina Caroz	Machan	"
Andrew Wray	Machan	"
Dee Jacobs	Children's Action Alliance	"
Barbara Paulsen	Desert Dist - E/M/MS	Ad Hoc
Jan LeBel	ISSAFC	Ad Hoc
Jan LeBel	VSAEX	Ad Hoc
BARBARA ROBEY	AZ SCHOOL BDS ASSOC	ADHOC
Mike Allright	SELF	ADHOC
Ed B. Hafforn	SELF	ADHOC

Patricia
 Judy Blakey
 Max
 Chuck Essigs
 Patricia

ATTACHMENT
 AZ. Professional Educator Ad Hoc
 Craigston Parents
 Mary Scholz/Co. +

ARIZONA HOUSE OF REPRESENTATIVES

GUESTS ATTENDING MEETING

HEARING ROOM 2
 TIME 5:00 pm
 DATE 1/28/93

MEETING K-12 Ad Hoc

NAME AND TITLE (Please print)	SELF REPRESENTING	BILL NO.
KENNETH P. JOHNSON	SELF	
Jim DiCello	PUSD -	
Al J. Hauer	Alhambra S.D.	
Sherril Smith	GPBMC	
Marcia Taylor	Auditor General	
Jack Kearney	Scottsdale Unified	
Laurie Rosales	CREIGHTON E School Dist	
Sue Davis	AHCCCS Advisory Comm.	
Mike McCormick	Ac Sch Adm.	
John Hollenbeck	AZ Physical Therapy Assoc.	
Catherine Shupp	PAPAGO CREIGHTON	
CHARLOTTE BOYLE	PAPAGO CREIGHTON	
Stephanie Williams	Junior High of Phoenix all	
Linda Inoué	Phoenix - Creighton	
Peggy Schmitt	Phoenix	
Sharon Kelly	FHA/HERO	
Share Sterrett	Creighton S. Dist	
Kelly Draper	Glendale	
Mark Branes	Glendale	
Edwards Jr.	Adult Education	
Tadette Loreks	AET	
LAURENCE OCKWEL	Pres UNALTS P-T-AISE	
DAVID & PEGGY DENNISON	CACTUS SHADOWS School Dist	
JECKE WIZELER	Murphy Sch. Dist.	
Pam Jones	E.V.I.T.	
John Maloney	Self	
Pam Morrison	Murphy School Dist.	
Delina Josytawa	NEV →	

ATTACHMENT _____

William T. Machan School
Creighton School District
2140 E. Virginia
Phoenix, Arizona 85006

Contact Persons:
Dr. Lynn Davey
Kelly Draper
381-6120

K-3 At Risk Funding

FY 93 Allocation	\$ 216,655.90
20% Reduction	\$ 43,331.18
Reduced Allocation	\$ 173,324.72

The K-3 At Risk Project at Machan School is designed, administered and implemented by staff members and parents at the school site. The emphasis of the K-3 At Risk Project has been direct services to over 450 children. Ninety percent (90%) of the FY 93 budget is allocated for personnel costs. These funds are used for five full time staff members and the equivalent of five part-time (approximately 30 hours per week) staff members. The major services provided are: reduced class size, instructional assistants, a summer program, small group counseling, parent programs and staff development.

SUCCESSSES

* * **Increased Student Achievement**

The 1992 ITBS testing in the fall of fourth grade indicate that students who have continued at Machan School from kindergarten into fourth grade exhibit higher achievement scores in reading, math and study skills than students who have enrolled more recently at Machan. For students whose first language is English, continuing students scored higher than recent enrollees in the following areas:

READING	.71 grade equivalent higher
MATH	.36 grade equivalent higher
STUDY SKILLS	.93 grade equivalent higher

* * **Increased Parent Involvement**

* * **Improved Attendance**

* * **Reduced Retention Rate**

* * **State And National Program Recognition**

IMPACT OF 20% REDUCTION IN FUNDING

The loss of \$43,000 will result in two or more of the following:

- * **Increased class size**
- * **Elimination of 4 week summer program**
- * **Reduced time with instructional assistants**
- * **Elimination of social work services**

*2 of these
will be
eliminated*

At Risk Preschool
William T. Machan School
Creighton School District #14
2140 E. Virginia
Phoenix, Arizona 85006

Contact Persons:
Dr. Lynn Davey
Dawn Holliman
381-6120

At Risk Preschool Funding

FY 93 Allocation	\$68,274.00
20% Reduction	\$13,654.80
Reduced Allocation	\$54,619.20

The At Risk Preschool at Wm. T. Machan School serves twenty preschoolers and their families. The major services include:

- * developmentally appropriate curriculum
- * medical/dental/developmental screening and follow-up services
- * monthly parent meetings
- * family nutrition and literacy programs
- * monthly field trips
- * breakfast and lunch program
- * home visits/community service referrals

SUCCESSSES

Since the preschool program began in April of 1992, the following successes have been identified:

- * 50% increase in kindergarteners with preschool experience
- * Increased parent communication and involvement
- * Identification of significant medical/developmental problems
- * Increased early registration for kindergarten classes

IMPACT OF 20% REDUCTION IN FUNDING

A twenty percent reduction in funding would demand a complete restructuring of the preschool program. At current salary levels, \$54,619.20 would not cover the salaries of the teacher, instructional assistant/community worker, and transportation costs. Placing full time staff on part-time status would reduce costs, but would probably result in the loss of experienced, qualified staff members. The budget cuts would reduce:

