

SCR

10



SENATOR FRED DYSON

SCR 10

Sponsor Statement

"A Resolution Establishing the Joint Legislative Charter School Task Force."

Updated: April 17, 2003

Contact: Senator Fred Dyson's office at (907) 465-2199

There are a few principles that are accepted in our society to be universal. Virtually all Alaskans agree completely that a quality education is one of the greatest gifts we can possibly give our children, our State, and ourselves. A quality education includes, at a minimum, adequate reading, computing, and writing skills. All Alaskans would be utterly delighted if we produced students with the highest National Assessment of Education Progress (NAEP) scores, or the highest Scholastic Aptitude Test (SAT) scores, or the highest score on any other national or international evaluation in the Nation.

It is clear that we must carefully re-evaluate the way we are currently doing business if we hope to, among other things, produce results that meet the minimum legal standards that have been laid down by the No Child Left Behind Act (NCLB).

Charter schools will be one part of Alaska's education future. They can provide new options for increased public school choice required for failing and at-risk schools. Charter schools may also be designed to provide supplemental services and alternative school governance which are also required by NCLB if schools continue to fail.

SCR 10 establishes a task force tasked to make legislative suggestions on how to improve our weak charter school law. The resolution is written to emphasize the need to consider recommendations for charter school laws in the context of the potential role charter schools can play in continued successful education reform.

THE
FOLLOWING
DOCUMENT(S)
ARE
POOR
ORIGINAL
COPIES

CHARTER SCHOOL LAWS: SCORECARD

CRITERIA	STRONG																		
	A							***B***											
State	AZ	DE	MN	DC	MI	IN	MA	FL	CO	NY	CA	NC	PA	OH	MO	OR	NJ	WI	TX
Year Law Passed	'94	'95	'91	'96	'93	'01	'93	'96	'93	'98	'92	'96	'97	'97	'98	'99	'96	'93	'95
Number of schools allowed	4.5	5	5	1.5	4.5	5	3.3	4	4.5	2.3	5	3	5	3	2	3.25	5	5	3
Multiple chartering authorities	4.5	4	4.5	4	4.5	4.5	3.5	1.75	3	4	3.3	3	1.75	3	3.5	1.5	3	3.5	3.25
Eligible charter applicants	5	5	5	5	5	4	4.3	5	5	4	5	5	5	5	4	5	4	5	4.25
New starts allowed	4.75	4.5	4.75	4.75	4.75	4.75	4.5	4.5	4.5	4.5	4.75	4.75	4.5	4.5	3	3.5	4.5	4.75	4.75
School may be started without evidence of local support	5	3.5	3.5	3	5	3	4	3	3	4	3	3	3.5	5	4	5	3	2.5	3.5
Automatic waiver from state and district laws	4.5	4.4	5	5	2.7	5	3	3	3.25	5	3	4	3	3	4	2.5	1	2.5	0
Legal/operational autonomy	5	5	4.5	4.5	5	3	1.7	3.5	2.75	5	3	3	3	3	3.5	3	2	2.5	2
Guaranteed full per-pupil funding	3.5	5	3.5	4.5	5	4	5	5	3.75	2.5	3	4.5	3	3.5	4	2.5	2	2	3
Fiscal Autonomy	5	5	5	4.5	5	5	5	5	4.5	4	4	4	3.5	3	4	2.5	5	1.8	3
*Exempt from collective bargaining agreement/district work rules	4.75	5	4.5	5	3	3	3	4.5	4.5	3	4	3	4.5	3	4	4.25	3	2.5	4
Total	46.5	46.4	45.25	44.75	44.45	41.25	40.3	39.25	38.75	38.3	38.05	37.25	36.75	36	36	33	32.5	32.05	30.75
RANK 2001	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Rank 2000	1	5	3	4	2	NA	6	9	13	10	8	11	12	23	14	16	17	19	7
Number of charters Fall 2001	437	11	77	42	188	NA	43	182	88	32	350	96	78	69	21	17	57	95	219

1. States with multiple chartering authorities received the highest scores in that category. Those requiring the approval of the local school board receive a 1; a binding appeals process adds only .75 as appeals are both lengthy and expensive.
2. Removing or raising caps on the number of schools permitted increased a state's score in this area.
3. States providing charter leaders full legal authority received the highest scores in that category.

