

## Arizona Update - January 2005

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Education Week reports that Arizona's State Superintendent, Tom Horne, wants to increase the amount of funding available to tutor high school students who are at risk of failing the Arizona Instrument to Measure Standards (AIMS) and to increase the number of private tutoring companies in the State. His plan calls for directing more State-funded tutoring toward eleventh and twelfth graders who have not passed components of the AIMS. He would also target more funds at schools and districts that failed to meet the standards of the No Child Left Behind Act. The plan would also modify the agreements with private tutoring companies that contract renewal will depend on whether or not student test scores improve.

In early December, the Arizona State Board of Education voted to allow students -- including seniors -- to take segments of the Arizona Instrument to Measure Standards (AIMS) as many times as they wish in order to pass and get their high school diplomas. Originally scheduled to be implemented as the graduation requirement for the Class of 2002, the AIMS requirement has been postponed until the Class of 2006 because of high failure rates. As reported in the Arizona Daily Star, last Spring, 40 percent of the tenth-graders who took the test failed either the math, reading, or writing components. The Board decision has been criticized by school administrators who are trying to devise a two-tiered diploma system: one for seniors who pass AIMS and another for those who fail.

Data from the Arizona Department of Education has indicated that many Arizona students who initially failed the Arizona Instrument to Measure Standards (AIMS) exams have passed on the retest. Of the total of 24,000 eleventh-graders who failed the AIMS reading test last year, 36 percent passed this fall. In writing, 46 percent of the test retakers passed and, in mathematics, 22 percent passed. In order to graduate from high school, members of the Class of 2006 must pass all three sections of the AIMS test.

Several Arizona school districts have made student grades available online. Using a password, students and parents can go to the Internet to check grades and homework assignments. Teachers believe online grades enhance communication with parents and result in fewer

surprises on report cards. Students, in general, like being able to see their grades but don't like having the information so readily available to their parents. Parents, of course, like the system.

According to the Education Commission of the States, Arizona has implemented a school restructuring policy that allows the State Board of Education to determine if third parties -- including private, non-profit, and governmental organizations -- may submit applications to manage, fully or in part, low-performing schools. The policy can also determine the extent to which the State Board can participate in the operation of low-performing schools.

According to Education Technology News, Arizona is pilot testing a program to attract professionals without teaching degrees into teaching. The program will seek out individuals with degrees in engineering, technology, mathematics, and other specialized fields and provide them with an intensive summer training program on teaching methods and techniques. Serving a maximum of 400 applicants, the two-year pilot program will require a partnership between a local school district and a local institution of higher education. An instructional plan for the training must be approved by the State Department of Education.

## California Update - January 2005

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Education Daily reports that Catherine Barkett has been appointed Executive Director for the California Board of Education. Ms. Barkett has most recently been Vice President for Standards and Curriculum for Houghton Mifflin. Between 1977 and 1999, she served in a number of curriculum-related positions for the California Department of Education, including management of the adoption process for textbooks and other instructional materials.

In 1998, California voters approved Proposition 10 which imposed a 50-cent-per-pack tax on cigarettes intended to fund a universal preschool program. The brainchild of director Rob Reiner, the First Five California program has raised nearly \$3.5 billion in revenue over the past five years but has yet to implement any preschool programs for disadvantaged children. A State audit has severely criticized the program for spending funds on travel and administration expenses but not instruction. Much of the money generated by the cigarette tax has been used for children's health and child development. A new bill would establish first five communities in each county whose mandate would be to administer the universal preschool program and be accountable to the public.

As reported in the Sacramento Bee, at least 445 schools in California have failed to meet Federal standards under the No Child Left Behind Act but are not subject to Federal sanctions because they do not receive Federal grant funding, usually because they have lower proportions of poor students. This means that many low-performing students from low-income families do not have the same tutoring or transfer options that students in other schools do.

California's school restructuring policy allows parents in selected low-performing ("State-monitored") schools to apply for the establishment of a charter school on the existing school campus. According to the Education Commission of the States, the policy allows the State Superintendent to assign the management of such State-monitored schools to other educational institutions, including colleges and county education offices; for-profit organizations are not eligible. Contracts for this third-party management of State-monitored schools must specify the

qualifications of the organization, the extent of involvement, and detailed costing for the school. The State is required to allocate \$150 per student to improve the schools' academic performance.

