

SCR

28



SENATOR FRED DYSON

SPONSOR STATEMENT

SCR 28 "*Innovative application of Education Technology*"

SCR 28 is intended to raise awareness of new educational tools that are causing renewed excitement and hope for public K-12 education. Children come to school excited and eager to learn and it is a colossal challenge for teachers to maintain that excitement with fresh things for each child to discover and accomplish; especially in competition with television and the internet. I believe these new tools can empower teachers, parents, and school management to make a positive difference.

New education technology tools allow each student's education information to be accessed by any authorized student, teacher, parent, or administrator from any computer on the internet, 24-7. Individual learning plans (ILPs), portfolios, curriculum, aligned standards, attendance, lesson plans, assignments, virtual "face to face" interactions, assessment tools, and all student records, assessments, student history, challenges, strengths, and special interests can now be at any teacher's fingertips for their students.

An unprecedented scope of information is available on the internet and the tools to manage student access to that information are rapidly coming into place. Never before has there been such an array of exciting teaching tools that can be managed for the benefit of each individual student. SCR 28 brings this news to the table.

SCR 28 collects the factors that are related to innovative application of educational technology in a list of "Whereas" statements, then expresses legislative intent that we work together to find ways to employ these improvements in our Alaska education system.

Updated March 7, 2006

24-LS1849F
Mischel
4/17/06

CS FOR SENATE CONCURRENT RESOLUTION NO. 28()
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-FOURTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): SENATE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

A RESOLUTION

1 **Relating to the innovative application of education technology tools to provide improved**
2 **distance education programs in the state.**

3 **BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

4 **WHEREAS** education technology is rapidly developing to provide managed student
5 access to unprecedented arrays of information on the Internet, including curricula, resource
6 and reference materials, search engines, world news, communication, calculations, tables,
7 definitions, and all student records; and

8 **WHEREAS** education technology is rapidly developing to economically provide
9 powerful teaching tools that are capable of generating individualized student learning plans,
10 supplemental and tutorial services, evaluations, communications, assignments, and learning
11 problem diagnostics that can be available on the Internet at any time, from any place in the
12 world, from any computer; and

13 **WHEREAS** education excellence is attainable by using a curriculum that encourages
14 student discovery, innovation, and proficiency as ways to avoid merely teaching to the test
15 and to prevent student boredom and teacher burnout;

16 **WHEREAS**, according to a 2003 United States Bureau of the Census report, the state

1 leads the nation at 68.5 percent of our households connected to the Internet; and

2 **WHEREAS** the federal, state, and local contributions averaged \$10,114 for each
3 student enrolled in the state during the 2003-2004 school year; and

4 **WHEREAS** the state has the highest median cost for each student in the nation at
5 \$16,665, reflecting the high cost of education in rural Alaska; and

6 **WHEREAS** 37 percent of Alaska schools have less than 100 students, and 24 percent
7 have less than 50 students, with many of the schools located in remote, rural settings; and

8 **WHEREAS** the results of the 2003 National Assessment of Education Progress,
9 which is the state's only national and ongoing assessment of student reading and mathematics
10 performance, reveals that performance is only at about 30 percent proficiency, which is at, or
11 below, the national average; and

12 **WHEREAS** increasing demands have been placed on rural education programs in the
13 state by the federal No Child Left Behind Act, including employment of highly qualified
14 teachers, provision of supplemental services, and the requirement to restructure districts and
15 to offer parental choice options; and

16 **WHEREAS** rural education challenges in the state include

17 (1) high teacher turnover rates;

18 (2) high costs of teacher housing;

19 (3) cultural differences between teachers and rural communities;

20 (4) the need to group a small number of students in small schools into 13
21 grade, ability, and interest levels;

22 (5) the difficulty of meeting the needs of isolated students with special needs
23 and gifts; and

24 (6) the difficulty of providing special interest curriculum such as Native
25 language education; and

26 **WHEREAS** public school facilities, employment needs, and related economic
27 considerations are valued critical components of rural Alaska communities; and

28 **WHEREAS** the Alaska Department of Education and Early Development has
29 continued to improve statewide assessment tools in response to legislative intent that provides
30 an increasingly reliable measure of K-12 proficiency;

31 **BE IT RESOLVED** that the Alaska State Legislature encourages the innovative and

1 responsible application of education technology tools to improve distance education programs
2 that will enhance rural education in the state; and be it

3 **FURTHER RESOLVED** that the Alaska State Legislature encourages local school
4 boards and administrators to look for ways to regroup rural students, especially those in small
5 schools, into virtual education: program groups selected for efficiency, skill and age level,
6 and student and parent interest and to use educational technology to provide quality teachers
7 for these groups from a distance; and be it

8 **FURTHER RESOLVED** that the Alaska State Legislature encourages local school
9 boards and administrators to provide the restructuring, choice, and supplemental services
10 required for schools failing to achieve Annual Yearly Progress under the federal No Child
11 Left Behind Act and state law, and to improve student proficiency as measured by the
12 National Assessment of Education Progress; and be it

13 **FURTHER RESOLVED** that the Alaska State Legislature encourages reallocation of
14 savings available from the efficiencies of scale from regrouping of students across rural
15 boundaries to help pay for the application of educational technology while ensuring that rural
16 remote school facilities and local employees are retained in the process; and be it

17 **FURTHER RESOLVED** that the Alaska State Legislature requests local school
18 boards and administrators to apply for the grants available under AS 14.14.115 as a means of
19 installing education technology; and be it

20 **FURTHER RESOLVED** that the Alaska State Legislature requests superintendents
21 of public school districts to distribute copies of this resolution to each member of the district's
22 school board.

23 **COPIES** of this resolution shall be sent to Al Weinberg, Superintendent, Alaska
24 Gateway School District; Joe Beckford, Chief School Administrator, Aleutian Region School
25 District; Dennis Maasjo, Superintendent, Aleutians East Borough School District; Carol
26 Comeau, Superintendent, Anchorage School District; Brett Agenbroad, Superintendent,
27 Annette Island School District; John Davis, Superintendent, Bering Strait School District;
28 Richard Hebbardt, Superintendent, Bristol Bay Borough School District; Vance Cortez-
29 Rucker, Superintendent, Chatham School District; Bob Crumley, Superintendent, Chugach
30 School District; James Elliot, Superintendent, Copper River School District; Don Clark,
31 Superintendent, Cordova City School District; Ron Erickson, Superintendent, Craig City

1 School District; Dan Beck, Superintendent, Delta/Greely School District; Dale Olson,
2 Superintendent, Denali Borough School District; Arnold Watland, Superintendent,
3 Dillingham City School District; Ann E. Shortt, Superintendent, Fairbanks School District;
4 Jim Smith, Superintendent, Galena City School District; Woody Wilson, Superintendent,
5 Haines Borough School District; Howard Diamond, Superintendent, Hoonah City School
6 District; Bill Raduenz, Superintendent, Hydaburg City School District; Joe Banghart,
7 Superintendent, Iditarod Area School District; Peggy Cowan, Superintendent, Juneau
8 Borough School District; Eric Gebhart, Superintendent, Kake City School District; Gary
9 Stevens, Superintendent, Kashunamiut School District; Donna Peterson, Superintendent,
10 Kenai Peninsula Borough School District; Harry Martin, Superintendent, Ketchikan Gateway
11 Borough School District; Richard Carlson, Superintendent, Klawock City School District;
12 Betty Walters, Superintendent, Kodiak Island Borough School District; Marty Laster,
13 Superintendent, Kuspuk School District; Steve Atwater, Chief School Administrator, Lake
14 and Peninsula School District; William Ferguson, Superintendent, Lower Kuskokwim School
15 District; John Lamont, Superintendent, Lower Yukon School District; and the Honorable Ted
16 Stevens and the Honorable Lisa Murkowski, U.S. Senators, and the Honorable Don Young,
17 U.S. Representative, members of the Alaska delegation in Congress.

Consequences of Not Meeting Adequate Yearly Progress

Updated for 2004-2005 School Year

For Schools Receiving Title I, Part A Funds

Level 1	Alert: Prepare and implement a school plan, consult with district and Department to receive technical assistance to meet AYP in next year.
Level 2	School Improvement Status Year 1: Develop a school improvement plan. After district review and approval, implement plan. District sends plan to the Department. Provide school choice, if choice is available, or supplemental educational services (SES) and inform parents of designation and choice (or SES) options as appropriate.
Level 3	School Improvement Status Year 2: Continue to implement school improvement plan (revised as necessary), continue to provide choice, offer supplemental services if not already provided due to limited choice, and inform parents.
Level 4	Corrective Actions: Continue school improvement plan, choice, SES, and inform parents. In addition, district must take one of the following actions: replacement of staff, implementation of a new curriculum, decrease management authority at school level, appoint an outside expert, extend the school day or year, restructure the internal organization of the school. (4 AAC 06.865, NCLB 1116(b)(7))
Level 5	Reconstruction: Year 1 - Continue school improvement plan, choice and SES, and inform parents. District required to prepare a restructuring plan for alternative governance using one of the following actions: reopen as a charter school, replace all or most of the staff, enter into a contract with a management company, turn over operation of the school to the state, or any other major restructuring of a school's governance arrangement consistent with section 1116 of NCLB. Reconstruction: Year 2 - Implement restructuring plan for alternative governance. Continue to implement school improvement plan, continue to provide school choice and supplemental services, inform parents. (4 AAC 06.870, NCLB 1116(b)(8))

For Schools Not Receiving Title I, Part A Funds

Level 1	Alert: Prepare and implement a school plan, consult with district and Department to receive technical assistance to meet AYP in next year.
Level 2 & above	School Improvement: School shall develop, issue and implement a school plan, and notify parents.

For Districts Receiving Title I, Part A Funds

Level 1	Alert: Consult with the Department regarding reasons for not meeting AYP.
Level 2 & above	District Improvement: District shall develop, issue and implement a district improvement plan, submit the plan to the Department, request technical assistance from the Department, and provide notice to parents. State may take corrective action at Level 3 or above. (4 AAC 06.840(h) and 06.850, NCLB 1116(c))

Financial Consequences

District	Set-aside 20% (or amount equal to) of district's Title IA allocation to provide choice/SES if any Title I school is in Level 2 or above
District	Set-aside 10% of district's Title IA allocation to provide professional development if district is identified at Level 2 or above and receives IA funds (may include 10% school-level set-asides).
School	Spend 10% of school's Title IA allocation for professional development if school is in Level 2 or above.

Please don't call a school a "failure" if it isn't.

The adequate yearly progress (AYP) provisions of the No Child Left Behind Act are complex – to say the least.

AYP measures how much improvement a school is making toward meeting state academic standards for all student subgroups. Some schools meet or exceed their AYP targets. Some schools fall far short. And some come close.

Of course, some schools *are* failures. They're the ones that persistently fail to make any sort of progress at all, year after year. But most schools don't fall into that category, and don't deserve to be painted with the same brush.

So what words would we suggest for describing schools that don't make AYP?

in need of improvement
The state said P.S. 101 is a failing school.

In a memo issued by local area education... a grade of "failing" was given to PS 101

The problem is that people sometimes lump together all the schools that don't make AYP – the ones that miss it by a lot and the ones that miss it by a little – and call all of them "failures."

That's just unfair, and doesn't give the public a truly accurate picture about what's going on in our schools. Worst of all, mislabeling a school a "failure" can demoralize students, teachers, parents, and the community. None of us wants that.

Think of it this way: If two people go on a diet and set out to lose 10 pounds, is it fair to say they've both "failed" if one lost 9-1/2 pounds while the other didn't lose an ounce?

The federal government suggests "in need of improvement" to describe schools that do not make AYP for two years. Many states are developing their own language to differentiate among schools that show different levels of progress toward making AYP.

We realize that reporters sometimes use the word "failing" to describe schools because education officials themselves use it. The fact is that we all need to be as accurate as we can.

We know you're a stickler for accuracy. And we know you want to be fair to kids and teachers. So if a school is a failure, call it a failure. But please don't call a school a failure if it isn't.

The distinction is important.



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The Business Roundtable is an association of chief executive officers of leading corporations committed to advocating public policies that foster vigorous economic growth and a dynamic global economy.

"Revenues and Expenditures by Public School Districts: School Year 2002-03" published by DOE in November 2005. NAEP 8th-grade reading and math scores published by U.S. DOE in October 2005.