Note: The scores on this table are based on the current status of each law (through October 2001). Amendments to the original law, state board regulations, legal rulings, department of education interpretation and actual implementation have all been factored into the ranking. Each state is ranked for each criterion on a scale of 0 to 5, based on how that state's provisions under that criterion support or restrict the development of a significant number of autonomous charter schools (strongly support = 5, strongly restrict = 0), or, in the case of recently passed or amended laws, are likely to do so. States are listed from left to right from the strongest to the weakest. The laws are also divided into two subsets: strong or moderately effective laws which do or are likely to support at least some significant development of autonomous charter schools, and weak or ineffective laws which have not, and are unlikely to lead to significant charter activity. This chart is part of the book entitled *Charter School Laws Across the States: Ranking Score Card and Legislative Profiles*, which includes detailed profiles of each state's law. Also available online at www.edreform.com.

SCORING LEGEND

CHARTER SCHOOL LAWS: SCORECARD AND RANKING

THE CENTER FOR EDUCATION REFORM

CRITERIA	*B*	WEAK																	*F*
		C											***D***						
State	NM	IL	GA	OK	SC	LA	ID	CT	NV	UT	WY	NH	AK	HI	AR	RI	VA	KS	MS
Year Law Passed	'93	'96	'93	'99	'96	'95	'98	'96	'97	'98	'95	'95	'95	'94	'95	'95	'98	'94	'97
Number of schools allowed	3.5	1.5	5	2	5	2	2.6	1.5	2	1.5	5	5	2.3	2	2	1	1.6	1	0
Multiple chartering authorities	1.75	1.75	1.5	1	1.75	1.75	1.3	2.5	1	1.75	1.75	0.5	1	1	2.5	1	1	1	1
Eligible charter applicants	5	4	5	4	4	3.5	5	1.5	2	4	5	3	5	1	2	2.5	2	4.5	0
New starts allowed	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	2	5	4.5	4.5	4.5	4.5	4.5	0
School may be started without evidence of local support	3	1	2.5	5	2	2	1	1	5	2.5	2.5	0	1	2	2.5	0	2.5	1	0
Automatic waiver from state and district laws	2	3	4	2.5	2.5	2.5	4.3	2.5	2.5	0.6	0.5	4	0	4.5	0	0.5	0.5	0.5	1.3
Legal/operational autonomy	2.75	3	1	1	2	1	0	1.5	1.5	1.6	0	2	0	0.5	0	0.5	0.5	0	0
Guaranteed full per-pupil funding	3	3	2	2	2	3	3	1.5	3.5	0.3	1.5	0	3.5	1.5	1.5	3.5	0.5	0.5	0
Fiscal Autonomy	2	3.5	2	3	2	4.5	1	1	1	1	1	0	1	1	0	1.5	0	0	0
Exempt from collective bargaining agreement/district work rules	2.5	4	1.5	4	3	1.5	1	2.5	0	4	0	5	0	0	0	0	0	0	0
Total	30	29.25	29	29	28.75	26.25	23.7	23	23	21.75	21.75	21.5	18.8	18	15	15	13.1	13	2.3
RANK 2001	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Rank 2000	30	20	22	18	15	24	25	27	26	28	32	21	29	31	34	33	35	36	37
Number of charters Fall 2001	21	28	46	9	9	26	11	16	9	9	0	0	16	22	7	6	5	28	1

RATING CRITERIA

All 38 charter school laws in existence as of July 2001 are scored and ranked according to their degree of restrictiveness. The states are ranked from 1st (most restrictive) to 38th (most restrictive), as well as divided into Strong and Weak Charter Law States (see SCORING LEGEND on page 1), indicating which do or are likely to support at least some significant development of autonomous charter schools, and which do not.

Number of Schools: States that permit an unlimited or substantial number of autonomous charter schools encourage more activity than states that either limit the number of autonomous schools, or allow an unlimited number of charter schools with restrictions on their autonomy, demographics, etc.

Multiple Chartering Authorities: States that permit a number of entities in addition to or instead of local school boards to authorize charter schools encourage more activity than those that vest authorizing power in a single entity, particularly if that entity is the local school board, or permit an appeals process.

Variety of Applicants: States that permit a variety of individuals and groups both inside and outside the existing public school system to start charter schools encourage more activity than states that limit eligible applicants to public schools or public school personnel.

New Starts: States that permit new schools to start up encourage more activity than those that permit only public school conversions.

Evidence of Local Support: States that permit charter schools to be formed without having to prove specified levels of local support encourage more activity than states that require such demonstration of support.

Automatic Waiver from Laws and Regulations: States that provide automatic blanket waivers from most or all state and district education laws, regulations, and policies encourage more activity than states that provide no waivers or require charter schools to negotiate waivers on an issue-by-issue basis with charter granting authorities. (In no case should the state or district laws or regulations be waived by charter schools.)

Exemption from Collective Bargaining Agreements / District Work Rules: States that give charter schools complete exemption from collective bargaining agreements or work rules encourage more activity than those that require negotiations or partial exemptions.