- * preschool staff
- * medical/dental/developmental screenings
- * field trips
- * parent training programs
- * staff development
- * instructional materials

Not covered

PAPAGO SCHOOL
CREIGHTON SCHOOL DISTRICT
2013 NORTH 36TH STREET
PHOENIX, ARIZONA 85008
381-6100

AT-RISK PRESCHOOL FUNDING

FY 93 Allocation	\$68,274.00
20% Reduction	13,654.80
Reduced Allocation	54,619.20

Benefits of Program

The Papago At-Risk Preschool began in Spring, 1992, with a Running Start Program and has continued this school year with many benefits to the twenty children and their families who are in the program. A developmentally appropriate educational program which addresses student needs is provided by a full time teacher/coordinator and half-time instructional assistant. Other benefits include:

- *Comprehensive medical / dental / developmental screening and follow-up services**
- *Early interventions to assist in developing readiness skills for kindergarten**
- *Nutrition - Breakfast and lunch program**
- *Awareness of environment**
- *Socialization development**

Impact of 20% Reduction

A twenty percent reduction in funding would demand a complete restructuring of the preschool program. The modeling of a stable, consistent environment would suffer. At current salary levels, the allocation would not cover the salaries of the teacher, instructional assistant/community worker, and transportation costs. A concern of placing full time staff on part -time status to reduce costs is that we could lose experienced, qualified staff members. This reduction could also have an impact on the following:

- *Elimination or cutting of medical screening/follow-up**
- *Reduction in field trips, instructional supplies, parent training, nutrition program**
- *CDA training for staff cutback**

PAPAGO SCHOOL
CREIGHTON SCHOOL DISTRICT
2013 NORTH 36TH STREET
PHOENIX, ARIZONA 85008
381-6100

**RESTRUCTURING PILOT GRANT
PROJECT PRIDE**

FY 93 Allocation	\$73,500
20% Reduction	14,700
Reduced Allocation	58,800

Benefits of Program

Project Pride, our Restructuring Grant from the state, has made a significant impact on our 1,010 students and their families at Papago School. With a population of 93% on free or reduced lunch and an LEP population of 40%, these students are truly at risk of failing. This population has need of services of a social worker who can provide individual and small group counseling for students and work with families to link them to concrete services within the community. Our grant has benefited our school in the following areas:

- *Social Worker - full-time services**
- *Technology - purchase of computers / software**
- *Staff Development - certified and classified**
- *Instructional materials purchase to enhance programs in regular and multi-age classrooms**

Impact of 20% Reduction

A twenty percent reduction in funding would impact the following areas. Our Site-Based Management Team would have to make critical decisions concerning cutbacks in three critical areas of restructuring. This reduction could have an effect in these areas:

- *Social Worker Services - cut in services**
- *Planned addition of technology in classrooms - eliminate**
- *Planned staff development tied to programs that we are implementing to meet the needs of At-Risk students - cutback**

PAPAGO SCHOOL
CREIGHTON SCHOOL DISTRICT
2013 NORTH 36TH STREET
PHOENIX., AZ 85008
381-6100

FULL-DAY KINDERGARTEN

FY 93 Allocation	\$180,000.00
20% Reduction	36,000.00
Reduced Allocation	144,000.00

Benefits of Program

The Papago Full-Day Kindergarten program which began in January, 1991, serves At-Risk students within the Papago attendance area. With a population of 93% on free or reduced lunch and a LEP population of 40%, these students are truly at risk of failing. Full-day kindergarten has provided a stable, consistent environment with a focus on developmentally appropriate curriculum for students. The benefits to students have been many and include the following:

- *Early interventions to assist students with readiness skills necessary for success in grade one.**
- *Nutrition - breakfast and lunch program**
- *Self-Esteem growth - more time to experience success**
- *Instructional Aides to provide small group / one-on-one instruction**
- *Additional time for:**
 - *Math - Exploratory and discovery time**
 - *Social Studies skill development**
 - *Science skill development**
 - *Oral Language development**
- *Elimination of student retention in kindergarten**

Impact of 20% Reduction

A twenty percent reduction in funding of our full-day kindergarten program would result in **reduction of one certified staff member and an instructional aide.** The pupil / teacher ratio would change from 1 /24 pupil / teacher ratio to a 1 /28 pupil / teacher ratio. Other areas that could be impacted are:

- *Cutbacks in instructional materials, staff development trainings, CDA training, and/or parent materials**

Arizona
Department of Education

C. DIANE BISHOP
Superintendent

January 28, 1993

Ad Hoc Committee on K-12 Budget:

Representatives:

Lisa Graham
Robert Burns
Leslie Johnson
Bob McLendon

Senators:

Bev Hermon
Carol Springer
Pat Wright
Gus Arzberger

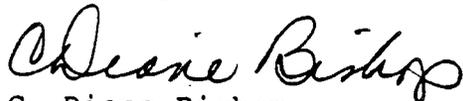
Arizona State Capitol Building
1700 West Washington
Phoenix, Arizona 85007

Dear Committee Member:

Attached is the information that was requested at the hearing on Friday, January 22, 1993, regarding proposals for the budget for grades K-12 for fiscal year 1993-94.