State	Median Per Pupil Spending	Percentage of 8th-Graders at Proficiency or Better in Reading	Percentage of 8th-Graders at Proficiency or Better in Math
Alaska	\$16,665	27%	29%
DC	\$16,344	12%	7%
New York	\$13,989	33%	31%
New Jersey	\$12,419	37%	36%
Wyoming	\$12,116	35%	29%
Delaware	\$10,874	31%	30%
Connecticut	\$10,765	34%	35%
New Mexico	\$10,602	19%	14%
Rhode Island	\$10,189	29%	23%
Massachusetts	\$9,952	44%	43%
Wisconsin	\$9,805	34%	36%
Maine	\$9,787	38%	30%
New Hampshire	\$9,731	38%	35%
Vermont	\$9,614	37%	38%
Maryland	\$9,298	30%	30%
Pennsylvania	\$9,298	36%	31%
Minnesota	\$9,133	37%	43%
Colorado	\$8,948	31%	32%
Montana	\$8,927	37%	36%
West Virginia	\$8,845	22%	17%
Texas	\$8,826	26%	31%
Nebraska	\$8,714	35%	35%
Indiana	\$8,673	28%	30%
Michigan	\$8,651	28%	30%
Hawaii	\$8,632	18%	18%
Kansas	\$8,620	34%	34%
Oregon	\$8,577	33%	33%
North Dakota	\$8,552	37%	35%
Illinois	\$8,465	31%	28%
Nevada	\$8,458	22%	21%
Washington	\$8,454	34%	36%
Georgia	\$8,393	24%	23%
California	\$8,262	21%	22%
South Carolina	\$8,226	25%	30%
Ohio	\$8,208	24%	34%
Virginia	\$8,087	35%	33%
South Dakota	\$8,001	35%	36%
Iowa	\$7,789	34%	34%
Florida	\$7,571	25%	26%
Idaho	\$7,554	32%	30%
North Carolina	\$7,469	27%	32%
Missouri	\$7,462	31%	26%
Louisiana	\$7,443	20%	16%
Alabama	\$6,942	22%	15%
Kentucky	\$6,934	31%	22%
Arizona	\$6,933	23%	26%
Utah	\$6,859	29%	30%
Oklahoma	\$6,817	25%	20%
Arkansas	\$6,774	26%	22%
Tennessee	\$6,460	26%	21%
Mississippi	\$6,387	19%	13%

**The Department of Education & Early Development
K-12 Public School Operating Fund and Selected Special Revenue Funds
Audited FY05 Revenues
(Alphabetical)**

Type	School District	ADM	School District Revenue by Source					Revenue Source per Student (ADM)							
			Operating Fund				Special Revenue	Total	Operating Fund				Special Revenue	Grand Total	
			Local	State	Federal	Other			Local	State	Federal	Other			
REAA	Alaska Gateway	443		9,018,543	418,693	262,018	1,934,273	7,231,724	11,728	941	591	3,483	16,374		
REAA	Alutian Region	46		1,078,870	240,013	35,238	112,857	1,468,078	23,478	5,218	766	2,453	31,915		
C/B	Ashtabula East	269	1,123,536	1,437,975	1,225,553	988,416	591,256	7,270,017	4,166	12,761	4,798	3,377	1,653	27,026	
C/B	Anchorage	49,182	193,419,777	227,894,776	14,763,863	4,673,685	47,607,019	426,262,678	2,713	4,626	501	95	672	6,708	
REAA	Arnette Island	298		1,317,720	3,578,141	217,318	643,400	5,754,585	4,422	12,000	729	2,159	19,311		
REAA	Bering Sea	1,869		16,637,273	11,124,669	3,982,015	4,974,366	36,128,643	8,792	6,548	1,995	2,928	21,265		
C/B	Bristol Bay	184	821,979	1,154,934	448,148	56,437	261,763	2,623,661	5,009	6,277	2,441	198	1,423	15,347	
REAA	Chatham	185		2,032,365	713,734	222,071	1,018,841	3,985,011	10,422	3,660	1,139	5,215	20,436		
REAA	Chukach	219		1,810,930	138,425	287,087	1,759,073	4,121,585	8,726	6,019	1,311	8,174	16,229		
REAA	Copper River	640		6,973,656	415,797	114,727	524,450	7,328,630	9,333	650	170	1,319	11,451		
C/B	Cordova	452	1,388,000	3,074,465	42,110	38,672	364,006	4,885,253	3,022	6,802	83	86	805	10,808	
C/B	Craig	657	871,761	3,670,510	527,716	234,631	1,375,924	6,635,482	1,479	5,587	798	448	2,023	10,424	
REAA	Delta-Gracely	1,188		7,968,289	78,314	162,031	2,062,549	10,269,163		6,707	64	136	1,758	8,244	
C/B	Denali	864	1,250,000	4,468,673	12,301	127,280	618,390	6,475,644	1,883	6,731	19	182	928	9,752	
C/B	Dillingham	532	1,600,000	4,161,460	620,782	243,701	1,406,673	7,058,654	1,880	7,622	1,559	458	2,633	14,362	
C/B	Fairbanks	14,654	38,545,700	74,502,167	14,367,688	720,817	16,038,470	142,173,933	5,118	9,987	50	1,102	9,769		
C/B	Galena	3,680	458,172	16,407,918	254,517	1,340,286	3,919,303	22,031,196	125	4,459	69	378	956	5,987	
C/B	Hamns	267	1,383,044	1,738,634	1,078	54,363	588,648	3,744,766	4,889	5,814	4	183	2,019	12,609	
C/B	Hoonah	172	525,400	1,455,083	507,321	129,629	1,426,341	4,024,874	2,938	8,465	2,850	754	8,294	23,401	
C/B	Hydaburg	74	65,000	744,914	386,595	64,890	181,111	1,441,710	878	10,088	5,224	886	2,447	19,483	
REAA	Interior Area	345		4,267,600	734,191	262,130	1,128,013	6,599,934		12,426	2,128	1,050	3,264	16,659	
C/B	Juneau	5,506	18,835,000	24,145,978	37,676	215,735	6,669,953	49,804,342	3,550	4,561	7	41	1,267	9,405	
C/B	Kake	142	280,000	1,222,888	607,048	66,812	200,048	2,385,794	1,972	8,612	4,275	471	1,472	16,801	
REAA	Ketchikan	355		2,527,437	2,054,583	172,218	1,800,588	6,355,124		7,120	5,786	488	4,509	17,902	
C/B	Kent Peninsula	9,527	33,744,607	46,467,673	212,193	981,400	6,990,600	88,385,963	3,542	4,877	22	100	734	9,275	
C/B	Ketchikan Gateway	2,308	7,637,206	11,530,586	31,201	63,208	2,263,397	21,525,598	3,312	5,000	14	27	982	9,336	
C/B	Kenai	160	297,009	1,321,041	598,286	60,921	316,628	2,593,325	1,856	8,257	3,739	381	1,975	16,228	
C/B	Kodiak Island	2,879	8,332,440	16,647,513	1,703,648	715,669	3,180,125	30,579,925	3,110	6,214	635	267	1,187	11,415	
REAA	Kupuk	414		4,600,997	1,889,824	446,383	2,070,961	9,007,765		11,113	4,565	1,078	5,002	21,756	
C/B	Lake & Peninsula	398	869,253	6,203,712	1,862,257	875,991	1,574,056	11,365,289	2,178	15,544	4,667	2,195	3,045	28,535	
REAA	Lower Kuskokwim	3,832		36,826,669	15,911,300	2,908,184	10,721,687	69,368,040		10,132	4,152	759	2,798	17,841	
REAA	Lower Yukon	2,017		18,045,372	10,136,342	1,447,571	4,613,974	34,243,259		8,947	5,025	718	2,288	16,977	
C/B	Mat-Su	14,661	33,928,357	81,777,454	168,778	406,683	11,813,350	126,096,822	2,314	5,578	12	28	806	8,732	
C/B	Nenana	716	73,183	4,233,864		420,424	2,588,130	7,295,641	102	5,913		587	3,587	10,189	
C/B	Nome	787	1,420,577	6,055,512	121,029	222,883	1,363,404	9,183,405	1,852	7,895	158	261	1,778	11,973	
C/B	North Star	1,691	23,555,878	9,216,288	6,182,313	378,240	6,887,587	46,220,310	13,930	5,450	3,658	224	4,073	27,333	
C/B	Northwest Archc	1,999	3,215,493	21,037,729	6,419,660	2,081,734	6,748,241	41,502,857	1,609	10,524	4,212	1,041	3,376	20,762	
C/B	Peleean	11	52,121	409,151	2,000	11,412	85,478	560,162	4,738	37,196	182	1,037	7,771	50,924	
C/B	Petersburg	830	1,655,409	3,894,438	7,148	68,119	455,455	6,043,639	2,629	8,162	11	108	728	9,657	
REAA	Prudof	127		1,208,403	733,511	100,853	1,391,696	3,462,673		9,499	5,778	794	10,721	26,793	
C/B	Saint Mary's	155	20,689	1,861,327	1,508	55,880	490,457	2,429,861	133	12,009	10	361	3,164	15,677	
C/B	Sitka	1,478	4,787,292	7,486,601	583,022	81,493	2,122,938	15,015,346	3,239	5,048	381	55	1,436	10,169	
C/B	Sitka	109	841,452	839,911	2,000	10,477	505,274	2,199,114	7,720	7,708	18	96	4,636	20,175	
REAA	Southeast Island	212		3,082,833	300,109	272,746	612,137	4,267,825		14,542	1,416	1,237	2,887	20,131	
REAA	Southeast Region	706		6,768,831	3,288,829	1,485,775	3,565,587	15,022,822		9,587	4,627	2,104	5,050	21,369	
C/B	Tenana	115	22,862	1,084,985	60,699	80,140	146,143	1,394,639	197	9,434	528	697	1,271	12,127	
C/B	Unalaska	399	2,200,801	2,461,966	22,179	49,619	623,049	5,437,644	5,716	6,170	56	124	1,562	13,628	
C/B	Vadiz	828	4,948,342	4,057,467	25,579	91,770	506,093	9,630,251	5,977	4,650	31	111	811	11,631	
C/B	Wrangell	376	891,007	2,291,279	454,969	61,481	605,848	4,304,584	2,378	6,110	1,213	164	1,616	11,478	
C/B	Yakutat	133	416,000	1,124,400	265,705	44,170	315,478	2,185,753	3,128	8,454	1,908	332	2,372	16,284	
REAA	Yukon Flats	278		4,510,652	1,438,460	278,881	900,092	7,128,285		16,344	5,212	1,010	3,261	25,827	
REAA	Yukon/Koyukuk	1,800		9,980,595	524,120	2,572,804	2,572,804	14,379,650		5,545	723	291	1,429	7,989	
REAA	Yupik	445		4,341,717	2,463,250	436,199	2,808,028	10,047,194		9,757	5,535	680	8,395	22,578	
Statewide Totals			130,560	\$ 327,100,192	\$ 737,864,327	\$ 111,788,470	\$ 28,826,238	\$ 175,488,498	\$ 1,381,011,644	2,805	5,682	856	221	1,344	10,878

This report is provided in accordance with Alaska Statute 14.03.120(b)

Definitions:

C/B City or Borough School District (organized Alaska)

REAA Regional Educational Attendance Area (unorganized Alaska)

ADM Average daily student count taken during the month of October

Local FY05 City/Borough Appropriations, including in-kind, as reported in audits

State FY05 State Operating Fund Revenue as reported in audits

Federal FY05 Federal revenues reported in the Operating fund (Impact Aid & other minor federal revenues)

Other FY05 Earnings on Investments, E-rate and Other Local Revenue as listed in Audits

Special All sources of revenues (Local, State, Federal, Other) in Special Revenue funds except Pupil Transportation, Food Service and Community Schools

NOTE: This spreadsheet does not include Capital Project grants or Debt Service; this spreadsheet may be different from the department's annual reports to National Center for Education Statistics (NCES).

