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Beginning Teacher Induction: The Essential Bridge

Introduction

The AFT has a longstanding commitment to improving teacher quality as a means to improve student achievement. The union's official policy statement on teacher quality, adopted at the 1998 biennial convention, states in part:

To assure a high-quality teaching force, the union must play a role in developing and/or implementing quality preservice education, effective recruiting and hiring practices, *strong induction and mentoring programs*, high-quality professional development, meaningful evaluation, and, when necessary, fair, timely intervention and dismissal procedures [emphasis added]. *AFT Resolution on Improving Teacher Quality*, July 1998.

AFT policy recognizes induction for new teachers as one of the essential building blocks of teacher quality. The union's position on new teacher induction was reinforced in the resolution on teacher education and teacher quality adopted in July 2000. Derived from "Building a Profession: Strengthening Teacher Preparation and Induction," the report of the AFT K-16 Teacher Education Task Force, the resolution states:

Graduation from a teacher education program...cannot be considered the end of training for teachers. The demands of the pre-college degree—acquiring subject matter knowledge, pedagogical content knowledge, and clinical training—do not allow sufficient time for teacher candidates to develop the

skills and experience necessary for completely independent practice in their initial teaching assignments.... Nonetheless, after graduation most new teachers are assigned a class, often with the most hard-to-reach students, and left to "sink or swim" on their own. By contrast, other countries with high-achieving students induct new teachers into the profession through clinical, real-world training processes...by which inductees develop and perfect their teaching skills under the mentorship of more experienced and skilled colleagues. ...Resolved that the AFT call for an induction program for all beginning teachers.... *AFT Resolution on Teacher Education and Teacher Quality*, July 2000.

This policy brief provides the underlying research-based rationale for the AFT's policy on beginning teacher induction—why induction matters. It then focuses on state statutes and regulations on induction, outlining the attributes of effective statutes and reporting on the results of a 50-state AFT analysis of induction policies. The brief ends with a set of recommendations.

Why Induction Matters

The attrition rate for beginning teachers (those with three to five years of experience) hovers at 20 percent to 30 percent, and can be as high as 50 percent in urban districts (Darling-Hammond, 1997). Novice teachers leave the profession for many reasons: Salaries are low, working conditions are difficult. Among the most often-cited reasons young teachers leave teaching is lack of

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support. Induction, with mentoring, goes a long way toward filling the support gap and retaining teachers in the profession.

Research shows that teachers who have no induction program are twice as likely to leave within the first three years of teaching (Baccalaureate and Beyond Longitudinal Study 1992-93), as cited in "Quality Counts 2000." Those with induction not only are more likely to stay, but also are able to move more quickly beyond issues of classroom management to focus on instruction (National Commission on Teaching and America's Future, 1996).

The evidence in support of induction as a means of retaining young teachers is compelling. California's Beginning Teacher Support and Assessment Program (BTSA), a mandatory two-year induction program, has reduced beginning teacher attrition in that state from 39 percent to 9 percent.

In Rochester, N.Y., induction is part of the union-negotiated peer assistance and review program. As of 1998, fully 95 percent of teachers who had begun their careers in Rochester a decade earlier and had participated in induction as new teachers were still teaching in the district (Koppich, Asher, and Kerchner, 2001). Other districts with similar programs—Toledo and Cincinnati, Ohio, and Poway, Calif., for example—can cite equally positive results.

Induction provides a hands-on opportunity for beginning teachers—under the guidance of experienced mentors—to link the theory of instruction learned in their teacher preparation programs with the practice of classroom teaching. There is little question that induction programs pay dividends in terms of teachers who are better prepared for their jobs, more confident in their professional skills, and more likely to remain in teaching.

States can send a powerful message. With thoughtful, comprehensive statutes, they can convey to districts, schools, and beginning teachers the importance of deep and rigorous clinical experience as the final step in teacher preparation. Alternatively, through weak language or silence, states can communicate their relative indifference to this important component of improving teacher quality.

Five characteristics, as described in the next section, are common to effective state statutes on induction for beginning teachers. It should be remembered, however, that the distance between statutes, even exemplary

statutes, and successful programs may be wide indeed. Transforming the language of policy into effective practice requires, at a minimum, agreement on what constitutes good teaching.

Characteristics of Effective Induction Statutes

Data from the National Center for Education Statistics show that 56 percent of teachers participate in an induction program in their first three years in the profession (Darling-Hammond, 1997). The quality and duration of these programs, however, vary considerably. For some teachers, induction is mere nuts and bolts: where supplies are kept, where restrooms are located, school rules and procedures. Other teachers are fortunate enough to experience real mentoring with experienced colleagues who pay careful attention to the novice's developing professional practice.

Effective induction statutes, those that shape successful programs, share the following characteristics:

1. All beginning teachers participate.

All beginning teachers need induction, whether they are licensed through traditional or alternative means. Even, perhaps especially, those teaching on "emergency" licenses (or whatever term the state uses to signify individuals who have neither adequate preparation nor training for teaching) ought to be required to participate in an induction program.

This is not meant to suggest that the AFT condones emergency licensure. There is no substitute for a rigorous preparation program that lays the foundation for good teaching. However, as long as states continue to use emergency certification as a means to fill classrooms, all reasonable opportunities must be provided for these teachers to develop the knowledge and skills that will enable them to promote student learning. An induction program, while not sufficient, can help in this regard.

2. The program lasts at least one year.

Research shows that when it comes to beginning teacher induction, longer is better than shorter. A one-to two-year period of induction can make the difference between a teacher who succeeds early in her career and one who does not, and between a teacher who remains in the profession and one who does not.

Induction that lasts at least as long as a full school year affords the novice teacher an opportunity to experience all of the rites of school—opening the year, planning and teaching complete instructional units, adjusting teaching to meet students' learning needs, assigning grades, closing out the school year—in the semi-sheltered setting an experienced mentor can provide.

3. All beginning teachers are assigned qualified mentors.

Mentoring is a crucial component of any induction program. Beginning teachers need the support, advice, and guidance that only experienced teachers can provide. But not just any experienced teacher should be assigned as a mentor. Mentors need to be screened carefully and should be required to meet designated criteria that ensure only high-quality practitioners assume this role. Wherever possible, mentors should be "matched" for both grade level and subject area to the individuals they are assigned to mentor. And, in order to create the time necessary for mentors to devote to their task, they should be given reduced teaching loads and be assigned a reasonable number of new teachers to supervise. Finally, in recognition of the important work they are doing, mentors must be fairly compensated for their efforts.

4. Beginning teachers have reduced teaching loads.

Beginning teachers cannot effectively learn to teach while they are managing a full teaching load. In order to hone their professional skills, novices need both the time and the opportunity to observe other teachers teach, confer with colleagues, work with their mentors, and reflect on their own teaching. In this same vein, beginning teachers should not be given the most challenging assignments. To the extent possible, novices should have teaching assignments that offer someone with fledgling skills the chance to succeed.

5. A summative review completes the program.

Successful completion of induction should require a summative review of teaching. Ideally, the mentor should conduct this summative review. It should be based on established standards of effective practice, such as those derived from the National Board for Professional Teaching Standards. Successful completion of induction, including a positive summative review, should be a licensure requirement.

The AFT 50-State Analysis

By means of a 50-state review, the AFT analyzed state policies on induction. The data search included reviews of state statutes and regulations as well as conversations with appropriate personnel in the state department of education or other agency responsible for teacher licensing. We checked our findings against those reported in *Education Week's* "Quality Counts 2000." (See Table 1 for a summary of the findings.)

We analyzed state policies specifically for the extent to which they do, or do not, "map" against the five criteria of effective induction statutes.

Two caveats:

1. Only state-level data were collected.* Many districts maintain their own induction programs, separate from state policy, but these are not part of the data used for this policy brief.

2. Collecting data on the quality of implementation of state-specified induction programs was beyond the scope of this study. While we have information on what state law or regulation says, we cannot verify the extent to which actual programs are faithful to the letter or spirit of the policy.

The questions we sought to answer with this analysis are:

- How many states have state-authorized induction programs for new teachers?
- Who participates in induction programs?
- What is the length of induction programs?
- Do beginning teachers have reduced teaching loads?
- Are qualified mentors part of induction programs?
- Does completion of the induction program require a summative review of teaching? Is completion of the program linked to licensing?

How Many States Have State-Authorized Induction Programs?

In the past two decades, induction has become quite popular with state policymakers. In the 1980s, just 15 states had induction programs for beginning teachers on the books (Hirsch, Koppich, and Knapp, 2001). By

*The state statutes and regulations we analyzed generally did not reflect changes that may have been made during the 2000-01 state legislative sessions.

2001, that number had more than doubled. According to the results of the AFT analysis, 33 states have induction policies. Programs specified in statute range from California's Beginning Teacher Support and Assessment Program (BTSA) to Connecticut's Beginning Educator Support and Training Program (BEST) to Kentucky's Teacher Internship Program to North Carolina's Beginning Teacher Induction Program.

While the number of states paying attention to induction for beginning teachers is encouraging, closer examination of the statistics reveals a more troubling picture. Of the 33 states with induction policies, only 22 mandate and fund these programs. In the remaining one-third of the states with induction policies, these policies function only as good intentions, neither mandated nor financially supported. And more than 34 percent of the states—17 states in all—are silent on induction, offering neither policy guidance nor funding.

Who Participates in Induction Programs?

State policies vary widely as to who participates in induction programs (see Table 2). States tend to specify categories of teachers who are included and those who are exempted sometimes within their statute or regulation on teacher licensure. All states with induction policies appear, at first glance, to cover under their policies individuals new to teaching. However, on further examination, it becomes clear that it is the statutorily "exempted" categories that create problematic loopholes.

California, for example, exempts "pre-interns," individuals with no background or training for teaching, from its induction program. Idaho, Kentucky, Louisiana, New Jersey, North Carolina, Oklahoma, and Pennsylvania exempt emergency-certified teachers. Virginia exempts teachers who completed teacher preparation via an alternative route.

As a result, those most in need of help—teachers with little or no preparation for teaching—are often excluded from induction. Of the 33 states with induction policies, 20 (60 percent) specify exemptions. Add this to the number of states that have no induction policies at all, and the number of teachers who are unlikely to benefit from these programs is indeed large.

What is the Length of Induction Programs?

As previously indicated, induction programs can be effective if they are of sufficient duration. Too brief and the program may have little more impact than a stint of student teaching.

Of the 33 states that have induction programs in statute, 11 do not specify the program length. Fifteen states specify that induction programs should last one year; three states specify two years; and five states authorize more than two years for induction. When a program length is specified, the norm is one year.

Do Beginning Teachers Have Reduced Teaching Loads?

Only one state has policy language on reduced teaching loads for new teachers. New York specifies that, "... beginning teachers are required to carry no more than 90 percent classroom instruction assignment to allow

Table 1
Summary of Induction Policies by Selected Categories

Category of Analysis	Number of States
State mandates induction program	22
State does not mandate induction program	11
State does not have statute on induction	17*
State-funded program	22
Grant-based program	13
Mentor assigned to beginning teacher	29
Support team assigned to beginning teacher	12
State criteria for mentors	21
Mentors required to receive training	17*
Mentors required to receive stipend	12
Reduced teaching loads for beginning teachers	1
Reduced teaching loads for mentors	1
Summative review of teaching practice required	4
Favorable summative review required for full licensure	4
Program completion required for full licensure	21
State required to evaluate induction programs	7

*The 17 states without statutes or regulations on induction are: Alabama, Alaska, Arizona, Arkansas, Delaware, Florida, Hawaii, Illinois, Montana, Nevada, New Hampshire, North Dakota, South Dakota, Tennessee, Utah, Vermont, and Wyoming.

for mentoring activities to occur."

Three other states—Connecticut, Iowa, and Nebraska—have statutory language on release time for novice teachers. Connecticut's BEST program requires that, "...the district must provide beginning teachers with at least eight half days to observe [other teachers]...or for professional development related activities."

Iowa requires that school districts submit plans to receive state funding for induction. These plans must include "the minimum amount of release time for...beginning teachers." And Nebraska authorizes that "grant funds [for new teacher induction] may be used for substitute salaries for release time."

North Carolina's Beginning Teacher Induction Program does not provide for reduced teaching loads for new teachers, but does describe "optimum working conditions," including assignment in the area of licensure, a limited number of preparations, a limited number of "exceptional or difficult" students, minimal non-instructional duties, and "no extracurricular activities unless the...teacher requests the assignment in writing."

A few states, then, recognize that beginning teachers need different teaching circumstances than do their more experienced colleagues. Most states, however, continue to expect novices to learn their craft without designated (or compensated) time for reflection, consultation, observation, or further study, and while working under the same difficult conditions even seasoned professionals find challenging.

Are Qualified Mentors Part of Induction Programs?

Statutes in 29 states (89 percent of the total number of states with induction policies) require that mentors be part of induction programs (see Table 3). Of these 29 states, 21 have established criteria for mentors. North Carolina, for example, offers guidelines for mentor teacher selection, including successful teaching in the area of licensure, appraisal ratings "among the highest in the school," and strong recommendations from principal and peers.

Kansas specifies that a mentor must be "...a certified teacher who has completed at least three consecutive school years of employment in the school district [and] has been selected by the board of education of the school district on the basis of having demonstrated exemplary teaching ability as demonstrated by criteria

established by the state board." Oregon's statute requires that a mentor teacher "...has successfully taught for three or more years as a licensed teacher in any public school...[and] has demonstrated a mastery of teaching skills and subject matter knowledge."

Seventeen of the states with induction policies (51 percent) require that mentors receive training. Even those statutes that require mentors to receive training are fairly unspecific. Most simply say something like, "Mentors must complete a training program developed by the school district." Maine's statute is among the most specific, stating that mentors must receive "orientation and training... in peer observation and assessment techniques."

Some states recognize in policy that providing mentors is a necessary but insufficient condition. Those mentors must be superbly prepared for their role. Two-thirds of the states that have induction programs in state policy, however, fail to specify standards for mentors. Half the states with induction policies have no training requirement for mentors.

Twelve states (one-third of the total with state-authorized induction programs) require that mentors receive stipends—generally from \$500 to \$1,000 per year. The remaining 21 states with induction policies have no requirement for mentor stipends. Whether districts are expected to compensate mentors or mentors are expected to perform these extra duties without extra pay is not clear from state policy.

Just two states—Kentucky and New York—authorize mentors to have reduced teaching loads. New York state law requires that, "Mentors...continue to provide classroom instruction for at least 60 and no more than 90 percent of their time, or they may mentor full-time for no more than two out of five consecutive years." Kentucky state law requires release time (time away from a teacher's regular classroom) and expects the district to fund it: "Mentors must spend at least 70 hours working with a beginning teacher, 20 hours in a classroom setting. *Districts must provide substitutes for release time [emphasis added].*"

Indiana has statutory language that implies, but does not mandate, reduced teaching loads or release time: "Mentors [must]...have adequate time to observe beginning teachers in the classroom." The remainder of the states with induction policies provide neither direction nor guidance on reduced teaching loads for mentors.

Twelve states (36 percent of those with induction policies) assign support teams to beginning teachers. Oklahoma, for example, creates a "residency committee" ("resident" is Oklahoma's term for a beginning teacher). The committee, by state law, is to be composed of a mentor teacher, a school level administrator, and a teacher educator from a local institution of higher education. The role of the team is to support the resident teacher in issues of "classroom management and professional development" and, upon completion of the one-year residency, to make recommendations regarding whether the beginning teacher should be licensed.

Maine also has a provision for support teams for beginning teachers. Under state statute, the team, which is to be composed of a majority of classroom teachers, is to provide "...services to facilitate good teaching and classroom management skills."

Does Completion of the Induction Program Require a Summative Review of Teaching? Is Completion of the Program Linked to Licensing?

Only five of the 33 states with policies on beginning teacher induction—Idaho, Indiana, New Jersey, North Carolina, and South Carolina—require that teachers receive some sort of summative review as a condition of completing the program. Indiana's law, for example, specifies that mentors "...evaluate the progress of the beginning teacher in attaining [teaching] competency...[and] discuss the strengths and weaknesses of the beginning teacher's skills and practices...." The school principal must, at the end of the school year, determine whether the beginning teacher has successfully completed the internship.

Twenty-one states (64 percent of the total with induction policies) require completion of induction for full licensure. Kentucky, for example, specifies that, "A teacher...who has not successfully completed the internship [induction program] and has exhausted the two-year provision for participation in the Kentucky Internship Program shall not be eligible for a Kentucky teaching certificate...."

However, more than half (29) of all states have no requirement that a teacher complete a successful year or two of teaching in order to be fully licensed. Even in states that maintain induction policies, it is not clear whether a positive appraisal of a teacher's competence is a condition of licensure. Only four state statutes man-

date a favorable summative review at the end of induction as a prerequisite to licensure.

Recommendations

Induction provides the essential bridge for a beginning teacher between being a student learning about teaching and becoming a professional teacher. Effective induction statutes have five common characteristics: inclusion, adequate length, reduced teaching loads for participants, qualified mentors, and a summative review.

A few states have statutes that meet these criteria. Most, however, fall short on one or more dimensions. Seventeen states do not even recognize beginning teacher induction as a state policy priority. This situation is a cause for concern.

Due to surging enrollments and increasing retirements, this nation needs to recruit 2 million new public school teachers by 2008-09. It will profit us little if we recruit these individuals (a formidable challenge in itself) only to have them leave at the very beginning of their careers—and then have to recruit and train a new cadre all over again.

Research confirms what experience shows. Support and assistance in the initial years of teaching produce teachers who are better equipped for the challenges of the classroom, have a greater likelihood of becoming high-quality teachers, and are more likely to remain in the profession. Induction programs represent a good investment, one that is likely to pay dividends for students far into the future.

1. States should develop statutory policy that reflects the importance of induction for beginning teachers.

All states should have on the books a policy statement that stresses the research-backed importance of induction programs for beginning teachers. If states are committed to reinforcing the link between deep clinical experience for beginning teachers and quality teaching, then it is likely that the necessary time, attention, and resources will be devoted to support beginning teachers in the early years of their careers.

2. States should strive for comprehensive induction policies.

As indicated in this policy brief, effective state

statutes on induction have a common set of characteristics. States should work toward statutes that embody these attributes: All beginning teachers should be included in the program, which is at least one year in length. Beginning teachers also should have reduced teaching loads, be assigned qualified mentors, and receive a summative review of their practice as a condition of completing induction. Although it may not be possible for all states to immediately develop laws that include all of these elements, it is important for all states to begin somewhere and to have a plan by which all of the elements of effective induction statutes are in place by a specified time.