A Rand Corporation report released in early January highlighted significant problems in California's education system. Among the issues described in the reports are:

- For more than a decade, California's fourth- and eighth-grade students have scored poorly on reading and mathematics tests ranking above only Mississippi and Louisiana.
- Approximately 15 percent of the State's 287,000 teachers were without full credentials as of the 1999-2000 school year (the last available data).
- These uncredentialed teachers were concentrated in schools with large enrollments of minority and low-income students.
- California has spent less than other large states on school construction, although \$21 billion in State and local construction bonds were approved in 2002.
- As of 1999-2000, California had the second highest student:teacher ratio in the nation with average class sizes of 21 students compared with 16 nationwide.

Information on the Rand report can be seen at [www.rand.org/press.05/01.03html](http://www.rand.org/press.05/01.03html).

A recent report claims that the Los Angeles Unified School District has made little or no progress in the improvement of instructional for its 85,000 special education students. As reported in the Los Angeles Daily News, in order to meet the June 30, 2006 deadline imposed by a 2003 Federal consent decree, the district will have to made drastic changes. Among the provisions of the consent decree is the requirement that the percentage of special education students who score at "proficient" or higher on State English exams must increase from the current 17.8 percent to 27.5 percent before the 2006 deadline. Similarly, the percentage scoring at basic proficiency or higher in mathematics must increase from 16.3 percent to 30.2 percent by 2006. The progress report argues that meeting the consent decree has not been given adequate priority at the district level and the LAUSD Board members must give greater consideration to impact of their decisions on special education students who represents 12 percent of the district's enrollment and account for \$1 billion of the district budget.

## Colorado Update - January 2005

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According to the Education Commission of the States, Colorado does not require districts to allocate specified amounts for instructional expenditures. However, it does require the districts to set aside minimum amounts for instructional supplies/materials and for capital/insurance reserves.

As reported by the Education Commission of the States, Colorado policy says that a school rated “unsatisfactory” for three consecutive years must become a charter school. Charter school applicants may include colleges, school districts, existing public schools, private firms (for-profit or nonprofit), and individuals.

The Denver Public School Board has selected non-profit Knowledge is Power (KIPP) to take over a middle school which has been rated unsatisfactory for three years in a row under a 2001 state law. This takeover represents one of the first in the State to convert a school which has failed and identified as unsatisfactory to a charter school status. Proposals were also submitted by Edison Schools and Mosaica. KIPP currently operates 38 schools in 15 states and the District of Columbia, of which 33 are charter schools.

As reported in [The Denver Post](#), a recent report on the operation of Denver Public Schools has recommended a major overhaul of secondary education in the district. Prepared by the Commission on Secondary School Reform, the report -- entitled “Not a Moment to Lose” -- recommended that:

- there should be options for high school students in all neighborhoods including small schools (400 or fewer students) and large schools that provide small school options like “schools within schools”;
- transportation should be provided for all students to the school of their choice;
- principals should have authority to manage resources, set curriculum, management budgets, and hire and fire staff; and
- high schools should operate under performance contracts with the school district.

Early last year, teachers in the Denver school district approved an alternative pay plan that would give teachers permanent raises, above their base pay, for reaching student performance objectives such as raising scores on State tests. The plan will only go into effect if local voters approve a \$25 million annual tax increase in November.

As reported in the Rocky Mountain News, Denver Public Schools cut the daily rate for substitute teachers by a third for the current academic year. As a result, Denver schools have been able to fill only about 92 percent of their daily requests for substitutes; historically they have filled 99 percent of the requests. Consequently, regular teachers are being required to cover the classes of absent teachers much more often and are not always being paid for their class coverage as called for in the union contract. The local teachers union has filed a grievance against the district. Opportunities for online teacher training at home are good.

## **Connecticut Update - January 2005**

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As reported in The Hartford Courant, the Superintendent of Connecticut's system of 17 regional technical high schools has come under fire from the State vocational teachers union. The Superintendent, Abigail Hughes, was appointed nearly a year ago to reform the system. However, the union representing the system's teachers has claimed Hughes failed to consult teachers about her reform plans for curriculum, teaching methods, and scheduling. The union says it will contact parents and will schedule a vote of "no-confidence" in March.

## Florida Update - January 2005

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Approximately 60 entities have applied to operate five new regional educational consortia. At least two of the applicants, PACE and Heartland, now operate consortia of districts. This represents an attempt on the part of the State to resurrect the regional education offices which were disbanded several years ago. One of the biggest problems to be addressed by the newly-created consortia will be staff development, as over 50 percent of the schools in the state were identified for improvement for the first time and are setting aside 10-15 percent for staff development. Some local Title I directors are concerned that they will not be able to use up all of the set-aside for staff development because of the lack of qualified substitute teachers available to cover classes while regular teachers are receiving training. Without question, the Florida Title I program is ripe for online or distance learning delivery of staff development. The Florida Learning Alliance, which includes slightly over 40 mostly rural districts, already has a delivery capacity for reaching all schools in its member districts. The FLA, headed by Dr. Kay Young, also recently received an earmark of \$250,000 in the 2005 Appropriations Act.