SCR 28

Education Technology



Alaska Education Demographics

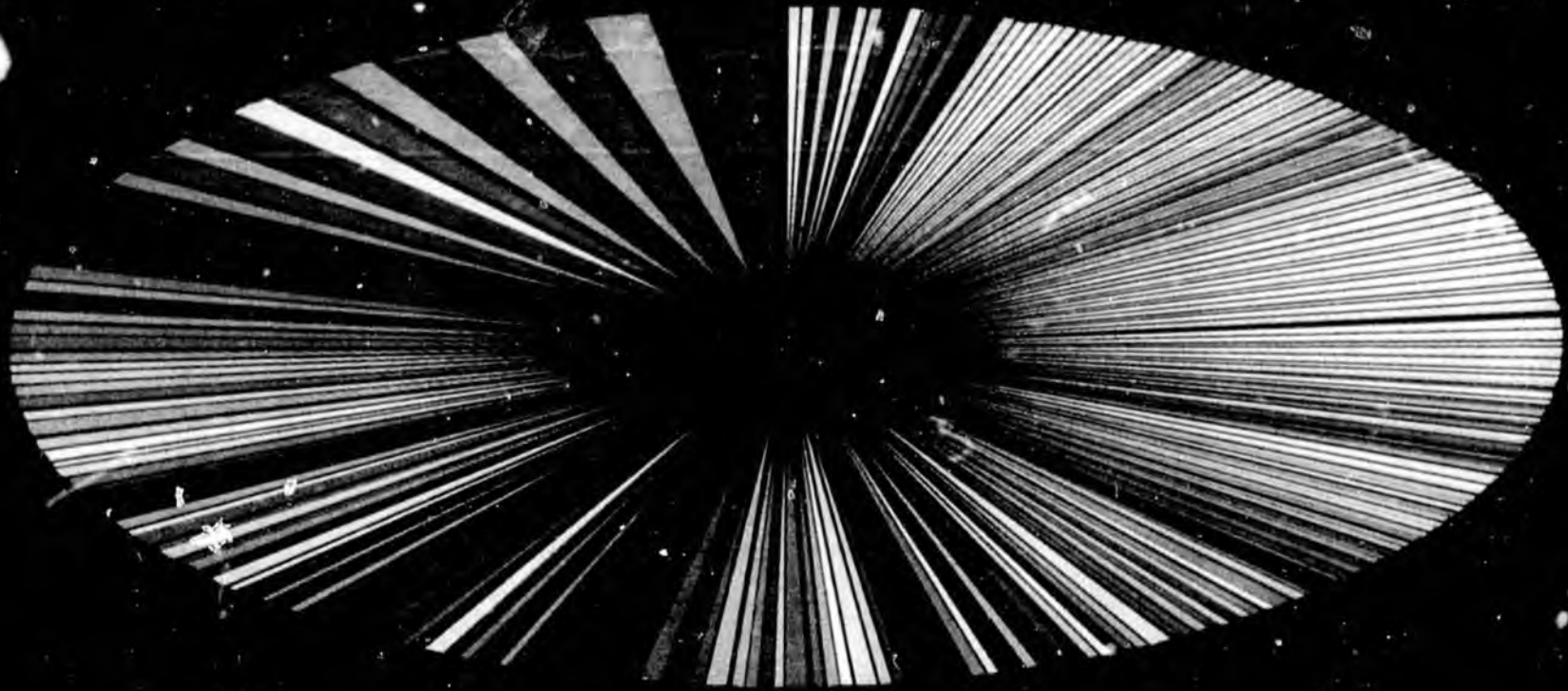
- 130,560 students, 53 districts, ~500 schools
- 37 (70%) districts have less than 1000 students
- 19 districts in unorganized areas (36%)
- \$10,578 per student ('05 excludes Capitol exp.)
- Pupil to teacher ratio: 17:1
- Pupil to staff ratio: 8:1
- Average teacher salary: over \$50,000
- Approx. 8,000 students in Correspondence Programs

ADM Pie



488 Schools

131,000 Students



NAEP 2003 performance

<u>Proficiency</u>	Alaska	National Avg.
• Grade 4 Reading	28%	30%
• Grade 4 Math	30%	31%
• Grade 8 Reading	27%	30%
• Grade 8 Math	30%	27%

AYP and Alaska Schools

All Alaska Schools

Number of Schools Eligible for AYP Calculations	495
Number of Schools Not Meeting AYP	203 (41%)

Title I Schools

Number of Title 1 Schools	291
Number of Title 1 Schools Not Meeting AYP	124 (38.7%)

04-05 school year

05-06 School Year

Level 1 <u>Alert</u>	38	→	57
Level 2 <u>Improvement</u>	112	→	45
Level 3 <u>Improvement</u>	39	→	93
Level 4 <u>Corrective Action</u>	7	→	35
Level 5 <u>Restructuring</u>	7	→	15

AYP Levels

- **Level 1-** School must seek technical assistance from District or EED to avoid being labeled again.
- **Level 2-** School must provide *choice* or *Supplemental Education Services (SES)* implementing School Improvement Plan designed by the school.
- **Level 3-** School must provide *choice* and *SES* implementing School Improvement Plan designed by the school

AYP Levels (cont.)

- **Level 4-** School must continue offering *choice* and *SES* and must additionally do one of the following:
 - Replace staff, **or**
 - New Curriculum, **or**
 - Decrease school management authority, **or**
 - Appoint outside expert management, **or**
 - Increase school day or school year seat time, **or**
 - Restructure Internal organization of the school.

AYP Levels (cont.)

- **Level 5-1** *Choice + SES + additional level 4 “or”, and,*
District must now make a plan to prepare for “alternative governance”
 - reopen as charter school,
 - replace all or most of the staff,
 - contract with private management company
 - turn over management to EED,
 - or other major restructure approved by state.
- **Level 5-2** (second year of level 5) Implement District Restructuring Plan for alternative governance, and continue all of the above.

Technology Benefits for AYP Requirements

- **Parental Notification (levels 2-5)**
- **Collaboration with school improvement plans**
- **Parental Choice**
- **Supplemental Ed Services (SES)**
- **New Curriculum**
- **New Staff**
- **Alternative governance (other districts, EED, or private management companies)**

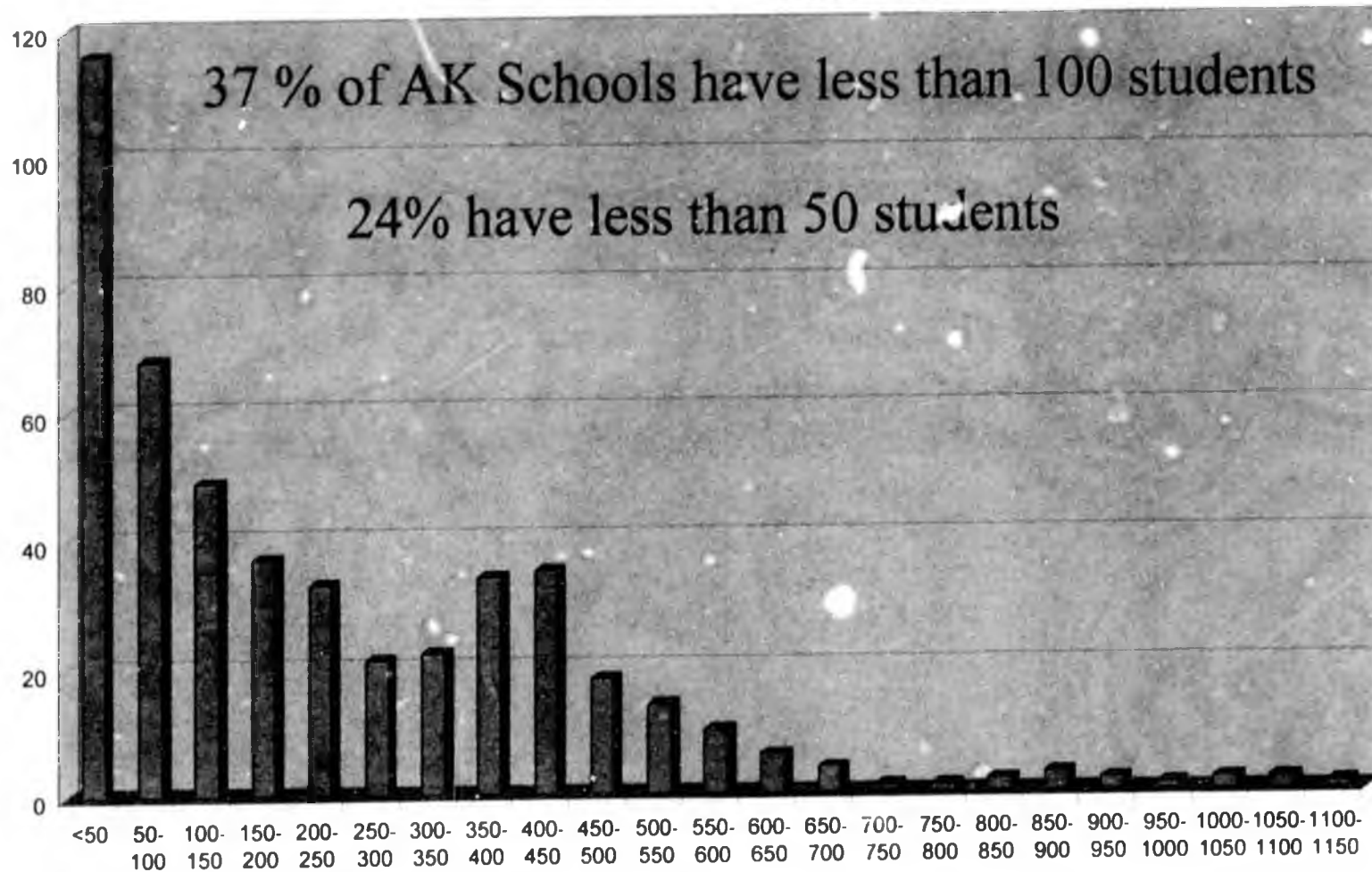
Education Technology

- Distance delivery
- Consolidation into “Virtual” classrooms
- Accumulative Student Records (tests, assignments, special projects...)
- Collaborative focus on student need (Individualized Learning Plan, Goals...)
- Unprecedented scope of information
- Unprecedented Communications
- Governance cooperation (standards, reporting...)

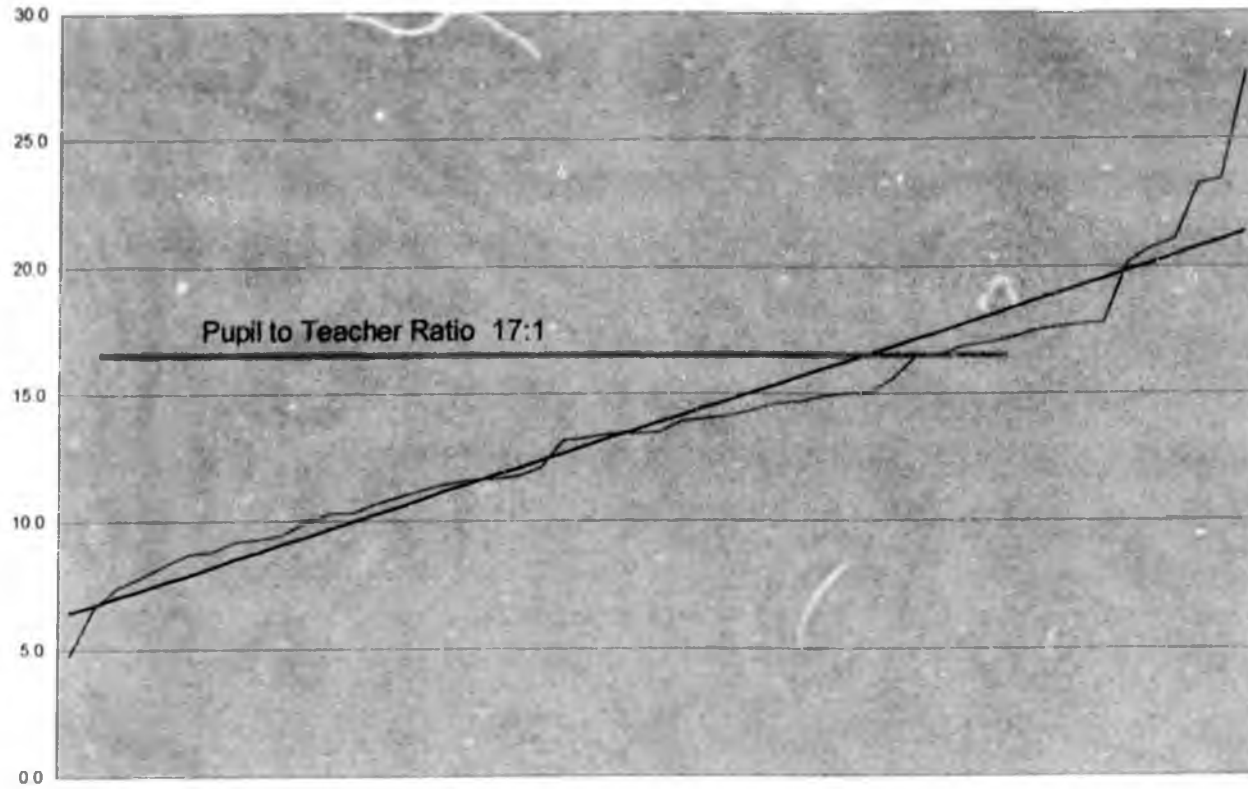
Myths about Ed. Tech

- Technology takes teachers out of equation
- Primarily Correspondence Application
- Teachers need extensive new Training
- Ed Tech is Computers
- Education Technology is Expensive.