I hope you find this information useful in understanding our agency and programs. In addition, I am including a copy of a resolution by the State Board of Education and the State Board for Vocational and Technological Education which indicates their opposition to the budget proposed by the Joint Legislative Budget Committee.

Sincerely,



C. Diane Bishop
Superintendent of Public Instruction

attach.

SELECT RESULTS FROM THE EVALUATION OF K-3 AT-RISK DEMONSTRATION SITES*

STUDENT ACHIEVEMENT GAINS (Examples)

Student achievement scores were analyzed longitudinally for individual students (i.e., same students over time). Results were aggregated for each district. The results below represent the *average* gains between 1989-90 and 1990-91 scores for a cohort of students for whom consecutive years' scores were available.

NCE GAINS IN:

<u>District/School (Region)</u>	<u>Language</u>	<u>Reading</u>	<u>Math</u>	<u>Composite</u>
Tuba City/Gap (Reservation)	26.39	28.31	15.17	29.19
Avondale (Urban-Suburban)	15.6	11.31	9.53	13.14
Isaac (Urban-Suburban)	9.2	—	—	—
Tuba City/Cameron	8.3	—	2.9	—
Morristown (Rural)	—	1.5	8.35	2.3
Somerton (Rural)	5.8	7.3	—	5.3

[Note: — = no NCE gain]

THIRD GRADE STUDENT GAINS: 1990 - 1991 (Examples)

Morrison Institute also looked at the ITBS scores of 1990's exiting third grade students in relation to the ITBS scores of 1991's exiting third grade students, since a purpose of the project was to increase third grade students' success. These results represent yearly comparisons for two consecutive third grade cohorts for each district listed.

NCE SCORES:

<u>District/School (Region)</u>	<u>Language</u>		<u>Reading</u>		<u>Math</u>		<u>Composite</u>	
	<u>'90</u>	<u>'91</u>	<u>'90</u>	<u>'91</u>	<u>'90</u>	<u>'91</u>	<u>'90</u>	<u>'91</u>
Avondale (Urban-Suburban)	31.6	41.3	37.5	49.4	33.0	40.1	33.0	44.2
Morristown (Rural)	33.8	50.5	23.3	44.3	34.2	58.3	30.5	52.5
Picacho (Rural)	43.7	47.4	46.1	53.6	45.7	50.3	44.6	52.0
Creighton (Urban-Suburban)	29.5	38.7	25.0	41.2	30.4	26.0	24.7	32.8

* Abstracted from the 1991 database for the evaluation of 42 K-3 at-risk demonstration sites, prepared by the Morrison Institute for Public Policy.

EXECUTIVE SUMMARY: IMPACT OF CAREER LADDER ON STUDENT ACHIEVEMENT

Research conducted by:
Ms. Mary Walton Braver and Dr. Gerald Helmstadter
College of Education, Arizona State University
February 1990

The purpose of this research was to analyze the impact of the Arizona Career Ladder Pilot Project on student academic achievement. Demonstration of improved academic achievement was one of the goals of the Project as well as one of the requirements of Career Ladder legislation.

The research design features a longitudinal examination of student achievement both prior to and following the implementation of Career Ladder. The research design was further refined to permit year-by-year comparisons in student achievement between Career Ladder and non-Career Ladder districts. This approach shows most clearly what was happening with student achievement before Career Ladder implementation, so that any changes that occurred after Career Ladder implementation become readily apparent. For the analyses presented here, Career Ladder districts were the seven districts which began their programs during FY 1985/86, the first of three annual implementation phases of the Arizona Career Ladder Pilot Project. Seven additional districts were added during FY 1986/87 and FY 1987/88, for a total of 14 districts. Achievement data from the later seven Career Ladder districts was not included in the "Career Ladder" category for this research, and was removed from the "non-Career Ladder" group as well. Data from these districts will be analyzed at a future date.

The student achievement indicators examined in this research were scores from the state mandated norm-referenced test (e.g., Iowa Test of Basic Skills) administered each spring to all Arizona public school students. The data analyzed comprised the mathematics, reading comprehension, and language scores for approximately 40,000 students in each of grades 2-6 from 1981-1988. For each year, test scores for all subjects and grades analyzed were averaged into a single composite score, so that a single average achievement score for Career Ladder districts and a single average achievement score for all non-Career Ladder districts was computed and could be compared.

Two distinct types of averages were actually computed. Score Type 1 was computed using a statistical approach which adjusts each student's achievement scores for some factors which affect achievement but over which teachers have no control (e.g., age, gender, ethnicity, primary language). This approach looks at the extent to which a student achieves "as expected", rather than the actual score obtained. Score Type 2 used no such controls, and averaged students' actual obtained scores.

The research design and analyses presented here were reviewed by experts from Arizona State University; further critiques on varying portions of this research were sought from experts outside the Arizona university system.