3. States should at least partially fund induction programs.

If induction is simply another unfunded state mandate, it is likely to have less-than-optimum reach and force. Most school districts already have an enormous number of claims on their overburdened budgets. If states supply at least a portion of the funding for required induction programs, they not only reinforce the importance of induction as a state priority, they also lay claim to having some say over the shape of these programs.

4. States should consider induction policies as part of the teacher quality "accountability loop" that includes school districts and institutions of higher education.

Guaranteeing the quality of teachers just entering the profession ought to be a shared responsibility among states, teacher training institutions, and school districts. Well-crafted induction statutes should serve, at least in part, as a way to cement cooperation among these three and operate as a kind of "check and balance" mechanism ensuring that newly licensed teachers meet high and rigorous professional standards.

5. States should look to other states for guidance.

There is no need to reinvent the induction-statute wheel. A number of states are well on their way to comprehensive beginning teacher policies. States can borrow a page from other states' books, learning from one another and making improvements as they go.

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Table 2
Teacher Participation in Induction Programs*

State	Program name	Teachers included	Teachers not included	Notes
Alabama				
Alaska				
Arizona				
Arkansas				
California	Beginning Teacher Support and Assessment Program (BTSA)	First- and second-year teachers with a valid credential; first and second year interns (1)	Individuals with pre-internship certificates (2)	(1) Interns follow the alternate route to licensure. (2) The pre-internship certificate replaces the emergency permit.
Colorado	Induction Program	Teachers with provisional licensure	Teachers with type I authorization (adjunct teacher), type II authorization (intern), type III authorization (emergency), type IV authorization (extension), type V authorization (substitute), type VI authorization (temporary)	
Connecticut	Beginning Educator Support and Training Program (BEST)	Holders of initial educator certificates, interim educator certificates, or temporary 90-day certificates (alternate route)	Teachers with at least three years of successful teaching in a public or nonpublic school, holders of durational shortage area permits (1)	(1) Section 10-145d-422 of the regulations conditions the reissue of the durational shortage area permit on completing the BEST program. However, a permit holder who has met all the requirements except completing the BEST program may be issued an initial educator license.
Delaware				
Florida				
Georgia	Mentor Teacher Program	Teacher with fewer than three years of experience or who needs support and guidance (1)		(1) Georgia has one-stage licensing.
Hawaii				
Idaho	Support Program	Teachers employed under a Category 2 contract (certificated personnel in the first and second years of continuous employment with the same school district)	Teachers employed under a limited one-year contract, holders of a one-year Letter of Authorization Approval (emergency certificate)	
Illinois				

* The information in this table is based on state statutes and regulations as of December 2000.

State	Program name	Teachers included	Teachers not included	Notes
Indiana	Beginning Teacher Internship Program	Teachers who receive an initial standard or reciprocal license; are employed as a teacher by the district; have not already successfully completed an internship program; have fewer than two years of teaching experience outside of Indiana; are employed for at least three hours per day.(1)	Individuals employed on a temporary teacher's contract for an expected length of fewer than 120 days, on a supplemental services contract, or as a substitute teacher.	(1) Districts must provide holders of limited (emergency) licenses with supervision on a regular basis by a teacher assigned to the same school building as the holder of the limited license; who has at least five years of teaching experience; who will serve as an informative resource for the holder of the limited license; and who will not conduct or be involved in the evaluation of the performance of the holder of the limited license. The state does not issue alternative licenses.
Iowa	Beginning Teacher Induction Grant Program	Individuals, new to the profession, serving under an initial or provisional license		
Kansas	Mentor Teacher Program	Probationary teachers (i.e., without contracts)		
Kentucky	Kentucky Teacher Internship Program	New teachers and out-of-state teachers with less than two years' experience seeking initial certification; candidates who complete an alternative certification program	Teachers with emergency certification (1)	(1) Teachers who are judged unsatisfactory by the internship program may not be issued emergency certification.
Louisiana	Teacher Assistance and Assessment Program	Teachers employed for the first time in the state who are seeking to acquire or retain a regular teaching certificate	Candidates hired under the Interim Emergency Policy for Hiring Full- and Part-time Noncertified Personnel; Temporary Teaching Assignment Only; Temporary Employment Permit; Emergency Permit; and Out-of-State Provisional.	
Maine	Teacher Support System	Teachers holding provisional certificates and conditional certificates	Candidates with visiting teacher permits	
Maryland	Teacher Mentoring Grant Program	Teachers during their two-year probationary period, with a one-year extension for teachers holding professional, provisional, or resident teacher certificates		
Massachusetts	Beginning Teacher Induction/Mentoring Program	First-year teachers	Holders of hardship waivers	
Michigan		Teachers during their first three years of employment (1)		(1) It is unclear whether teachers are required to participate for all three years.
Minnesota	Teacher Mentorship Grant Program	Teachers new to the profession or district		

State	Program name	Teachers included	Teachers not included	Notes
Mississippi	Beginning Teacher Support Program	Individual who possesses a teaching license issued by the Commission on Teacher and Administrator Education, Certification and Licensure and Development; is employed at least half time, primarily as a classroom teacher, by a school district; and has taught fewer than 90 consecutive days, or 180 days total, as a licensed teacher in any public school		
Missouri	Beginning Teacher Assistance Program	Any teacher who does not have prior teaching experience		
Montana				
Nebraska	Mentor Teacher Program	First-year teachers, individuals entering K-12 teaching in their first year of contracted service in any school, public or private	Those not employed for the instruction of pupils, or those who do not have teaching endorsements	
Nevada				
New Hampshire				
New Jersey	Induction Program	Provisional teachers holding a Certificate of Eligibility (CE)—alternate route; or a Certificate of Eligibility with Advanced Standing (CEAS)—traditional route	Teachers with emergency licenses	
New Mexico		New teachers, including those with alternative licensure		
New York	New York State Mentor Teacher Internship Program	First- and second-year teachers holding provisional or permanent certificates, temporary emergency licenses, regular licenses, or temporary per diem certificates (for a field in which licensed teachers are unavailable) (1)	Teachers with Transitional A certificates (alternative certification for teaching a specific career and technical subject); teachers with more than two years of teaching experience	(1) Teachers with the Transitional B certificate (alternative certification for all titles in the classroom teaching service) and the Transitional C certificate (alternative certification for career changers and others holding a graduate academic or graduate professional degree) are required to receive mentoring, but not under this program.
North Carolina	North Carolina Beginning Teacher Induction Program	Novice teachers with an initial license; teachers with lateral entry license (alternative route)	Teachers with provisional certificates (emergency credentials)	
North Dakota				
Ohio	Entry Year Program	New teachers with provisional and alternative licenses		
Oklahoma	Resident Teacher Program	Licensed teachers; holders of alternative placement licenses	Teachers with provisional or emergency certificates (1)	(1) Unless such teachers have taught for less than one year.
Oregon	Beginning Teacher Support Grant Program	Beginning teachers who possess a teaching license; are employed at least half time, primarily as classroom teachers, by a school district; and have taught fewer than 90 consecutive days, or 180 days total, as a licensed teacher in any public, private, or state-operated school		

State	Program name	Teachers included	Teachers not included	Notes
Pennsylvania	Induction Program	Full- and part-time, regularly employed teachers engaged in their initial teaching experience; candidates with intern certificates (alternative certification); substitute teachers and newly employed teachers with prior teaching experience may also be required to participate	Candidates with emergency permits	
Rhode Island	Mentoring Program	New teachers	Not specified	
South Carolina	Induction Program	Teachers with a valid teaching certificate with less than one year of public school teaching experience	Teachers employed on a part-time basis for fewer than 152 days hired under a letter of agreement	
South Dakota				
Tennessee				
Texas		Beginning teachers, including those with alternative certification and emergency permits		
Utah				
Vermont				
Virginia	Mentor Teacher Program	Probationary teachers	Teachers with provisional licenses (alternative route)	
Washington	Teacher Assistance Program	Individuals holding state-issued teacher's certificates; beginning teachers with fewer than 90 days experience under contract to any school district; teachers with short-term daily substitute experience (1)	Individuals holding temporary permits (those with missing documentation), teachers in districts that do not operate a program	(1) Districts have flexibility to decide who is included in the program.
West Virginia	Beginning Educator Internship Program	Teachers with professional teaching certificates	Teachers with five years experience in another state; individuals with temporary teaching or temporary vocational teaching certificates; provisional professional teaching certificates, permits, authorizations	
Wisconsin	Peer Review and Mentoring Grant Program	Initial educators	Holders of substitute teacher permits, charter school instructional staff permits, professional teaching permits	
Wyoming				

Table 3
Mentors and State Induction Policies*

State	Program name	Mentor assigned to beginning teacher	Support team assigned to beginning teacher	State criteria for mentors	Mentors required to receive training	Mentors required to receive stipend	Amount of stipend
Alabama							
Alaska							
Arizona							
Arkansas							
California	Beginning Teacher Support and Assessment Program (BTSA)	Yes	No	Yes	No	No	
Colorado	Induction Program	Yes	No	Yes	Yes	No	
Connecticut	Beginning Educator Support and Training Program (BEST)	Yes (or support team)	Yes (or support team)	Yes	Yes	No	
Delaware							
Florida							
Georgia	Mentor Teacher Program	Yes	No	Yes	No	No	
Hawaii							
Idaho	Support Program	No	No	No	No	No	
Illinois							
Indiana	Beginning Teacher Internship Program	Yes	No	Yes	Yes	Yes	\$600 annually
Iowa	Beginning Teacher Induction Grant Program	Yes	No	Yes	Yes	Yes	\$500 per semester
Kansas	Mentor Teacher Program	Yes	No	Yes	Yes	Yes	Up to \$1,000 annually
Kentucky	Kentucky Teacher Internship Program	Yes (resource teacher)	Yes (beginning teacher committee)	Yes	Yes	Yes	\$1,000 annually
Louisiana	Teacher Assistance and Assessment Program	Yes	No	Yes	Yes	Yes	\$400 per person
Maine	Teacher Support System	Yes	Yes	No	Yes	No	
Maryland	Teacher Mentoring Grant Program	Yes	No	Yes	No	No	
Massachusetts	Beginning Teacher Induction/Mentoring Program	Yes	Yes	No	Yes	No	
Michigan		Yes	No	Yes	No	No	
Minnesota	Teacher Mentorship Grant Program	Yes	No	No	No	No	
Mississippi	Beginning Teacher Support Program	Yes	No	Yes	Yes	No	
Missouri	Beginning Teacher Assistance Program	No	No	No	No	No	
Montana							
Nebraska	Mentor Teacher Program	Yes (or support team)	Yes (or mentor)	Yes	No	Yes	\$15 per hour or \$120 per day
Nevada							

* The information in this table is based on state statutes and regulations as of December 2000.

State	Program name	Mentor assigned to beginning teacher	Support team assigned to beginning teacher	State criteria for mentors	Mentors required to receive training	Mentors required to receive stipend	Amount of stipend
New Hampshire							
New Jersey	Induction Program	Yes	Yes	No	Yes	Yes	\$550 to \$1,100
New Mexico		Yes	No	No	No	No	
New York	New York State Mentor Teacher Internship Program	Yes	Yes	Yes	No	No	
North Carolina	North Carolina Beginning Teacher Induction Program	Yes	No	Yes	No	Yes	\$1,000
North Dakota							
Ohio	Entry Year Program	Yes	No	Yes	Yes	No	
Oklahoma	Resident Teacher Program	Yes	Yes (residency committee)	Yes	No	Yes	Not more than \$500
Oregon	Beginning Teacher Support Grant Program	Yes	No	Yes	Yes	No	
Pennsylvania	Induction Program	Yes	Yes (induction team)	No	No	No	
Rhode Island	Mentoring Program	Not specified	No	No	No	No	Not specified
South Carolina	Induction Program	Yes	Yes (assistance team)	No	Yes	No	
South Dakota							
Tennessee							
Texas		No	No	No	No	No	
Utah							
Vermont							
Virginia	Mentor Teacher Program	Yes	No	Yes	Yes	Yes	
Washington	Teacher Assistance Program	Yes	No	Yes	Yes	Yes	Not specified
West Virginia	Beginning Educator Internship Program	Yes	Yes (professional support team)	Yes	Yes	Yes	Minimum of \$600 annually
Wisconsin	Peer Review and Mentoring Grant Program	Yes	Yes (review team)	No	No	No	
Wyoming							
Yes		29	12	21	17	12	
No		3	21	12	16	21	
Blank		17	17	17	17	17	
Not specified		1					



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[Regulation & Env't](#) [Corporate Governance](#) [Postal Reform](#)
[What Works](#) [Biographical Information](#)

Indispensable Tests: How a Value-Added Approach to School Testing

Could Identify and Bolster Exceptional Teaching

by Robert Holland

December 2001

Executive Summary

Most parents want the comparative information that tests supply about students, schools, and school districts. Tests also serve as a hedge against grade inflation, and help ensure that education standards are more than mere suggestions.

However, high-stakes tests do raise legitimate concerns. By excluding large numbers of disabled or limited-English-proficient children from the testing cohort, school officials sometimes can game the tests to pad scores and reap favorable publicity. In addition, another kind of unfairness arises when raw scores from a school serving an affluent neighborhood are compared straight-up with those for a school serving the most impoverished families.

A technique of using test data to determine the value that teachers add to the learning of each student – that is, how much they help the child progress academically – could become an important tool for building better teachers and better schools. Value-added assessment makes it possible to isolate the impact of the individual teacher and to respond with appropriate rewards or corrective training. It ensures that teachers are not penalized for accepting the challenge of raising the learning level of the most socially and culturally deprived children. The deeds of those who add great value to children's learning are brought to light, as is the work of teachers who make little or no impact.

Former University of Tennessee statistician William Sanders, who pioneered value-added research, has demonstrated that pupils' ability to succeed in school is severely crippled when they draw poor teachers three years in a row. Value-added assessment offers a way to ensure that as few children as possible suffer such a disadvantage.

Details follow.

Indispensable Tests: How a Value-Added Approach to School Testing Could Identify and Bolster Exceptional Teaching

by Robert Holland

High-stakes testing of students has become the sharpest arrow in the quiver of would-be reformers of public elementary and secondary education. Not without justification. No matter how high standards are set for English and math and history and science, education requires some form of measurement to confirm that students are mastering the material. Unless there are consequences for failure on these tests, students and school staffs will not take them seriously. Without testing, standards are mere suggestions.

Moreover, as public opinion surveys have repeatedly shown, parents by substantial margins support standardized testing. A survey done for the Committee on Economic Development found that about three-fourths of respondents thought the quantity of student testing in their communities was either about right or not enough. (CED 2000). Parents believe testing yields valuable information. They want to be able to compare their children and their schools to other children and their schools. Information is power. Tests provide information to consumers, and results will be critical as education begins to operate more like a free market. Objective testing is like an annual doctor's check-up, or an audit by an external auditor.

Tests also serve as a valuable confirming device for grading systems that vary from school to school and teacher to teacher. Bill Evers, a research fellow at the Hoover Institution and member of Hoover's Koret Task Force on K-12 education, observes that a pupil's grade is based not merely on achievement and exertion but what the teacher expects from students in his or her class. One teacher may have lower expectations for students than a second teacher. One teacher may want to grade students more leniently than another teacher. Grade inflation may result in many students receiving As and Bs without actual improvements in achievement.

"A divergence between grades from classroom teachers and scores on standardized tests," notes Evers, "can be a wake-up call for parents, taxpayers, and school boards – telling us that students don't really know the subject matter and that teachers are too soft in their grading practices. Getting rid of standardized tests is like getting rid of thermometers, X-ray machines, and blood-pressure gauges in a doctor's office." (Evers 2001)

Although data from mass testing may jolt schools into the first stirrings of reform, problems undeniably accompany so-called high-stakes testing. There is, for instance, the political element: How high a rate of school failure is politically acceptable? When Virginia launched its Standards of Learning testing in 1998, for instance, fewer than 3 percent of public schools initially could meet the seemingly modest requirement that 70 percent of each school's students pass the tests of core-subject knowledge. The passing rate has gradually climbed (reaching 40 percent in Spring 2001) but Virginia still faces the prospect of stripping accreditation from hundreds of its public schools as the 2007 deadline approaches, or lowering the standards it has been pushing the schools to achieve. Similarly, the complex formula for Title I testing in the version of federal reform recently negotiated on Capitol Hill had Washington's policymakers puzzling over just how many schools they could afford to fail. Moreover, the problem of failing schools pales in comparison to the problem of what to do when high numbers of students cannot pass end-of-course or graduation tests.

The bottom line is that high-stakes tests increase the likelihood of school officials and policy-makers gaming tests to attain the results desired. Simply by excluding from the testing

large numbers of disabled or limited-English-proficient children, a local district or a state may pad the scores and reap undeserved praise in the press. Another kind of unfairness occurs when scores from a school serving affluent families are compared straight up with scores from a school serving children who've grown up in the poorest of neighborhoods.

Value-Added and the Difference It Makes

A fair and objective system would identify the difference that schools and teachers make with the individual children they serve – the value that they add to each child's learning, so to speak, regardless where that child started in school or what kind of advantages or disadvantages he or she brings to the classroom.

So-called value-added assessment holds much promise of being that method of testing. Properly refined, it could have its greatest impact on the quality of teaching in American K-12 schools ? revolutionizing the way teachers are trained, hired, evaluated, retrained, rewarded or encouraged to enter another line of work.

Speaking before the metropolitan school board in Nashville in January 2001, Tennessee statistician William Sanders rattled the education establishment when he disputed the connection commonly made between poverty and low student performance. "Of all the factors we study – class size, ethnicity, location, poverty – they all pale to triviality in the face of teacher effectiveness." (Long and Cass 2001) Such a pronouncement rubbed against the grain of doctrine instilled in many educators during their training and retraining. As the perceptive education historian Diane Ravitch has documented, the dominant education progressivists long have maintained that many children shouldn't be pushed to absorb knowledge beyond their limited innate capacities; that they are better off with teachers who help them get in touch with their feelings and find a socially useful niche. (Ravitch 2000.) But teaching matters. It matters a lot.

