MINUTES OF THE MEETING
EDUCATION AND CULTURAL RESOURCES COMMITTEE
MONTANA STATE SENATE

January 9, 1987

The first meeting of the Senate Education and Cultural Resources Committee was called to order by the Chairman, Senator Bob Brown, at 1:04 p.m., in Room 325, State Capitol Building.

ROLL CALL: All members were present with the exception of Senator Smith who was absent.

CONSIDERATION OF SENATE BILL 38: SENATOR BOB WILLIAMS, District 15, sponsor of the bill, stated the bill modifies the method of calculating the average number belonging of a school district to eliminate the funding benefits of offering more than 180 pupil-instruction days and providing an immediate effective date. He said the bill is intended as a budget balancer. He noted this is the same bill as Senate Bill 5 of the June, 1986, special session. He referred to the SB 5 fiscal note (Exhibit #1) pointing out that although the assumptions are not the same at this time, the adjusted ANB would result in a savings of $1,320,788 which was and still is intended to reduce the budget.

Senator Williams presented information comparing the American and Japanese scholastic systems. Japan's education system stresses scholastic accomplishments in areas of career development and should be moving toward development of global communication skills. He noted the Japanese child is pressured to succeed as any failure disgraces the whole family. The Japanese school year begins in April and ends the following March with a total school term of 240 days. According to a "Reader's Digest" article entitled "Asian-American Children - Are They Really Smarter than Ours?" the spring, 1986, top five prizes in the Westinghouse Science Talent Search were awarded to Asian-American children. They also score on an average of 30 points higher in the math section of the Scholastic Aptitude Test. Although Asian-Americans comprise only 2.1% of the population of the United States, at Harvard they constitute 11% of the student body. Senator Williams stated he couldn't say if the reason for these statistics was the 240 day school term or not.

Senator Williams asked if we can afford the extra days and added expenses we have. He felt a maximum number of pupil-instruction (PI) days should be set. He said the Great Falls school district has a 185 day school year while most others have a 180 day term. Great Falls receives $750,000 from the Foundation Program to pay for those extra five days. He felt the state and industries

within the state, as well as the agricultural sector, can no longer afford to support excess educational costs. He stressed the necessity of fiscal responsibility.

PROPONENTS: CAROL MOSHER, representing the Montana Cattle Women and the Montana Stockgrowers, stated she supports schools wholeheartedly but her organization supports the bill as it seeks to close the loophole and establish an equality in school attendance days. She said the bill represents a step toward fiscal responsibility.

SANDRA WHITNEY, representing the Montana Taxpayers Association, presented her written testimony in support of the bill (Exhibit #2).

REPRESENTATIVE DENNIS NATHE, District 19, said he supports the concept of a cap of some sort and sees these bills as a way to get a handle on runaway costs.

OPPONENTS: ERIC FEAVER, President, Montana Education Association, stated his Association is opposed to SB 38 as written. He proposed amending the bill by phasing out the PI days by one year for each day in excess of 185 and by sunsetting the limit in the bill in case the tight economic times turn around in five or ten years.

CLAUDETTE MORTON, Executive Secretary of the Board of Public Education, said at a time when the quality of education in Montana is at such a high level it seems crazy to limit pupil instruction days. She noted that all studies indicate PI days should be increased. She said not only Japan, but all other industrial nations have longer school terms than the United States. She said the number of PI days has always been a local option and adjusting curriculum for two to seven days can be very difficult for schools.

RICK BARTOS, Office of Public Instruction, said he is opposed to the philosophical concept of the bill. He said the cuts should be made up front at the Foundation Program level, not in the realm of local school boards, as it is their option.

TERRY MINNOW, Montana Federation of Teachers, said the bill is a step backwards. She stressed the need to prepare students for participation in a global world. She felt if a local board feels it needs a certain number of days to adequately prepare students, it should not be penalized for that decision.

DR. JERRY WEAST, Superintendent of Public Instruction, Great Falls, presented a variety of information and statistics which indicated the weight of evidence is on the side of increasing PI days (Exhibit #3).

BRUCE W. MOERER, Montana School Boards Association, spoke in opposition to the bill, expressing concern that the bill limits the decision making abilities of local school boards. He noted Great Falls alone would lose $500,000 to $750,000 as well as important instruction days for its students. He said local districts are finding it more difficult to cut budgets all the time as salaries, utilities, etc., are set and/or increasing items.

There being no further opponents, the meeting was opened to questions by the committee members.

DISCUSSION: SENATOR McCALLUM said with master contracts set, this couldn't be implemented until next year. He asked who gives the final approval.

CLAUDETTE MORTON, Board of Public Education, replied the Board of Public Education makes the rules and OPI implements them.

SENATOR MAZUREK felt the number of days should be uniform as the local boards currently get to decide what their share of state funding is by determining the number of PI days they will set. He felt the state should set a minimum and if local boards wanted to set days beyond that they could do it on local funding.

SENATOR HAMMOND noted this bill doesn't limit, it just divides the number of PI days by the number of days attended.

SENATOR WILLIAMS said he just wants schools to receive funding for one student/one day rather than 1.2 or 1.4 students per day.

SENATOR WILLIAMS closed by saying he had visited with Eric Feaver and the Board of Public Education in June and did not receive written amendments from them at that time. He again noted the bill should save about $5,700,000. He stressed the need for a limit and for an end to open-ended funding.

CONSIDERATION OF SENATE BILL 39: SENATOR BOB WILLIAMS, District 15, sponsor of the bill, said this bill is an act to decrease to 5 from 7 the maximum number of pupil-instruction-related days that may be conducted during a school year. He pointed out this is the rest of SB 5 of the June, 1986, special session. He said this is a simple bill, but it could save the state over three million dollars.

PROPONENTS: CAROL MOSHER, Montana Cattle Women and Montana Stockgrowers, spoke in support of the bill.

SANDRA WILLIAMS, Montana Taxpayers Association, spoke in support of the bill (Exhibit #4).

REPRESENTATIVE DENNIS NATHE, District 19, supported the bill as it places a cap on the spending limits in the public schools of Montana.

OPPONENTS: CLAUDETTE MORTON, Executive Secretary of the Board of Public Education, urged the Committee to consider the bills separately. She said the PIR days are necessary support days for teachers. They need three days for professional development in order to remain current with happenings in their respective fields; two days for parent/teacher conferences are crucial for communication with parents; a day before school opens is necessary to review changes in laws and rules and a day is necessary at the end of school to finish paper work. The Board has had many requests for more PIR days and they feel seven days is an absolute minimum.

DICK SEITZ, President, Montana Council of Teachers of Math, and a teacher at Helena Middle School, stated the Helena school district has 7 PIR days. They utilize 2 days before school starts for orientation and preparation, 2 days for parent/teacher conferences, 2 days for teachers conferences in the fall, and 1 inservice day. He stressed the importance of these days to the teachers and the benefits to the students as a result. He said this is the least cost effective way to save education dollars. He noted more time is needed for teaching and for finding out what should be taught, not less.

The Association for Supervision of Curriculum Development suggests improved training of school principals, improved training of teachers, and reduced class size will result in the most cost efficient means of improving achievement in

students. Inservice training for teachers is the most important tool in providing cost effective high quality education for students and this includes teacher conventions, training programs and specialized curriculum meetings. He noted the state may save $3,000,000, however, local districts will, for the most part, have to maintain current level services. Therefore, costs will be passed on locally and no one will really save anything. He stated he strongly opposes the bill as it has a very serious impact on education. He presented figures re PIR day reduction per student per district to the committee (Exhibit #5).

DON WALDRON, Missoula educator, stated in 1949 the bill which provided for basic school expenses included seven days for teacher improvement at the fully paid rate. Now the state pays approximately 70%-80%, the local district the rest. He said parent/teacher conferences are the life-blood of his school and a cut to five PIR days would cut one full parent/teacher conference day as well as ½ day orientation and a day at the end of the year. He said he would be forced to figure out a way to get the days funded locally and the local taxpayer will still pay. He felt the bill would result only in good press, not actual savings.

RICK BARTOS, Office of Public Instruction, felt the bill is a cut and paste effort and asked the committee not to prioritize for local districts. He felt PIR days are just too important to teachers and students to be jeopardized in this way.

JESS LONG, Executive Director, School Administrators of Montana, said PIR days are most important and are well planned and accomplished. School administrators are very concerned about professional development and will be embarking on an internal $140,000 project to improve teachers and administrators. He urged the committee not to pass the bill.

TERRY MINNOW, Montana Federation of Teachers, opposed the bill. She pointed out with CI 105 in the wings, local dollars may not be an option.

ERIC FEAVER, President, Montana Education Association, stated he and his group are adamantly opposed to the bill as previously stated in his testimony on SB 38.

BRUCE MOERER, Montana School Boards Association, stated PIR days are critical in maintaining quality content of curriculum and teacher competence. What we have in place is high in quality content.

ANITA JOHNSON, School Board Chairman, Lewistown, the largest district in Senator William's district, stated their district has received national recognition for PIR day content. She said they use their PIR days to the maximum and feel they are critical to their curriculum, students, and teachers. She felt it will just cost local taxpayers more if the PIR days are cut.

DEBORAH SCHLESINGER, Chairman, Montana Librarian Association, stated these days are needed for library training and information gathering. She said they are precious and asked the committee not to limit them.

There being no further opponents, the Chairman opened the meeting for questions by the committee.

SENATOR PINSONEAULT asked the effect of passing SB 38 and not SB 39.

DR. WEAST, Great Falls, replied $210,000 additional added to the $560,000 for a total of $770,000.

SENATOR BLAYLOCK asked Senator Williams if the results of cutting the valuable PIR days bothered him.

SENATOR WILLIAMS replied that it bothers him as much as everything that has to be cut this session bothers him. He felt it could be adjusted to and managed well. He further stated he would rather cut back than abolish.

SENATOR WILLIAMS closed by presenting the committee with a comparison of Montana PIR days with those in surrounding states (Exhibit #6). He noted Montana has more days than any other state and therefore should be able to save $1,500,000 a day by cutting two of them. He said if Montana's 187 days are contributing so much more than other states he doesn't understand why Montana is so financially strapped and our graduates are having to leave the state..

ADJOURN: There being no further business to come before the committee, the meeting was adjourned.

