

Fiscal Estimate Narratives

DPI 2/27/2007

LRB Number 07-1720/1	Introduction Number SB-041	Estimate Type Original
Description Relating to: requiring an additional credit in mathematics and in science for a high school diploma		

Assumptions Used in Arriving at Fiscal Estimate

Under current law, a school board may not grant a high school diploma to any pupil unless the pupil has earned, in grades 9 to 12, at least 4 credits of English, 3 credits of social studies, 2 credits of mathematics, 2 credits of science, and 1.5 credits of physical education. Beginning with pupils graduating in 2012, this bill requires an additional credit of mathematics and of science.

STATE FISCAL EFFECT

The Department of Public Instruction (DPI) would notify school districts of the change in state law. DPI consultants would answer questions from school districts and other interested parties regarding the change. It is assumed these costs could be absorbed by the department.

LOCAL FISCAL EFFECT

In the 2005-06 school year there were 69,665 12th grade pupils statewide. Using the most recent data (2004) from the Council of Chief State School Officers (CCSSO), 28%, or 19,506 of these pupils, are assumed not to have taken 1st year Chemistry (which typically is the 3rd year of science) prior to graduation.

Calculation: 19,506 students divided by 25 pupils per section equals 780 new sections. 780 new sections divided by 5 sections per teacher equals an estimated 156 FTE teachers needed statewide for the additional credit of science under this scenario.

In 2005-06, of the 69,665 12th grade pupils statewide, 29%, or 20,203 of these pupils, are assumed not to have taken Algebra II (which typically is the 3rd year of mathematics for average pupils) prior to graduation.

Calculation: 20,203 pupils divided by 25 pupils per class section equals 808 new sections. 808 new sections divided by 5 sections per teacher equals an estimated 162 FTE teachers needed for the additional credit of mathematics under this scenario.

The number of additional teachers for any given district is indeterminate. For example, a small high school may need only one additional section and may not hire additional staff. They may simply increase a part-time teacher to full-time. Any additional staff cost is indeterminate given the above situation and the fact that other teacher time may be reduced by an equivalent FTE to make room for additional math and science courses.

Long-Range Fiscal Implications