Sanders wasn't just being contrarian for the sake of being contrarian. He had more than a decade and a half of research in identifying the difference that teaching makes to back up his assertion. In 1983, when Tennessee first ventured into legislated education reform by emphasizing basic skills and a version of merit pay for teachers, Sanders and a colleague (Robert A. McLean) at the University of Tennessee began independently exploring the feasibility of employing a statistical mixed-model methodology to overcome the usual problems in using student achievement as an instrument of assessment – problems such as transient students, missing records, shifting teacher assignments, and the blurring of individual input with team teaching. (Horn and Sanders 1994).

The Tennesseans drew on volumes of student achievement data from Knox County to build a statistical tool of analysis. They were able to detect measurable, consistent differences among teachers regarding their effect on student performance, and these did not seem to be predictable according to where the school was located. And under effective teachers, students could make gains no matter what their ability or achievement levels were when they started.

Why not, then, a system taking into account the value that each teacher added, no matter the starting point of her pupils? Why not value-added assessment? Thus, when the State of Tennessee went into its second phase of results-oriented education reform, the assessment system honed by Sanders and McLean was ready for prime time. With the enactment of the Education Improvement Act in 1991, the Tennessee value-added assessment system (TVAAS)

gained a key role in analyzing data on how public education was doing its primary job of raising student achievement. (Recently Sanders took a position as Manager of the Value-Added Assessment Group at SAS in School, a private software company in Cary, N.C. However, he continues to develop data for TVAAS while assisting other states in developing their own value-added approaches.)

Basically, TVAAS works like this:

- Each spring, students take the norm-referenced state tests ? a customized version of McGraw-Hill's Terra Nova test ? in five core subjects (math, science, reading, language, and social studies). Fresh, non-redundant test items are added each year in an attempt to discourage blatant "teaching to the test."
- Each fall, districts receive a report card broken down by school and grade showing progress in each subject in the context of three-year averages. The system records student achievement gains in scale score points and in the form of comparisons to local, state, and national averages. School and district reports are reported to the public.
- Each teacher receives a report card – one that is *not* released to the general public – showing the year-to-year progress of his or her students. Supervisors also receive these reports. It is this application of these data that holds the greatest promise for building a better teacher.

Here is a portion of an actual TVAAS report for an individual 4th grade teacher in a recent year:

Estimated Mean Gains and (in parenthesis) their Standard Errors					
	Math	Reading	Language	Social St.	Science
USA Norm Gain	26.0	21.0	11.0	22.0	19.0
State Mean Gain	25.0	20.4	19.3	21.4	21.4
1995 Teacher Gain	22.7 (4.8)	24.0 (3.8)	22.3 (4.2)	30.6 (4.9)	28.3 (4.1)
1995 System Gain	12.3 (2.9)	22.5 (3.4)	19.8 (3.0)	27.9 (3.8)	27.5 (3.1)
1996 Teacher Gain	33.3 (4.9)	28.5 (4.0)	28.4 (3.8)	18.3 (5.8)	26.8 (4.0)
1996 System Gain	32.6 (3.0)	28.6 (3.6)	29.5 (3.2)	17.4 (4.0)	28.3 (3.3)
1997 Teacher Gain	15.6 (5.7)	18.7 (4.9)	17.8 (4.9)	17.9 (5.7)	25.6 (4.5)
1997 System Gain	16.3 (3.1)	19.1 (3.6)	16.0 (3.2)	18.1 (4.0)	26.1 (3.3)
Teacher 3-Yr-Avg	23.9 (3.0)	23.7 (2.5)	22.8 (2.5)	22.3 (3.2)	26.9 (2.4)
System 3-Yr Avg	20.4 (1.7)	23.4 (2.0)	21.8 (1.8)	21.1 (2.3)	27.3 (1.9)
Teacher 3-Year-Average Gain Comparisons					
Teacher vs. Norm:	NDD from Norm	NDD from Norm	Above Norm	NDD from Norm	Above Norm
Teacher vs. State:	NDD from Mean	NDD from Mean	NDD from Mean	NDD from Mean	Above Mean
Teacher vs. System:	NDD from Mean	NDD from Mean	NDD from Mean	NDD from Mean	NDD from Mean

(Note: NDD stands for "not detectably different.")

The Tennessee system expresses achievement gains in scale score points, and renders comparisons of local, state, and national averages. In the sample teacher report on the previous page, the teacher has produced gains that are impressive in language and science, but less so in math. The data help shed light on where improvement is needed.

East Tennessee State University scholar John Stone, founder of the online Education Consumers Clearinghouse and that rare education professor who is also a keen critic of the government K-12 monopoly, points out that value-added assessment could be used by education's decision-makers "to isolate and assess the effectiveness of everything from the latest curricular innovations, to the preparedness of novice teachers, to the quality of the programs in which teachers were trained." (Stone 1999)

Two specialists in teacher evaluation, James H. Stronge and Pamela D. Tucker, believe that using this sophisticated form of statistical analysis of year-to-year student achievement gains is a more accurate way to identify good teachers than the PRAXIS exams for entering teachers. (Stronge and Tucker 2001) PRAXIS I measures a teachers' basic reading, writing, and math scores. PRAXIS may usefully screen out near-illiterates from teaching but what

about the creative teacher who despite falling a few points below a passing mark in, say, math inspires students to write coherent essays? Should such a teacher be able to prove his or her mettle through an on-the-job value-added analysis?

Which Model to Use?

Two value-added models have evolved over the past decade. One, used at the district level in Dallas, compares student growth to that of other students with similar socioeconomic characteristics. (Kanstoroom, 2000). In contrast, Tennessee's VAAS compares each student's test-score gains to his or her own previous growth rate while trying to weed out any influence of extraneous factors. Stronge and Tucker contend that TVAAS is "conceptually the simpler and more accurate" of the two models. Marci Kanstoroom of the Thomas B. Fordham Foundation says whether to incorporate the confounding factors of student background into the mix is "a charged and complicated question." Those who favor the Dallas model contend socioeconomic background affects not only where students begin, but how much progress they make from year to year. Low income and minority students will make less progress over time. But Sanders argues that "student background is not strongly correlated with gains a student will make, once the student's test scores in previous years are taken into account." Sanders' view is that the quality of teaching trumps the other factors.

This is seemingly a question to make policy wonks scratch their heads: Is omitting socioeconomic variables unfair to schools or teachers with high proportions of disadvantaged students? Or does taking these into account bring into play the "soft bigotry of lower expectations" decried by George W. Bush in his presidential campaign? That is, do educators too often harm poor and minority students by failing to expect as much academic progress from them as from more privileged children?

Actually, both the Sanders "mixed-model" version of value-added analysis and the Dallas system, based on a statistical technique called "regression analysis" that is more familiar to education researchers, take socioeconomic status (SES) into account. They just do so differently. The Sanders model is conceptually simpler and geared more to the individual than group identification. TVAAS effectively compares each student's annual scores with his or her scores over the past several years – scores that have been influenced by whatever SES, IQ, genetic, motivational, or other conditions that influenced the individual during that period. Thus, it takes into account not only SES but other factors that have influenced achievement over time. The Dallas approach, by contrast, attempts to ensure fair assessments of gain by comparing scores of individual members of a given SES group (such as black, urban, low-income) not to their own prior performance but to a mark adjusted by the average performance for their "group."

Undoubtedly, more value-added research worthy of peer-reviewed publication is in order. In quest of the highest degree of statistical accuracy, there could be variations or hybrids of the current methods. But the Sanders/TVAAS model appears to be more in tune with the ideal of individualism, as opposed to group stereotypes and entitlements.

School and accountability systems could use the value-added approach in a diagnostic rather than punitive way to help weak teachers as opposed to suddenly imposing arbitrary standards. In addition, value-added comparisons could yield valuable consumer information to help parents know how well their schools are helping their children improve, and even enabling them to make choices among competing schools.

Individual Improvement

For his part, Sanders believes the worst of all possible uses for test data is the simple reporting of raw test data as newspapers often have done. Socioeconomic factors confound the straight use of such data. "Students within a school, serving primarily a low socio-economic community, could be making wonderful academic progress, yet their average test scores could be considerably lower than the district's average, leaving the erroneous impression that this is a woefully ineffective school. Students from another school, serving a population from more advantaged homes, could be 'sliding' and 'gliding,' nevertheless leaving the naïve impression that this second school is 'better' than the first because its average test scores are higher than the first school." (Sanders 2000.)

This may be one of the most overlooked problems of modern education. Well-to-do families may conclude their children are receiving superb instruction because their norm-referenced test scores are relatively high. Yet, many of those young persons may be coasting and accomplishing little or nothing. Because schools fail to challenge them, they don't have to study and find themselves with lots of time on their hands. If constructive activities like sports or part-time jobs fail to fill the void, they may entertain themselves with destructive activities.

Models that attempt to take socioeconomic factors into account through the use of such "predictors" as ethnicity or the percentage of students eligible for free or reduced-priced school lunches are a "vast improvement" over use of raw test data, Sanders believes. Yet he has serious qualms about such an approach. Using such numbers to leaven raw data could unintentionally encourage a lowering of expectations for youngsters who come from disadvantaged backgrounds. Achievement gains come from urban housing projects, the hollows of Appalachia, and millionaires' homes alike, even though the proportions of high achievers may not be the same from each segment of society. Hence, he strongly believes that the best method of evaluation simply uses each student as his or her own "control," focusing on the academic improvement that each child makes over time. (Sanders 1994.) Thereby value-added provides a way to diagnose individual learning problems and to isolate the impact of teaching so that a good teacher's work may be rewarded and an inadequate teacher's flaws may be corrected.

Plainly, good teaching matters. (Unfortunately, poor teaching also has a profound impact.) Sanders and other researchers have found that students unlucky enough to have a succession of poor teachers are virtually doomed to the education cellar. Three consecutive years of 1st quintile (least effective) teachers in grades 3 to 5 yield math scores from the 35th to 45th percentile. Conversely, three straight years of 5th quintile teachers result in scores at the 85th to 95th percentile. Put another way, students with three straight years of effective teachers had 60 percent greater achievement than those unfortunate enough to have a succession of ineffective teachers. (Stronge and Tucker 2001) Having a string of ineffective teachers for three years can essentially ruin a child's chances of succeeding in school. A chart from a 1997 TVAAS study reveals that students assigned ineffective teachers three years running scored more than 50 percentile points below their peers who were lucky enough to be assigned highly effective teachers three years in a row. To avert the damage wreaked by back-to-back-to-back poor teachers, Sanders advocates building a "teacher assignment sequence" into school planning to the effect that no student has an ineffective teacher more than once. Even better, of course, would be an assurance that students *never* encountered an ineffective teacher,

though that ideal may never be reached. (The chart is reproduced at the end of this study.)

Within school systems, perhaps the greatest boon of value-added is to teachers who do a superior job helping low achieving students. Often they labor in obscurity now, their work unappreciated or even denigrated by lack of public understanding of the difficult challenges they face. By focusing on gains, value-added can identify good teachers who are successful with low achievers as well as poor teachers who permit high achievers to coast. Fair comparisons could help students at the low and high ends of the achievement spectrum, while helping teachers too.

The "No Excuses" schools identified by an ongoing Heritage Foundation project – high-poverty schools where outstanding pupil achievement defies stereotypes about race and poverty – bolster Sanders' contention that teaching matters. Consider, for instance, Frederick Douglass Academy, a public school in central Harlem that has a student population 80 percent black and 19 percent Hispanic. *The New York Times* recently reported that all of Frederick Douglass' students passed a new, rigorous English Regents exam last year, and 96 percent passed the math Regents. The grades 6-12 school ranks among the top 10 public schools in New York City in reading and math, despite having class sizes of 30 to 34. And what makes the difference?

"Committed teachers," said principal Gregory M. Hodge – teachers, he said, who come to work early, stay late, and call parents if children don't show up for extra tutoring. The disciplined yet caring climate for learning set by Dr. Hodge and principals of other No Excuses schools also is due much credit. (Holland 2001)

A Ramp to Learning

In building better teachers such as those at Frederick Douglass Academy, the value-added approach recognizes the transforming potential of individual differences as opposed to one-size-fits-all standards.

"I believe we should visualize the curriculum not as stair steps, but rather as a ramp," Bill Sanders asserts. (Hill, 2000). "I want all kids to go up the ramp but I recognize that not all kids are going to be at the same place at the same time. What I want us to hold educators accountable for is the speed of movement up the ramp, not the position on the ramp."

Adds Sanders: "Society has a right to expect that schools will provide students with the opportunity for academic gain regardless of the level at which the students enter the educational venue. In other words, all students can and should learn commensurate with their abilities." (Hill 2000)

To be sure, value-added assessment has its critics: Some of them complain the statistical analysis is too complicated. Some say teaching entails too many intangibles to be quantified. Knee-jerk opponents of standardized testing object to using norm-referenced, multiple-choice tests. And what about learning that takes place at home? Not all a child's gains or deficits can be attributed to a teacher.

Sanders concedes that "there is no way you can measure all of the important things a teacher does in the classroom." But, he adds, "that doesn't mean you shouldn't be measuring the things that can be measured." (Hill 2000). No doubt family does influence a student's

learning, but unless there are severe disruptions, such as serious illness, the influence of home tends to be a constant that would not negate value-added assessments of a teacher's impact on learning.

Value-added assessment holds promise of being one important tool in the building of a better teacher for American schools.

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Other Education Information

[Back to the main page](#)

Regional Learning Centers:

Current educational situation in Rural Alaska

- Few Teachers
- Little opportunity to feel a part of the work-force
- Limited frame of reference for students

Opportunities provided by RLC's

- Exposure to different environment
- Potential to earn additional, college-level credits in Vo-Tech programs (possibly)
- Opportunity to experience being part of the work-force
- Opens students eyes to opportunities in hub communities

How it relates to HSGQE

- May provide for additional years, should students NOT pass exam by grade 12.

Boarding Schools:

- Desire across state LAST YEAR

- Mt. Edgecumbe had 291 completed applications for 144 spots
- Project Education (Galena) had 150 applications for 32 spots
- Nenana just started, but had more than twice the applications for the spots available (mostly 9th grade applications, 9th and 10th started out full, 11th and 12th did not)

Desire by districts, across state, for some form of Regional Learning Center, per LB&A report:

- Fairbanks, Nome, Kotzebue, Bethel, St. Mary's, McGrath/Takotna, Seward, Seldovia, Kodiak

What Districts are doing now:

Chugach School District – Anchorage House

- 2 – 6 bedroom houses in Anchorage, where kids learn to transition successfully to the world of work, business ownership, or post-secondary education
- Kids start as early as 5th grade, going for 3 days at a time
- 4 phase approach – student directed, advancement based on achievement
- 97% of eligible Chugach students participate.
- 92% placement of participants in one of 5 acceptable outcomes: post-secondary education, entrepreneurial, service learning, vocational
- Now beginning to bring parents in to learn how to support their children when they do transition.
- Open to other districts, as well as Chugach students.

Lower Kuskokwim – Bethel Alternative Boarding School (BABS) and Yuut Elit Naur Diat

BABS

- Started after 1997 shootings in Bethel, to meet needs of at-risk kids
- Open to kids within the region, not just district.
- 35 students

Yuut Elit Naur Diat

- Has not yet opened (they are hopeful it will in 1-2 years)
- Grades 9-14
- Open to region, not just school district
- 200-250 student capacity
- Grant from USDA and U.S. Department of Interior, and \$900k in Governor's Budget
- Consortium of 19 organizations/corporations to provide vocational education in areas needed in the region, including Health, Trades (construction, electrical, etc.), Technology and Education fields.
- Year round program

updated version 2-6-02
By Rep. Joule

Galena – Project Education

72 students from all over state

Been running for 5 years

97% return rate

Focus on post-secondary education and careers

Vocational – Aviation arts and technology, auto/engine repair, computer tech., culinary arts, beauty school, wood shop, welding, carpentry, drafting.

Partnerships with U.S. Air Force, Suzuki, General Motors, Compaq, Frontier Flying

Strict policies re: attendance and maintaining G.P.A.

Students who do not pass one or more portions of HSGQE required to go to 1 hour of tutoring after school every day.

Bering Straits & Nome – Beltz Facility

Bill on this last year – HB 239 (Rep. Foster).

Want to create a Regional Learning Center where students would come for short-stays, with intensive training in vocational areas

Northwest Arctic Borough – VoTech Center

Looking at the possibility of expanding current facility to include High School age students from district

No current dormitory facilities for High School students (Boarding School Stipend?)

Grades 9-14

Students could attend Kotz. High while attending the VoTech Center for career training

Aleutians East Borough – Live, Interactive Video Teaching

Coming on line next year

Teacher in one community can provide course to multiple sites, real-time, interactively

Student in one community raises hand, teacher sees that via a monitor, and calls on student, as though they were in the same community as the teacher

Cost – Approx. \$400,000. Paid for through E-rate (90% of their students are on school lunch programs) Cost to district - \$40,000 per year – pays for equipment, Broadband, etc.

Can be utilized in partnership between districts – maybe one district could pay another district for seats in a class.

SCOMM

125:16

Notes of Meeting Regarding Proposed Regulations for Correspondence Schools
January 29, 2002

Present: Ed McLain, Rep. Dyson, Senator Leman and Rep. Coghill, Rep. Bunde
Staff from various offices

1. Question about requirement for immunization:
 - Rep. Dyson heard there may be stricter requirements for home school kids to be immunized. What's happening here?
 - H&SS sets requirements for immunization and DEED writes and enforces the regs. H&SS is working on reviewing those requirements. DEED is pushing for their decision. Some home school kids go to school part time. Ed McLain believes that H&SS is concerned about non-immunized kids going into classrooms and spreading diseases.
2. What problem is DEED trying to solve with regulations about correspondence schools?
 - Proposed regs address current expectations for students that study via correspondence and cyber schools, and include part-time public school, charter school and home school students.
 - Currently, school boards must review and approve curriculum materials. DEED is supportive of charter and home schooling. Their intent is to clarify existing expectations, not require more hoops for districts or parents.
 - Their effort is to clarify expectations for parents who want public money. Four courses are required for full time student credit.
 - The teacher involvement requirement is a current regulation.
 - The "core four" classes, such as English, math, history have to have school board approved curriculum materials to qualify for public funding. Outside those four, districts have reviewed work for credit.
 - Bible study type courses can receive credit but not reimbursement. DEED will not fund cost of Bible study, partisan and similar curricular materials. However, a math course provided by a religious institute may be approved by a school board.
 - Teachers would have to approve courses counted toward the "core four" and publicly funded.
 - The intention of DEED is not to be proscriptive. It is the school board's ultimate responsibility to provide a good education to each student enrolled.
3. Regarding the proposed requirement to align curriculum to standards, Rep. Dyson asked why DEED needs to get involved?
 - Ed McLain replied that Page 4 (1) of the proposed regs just clarifies current regs re: "program quality". It's just a requirement that the district says "core four" curriculum materials they've approved will prepare students to learn the standards to the proficient level.
 - Dyson expressed concern that parents may think it's not the government's business what they teach.
 - Ed McLain replied that the big gorilla in the room is the ultimate responsibility for correspondence students needs to be statutory. For whom are school boards responsible? Are correspondence kids subsidizing in-district programs? DEED want to prevent these programs being minimally educational just to subsidize other programs.
4. Jim Pound from Rep. McGuire's office noticed that the definition section does not define "curriculum."