Bob Brown

Senator Bob Brown, Chairman

jdr

ROLL CALL

SENATE EDUCATION AND CULTURAL RESOURCES COMMITTEE

50th LEGISLATIVE SESSION -- 1987 Date 1/9/87

NAME	PRESENT	ABSENT	EXCUSED
SENATOR BOB BROWN	✓		
SENATOR CHET BLAYLOCK	X		
SENATOR GEORGE McCALLUM	✓		
SENATOR ED SMITH		X	
SENATOR PAT REGAN	X		
SENATOR JOE MAZUREK	X		
SENATOR BILL FARRELL	✓		
SENATOR TED NEUMAN	X		
SENATOR DICK PINSONEAULT	✓		
SENATOR SWEDE HAMMOND	✓		

Each day attach to minutes.

SENATE [illegible] COMMITTEE

BILL ____________ VISITORS' REGISTER DATE 1/9 [illegible]

Please note bill no. (check one)

NAME	REPRESENTING	BILL #	SUPPORT	OPPOSE
Claudette [illegible]	Board of Public Education	38-39		✓
Don White	Supt. Corvallis Dist #1	38-39		✓
TED WHITE	Board Member Corvallis Dist 1	38-39		✓
Dan Thomas	Sen. Bob Williams	38-9	X	
DICK SEITZ Richard Seitz	MONTANA Council of Teachers of Math	38-39		X
Bruce W. Moerer	MSBA	38/39		X
[illegible]	MonTax	38-39	✓	
[illegible]	[illegible]			
Ted Hazelbaker	Board Public Ed	38/39		X
Rick Bartos	OPI	38/39		X
Dennis T. Nathe	Rep		X	
Christie Dick	Great Falls	38/39		X
[illegible] Rasmussen	Medicine Lake	38/39	X	
Don Waldron	S.A.M.	38/39		?
Anita Johnson	Lame Deer School Dist 1	38/39		X
Eric Feaver	MEA	38/39		X
DEBORAH SCHLESINGER	MT LIB ASSOC	39		X
Sara Parker	State Library Commission			
Carol Mosher	Mt. Cattle Women also Mont. Stockgrowers	38-39	X	
Terry Minow	Mt Fed Teachers	38-39		X
Kate Williams	Senator Williams	38+39		
Jess W Long	S.A.M	38/39		
Jerry Rasmussen		38/39	X	
Kay Beck	Great Falls			✓

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY

SENATE ________________ COMMITTEE

BILL ____________ VISITORS' REGISTER DATE __________

Please note bill no. (check one)

NAME	REPRESENTING	BILL #	SUPPORT	OPPOSE
Sherry Meadows	Great Falls	38-39		X

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY

STATE OF MONTANA - FISCAL NOTE

Form BD-15

In compliance with a written request, there is hereby submitted a Fiscal Note for SB005, as originally introduced.

Description of Proposed Legislation:

SB005 reduces the number of pupil instruction related days eligible for funding by the Foundation Program from 7 to 4. Also adjusts the method in which the average number belonging (ANB) is calculated for each school.

SENATE EDUCATION
EXHIBIT NO. 1
DATE 1/9/87
BILL NO. SB 58 & 39

Assumptions:

1. Number of pupil instruction related days will remain at the 1985-86 level.
2. 86 schools currently operate longer than 180 school days.
3. Foundation Program expenses in FY87 increase by 4% over the 1986 level.
4. Enrollment remains at the 1986 level.
5. Assumes ANB change will alter school year 1987 Foundation payments.

Fiscal Impact:

	FY87 General Fund Impact
Reducing the number of pupil instruction related days	($4,253,208)
Adjusting ANB calculation	
Foundation	($1,320,788)
State share of permissive levy	(243,838)
	($5,817,834)

Local Impact:

School districts would not receive funding for more than 4 pupil instruction related days or more than 180 school days. These costs would be funded from the voted levy if districts chose to exceed these amounts of funded school days.

Technical Note:

There may be some confusion regarding the calculation of the ANB for school year 1987. If it is the intent that the ANB change affect school year 1987 Foundation payments, an amendment should be added to clarify that issue.

Donald L. Hoffman 6/12/86
BUDGET DIRECTOR DATE
Office of Budget and Program Planning

PRIMARY SPONSOR DATE

SENATE EDUCATION
EXHIBIT NO. 2
DATE 1/9/87
SB 38

WILLIAM G. STERNHAGEN
CHAIRMAN, BOARD OF DIRECTORS
ROLF E. SVARE
CHAIRMAN, FINANCE COMMITTEE

MONTANA TAXPAYERS Association

P O BOX 4909 1706 NINTH AVENUE HELENA, MONTANA 59604 406-442-2130

January 9, 1987

Mr. Chairman and members of the committee:

For the record, I'm Sandra Whitney, representing the Montana Taxpayers Association. We support SB 38.

Section 20-9-301 of the Montana Code states, "A uniform system of free public schools sufficient for the education of and open to all school age children of the state shall be established and maintained throughout the state of Montana. The state shall aid in the support of its several school districts on the basis of their financial need as measured by the foundation program..."

I'd like to emphasize two portions of that statement - the words "uniform", and "the state shall aid...on the basis of their financial need. While we see no reason why a district could not operate, at its own expense, for more than the mandated 180 days, it appears that the word "uniform" would mean that all schools should be funded by the state for the same number of days each year. This bill would change the ANB calculation so that all schools would receive state funding for the same number of days.

The code further requires that state aid should be on the basis of financial need. We maintain that the decision of a local school board to operate more than 180 days does NOT represent a financial need requiring state aid.

Therefore, because we believe the code requires uniform funding based on financial need, we urge your favorable consideration of SB 38.

"To parents, many educators, and the general public, the most worrisome findings of many reform reports have been the mediocre average test scores of American students . . . in comparison with students in other developed countries."

academic subjects, and longer school years.

Since collection of the data cited in *A Nation at Risk*, however, Europe has moved to national systems of comprehensive schools and retained increasingly larger fractions of teenagers through graduation from secondary schools. The Japanese graduate approximately 95 percent of their students from high school in contrast to about 76 percent in the U.S. And, if the concerted, diligent, and enduring study of serious academic subjects—native and foreign literature and languages, geography, civics, history, mathematics, and science—benefits Europeans and Japanese, it may also benefit American students.

Recent U.S. Performance

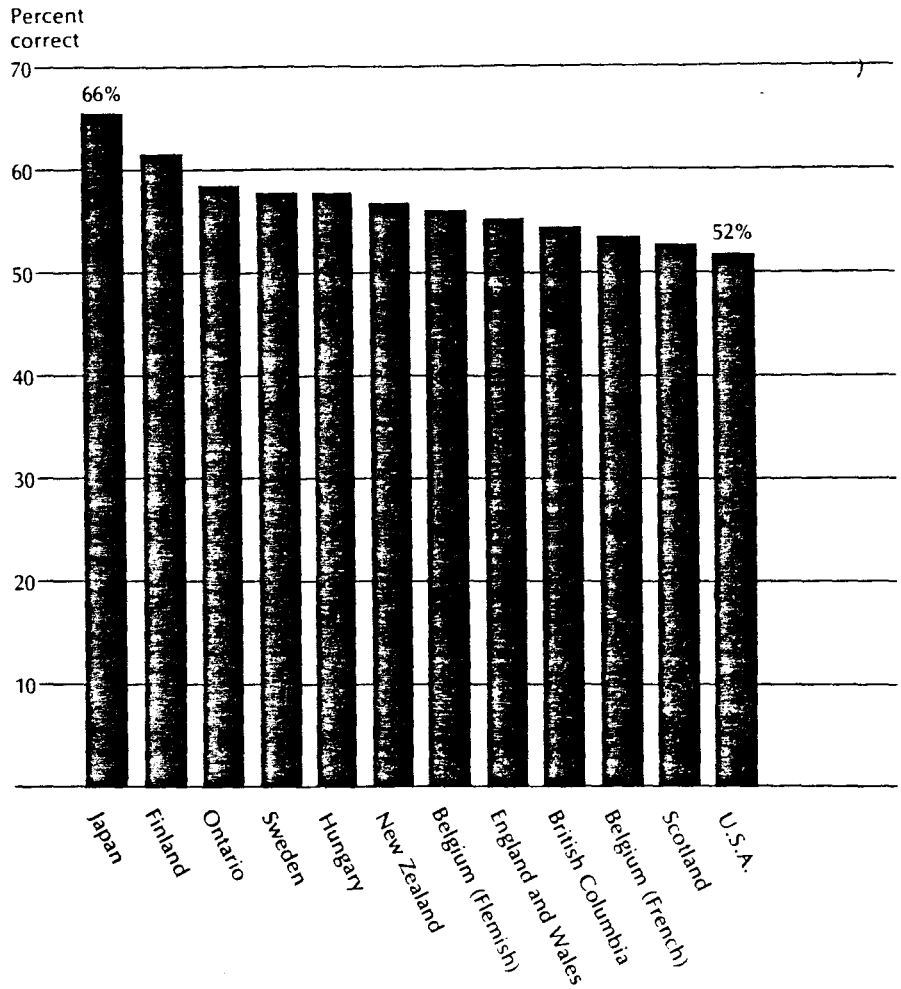
In view of such changes and possibilities, the chief results for developed countries from latest international comparisons are revealing. Tables 1 and 2, reprinted from *What Works*, show the test results of developed countries and Canadian provinces that participated in the most recent survey of the International Association for the Evaluation of Educational Achievement. These newly-released results are even more worrisome than those reported in *A Nation at Risk*.

In 8th grade, in which dropouts and selectivity are minimal, U.S. students scored third from the bottom among 14 developed countries and provinces. With its long school year of 240 days in contrast to about 180 days in the U.S., Japan scored distinctly above the second-ranked Netherlands.

Although the U.S. is second to none in Nobel laureates (Walberg 1983), we can take little comfort in the mathematics scores of our secondary school elite. Table 2 shows that the average score of the top 5 percent of U.S. 12th graders ranks them dead last among comparable students in the 12 developed countries and Canadian provinces.

No study is completely definitive—not even the international studies with their massive national samples and careful measurement. Nonetheless, they are the latest and best—in fact the only—recent scientific surveys available.

Table 2
Score in Algebra and Calculus for Top 5 Percent of 12th Graders: 1981–82



SOURCE: U.S. Department of Education, National Center for Education Statistics (1985). *Second International Mathematics Study.*

Use of Time in the Great Falls Public Schools in Relation to the Research on Effective Schools

Introduction

Schools are complex environments comprised of interacting factors that combine to create either an effective or an ineffective climate for learning. Since 1972, when the Congress created the National Institute of Education (the Education Department's principal educational research agency), studies have been conducted to identify characteristics of schools and classroom which contribute to instructional effectiveness.