In an Associated Press article, Governor Bush has announced that he is likely to ask the State legislature to repeal the Class Size Reduction measure that 52 percent of voters approved in 2002. Bush has never been a big supporter of Class Size Reduction because of the billions of dollars of taxes that would have to be raised. After the referendum passed, the legislature came up with laws to carry out the measure. If the Class Reduction Measure is repealed by the legislature, one effect will be a reallocation of funds budgeted for hiring teachers to other activities such as staff training. One of the current problems in Florida is the lack of qualified substitute teachers to cover classes while teachers are pulled out for workshops. One obvious alternative would be to provide online staff development to individual teachers anywhere, anytime, using reallocated state funds and a large amount of Title I funds earmarked for staff development in schools that have been identified for improvement for the first time.

The Orlando Sentinel reports that the State legislature has proposed a pre-kindergarten program that is considerably scaled back from what early childhood components had wanted or that Governor Jeb Bush has requested. However, the Governor has given the proposal his support so

it is unlikely to change significantly in the short run. Under the proposal, pre-kindergarten would consist of three hours of instruction for 180 days with a ratio of one teacher for up to 18 children. An alternative that could be offered to parents would be a more intensive, 60-day summer program for five hours per day with one teacher for up to ten children.

Education Daily reports that the Florida legislature has approved a new preschool program aimed at the State's four-year-olds. Twelve million dollars has been earmarked as seed money to begin the program with \$350 million expected to be approved this Spring for the first year of operation. The new program will give 150,000 four-year-olds (actually their parents) the choice of a three-hour-a-day pre-kindergarten during the school year or a 300-hour summer pre-kindergarten program.

The Palm Beach Post reports that the State Board of Education rejected pleas to hold alternative schools for low-performing students to lower academic standards than regular public schools. The Board expressed concern that lower criteria would allow districts to use the alternative schools as dumping grounds for weak students and teachers. Superintendents argued that holding these schools to the same standards will result in massive failures of students and schools. Schools that rate an "F" by the State scoring system for two out of four years must offer students vouchers which could be used at private schools, taking money out of district budgets. Florida had 258 alternative schools in 2003-04, attended by about 15,000 students. It is estimated that 39 of these schools would have been grade "F" if they had been held to the same standards as other schools.

According to the Education Commission of the States, Florida's school restructuring policy allows the State Board of Education to recommend that a school district reorganize low-performing schools, either under a new principal and staff or under contract with an outside organization. If a recommended restructuring plan is not implemented within a specified time period, State education funds can be withheld from the district.

Under the Florida Five Choice Alternative, which is offered to parents for eligible students enrolled in schools identified for improvement for the first time, one of the choices is provision

of supplemental educational services. Districts are required to provide parents with at least two choices, which could be SES and another choice other than parent choice transportation. In some districts which have a phased district-wide choice plan in place prior to NCLB offering transportation which is paid for by Title I earmarks could be considered a type of supplanting. The bottom line is that most of the districts in the state with schools identified for improvement are offering SES as one of the two options.

Following the Middle Grades Reform Act passed by the legislature last year, Governor Jeb Bush has set forth a number of proposals designed to align middle schools more closely to high school curriculum. As reported in Education Daily, the Governor's proposals include: clarifying the purpose of middle schools to ensure students' success in high school, phasing in the requirement all low-performing sixth-grades take an intensive reading course; establishing a credit system for middle school graduation; and revising retention policies so students failing individuals courses are not required to retake other classes they have already passed.

## Georgia Update - January 2005

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On Election Day, Republicans took control of the House, gaining a 95-82 majority -- a significant shift from the former 102-75 Democratic majority.

As reported in Education Daily, a coalition of 51 rural schools in Georgia has sued the State of Georgia claiming the State's current education funding system, based on property taxes, has resulted in significant funding gaps between urban and rural schools. The State has asked that the lawsuit be dismissed.

A five-year Federal grant to develop a national model for increasing educational opportunities for students in small and rural schools will involve three states including Georgia. The grantees - - the Association of Education Services Agencies (AESAs) and Catapult Learning -- will team with the Central Savannah River Area Educational Service Agency to establish a pilot purchasing program that is both effective and replicable in intermediate units and school districts across the country. During the project's five-year duration, AESA and Catapult will: (1) establish a consortium of small and rural school districts in Pennsylvania, Ohio, and Georgia; (2) design and implement a streamlined purchasing arrangement among the districts in the consortium; and (3) facilitate the registration, contracting process, and delivery of tutoring services for 2,300 students in the three states.