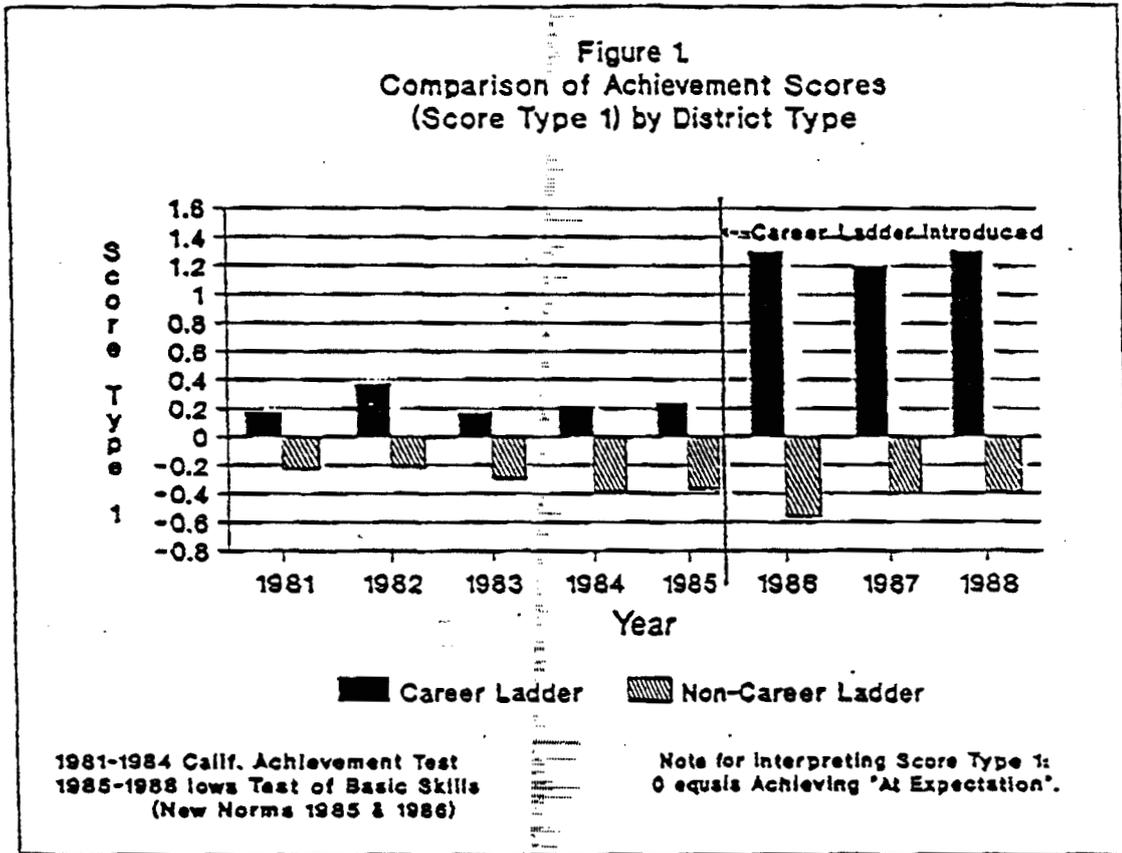


Figure 1 displays the results of analyses which examined Score Type 1. These scores are represented by the scale on the left of the figure which is interpreted as follows: "0" means that on average, students are achieving "at expectation", scores above "0" mean that on average students are achieving "above expectation", and scores below "0" mean that on average students are achieving "below expectation".

Figure 1 illustrates that in all years, the average achievement scores for students in non-Career Ladder districts were below expectation. Conversely, even before Career Ladder was introduced, those districts which eventually would implement Career Ladder were displaying average student achievement above expectation. Average student achievement in Career Ladder districts showed a definite increase after Career Ladder was introduced. Further, this change in achievement level is consistent for each of the three years after Career Ladder implementation.

Because of the nature of Score Type 1, a numerical value depicting the size of the relative impact of Career Ladder on student achievement cannot be extracted. For this reason, and to evaluate the data without statistical controls, Score Type 2 is depicted on the next page.