- Ed McLain agreed and said that the intent of the meaning is any program of study that is publicly funded and approved by the local school board. Outside of the "core four" courses, districts make decisions about what counts for credit.
 - Attendees mentioned that districts could get around prohibition on religious materials by saying they are comparative studies.
 - Under the proposed regs parents could still provide religious materials to their kids (they wouldn't be reimbursed for them but students could earn transfer credits for the course).
 - Concern was expressed that teachers might hesitate to approve study from a religious curriculum. Ed said that if a school board approved a curriculum as available for credit, teachers could sign off on work relating to it. The state cannot get involved in determining appropriateness of religious/partisan curriculum.
 - Karen of Rep. Bunde's office suggested that the proposed regs be amended to add "publicly funded" before "curriculum" wherever it pertains to religious/partisan materials since that is DEED's intent. Ed McLain said he had no problem with that; Wes from Rep. Dyson's office said he'd have to study the regs to determine if that would satisfy his concerns.
5. Wes asked if a special education student who enrolls in a correspondence school generate the same amount of money as a non-spced student.
- Ed McLain answered no, by statute. His suspicion is that these schools want increased funding (from 80% to 100%) because they are using the program to subsidize another program. Federal law requires schools to accept all kids and a lack of funding is not just cause to exclude special ed kids. Most programs can generate enough funds to run the correspondence/cyber/home school program and subsidize needs. Ed thinks there's no substance to the complaint that 80% funding for correspondence schools isn't fair because it doesn't cover extra needs students. Could the extra 20% provide a better program? Yes, but there's no need to give it to them just for special ed kids.
6. Karen asked about Page 8 at (1) where the regs require the social security number of sped students where cooperative agreements are used.
- Ed McLain replied that this is required by the federal government and there's a box for it on the forms. This is intended to be an interim measure until the student ID numbers are up and running. Hopefully, the feds only require a unique identifying number that would allow a transition.

Detailed review of changes to correspondence school regulations and new enactment clauses.

What is being proposed: changes to the Alaska Statute Chapter 33.420 – 33.490.

Who is proposing the changes: Board of Education and the State of Alaska's Department of Education, charged with enacting the will of the legislature by providing regulations implementing laws that have been passed by a majority of the legislators in each house and signed into law by the Governor.

Why are changes being proposed: (Written from the point of view of the Department of Education) Some correspondence school families are not receiving an education equal to the State assessment standards. These regulations are meant to assist these families as quickly as possible and as soon as warning signs appear as judged by a certified teacher. Secondly, these regulations make a change to the agreement that is formed to allow a student to participate, by taking it out of a district to district agreement, and bringing it down to each individual student. Additionally, there is some indication that the monies expended through these programs need a more thorough review. All curriculum, expenditures, some grading, and all goal assessments are to be in the jurisdiction of the certified teacher that this agreement is formed with.

What is the basis for opposition: Correspondence schools work well as they are. Home schooled children nationally are the highest scoring group of students on standard achievement tests. Here in the State of Alaska, they rank second behind ABC educated students. Districts that have chosen to implement a correspondence school have implemented a least cost, greatest convenience method of assisting these students in pursuing their academic excellence, while protecting the State from invalid expenditures relating to religious materials. As the law States, this is 'in the best interest of the State,' as it minimizes cost, while still allowing for the Constitutional guarantee of a publicly funded education system. These regulations are opposed when they require a change in the ease at which students are home-schooled, when the monetary support is reduced to allow for non-troubled home-schools to receive teaching assistance which at best is unnecessary, and at worst is disruptive to a very successful method of education.

How this document is laid out: I reference the existing law, what its section number is and then its replacement section. Copies are given for both the original and replacement sections. Finally, a step by step analysis of each significant change that is proposed.

A full reading of the proposed changes as well as the current law can be found at:

<http://www.eed.State.ak.us/regs/4AAC33specialschools.pdf>

CHAPTER 33 SPECIAL SCHOOLS.

Proposed changes to 4 AAC 33.420. - 4 AAC 33.490.

A new section is added:

(d) The program staff, including certified teachers, shall not provide instruction using religious, partisan, sectarian, or denominational curricula purchased privately by the parent, guardian of the

student, or by the student if the curricula teach particular religious beliefs, or a particular religion, as true.

The word 'partisan' here is remarkable. From *Websters New Universal Unabridged Dictionary*, Second Edition, Partisan is defined as "One who takes the side of or strongly supports a side, a party, or another person: often said of an unreasoning, emotional adherent.

I only ask that the word partisan be reviewed by those judging these regulations, and that every school program be held to the same standard of non-partisan support.

Item 3 is expanded as follows:

(3) THE PROGRAM INCLUDES AN ASSESSMENT PLAN OF THE SAME QUALITY AS AN ASSESSMENT PLAN THAT THE DISTRICT OFFERS IN THE DISTRICT'S OTHER PROGRAMS;

Is expanded as follows:

(e) To ensure the academic progress of enrolled students, the program must include an assessment plan of the same quality as an assessment plan that the district offers in the district's other programs; assessment must include:

(1) monitoring of the enrolled student by a certified teacher; the monitoring must include at least monthly review of the student's work and documentation of the certified teacher's review;

(2) grades, or standards met, determined and assigned by a certified teacher, after review and consideration of any recommendations submitted by the student and parents.;

(3) a transcript that denotes curricula material origin for any course other than a district developed course.

Comments:

(3) THE PROGRAM INCLUDES AN ASSESSMENT PLAN OF THE SAME QUALITY AS AN ASSESSMENT PLAN THAT THE DISTRICT OFFERS IN THE DISTRICT'S OTHER PROGRAMS;

This critical sentence is the basis upon which many of the remaining changes are proposed. The suggested implementation, wildly differing from what is currently in place in correspondence schools, is to replace the parents judgment, method, preferred environment, and technique with those of a certified teacher. While the DOE deems this as the proper vehicle to guarantee quality assessment, a review of the additional research material provided clearly establishes that home schools outperform traditional public schools, which establishes the parent as the proper primary judge of the work product in the home school setting. The current implementation is to have the parents as both instructor and work product judge in the home school setting with certified teachers as verifiers of the work product. The result is a supportive environment that allows parents access to additional teaching resources when needed without denying the parent as teacher relationship that makes the model successful.

Evidence suggests that the misunderstanding of the home schooling method, and the certified-teacher-only approach of the Board of Education in this section will effectively upend the home-

school, canceling its benefits and replacing a perfectly valid teaching method with a duplication of the traditional public school's method, but operating even less effectively at a distance. As I indicated in the Executive Summary, the boards mistaken impression of 'an assessment plan of the same quality' will cause widespread abandonment of this inexpensive method of providing a system of education to a State already saturated with budget overruns.

(1) monitoring of the enrolled student by a certified teacher; the monitoring must include at least monthly review of the student's work and documentation of the certified teacher's review;

Given the academic progress of other students in the enrolled district, I suggest that the State not attempt to fix a system that is not broken except in the specific cases where it is. Home school students are Alaska's second highest achieving group, after ABC students. Regulators should remember that every teacher they have spending time reviewing a third grader reading at a seventh grade level in a home or correspondence school, is one less teacher to help a third grader reading at a second grade level in a local public school.

I do not believe that this can be implemented without an attached legislative fiscal note (Requiring legislative approval). Unless the amount destined for students is decreased below its \$1400 / year (e.g. For IDEA students in early grades), then this monetary expenditure must be approved by the legislature as the governmental body empowered to open the public purse. The Department of Education cannot elect to spend additional public money.

If this is a monetary reduction of correspondence school expenditures to increase the number of bureaucrats and teachers, then please be more clear in the language, and indicate that the current disbursements will be reduced and by what amount. Reducing the expenditures will of course bring a different reaction by the people who receive education bound money to assist the State in its duty to provide a system of public education as the Constitution specifies in section 8.

Estimated yearly costs of correspondence student review by a certified teacher:

Number of students allocated to each teacher:	80
Encumbered cost of teacher operating year round:	\$80,000.00
Estimated average teacher time used in Administrative functions:	40%
Estimated Cost of communication, copying, shipping required by regulations	???
Estimated overhead for homeschoolers required by regulations	25%
Estimated Yearly cost of teacher per student (Teacher Cost / # Students)	\$ 1,000.00
Estimated Additional cost to districts for Administration	\$ 200.00
Example amount allocated per student	\$ 1,400.00
New amount you have to spend (After teacher and administrative reductions)	\$ 200.00

Note: This cost estimates that a teacher will dedicate full time to grading and reviewing work, 4 students per day, 20 days per month. Administrative overview is assessed to form the contracts, review purchased materials, fill out paperwork for the student and document the students progress. Teachers would be required to work year round as most homeschoolers do as well. Cost of communication and shipping cannot be accurately calculated without more

information. If these costs do not come out of the student account, then a fiscal note must be attached and the State legislature must vote on the proposal.

- (2) grades, or standards met, determined and assigned by a certified teacher, after review and consideration of any recommendations submitted by the student and parents.;

The original law does not reference this type of requirement. Standardized testing and teacher review are already heavily relied upon to assess the student generally, with the parent usually being an excellent judge of student progression. If the Board would indicate its reasoning for this, perhaps a specific solution could be created for a specific problem. The main point is that the appropriate fix to the occasional problem home school, is not to drown all of them in regulations that would remove the benefit of the educational model.

- (3) a transcript that denotes curricula material origin for any course other than a district developed course.

This may assist the district in assessing whether or not the materials meet AS 14.03.090 AND AS 14.18.060. Again, this needs to be measured against a demonstrated problem with the current method of judgement that the districts use to guarantee the State compliance with these laws. I do not suggest manufacturing burdens for either correspondence schoolers or administrations to operate under unless there is a systemic problem that cannot be corrected with any less burdensome regulation.

Section F has been expanded as follows:

(4) THE DISTRICT REQUIRES ENROLLED STUDENTS TO PARTICIPATE IN THE STATEWIDE STUDENT ASSESSMENT PROGRAM AS REQUIRED BY 4 AAC 06.710 - 4 AAC 06.790;

Now reads:

- (f) The district must require enrolled students to participate in the Statewide student assessment program as required by 4 AAC 06.710 - 4 AAC 06.790; the program must**
- (1) have staff inform parents of State testing requirements and the consequences of non-compliance under 4 AAC 33.450; and**
 - (2) provide a secure testing facility pursuant to 4 AAC 06.765 to administer all State mandated assessment tests; or enter into agreements with local school districts and those site-based schools to allow Statewide correspondence program students to participate in State required testing;**
 - (3) have available to the department, data documenting student participation rates in State required assessments within 10% points of the State average for the prior year's spring test administration.**

Comments:

- (1) have staff inform parents of State testing requirements and the consequences of non-compliance under 4 AAC 33.450; and

I expect that regulation number 1 is acceptable to correspondence schoolers. The results of not testing are described in 33.450 and are essentially denial of eligibility for the following year in a correspondence school. In other words, if you don't take the assessment exams, you do not participate in the program. As long as some safeguards are in place for extraordinary situations, I

also agree with this, as we need to measure all correspondence schoolers to help identify home schools that are in trouble and need additional help or resources.

(2) provide a secure testing facility pursuant to 4 AAC 06.765 to administer all State mandated assessment tests; or enter into agreements with local school districts and those site-based schools to allow Statewide correspondence program students to participate in State required testing;

I expect the districts themselves to comment on the financial impact of 2

(3) have available to the department, data documenting student participation rates in State required assessments within 10% points of the State average for the prior year's spring test administration.

This is another critical sentence. I am not presently aware of what the participation rates were for standardized testing, but previously, the schools had no recourse when students did not participate. It is quite likely that there WILL be a 10 % variance of participation in standardized testing for correspondence schools for a variety of reasons, not the least of which was there was no penalty (i.e. you would still be eligible for participation next year even if you missed the test). This provision sound fishy and is unnecessary. If schools advise parents of the consequences of failure to participate as suggested in (1), then they have met the requirements and why punish the school? **Those parents will be out the following year anyway.** A re-eligibility requirement should be given that allows parents to participate if they have been kept out of the correspondence school after they have successfully completed the standardized tests for one year.

I strongly suggest that provision (3) not be accepted.

Section 5 is rewritten and expanded resulting in a completely new set of ideas and requirements initially indicated in Section e. This is a continuation of the improperly understood assessment plan of the same quality.

(5) THE PROGRAM INCLUDES A PLAN FOR RECEIVING PARENTAL ADVICE AND INVOLVEMENT IN PLANNING, DEVELOPMENT, AND EVALUATION OF THE CORRESPONDENCE STUDY PROGRAM, INCLUDING] THE SELECTION AND EVALUATION OF CURRICULUM, TEACHERS, AND ADMINISTRATORS;

is remade as follows:

(g) The program must include a plan for receiving parental advice and involvement in planning, development, and evaluation of the correspondence study program, including the selection and evaluation of curriculum, teachers, and administrators; the plan must include a signed agreement between the Statewide correspondence program certified teacher and the parent, or parents, of each student; the agreement

(1) must verify that the curriculum materials and course of study are aligned to State standards and comply with AS 14.03.090, and appropriate for the student;

(2) must document the process used to ensure curriculum materials are aligned to State standards and in compliance with AS 14.03.090, including a certified teacher review of all curriculum materials for each student.

Comments:

Item (1) is duplicative and unnecessary.

I suggest the rejection of this modification in its entirety. This section, more than any other is a clear remaking of the will of the Legislature as laid down in the initial law. This section changes an empowerment act for parents into an empowerment act for the certified teacher and creates the new power shifting agreement between the parents and the teacher.

(6) THE PROGRAM IS IN THE BEST INTERESTS OF THE STATE.

Is removed.

Comments:

I do not suggest that this section of the law be removed.

A new section is proposed which changes internal procedures in the districts regarding the use of the students accounts and expenditures from it:

(h) A Statewide correspondence program may provide a fund account to parents for the purpose of meeting instructional expenses for the child enrolled in the program; the following requirements apply to the fund account:

(1) expenditures from Statewide correspondence fund accounts must be for the student's instructional needs only;

(2) materials purchased with State funding are property of the program; non consumable materials must be returned to the program when the student exits the program for any reason;

(3) religious, partisan, sectarian, or denominational materials may not be purchased with account funds;

(4) the program must provide written guidance, consistent with this chapter, on what constitutes appropriate and allowable expenditures of the fund accounts;

(5) all expenditures from the fund account must be approved by the certified teacher signing the student's plan; and

(6) the fund account may not be used either by the district or the parent to supplant district funds or obligations for IEP services.

(h) A Statewide correspondence program may provide a fund account to parents for the purpose of meeting instructional expenses for the child enrolled in the program; the following requirements apply to the fund account:

Since districts are performing this service already, it is reasonable to create regulations in order to ensure that proper safeguards are in place for its designated use. I suggest that this section be accepted with the following revisions:

(1) expenditures from Statewide correspondence fund accounts must be for the student's instructional needs only;

This is satisfactory, though I am not sure how parental administrative expenses (shipping, copying, printing ink, etc) will be classified.

- (2) materials purchased with State funding are property of the program; non consumable materials must be returned to the program when the student exits the program for any reason;

I would suggest leaving this housekeeping to the district that is running the program. Some non-consumables (texts, rulers, etc) are not cost justified in returning, housing, and disposing of. Currently, the school will set a lower limit on either the expenditure they will reimburse for, or for what must be returned to the school. This system is a workable solution and ensures the State that students families are not receiving undue personal wealth/benefit from the programs. Again, I suggest that the State not unnecessarily burden the districts that run these programs, and run them with very little funding. Regulations like this may need to have a fiscal note attached to them and may also reduce the students allocation. I suggest removing this from the proposed changes or accepting a replacement such as:

"(2) Correspondence school students must follow correspondence school guidelines when purchasing materials with State funding. When the student exits the program for any reason, such purchased materials must be returned to the school as the guidelines dictate. Schools may establish a maximum reimbursable amount, and may elect to not require the return of materials purchased under this system."

(3) is duplicative of several other similar restrictions. It does not hurt to mention it again, though the word partisan is questionable.

- (4) the program must provide written guidance, consistent with this chapter, on what constitutes appropriate and allowable expenditures of the fund accounts;

This is appropriate.

- (5) all expenditures from the fund account must be approved by the certified teacher signing the student's plan;

This type of administration is overburdensome and unnecessary. This will limit the ingenuity of the home school and stifle much of its adaptiveness. The current method of approval after the fact works well, and should not be changed. I suggest that this be rejected. A fiscal note should also accompany this section if it is approved.

- (6) the fund account may not be used either by the district or the parent to supplant district funds or obligations for IEP services.

This sounds like an issue relating to Federal funding.

Changes to 33.430:

4 AAC 33.430. ENROLLMENT OF OUT-OF-DISTRICT STUDENTS. BEFORE ENROLLING AN OUT-OF-DISTRICT STUDENT IN A STATEWIDE CORRESPONDENCE STUDY PROGRAM, A DISTRICT SHALL ENTER INTO A COOPERATIVE AGREEMENT WITH THE STUDENT'S DISTRICT OF RESIDENCE,

is changed to read:

(a) To enroll out-of-district students in a Statewide correspondence program, the enrolling district must provide to the department a report listing enrolled students and the percentage of time they are enrolled to the district either before enrolling an out-of-district student in a Statewide correspondence study program, or by the time that the student count period information is required by AS 14.17.600.