Gary S. Daniel and Robert Grobe (1981) identified ten categories of variables that may influence student learning and schools instructional effectiveness:

1. Principal's achievement expectations and other characteristics;
2. Time-related factors, such as time spent in school, time on task, etc.;
3. Coordination among instructional programs;
4. Teacher attitudes and other characteristics;
5. Instructional materials and methods;
6. Teacher/students interaction, including a discussion of reinforcement techniques;
7. Basic skills acquisition;
8. Instructional accountability, including student and teacher evaluations;
9. Student backgrounds, including family income, race or residence;
10. Organizational variables, such as class size or resource allocation within the school. (p.)

Frederick and Wallberg (1980) suggested that time devoted to school learning appeared to be a modest predictor of achievement. Time seems to be moderately related to student achievement, with the relationship becoming stonger as the measure of time reflects what is done. Time on task is one aspect of the larger picture of how time and learning are linked. The nature of the task, how much time is actually spent and how much time is made available have all been studied. Reports have called for improvement of the use of existing instructional time and for extension of the school day and year.

STREAMLINED SEMINAR

Volume 3, Number 6 August 1985

Making Every School Hour Count

Charles E. Railsback

"I wish I could stand on a busy corner, hat in hand," said art historian Bernard Berenson as he grew older, "and beg people to throw me their wasted hours."

In one national study after another, blue-ribbon commissions and individual critics are expressing about the same thought. Give children back all those wasted school hours, the message goes. Cut down on noninstructional activities. Concentrate on teaching the basics. Help students get the most from every instructional hour.

Poor classroom management, time-consuming noninstructional duties for teachers, insufficient attention to student motivation, late identification of slow learners—these are only a few of the factors that are permitted to steal time from the school's primary business of providing solid, basic academic preparation to every student.

In practice the amount of time available for instruction and the hours actually devoted to it vary widely from one school district to another.

For example, in *A Place Called School: Prospects for the Future,* John Goodlad reports finding that some school districts give students only 19 hours of instruction per week, while others provide as much as 27. Similarly, the National Commission on Excellence in Education in its *A Nation At Risk* report noted that some schools provide only 17 hours of academic instruction, with the average school providing 22.

The Commission also noted that such variations aside, American youngsters spend much less time on schoolwork than do students in other industrial nations. In England and many other countries it is not unusual for students to be at school for eight hours a day, 220 days a year. In this country, by contrast, the typical school day lasts six hours and the school year is 180 days.

Lengthening the school day and the school year would seem to be worth serious consideration, and some states and localities are in fact moving in that direction.

However, the length of the school day or year has not really been the central issue. The more crucial question has been how to assure real, honest-to-gosh *learning time* during whatever length of day or year the local school board decides upon.

The process should begin with the setting of very clear learning goals for students. What do community leaders, parents, the school district administration, and you and your staff agree are the most important outcomes of education for children in the elementary and middle school years?

The most basic goal selected might very well be the children's intellectual growth—including the ability to think logically, to reason out a problem, to organize and analyze information, and to develop a curiosity about the world around them. Above all, children need to be taught how to teach themselves. This can demystify education, generate self-confidence, and create a lifelong interest in learning.

Another goal might be the child's social and emotional growth, in terms of moral and ethical values and acceptable codes of conduct in relationships with other children, with family and friends, and with the larger society.

Still another goal might be the development of skills and attitudes that begin to prepare children to earn a living in the adult world—calling for particular stress on competency in English and other basics.

Once goals are determined, curriculum priorities are easier to set. In an increasing number of cases this decision is being made not at the local level but by the state. Texas says English language arts must be allocated twice as much instructional time as mathematics. Similarly, schools in other states have decided to give math twice as much time as social studies.

Goodlad suggests the following distribution: 18 percent of instructional time for literature and language, 18

Charles E. Railsback is an associate professor of educational administration at Iowa State University, Ames, Iowa.

National • Association • of • Elementary • School • Principals

, the fat fight? Our series can help, 4D

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weight, says the National Center for Health Statistics.

The government's survey of 34,000 adults found:

■ 26 percent of men, 22 percent of women are at least 20 percent over desirable weight.

■ 44 percent of women, 25 percent of men were trying to lose weight.

■ 57 percent of those trying to lose weight were increasing physical activity to knock off extra pounds; 81 percent were consuming fewer calories.

"Our knowledge isn't bad," says health statistician Charlotte Schoenborn, "but putting it into practice seems to be the problem."

To help revamp your eating habits, USA TODAY and the American Dietetic Association worked together on this week's series, "Eating Right in 1987."

Beginning today on 4D, we'll offer tips on how to turn your own diet into a healthier, more balanced eating plan.

And you can rate your own diet with today's quiz designed by the ADA, and learn the pitfalls of many diet plans.

From Tuesday to Thursday, ADA members will take your calls to our toll-free hotline.

Coming this week:

■ **Tuesday.** If your diet needs to be doctored, the ADA has a plan for you.

■ **Wednesday.** We look at food sources and nutrients.

■ **Thursday.** Nutrition experts tell us how they shop for healthy foods and eat well when they're on the run.

■ **Friday.** A wrap-up of hotline questions and answers.

ABC photos

RED FLAGS: In 'Amerika,' Tecumseh, Neb., residents carry flags of Abraham Lincoln and Lenin; Robert Urich plays a spineless politician.

Japan and USA trade school secrets

By Pat Ordovensky
USA TODAY

WASHINGTON — USA and Japanese officials have found greener grass on the other side of the Pacific after three-year studies of each other's schools.

U.S. Secretary of Education William Bennett likes Japan's coherent, uniform curriculum, its highly motivated students and parent involvement.

The Japanese praise the flexibility of USA schools, their diversified curriculum and the freedom allowed students.

In USA schools, "people are more important than content," says Akinori Shimotori, education attache at Japan's embassy here. "The student can enjoy his own life. We have a very severe system."

The reports were issued simultaneously here and in Tokyo this weekend.

"Japanese education works," says Bennett. "It has been demonstrably successful in providing ... a powerfully competitive economy, a broadly literate population, a stable democratic government (and) a civilization in which there is relatively little crime or violence."

Among the ideas Bennett says we should consider:

■ Japan imposes a national curriculum, something the USA should develop by consensus of educators.

■ Japanese parents keep in touch with teachers and supervise homework through high school. About half of Japan's parents pay for remedial classes after school and on weekends.

■ Japan has five times more applicants for teachers' jobs than it needs because of high pay and prestige. In the USA, teaching is among the lowest-paid professions.

■ Japanese students attend school 240 days a year, 5½ days a week. The average USA school year is 180 days.

The difference is really greater, says the report, because of "the number of days in the American school year given over to non-academic pursuits."

Bad attitudes put asthmatic kids at risk

By Mary Benanti
USA TODAY

Asthmatic children who have trouble adjusting to the disease are more likely to die from an asthma attack than those who adjust well, a new study shows.

"Psycholo...

■ Ignoring or denying symptoms.

■ Emotional disturbance.

■ Depression.

■ History of emotional/behavioral reactions to separation or loss.

■ Family problems.

■ Using the condition to ma-

COVER STORY

Research/Ideas/Practice

CURRICULUM REPORT

(ISSN 0547-4205)

Vol. 10 No. 2 December 1980

LEARNING TIME AND EDUCATIONAL EFFECTIVENESS

The Importance of Learning Time in Schools

What relationship does time have to school learning? How important is the amount of study time to learning effectiveness?

Both researchers and practitioners in the past decade have developed an increasing interest in the relationship between the two. Their interest stems from several sources. Some educators contend that getting students to spend most of their time in appropriate learning activities is the primary goal of the typical classroom teacher. If a student's time in the classroom is not spent trying to learn, it will be spent on other things, often to the dismay of the teacher and/or to the detriment of the class.

Other educators (Carroll, 1963) suggest that learning is dependent on how much time students actually spend learning. Learning time is thought of as a cause of achievement. Still other educators (Bloom, 1974) see the time spent in learning as the "missing link" between instruction and achievement. Instruction can have a profound effect (either positive or negative) on student learning time which, in turn, can profoundly affect achievement. Learning time in this view helps to explain the variations in student achievement based on instructional differences.

Educators interested in curriculum design have expressed much interest in learning time. The school day only has so much learning time available, six hours per day, 180 days per year. Although this amount of time has remained remarkably stable over the past century, the amount of material covered and what students are expected to assimilate has increased dramatically. Since learning almost anything significant would seem to require a certain amount of time, the introduction of a bulk of new material into the same time frame would reasonably be expected to have negative effects on the quality of learning. The amount of available learning time, then, does influence the curriculum, forcing educators to establish priorities and determine emphases.

Educational researchers have also come to view time as a potentially confounding variable in classroom research studies. If, for example, a study is designed to compare the effectiveness of an "individualized" approach to instruction with the proverbial "traditional" approach, the emphasis of the study is on the type of instructional approach. Suppose, however, that students spend twice as much time working on a particular topic (e.g., differentiating fact from opinion) and that the achievement test used to measure effectiveness tends to emphasize that topic. Such a difference in quantity will probably be sufficient to outweigh any real differences in quality of instruction.