School Size



Pupil to Teacher



SCR 28 Resolves

- Encourages responsible application of education technology
- Encourages virtual grouping of students
- Encourages use of educational technology to address AYP challenges
- Encourages paying for educational technology via reallocation of savings from use of education technology
- Requests distribution to ALL local school board members in the state.

SB 281

- Simply authorizes any school district to enroll students statewide.

- AG Opinion

“Agreements entered under these statutes can provide for the circumstances discussed at the Senate’s hearing on SB 281.”

“... the local school district, operating within its borders... is the foundation of the state educational system... AK K-12 is, by statutory design, delivered locally.”

- State Board Comment

SB 281 is not clear, therefore no support for now...

The ABCs of "AYP"

Raising Achievement for All Students

As states develop and implement systems for measuring progress under the No Child Left Behind Act, parents, teachers, school officials, and policymakers have raised many questions and concerns about what the law requires.

This guide is an effort to summarize the accountability requirements of Title I of the No Child Left Behind Act (NCLB) and to clear up some of the most common misconceptions.

The Overall Bargain

By participating in Title I—a voluntary federal program that provides more than \$11 billion to participating states to help educate low-income children—states agree to commit themselves to the goal of all students proficient in language arts and math by 2014. In order to tell whether schools and districts are on-track to meet that goal, each state sets benchmark goals to measure whether schools and districts are making "Adequate Yearly Progress" (or AYP) toward teaching all students what they need to know. While this report speaks in terms of school-level accountability, the same basic AYP rules apply to determine whether school districts have made AYP.

In the past, states had complete freedom in defining progress under Title I however they saw fit. But many states fell down on the job. Some set goals so modest that it would have taken more than a hundred years to see meaningful progress; one even defined "progress" as not falling backward very far. Many even failed to report the achievement of low-income and minority students.

Accordingly, when Congress passed NCLB, it made the accountability provisions clearer and stronger. The AYP provisions in NCLB set a new standard for defining success. Schools are expected to meet **clearly defined** goals for teaching **all students** to state standards.

- **Clearly defined goals:** To ensure that all schools are on-target for teaching kids up to state standards, each state sets specific benchmark goals for the percentage of students in each school that are expected to demonstrate proficiency on state tests in language arts and math. These target goals are raised over time.
- **All students:** Schools are accountable for overall student achievement and for the achievement of low-income students, students of different racial and ethnic backgrounds, limited-English proficient students, and students with disabilities. Old accountability systems allowed schools and districts to get high marks even while groups of students—often low-income and minority students—were not getting the education they deserved. Under NCLB, if a school doesn't make AYP for one of these subgroups, it doesn't make AYP.

These are ambitious goals. To reach them, public education will have to change the way it does business. But evidence from states that have already implemented rigorous accountability and instructional support systems demonstrates beyond any reasonable doubt that public schools are capable of meeting the expectations in the law.

What is AYP, exactly?

What AYP means for States, Schools and Students.

States decide whether schools are making Adequate Yearly Progress through a five-step process.

1) States determine what all students should know and be able to do.

Each state begins by setting academic *standards*—a process of deciding what all students should know and be able to do. States then develop tests that measure whether schools are teaching students what the state expects students to know. Students need to learn many things to be successful, but language arts and math are the building blocks for all further learning. NCLB focuses school accountability on the fundamental literacy and math skills that all kids need to learn.

Under NCLB, each state must set a specific score on its tests that indicates whether students at different grade levels are “proficient” in language arts and math.¹ Expecting students to be “proficient” in language arts and math isn’t the same as expecting every student to become an expert or to get 100% on the state reading and math tests. Being “proficient” simply means that the student is on grade level. It’s another way of saying that the student received a passing score on the state test.

2) States calculate the starting point for AYP.

The goal of NCLB is for all students to be proficient in language arts and math by 2014. But the law doesn’t expect that to happen overnight, so it allows states to set a much lower beginning target (for example, 40% of students meeting the standard) and to raise that target incrementally until it reaches 100% by 2014.

The beginning targets need to be set at least as high as the bigger of the following two numbers:

- the percent proficient in the lowest performing subgroup of students (low-income students, students with disabilities, students who are limited-English proficient, or students from each major racial and ethnic group); or
- the percent proficient in the school at the 20th percentile of student enrollment within the state.

¹By 2007-08, states must also assess science annually in at least one grade in each of the grade spans: 3-5, 6-9, and 10-12, but it is not part of the accountability system/AYP calculation.

Using 2001-02 data, states calculate separate baselines in math and language arts. Chart 1 shows how the calculation might work for elementary reading in a hypothetical state. States can compute one baseline for all grade levels or calculate separate baselines for elementary, middle and high schools.

Chart 1: State Starting Point Calculation

Elementary Reading Assessment Results, 2001-02

State starting point will be the larger of:

State average proficiency by subgroup

African American	38%
Asian	62%
Latino	39%
Native American	32%
White	64%

Limited English Proficient	25%
Low-income	36%
Special Education	30%

- or -

20th percentile school within state	40%
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State Starting Point= 40%

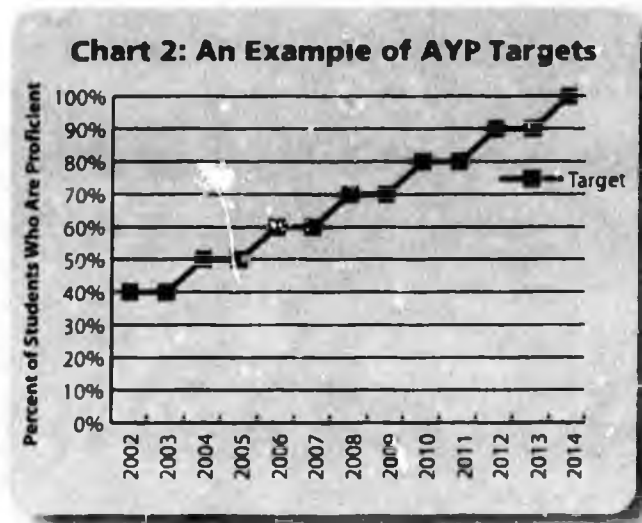
States cannot set separate starting points for different groups of students, however. If the beginning target in a state is that 40% of students must pass the test, then 40% of all groups in a school or district must pass the test. Whether it is a whole school or a particular group of students below the initial target, educators need to focus immediate attention on helping those students.

3) States set specific targets to measure whether all groups of students are making Adequate Yearly Progress in language arts and math.

Once the baseline is established, states set targets for increasing the number of students who are proficient over time, culminating with 100% proficient in 2014.

For example, see Chart 2. In the first year, only schools with students or subgroups of students currently below the starting point of 40% fail to make AYP. But as the years progress toward 2014, states are required to periodically increase the target percentage of students meeting proficiency.

The first improvement target needs to occur by 2004-05.



and the others must be no more than three years apart. The increases must be in equal increments—a state that starts at 40% in 2001-02 might raise the bar to 50% in 2004, 60% in 2006, 70% in 2008, etc. *These targets must be the same for all schools serving the same grades and for all subgroups of students within schools.*

States also have to set one additional measure of academic progress. For high schools, the additional measure must be the graduation rate. For elementary/middle schools, the state selects the additional measure (many states have chosen to use attendance rates).²

State plans for measuring AYP were submitted to the U.S. Department of Education on or before January 31, 2003. Final AYP plans must be approved by the U.S. Department of Education and in place by May 1, 2003, when states also need to provide their starting points and intermediate goals for assessing whether schools and districts have made AYP.

4) States measure the performance of students, schools, and school districts.

Beginning no later than 2005-06, states must assess

reading/language arts and math every year in grades 3-8, as well as once in grades 10-12.¹

“Regular” AYP

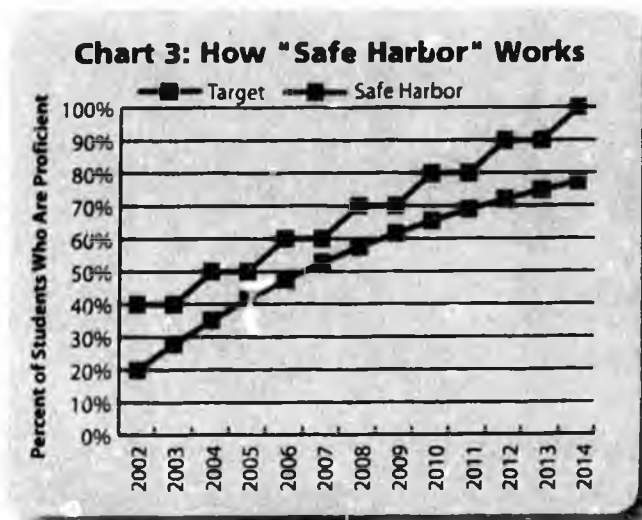
Under NCLB, a decision has to be made every year about whether or not a school is meeting the state-established achievement targets described in the section above. To make this determination, states compare the percentage of students in each school who meet proficiency standards—as well as the percentage of students in each subgroup *within* each school—to the statewide goals for the year in question. States also have to measure whether the school met the statewide goal for the additional academic indicator.

If the school as a whole and each individual subgroup *within* the school meet or exceed the statewide goal in math and language arts and the school met the statewide goal for the additional academic indicator, then the school has met AYP. At least 95% of the students in each subgroup must take the test for the results to be valid.

“Safe Harbor” AYP: Flexibility in Meeting AYP

Even if a school *doesn't* meet the statewide goal in a given year, the school will still make AYP if it reduces the percent of students below proficient by 10% from the previous year (and makes progress on the other academic indicator). Schools can also apply this safe harbor analysis to any subgroup of students that fails to meet the statewide goal.

For example, Chart 3 shows a school where only 20%



¹Unlike goals for students reaching proficiency in reading and math, goals for the additional indicator do not need to increase over time.

²By 2007-08, states must also assess science annually in at least one grade in each of the grade spans: 3-5, 6-9, and 10-12, but it is not part of the accountability system/AYP calculation.

of low-income students meet proficiency in 2003, meaning that 80% of low-income students do not meet proficiency. If the state achievement target for 2004 is 40%, but only 28% of the low-income students are proficient in 2004, the school has missed the 40% target. However, because the percentage of low-income students not meeting proficiency declined by 10%, from 80% to 72%, the school made AYP after all (as long as the school or group of students made progress on the other academic indicator).

A school can steadily decrease its percentage of students who are not proficient by 10% every year (as in Chart 3) and always make AYP, even if it never meets the state performance target. This is referred to as the "safe harbor" provision. It ensures that schools will get credit for making significant year-to-year improvement, even if they miss the overall target.

As states work to modify their existing accountability systems to meet NCLB's requirements, more flexibility might be possible. For example, to date the U.S. Department of Education has already approved two state accountability plans (Massachusetts and New York) that build on the "safe harbor" concept by giving additional credit to schools that significantly improve the performance of very low-performing students, even if those students don't quite meet the standard of proficiency.

There are a number of additional provisions in place to ensure that AYP determinations are as fair and accurate as possible. They include:

- **Averaging scores** - States can average scores from the current year with scores from either the previous year or the previous two years when calculating the score that will be compared to the state performance target for the purposes of determining AYP. Schools can also average scores across all grades within a school.
- **Only full-year students** - Schools are only accountable for the performance of students who have been enrolled in the school for at least one full academic year.
- **Minimum number of students for subgroup accountability** - Schools are only accountable for groups that are large enough to reveal "statistically valid and reliable" data; each state has discretion to

set the minimum number of students required for subgroup accountability.

5) Steps are taken to help students in schools that do not make AYP.