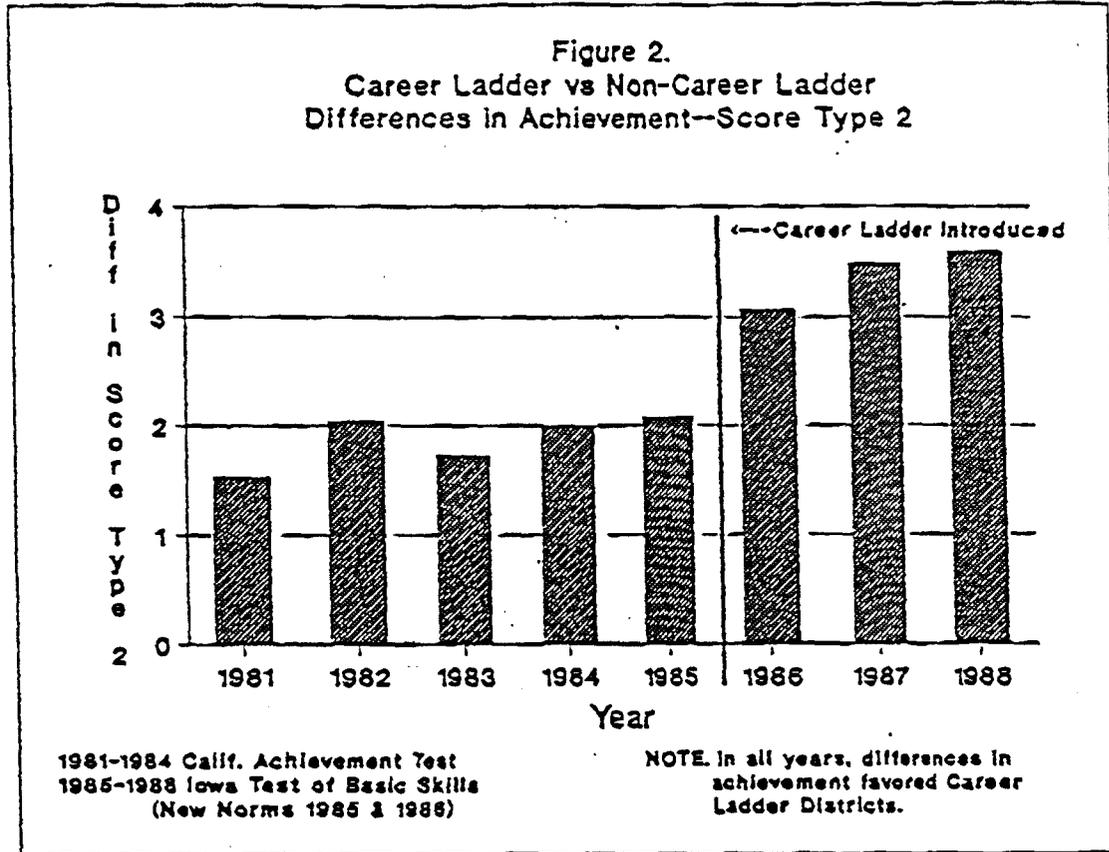


Figure 2 displays the results of analyses of Score Type 2. Score Type 2 is the result of subtracting the average achievement of non-Career Ladder districts from that of Career Ladder districts. In 1981, for example, Career Ladder average achievement exceeded that of non-Career Ladder districts by 1 1/2 points. In 1986, after the introduction of Career Ladder, average achievement in Career Ladder districts exceeded that of non-Career Ladder districts by better than 3 points. Thus, "difference" in this context is the degree to which Career Ladder districts exceeded the performance of non-Career Ladder districts. (Score Type 2 is calculated from NCE's, [Normal Curve Equivalent] which have a minimum of 0, a maximum of 99, and a mean of 50).

In all cases, average student achievement in Career Ladder districts exceeds that in non-Career Ladder districts. However, the difference in average student achievement between the two types of districts increases after the introduction of Career Ladder in favor of the Career Ladder districts. The difference in average student achievement after the introduction of Career Ladder also is consistent from year to year.

Conclusions and Discussion

Based on the data presented, two main conclusions about the impact of Career Ladder on student achievement can be made:

- o An increase in student achievement occurred in the Career Ladder districts following the implementation of the Career Ladder Pilot Program, whereas the non-Career Ladder districts showed no such increase.

- o Further, this increase remained consistent from year to year following Career Ladder implementation.

Career Ladder is increasing student achievement in such a way that the Career Ladder districts, which are more successful districts pre-Career Ladder, are displaying enhanced student achievement post-Career Ladder. This "more successful districts" phenomenon is explored in great detail by Dr. Packard and Dr. Dereshivsky of NAU and will not be addressed here.

One challenge to these results is that the change in achievement level after the introduction of Career Ladder is actually an artifact of a test change and not the result of Career Ladder, since a new achievement test was introduced the same year as the Career Ladder Program. This explanation would be more plausible, however, if the 1985 results (ITBS) displayed in each figure were less like the 1981-1984 results (CAT), which they seem to be, than the 1986-1988 ITBS results. Further, "test artifact" would have been expected to affect all districts to a similar degree, not just the Career Ladder districts. Analysis of the later seven Career Ladder districts (three of which implemented Career Ladder in FY 1986/87 and four of which implemented Career Ladder in FY 1987/88) may provide clarifying information about whether or not the change is due to test artifact. These analyses are in-progress.

A second challenge could be that the Career Ladder districts found ways to increase student achievement scores post-Career Ladder without actually increasing student learning (e.g., teaching to specific test items, or excluding groups of low-achieving students from testing). This challenge might be answered by examining other Career Ladder district-level student achievement indicators which reportedly deemphasized the use of statewide testing in favor of district-level criterion referenced tests and other achievement indicators.



Arizona
Department of Education

C. DIANE BISHOP
Superintendent

MEMORANDUM

DATE: January 28, 1993

TO: Members of the Ad Hoc Education
Appropriations Committee

FROM: C. Diane Bishop *C. Diane Bishop*
Superintendent of Public Instruction

SUBJECT: Response to Representative Smith Concerning FTE count

The Department of Education has analyzed the JLBC appropriations reports for the four years ending June 30, 1993 in order to determine to what extent the Arizona Department of Education, ADE, has increased or reduced the number of FTEs funded via the State General Fund.

- (1) Vocational Education has a federal maintenance of effort requirement, therefore, the number of funded FTEs has remained steady at 26.3.
- (2) The number of FTEs associated with assistance or "below the line" programs varies as programs are established by the legislature. Generally, positions hired for these programs are established as "limited" rather than "permanent" positions. Currently 45.80 FTEs are funded with these funds.
- (3) The State Board of Education receives a separate appropriation. The number of funded FTEs has remained steady at 2.5.
- (4) Due to the above considerations the attached analysis is concerned only with the ADE General Services appropriation which has gone from 155 FTEs in 1990 to 146 FTEs in 1993. In addition to the normal vacancy savings assessed against the ADE GSA appropriation an additional lump sum reduction of 4% or \$278,900 was assessed against the ADE operating budget. This effectively reduced funding available for FTEs to 139 positions or an additional 6.2 positions.