HERBERT J. WALBERG

What Works in a Nation Still at Risk

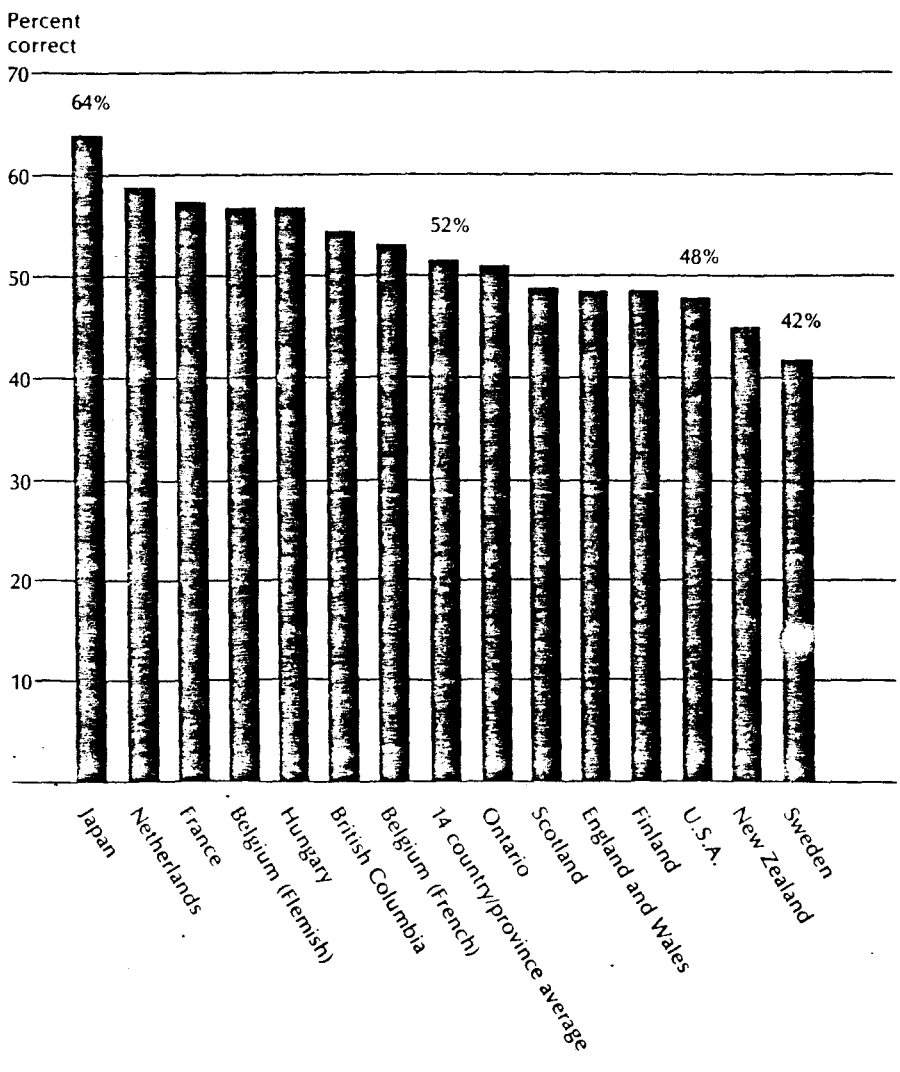
To raise achievement of American students to levels attained by students in other developed nations, administrators and policymakers can refer to the research knowledge summarized in *What Works.*

We are in the midst of a gigantic education reform movement in the U.S.—perhaps the most sweeping in this century. Throughout the country, legislators and school boards are enacting vast changes in school policies and practices. Many of the changes, of course, are attributable to the reform reports, particularly *A Nation at Risk*, the 1983 report to then U.S. Secretary of Education Terrell Bell by the National Commission on Excellence in Education.

To parents, many educators, and the general public, the most worrisome finding of many reform reports has been the mediocre average test scores of American students. They apparently did poorly in mathematics, science, and foreign languages in comparison with students in other developed countries. Without knowledge and understanding, how could they compete in an era of international enterprise and an age of information and increasingly sophisticated technology (*A Nation at Risk* 1983, Walberg 1983)?

To be sure, the comparisons in *A Nation at Risk* were far from satisfactory (Tyler 1981, Husen 1983, Walberg 1983). In the first place, some of the most important comparisons were nearly two decades old. At the later grade levels, moreover, generally more American than other students were still in school: perhaps it was misleading to compare our mass system with European selective systems of secondary education. In addition, many foreign countries generally have centralized ministries of education, national curriculums concentrating on

Table 1.
Average Mathematics Score for Students in the 8th Grade: 1981–82



By Suzy Parker, USA TODAY

of jazz, country and gospel knows he is hard to categorize: 'I don't c. I just want to make sure it's the best music. This is what I strive for.'

COVER STORY

The legend has music on his mind

Kennedy Center honors him for his wide-ranging repertoire this weekend

By Margaret Bernstein
USA TODAY

LOS ANGELES — Ray Charles' trophies, prizes and plaques are scattered around the office building he owns here.

Crunched into trunks or shoved into back rooms are the 10 Victrola-shaped Grammys, his B'nai B'rith Man of the Year award, assorted keys to cities and honorary doctorates. His latest: an award from the French minister of culture.

"I really should have a trophy room, because I have so many," Charles says. Then he apologizes: "I hate to sound like I'm bragging."

Charles can toss another one in a trunk after this weekend's ceremonies in Washington, D.C., where the pop music

Teachers

USA Today Dec 4th

By Pat Ordovensky
USA TODAY

Students' writing ability declines as they spend more time watching TV, says a report released Wednesday.

It also shows those who get a lot of homework write better than those who don't, and whites and Asians write better than blacks and Hispanics.

The conclusion: Most elementary and high school students don't write very well, and teachers are to blame.

"I'd give (students) a 'D' and a pretty low 'D' at that," says Gregory Anrig, president of the Educational Testing Service.

The Writing Report Card, from the National Assessment of Educational Progress, updates results of a test given to 55,000 students in grades 4, 8 and 11. Preliminary results last spring showed students don't write well, haven't improved in 10 years and most don't care.

"One of the most distressing findings," the new report says, is the "difficulty older students have explaining and defending their ideas."

The report shows:

- Scores at all three age levels drop steadily as students spend more time watching TV.
- Females score higher at all levels than males. Scores are highest in the Northeast, lowest in the South.
- Scores are higher for students with computers, but that may reflect socioeconomics.
- 57 percent of fourth graders "like to write." By 11th grade, it's only 39 percent.

One problem is emphasis, says National Assessment director Archie Lapointe.

"Students get papers back that are corrected (for grammar and punctuation) rather than read," he says. "There is no challenge to their ideas."

Mary Futrell, president of the National Education Association, says smaller classes would give teachers more time to teach writing adequately.

Chinese master math test

By Pat Ordovensky
USA TODAY

Chinese students scored much higher than their USA counterparts in their first shot at our best-known college admission test.

About 300 Shanghai 13-year-olds, selected for their math talent, were given a translated version of the Scholastic Aptitude Test math section, in a study at Baltimore's Johns Hopkins University. Seven percent scored more than 700; 800 is perfect.

When 24,000 gifted USA seventh-graders took the same math test, fewer than 1 percent topped 700.

"This finding has strong implications for scientific education" in China and the USA, says Julian Stanley, director of Johns Hopkins' Study of Mathematically Precocious Youth.

"If the talent is identified and nurtured," he says "(China) clearly will have scientific superiority."

He also says the test results "cast doubt" on the on-going argument the SAT is culturally biased toward affluent whites.

Women: Drop the sweet talk

By Marilyn Elias
USA TODAY

Working women: Trim every flower from your language.

You have to talk twice as tough as men to sound equally "dynamic" and "aggressive," new research suggests.

There are vast differences in the vocabularies used by men and women, says Anthony Mulac of the

were seen as more pleasant, sweet and beautiful.

Mulac then revealed the gender behind other passages. The ratings changed dramatically:

- The passages from women jumped twice as high on the "aesthetic" qualities of being pleasant, beautiful and sweet.
- Those from men were twice as likely to be rated dynamic and strong.

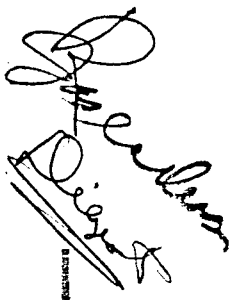
Implementing Recommendations

1. Principals and superintendents must play a crucial leadership role in developing school and community support for the reforms we propose, and school boards must provide them with the professional development and other support required to carry out their leadership role effectively. The Commission stresses the distinction between leadership skills involving persuasion, setting goals and developing community consensus behind them, and managerial and supervisory skills. Although the latter are necessary, we believe that school boards must consciously develop leadership skills at the school and district levels if the reforms we propose are to be achieved.

2. State and local officials, including school board members, governors, and legislators, have *the primary responsibility* for financing and governing the schools, and should incorporate the reforms we propose in their educational policies and fiscal planning.

3. The Federal Government, in cooperation with States and localities, should help meet the needs of key groups of students such as the gifted and talented, the socioeconomically disadvantaged, minority and language minority students, and the handicapped. In combination these groups include both national resources and the Nation's youth who are most at risk.

Quote from National at Risk



- In many other industrialized nations, courses in mathematics (other than arithmetic or general mathematics), biology, chemistry, physics, and geography start in grade 6 and are required of *all* students. The time spent on these subjects, based on class hours, is about three times that spent by even the most science-oriented U.S. students, i.e., those who select 4 years of science and mathematics in secondary school.

Findings Regarding Time

Evidence presented to the Commission demonstrates three disturbing facts about the use that American schools and students make of time: (1) compared to other nations, American students spend much less time on school work; (2) time spent in the classroom and on homework is often used ineffectively; and (3) schools are not doing enough to help students develop either the study skills required to use time well or the willingness to spend more time on school work.

- In England and other industrialized countries, it is not unusual for academic high school students to spend 8 hours a day at school, 220 days per year. In the United States, by contrast, the typical school day lasts 6 hours and the school year is 180 days.

Implementing Recommendations

1. Students in high schools should be assigned far more homework than is now the case.

2. Instruction in effective study and work skills, which are essential if school and independent time is to be used efficiently, should be introduced in the early grades and continued throughout the student's schooling.

3. School districts and State legislatures should strongly consider 7-hour school days, as well as a 200- to 220-day school year.

4. The time available for learning should be expanded through better classroom management and organization of the school day. If necessary, additional time should be found to meet the special needs of slow learners, the gifted, and others who need more instructional diversity than can be accommodated during a conventional school day or school year.