Once there is a process in place for determining whether schools and school districts are making AYP, states are required to take a variety of steps to help schools that are struggling—that is, consistently not making AYP. For schools that receive funds under the federal Title I program, which provides additional funding for the education of low-income students, the following actions must be taken. Below is how it would all play out for a school not making AYP:

- **IN YEAR ONE:** A school is going about its business as usual.
- **IN YEAR TWO:** School finds out that it did not make AYP for the previous school year. Under the law, there are *no consequences* for not making AYP for one year. Schools and districts should use this information to identify areas that need attention and make necessary adjustments, but nothing happens under NCLB.
- **IN YEAR THREE:** If a school fails to make AYP for **two consecutive years**, parents need to be notified and given the option to transfer their children to a higher performing school in the district. Priority needs to be given to the lowest achieving low-income students in that school. Student transfers are paid for with federal funds. Schools must also identify the specific areas that need improvement and work with parents, teachers, and outside experts to develop a plan to raise student achievement.
- **IN YEAR FOUR:** If a school fails to make AYP for another consecutive year, then tutoring and other supplemental educational services must be made available to low-income students at that school. Like student transfers, supplemental services are paid for with federal funds.
- **IN YEAR FIVE: CORRECTIVE ACTION.** If a school does not make AYP for four years, it is identified for "corrective action." Children can continue to transfer to other schools or to receive tutoring and other services. In addition, the district

and school are required to implement at least one, but not necessarily all, of the following corrective actions:

- Replace the school staff who are "relevant to the failure to make AYP."
 - Institute a new curriculum, including appropriate professional development.
 - "Significantly decrease management authority" at the school level.
 - Appoint an outside expert to advise the school.
 - Extend the school year or the school day for the school.
 - Restructure the school's internal organizational structure.
- **IN YEAR SIX: PLAN FOR RESTRUCTURING.** If the school fails to make AYP for five years, the school must continue corrective action and develop an "alternate governance" plan.

The "alternate governance" plan must include one of the following:

- Reopen the school as a public charter school.
 - Replace all or most of the staff responsible for the lack of progress.
 - Enter into a contract with a private company to operate the school.
 - Turn over operation and management of the school to the state.
 - Implement other fundamental reforms approved by the state.
- **IN YEAR SEVEN: RESTRUCTURING.** If a school does not make AYP for six years, the "alternate governance" plan that was developed the previous year must be implemented.

Just as it takes two consecutive years of *not making* AYP to be identified for improvement under NCLB's accountability system, it takes two consecutive years of *making* AYP for a school to no longer be identified as needing improvement. If an identified school makes AYP for one year, it does not proceed to the next level of the improvement process (i.e., offer supplemental services, implement corrective action or restructuring, depending on what level the school was in). If the school makes AYP for a second consecutive year, it is no longer identified as needing improvement. If the school only makes AYP for one year and then fails to make AYP the

next, it must continue implementing NCLB's school improvement process.

The steps described above briefly outline what AYP means, and what actions must be taken under NCLB to help schools where students persistently fail to make academic progress.

What AYP Doesn't Mean For States, Schools, and Students.

Unfortunately, the AYP provisions of NCLB have generated a number of misconceptions regarding what the law does and does not mean. Here is our attempt to separate the myths from the realities of AYP:

Myth: States or schools that don't make AYP will be penalized by losing federal funding.

REALITY: There are no financial penalties in NCLB for schools that fail to make AYP.³ In fact, the law requires states to set aside a portion of funds received under the federal Title I program to provide *additional* assistance to schools that have been identified for improvement. In 2003, \$234 million will be given to states to assist schools in the improvement process. Because of a formula in the law, that amount will more than double in 2004.

A state could jeopardize federal funding for its schools and children if it categorically rejects the goals embodied in NCLB by refusing to implement a system of standards, assessments and accountability. But NCLB doesn't penalize schools for low student achievement—it penalizes states that refuse to *measure* student achievement, hold schools accountable, or help them improve.

Myth: The federal government will determine whether or not local schools are succeeding.

REALITY: Student success under NCLB is defined and determined by states, not the federal government. Each state decides what its students need to learn by setting academic standards. Each state decides how to measure its students' success in meeting those standards by developing state-specific tests in areas like reading and math. Each state decides the score students need to reach on those tests to be deemed "proficient" in meeting the

³The Congressional Research Service confirmed this to the U.S. House of Representatives Committee on Education and the Workforce in a memorandum dated February 20, 2003.

standards. In determining whether schools and students are making Adequate Yearly Progress, states have a great deal of discretion to define what students need to learn, how well they are learning, and what level of learning constitutes success.

While states set all the substantive standards, NCLB does require them to have a real process in place for identifying schools that are not making AYP, focusing resources and reform efforts on these schools, and communicating with parents about what is happening.

Myth: *AYP penalizes states with high standards and creates incentives for states to lower their standards.*

REALITY: Standards are an expression of what states expect their public school students to know and be able to do after receiving a public education. By now, virtually every state has set standards. And when they did, state leaders loudly claimed that they were for "all" students.

But standards are only meaningful if they are used to measure learning, to set clear goals, to identify schools that need to improve, and to focus additional energy and resources on the schools that have the farthest to go. That's basically what NCLB asks states to do. For if a state has high standards but does not establish a system to ensure that schools are meeting those standards, then they are "high" standards only on paper or in speeches. Children need more than that.

It is possible that some states might lower standards to reduce the number of schools identified for improvement. It is indeed possible that some of them may have overshot—setting standards at a level that students are not really expected to meet. More often, however, discussions about lowering standards reveal a lack of confidence among state leaders that their schools can teach or that their students can learn up to the state standards. Surely, teachers and children deserve more credit than that.

Myth: *AYP is unfair because the number of schools not making AYP varies wildly across states*

REALITY: Because each state develops its own standards and assessments (and then sets its own cut-score for what constitutes "proficient"), there will always be differences in the numbers of schools

identified in different states. Under the prior version of Title I, states had wide discretion in establishing not just the standards and assessments, but the accountability systems, too. Some of the AYP systems developed under the old law were very weak. Others were stronger in identifying schools but weaker in ensuring that meaningful assistance reached those schools.

It is important to note here that the wild variations reported last year in the number of schools that different states identified as "needing improvement" were largely a vestige of the previous federal law, under which states defined their own accountability systems. For example, it was AYP formulas implemented prior to the enactment of NCLB that led to more than 1,500 schools failing to make AYP in Michigan, and no schools failing to make AYP in Arkansas, after the 2001-02 school year. As each state now moves to bring all groups of students to proficiency under a common timetable, such differences should diminish somewhat over time.

Myth: *Identifying a school as "needing improvement" means the school is failing.*

REALITY: Nothing in NCLB requires states to label schools that have been identified as "needing improvement" as "failing." Indeed, some schools identified as needing improvement may be succeeding with most students, but not with one group. This is not a "failing" school, but clearly needs to improve.

This also means that some "needs improvement" schools will need more assistance than others. For example, a school that has not met the state target for one group only will likely need different strategies from a school that has not taught any group to state goals.

Myth: *An unreasonably large number of successful schools will be identified as needing improvement.*

REALITY: By measuring school success on a school's lowest-performing group of students, NCLB raises the bar for what it means to be a successful school. NCLB will undoubtedly shed new light on the performance of many schools. Some schools that have traditionally been considered to be successful based on their highest performing students or on school-wide averages will find themselves labeled as "needing improvement" because they are not making progress with particular groups of students.

This is not an unintended consequence of NCLB. Rather, it is one of the main reasons the law was passed. If a so-called "successful" school is identified as "needing improvement," it is because the school is NOT being successful with at least one group of students. Defining success based on *average student progress*—across student groups—has long masked achievement gaps between groups and left the most vulnerable students behind.

Myth: *Schools that educate the most severely disabled students will be penalized under AYP formulas.*

REALITY: All students with disabilities can take assessments that have been modified to accommodate their special needs, as long as the assessments still measure grade-appropriate achievement in reading and math. There are of course some students with disabilities so severe that grade-level tests are not appropriate. The Department of Education proposed a regulation on March 20, 2003, that will allow states and districts to exempt up to 1% of their students from taking grade-level assessments. Individual schools could exceed the 1% limit (for instance, a school that specializes in serving students with disabilities), as long as the district as a whole stayed below the 1% level. States and districts that need to exempt more than 1% of students from grade-level assessments could apply for a waiver.

Putting aside the most severely disabled students, the law envisions most special education students meeting state standards. Given what research shows about the overidentification of students in special education—particularly of minority students—states and districts need to examine their policies to ensure that students with special needs are accurately identified and that they receive the help they need to achieve up to state standards.

Myth: *AYP means that schools must improve test scores every single year to avoid being labeled as needing improvement.*

REALITY: AYP stands for *adequate* yearly progress, not *annual* yearly progress. This language in the law can be misleading, because it implies that every school has to make progress every year in order to make AYP. In fact, if a school makes great gains in one year, only to fall back slightly in the next year, it still makes AYP as long as it stays above the state's target performance level.

For example, take a school in which 40% of students are proficient in 2002. Assume that the state improvement plan specifies that 50% of students must be proficient in 2004. The school makes great improvement in 2003, increasing the number of students who are proficient from 40% to 55%. In 2004, however, performance declines somewhat, to 52%. Does this drop in test scores from 2003 to 2004 mean that the school will be labeled as needing improvement? No, because the school's 52% score in 2004 remains above the state target of 50%.

In addition, to account for fluctuations in test scores, AYP determinations can be made on the basis of two- or three-year rolling averages. In other words, the percent proficient for the school in this example in 2004 could be based on a proficient rate of 53.5%—the average of the most recent two years of test scores.

Moreover, remember that it takes **two consecutive years** of failing to make AYP for a school to be identified as needing to improve. No consequences apply to a school that misses AYP for one year.

Challenges Ahead

AYP is basically a signaling system—it will identify schools that aren't meeting state goals and bring sharper focus to existing achievement gaps. The important next step is to use this data to put into place new practices so that schools will make much-needed progress in raising overall achievement and closing gaps between different groups of students.

The challenge for educators and state policymakers will be to stay the course on AYP when it reveals disturbing deficiencies and disparities, even in schools that the public has believed are just fine. High average scores can no longer substitute for making sure that *all* students get the education they deserve. At the same time, it is imperative to identify the extent to which various schools "need improvement," so that greater resources and attention can be provided to the schools and students that are the farthest from meeting the state's goals.

In the end, holding schools accountable for student learning makes sense only if one believes that schools are capable of raising student achievement, even among very poor children. There is abundant evidence that this is

possible. The Education Trust alone has identified nearly 800 high-poverty and high-minority schools performing in the top third of their states in multiple subjects, at multiple grade levels, for multiple years. These schools, along with some districts and some whole states, are pointing the way. The challenge is to make educational excellence the rule for all students in all schools.

But the belief that these schools are "outliers" is pervasive. It can be heard in the voices of educators who think it's unfair to be judged on the performance of "those" kids and seen in the data that demonstrate

schools educating the highest concentrations of poor and minority students get less than their fair share of every important resource, especially high quality teachers.

Until policymakers, practitioners, and the public at large summon the will to provide solid educational opportunities to poor and minority students, AYP determinations will tell us as much about our own prejudices as they tell us about student achievement. To make AYP meaningful, we must dedicate ourselves to providing a high-quality public education to every child.

About The Education Trust



The Education Trust, Inc. was created to promote high academic achievement for all students, at all levels—kindergarten through college. While we know that all schools and colleges could better serve their students, our work focuses on the schools and colleges most often left behind in education improvement effort: those serving Latinos, African American and low-income students.

The Education Trust works side-by-side with policy makers, parents, education professionals, community and business leaders—in cities and towns across the country—who are trying to transform their schools and colleges into institutions that genuinely serve all students. We also share lessons learned in these schools, colleges and communities with policy makers.

The Education Trust • 1725 K Street, NW, Suite 200 • Washington, DC 20006 • www.edtrust.org





EDUCATION ISSUES



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LEGISLATURES

A Primer for Policymakers

January 2006

Technology in K-12 Education

By Heather Grinager, Policy Associate

Introduction

In the last few decades, the world has been saturated with changing and complex technology, leading to a 21st century marked by its interconnectedness and an increasingly globalized society. This presents a challenge for policymakers, because America's children must be prepared to thrive in this new world and the United States educational system must adapt to meet the needs of 21st century learners and workers.

Technology has the potential to transform learning environments in ways that will benefit the 21st century student. As with many emerging societal trends, younger generations are the first to incorporate technical change into their everyday lives. Increasingly, however, our nation's schools also are becoming adopters, dramatically changing the way students and teachers use technology in the classroom.