Comments:

33.430 is deleted from the law. This deletes the ability of districts to make district to district agreements, and sets up the new agreement method in 33.440. I suggest this change be rejected as a change in the intent of the law. The additional information in (a) may in fact be necessary and could stand without the deletion of the original language in 33.430.

4 AAC 33.440. REPORTING REQUIREMENTS: CORRESPONDENCE AND PART-TIME STUDENTS. (a) Each enrolling district shall transmit a report containing the following information to the department along with the student count period information required by AS 14.17.600 : (2) the name of each enrolling district with which the district of residence has entered into a cooperative agreement [, AND THE NUMBER OF STUDENTS COVERED BY THAT COOPERATIVE AGREEMENT];

Deletion of:

[, AND THE NUMBER OF STUDENTS COVERED BY THAT COOPERATIVE AGREEMENT

Comments:

This change is a significant bureaucratic burden. If the Department of Education's assertion that homeschools are incapable of being the primary judge of the students work product is judged to be valid, then this change is made necessary to change the authority from the parent to the signing teacher. I strongly suggest rejecting this change along with all other changes that undermine the proven structure of the home-school.

A new section 33.450 is added to address failures to participate in the standardized assessments.

4 AAC 33.450. FAILURE TO PARTICIPATE IN STATE MANDATED ASSESSMENT TESTS. (a) If a student fails to participate in a State mandated assessment test the student will be ineligible for enrollment in the Statewide correspondence program and denied enrollment in any other Statewide correspondence program, for the following year, unless the district of enrollment has excused the student from the State mandated assessment.

Comments:

I agree in theory with this section, though I would like to see additional language that will ensure that correspondence school students are given the same ability to have alternative testing dates in the case of illness, family emergency etc, that traditional public school students enjoy. In a form that allows for these cases, it is a good addition and corrects a problem that has haunted the administrations of the correspondence schools. This increases accountability without burdening parents who do participate properly.

Suggested additional language:

"Districts offering correspondence schools must either arrange in their district to district agreements or in some other way, the ability for students who have an excused absence from the assessment tests to retake them. This arrangement should be similar to the options that other students in the sponsoring district receive."

With this additional language, I think there will be broad agreement that this is an good solution to a general problem with correspondence schools and their standardized testing requirements.

A new section, 33.460 is added that significantly follows 33.440:

- 4 AAC 33.460. PROGRAM REVIEW. (a) The department will monitor school district Statewide correspondence programs to insure compliance with the requirements of this chapter and with assurances given upon application for program approval.
- (b) Upon request by the department, the district shall provide
- (1) a list of all students enrolled in the Statewide correspondence program, including each student's name, age, entry date, exit date, whether the student has a disability category, whether the student receives intensive services, or related services;
 - (2) a list of all administrators, teachers, teachers aides, and related services personnel who provide special education services in the district, including, for certificated staff, the teacher certificate numbers; and
 - (3) any other information required by the department.

Comments:

This appears to be significantly similar to a previously existing section 33.440. If it is duplicative, I suggest it be removed. I expect that the districts will question (3) for themselves.

Thanks very much. Please contact me at 360-2674 if you wish discuss this or wish for me to present this information at any State, district, or town-hall meetings.

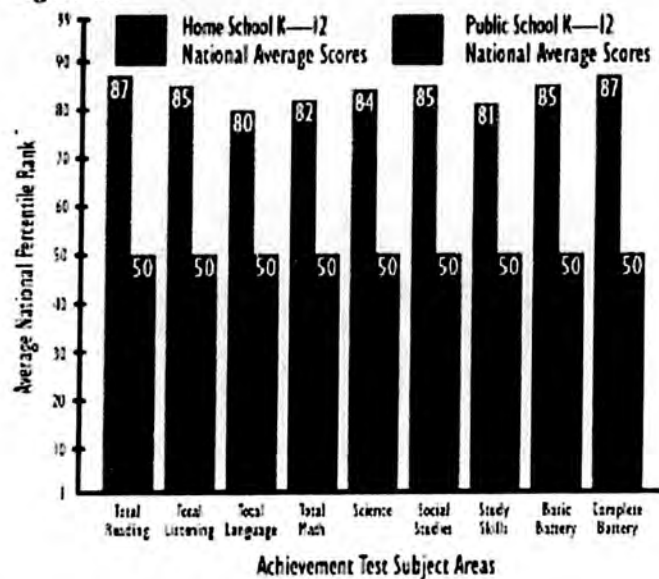
Glen Biegel

Supporting information regarding the performance and assessment capabilities of home schools

<http://www.hslda.org/docs/study/1997/04.asp>

How Do Home School Students Score?

Figure 2.0



<http://www.nheri.org/98/research/fact1.html>

- A nationwide study (Ray, 1990), using a random sample of 1,516 families from one organization's membership, found home educated students to be scoring, on average, at or above the 80th percentile in all areas on standardized achievement tests. Note: The national average on standardized achievement tests is the 50th percentile.
- Wartes (1989) found that home school students in Washington consistently score at the 66th percentile on the Stanford Achievement Test, with their strongest scores in science, listening, vocabulary, and word reading.
- Home education students in Montana scored at the 72nd percentile on standardized achievement tests (Ray, 1990).
- The State of Tennessee (1988) reported that the home educated in that State averaged about the 83rd percentile in reading and about the 77th percentile in math on standardized achievement tests.
- The State of Oregon (1988) found that 73% of the home school students who were tested scored above average. Note: The national average is for 50% to score above average.
- The research findings are consistent that the home educated do equal to or better than conventional school students on achievement tests.

Various research supporting the established pattern of homeschooled excellence, both academically and socially.

Research that supports the claim that homeschoolers do as well as or better than their schooled peers academically:

Greene, S. (1985); Home study in Alaska: A profile of K-12 students enrolled in the Alaska Centralized Correspondence Study. Resources in Education. (ERIC document Reproduction Service No. ED 255 494)

Rakestraw, J. (1987); An Analysis of Home Schooling for Elementary School-age Children in Alabama. Doctoral Dissertation, University of Alabama, Tuscaloosa, AL.

Ray, B.D. & Wartes, J. (1991); Academic Task and Socializing.

In J. Van Galen and M.A Pittman (Eds.); Home Schooling: Political, Historical, and Pedagogical Perspectives.

Norwood, NJ: Ablex. Richman, Howard. (1988); Homeschoolers Score Higher - A Replicable Result. (available from Pennsylvania Homeschoolers, RD 2, Box 117, Kittanning PA 16201)

Wartes, J. (1990). The Relationship of Selected Input Variables to Academic Achievement Among Washington's Homeschoolers, [16109 NE 169th Place,] Woodinville, WA: Washington Homeschool Research Project.

Research that supports the claim that homeschoolers are not deprived of social skills or experiences:

Delahooke, M.M. (1986). Home educated children's social/emotional adjustment and academic achievement: a comparative study. Doctoral dissertation, California School of Professional Psychology, Los Angeles. Dissertation Abstracts International, 47 475A.

Montgomery, L. (1989). The effect of home schooling on the leadership skills of home schooled students. Home School Researcher, Vol. 5 (1), 1-10.

Taylor, J.W. (1986). Self-concept in home-schooling children. Doctoral desertation, Andrews University, Berrien Springs, MI.

Research that supports the claim that homeschooling parents do not need to be certified teachers to help their children learn:

Rakestraw, J. (1987). An Analysis of Home Schooling for Elementary School- age Children in Alabama. Doctoral Dissertation, University of Alabama, Tuscaloosa, AL.

Ray, B. (1990). A Nationwide Study of Home Education: Family Characteristics, Legal Matters, and Student Achievement. The National Home Education Research Institute. 25 W. Cremona St. Seattle, WA 98119

Wartes, J. (1990). The Relationship of Selected Input Variables to Academic Achievement Among Washington's Homeschoolers, [16109 NE 169th Place,] Wodinville, WA: Washington Homeschool Research Project.

Research that supports the claim that the number of homeschoolers is increasing in the United States:

Lines, P. (1987). An Overview of Home Instruction. Phi Delta Kappan, March 1987.

Lines, P. (1990). Home Instruction: Characteristics, Size and Growth. In Home Schooling: Political, Historical, and Pedagogical Perspectives. Norwood, NJ: Ablex Publishing.

Research that supports the claim that homeschoolers encounter no special difficulty in getting into college or finding employment:

Barnaby, L.(1984). American university admission requirements for home schooled applicants, in 1984. Doctoral dissertation, Brigham Young University, Provo, UT. Dissertation Abstracts International, 47(3), 798A.

Webb, J. (1989). The Outcomes of Home-based Edcation: Employment and Other Issues. Educational Review, 41(2).

States With Education Options Reap Academic Results

Daily Policy Digest

Education Issues / School Choice

Wednesday, January 23, 2002

[EMAIL TO A FRIEND](#)

Evidence presented in a new Manhattan Institute 2001 Education Freedom Index verifies that students in States with greater education choices have significantly higher test scores.

Source: Jay P. Greene (Manhattan Institute for Policy Research), "School Choice = Higher Test Scores," *Wall Street Journal*, January 23, 2002; Jay P. Greene, "2001 Education Freedom Index," Civic Report No. 24, January 2002, Manhattan Institute.

District: Anchorage Schools

School Year: 1999-2000

School: Family Partnership Charter School (Anchorage)

Grades: KG - 12

Accreditation: Not Accredited

School Enrollment: 690

Attendance Rate	100.0%	Grades KG-8 Retention Rate	0.0%
Graduation Rate	54.5	High School Graduates	6
Grades 7-12 Dropout Rate	0.5	Grades 7-12 Dropouts	1
Enrollment Change	35.8%	Enrollment Change Due to Transfers	31.0%
Students Survey Return Rate	15.6%	Parents Survey Return Rate	29.6%
Students Commenting	47	Parents Commenting	36
School/Business Partnerships	1	Community Members Commenting	10
Average Volunteer Hours Per Week	20		

- Notes:
- 1) When three or fewer students are tested in a grade, an asterisk (*) is printed to protect student confidentiality.
 - 2) Percentages reported are based on the number of students tested, not the number of students enrolled in the grade.
 - 3) For the 1999-2000 school year, 7th grade CAT5 scores are reported at the district level only.

HSGQE Results	Reading				Writing				Math	
		%	Not	% Not		%	Not	% Not		%
	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient
Grade 10	21	95.5	1	4.5	11	57.9	8	42.1	8	38.1

Benchmark Results	Reading				Writing				Math			
	Adv.	Prof.	Below	Not	Adv.	Prof.	Below	Not	Adv.	Prof.	Below	Not
Grade 3	24.1	69.0	3.4	3.4	0.0	61.3	29.0	9.7	36.4	36.4	12.1	15.2
Grade 6	80.0	10.0	6.7	3.3	44.1	47.1	2.9	5.9	51.5	27.3	9.1	12.1
Grade 8	69.6	30.4	0.0	0.0	20.8	58.3	20.8	0.0	4.5	31.8	50.0	13.6

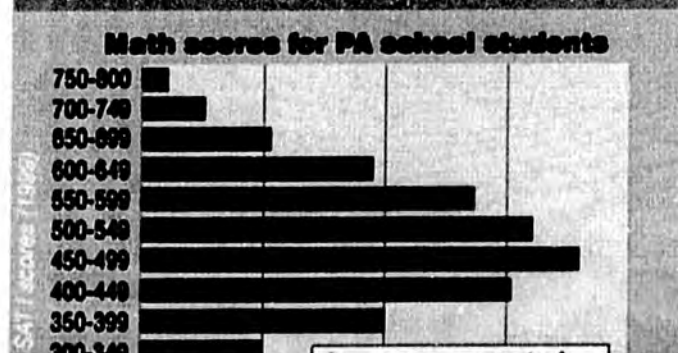
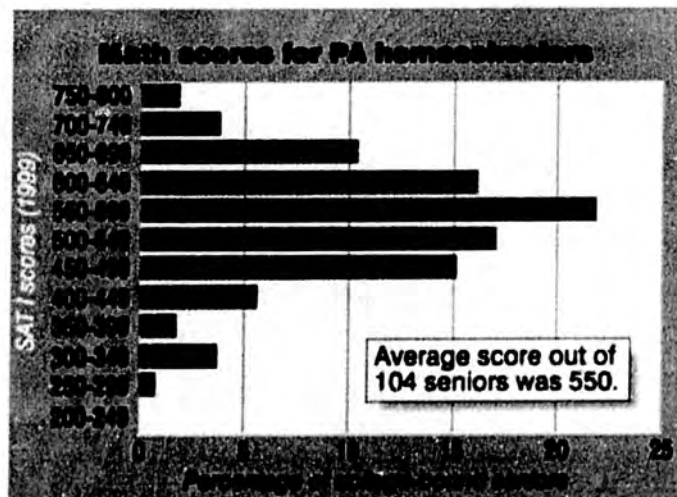
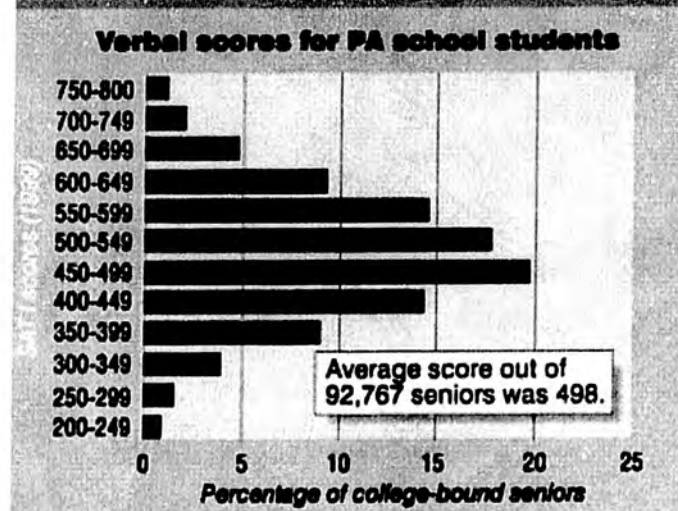
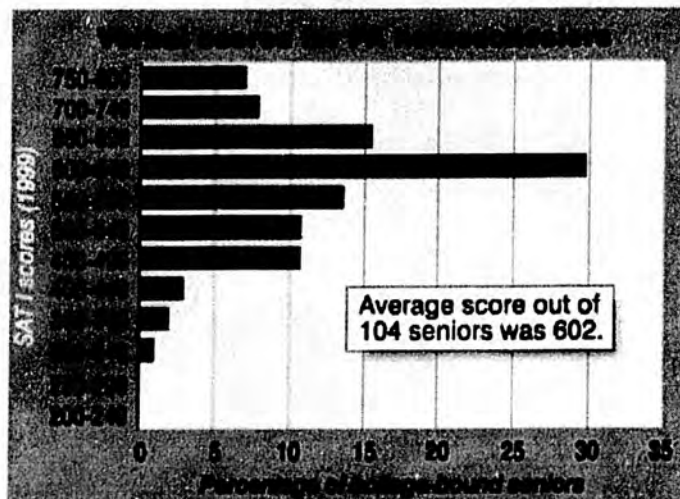
CAT5 Results	Reading			Language			Math		
	Top Quart.	Bottom Quart.	Percentile Rank	Top Quart.	Bottom Quart.	Percentile Rank	Top Quart.	Bottom Quart.	Percentile Rank
Grade 4	47.8	7.5	75	37.3	14.9	60	53.7	13.4	71
Grade 7									

<http://www.post-gazette.com/regionState/20000501homeschoolchart9.asp>

Online charts: PA homeschoolers score well on 1999 SATs

Monday, May 01, 2000 Pittsburgh Post-Gazette

According to statistics reported to Pennsylvania Homeschoolers by the College Board, homeschooled students appear to have an edge over scoring well above Pennsylvania's school-educated students.



The comprehensive study of homeschoolers, reviewing 26,000 students to be found at:

<http://epaa.asu.edu/epaa/v7n8/>

Table 3.3
Median Scaled Scores (corresponding national percentile)
by Subtest and Grade for Home School Students

Grade	N	Composite	Reading	Language	Math	Soc. Stud.	Science	National Median
1	1504	170 (91)	174 (88)	166 (82)	164 (81)	166 (80)	164 (78)	150 (50)
2	2153	192 (90)	196 (89)	186 (80)	188 (85)	189 (81)	195 (86)	168 (50)
3	2876	207 (81)	210 (83)	195 (62)	204 (78)	205 (76)	214 (83)	185 (50)
4	2625	222 (76)	228 (83)	216 (67)	220 (76)	216 (68)	232 (81)	200 (50)
5	2564	243 (79)	244 (83)	237 (69)	238 (76)	236 (71)	260 (86)	214 (50)
6	2420	261 (81)	258 (82)	256 (73)	254 (76)	265 (81)	273 (84)	227 (50)
7	2087	276 (82)	277 (87)	276 (77)	272 (79)	276 (79)	282 (81)	239 (50)
8	1801	288 (81)	288 (86)	291 (79)	282 (76)	290 (79)	289 (78)	250 (50)
9	1164	292 (77)	294 (82)	297 (77)	281 (68)	297 (76)	292 (73)	260 (50)
10	775	310 (84)	314 (89)	318 (84)	294 (72)	318 (83)	310 (79)	268 (50)
11	317	310 (78)	312 (84)	322 (83)	296 (68)	318 (79)	314 (77)	275 (50)
12	66	326 (86)	328 (92)	332 (85)	300 (66)	334 (84)	331 (82)	280 (50)

It is readily apparent from Table 3.3 that the median scores for home school students are well above their public/private school counterparts in every subject and in every grade. The corresponding percentiles range from the 62nd to the 91st percentile; most percentiles are between the 75th and the 85th percentile. The lowest percentiles are in *Mathematics Total with Computation* subtest (labeled *Math* in the tables); the highest in *Reading Total*. While the grade-to-grade increase in national medians is 13 DSS points in the lower grades, the annual increase for home school students is about 16 points. These are exceptional scores and exceptional grade-to-grade gains.

As shown in Table 3.4, the same superiority of median scaled scores holds when comparing home school students to students enrolled in Catholic/Private schools. The Catholic/Private school percentiles corresponding to median scaled scores range from the 53rd percentile to the 89th percentile; most are between the 65th to 75th percentile. In every area and every grade, the median scores for home school students exceed the median scores of students enrolled in Catholic/Private schools.