GFPS 1986-87 FOUNDATION PROGRAM (ACTUAL AND USING SB 38 CRITERIA)

ELEMENTARY FOUNDATION PROGRAM		1986-87					
	AGG DAYS BELONGING	ANB/180	PER ANB	FDN $	ANB/185	FDN $	DIFFERENCE
1/2K-6	1,139,086.50	6328.26	1196.80	7,573,660	6157.22	7,368,966	-204,694
GRADES 7-8	329,407.00	1830.04	1594.40	2,917,814	1780.58	2,838,954	-78,860
ELEM. FDN.				10,491,474		10,207,920	-283,553
PERMISSIVE LEVY				2,622,868		2,551,980	-70,888
TOTAL ELEM.				13,114,342		12,759,900	-354,442
HIGH SCHOOL FOUNDATION PROGRAM							
GRADES 9-12	688,036.00	3822.42			3719.11		
EARLY GRAD.		6.50			6.50		
HS FDN		3828.92	1594.40	6,104,834	3725.61	5,940,118	-164,715
PERMISSIVE LEVY				1,526,208		1,485,030	-41,179
TOTAL HS				7,631,042		7,425,148	-205,894
LOSS TO DISTRICT BY DIVIDING BY ACTUAL PI DAYS				20,745,384		20,185,048	-560,336

GFPS 1986-87 FOUNDATION PROGRAM (ACTUAL AND USING SB 38 and SB 39 CRITERIA)

SB 38 SB 39

ELEMENTARY FOUNDATION PROGRAM				1986-87					
	AGG DAYS BELONGING	ACTUAL/192	LESS 2 DAYS	ANB/180	PER ANB	FDN $	ANB/185	FDN $	DIFFERENCE
1/2K-6	1,139,086.50	5,932.74	1,127,221.02	6328.26	1196.80	7,573,660	6093.09	7,292,206	-281,454
GRADES 7-8	329,407.00	1,715.66	325,975.68	1830.04	1594.40	2,917,814	1762.03	2,809,382	-108,432
ELEM. FDN.						10,491,474		10,101,588	-389,886
PERMISSIVE LEVY						2,622,868		2,525,397	-97,471
TOTAL ELEM.						13,114,342		12,626,985	-487,357
HIGH SCHOOL FOUNDATION PROGRAM									
GRADES 9-12	688,036.00	3,583.52	680,868.96	3822.42			3680.37		
EARLY GRAD.				6.50			6.50		
HS FDN				3828.92	1594.40	6,104,834	3686.87	5,878,350	-226,484
PERMISSIVE LEVY						1,526,208		1,469,587	-56,621
TOTAL HS						7,631,042		7,347,937	-283,105
LOSS TO DISTRICT BY DIVIDING BY ACTUAL PI DAYS									
AND CUTTING PIR DAYS TO 5 (SB 38 and 39)						20,745,384		19,974,922	-770,462

WILLIAM G. STERNHAGEN
CHAIRMAN, BOARD OF DIRECTORS
ROLF E. SVARE
CHAIRMAN, FINANCE COMMITTEE

MONTANA TAXPAYERS Association

P O BOX 4909 1706 NINTH AVENUE HELENA, MONTANA 59604 406-442-2130

January 9, 1987

Mr. Chairman and members of the committee:

For the record, I'm Sandra Whitney, representing the Montana Taxpayers Association. We support SB 39.

Most districts in the state are currently budgeting for the 7 PIR days. Therefore, this bill would be an outright cut in state support for most schools. That 2 day cut would translate to about 1.3% of the foundation plus permissive amounts, or about 2/3 of 1% of total school budgets, statewide.

Because of the state's financial crunch, it is obvious that cuts will be considered in nearly all programs. Certainly, the first place to look for those cuts is in an area of discretionary spending. PIR days are permitted by law, not mandated. Their purpose is not "basic education", as mandated by the codes, but "improving the quality of instruction." That is a worthy goal, but perhaps at this time the state will have to be satisfied with trying to maintain what it has, rather that trying to provide more. Therefore, we urge support of this bill.

MONTANA COUNCIL OF TEACHERS OF MATHEMATICS

401 North Montana, Helena, MT 59601

SENATE EDUCATION
EXHIBIT NO. 5
1/9/87
SB 39

To: Senator Bob Brown
From: Dick Seitz, President of MCTM
Re: Senate Bill 39

The Montana Council of Teachers of Mathematics finds the seven days of inservice as essential to mathematics education. These days are used for the following purposes.

Special workshops and classes - MCTM put on over 90 sectionals at the Bozeman convention (Fall 1986). The average attendance was ove 34 people per section and represents over 3,100 hours of inservice for mathematics educators grades K through College.

Special recognition for exceptional teachers - MCTM holds a night session with a general speaker and awards honors for teacher of the year and presidential awards for excellence.

District inservice - NCTM has recieved over $800,000 in grants from the National Science Foundation in the past two years. These funds send teachers from across the state to summer workshops in Elementary Mathematics and Computer Application in Mathematics. These teachers return to give workshops in every area of the state.

National Conventions - Inservice days are bring national conventions to Montana. In the fall of 1987, the national School Science and Mathematics Association will hold its national convention in Billings. In 1989, Helena will host a spring convention for the entire northwest with the National Council of Teachers of Mathematics. Our last regional convention brought over 2,500 participants into Great Falls.

Parent and community cooperation - Inservice days are vital to reporting to parents and establishing common goals for student achievement.

Cost Notes

1. 93 % of all school districts use 7 PIR days. See attached list.
2. PIR days are the least expensive for local districts to supply. It is traditional practice for teachers pay all travel, lodging, registration, and meals themselves for the fall convention.
3. In November of 1986 the Association for Supervision and Curriculum Development found that studies have shown in grades 3-5 improving training of principals and teachers is more cost effective for improving student performance than lower class sizes.

AD-PIR.FRM -- EFFECT OF CHANGING PIR-DAY LIMIT FROM 7 TO 5 --

CO	DISTRICT	ANB	PI DAY	PIR	ADJUST TO FP
01	GRANT ELEM 7	28	180	7	530.11
01	DILLON ELEM 10	891	180	7	15180.89
01	BEAVERHEAD CO HS CO	405	180	7	9006.33
01	WISE RIVER ELEM 11	31	180	7	547.04
01	LIMA ELEM 12	82	180	7	1981.81
01	LIMA H S 12	49	180	7	2179.68
01	WISDOM ELEM 16	48	180	7	997.83
01	POLARIS ELEM 21	9	180	7	107.79
01	JACKSON ELEM 24	21	180	7	490.61
01	REICHLE ELEM 26	15	180	7	362.40
02	SQUIRREL CRK ELEM 1	6	180	7	215.59
02	PRYOR ELEM 2	61	180	7	1251.96
02	COMMUNITY ELEM 16	16	180	7	371.41
02	HARDIN ELEM 17-H	1122	180	7	19937.87
02	BIG BEND ELEM 17K	6	180	7	215.59
02	LODGE GRASS ELEM 27	377	180	7	6609.74
02	WYOLA ELEM 29	79	180	7	1943.42
02	HARDIN H S 1	449	180	7	9891.83
02	LODGE GRASS H S 2	135	180	7	3831.14
02	PLENTY COUPS HS 3	52	180	7	2269.59
03	CHINOOK ELEM 10	323	180	7	5691.27
03	CHINOOK H S 10	199	180	7	5052.13
03	HARLEM ELEM 12	426	180	7	7454.45
03	HARLEM H S 12	147	180	7	4089.24
03	CLEVELAND ELEM 14	13	180	7	431.18
03	ZURICH ELEM 17	48	180	7	997.83
03	LLOYD ELEM 24	14	180	7	353.39
03	COW ISLAND TRAIL ELEM 42	9	180	6	108.37
03	TURNER ELEM 43	84	180	7	2007.20
03	TURNER H S 43	30	180	7	1493.42
03	HAYS-LODGE POLE ELEM 50	177	180	7	3914.37
03	BEAR PAW ELEM 67	18	180	5	0.00
03	HAYS-LODGE POLE H S 50	72	180	7	2740.54
03	N HARLEM COLONY ELEM 6	7	180	6	108.37
04	TOWNSEND ELEM 7	466	180	7	8128.44
04	CROW CREEK EL 13	6	180	7	215.59
04	TOSTON ELEM 15	24	180	7	507.54
04	BROADWATER CO HS CO	216	180	7	5380.36
05	RED LODGE ELEM 1	331	180	7	5710.92
05	RED LODGE H S 1	139	180	7	3918.67
05	BRIDGER ELEM 2	173	180	7	3515.73
05	BRIDGER H S 2	106	180	7	3151.82
05	JOLIET ELEM 7	237	180	7	4373.70
05	JOLIET H S 7	89	180	7	2965.27
05	JACKSON ELEM 9	10	180	7	224.60
05	LUTHER ELEM 10	11	180	7	233.61
05	ROBERTS ELEM 23	88	180	7	2030.26
05	ROBERTS H S 5	39	180	7	1843.46
05	BOYD ELEM 28	13	180	7	251.63

AD-PIR.FRM -- EFFECT OF CHANGING PIR-DAY LIMIT FROM 7 TO 5 --

CO	DISTRICT	ANB	PI DAY	PIR	ADJUST TO FP
05	FROMBERG ELEM 30	139	182	7	2968.14
05	FROMBERG H S 6	80	183	7	2821.13
05	EDGAR ELEM 33	16	180	7	371.41
05	BELFRY ELEM 34	113	180	7	2440.19
05	BELFRY H S 3	46	180	7	2084.75
06	HAMMOND-BOX ELDER EL 1	10	180	7	431.18
06	JOHNSTON ELEM 8	5	180	7	215.59
06	ALBION ELEM 11	9	180	7	215.59
06	PINE HILL-PLAINVW EL 14	12	180	7	431.18
06	EKALAKA ELEM 15	111	180	7	2466.55
06	RIDGE ELEM 22	12	180	7	242.62
06	ALZADA ELEM 56	15	180	7	269.65
06	CARTER CO H S CO	87	180	7	2947.20
07	GREAT FALLS EL 1	8159	185	7	136618.47
07	GREAT FALLS H S A	3829	185	7	79491.63
07	CASCADE ELEM 3	201	180	7	4086.64
07	CASCADE H S B	157	180	7	4294.04
07	CENTERVILLE EL 5	203	180	7	4005.84
07	CENTERVILLE H S C	92	180	7	2988.17
07	BELT ELEM 29	210	180	7	4089.78
07	BELT H S D	127	180	7	3651.59
07	FT SHAW-SIMMS ELEM 6	147	180	7	3058.52
07	SIMMS H S F	195	180	7	4987.03
07	VAUGHN ELEM 74	156	180	7	3246.24
07	ULM ELEM 85	91	180	7	1737.68
07	DEEP CREEK ELEM 95	10	180	7	224.60
07	SUN RIVER ELEM 97	109	180	7	2363.02
08	FT BENTON ELEM 1	325	181	7	5646.03
08	FT BENTON H S 1	159	181	7	4310.82
08	LOMA ELEM 7	10	180	7	224.60
08	BIG SANDY ELEM 11	214	180	7	4157.84
08	BIG SANDY H S 2	109	180	7	3225.74
08	WARRICK ELEM 26	7	180	7	215.59
08	HIGHWOOD ELEM 28	79	183	7	1834.24
08	HIGHWOOD H S 4	36	183	7	1704.46
08	GERALDINE ELEM 44	101	180	7	2257.50
08	GERALDINE H S 3	74	180	7	2775.35
08	CARTER ELEM 56	6	180	7	215.59
08	KNEES ELEM 59	6	180	7	215.59
08	BENTON LAKE EL 99	9	180	7	215.59
09	MILES CITY ELEM 1	1329	182	7	22585.20
09	KIRCHER ELEM 3	64	180	7	1309.63
09	GARLAND ELEM 11	8	180	7	215.59
09	TRAIL CREEK EL 13	4	180	7	215.59
09	HKT-BASIN SPR CRK EL 16	7	180	7	431.18
09	COTTONWOOD EL 38	20	180	7	449.20
09	WHITNEY CRK EL 42	11	180	7	233.61
09	MOON CREEK EL 43	9	180	7	215.59
09	KINSEY ELEM 63	48	180	7	997.83