Effectively integrating technology in education settings, understanding technology's effect on student learning, and articulating the role state policymakers have in that effort is far from complete. The unique nature of technology investments makes them a difficult fit with traditional district and state budgeting processes. Although several states have made great strides in using technology to improve education, others are lagging behind. This brief presents goals for 21st century education technology, discusses the challenges of access and funding, describes how technology is successfully being used in schools around the country, and highlights state leaders and state-led initiatives in the innovative use of technology in education.

Why Is Technology Important in Meeting the Goals of 21st Century Education?

For students to compete in a global economy, experts agree that students must be equipped with certain skills that will prepare them to succeed in the work force and in college. Complex thinking, sophisticated information technology literacy skills, and highly developed, life-long learning skills are essential for all students.

According to The Partnership for 21st Century Skills (an organization that brings together the business community, education leaders, and policymakers to define a vision for 21st century education in order to ensure every child's success as citizens and workers), it is increasingly important that today's education system bridges the gap between how students live and how they learn. Students will spend their adult lives in a multitasking, multifaceted, technology-driven world, and they must be prepared for such an environment. The Partnership, therefore, proposes six key elements of 21st century learning.

1. **Emphasize Core Subjects.** As defined by the No Child Left Behind (NCLB) Act, this includes English, reading or language arts, math, science, foreign languages, civics, government, economics, arts, history and geography.

2. **Emphasize Learning Skills.** This includes information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills.
3. **Use 21st Century Tools to Develop Learning Skills.** Technology plays an important role in engaging students in the learning process.
4. **Teach and Learn in a 21st Century Context.** Students understand and retain more when their learning is relevant, engaging and meaningful to their lives.
5. **Teach and Learn 21st Century Content.** This includes global awareness; financial, economic and business literacy; and civic literacy.
6. **Use 21st Century Assessments that Measure 21st Century Skills.** Sustainable and affordable assessment at all levels must use new information technologies to increase efficiency and timeliness.¹

Does Technology Improve Student Achievement?

A Missouri program has demonstrated that the thoughtful implementation of technology in a classroom is correlated with higher standardized test scores. The Enhancing Missouri's Instructional Networked Teaching Strategies (eMINTS) program provides each participating teacher with technology for the classroom, extensive professional development and ongoing support. Specifically, each classroom receives the following equipment:

- One computer for every two students, with a high-speed Internet connection,
- Teacher workstation computer,
- Teacher laptop,
- Interactive whiteboard and projector,
- Digital camera and scanner,
- Printers, and
- Microsoft Office and Inspiration software.

Research conducted by Missouri's Office of Social and Economic Data Analysis concludes, "...students of teachers who consistently apply the inquiry-based instructional practices emphasized by the eMINTS professional development program scored higher on the Missouri Assessment Program (MAP) tests than did the students whose teachers used other instructional practices."²

The program has expanded beyond Missouri to Utah, Maine, Nevada and Illinois. Test results continue to show that, on most state tests, students enrolled in eMINTS classrooms scored higher than students enrolled in non-eMINTS classrooms and that low-income and special education students in eMINTS classes generally score higher than their non-eMINTS peers.³

Why is technology important in education? According to the Partnership's report, *Learning for the 21st Century*, technology will continue to be a driving force in workplaces, communities and personal lives in the 21st century. Technology helps prepare students for the workforce when they learn to use and apply applications used in the work place. When content and strategies meet accepted education standards, research shows that technology increases mastery of vocational and work-force skills and helps prepare students for work when emphasized as a problem-solving tool. In this environment, the need for technologically literate citizens and workers increases every year, and skilled people in the 21st century need to understand how to use technology tools.

Technology also is important in engaging students in the learning process. Most young people have never lived in a world without computers, the Internet, cell phones, multi-media, and software applications. Their personal lives are filled with "gadgets" that allow them to easily connect with people and direct their own discovery. Most education settings, however, have been slow to incorporate these options, creating a "reverse digital divide," where students experience technology saturation out of school but have lesser access during school.

The Partnership defines technology tools as information and communication tools (ICT). Current ICTs include computers; networking and other technologies; plus audio, video, and other media and multimedia tools. These tools enable people to perform effectively at work and in their daily lives. However, today's technology may be obsolete tomorrow. That's why it is important for students to acquire higher-order thinking skills so they can quickly adapt to changes.

Access to Technology: Results Are Mixed

The National Center for Education Statistics (NCES) conducted its first survey on information technology in schools and classrooms in 1994. Although the results of this report indicate access to technology has increased dramatically in the decade since, significant room for improvement still exists as schools have slowly struggled to provide all the essential elements—beyond the hardware and connectivity—of a highly functioning, transformed learning environment.

According to the February 2005 NCES report, *Internet Access in U.S. Public Schools and Classrooms: 1994-2003*, in the fall of 2003, nearly 100 percent of public schools in the United States had access to the Internet. Even more encouraging, however, is that 93 percent of public school instructional rooms had Internet access, compared with 3 percent in 1994. The ratio of students to instructional computers with Internet access in public schools was 4.4 to 1 in 2003, a decrease from the 12.1 to 1 ratio first measured in 1998. This indicates dramatic improvement in the opportunity for student access to technology in recent years. Schools also have begun offering access to technology in their buildings during non-school hours as a way to address the digital divide. In 2003, 48 percent of public schools with Internet access reported making computers available to students outside regular school hours. Nearly all public schools (97 percent) used some method to control student access to inappropriate material on the Web.

Many types of technology are used by schools. Among the more popular are laptops; hand-held computers that are smaller, lighter, and more easily transportable; and Web sites. In 2003, 8 percent of public schools lent laptop computers to students. However, the median number of laptop computers available for loan was five, making access to mobile units limited. Only 10 percent of public schools provided hand-held computers to students or teachers for instructional purposes. Nearly 88 percent of public schools connected to the Internet in 2003 used a Web site or Email to make information available to parents and students. (Later sections of this report will focus on specific examples of the technologies being used as a result of statewide policy setting.)

In 2003, 95 percent of public schools with Internet access used broadband connections to access the Internet. Broadband, as opposed to dial-up connections, allows larger amounts of information to travel faster, decreasing the amount of time spent waiting for information to arrive to the end user. Broadband is loosely defined, however, and many schools still suffer from inadequate bandwidth to accommodate increasingly complex information. Thirty-two percent of public schools with Internet access used wireless connections. This permits a computer to be free of cables plugged into a wall, allowing it to move freely throughout a building and still access the Internet. However, only 11 percent of public school instructional rooms had wireless Internet connections, a decrease from 15 percent the previous year.

In 2003, 82 percent of public schools with Internet access indicated that their school or district offered professional development to teachers on how to integrate the use of the Internet into the curriculum in the 12 months prior to the fall survey. However, only 37 percent of schools have a full-time school technology coordinator and only 62 percent of teachers felt that their pre-service education on technology prepared them.⁴

Although connectivity has largely been addressed in school buildings, access to technology remains limited. Computer labs require a teacher to take students to a new room outside the typical instructional setting to integrate computer-based lessons into instruction. Although

Technology Statistics in Schools Nationwide, 2003	
Student to computer ratio	4:1
Public schools with Internet access	100%
Instructional rooms with Internet access	93%
Public schools with wireless Internet connections	32%
Instructional rooms with wireless Internet connection	11%
Public schools with a full-time, paid technology director	37%
Public schools that offered professional development for technology to teachers	82%
Teachers who report feeling prepared after initial technology training	62%

Source: *Internet Access in U.S. Public Schools and Classrooms: 1994-2003*, National Center for Education Statistics, February 2005.

making a few computers available in a classroom adds value, it can be insufficient to truly transform teaching and learning. In addition, if teachers are uncomfortable or have little or no training in how to use the technology that is available in their school, the effectiveness of the technology is severely diminished. In fact, teachers report that the greatest barriers to their use of technology had to do with time: limited time to develop new activities that incorporate technology, limited time in the school schedule to conduct activities, and limited time to practice technology skills.⁵

Teacher surveys reveal a slightly different story than do hard statistics. Although more than 70 percent of teachers said they use the Internet "frequently or always" to prepare for class and 58 percent said they use the Internet in class with similar frequency, most complained of inadequate availability of hardware. Just over 47 percent said they have only a single computer with Internet access in their classrooms, and 41 percent said they have access to a computer lab. A quarter of teachers do not have such access, however, and others who do say it is difficult to get into the labs.⁶ This presents a challenge for schools and policymakers. An essential link in using technology to improve

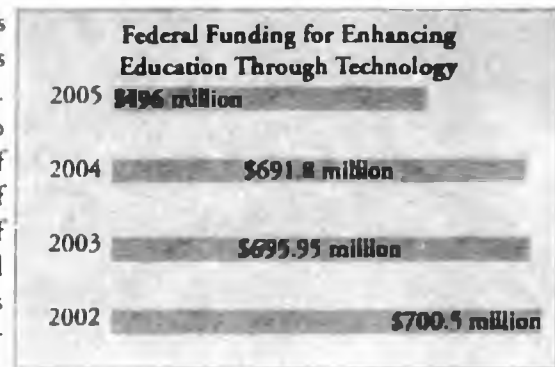
student learning is teacher training. A computer or software application does little good if teachers are not given sufficient time and professional development opportunities to learn to effectively incorporate technology into classroom instruction. The progress of the past decade will be fully appreciated only when teachers are prepared to use technology.

Funding Technology: Challenges and Opportunities

Understanding the role of the federal, state, and local governments in funding technology is not easy. Districts bear most of the cost of technology used in schools, although the federal government has taken the lead in providing schools with connection to the Internet and states also are beginning to take a more active role.

The E-Rate (Education Rate) program was established in 1996 with Congress's reauthorization of the Telecommunications Act. As one of the initiatives of the longstanding Universal Service program, which collects fees from and through telecommunications providers to extend telecommunications services to Americans who would not otherwise have access to such services, E-Rate is subject to an annual spending cap of \$2.25 billion. The E-Rate program, administered by the Universal Service Administrative Company (USAC) at the direction of the Federal Communications Commission, seeks to improve access to digital technology by providing approved schools and libraries with discounts ranging from 20 percent to 90 percent on qualifying telecommunications services. Discount rates are based on the percentage of students eligible for participation in the National School Lunch Program and on whether the school or library is located in a rural area. The E-Rate program supports the acquisition of digital technology infrastructure, including telephone services (basic, long-distance and wireless), Internet and Web site services, and the purchase and installation of network equipment and services. Other components of educational technology—such as computer hardware and software, staff training, and electrical upgrades—are not covered under E-Rate. E-Rate has been given much of the credit for narrowing the digital divide by allowing networking capability for low-income and rural schools.⁷

Enhancing Education Through Technology, also known as E2T2, is Title II Part D of the No Child Left Behind Act that provides grants to states for technology to improve student academic achievement. Under E2T2, the U.S. Department of Education provides grants to state educational agencies on the basis of their proportionate share of funding under Part A of Title I. States may retain up to 5 percent of their allocations for state-level activities and must distribute one-half of the remainder by formula to eligible local educational agencies and the other one-half competitively to eligible local entities, defined as high-need schools or a partnership of a high-need school and another qualifying institution. Between 2002 and 2005 more than \$2 billion dollars was awarded to states, although funding for E2T2 has decreased every year, down from an initial amount of \$700.5 million in 2002 to \$496 million in 2005.⁸



State initiatives to fund technology are diverse in their purpose and funding amounts. According to a survey of state technology directors, *Education Week* reports that eight states, Alaska, Colorado, Maryland, Nebraska, New Hampshire, Oklahoma, Oregon and Utah, do not allocate state funds specifically for educational technology as of 2005. Of the 42 states that do allocate money specifically for education technology, amounts range from a low of \$318,000 in Mississippi to a high of \$196.3 million in New York.⁹

Sampling of No Child Left Behind Education Technology Requirements

- By eighth grade, each student must be technologically literate.
- The state educational and local education agencies should provide professional development so that all educational staff may integrate technology effectively into their jobs.
- The integration of technology into all teaching content areas must have a foundation in scientifically based research on best practices.

Source: North Central Regional Education Laboratory, *Understanding the No Child Left Behind Act of 2001: Technology Integration*, <http://www.ncrel.org/policy/curve/resource.htm>.