ARIZONA DEPARTMENT OF EDUCATION
ANALYSIS OF AVAILABLE FTES

<u>Description</u>	<u>Change in FTES</u>	<u>Adjusted FTES</u>
1990 GSA FTES appropriated in FY 1990		155.0 ¹
1991 Reduction in appropriation of \$28,000	< 1 >	154.0 ²
1992 Reduction in appropriation of \$98,200	< 4 >	150.0 ³
Transfer of (4) FTES from General fund to Print Shop Revolving Fund	< 4 >	146.0
1993 GSA FTES appropriated is FY 1993		146.0 ^{4 5 6}

¹ In addition a vacancy savings factor of 2% or \$85,900 was assessed against the ADE GSA appropriation.

² In addition a vacancy savings factor of 2.6% or \$112,500 was assessed against the ADE GSA appropriation.

³ In addition a vacancy savings factor of 1% or \$43,000 was assessed against the ADE GSA appropriation.

⁴ In addition a vacancy savings factor of 2% or \$85,900 was assessed against the ADE GSA appropriation.

⁵ This figure does not reflect the transfer of 8 positions from professional and outside services within each department division and special line item to Personal Services for the Communications Service Center.

⁶ Due to a lump sum reduction of \$278,900 assessed against the ADE operating budget, the level of funding for FTES was effectively reduced by an additional 6.2 positions resulting in a total of 139.8 FTES for FY 1993.

RESOLUTION

STATE BOARD OF EDUCATION
STATE BOARD FOR VOCATIONAL AND TECHNOLOGICAL EDUCATION

Whereas, the State Board of Education and the State Board for Vocational and Technological Education are committed to insuring that quality educational opportunities and programs are provided for all our school-aged children; and

Whereas, the State Board of Education and the State Board for Vocational and Technological Education recognize the importance of meeting the demands of students and adults with special needs; and

Whereas, sufficient and appropriate funding for K-12 public education is an absolute necessity and a critical component to providing adequate programs and services and accomplishing education reform; and

Whereas, the State Board of Education and the State Board for Vocational and Technological Education realize the importance of vocational education programs for our students as well as the significance of career development programs for our teachers and administrators;

Now therefore be it resolved that the State Board of Education and the State Board for Vocational and Technological Education strongly oppose the proposal of the Joint Legislative Budget Committee which includes the following reductions in funding for K-12 public education: elimination of the teacher experience index, the Career Ladder program and state support for the Principals' Institute and arts programs provided by the Arizona Humanities Council; 20% reductions in adult education, chemical abuse prevention, 7-12 at-risk dropout prevention, K-3 at-risk, preschool at-risk and gifted education; 10% reductions in vocational education; and further reduction of rapid decline funding.

Be it further resolved that the State Board of Education and the State Board for Vocational and Technological Education firmly believe that the budget as proposed by the JLBC would have lasting, damaging effects on the education system, education reform and, ultimately, the educational success of our students.

DATED this 28th day of January, 1993.



Eugene M. Hughes

Dr. Eugene Hughes, President
State Board of Education

C. Diane Bishop
C. Diane Bishop, State Superintendent
and Executive Officer

ATTEST:
Notary Public

Constance J. Velazquez

**ARIZONA'S ADULT EDUCATION PROGRAM
AND
THE 1993 LEGISLATIVE RECOMMENDATIONS
Status Report--January 28, 1993**

LEGISLATURE

Recommendation

The staff of the Joint Legislative Budget Committee (JLBC) recommends that Adult Education be combined into a block grant format with five k-12 programs. They are Chemical Abuse, Dropout Prevention, Gifted Support, Preschool At-Risk and K-3 Support. The State Adult Education Program is currently a separate line item in the Department of Education budget and funds are distributed statewide through a competitive grants process. The JLBC has also recommended that the Adult Education Program funding of \$3,042,000. be reduced by 20% (\$609,000.). Under the JLBC block grant proposal, state school districts will receive funding for all six programs based on their K-12 enrollments (average daily membership--ADM). This block grant approach will allow districts to spend monies on any one or any combination of the six programs named above, at the districts' discretion.

Reaction

This recommendation would parcel out funds currently used for adult education to school districts statewide, the great majority of which do not currently provide adult education. It would effectively eliminate most programs currently providing adult education in the state (28 of 49 currently providing service), including ten affiliated with community colleges and one which was selected in 1992 as the outstanding adult education program in the country by the U.S. Secretary of Education. As indicated above, school districts will be under no obligation to use those funds for adult education, and, in all likelihood, they will not. *If enacted, the recommendation for the block grant approach and a 20% cut, which far exceeds recommended cuts almost anywhere else in state government, will obliterate the adult education opportunities created over the years for the hundreds of thousands of Arizona's adults in need of them.* In addition, the recommendation, if enacted, will not meet federal funding match requirements and will result in a net loss of over \$2,400,000. federal dollars to the state.

GOVERNOR'S OFFICE

Recommendation

Governor Symington has recommended level funding of \$3,042,600.00 for the Department of Education's Adult Education Program. This recommendation, made through the Executive Office of Budget and Strategy Planning, maintains both the competitive statewide grants status of the program and the match requirements for federal funds.