"No Child Left Behind Act"

Implementation Timeline*

The "No Child Left Behind Act" commits the nation's states and schools to a timetable that swiftly implements a multitude of major reforms. Most notably, the law requires states to ensure that within 12 years, all students in grades three through eight — including minority, low-income, disabled, limited-English-proficient and other traditionally low-performing student groups — meet state standards for academic proficiency in reading and math. To help school systems meet these ambitious aims, the legislation authorizes billions of dollars in new federal funds for teacher professional development, math and science initiatives, instructional technology, early childhood literacy, and other efforts.

Major compliance dates:

2002

January. President Bush signs the No Child Left Behind Act of 2001, providing \$22.1 billion in K-12 public school aid annually, up from \$18.7 billion under the previous Elementary and Secondary Education Act.

April-August. The U.S. Department of Education releases draft rules, reviews public comment, and issues final implementation rules.

July. The Secretary of Education approves state applications submitted before the July 1 deadline, releasing federal funds for implementation in the 2002-03 school year. Complete plans will follow.

2002-03 School Year

Proficiency Benchmarks. Each state defines the initial level of "proficiency" that must be met by all schools and all major student groups.

Assessment. School systems establish baseline achievement data, based on results from current assessments wherever states have not yet begun administering annual reading and math assessments in grades three through eight. These first-year data — detailed by school, district and student group — are the first that must be reported publicly.

Identifying Schools. Consequences are triggered immediately for previously identified schools.

2003-04 School Year

Accountability. States measure "adequate yearly progress" of all schools, districts and student groups toward proficiency on assessments aligned with state standards. All major student groups must show progress for schools to succeed.

Identifying Schools. Schools that do not show progress by this second year must create improvement plans within 45 days. These schools must meet progress goals two years in a row to succeed.

2004-05 School Year

Identifying Schools. Schools identified as needing improve-

ment after two years of failure must allow students to transfer to other public schools, provide transportation and carry out school improvement plans.

2005-06 School Year

Reading and Math Assessments. States must give annual assessments in reading and math to all students in grades three through eight. The tests, which must be aligned with state standards, are required to yield data that can be compared from one year to the next and from one school to another. States can use federal funds to cover the costs of creating and implementing tests.

Science Standards and Assessments. States must adopt academic standards and create aligned assessments in science.

Identifying Schools. Schools identified for a second year as needing improvement must provide students with supplemental services — such as tutoring and after-school and summer-school programs — as well as both a choice of other public schools and transportation.

Teaching Quality. By the end of the school year, states must show that all public school teachers are highly qualified, possessing at least a bachelor's degree and demonstrating proficiency in the subjects they teach.

2006-07 School Year

Identifying Schools. Schools that fail to show progress four years in a row receive corrective action, including requirements for new improvement plans, new curricula, and new policymaking structures.

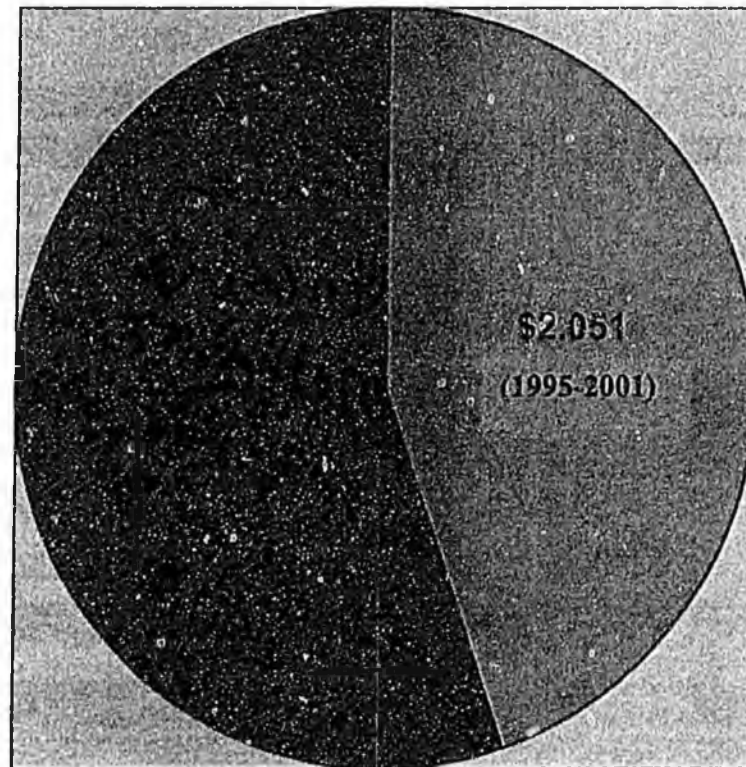
2007-08 School Year

Science Assessments. States must give science assessments to students in at least one grade in each of three clusters: from grades three through five, six through nine, and grades 10 through 12.