Texas, for example, allots \$30 per student to provide for the purchase by school districts of electronic textbooks or technological equipment that contributes to student learning. It also may pay for training educational personnel who are directly involved in student learning in the appropriate use of electronic materials, and for providing access to technological equipment for instructional use.¹⁰

Other states, instead of allotting a per pupil funding amount, designate funding for specific projects. Utah, for example, reported to *Education Week* the allocation of \$5 million (one-time appropriation) in 2005 to be used to build capacity and infrastructure to deliver online, state-mandated, end-of-level tests in reading/language arts, math and science.¹¹

One difficulty in understanding technology funding is that many funding sources exist from all levels of government. Titles I, II and V of NCLB each allow federal funds to be used for technology purchases. When answering surveys of technology provisions, states may or may not include funding for virtual schools or pass-through funds from the federal government. Thousands of local education agencies also make funding decisions independently of the federal or state governments.

There are many challenges to funding technology. Given the combination of major equipment purchases, the hiring of specialized staff, and the ongoing training of existing staff, technology funding holds a unique distinction. "It is neither a labor expense nor a capital expense nor a recurring material expense, but rather a hybrid," according to Larry Picus, an expert on school finance. Two funding philosophies currently are at work: Local governments will either choose to continue to raise funds as needed, tacking technology onto existing line items in the budget, or they will attempt to incorporate and design flexible budgets that allow for a wider array of funding options.¹²

As states consider investing in technology initiatives, they may wish to consider identifying those elements that are essential to ensuring that technology has a real and lasting effect on student achievement.

**Essential Elements to Ensure Technologies Are Used
to Support Real Gains in Educational Outcomes**

1. There must be leadership around technology use that is anchored in solid educational objectives. Simply placing technologies in schools does little good. Effective technology use is always targeted at specific educational objectives.
2. There must be sustained and intensive professional development that takes place in the service of the core vision, not simply around technology for its own sake.
3. There must be adequate technology resources in the school including hardware and technical support to keep things running smoothly.
4. There must be recognition that real change and lasting results take time.
5. Evaluations must be conducted that enable school leaders and teachers to determine whether they are realizing their goals, and how to adjust if necessary.

Source: Margaret Honey, Vice President and Director, Center for Children and Technology, testimony and statement before the Labor, Health and Human Services, and Education Appropriations Subcommittee, U.S. Senate, July 25, 2001.

States Lead the Way

Just as schools and districts are in various phases of adopting technology, so are states. Some, however, are leading the nation. In 2005, *Education Week* named technology leaders based on recently collected statistics. South Dakota is the leader in providing access to technology. At the school level, there are 1.7 students per instructional computer and 1.9 students for every Internet-connected computer. At the classroom level, there are 3.5 students per instructional computer and 4 students per Internet-connected computer located in classrooms.

Utah leads the nation in the use of education technology. It is the only state that has state standards for students in technology, tests students on technology, has established a virtual school, and offers computer-based assessments.

Virginia is the national leader in the capacity to use technology. Its state standards include technology for both teachers and administrators; an initial license for both teachers and administrators that requires technology training, coursework, or a test; and a requirement for technology training, a technology test for recertification, or participation in technology-related professional development.

Schools and districts have long experimented independently of their state with education technology initiatives. However, states have recognized the potential of technology to enhance and improve learning and have taken an increasingly proactive role in developing technology initiatives. Some examples of these state initiatives follow.

Laptops

Taking advantage of the mobility of laptops is one way schools are bridging the digital divide and transforming teaching and learning. Research shows laptops can have a positive influence on student and teacher outcomes.

- Laptop students spend more time engaging in collaborative work than do non-laptop students.
- Laptop students participate in more project-based instruction.
- Laptops lead to more students writing and to writing of higher quality.
- Teachers who use laptops use a more constructivist approach to teaching.
- Teachers who use laptops feel more empowered in their classrooms.¹³

Although many districts and individual schools have laptop programs, three states—Maine, Michigan, and New Mexico—have funded laptop initiatives in some form.

The Maine Learning Technology Initiative (MLTI), a “state learning technology plan to prepare students for a future economy that will rely heavily on technology and innovation,” is the largest educational technology project in the state’s history. Maine is the first state to embark upon a plan to eliminate the digital divide by providing a laptop to every seventh and eighth grade student and teacher. The initiative, begun in 2003, cost \$37.2 million over a four-year period and equipped more than 30,000 teachers and students. Wireless access to the Internet has allowed students and teachers to acquire information that is not available through conventional methods. Curriculum is being developed that will leverage this technology so that both teachers and students will excel in a world that is driven by information.

Maine focused not only on providing the technology, but also on providing the professional development necessary so teachers could integrate the technology into their instruction. A program of professional development that introduced teachers to the laptop and basic computer skills was developed early in the program and is continuing, with increasingly sophisticated training focused more specifically on teachers’ academic content areas.¹⁴

Online/Distance Learning

Online education has the potential to enhance communication between teachers and students and the ability to accommodate different learning styles. Students may be enrolled full-time in an online program and forego attending a regular school or might be involved in only one or two online courses as a supplement to traditional education environments.

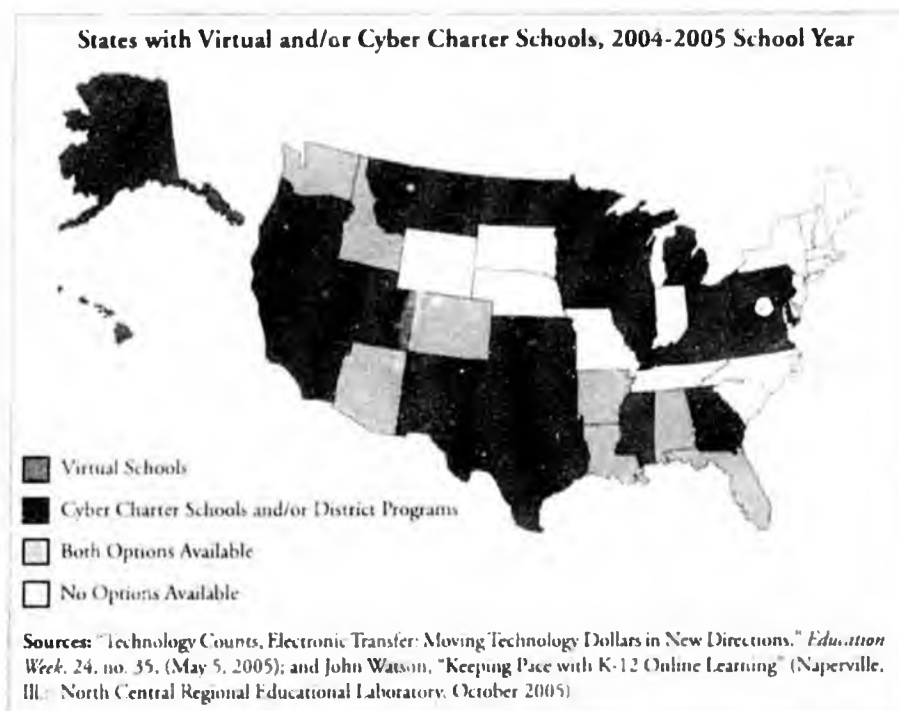
During the 2002–2003 school year, students in about one-third of public school districts (36 percent) were enrolled in distance education courses.¹⁵ Many schools are taking advantage of the Internet to offer classes to their students that the school cannot offer. Small schools with few students and teachers are able to offer Advanced Placement classes online, allowing their students to meet the same high academic achievement standards of large schools. Parents who choose to school their children at home or whose children need a more flexible schedule can take advantage of online courses, creating a virtual community of online learners. When it is not economically viable to offer courses for a few students who are interested in a subject,

students can instead choose to take the course online with students from around the country. In fact, 80 percent of public school districts said that offering courses that are not available at their schools is one of the most important reasons for having distance education.¹⁶ Some states even have full-time virtual schools in which a student's entire public education is provided via online technologies, including supervision by a certified teacher and provision of standards-aligned curriculum.

As of the 2004-2005 school year, at least 22 states had established a virtual school.¹⁷ Sixteen states have cyber charter schools and/or district programs.¹⁸ Florida Virtual School (FLVS) has become a leader in developing and providing virtual education solutions to students throughout the country. The Florida Legislature initially funded the FLVS as a pilot project in 1997, at \$1.3 million to begin course development with limited student enrollment. The 2000 Florida Legislature enacted Statute 228.082, establishing FLVS as an independent education entity with a separate governing board appointed by the governor.

Today, FLVS serves schools across the nation, offering virtual education solutions for grades six to twelve, as well as for adults who are seeking GED alternatives. Courses are free to Florida residents and are available to public, private and home school students. National and international students may enroll in FLVS on a tuition basis. FLVS offers more than 80 courses—everything from GED to honors to 11 Advanced Placement courses.¹⁹

Beginning in 2003-2004, FLVS is funded through the Florida Education Finance Program, according to how many students pass the school's online courses. Traditional public schools are funded according to the number of students enrolled. The virtual school's 2004-2005 budget was approximately \$16.2 million, based on 3,171 full time equivalent students. Prior to 2003-2004, the FLVS was funded through a line item in the General Appropriations Act.²⁰ In 2003, the Florida Legislature also created a separate, full-time virtual K-8 pilot program that now serves 1,000 students across the state.



Online Tutoring for Students

Few things are more valuable to a student's learning than one-on-one time with a knowledgeable instructor. Limited time and teachers can make it difficult for a student to receive the amount of individual attention he or she needs during the school day; tutoring programs also are limited by the knowledge of the tutor and the time allotted. Online tutoring can be one solution to these problems.

Beginning August 1, 2005, all Alabama students in fourth through twelfth grades are able to take advantage of free online tutoring between the hours of 3:00 p.m. to midnight in the subjects of math, science, social studies and English. Students can connect to a tutor through any computer with Internet access. The tutors help students with homework through the use of instant messaging, an interactive virtual "chalkboard" and shared Web browsing. Drawing and diagramming features allow tutors to demonstrate math and science concepts. When the session is completed, students can print their session for future reference or share it with a parent or teacher. Both students and tutors complete surveys, which are shared each month with the Alabama Public Library Service and the individual public libraries. Although its primary intent is to assist school children, any Alabama citizen can take advantage of the service.

According to Rebecca Mitchell, Alabama's state librarian, the program was started with federal funds from the Institute of Museum and Library Services in the form of a Library Services and Technology Act grant. The state partnered with tutor.com, which provides issue experts who are current or retired teachers, college professors or graduate students and who undergo an extensive background check and training. In the first three months of the program, there were 19,000 tutoring sessions, the most popular of which were middle school math and science assistance. The \$300,000 federal grant lasts 12 months, and the funding for future years has yet to be determined.²¹

Online Professional Development Opportunities for Teachers

Research has found that quality, ongoing professional development for teachers is essential to ensure high-quality teaching and learning. As discussed earlier, teachers most often feel that lack of time is a barrier to learning how to integrate technology into the classroom. By offering online professional development, teachers have more freedom to schedule their own learning. The Louisiana Department of Education provides professional development projects through the Louisiana Center for Educational Technology (LCET), which was established to provide professional development for teachers, administrators and school personnel in K-12 school districts. The impetus for the program was the need to provide professional development for educators that better suited their learning styles and their schedules.

The program includes graduate-level online courses, community of learner networks, and workshops for specific educational needs. Through a variety of experiences, it provides learning opportunities and resources to support all teachers in their efforts to improve student learning and achievement.²²

Data Systems and Value Assessments

Data-driven decision making is becoming popular in educational settings, partly due to the No Child Left Behind requirements and the capacity of information technology to allow decision makers access to data.

NCLB stipulates that all public school students must meet or exceed the state's proficient level of academic achievement by the end of the 2014 school year. It also requires that each state develop a monitoring and accountability system to measure that targets are being reached. In light of this, states and districts are beginning to use technology to create systems that allow them to answer important questions, such as:

- Given where we are now, are we improving at a rate that will keep us on track to reach the target in the time remaining?
- If we are improving too slowly, what must we do differently?²³

In 2003, the Idaho Legislature passed HB 367, authorizing the State Board of Education to provide for and implement the Idaho Student Information Management System (ISIMS) and requiring all school districts in Idaho to use it to the full extent of its availability. ISIMS creates a statewide, student information management system designed to provide new resources for parents, teachers, students and all stakeholders of education in the state. The J.A. and Kathryn Albertson Foundation dedicated \$35 million to the development and implementation of the ISIMS system. The plan expands a \$3.5 million pilot program in 13 districts that allows the districts to collect, maintain and share student information among their schools. The project will build a centralized, uniform system that includes a host of web-based resources and tools for education stakeholders.²⁴

Virginia has developed a model and implemented a statewide initiative for integrating data systems and statewide online assessments. The goal of this initiative is to have Virginia schools use Internet-based systems to administer assessments to improve student achievement with use of data by stakeholders. Online testing became a major component of the initiative due to a need to speed up return of preliminary test results for educational decision making. Four objectives of the initiative are to:

- Provide student access to computers at a ratio of one computer for every five students;
- Create Internet-ready local area network capability in every school;
- Ensure adequate high-speed, high-bandwidth capability for instructional, remedial and testing needs; and
- Establish a statewide Internet-based standards of learning test delivery system.