AD-PIR.FRM -- EFFECT OF CHANGING PIR-DAY LIMIT FROM 7 TO 5 --

CO	DISTRICT	ANB	PI DAY	PIR	ADJUST TO FP
09	TWIN BUTTES EL 82	7	180	7	215.59
09	S Y ELEM 83	11	180	7	233.61
09	S H-FOSTER CRK ELEM 86	7	180	7	215.59
09	CUSTER CO H S 1	729	182	7	15374.57
10	SCOBEY ELEM 1	251	180	7	4651.04
10	SCOBEY H S 1	93	180	7	2994.69
10	PEERLESS ELEM 2	56	182	7	1402.87
10	PEERLESS H S 2	31	182	7	1518.31
10	FLAXVILLE ELEM 7	61	180	7	1540.50
10	FLAXVILLE H S 3	26	180	7	1323.33
11	GLENDIVE ELEM 1	1268	180	7	21903.91
11	DAWSON CO H S CO	615	180	7	13109.03
11	UPPER CRACKERBOX/AMD 10	5	180	7	107.79
11	BLOOMFIELD ELEM 30	13	180	7	251.63
11	LINDSAY ELEM 36	22	180	7	496.26
11	RICHEY ELEM 78J	107	180	7	2319.08
11	RICHEY H S 2	60	180	7	2484.77
11	DEER CREEK ELEM 3	41	180	7	858.14
12	ANACONDA ELEM 10	1177	180	7	20490.43
12	ANACONDA H S 10	646	180	7	13769.81
13	BAKER ELEM 12	447	180	7	7756.02
13	BAKER H S 12	230	180	7	5646.43
13	FERTILE PRAIRIE EL 50	5	180	7	107.79
13	PLEVNA ELEM 55	79	180	7	1704.16
13	PLEVNA H S 55	32	180	7	1575.11
14	LEWISTOWN ELEM 1	1107	180	7	19205.65
14	FERGUS H S 1	524	180	7	11359.19
14	MAIDEN ELEM 3	4	180	7	215.59
14	BROOKS ELEM 11	13	180	7	251.63
14	DEERFIELD ELEM 15	19	180	7	479.33
14	COTTONWOOD ELEM 18	7	180	7	215.59
14	GRASS RANGE EL 27	76	180	7	1837.75
14	GRASS RANGE H S 27	31	180	7	1534.54
14	KING COLONY EL 40	5	180	7	215.59
14	MOORE ELEM 44	94	180	7	2083.45
14	MOORE H S 44	45	180	7	2051.99
14	HILGER ELEM 56	4	180	7	215.59
14	ROY ELEM 74	41	180	7	858.14
14	ROY H S 74	30	180	7	1493.42
14	DENTON ELEM 84	122	180	7	2569.74
14	DENTON H S 84	47	180	7	2116.96
14	SPRING CRK COLONY EL 104	6	180	7	215.59
14	WINIFRED ELEM 115	89	180	7	1976.44
14	WINIFRED H S 115	29	180	7	1451.73
14	AYERS ELEM 222	8	180	7	215.59
15	DEER PARK ELEM 2	104	180	7	2572.29
15	FAIR-MONT-EGAN ELEM 3	115	180	7	2236.82
15	SWAN RIVER EL 4	155	182	7	3632.64
15	KALISPELL ELEM 5	2117	183	7	36350.56

AD-PIR.FRM -- EFFECT OF CHANGING PIR-DAY LIMIT FROM 7 TO 5 --

CO	DISTRICT	ANB	PI DAY	PIR	ADJUST TO FP
15	FLATHEAD H S 5	2201	183	7	46174.66
15	COLUMBIA FALLS ELEM 6	1534	180	7	27295.83
15	COLUMBIA FALLS H S 6	773	180	7	16476.88
15	CRESTON ELEM 9	62	180	7	1271.23
15	CAYUSE PRAIRIE ELEM 10	157	180	7	3174.12
15	HELENA FLATS EL 15	168	180	7	3336.43
15	KILA ELEM 20	93	180	7	1935.31
15	BATAVIA ELEM 26	93	180	7	1824.34
15	PLEASANT VALLEY ELEM 27	9	180	7	215.59
15	SOMERS ELEM 29	274	180	7	5665.06
15	BIGFORK ELEM 38	470	180	7	8964.26
15	BIGFORK H S 38	317	180	7	7180.67
15	BOORMAN ELEM 39	44	180	7	918.25
15	WHITEFISH ELEM 44	1088	182	7	18554.38
15	WHITEFISH H S 44	550	182	7	11730.07
15	EVERGREEN ELEM 50	775	182	7	14066.49
15	MARION ELEM 54	99	180	7	2553.58
15	OLNEY-BISSELL ELEM 58	107	180	7	2373.58
15	MOUNTAIN BROOK ELEM 62	50	180	7	1037.37
15	WEST VALLEY EL 1	194	180	7	3770.93
6	LOGAN ELEM 1	19	180	7	479.33
16	MANHATTAN ELEM 3	306	180	7	5432.29
16	MANHATTAN H S 3	169	180	7	4527.46
16	BOZEMAN ELEM 7	2605	180	7	44959.66
16	BOZEMAN H S 7	1418	180	7	30225.39
16	WILLOW CREEK EL J15-17	35	180	6	447.75
16	WILLOW CREEK HS 15	34	180	6	831.73
16	SPRINGHILL EL 20	10	180	7	224.60
16	COTTONWOOD EL 22	10	180	7	224.60
16	THREE FORKS EL 24-24	266	180	7	4901.39
16	THREE FORKS H S J-24	144	180	7	4025.97
16	PASS CREEK ELEM 25	3	180	7	215.59
16	MONFORTON EL 27	188	180	7	3995.56
16	GALLATIN GTWY ELEM 35	126	180	7	2702.04
16	ANDERSON ELEM 41	92	180	7	2031.63
16	LA MOTTE ELEM 43	40	180	7	597.83
16	BELGRADE ELEM 44	1005	182	7	17045.84
16	BELGRADE H S 44	409	180	7	9087.58
16	MALMBORG ELEM 47	7	180	7	107.79
16	W YELLOWSTONE ELEM 69	140	180	7	2969.39
16	W YELLOWSTONE H S 69	72	180	7	2740.54
16	OPHIR ELEM 72	31	180	7	547.04
16	AMSTERDAM ELEM 75	42	180	7	878.22
17	JORDAN ELEM 1	135	180	7	2842.62
17	GARFIELD CO H S CO	95	180	7	3006.06
17	BIG DRY CREEK ELEM 10	10	180	3	0.00
17	SUTHRLND-COULEE ELEM 18	4	180	5	0.00
7	PINE GROVE ELEM 19	12	180	5	0.00
17	KESTER ELEM 23	5	180	2	0.00

AD-PIR.FRM -- EFFECT OF CHANGING PIR-DAY LIMIT FROM 7 TO 5 --

CO	DISTRICT	ANB	PI DAY	PIR	ADJUST TO FP
17	COHAGEN ELEM 27	26	180	5	0.00
17	BENZIEN ELEM 30	11	180	2	0.00
17	BLACKFOOT ELEM 32	11	180	1	0.00
17	SAND SPRINGS EL 42	7	180	2	0.00
17	ROSS ELEM 52	6	180	2	0.00
17	CAT CREEK ELEM 55	3	180	2	0.00
17	FLAT CREEK ELEM 56	6	180	2	0.00
18	BROWNING ELEM 9	1273	180	7	22206.00
18	BROWNING H S 9	417	180	7	9249.63
18	CUT BANK ELEM 15	725	180	7	12439.85
18	CUT BANK H S 15	296	180	7	6765.26
18	E GLACIER PARK ELEM 50	43	180	7	898.26
18	SEVILLE ELEM 64	26	180	7	518.83
19	RYEGATE ELEM 6	61	180	7	1664.16
19	RYEGATE H S 1	35	180	7	1693.47
19	LAVINA ELEM 41M	47	180	7	1268.79
19	LAVINA H S 2	24	180	7	1228.28
20	PHILIPSBURG EL 1	210	180	7	4111.92
20	GRANITE H S 1	99	180	7	3022.09
20	HALL ELEM 8	39	180	7	592.18
20	DRUMMOND ELEM 11	108	180	7	2466.83
20	DRUMMOND H S 2	89	180	7	2965.27
21	DAVEY ELEM 12	7	180	6	108.37
21	BOX ELDER ELEM 13	161	180	7	3430.75
21	BOX ELDER H S G	69	180	7	2684.13
21	HAVRE ELEM 16	1618	180	7	27636.80
21	HAVRE H S A	781	180	7	16647.41
21	COTTONWOOD ELEM 57	57	180	7	1174.50
21	ROCKY BOY ELEM 87-J	237	180	7	4071.73
21	K-G ELEM 88	64	180	7	2245.91
21	K-G HIGH SCHOOL H	30	180	7	1493.42
21	GILDFORD COLONY ELEM 89	12	180	7	242.62
21	BLUE SKY ELEM 90	100	180	7	2236.04
21	BLUE SKY HIGH K	51	180	7	2240.18
22	CLANCY ELEM 1	313	182	7	6590.61
22	WHITEHALL ELEM 4-47	375	180	7	6637.90
22	WHITEHALL H S 2	223	180	7	5514.65
22	BASIN ELEM 5	11	180	7	233.61
22	BOULDER ELEM 7	238	180	7	4522.63
22	JEFFERSON H S 1	228	180	7	5609.04
22	CARDWELL ELEM 16-31	40	180	5	0.00
22	MONTANA CITY ELEM 27	138	180	7	2910.82
23	STANFORD ELEM 12	114	180	7	2536.01
23	STANFORD H S 12	55	180	7	2354.47
23	HOBSON ELEM 25	96	180	7	2202.35
23	HOBSON H S 25	60	180	7	2484.77
23	RAYNESFORD ELEM 49	18	180	7	473.68
23	GEYSER ELEM 58	72	180	7	1942.62
23	GEYSER H S 58	47	180	7	2116.96