Identifying Schools. Schools that fail for a fifth consecutive year shut down and restructure. These schools may reopen as charter schools or regular schools with new staff and new curricula.

*Adapted with permission from a timeline developed by The Business Roundtable, 1615 L Street, N.W., Suite 1100, Washington, D.C. 20036

Title I Funding Increases (\$ in billions)



**UNDER THE FIRST TWO
YEARS OF PRESIDENT
BUSH'S
ADMINISTRATION WE
WILL HAVE SEEN
GREATER INCREASES
IN TITLE I THAN IN THE
PREVIOUS SEVEN
YEARS**

■ 1995-2001
■ 2002-2003*

*President Bush's 2003 Title I Budget Request

ALASKA

Department of Education Early Development-School Finance Statewide School District Revenues

These revenues do not include capital project revenues or debt reimbursements.

	Statewide ADM	Operating Fund Revenue by source			Special Revenue Fund Revenue by source			Totals by source			
		Local	State	Federal	Local	State	Federal	Local	State	Federal	Total Total
2002	130,875	\$ 311,095,253	664,843,242	106,999,347	51,444,822	54,593,452	130,594,203	362,540,075	719,436,694	237,593,550	1,319,570,319
\$ per ADM		\$ 2,377	5,080	818	393	417	998	2,770	5,497	1,815	10,083
2001	130,620	301,521,418	647,662,286	96,680,417	54,695,036	52,516,869	113,486,436	356,216,454	700,179,155	210,166,853	1,266,562,462
\$ per ADM		2,308	4,958	740	419	402	869	2,727	5,360	1,609	9,697
2000	129,948	290,235,382	647,585,365	109,917,058	50,485,589	49,241,678	97,950,310	340,720,971	696,827,043	207,867,368	1,245,415,382
\$ per ADM		2,233	4,983	846	389	379	754	2,622	5,362	1,600	9,584
1999	129,968	272,174,775	646,562,569	94,372,421	47,816,408	52,116,658	82,127,383	319,991,183	698,679,227	176,499,804	1,195,170,214
\$ per ADM		2,094	4,975	726	368	401	632	2,462	5,376	1,358	9,196
1998	127,677	257,727,490	633,743,706	74,076,641	45,538,922	39,055,321	75,940,376	303,266,412	672,799,027	150,017,017	\$ 1,126,082,456
\$ per ADM		2,019	4,964	580	357	306	595	2,375	5,270	1,175	\$ 8,820

Data compiled from school district audited financial statements and audited data as reported to federal agencies.

1. The State of Alaska spent \$5,497 per student for public K-12 education, \$5,360, \$5,362, \$5,376, \$5,270 in FY02, FY01, FY00, FY99, FY98; respectively.
This does not include capital project grants or debt reimbursement.
2. The Federal Government spent \$1,815 per student for public K-12 education, \$1,609, \$1,600, \$1,358, \$1,175 in FY02, FY01, FY00, FY99, FY98; respectively.
3. Local revenues were \$2,770 per student, statewide, for public K-12 education, \$2,727, \$2,622, \$2,462, \$2,375, in FY02, FY01, FY00, FY99, FY98; respectively.

23-LS0542I

Ford

4/25/03

CS FOR SENATE CONCURRENT RESOLUTION NO. 10(HES)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-THIRD LEGISLATURE - FIRST SESSION

BY THE SENATE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

Offered:

Referred:

Sponsor(s): SENATOR DYSON

A RESOLUTION1 **Establishing the Joint Legislative Charter School Task Force.**2 **BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:**3 **WHEREAS** Alaskans clearly believe in the value of quality education; and4 **WHEREAS** school districts in Alaska and local school boards have implemented
5 innovations and programs that demonstrate a commitment to excellence in education,
6 including charter schools, district correspondence programs, boarding school programs,
7 quality schools/quality students, Alaska Initiative for Community Engagement, Alaska Staff
8 Development Network, Chugach School District's winning of the coveted Malcolm Baldrige
9 National Quality Award; and10 **WHEREAS** the legislature has acted to rejuvenate Alaska public education by passing
11 legislation to implement standardized testing and other accountability measures; and12 **WHEREAS** the legislature has provided for orderly, safe, disciplined, classroom
13 learning environments by mandating that each community establish and maintain its own
14 student behavior standards that, at a minimum, require respect and honesty; and15 **WHEREAS** Alaskans have spent \$6,152,800,833 on public K-12 education over the
16 past five years (fiscal year 1998 through fiscal year 2002), averaging \$10,083 a student in