Table 3.4
Median Scaled Scores of Home School Students
(Corresponding Catholic/Private School Percentile)
by Subtest and Grade

Grade	Composite	Reading	Language	Math	Soc. Stud.	Science
1	170 (89)	174 (86)	166 (80)	164 (80)	166 (73)	164 (75)
2	192 (88)	196 (84)	186 (74)	188 (81)	189 (81)	195 (85)
3	207 (74)	210 (74)	195 (55)	204 (71)	205 (69)	214 (80)
4	222 (72)	228 (72)	216 (58)	220 (69)	216 (56)	232 (76)
5	243 (71)	244 (72)	237 (60)	238 (68)	236 (60)	260 (82)
6	261 (71)	258 (71)	256 (58)	254 (65)	265 (72)	273 (77)
7	276 (72)	277 (77)	276 (63)	272 (70)	276 (68)	282 (73)
8	288 (72)	288 (75)	291 (65)	282 (68)	290 (68)	289 (67)
9	292 (63)	294 (70)	297 (61)	281 (56)	297 (63)	292 (59)
10	310 (71)	314 (81)	318 (71)	294 (57)	318 (72)	310 (66)
11	310 (63)	312 (72)	322 (69)	296 (56)	318 (67)	314 (63)
12	326 (74)	328 (81)	332 (71)	300 (53)	334 (74)	331 (72)

The relationship between median composite scaled scores for home school students, Catholic/Private school students, and the nation is shown in the Figure 1. At each grade level, the test performance of Catholic/Private school students is above the national performance levels, especially in the higher grade levels. Also at each grade level, the performance of home school students is above the performance levels of students enrolled in Catholic/Private schools. The differences between these groups are considerable. For example, the median score for 7th graders nationwide is 239; for Catholic/Private school students the median is 257; for home school students the median is 276. Another way to look at this chart is to examine the grades corresponding to a given composite score. A composite scale score of 250, for example, is typical of a home school student in Grade 6, a Catholic/Private school student in Grade 7 and students nationwide in the later stages of grade 8.

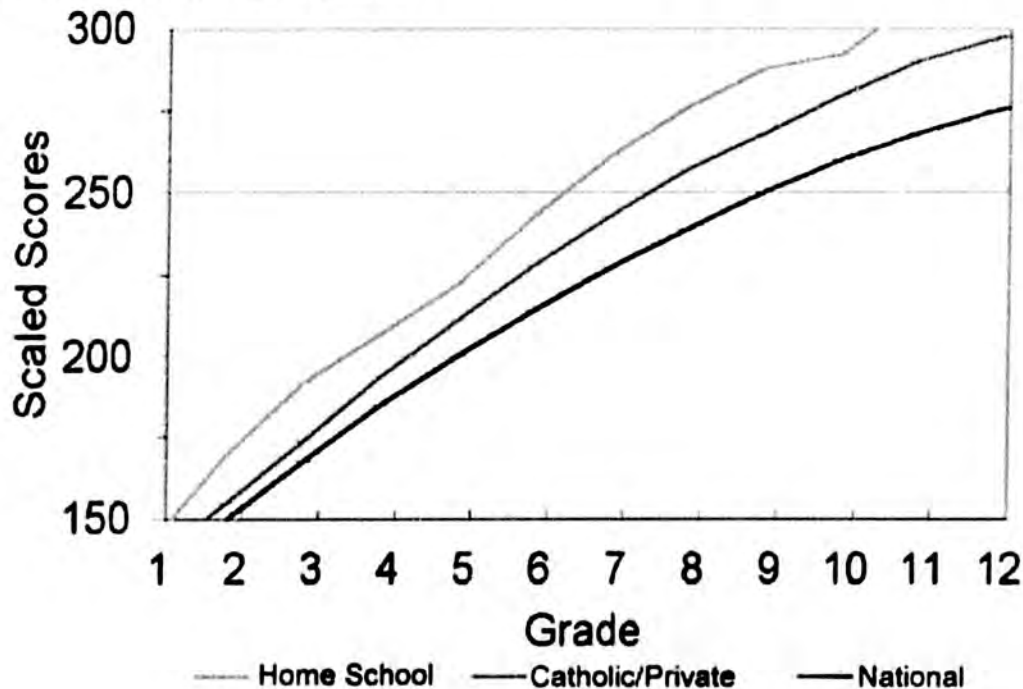


Figure 1. Academic Achievement of Home School, Catholic/Private and the Nation's Students

The Grade Equivalent Scores (GES) corresponding to the median DSS scaled scores for home school students are shown in Table 3.5. These GES scores indicate the performance levels of home school students in terms of student grade placement nationwide. The median composite scaled score for fourth-grade home school students, for example, is 217. This is comparable to the median score expected of students nationwide in the ninth month of fifth grade. Compared to students nationwide, the median fourth-grade home school student test performance is 1.1 grade equivalents above his public/private school peers. By 8th grade, the median performance of home school students on the ITBS/TAP is almost four grade equivalents above that of students nationwide. Similar trends hold for all subject areas.

The reader should recognize that the grade equivalent scale tends to magnify differences at the high school level and that the percentile scale is more meaningful in these higher grades. While 50% of eighth grade home school students have scores that are 4 grade equivalents above the public school median, so do some 20% of eighth grade students in public schools. The revealing statistics are the percentiles which are consistently high across grade levels and subject areas.

Table 3.5
Median Scaled Scores (corresponding Grade Equivalent Scores)
by Subtest and Nominal Grade
for Home School Students

Grade	Composite	Reading	Language	Math	Soc. Stud.	Science	National Median
1	170 (2.9)	174 (3.1)	166 (2.6)	164 (2.6)	166 (2.7)	164 (2.6)	150 (1.8)
2	192 (4.1)	196 (4.5)	186 (3.8)	188 (4.0)	189 (4.0)	195 (4.5)	168 (2.8)
3	207 (5.1)	210 (5.5)	195 (4.4)	204 (5.2)	205 (5.1)	214 (5.8)	185 (3.8)
4	222 (6.2)	228 (6.9)	216 (5.9)	220 (6.4)	216 (5.9)	232 (7.3)	200 (4.8)
5	243 (8.3)	244 (8.3)	237 (7.6)	238 (7.7)	236 (7.6)	260 (9.8)	214 (5.8)
6	261 (10.1)	258 (9.6)	256 (9.4)	254 (9.1)	265 (10.4)	273 (11.6)	227 (6.8)
7	276 (11.9)	277 (12.0)	276 (11.9)	272 (11.3)	276 (11.9)	282 (12.5)	239 (7.8)
8	288 (12.9)	288 (12.9)	291 (-)	282 (12.5)	290 (-)	289 (-)	250 (8.8)
9	292 (-)	294 (-)	297 (-)	281 (12.4)	297 (-)	292 (-)	260 (9.8)
10	310 (-)	314 (-)	318 (-)	294 (-)	318 (-)	310 (-)	268 (10.8)
11	310 (-)	312 (-)	322 (-)	296 (-)	318 (-)	314 (-)	275 (11.8)
12	326 (-)	328 (-)	332 (-)	300 (-)	334 (-)	331 (-)	280 (12.8)

(The - sign indicates the scaled scores are beyond the effective range for GES conversion.)

The grade equivalent score comparisons for home school students and the nation are shown in Figure 2. In grades one through four, the median ITBS/TAP composite scaled scores for home school students are a full grade above that of their public/private school peers. The gap starts to widen in grade five. By the time home school students reach grade 8, their median scores are almost 4 grade equivalents above their public/private school peers.

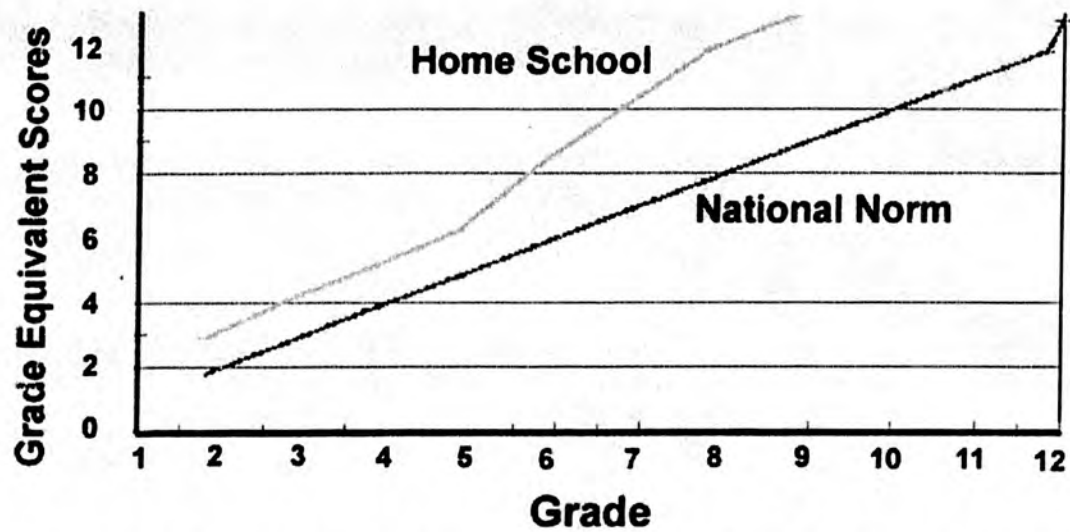
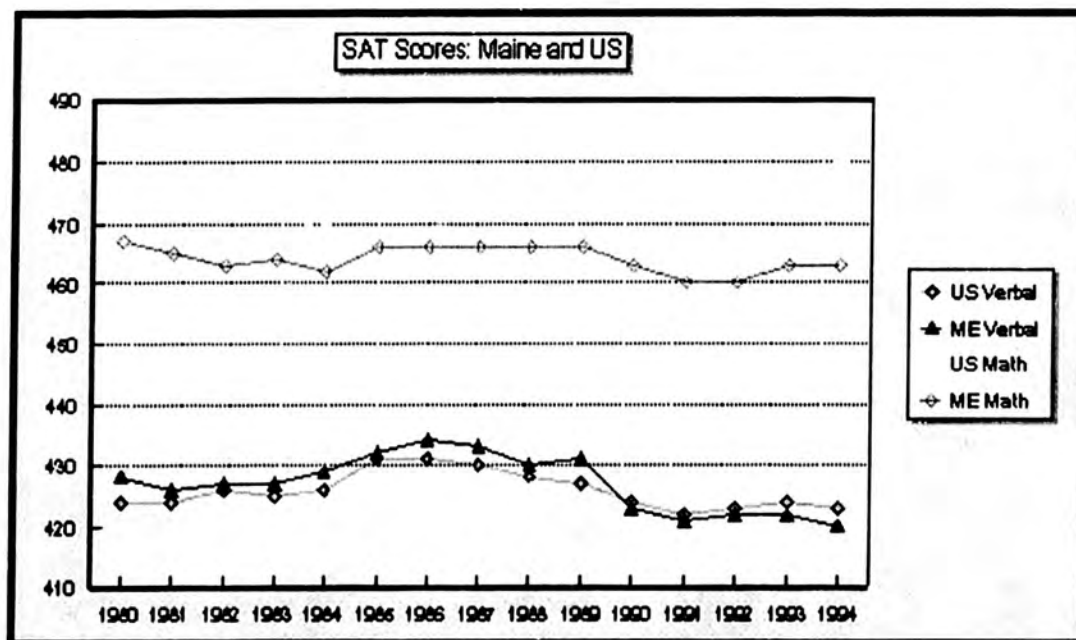
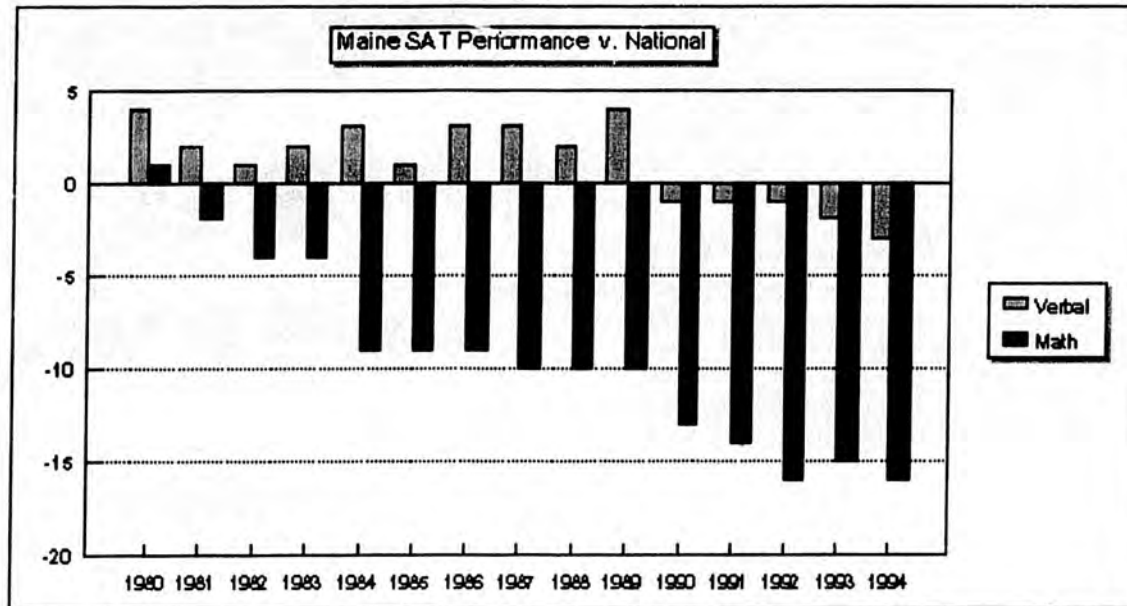


Figure 2. Home School Students Compared to the National Norm Group in Grade Equivalent Units

Other reference material, establishing the averages without homeschool additions:

Scholastic Aptitude Test Results





	National Verbal						Maine Verbal					
	National Math						Maine Math					
	Men	Women	All	Men	Women	All	Men	Women	All	Men	Women	All
1980	428	420	424	428	427	428	491	443	466	488	447	467
1981	430	418	424	430	423	426	492	443	467	489	444	465
1982	431	421	426	428	426	427	493	443	467	489	440	463
1983	430	420	425	428	426	427	493	445	468	486	444	464
1984	433	420	426	432	427	429	495	449	471	487	440	462
1985	437	425	431	434	430	432	499	452	475	488	446	466
1986	437	426	431	434	433	434	501	451	475	488	445	466
1987	435	425	430	438	429	433	500	453	476	494	440	466
1988	435	422	428	434	427	430	498	455	476	488	446	466
1989	434	421	427	437	426	431	500	454	476	490	444	466
1990	429	419	424	427	420	423	499	455	476	484	444	463
1991	426	418	422	424	418	421	497	453	474	482	437	460
1992	428	419	423	425	419	422	499	456	476	481	442	460
1993	428	420	424	422	421	422	502	457	478	484	444	463
1994	425	421	423	420	421	420	501	460	479	484	446	463

Source: Maine Department of Education

The verbal and math mean for Tulsa Public Schools' students taking the Scholastic Aptitude Tests (SATs, also known as "the college boards") exceeded the national mean for both tests. TPS students' mean was 573 for verbal, 67 points higher than the national mean, and 537 points for math, 23 points higher than the national mean.

Subject: [Fwd: 4 AAC 33.420-490]

Date: Tue, 26 Feb 2002 10:20:59 -0900

From: Sue Gullufsen <Sue_Gullufsen@legis.state.ak.us>

Organization: Alaska State Legislature

To: Karen McCarthy <Karen_McCarthy@legis.state.ak.us>

hi karen, i am forwarding this to you as the education queen! thanks,
sue

Subject: 4 AAC 33.420-490

Date: Tue, 26 Feb 2002 10:00:54 -0800

From: ier@ideafamilies.org

To: <Webmaster@legis.state.ak.us>

D-8

Dear Sirs,

I am writing about the proposed changes in the statewide correspondance programs through the school stateboard-4 AAC 33.420-490.

I have sent the following letter to the state school board and am asking your help to see that there are changes made in the proposal.

"I am asking you not to pass this the way it is written now. The way this is written has some areas that need further clarification.

Our state has allowed freedom in homeschooling. We appreciate that.

We feel this bill will limit some of those freedoms.

As it stands now, there are areas that greatly concern us.

One of those is that a certified teacher have to check over the student's work regularly. In public school, many times it's the student next to you checking your work.

Also, the fact that we would all have to have the same textbooks. Many of us have found that the textbooks used overall is not a method that works for everyone. We are very aware that each year there are areas that need to be covered for each grade and buy materials accordingly.

I have two other concerns. One is that statewide correspondance programs have to file yearly when none of the other schools have to do that.

Galena's methods have worked well enough that even the military has chosen it to use with their families.

The other is that we wouldn't be allowed to teach our children with Christian based materials. We use secular materials but supplement with Christian.

We have chosen homeschooling for several reasons. Our main one is our work schedule. If our children attended public school we would not have time to spend with them, as we work evenings. It fits our schedule because my mother homeschools them while she watches them. It has worked well!

We have also chosen homeschooling because we had noticed a family closeness in homeschooling families that we did not see in public school families. There was a respect to adults and a respect for other children which we liked that was many times lacking elsewhere.

Our children have done well with homeschool. Even our 3 year old has benefited, as she listens to the materials covered she retains much of it!

We would continue to homeschool even if funding was not provided. Having funds to do it will ensure a better education but we are sold on homeschooling for us either way.

Thank you for listening and considering our concerns."

Laura Meier

Sue Gullufsen

Manager

Legislative Information & Teleconferencing

Legislative Affairs Agency

Questions and Answers

About Proposed Regulations For Correspondence Schools (4 AAC 33.420-.490)

**Alaska Department of Education & Early Development
February 25, 2002**

A Summary:

The State Board of Education & Early Development on November 28, 2001, proposed amendments to 4 AAC 33.420-.490, regulations the board first enacted in 1999. The November amendments further define the requirements for the operation by publicly funded school districts of correspondence programs that enroll students from outside a school district's legally defined geographical boundaries. Currently 10 of Alaska's 53 school districts offer such programs and enroll students from outside their districts.

The major features of the proposal:

- requires the school district's certified teaching staff to be involved in grading student homework and in assigning the student's grades,
- sets out required student participation rates on state-mandated assessments,
- sets out consequences for students failing to participate in state mandated assessments,
- sets out responsibilities of parents and students in regards to participation in state-mandated assessments,

14.30.010(12)]. Home schools under AS 14.30.010 are exempt from all the laws and regulations that affect public schools. These home schools do not receive any state education funding.