AD-PIR.FRM -- EFFECT OF CHANGING PIR-DAY LIMIT FROM 7 TO 5 --

CO	DISTRICT	ANB	PI DAY	PIR	ADJUST TO FP
24	ARLEE ELEM JT&8	336	180	7	7159.41
24	ARLEE H S JT&8	129	180	7	3697.04
24	ELMO ELEM 22	11	180	7	233.61
24	POLSON ELEM 23	914	180	7	15729.62
24	POLSON H S 23	442	180	7	9752.17
24	ST IGNATIUS ELEM 28	402	180	7	7013.43
24	ST IGNATIUS H S 28	148	180	7	4110.14
24	VALLEY VIEW ELEM 35	15	180	7	362.40
24	SWAN LAKE-SALMON ELEM 73	26	180	7	596.01
24	RONAN ELEM 30	968	181	7	16809.85
24	RONAN H S 30	400	181	7	8857.19
24	CHARLO ELEM 7J	184	180	7	4676.64
24	CHARLO H S 7J	99	180	7	3022.09
24	UPPER WEST SHORE ELEM 33	29	180	7	535.76
25	HELENA ELEM 1	4651	180	7	80678.73
25	HELENA H S 1	2682	180	7	57168.19
25	KESSLER ELEM 2	229	180	7	3968.38
25	TRINITY ELEM 4	18	180	7	473.68
25	E HELENA ELEM 9	901	180	7	15648.48
25	WOLF CREEK ELEM 13	12	180	7	242.62
5	CRAIG ELEM 25	10	180	7	224.60
25	AUCHARD CRK ELEM 27	20	180	7	484.97
25	LINCOLN ELEM 38	94	180	7	2167.93
25	AUGUSTA ELEM 45	100	180	7	2246.55
25	AUGUSTA H S 45	42	180	7	1950.37
25	LINCOLN HIGH SCHOOL 38	70	180	7	2703.49
26	WHITLASH ELEM 27	10	180	7	224.60
26	J-I ELEM 29-28J	95	180	7	2839.32
26	J-I HIGH SCHOOL J	29	180	7	1451.73
26	CHESTER ELEM 33	219	180	7	4252.90
26	CHESTER H S 33	108	180	7	3201.20
27	TROY ELEM 1	488	180	7	8427.81
27	TROY H S 1	208	180	7	5223.80
27	LIBBY ELEM 4	1487	180	7	26187.68
27	LIBBY H S 4	765	180	7	16306.36
27	EUREKA ELEM 13	484	180	7	8389.27
27	LINCOLN CO H S CO	263	180	7	6233.80
27	FORTINE ELEM 14	63	184	7	1263.43
27	MCCORMICK ELEM 15	34	180	7	563.97
27	SYLVANITE ELEM 23	16	180	7	371.41
27	YAAK ELEM 24	17	180	7	380.42
27	TREGO ELEM 53	76	184	7	1504.48
27	REXFORD ELEM 2	19	180	7	479.33
28	ALDER ELEM 2	24	180	7	507.54
28	SHERIDAN ELEM 5	177	180	7	3563.30
28	SHERIDAN H S 5	87	180	7	2947.20
28	TWIN BRIDGES ELEM 7	147	180	7	3094.37
8	TWIN BRIDGES H S 7	93	180	7	2994.69
28	HARRISON ELEM 23	51	180	7	1335.46

AD-PIR.FRM -- EFFECT OF CHANGING PIR-DAY LIMIT FROM 7 TO 5 --

CO	DISTRICT	ANB	PI DAY	PIR	ADJUST TO FP
28	HARRISON H S 23	42	180	7	1950.37
28	ENNIS ELEM 52	267	180	7	4905.60
28	ENNIS H S 52	119	180	7	3466.06
29	CIRCLE ELEM 1	287	180	7	5121.76
29	CIRCLE H S 1	168	180	7	4508.52
29	PRAIRIE ELK ELEM 6	6	180	7	107.79
29	BROCKWAY ELEM 84	23	180	7	501.90
29	SOUTHVIEW ELEM 85	8	180	7	107.79
29	VIDA ELEM 134	28	180	7	530.11
30	LENNEP ELEM 4	14	180	7	260.64
30	WHT SULPHUR SPGS ELEM 8	226	180	7	4391.03
30	WHT SULPHUR SPGS HS 8	106	180	7	3151.82
30	RINGLING ELEM 34	5	180	7	215.59
31	SALTESE ELEM 1	3	180	7	107.79
31	ALBERTON ELEM 2	150	180	7	3104.01
31	ALBERTON H S 2	60	180	7	2484.77
31	SUPERIOR ELEM 3	299	180	7	5264.57
31	SUPERIOR H S 3	141	180	7	3961.87
31	ST REGIS ELEM 6	133	180	7	2860.51
31	ST REGIS H S 1	50	180	7	2210.21
32	MISSOULA ELEM 1	5185	180	7	89658.61
32	MISSOULA H S CO	3703	180	7	79877.30
32	HELLGATE ELEM 4	709	180	7	12794.00
32	LOLO ELEM 7	531	180	7	10042.75
32	POTOMAC ELEM 11	103	180	7	2894.68
32	BONNER ELEM 14	365	180	7	6386.21
32	WOODMAN ELEM 18	60	180	7	2126.55
32	DESMET SCHOOL 20	73	180	7	2363.81
32	TARGET RANGE ELEM 23	445	180	7	8077.80
32	SUNSET ELEM 30	20	180	7	484.97
32	CLINTON ELEM 32	261	180	7	4718.50
32	SWAN VALLEY ELEM 33	60	180	7	2226.12
32	SEELEY LAKE ELEM 34	176	180	7	3581.99
32	FRENCHTOWN ELEM 40	492	180	7	9395.07
32	FRENCHTOWN H S 40	234	180	7	5720.61
33	MUSSELSHELL ELEM 9	24	181	5	0.00
33	ROUNDUP ELEM 55	550	182	7	9487.41
33	ROUNDUP H S 55H	237	182	7	5714.58
33	MELSTONE ELEM 64J	68	180	7	1724.32
33	MELSTONE H S 64-H	53	180	7	2298.44
34	RICHLAND ELEM 2	12	180	7	242.62
34	LIVINGSTON ELEM 4	1110	180	7	19211.13
34	PARK H S 1	589	180	7	12588.09
34	GARDINER ELEM 7	108	183	6	1190.50
34	PINE CREEK ELEM 19	29	180	7	535.76
34	CLYDE PARK ELEM 41/38	116	180	7	2588.50
34	CLYDE PARK H S 2	72	180	7	2740.54
34	WILSALL ELEM J53-38	87	181	6	1001.67
34	WILSALL H S 3	45	181	6	1025.99

AD-PIR.FRM -- EFFECT OF CHANGING PIR-DAY LIMIT FROM 7 TO 5 --

CO	DISTRICT	ANB	PI DAY	PIR	ADJUST TO FP
34	SPRINGDALE ELEM 63-56	10	180	7	224.60
34	GARDINER H S 4	94	183	6	1484.45
34	ARROWHEAD ELEM 75	50	180	7	1037.37
35	WINNETT ELEM 159	80	180	7	1877.80
35	WINNETT H S 1	37	180	7	1769.58
36	DODSON ELEM 2-A	101	183	7	2221.86
36	DODSON H S C	39	183	7	1814.36
36	SECOND CRK ELEM 6	9	180	6	108.37
36	LANDUSKY ELEM 7	5	180	6	108.37
36	SUN PRAIRIE ELEM 8AA	8	180	7	215.59
36	SACO H S B	43	180	7	1984.80
36	MALTA ELEM 14	461	183	7	8190.21
36	MALTA H S A	248	183	7	5879.42
36	WHITEWATER ELEM 20AA	58	180	7	1386.40
36	WHITEWATER H S D	20	180	7	1228.28
36	SACO ELEM 12A	76	180	7	1837.75
37	HEART BUTTE ELEM 1	141	180	7	2902.61
37	DUPUYER ELEM 2	32	180	5	0.00
37	CONRAD ELEM 10	508	181	7	8708.52
37	CONRAD H S 10	249	181	7	5959.57
37	VALIER ELEM 18	183	180	7	3622.05
37	VALIER H S 18	88	180	7	2956.51
37	BRADY ELEM 19	76	180	7	1770.84
37	BRADY H S 19	33	180	7	1615.12
37	MIAMI ELEM 31	19	180	7	479.33
38	POWDERVILLE EL 2	9	180	7	107.79
38	BIDDLE ELEM 6	12	180	7	242.62
38	BELLE CREEK EL 22	24	180	7	507.54
38	BEAR CREEK ELEM 60	5	180	7	107.79
38	BILLUP ELEM 65	6	180	7	107.79
38	BROADUS ELEM 79J	257	180	7	4869.47
38	POWDER RVR CO DIST HS 79J	153	180	7	4213.24
38	SO STACEY ELEM 90	4	180	7	107.79
38	HORKAN CRK ELEM 94	11	180	7	233.61
39	DEER LODGE ELEM 1	689	180	7	11948.89
39	POWELL CO H S CO	310	180	7	7032.32
39	OVANDO ELEM 11	15	180	7	269.65
39	HELMVILLE ELEM 15	27	180	7	524.47
39	GARRISON ELEM 20	28	180	7	530.11
39	ELLISTON ELEM 27	33	180	7	558.33
39	AVON ELEM 29	23	180	7	501.90
39	GOLD CREEK ELEM 33	18	180	7	473.68
40	TERRY ELEM 5	204	180	7	4030.88
40	TERRY H S 5	125	180	7	3605.77
40	FALLON ELEM 130	20	180	5	0.00
41	CORVALLIS ELEM 1	542	183	7	10850.84
41	CORVALLIS H S 1	291	183	7	6582.72
41	STEVENSVILLE EL 2	648	182	7	12637.09
41	STEVENSVILLE HS 2	399	182	7	8790.16