1 fiscal year 2002; on top of this expenditure, Alaskans have spent liberally to build school
2 buildings and pay debt service; and

3 **WHEREAS** the No Child Left Behind Act of 2001 makes unprecedented demands on
4 states and local school districts to raise academic achievement and to take direct action to
5 improve poorly performing schools involving increased public school choice including
6 charter schools;

7 **RE IT RESOLVED** that the Alaska State Legislature establishes the Joint Legislative
8 Charter School Task Force to review Alaska statutes related to charter schools and other
9 alternative public schools regarding the establishment, organization, operation, and funding of
10 alternative schools; and be it

11 **FURTHER RESOLVED** that the duties of the task force include

12 (1) recommending improvements or additions to the laws regulating charter
13 schools;

14 (2) researching ways to improve charter schools or how charter schools can
15 develop tools to meet requirements imposed under the federal No Child Left Behind Act of
16 2001;

17 (3) examining issues related to how charter schools meet the requirement of a
18 school term imposed under AS 14.03.030; and

19 (4) taking public comments on charter schools and on ways to improve charter
20 schools; and be it

21 **FURTHER RESOLVED** that the task force shall be composed of nine members as
22 follows:

23 (1) four members of the legislature, of which two members shall be from the
24 senate appointed by the president of the senate and two members shall be from the house of
25 representatives appointed by the speaker of the house of representatives;

26 (2) one member appointed by the Governor;

27 (3) the chair and secretary of the Association of Alaska School Boards;

28 (4) two members appointed by the Alaska Charter School Association; and be
29 it

30 **FURTHER RESOLVED** that the president of the senate and the speaker of the house
31 of representatives shall jointly appoint the chair and vice-chair of the task force; and be it

1 **FURTHER RESOLVED** that the task force may meet during the session and during
2 the interim between sessions and that task force members are entitled to per diem and travel
3 expenses; and be it

4 **FURTHER RESOLVED** that the task force shall submit a report of its findings and
5 proposed legislative changes to the legislature by March 1, 2004, and may make any interim
6 reports it considers advisable; and be it

7 **FURTHER RESOLVED** that the task force is terminated at 11:59 p.m. on May 15,
8 2004.

FISCAL NOTE

STATE OF ALASKA
2003 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: SCR 10
 () Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: EED
 Title Establishing the Joint Charter BRU Teaching & Learning Support
School Task Force Component Quality Schools
 Sponsor Senator Dyson
 Requester _____ Component No. 2147

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Personal Services						
Travel	7.0					
Contractual	3.0					
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	10.0	0.0	0.0	0.0	0.0	0.0

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

1002 Federal Receipts	10.0					
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Men'al Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	10.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2003) cost: 0.0

Mark this box (X) if funding for this bill is included in the Governor's FY 2004 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This fiscal note represents costs related to eight member Charter School Task Force that will be created by SCR 10. Task force members will meet face to face one time and will complete work through subsequent audioconferences. The result of these meetings will be a report of recommended legislative changes related to charter schools that will be presented to the legislature by March 1, 2004.

Prepared by: Barbara Thompson, Acting Director Phone 907-465-8727
 Division Teaching & Learning Support Date/Time 5/7/03 10:18 AM
 Approved by: Karen Rehfeld Date 5/7/2003
 Agency Department of Education

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 4/16/03

FURTHER:

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

DATE TURNED IN TO OFFICE: 5.7.03

Health, Education and Social Services Committee considered SENATE CONCURRENT RESOLUTION NO. 10

SCR 10 CHARTER SCHOOL TASK FORCE

Establishing the Joint Legislative Charter School Task Force.

and recommends:

be replaced with _____ CS SCR 10 (HES)

adopt previous _____ CS _____ (_____)

attached amendment(s)

adopt Letter of Intent by _____ Committee

further referral to SFIN Committee

Senate Bill:

same title

new title

House Bill:

same title

technical title

new: SCR # _____

NEW FISCAL NOTE(S):

PREVIOUS FISCAL NOTE(S):

Department	Date	Fiscal	Zero	FN#
SHE	4/30	x		
EED	5/7	x		

Department	Date	Fiscal	Zero	FN#

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:	DO PASS	DO NOT PASS	NO REC	AMEND
<i>[Signature]</i>	✓			
<i>[Signature]</i>	✓			
<i>[Signature]</i>	✓			
CHAIR: <i>[Signature]</i>	✓			

ess
 11/2003
 2003
 5-22