Q: Does the Department of Education & Early Development have plans to regulate home schools that operate under AS 14.30.010?

A: No. The State does not intend to regulate home schools that do not receive state education funding, that is, those that operate under AS 14.30.010.

Q: Are students enrolled in school district correspondence programs considered home schools?

A: The State considers all students enrolled in a public school district program as public school students. This is so whether the students attend classes in a school district building or whether they study at home.

Q: May students enrolled in correspondence study programs also enroll in other school programs?

A: Yes. A state law (AS 14.03.095) allows children enrolled in private, home and correspondence programs to enroll as part time students in a public school to enroll in one or more courses. These students are considered public school students while taking their public school classes.

Q: Do the proposed regulations apply to part time public school students?

A: The regulations would apply to the students only when they are taking public school courses. They would not apply when they are taking courses from their private, home, or non-public correspondence study program.

CORRECTION

**THE FOLLOWING DOCUMENT(S)
HAVE BEEN REFILMED TO
ASSURE LEGIBILITY OR PAGINATION**



Central Microfilm Services
Department of Education & Early Development
State of Alaska

Questions and Answers

About Proposed Regulations For Correspondence Schools (4 AAC 33.420-.490)

**Alaska Department of Education & Early Development
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The State Board of Education & Early Development on November 28, 2001, proposed amendments to 4 AAC 33.420-.490, regulations the board first enacted in 1999. The November amendments further define the requirements for the operation by publicly funded school districts of correspondence programs that enroll students from outside a school district's legally defined geographical boundaries. Currently 10 of Alaska's 53 school districts offer such programs and enroll students from outside their districts.

The major features of the proposal:

- requires the school district's certified teaching staff to be involved in grading student homework and in assigning the student's grades,
- sets out required student participation rates on state-mandated assessments,
- sets out consequences for students failing to participate in state mandated assessments,
- sets out responsibilities of parents and students in regards to participation in state-mandated assessments,

- requires local school boards to be involved in selection of curricular materials, and
 - gives school districts guidance on appropriate instructional expenditures for parents.
-

Q: Why is the state regulating school district correspondence programs?

A: School district correspondence programs that enroll students from outside a school district boundary are a relatively new phenomenon that have relatively few rules placed on them. The state regulates public schools to make certain students get the best education possible and so that all children obtain equitable treatment in public schools.

Q: Are correspondence programs the only non-traditional alternative public school program in Alaska?

A: Correspondence programs are only one type of alternative public school program available in Alaska. Charter schools are another. Other examples of alternatives are Mt. Edgecumb High School, a boarding school in Sitka, and Alyeska Central School, a statewide correspondence study program operated by the State of Alaska since 1939. The state regulates each program to make sure that students enrolled in the programs receive a high quality education and equitable treatment.

Q: Do these proposed regulations affect all correspondence programs?

A: These proposed regulations affect only correspondence programs operated by Alaska public school districts that enroll students from outside the enrolling school district's boundary.

Q: Does this proposal affect home schools?

A: These proposed regulations do not cover home schools that are exempt from the Compulsory School Attendance Act [AS

14.30.010(12)]. Home schools under AS 14.30.010 are exempt from all the laws and regulations that affect public schools. These home schools do not receive any state education funding.

Q: Does the Department of Education & Early Development have plans to regulate home schools that operate under AS 14.30.010?

A: No. The State does not intend to regulate home schools that do not receive state education funding, that is, those that operate under AS 14.30.010.

Q: Are students enrolled in school district correspondence programs considered home schools?

A: The State considers all students enrolled in a public school district program as public school students. This is so whether the students attend classes in a school district building or whether they study at home.

Q: May students enrolled in correspondence study programs also enroll in other school programs?

A: Yes. A state law (AS 14.03.095) allows children enrolled in private, home and correspondence programs to enroll as part time students in a public school to enroll in one or more courses. These students are considered public school students while taking their public school classes.

Q: Do the proposed regulations apply to part time public school students?

A: The regulations would apply to the students only when they are taking public school courses. They would not apply when they are taking courses from their private, home, or non-public correspondence study program.

Q: Are school districts required to administer state mandated exams to part time public school students?

A: Yes. All public school students, including part-time students, are administered the state-mandated exams (AS14.03.075, 4AAC 06.730 and .738).

Q: Under the proposed regulations, what happens if a correspondence student does not take a state-mandated exam?

A: The student may be excused from taking the exam by the school district for good cause, as determined by the district. However, if the district does not excuse the student, the student will not be allowed to enroll in that school district's, or any other school district's, correspondence program the following year. The correspondence program is an alternative to the regular public school setting. As an alternative, correspondence programs likely do not meet the needs of every student. If a student cannot demonstrate adequate progress in reading, writing and math on state exams, then perhaps correspondence is not an appropriate alternative for the student. The student may need more attention and supervision that is available in a regular public school, or in a different kind of alternative school setting.

Q: How will parents know when their children are supposed to take a state-mandated assessment?

A: School districts under the proposed regulation will be required to inform parents and students of the dates for student assessments, and the consequences for not taking the exam.

Q: What else will school districts be required to do about assessments under the proposed regulations?

A: The proposed regulation requires school districts to maintain the confidentiality of all test questions on state-mandated exams. This is the same requirement that already has been set for regular school district programs (4 AAC 06.765). To maintain confidentiality, students will need to take state-mandated exams in secure test sites, just like other students. This means correspondence students have to go to a site that has been declared secure by the school district.

Q: How will the state know whether correspondence students are participating in state-mandated exams?

A: Under the proposed regulations, school districts will need to show that the participation rates for students in the prior year's spring administration of state-mandated exams was within 10 percent of the statewide average for all students. If a district's participation rate does not meet that standard, the district risks losing its state approval to operate a correspondence study program that enrolls students outside its boundaries.

Q: Why has the state set such a drastic penalty for non-participation in state exams?

A: Alaska's policy makers have set a goal that all public school students will meet state academic performance standards in reading, writing and math. The progress of students is measured by state exams beginning in the third grade. In addition, students, beginning in 2004, may not receive a high school diploma if they do not pass the Alaska High School Graduation Qualifying Exam. It is important for schools to know whether a student is meeting standards in earlier grades so that students get the help they need early to assure they meet standards, pass the high school exam and earn a diploma.

Q: Are there any other reasons?

A: Publicly funded correspondence programs are alternatives to the regular public school. If a correspondence program cannot demonstrate adequate academic progress of its students in the core skill areas of reading, writing and math on state exams, the effectiveness of the program cannot be judged, nor can the performance of its students.

Q: How will school districts and parents know if students are making adequate academic progress?

A: Each school district needs to develop an assessment plan for its correspondence study program. Both current and proposed regulations require that the plan needs to be of the same quality as the assessment plans for regular district programs.

Q: What is in the assessment plan?

A: The proposed regulation provides further definition for the assessment plan: monitoring of the enrolled student by a certified teacher; a monthly review of student work; documentation of a teacher's review; a record of grades or standards the student has met as determined by a certified teacher and the student's parent; a transcript that denotes the origin of curricular materials for any course other than a district developed course.

The requirement for teacher involvement only applies to the public school correspondence program component of a student's home-school education.

Q: How will the parents of correspondence students be assured of a voice in their children's education?

A: The proposed regulation requires school districts to develop a plan for receiving the advice and involvement of parents in the planning, development and evaluation of the correspondence study program.

Q: What's included in the parent plan?

A: The plan needs to include a signed agreement between the correspondence teacher and the parent of the student. The plan will verify and document that the course of study and curriculum materials are aligned with state academic standards. The plan needs to document the process used to ensure that the curriculum and materials meet state standards. The plan also needs to show that a certified teacher will review curriculum materials for each student's public school correspondence courses.

A: How will textbooks and curriculum materials be selected for statewide correspondence study programs?

Q: A regulation currently in force requires local school boards to review and select texts and materials, and they need to be of the same quality as materials selected in other school district programs. This requirement does not change with the proposed regulations. As with all parts of these regulations, the requirement applies only to a publicly funded and managed correspondence program. The regulation in force and the proposed changes place no restrictions on private courses and materials or instruction by parents or others that are not part of the public school correspondence program.

Q: Why do local school boards have to get involved in selecting textbooks and materials?

A: Alaska statute [AS 14.14.090(7) and AS 14.08.111(9)] requires all local school boards to be involved in the selection of texts and curriculum materials for all of their school programs. This includes public school correspondence programs.

Q: Can correspondence study students use texts, instructional aids and other materials that parents select?

A: Yes, if the materials are on the school board's approved list, or are approved by the school district through a district-established process.

Under both the current and proposed regulations, districts are required to assure that "curriculum materials are reviewed and selected by the district school board, are of the same quality as those materials that the district offers in the district's other programs..." This proposed regulation does not change this requirement.

Q: What about materials not on the school board's approved list. May parents use them?

A: They may use them, but not during the hours the correspondence school is in session, nor may parents or public schools use state funds to purchase them. Parents may purchase these materials only with their own funds.

Q: What about religious materials. May parents use them?

A: Yes, parents may use religious materials without restriction when used in a non-public school correspondence program.

If used in a public school correspondence program, such material may be used provided the material is not used to advocate a religious point of view. Examples of allowable uses of religious material include as curriculum materials in literature, comparative religion, philosophy and social studies.

The Alaska Constitution (Article VII, Section I) requires all public schools "be free from sectarian control." Also, a state law (AS14.03.90) prohibits public schools from advocating partisan, sectarian or denominational doctrines during the hours a school is in session. The law also states: "A teacher or school board violating this section may not receive public money."

Because of this, the proposed regulation prohibits correspondence teachers and other staff from providing instruction using religious, partisan, sectarian or denominational curricula even if purchased privately by the student's parent.

Q: May parents buy religious texts and materials with their personal money?

A: Yes. And they can instruct their children with these materials provided that the instruction is not part of the public school correspondence program, and provided that public school teachers are not involved in that instruction.

Q. May a student receive credit for a course or educational program taken outside of the public school correspondence program?

A: As in any district, parents can apply to the local district for review and acceptance of a learning experience or course taken outside of the district. A district may use criteria and a process of its own design to review and evaluate such work and award appropriate credit. The proposed regulation requires that the source of such course or academic work should be indicated on the student's transcript. This is comparable to current practice in districts when a student transfers

from another school and the courses accepted for transfer are listed on the transcript with the name of the school or program identified.

Q: Can public school correspondence programs give money to parents to pay for instructional expenses for their child's education?

A: Yes. School districts generate \$3,200 for each out-of-district correspondence student. And, under current rules, they may allot all or part of that amount for parents. Under the proposed regulation, school districts need to distribute those funds from a fund account.

Q: What rules will apply to funds spent through the fund accounts?

A: The proposed regulations will require that monies from the funds be spent only for the instructional needs of the enrolled child; non-consumable materials purchased are the property of the school district and need to be returned to the school district when the student exits the correspondence program; and religious, partisan, sectarian or denominational materials may not be purchased.

Under the proposed regulations, the correspondence school will need to provide written guidance to parents and students on what constitutes appropriate and allowable fund expenditures. All expenditures from fund accounts will need the approval of a certified teacher.

In addition, the district may not use the funds from the account to supplant funds for students enrolled in the program under an Individualized Educational Plan (IEP).

NOTE: The Department of Education & Early Development is recommending that the state board further amend the proposed regulation to allow approval by the district as well as - or in place of - approval by the certified teacher signing the agreement.

Q: Why doesn't the State require school districts to spend the whole \$3,200 on the correspondence program?

A: This subject is not addressed in the current or proposed regulations. However, the State Board of Education & Early

Development is investigating this issue now. The reason the board is interested in this matter is because current state law places no requirement on districts to spend the funds generated by out-of-district students in correspondence programs on the correspondence program. Local boards are required by statute to work for the best interest of the students residing within their district boundaries. While some districts may create parent councils for correspondence programs, there is no statutory requirement for such oversight. Further, parents of out-of-district students may have little or no influence over how state money is spent on their child's program, since parents who reside outside a school district boundaries cannot vote for the school board that sets policies for the correspondence school in which their children are enrolled. The state board may ask the Legislature to become involved in this issue. The state board may ask the Legislature to require districts to spend the funds generated by the statewide correspondence program on the correspondence program in which the child is enrolled.

Q: Does the state have any other responsibility for assuring the quality of public school district correspondence programs?

A: The Department of Education & Early Development under the proposed regulation will have the authority to monitor school districts to make sure they are meeting the provisions of the proposed regulation on correspondence programs that enroll out-of-district students.

Q: Can members of the public comment on the proposed regulation?

A: Yes. Any person may offer comments to the State Board of Education & Early Development.

Q: How can the public comment?

A: You can submit formal comments one of three ways.

- You may make oral comments at the next meeting of the state board on April 4 from 8:30 to 9:30 a.m. in Juneau, State Board Room, Goldbelt Building, 801 W. Tenth St., Juneau. Or you can participate by going to your Legislative Information Office.

- You may submit written comments no later than 4:30 p.m., on March 4, 2002. Send them to Department of Education & Early Development, Regulations Review, 801 W. Tenth St., Juneau, AK 99801-1894.
- You may also make comments on the web no later than 4:30 p.m., March 4, 2002. You can find the online form at **www.eed.state.ak.us/regs**. You can also find the proposed regulation at the same online address.

If you need further assistance on making your comments, contact Sheila Box (907) 465-2801, or e-mail Sheila_Box@eed.state.ak.us.

Final 2/25/02 - 9:45 a.m.

Subject: InfoExch 03.01.02

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From: "Harry Gamble" <Harry_Gamble@eed.state.ak.us>

To: "EED - All dept 05" <alldept05@eed.state.ak.us>, "Info Exchange Listserv" <info_exchange@list.state.ak.us>

INFORMATION EXCHANGE

Newsletter Of The Alaska Department Of Education & Early Development

March 1, 2002

To contact most Department of Education & Early Development staff by email:

first name_last name@eed.state.ak.us; or webmaster@eed.state.ak.us

Web site <http://www.eed.state.ak.us>

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INSIDE THIS EDITION:

--Knowles Proclaims School Breakfast Week

--Q & A's About Proposed Correspondence School Regulations

Knowles Proclaims School Breakfast Week

Governor Tony Knowles has proclaimed March 4 to March 8 as Alaska School Breakfast Week. In the proclamation signed February 25, Knowles said, "Alaska has long recognized that the

future wealth of its resources lies in its children's health. The School Breakfast Program helps teach children healthy eating habits."

He continued: "Alaskans realize that children who eat balanced meals learn more readily, play more actively, are able to attend to daily tasks more easily, and learn better if they start their day with a nutritious breakfast. It is important for Alaska's children to understand that a person's well being is affected by their eating habits."

Knowles urged Alaskans to become acquainted with the National School Breakfast program.

For more information on the program, contact Kathleen Wayne, program coordinator for Child Nutrition Services, Department of Education & Early Development, at 465-8708.

Q & A's About Proposed Correspondence School Regulations

The State Board of Education & Early Development on November 28, 2001, proposed amendments to 4 AAC 33.420-.490, regulations the board first enacted in 1999. The November amendments further define the requirements for the operation by publicly funded school districts of correspondence programs that enroll students from outside a school district's legally defined geographical boundaries. Currently 10 of Alaska's 53 school districts offer such programs and enroll students from outside their districts.

The major features of the proposal:

- requires the school district's certified teaching staff to be involved in grading student homework and in assigning the student's grades,
- sets out required student participation rates on state-mandated assessments,
- sets out consequences for students failing to participate in state mandated assessments,

--sets out responsibilities of parents and students in regards to participation in state-mandated assessments,

--requires local school boards to be involved in selection of curricular materials, and

--gives school districts guidance on appropriate instructional expenditures for parents.

Q: Why is the state regulating school district correspondence programs?

A: School district correspondence programs that enroll students from outside a school district boundary are a relatively new phenomenon that have relatively few rules placed on them. The state regulates public schools to make certain students get the best education possible and so that all children obtain equitable treatment in public schools.

Q: Are correspondence programs the only non-traditional alternative public school program in Alaska?

A: Correspondence programs are only one type of alternative public school program available in Alaska. Charter schools are another. Other examples of alternatives are Mt. Edgecumbe High School, a boarding school in Sitka, and Alyeska Central School, a statewide correspondence study program operated by the State of Alaska since 1939. The state regulates each program to make sure that students enrolled in the programs receive a high quality education and equitable treatment.

Q: Do these proposed regulations affect all correspondence programs?

A: These proposed regulations affect only correspondence programs operated by Alaska public school districts that enroll students from outside the enrolling school district's boundary.

Q: Does this proposal affect home schools?

A: These proposed regulations do not cover home schools that are exempt from the Compulsory School Attendance Act [AS 14.30.010(12)]. Home schools under AS 14.30.010 are exempt from all the laws and regulations that affect public schools. These home schools do not receive any state education funding.

Q: Does the Department of Education & Early Development have plans to regulate home schools that operate under AS 14.30.010?

A: No. The State does not intend to regulate home schools that do not receive state education funding, that is, those that operate under AS 14.30.010.

Q: Are students enrolled in school district correspondence programs considered home schools?

A: The State considers all students enrolled in a public school district program as public school students. This is so whether the students attend classes in a school district building or whether they study at home.

Q: May students enrolled in correspondence study programs also enroll in other school programs?

A: Yes. A state law (AS 14.03.095) allows children enrolled in private, home and correspondence programs to enroll as part time students in a public school to enroll in one or more courses. These students are considered public school students while taking their public school classes.

Q: Do the proposed regulations apply to part time public school students?

A: The regulations would apply to the students only when they are taking public school courses. They would not apply when they are taking courses from their private, home, or non-public correspondence study program.

Q: Are school districts required to administer state mandated exams to part time public school students?

A: Yes. All public school students, including part-time students, are administered the state-mandated exams (AS14.03.075, 4AAC 06.730 and .738).

Q: Under the proposed regulations, what happens if a correspondence student does not take a state-mandated exam?

A: The student may be excused from taking the exam by the school district for good cause, as determined by the district. However, if the district does not excuse the student, the student will

not be allowed to enroll in that school district's, or any other school district's, correspondence program the following year. The correspondence program is an alternative to the regular public school setting. As an alternative, correspondence programs likely do not meet the needs of every student. If a student cannot demonstrate adequate progress in reading, writing and math on state exams, then perhaps correspondence is not an appropriate alternative for the student. The student may need more attention and supervision that is available in a regular public school, or in a different kind of alternative school setting.