Reaction

Given the budgetary realities of 1993, this Executive recommendation for level funding is a positive. However, it does not address the need to take 4,500 people off of waiting lists throughout the state, nor does it address the enormous strain being put on the Adult Education Program by other governmental programs such as JOBS (welfare reform), JTPA, and the courts which are mandating that clients attend and complete adult education courses which are already filled to capacity. The Jobs Training Bill now under consideration in the Legislature, if enacted, will probably exacerbate this problem.

STATE BOARD OF EDUCATION/DEPARTMENT OF EDUCATION

Recommendation

The State Board of Education and the Department of Education have recommended the Adult Education Program for an increase of \$1,200,000. for a total FY 1993-94 appropriation of \$4,242,600.

Response

This recommendation would enable the program to serve an additional 7,400 persons beyond the 40,000 already being served, eliminate current waiting lists and be more responsive and effective in meeting demand for service driven in large part by mandated referrals from other governmental entities.

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AND
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**Joint Legislative Budget Committee
Staff Memorandum**

DATE: January 28, 1993
TO: Senator Bev Hermon
FROM: Michelle Fusak, Fiscal Analyst *MF*
SUBJECT: **REVISED** REQUEST FOR INFORMATION

Attached is a copy of a spreadsheet which illustrates your proposal to cut all Assistance to Schools line items by a percentage which achieves the "bottom-line" savings outlined in the JLBC Staff recommendation in an "across-the-board" manner.

The Full Funding column restores the reductions proposed in the JLBC Staff recommendation with the exception of the Unified Equity reduction which is now estimated to save \$15.0 million in state aid. In Basic State Aid, Rapid Decline is funded at 64% (which adds \$1.4 million); Career Ladder funding is restored (which adds \$11.9 million); and the Teacher Experience Index computation is restored (which adds \$9.5 million). Since the JLBC Staff recommendation used a conservative estimate for Unified Equity savings of \$8.0 million, an additional reduction of \$7.0 million is included to reflect the revised savings estimate of \$15.0 million. The additional \$7.0 million savings, however, is offset by a required increase of \$7.1 million to fund the .5% GNP Price Deflator authorized in FY 1993. In FY 1993, the Base Level and state support level per transportation route mile were increased by .5% to be paid from cash revertments in that year. The FY 1993 appropriation also included \$2.5 million in state funding for districts that did not have sufficient cash balances to finance the deflator adjustment. In FY 1994, the cash balances will not be used to fund this permanent increase and, therefore, state aid must be increased to cover the cost. In addition, the Block Grant/Program reductions are restored (which adds \$3.7 million to the non-formula line items).

The Prorata Reduction column reduces all line items by 2.0% (the first proposal included a reduction of 2.6%) with two exceptions: First, the reduction for Prior Year State Aid is included in the Basic State Aid line; the \$142,196,400 amount for Prior Year State Aid was appropriated in Laws 1992, Chapter 1, 9th Special Session and, therefore, a reduction would require amending that law. Second, Additional State Aid (the Homeowner's Rebate) is not reduced due to the tax implications associated with this line item. The percentage reduction for Additional State Aid is reallocated to all line items. For your information, to achieve the Prorata Reduction savings in Basic State Aid, a reduction in the Base Support Level (negative deflator) of approximately 1.1% (the first proposal included a negative deflator of 1.4%) will need to be applied to all school districts.

If you need additional information or have any questions, please call me at 542-5491.

MF:ag
Attachment
xc: Ted Ferris, Director



REVISED
 JLBC Staff
 January 28, 1993
 Department of Education Analysis

SPECIAL LINE ITEMS	FY 1994			
	JLBC Staff Recommendation	Full Funding *	Prorata Reduction **	JLBC vs Prorata
Formula Programs				
Basic State Aid	1,120,909,600	1,144,090,300	1,118,095,400	\$2,814,200
Prior Year State Aid	143,196,400	143,196,400	143,196,400	\$0
Additional State Aid	116,425,000	116,425,000	116,425,000	\$0
Assist. to School Districts	520,000	520,000	509,500	\$10,500
Cert. of Ed. Convenience	9,298,900	9,298,900	9,111,100	\$187,800
Permanent Education Vouchers	3,071,600	3,071,600	3,009,600	\$62,000
Perm. Special Ed. Inst. Voucher	5,411,000	5,411,000	5,301,700	\$109,300
Non-Formula Programs				
Academic Contest Fund	50,000	50,000	49,000	\$1,000
Academic Decathlon	82,000	82,000	80,300	\$1,700
Adult Education Assistance	2,437,100	3,046,400	2,984,900	(\$547,800)
Az Humanities Council	0	40,000	39,200	(\$39,200)
Az Principal's Academy	0	25,200	24,700	(\$24,700)
Az Teacher Evaluation	395,800	395,800	387,800	\$8,000
ASSET	234,000	234,000	229,300	\$4,700
Chemical Abuse	669,300	836,600	819,700	(\$150,400)
Dropout Prevention	1,746,800	2,183,500	2,139,400	(\$392,600)
Extended School Year	500,000	500,000	489,900	\$10,100
Full-Day Kindergarten	1,403,100	1,403,100	1,374,800	\$28,300
Gifted Support	801,900	1,002,400	982,200	(\$180,300)
K-3 Support	4,363,400	5,454,200	5,344,100	(\$980,700)
Preschool Disabilities	0	0	0	\$0
Preschool Disabilities Support	0	0	0	\$0
Preschool At-Risk Program	2,082,200	2,601,700	2,549,200	(\$467,000)
Residential Placement	100,000	100,000	98,000	\$2,000
School Breakfast Program	0	0	0	\$0
SLIAG Adult Education	375,900	375,900	368,300	\$7,600
Tuition Fund	100,000	100,000	98,000	\$2,000
Vocational Ed. Assistance	2,551,500	2,835,000	2,777,800	(\$226,300)
Voc. Ed. Support	909,200	1,010,200	989,800	(\$80,600)
Voc. & Tech. Education	1,800,000	2,000,000	1,959,600	(\$159,600)
Subtotal Non-Formula Programs	20,602,200	24,276,000	23,786,000	(\$3,183,800)
Subtotal Formula Programs	1,398,832,500	1,422,013,200	1,395,648,700	\$3,183,800
Special Line Total	1,419,434,700	1,446,289,200	1,419,434,700	\$0