An executive order from the Virginia governor that required the entire state to move toward "electronic government" was the first step in establishing this program. Developed through a partnership between the Virginia legislature, the Virginia Department of Education and the Governor's Office, the legislature included Item 143 C. 11. of the 2000 Appropriation Act, which by May 2004 received \$232 million in support.²⁵

Textbooks and Digital Instructional Materials

Accurate and current textbooks are crucial to quality education because teachers rely on them to aid in the instructional practice. Textbooks represent a significant expenditure, however, and updating them regularly can be a challenge for school districts.

Texas, one of few textbook-adoption states in the country, began early to incorporate digital materials. In 1989, Texas amended the definition of a textbook to include "computer software" and, in 2004, the State Board of Education adopted instructional materials for technology applications that included many online and computer-based products. These materials are available to schools for the 2005-2006 school year.

During the 2005 legislative session, several proposals were considered that would keep Texas moving in the digital direction. Although none were passed by the Legislature, they continue to be considered and debated. Several proposals would add flexibility to the process of textbook adoption, changing the review and adoption cycle and the funding and purchasing process. Another proposal provides for an instructional materials and technology allotment and allows for purchase of traditional print materials, digital materials, technology, professional development and network infrastructure.²⁶

Emerging Technologies

If you were to walk into any school in America, you would likely see a wide variety of technologies in use by students, teachers and administrators beyond those discussed above. Unique use of technology tends to occur first in schools and districts. The following excerpt from *Hot Technologies for K-12 Schools*, a report from the Consortium for School Networking (CoSN), highlights emerging technologies in schools.

Addressing diverse learning styles

One emerging technology is classroom audio enhancement, which evenly distributes the teacher's voice above background noise in the classroom, making the sound more intelligible to students. According to CoSN, research shows that all students, and especially those with attention deficit problems and those for whom listening is an effective learning style, benefit from this technology. In Anaheim Public Schools in California, a study of third and fourth graders showed gains in reading, math, language and spelling scores in sound-field enhanced classrooms, compared to the previous year's test scores without audio enhancement implementation.

Galvanizing the instructional process

Datacasting allows teachers to go online to find a rich collection of high quality media content packaged with software, interactive time-lines and activities, and games, to stream into classroom computers or TVs. Teachers can access and navigate large data files easily using the Internet, select what they need, and have it delivered to their desktop computers immediately or overnight. In North Texas, the public television datacasting service provides more than 75,000 K-12 students and teachers with more than 8,000 learning objects.

Improving assessment and evaluation

Digital assessments come in all shapes and sizes and have the power to deliver immediate results using a wireless or online tool. Students answer questions in a classroom setting electronically using a remote control-like device, PDA, or graphing calculator. Teachers see the results immediately on a computer, gaining immediate insight into "knowing what the students know," allowing them to adjust classroom time to meet the needs of the students. In Cleveland, Ohio, math and language arts teachers have built diagnostic assessments, called "testlets" for each of the indicators in Ohio state standards.

Conclusion

Understanding why and how technology is being used in schools is an important first step for state legislators. Education is lagging behind all other industries in adopting technology as a tool to increase efficiency and improve performance, and the pace of change will not slow as we progress through the 21st century. Effective implementation of technology in education will require thoughtful and diligent leadership at all levels.

The National Conference of State Legislatures (NCSL), through the Education Technology Partnership and as part of a project with the NCSL Foundation, will continue over the course of a year to produce materials that assist state legislatures as they consider their role in education technology. Thanks to the legislators, legislative staff and private partners who are participating.

Co-Chairs

Representative Dave Hogue, Utah
Delegate Nancy King, Maryland
Julie Pelegrin, Colorado

American Federation of Teachers
Apple Computers
Audio Enhancement
Connections Academy
Dell Computers
National Education Association
Microsoft
Software Information Industry Association

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March 14, 2006

Via E-Mail

The Honorable Peggy Wilson, Chair
Health, Education and Social Services Committee
State Capitol, Room 108
Juneau, AK 99801-1182

The Honorable Fred Dyson, Chair
Health, Education and Social Services Committee
State Capitol, Room 121
Juneau, AK 99801-1182

Re: Questions Prompted by SB 281

Dear Representative Wilson and Senator Dyson:

Senator Dyson has asked whether school districts can design, promote and operate non-correspondence public school instructional delivery systems, including charter schools, statewide. Representative Wilson's letter asks about the ability of a charter school to be operated by a district other than the district where it originated. Both letters ask whether a school district can build and operate a public school building outside of its district boundaries.

Each of the operations set out in your questions, school district operation of schools other than correspondence schools outside its own geographic area, can be conducted through co-operative agreements under AS 14.14.110-14.14.115, or through an action by the Department of Education and Early Development under AS 14.07.030(1). Otherwise, as we discuss more fully below, a district operates within its own boundaries.

The State of Alaska is predominantly a local control jurisdiction. Municipalities and regional education attendance areas (REAs) have the power and the duty to educate the children in their districts. AS 14.08.021-14.08.041; AS 14.14.090. The districts are governed by boards elected by and accountable to the voters in a particular geographic area. In the case of municipal school districts,

taxes on the real property in the geographic area fund district schools. AS 14.17.400 *ff.*

Other sections of Title 14 provide for school administration based on a district with a specific geographic area. AS 14.04.080 grants children the right to attend school in the district in which they reside. Compulsory school attendance is likewise framed in terms of attendance at a school in the district where the child resides. The ability of a municipal assembly or council or REEA board to assume responsibility for planning, design, and construction of a school or education-related facility is only for facilities located within the "...boundaries or operating area of the municipality or regional education attendance area." AS 14.11.020(a). AS 14.14.060 contemplates interaction between a borough assembly and school district on the location, design, and construction of schools. Elements of the school foundation formula are based on locale, particularly the district cost factors. AS 14.17.460. Charter schools operate as part of their local districts – the charter school statutes do not contemplate a charter school operating outside of its own district. AS 14.03.255.

Currently, school districts operate outside their jurisdictions only when they operate correspondence schools – and these activities are regulated by the department. AS 14.07.020(a)(9).

The foregoing statutory provisions are evidence that the local school district, operating within its borders and politically and financially accountable to its voters, is the foundation of the state educational system.

However, current law also permits districts, and the department, the flexibility to contract and co-operate to assure the efficient delivery of education throughout the state. The department has the authority to:

(7) enter into contractual agreements with school districts to provide more efficient or economical education services; reasonable fees may be charged by the department to cover the costs of providing services under an agreement, including costs for professional services, reproduction or printing, and mailing and distribution of educational materials; ...

AS 14.07.030(7).

Further, districts may co-operate, or may be required by the department to co-operate, to provide more efficient or economical education or administrative services. We quote this statute in full to show that its broad scope allows for such

agreements in circumstances such as those contemplated under SB 281 and discussed at the hearing on the bill:

Sec. 14.14.110. Cooperation with other districts.

(a) When necessary to provide more efficient or more economical educational services, a district may cooperate or the department may require a district to cooperate with other districts, state-operated schools, or the Bureau of Indian Affairs in providing educational or administrative services. However, if a cooperative arrangement requires pupils to live away from their usual homes, the school board shall provide classes within the attendance area when there are at least eight children eligible to attend elementary and secondary school in the attendance area. In this subsection

(1) "administrative services" includes supervisory, maintenance, purchasing, or other services that are required for unified administration; and

(2) "educational services" includes boarding and tuition arrangements, pupil or teacher exchanges, special education services, or curriculum development.

(b) The department may prescribe the terms and conditions of any contract entered into under (a) of this section....

The legislature has provided an incentive for such co-operation by authorizing grants for co-operative arrangements:

Sec. 14.14.115. Cooperative arrangement grant program for school districts.

(a) To encourage cooperative arrangements between school districts to provide more efficient or economical administrative or educational services, a school district may receive a one-time cooperative arrangement grant from the department of up to \$100,000....

Further, the department can establish or combine schools under AS 14.07.030(1). The State Board of Education can adopt regulations to carry out this and other provisions of Title 14.

In summary, Alaska K-12 education is, by statutory design, delivered locally. Hence the operation of a district in the geographic territory of another district without that district's consent is not contemplated under the Alaska statutes. However, AS 14.07.030(7), and AS 14.14.110-14.14.115 authorize and

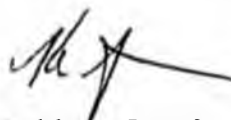
To: Rep. Wilson & Sen. Dyson
Re: Questions Prompted by SB 281

March 15, 2006
Page 4 of 4

indeed encourage co-operation among the department and districts. Agreements entered under these statutes can provide for the circumstances discussed at the Senate's hearing on SB 281.

DAVID W. MÁRQUEZ
ATTORNEY GENERAL

By:



Kathleen Strasbaugh
Assistant Attorney General

cc: Roger Sampson, Commissioner
Karen Rehfeld, Deputy Commissioner
Eddy Jeans, Director, Division of School Finance
Barbara Thompson, Director, Division of Teaching and Learning Support
Department of Education and Early Development

David Márquez, Attorney General
Randy Ruaro, Special Assistant
Department of Law

FISCAL NOTE

STATE OF ALASKA
2006 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: SCR 28
 () Publish Date: _____

Revision Date/Time (No. if correction): _____
 Title: Relating to the innovative application of
education technology tools...
 Sponsor: Senate HESS
 Requester: Senate HESS

Dept Affected: Education & Early Development
 RDU: Education Support Services
 Component: School Finance & Facilities
 Component No: 2737

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims	0.0	0.0	0.0	0.0	0.0	0.0
Miscellaneous						
TOTAL OPERATING	0.0	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						
1003 GF Match						
1004 GF	0.0	0.0	0.0	0.0	0.0	0.0
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2006) cost: 0.0

Mark this box (X) if funding for this bill is included in the Governor's FY 2007 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

SCR 28 allows local school districts to apply for grants available under AS 14.14.115 as a means of installing educational technology.

The Department of Education & Early Development has determined that a zero fiscal note is warranted for SCR 28. If districts apply for grants under AS 14.14.115 the department will include the request in the subsequent year's budget for legislative consideration.

Prepared by: Eddy Jeans, Director
 Division: School Finance
 Approved by: Karen Rehfeld, Deputy Commissioner
 Agency: Education & Early Development

Phone: 465-8679
 Date/Time: 4/17/06 12:02 PM
 Date: 04/17/2006

SENATE COMMITTEE REPORT First Committee of Referral

DATE: 4/13/06

FURTHER:

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

DATE TURNED
IN TO OFFICE: 4.27.06

Health, Education & Social Services Committee considered SENATE CONCURRENT RESOLUTION NO. 28

SCR 28 TECHNOLOGY FOR DISTANCE EDUCATION

Relating to the innovative application of education technology tools to provide improved distance education programs in the state.

and recommends:

- be replaced with _____ CS SCR 28 (HES)
- adopt previous _____ CS _____ (_____)
- attached amendment(s)
- adopt Letter of Intent by _____ Committee
- further referral to _____ Committee

CS Senate Bill:	
<input checked="" type="checkbox"/>	Same Title
<input type="checkbox"/>	New Title
SCS House Bill:	
<input type="checkbox"/>	Same Title
<input type="checkbox"/>	Technical Title Change
<input type="checkbox"/>	New Title w/ SCR # _____

NEW FISCAL NOTE(S):

Department	Date	Fiscal	Indet.	Zero	FN#
EED EED	4/17			X	

PREVIOUS FISCAL NOTE(S):

Department	Date	Fiscal	Indet.	Zero	FN#

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:	Do PASS	Do NOT PASS	No REC	AMEND
			✓	
	✓			
			✓	
	✓			
CHAIR:	✓			