Q: How will parents know when their children are supposed to take a state-mandated assessment?

A: School districts under the proposed regulation will be required to inform parents and students of the dates for student assessments, and the consequences for not taking the exam.

Q: What else will school districts be required to do about assessments under the proposed regulations?

A: The proposed regulation requires school districts to maintain the confidentiality of all test questions on state-mandated exams. This is the same requirement that already has been set for regular school district programs (4 AAC 06.765). To maintain confidentiality, students will need to take state-mandated exams in secure test sites, just like other students. This means correspondence students have to go to a site that has been declared secure by the school district.

Q: How will the state know whether correspondence students are participating in state-mandated exams?

A: Under the proposed regulations, school districts will need to show that the participation rates for students in the prior year's spring administration of state-mandated exams was within 10 percent of the statewide average for all students. If a district's participation rate does not meet that standard, the district risks losing its state approval to operate a correspondence study program that enrolls students outside its boundaries.

Q: Why has the state set such a drastic penalty for non-participation in state exams?

A: Alaska's policy makers have set a goal that all public school students will meet state academic performance standards in reading, writing and math. The progress of students is measured by state exams beginning in the third grade. In addition, students, beginning in 2004, may not receive a high school diploma if they do not pass the Alaska High School Graduation Qualifying Exam. It is important for schools to know whether a student is meeting standards in earlier grades so that students get the help they need early to assure they meet standards, pass the high school exam and earn a diploma.

Q: Are there any other reasons?

A: Publicly funded correspondence programs are alternatives to the regular public school. If a correspondence program cannot demonstrate adequate academic progress of its students in the core skill areas of reading, writing and math on state exams, the effectiveness of the program cannot be judged, nor can the performance of its students.

Q: How will school districts and parents know if students are making adequate academic progress?

A: Each school district needs to develop an assessment plan for its correspondence study program. Both current and proposed regulations require that the plan needs to be of the same quality as the assessment plans for regular district programs.

Q: What is in the assessment plan?

A: The proposed regulation provides further definition for the assessment plan: monitoring of the enrolled student by a certified teacher; a monthly review of student work; documentation of a teacher's review; a record of grades or standards the student has met as determined by a certified teacher and the student's parent; a transcript that denotes the origin of curricular materials for any course other than a district developed course.

The requirement for teacher involvement only applies to the public school correspondence program component of a student's home-school education.

Q: How will the parents of correspondence students be assured of a voice in their children's education?

A: The proposed regulation requires school districts to develop a plan for receiving the advice and involvement of parents in the planning, development and evaluation of the correspondence study program.

Q: What's included in the parent plan?

A: The plan needs to include a signed agreement between the correspondence teacher and the parent of the student. The plan will verify and document that the course of study and curriculum materials are aligned with state academic standards. The plan needs to document the process used to ensure that the curriculum and materials meet state standards. The plan also needs to

show that a certified teacher will review curriculum materials for each student's public school correspondence courses.

Q: How will textbooks and curriculum materials be selected for statewide correspondence study programs?

A: A regulation currently in force requires local school boards to review and select texts and materials, and they need to be of the same quality as materials selected in other school district programs. This requirement does not change with the proposed regulations. As with all parts of these regulations, the requirement applies only to a publicly funded and managed correspondence program. The regulation in force and the proposed changes place no restrictions on private courses and materials or instruction by parents or others that are not part of the public school correspondence program.

Q: Why do local school boards have to get involved in selecting textbooks and materials?

A: Alaska statute [AS 14.14.090(7) and AS 14.08.111(9)] requires all local school boards to be involved in the selection of texts and curriculum materials for all of their school programs. This includes public school correspondence programs.

Q: Can correspondence study students use texts, instructional aids and other materials that parents select?

A: Yes, if the materials are on the school board's approved list, or are approved by the school district through a district-established process.

Under both the current and proposed regulations, districts are required to assure that "curriculum materials are reviewed and selected by the district school board, are of the same quality as those materials that the district offers in the district's other programs..." This proposed regulation does not change this requirement.

Q: What about materials not on the school board's approved list. May parents use them?

A: They may use them, but not during the hours the correspondence school is in session, nor may parents or public schools use state funds to purchase them. Parents may purchase these materials only with their own funds.

Q: What about religious materials. May parents use them?

A: Yes, parents may use religious materials without restriction when used in a non-public school correspondence program.

If used in a public school correspondence program, such material may be used provided the material is not used to advocate a religious point of view. Examples of allowable uses of religious material include as curriculum materials in literature, comparative religion, philosophy and social studies.

The Alaska Constitution (Article VII, Section I) requires all public schools "be free from sectarian control." Also, a state law (AS14.03.90) prohibits public schools from advocating partisan, sectarian or denominational doctrines during the hours a school is in session. The law also states: "A teacher or school board violating this section may not receive public money."

Because of this, the proposed regulation prohibits correspondence teachers and other staff from providing instruction using religious, partisan, sectarian or denominational curricula even if purchased privately by the student's parent.

Q: May parents buy religious texts and materials with their personal money?

A: Yes. And they can instruct their children with these materials provided that the instruction is not part of the public school correspondence program, and provided that public school teachers are not involved in that instruction.

Q. May a student receive credit for a course or educational program taken outside of the public school correspondence program?

A: As in any district, parents can apply to the local district for review and acceptance of a learning experience or course taken outside of the district. A district may use criteria and a process of its own design to review and evaluate such work and award appropriate credit. The proposed regulation requires that the source of such course or academic work should be indicated on the student's transcript. This is comparable to current practice in districts when a student transfers from another school and the courses accepted for transfer are listed on the transcript with the name of the school or program identified.

Q: Can public school correspondence programs give money to parents to pay for instructional expenses for their child's education?

A: Yes. School districts generate \$3,200 for each out-of-district correspondence student. And,

under current rules, they may allot all or part of that amount for parents. Under the proposed regulation, school districts need to distribute those funds from a fund account.

Q: What rules will apply to funds spent through the fund accounts?

A: The proposed regulations will require that monies from the funds be spent only for the instructional needs of the enrolled child; non-consumable materials purchased are the property of the school district and need to be returned to the school district when the student exits the correspondence program; and religious, partisan, sectarian or denominational materials may not be purchased.

Under the proposed regulations, the correspondence school will need to provide written guidance to parents and students on what constitutes appropriate and allowable fund expenditures. All expenditures from fund accounts will need the approval of a certified teacher.

In addition, the district may not use the funds from the account to supplant funds for students enrolled in the program under an Individualized Educational Plan (IEP).

NOTE: The Department of Education & Early Development is recommending that the state board further amend the proposed regulation to allow approval by the district as well as – or in place of – approval by the certified teacher signing the agreement.

Q: Why doesn't the State require school districts to spend the whole \$3,200 on the correspondence program?

A: This subject is not addressed in the current or proposed regulations. However, the State Board of Education & Early Development is investigating this issue now. The reason the board is interested in this matter is because current state law places no requirement on districts to spend the funds generated by out-of-district students in correspondence programs on the correspondence program. Local boards are required by statute to work for the best interest of the students residing within their district boundaries. While some districts may create parent councils for correspondence programs, there is no statutory requirement for such oversight.

Further, parents of out-of-district students may have little or no influence over how state money is spent on their child's program, since parents who reside outside a school district boundaries cannot vote for the school board that sets policies for the correspondence school in which their children are enrolled. The state board may ask the Legislature to become involved in this issue. The state board may ask the Legislature to require districts to spend the funds generated by the statewide correspondence program on the correspondence program in which the child is

enrolled.

Q: Does the state have any other responsibility for assuring the quality of public school district correspondence programs?

A: The Department of Education & Early Development under the proposed regulation will have the authority to monitor school districts to make sure they are meeting the provisions of the proposed regulation on correspondence programs that enroll out-of-district students.

Q: Can members of the public comment on the proposed regulation?

A: Yes. Any person may offer comments to the State Board of Education & Early Development.

Q: How can the public comment?

A: You can submit formal comments one of three ways.

1. You may make oral comments at the next meeting of the state board on April 4 from 8:30 to 9:30 a.m. in Juneau, State Board Room, Goldbelt Building, 801 W. Tenth St., Juneau. Or you can participate by going to your Legislative Information Office.

2. You may submit written comments no later than 4:30 p.m., on March 4, 2002. Send them to Department of Education & Early Development, Regulations Review, 801 W. Tenth St., Juneau, AK 99801-1894.

3. You may also make comments on the web no later than 4:30 p.m., March 4, 2002. You can find the online form at www.eed.state.ak.us/regs. You can also find the proposed regulation at the same online address.

If you need further assistance on making your comments, contact Sheila Box (907) 465-2801, or e-mail Sheila_Box@eed.state.ak.us.

**Explanation of Proposed Regulations of Correspondence Study Programs
4 AAC 33.421 - 4 AAC 33.490**

1) DEED's Viewpoint:

- a) Additional language clarifies existing regulation's intent.
- b) DEED does not want to be proscriptive.
- c) It is ultimately the school districts' responsibility, under the department's oversight, to make sure all their students receive an adequate education. It is DEED's responsibility to make sure public money is spent appropriately.

2) 4 AAC 33.420 Requirements: (Department Approval)

- a) A district must file an annual application to provide a statewide correspondence study program and have that application approved by the department to operate a correspondence program
- b) The department will approve the application if it demonstrates compliance with 4 AAC 33.421.

3) 4 AAC 33.421 Requirements: (Statewide Correspondence Study Program Requirements)

- a) The correspondence program must meet all requirements to be approved
- b) The program must conform with state performance standards
- c) Materials used by the program must be reviewed and approved by the school board and they must be same quality as those offered to other district students. Partisan, sectarian, or denominational doctrines may not be advocated in a public school during the hours the school is in session. A school or district violating this section may not receive public money. School boards shall use educationally sound, unbiased texts and other instructional materials as they become available. Nothing in this section prohibits use of literary works.
- d) Program staff and teachers shall not provide instruction using religious, partisan, sectarian or denominational curricula purchased privately by the parent/guardian/student if it teachers particular religious beliefs as true. (DEED's intent is that this section only applies to those credits necessary to maintain full time student status (that is the core four classes) and only applies to publicly funded curricula.)
- e) Correspondence program must contain an assessment plan of the same quality as other district programs **and must include monthly review of student's work by certified teacher, grades or standards met, determined and assigned by a certified teacher with review and consideration by parents, with transcript noting source of curriculum for any course not developed by a district.** (DEED's intent is that the certified teacher will check to ensure the student's course of study and academic progress are objectively comparable with those of other students with the same grades. DEED believes it is a district's responsibility to ensure that a correspondence program student's grade is objectively comparable to a non-correspondence student's grade and achievement.)
- f) Districts must require students to participate in all statewide assessments (Benchmark tests, Norm referenced tests, and High School Graduation Qualifying Exam), inform parents of requirements and consequences of non-compliance, and provide testing facility and provide DEED with participation rates.
- g) The program must provide for receiving parents' advice and involvement in all phases of program **and include signed agreement between certified teacher and parents that the curriculum materials are aligned to the standards and how they are aligned.**
- h) **The program may provide a fund account to parents to pay for only instructional expenses. Materials bought with state funding are the program's property; non-workbook materials must be returned if student leaves program; public funds can't pay for religious, partisan, sectarian or denominational materials. The program must provide written guidance on what allowable expenditures are. All expenditures must be approved by the certified teacher (this approval may be done by the district.) The fund account may not replace district funds or obligations for Individualized Education Plan (IEP).**

4) 4 AAC 33.430 Requirements: (Enrollment of Out-of-District Students)

- a) **Districts must provide DEED with a list of enrolled students and the percentage of time they are enrolled either prior to enrolling the student or by the date required for the Fall or Spring Student Count required by statute.**
- b) Repealed in 2000
- c) Alyeska Central School will be considered to be an enrolling district.
- d) **Deletes requirement that districts and correspondence programs enter into cooperative agreements for all students.**
- e) **Deletes requirement that districts and correspondence programs enter into cooperative agreements for all special education students.**
- f) Repealed in 2000
- g) Repealed in 2000
- h) A student may not be counted for state funding as more than one student when enrolled in both a school district and a correspondence student. The district will count first based on student's enrollment. The remaining portion may be allocated to the correspondence program based on class enrollment.

5) 4 AAC 33.432 Requirements: (Enrollment of Special Education Students)

- a) **The correspondence program must enter into an individualized cooperative agreement with the residence district if the special education student is enrolling at less than 100% time. The cooperative agreement will outline how the special education services will be provided and how they will be financed.**
- b) The correspondence program will ensure that all special education students are identified and located in order to establish their need for special services that all of the "Education for Exceptional Children" regulations (4 AAC 52) are met. **Correspondence programs will ensure that the requirements of 4 AAC 33.442(c)(5) are met for special education students when an individualized cooperative agreement is not required under 4 AAC 33.432(a).**
- c) When a cooperative agreement is required, it must include the name, address and social security number of the student, the entity providing special services, if applicable; the plan for receipt and payment of funds; the plan of services to be provided including the names of the IEP team(s) and how the teacher(s) will participate; and provision for confidentiality of the student.
- d) Repealed in 2000
- e) Repealed in 2000
- f) Alyeska Central School may be a correspondence school
- g) **Correspondence programs providing all or part of a special ed student's services may provide them before an individualized cooperative agreement is finalized.**

6) 4 AAC 33.440 Requirements: (Reporting Requirements: Correspondence and Part-time Students)

- a) Each correspondence study district shall send a student count report to the department that contains the number of out of district students enrolled, the name, address, phone number and social security number of each part-time student and the percentage of full-time equivalency for those students.
- b) Districts of residents shall send a student count report to the department containing the above information plus the name of correspondence schools with which the district has a cooperative agreement and the amount of money received as reimbursement or payment from each correspondence district.
- c) The reports will be sent in electronic format or other format as required by the department. The department will ensure that no student is counted as more than one full-time equivalent.

7) **4 AAC.33.450 Requirements: (Failure to participate in state mandated assessment tests)**

- a) If a student fails to participate in a state assessment, the student will be ineligible to enroll in any statewide correspondence program for the following year unless the correspondence program has excused the student from the assessment.

8) **4 AAC 33.460 Requirements: (Program Review)**

- a) The department will monitor correspondence programs to ensure compliance with the requirements of this chapter and with assurances given in applications.
- b) Upon request by the department, the district shall provide a list of all students enrolled in the correspondence program including the name, age, entry date, exit date, category of disability and the type of special education services provided, if appropriate. The district will also provide a list of all administrators, teachers, aides and special education services personnel with their teacher certificate numbers where appropriate and any other information requested.

9) 4 AAC 33.490: Definitions

SUGGESTED AMMENDMENT to HB 464:

3

Delete: (3)

Add: (3) must provide that the school district conducting the correspondence program has the duty and authority to establish procedures for the purchase of correspondence curriculum materials, and to establish procedures for approving or disapproving individual education plans and home designed courses.

①

adopted HES 3/14

SUGGESTED AMMENDMENT to HB 464:

Title change to:

"An act relating to statewide school district correspondence study programs."

SUGGESTED AMMENDMENT to HB 464:

(2) adopted HES
3/14

Delete (b)

Add:

(b) In this section, "statewide school district correspondence study programs" do not apply to charter schools, Alyeska Central School, or to school district correspondence study programs that enroll only students within its district of residence.

22-LS1494\O

Ford

3/4/02

CS FOR HOUSE BILL NO. 464(HES)
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-SECOND LEGISLATURE - SECOND SESSION

BY THE HOUSE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

Offered:

Referred:

Sponsor(s): REPRESENTATIVES JAMES, Dyson

A BILL

FOR AN ACT ENTITLED

1 **"An Act relating to statewide school district correspondence study and state supported**
2 **home schooling programs."**

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

4 *** Section 1. AS 14.07 is amended by adding a new section to read:**

5 **Sec. 14.07.175. Powers relating to statewide school district**
6 **correspondence study. (a) The board may adopt regulations regarding statewide**
7 **school district correspondence study programs. A regulation applicable to a statewide**
8 **school district correspondence study program**

9 **(1) may not require that the correspondence study program be**
10 **approved by the department more than once every 10 years; this paragraph does not**
11 **apply to a statewide school district correspondence study program if the statewide**
12 **school district correspondence study program is designated as deficient or in crisis**
13 **under AS 14.03.123(a);**

14 **(2) must provide that an enrolled student shall be monitored at periodic**



GALENA CITY SCHOOL DISTRICT

GALENA, ALASKA 99741
PHONE (907) 656-1205

SUPERINTENDENT'S
OFFICE

February 22, 2002

Ed McLain, PhD
Deputy Commissioner of Education
801 W 10th Ste 200
Juneau, AK 99801-1894

Dear Dr. McLain:

I want to thank you for the opportunity to meet with you on February 21, 2002. The discussion that we had concerning the proposed state board regulations governing the operation of correspondence and state supported home school programs was informational.

John Billings, Galena School Board President, Tom Johnson, Galena School Trustee, Jim Smith, Assistant Superintendent, and Carl Knudsen, Superintendent also want to convey their gratitude for their attendance and participation in the meeting.

We felt that there was certainly common ground between you and the Galena City School as we discussed our home school program (Interior Distance Education of Alaska).

Attached is a copy of our official positions as they relate to the current proposed regulations. We remain willing to discuss our positions with you at any time you request.

Further, we are requesting an opportunity to present to the State Board a comprehensive overview of our home schooling program prior to the board's final decision concerning the proposed regulations. We are inviting all board members, the commissioner, and any of your staff members to visit any of our field offices and our two programs in Galena: Project Education Residential School and the Galena City School.

Again, thank you for meeting with us and the opportunity to present to you the attached document.

Sincerely,

Jim Foster
Assistant Superintendent

CORRECTION

**THE FOLLOWING DOCUMENT(S)
HAVE BEEN REFILMED TO
ASSURE LEGIBILITY OR PAGINATION**



Central Microfilm Services
Department of Education & Early Development
State of Alaska

22-LS1494\O

Ford

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13 **under AS 14.03.123(a);**

14 **(2) must provide that an enrolled student shall be monitored at periodic**

1 intervals as established by the school district; and

2 (3) must provide that the school district conducting the correspondence
3 program has the duty and authority to approve or disapprove correspondence
4 curriculum materials.

5 (b) In this section, "statewide school district correspondence study program"
6 includes a state supported home-schooling program.



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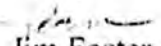
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Jim Foster
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