* Does not include funding for the GNP Price Deflator of 2.7%.

** Includes a 2.02% Reduction to all line items except Prior Year State Aid and Add'l State Aid.

ARIZONA HOUSE OF REPRESENTATIVES

MEMO

FROM THE OFFICE OF THE DIRECTOR OF RESEARCH . . . ROBERT C. LOCKWOOD

TO: Ad Hoc Committee on the K-12 Budget for FY 94

DATE: January 28, 1993

RE: Alternative Proposal for Reduction

For the first meeting of the Ad Hoc Committee last week, the Joint Legislative Budget Committee prepared, at the request of Senator Hermon, an alternative proposal for reductions in the budget for K-12. This alternative provided for an "across-the-board" reduction. The difference between Full Funding* and the JLBC Staff recommendation was approximately \$35 million.

[Please keep in mind that when "reductions" are being discussed, that, even with the "reductions" contained in the JLBC Staff recommendation, the FY 94 budget for K-12 is increased by \$57.7 million in the recommendation.]

However, in determining the Full Funding recommendation, the base adjustments failed to include the 0.5% inflation factor for FY 93. When this amount is included, the difference between "Full Funding" and the JLBC Staff recommendation is approximately \$43 million.

An alternative proposal to achieve this \$43 million level of reduction in General Fund expenditures involves [1] the implementation of the "Unified School District Tax Equity" proposal as contained in the JLBC Staff recommendation and [2] the reduction in the Capital Levy Revenue Limit for school districts.

* Full Funding restores the reductions proposed in the JLBC Staff recommendation other than the 2.7% GNP deflator adjustment. In Basic Aid, Rapid Decline is funded at 64%, Career Ladder funding is restored, the Teacher Experience Index computation is restored, the Unified Tax Equity is restored and the Block Grant/Program reductions are restored.

UNIFIED SCHOOL DISTRICT TAX EQUITY

The JLBC budget recommends calculating state aid on a K-12 basis for Type 02 and Type 03 districts using the Qualifying Tax rate of \$4.72, rather than the current method of calculating state aid on a K-8 / 9-12 basis for these type of districts using the Qualifying Tax rate of \$2.36 for each portion. [\$15-971]

At the time of the JLBC Staff recommendation it was estimated that this would produce a net savings of \$8 million in state aid. It was presented as a "soft" figure which was based on an estimate provided in a prior year.

The Department of Education has now calculated the state aid savings for the current year to be approximately \$15.9 million. The net savings, decreased state aid plus increased additional state aid, is approximately \$12.7 million for the current year.

This provision does not affect the budget capacity of school districts.

With this provision in place, the further required reductions to meet the JLBC Staff recommendation is approximately \$30 million [\$43 million - \$13 million].

CAPITAL LEVY REVENUE LIMIT

The statutes currently provide for two forms of capital assistance/budget capacity: the Capital Outlay Revenue Limit [\$15-961] and the Capital Levy Revenue Limit [\$15-962].

Unlike other portions of the current school finance system which differentiate between grade levels, the Capital Levy Revenue Limit provides the same dollar amount of budget capacity per student in preschool handicapped programs and grades K through 12. There is an adjustment for districts with students counts of less than 600 in grades K-8 and grades 9-12.

With no deflator adjustment for FY 94, the Capital Levy Revenue Limit will be \$171.97 per student count for districts with students counts of 600 or more in grades K-8 and grades 9-12.

The Capital Levy Revenue Limit produced a total budget capacity for all school districts of \$108,524,000 in the current year [FY 93]. For FY 94, based on OSPB assumptions for student growth, the Capital Levy Revenue Limit will produce an projected budget capacity of \$110.7 million. To produce the K-12 state aid reduction of \$30 million, the Capital Levy Revenue Limit per student count could be reduced by approximately \$50.

[Note: To produce a state aid reduction of \$30 million, the budget capacity of school districts would need to be reduced by approximately \$32 million. This is necessary to account for those school districts which are not eligible for state aid.]

School district governing boards may accumulate monies collected through the Capital Levy Revenue Limit in the reserve of the capital outlay fund. Monies within the capital levy budget limit [Capital Levy Revenue Limit and monies accumulated in the reserve of the capital outlay fund] may only be budgeted in the capital outlay section of the budget. They may not be budgeted in the maintenance and operation section of the budget.

This portion of the alternative would thus impact the capital portion of a school district's budget and would not impact the maintenance and operation portion of a school district's budget.

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