AD-PIR.FRM -- EFFECT OF CHANGING PIR-DAY LIMIT FROM 7 TO 5 --

CO	DISTRICT	ANB	PI DAY	PIR	ADJUST TO FP
41	HAMILTON ELEM 3	819	180	7	15838.77
41	HAMILTON H S 3	487	180	7	10641.91
41	VICTOR ELEM 7	202	180	7	3921.77
41	VICTOR H S 7	88	180	7	2956.51
41	DARBY ELEM 9	403	182	7	7016.42
41	DARBY H S 9	232	182	7	5623.48
41	LONE ROCK ELEM 13	155	182	7	2868.79
41	FLORENCE-CARLTON ELEM 15-6	427	180	7	7390.22
41	FLORENCE-CARLTON HS 15-6	183	180	7	4782.77
42	SIDNEY ELEM 5	1271	180	7	21675.50
42	SIDNEY H S 1	488	180	7	10661.46
42	SAVAGE ELEM 7J	133	180	7	2757.59
42	SAVAGE H S 2	67	180	7	2643.74
42	BRORSON ELEM 11	18	180	7	473.68
42	FAIRVIEW ELEM 13	318	180	7	5553.30
42	FAIRVIEW H S 3	201	180	7	5084.11
42	RAU ELEM 21	64	180	7	1309.63
42	THREE BUTTES EL 28	5	180	7	107.79
42	LAMBERT ELEM 86	83	180	7	1919.95
42	LAMBERT H S 4	41	180	7	1915.37
	FRONTIER ELEM 3	158	180	7	3301.56
43	POPLAR ELEM 9	625	180	7	10654.62
43	POPLAR H S 9B	223	180	7	5514.65
43	CULBERTSON ELEM 17J	225	180	7	4243.16
43	CULBERTSON H S 17C	70	180	7	2703.49
43	WOLF POINT ELEM 45	709	181	7	12087.31
43	WOLF POINT H S 45A	315	181	7	7100.36
43	BROCKTON ELEM 55	83	180	7	1979.61
43	BROCKTON H S 55F	39	180	7	1843.46
43	BAINVILLE ELEM 64	75	180	7	1874.67
43	BAINVILLE H S 64D	41	180	7	1915.37
43	FROID ELEM 65	86	180	7	1947.60
43	FROID H S 65E	41	180	7	1915.37
44	ROCK SPRING ELEM 2	6	180	7	215.59
44	BIRNEY ELEM 3	16	180	7	371.41
44	FORSYTH ELEM 4	499	180	7	8627.30
44	FORSYTH H S 4	232	180	7	5683.62
44	LAME DEER ELEM 6	328	180	7	6907.19
44	ROSEBUD ELEM 12	82	180	7	1921.11
44	ROSEBUD H S 12	36	180	7	1731.81
44	COLSTRIP ELEM 19	983	180	7	17326.54
44	COLSTRIP H S 19	462	180	7	10149.96
44	ASHLAND ELEM 32J	113	180	7	2440.19
44	INGOMAR ELEM 33	23	180	7	501.90
45	PLAINS ELEM 1	345	180	7	6093.77
45	PLAINS H S 1	176	180	7	4657.41
	THOMPSON FALLS ELEM 2	412	180	7	7280.74
	THOMPSON FALLS H S 2	224	180	7	5533.63
45	TROUT CRK ELEM 6	76	180	7	1536.66

AD-PIR.FRM -- EFFECT OF CHANGING PIR-DAY LIMIT FROM 7 TO 5 --

CO	DISTRICT	ANB	PI DAY	PIR	ADJUST TO FP
45	PARADISE ELEM 8	44	180	7	918.25
45	DIXON ELEM 9	43	180	7	898.26
45	NOXON ELEM 10	171	180	7	3446.22
45	NOXON H S 10	99	180	7	3022.09
45	CAMAS PRAIRIE ELEM 11	7	180	7	107.79
45	HOT SPRINGS ELEM 14-J	173	180	7	3540.42
45	HOT SPRINGS H S 14-J	92	180	7	2988.17
46	WESTBY ELEM 3	100	180	7	2257.07
46	WESTBY H S 3	53	180	7	2298.44
46	MEDICINE LK EL 7	184	180	7	3627.85
46	MEDICINE LK H S 7	68	180	7	2664.21
46	PLENTYWOOD ELEM 20	378	180	6	3289.82
46	PLENTYWOOD H S 20	166	180	6	2247.20
46	OUTLOOK ELEM 29	53	180	7	1391.23
46	OUTLOOK H S 29	27	180	7	1366.69
46	HIAWATHA ELEM 49	25	180	7	513.18
47	BUTTE ELEM 1	4041	180	7	69494.63
47	RAMSAY ELEM 3	107	180	7	2369.52
47	DIVIDE ELEM 4	14	180	5	0.00
47	MELROSE ELEM 5	28	180	7	530.11
47	BUTTE H S 1	1849	180	7	39412.37
48	PARK CITY ELEM 5	226	183	7	4274.67
48	PARK CITY H S 5	106	183	7	3102.06
48	COLUMBUS ELEM 6	317	180	7	5690.63
48	COLUMBUS H S 6	157	180	7	4294.04
48	REEDPOINT ELEM 9-9	41	180	7	858.14
48	REEDPOINT H S 9-9	18	180	7	1228.28
48	MOLT ELEM 12-12	15	180	7	269.65
48	FISHTAIL ELEM 13	14	180	7	353.39
48	NYE ELEM 31	11	180	7	233.61
48	RAPELJE ELEM 32	63	180	7	1290.45
48	RAPELJE H S 32	19	180	7	1228.28
48	ABSAROKEE ELEM 52-C	177	180	7	3571.42
48	ABSAROKEE H S 52	102	180	7	3051.96
49	BIG TIMBER ELEM 1	379	180	7	6617.33
49	MELVILLE ELEM 5	27	182	7	518.92
49	GREYCLIFF ELEM 16	12	182	6	120.66
49	MCLEOD ELEM 29	12	182	6	120.66
49	BRIDGE ELEM 69	7	182	6	53.61
49	SWEET GRASS CO HS CO	190	181	7	4877.48
50	CHOTEAU ELEM 1	301	180	7	5273.45
50	CHOTEAU H S 1	179	180	7	4711.70
50	BYNUM ELEM 12	24	180	6	255.13
50	FAIRFIELD ELEM 21	211	180	7	4103.17
50	FAIRFIELD H S 21	137	180	7	3875.09
50	DUTTON ELEM 28	83	180	7	1875.20
50	DUTTON H S 28	47	180	7	2116.96
50	POWER ELEM 30	93	180	7	2070.15
50	POWER H S 30	51	180	7	2240.18

AD-PIR.FRM -- EFFECT OF CHANGING PIR-DAY LIMIT FROM 7 TO 5 --

CO	DISTRICT	ANB	PI DAY	PIR	ADJUST TO FP
50	GOLDEN RIDGE ELEM 45	19	180	7	479.33
50	PENDROY ELEM 61	15	180	7	269.65
50	GREENFIELD ELEM 75	67	180	7	1366.94
51	SUNBURST ELEM 2	176	180	7	3557.55
51	SUNBURST H S 2	85	180	7	2926.90
51	KEVIN ELEM 8	23	180	7	501.90
51	SHELBY ELEM 14	466	180	7	8057.03
51	SHELBY H S 14	212	180	7	5302.49
51	GALATA ELEM 21	37	180	7	580.90
51	NICKOL ELEM 23	4	180	6	108.37
52	HYSHAM ELEM 7	139	180	7	2953.95
52	HYSHAM H S 1	57	180	7	2408.26
53	GLASGOW ELEM 1	750	181	7	13043.99
53	GLASGOW H S 1-A	345	181	7	7728.14
53	FRAZER ELEM 2	115	180	7	2404.49
53	FRAZER H S 2B	48	180	7	2148.60
53	HINSDALE ELEM 7A	74	180	7	1895.86
53	HINSDALE H S 7C	34	180	7	1654.58
53	OPHEIM ELEM 9	104	180	7	2278.12
53	OPHEIM H S 9D	50	180	7	2210.21
53	NASHUA ELEM 13	149	180	7	3177.95
53	NASHUA H S 13E	75	180	7	2791.92
53	FT PECK ELEM 21	33	181	3	0.00
53	LUSTRE ELEM 23	72	180	7	1461.63
54	TWO DOT ELEM 15	6	180	6	54.18
54	HARLOWTON ELEM 16	194	180	7	3793.85
54	HARLOWTON H S 16	115	180	7	3371.06
54	SHAWMUT ELEM 20	13	180	6	126.49
54	JUDITH GAP ELEM 21J	82	180	7	1905.94
54	JUDITH GAP H S 21J	26	180	7	1323.33
55	WIBAUX ELEM 6	192	180	7	3790.37
55	WIBAUX H S 6	93	180	7	2994.69
56	BILLINGS ELEM 2	10416	182	7	177630.37
56	BILLINGS H S 2	5374	182	7	113337.37
56	LOCKWOOD ELEM 26	1198	182	7	20216.86
56	BLUE CREEK ELEM 3	85	182	7	1685.06
56	CANYON CRK ELEM 4	228	182	7	4279.44
56	LAUREL ELEM 7-70	1318	182	7	22437.36
56	LAUREL H S 7	554	182	7	11805.06
56	ELDER GROVE ELEM 8	154	182	7	2853.12
56	CUSTER ELEM 15	75	180	7	1908.64
56	CUSTER H S 15	43	180	7	1984.80
56	MORIN ELEM 17	28	182	7	524.50
56	BROADVIEW ELEM 21-J	94	182	7	2156.93
56	BROADVIEW H S 21-J	34	182	7	1637.07
56	ELYSIAN ELEM 23	68	182	7	1371.29
56	HUNTLEY PROJ ELEM 24	476	182	7	8931.23
56	HUNTLEY PROJ HS 24	225	182	7	5493.80
56	SHEPHERD ELEM 37	425	182	7	7335.91

AD-PIR.FRM -- EFFECT OF CHANGING PIR-DAY LIMIT FROM 7 TO 5 --

CO	DISTRICT	ANB	PI DAY	PIR	ADJUST TO FP
56	SHEPHERD H S 37	242	182	7	5804.41
56	PIONEER ELEM 41	97	182	7	2156.52
56	INDEPENDENT ELEM 52	148	182	7	2758.31
56	YLSTN BOYS&GIRLS RNCH 58	0	182	7	0.00
**	TOTAL **	150797			2994848.97

The following list shows that Montana allows many more days of Pupil Instruction and Pupil-Instruction-Related days than any other state in our area. QUITE FRANKLY, I have not found a state that even comes close. I ask you, with the financial shape we are in today, need we continue to spread APPROXIMATELY $1,500,000 per day? My understanding is the following figures are all MAXIMUM days paid for:

Wyoming 175 total days are funded - up to 5 PIR allowed

Idaho 177-180. This includes 6 one half day periods or 3 full days, total not to exceed 180 days

North Dakota 173. 2 additional days allowed for PIR

South Dakota - 175 total. May use 3 days for conference. Governor urges 1 day used prior to start of school

Minnesota 175 total. Up to 5 days may be used as PIR

TE EDUCATION
EXHIBIT NO. 6
DATE 1/9/87
BILL NO SB 39