According to the Education Commission of the States, Georgia's school restructuring policy calls for any school that receives a D or F on the State assessment for two or more consecutive years to be subject to State-initiated sanctions. Under State policy, a special management team may be appointed by the State Board of Education to oversee such a school until its performance improves. Other sanction could include: (1) removal of specific school personnel including the principal; (2) designating the school a charter school; (3) complete school reconstitution including the replacement of all staff; and (4) providing parents with the option to transfer their children to other schools.

## **Hawaii Update - January 2005**

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The initial budget being proposed by the Governor for the 2005-07 biennium would reduce the number of special education teaching positions by 163 slots. State Superintendent Patricia Hamamoto has criticized the budget, arguing that the reduction will severely hamper the State's ability to serve special needs students and to meet the requirements of the Felix decree, the 1994 court order requiring adequate services for students with disabilities. The Superintendent said that the Hawaii public schools will need 76 more special education teachers than the current number of 2, 041, not fewer. Because of the Felix decree, special education teachers are in high demand in the State; more than 27 percent of newly hired teachers in the 2002-03 school year were assigned to teach students with learning disabilities, the largest category of special education students.

## **Idaho Update - January 2005**

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According to the Center on Education Policy, Idaho does not require school districts in the State to provide remediation for students who fail the Idaho Standards Achievement Test (ISAT). The State has no programs or materials to help students prepare for the ISAT or to help teachers prepare students for the tests. Idaho has allocated no targeted funding for this type of student remedial services.

The Idaho State School Board is in the process of developing an alternative pay plan for teachers. As reported in Education Week, the plan is expected to include a combination of individual raises, group bonuses based on student performance, and specific rewards for individual initiatives such as improving parental involvement.

## Illinois Update - January 2005

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According to an analysis by the Chicago Sun-Times, a total of 1,086 schools and 339 school districts failed to make adequate yearly progress last year under the No Child Left Behind Act. The performance of special education students was the sole reason that 142 schools and 201 districts were rated as in need of improvement. District education officials argue that many schools can never meet standards. Two-thirds of the eighth-grade students in the State are able to read at grade level; only 24 percent of special education students are. Nearly 57 percent of eleventh-graders read at grade level whereas only 16 of disabled students.

As reported by the Education Commission of the States, Illinois' policy on school restructuring allows the establishment of an independent authority to operate a low-performing school and the reassignment of staff and students in such schools. The State has also authorized Chicago Public Schools to remove the principal and replace teachers in low-performing schools.

The Chicago Tribune reports that 175,000 Chicago students were eligible to transfer to a higher-performing school this school year because their home school failed to meet Federal standards. Only 5,933 of these eligible students actually applied for the 438 transfer slots. Of the 438 students who won these slots in a lottery, only 200 enrolled in their new schools. The district chose not to offer the transfer slots to other eligible students. Next year, Chicago plans to enforce stricter deadlines and establish a waiting list so that unfilled transfer slots could go to other eligible students. The transfer situation in Chicago is similar to that of other major cities across the country. Nationwide, in urban school districts, 1.2 million students were eligible to transfer last year; only 45,000 requested transfers and only 18,000 actually changed schools.

The Chicago Tribune reports that the U.S. Department of Education has demanded that Chicago Public Schools -- and ten other Illinois school districts -- shut down its Federally funded program that provides after-school supplemental education services under the No Child Left Behind Act. USED argues that, because the Chicago district has failed to meet Federal standards under NCLB (identified for improvement), it should not receive Title I funding to tutor its own students. A letter to the district from USED says that Chicago, if it expects to receive continuing

Federal support for the tutoring program, must send all of its students to outside tutoring contractors by the end of January. The district has vowed to fight this requirement which could result in \$12 million leaving the district. The controversy could cause problems for tens of thousands of low-income students who will be taking high-stakes achievement tests in the next few months.

As reported in Education Daily, Chicago Public Schools will be implementing SchoolNet's Instructional Management Solutions (IMS) as part of the district's web-based IMPACT (Instructional Management Program and Academic Communication Tool) initiative which will be put in place over the next two years. The IMS component is designed to integrate the analyze student demographic and performance data and give teachers ready access to appropriate information and instructional management tools.

## Indiana Update - January 2005

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The Indianapolis Star reports that last year's Indiana Statewide Testing for Educational Progress-Plus showed disappointing results. Between 25 percent and 33 percent of Indiana students in grades 3, 6, and 8 failed Statewide reading or mathematics tests last school year. These scores were either flat or only marginally higher than the prior year. The results also showed significant gaps between white and minority students. For example, 79 percent of white third-grade students passed the English exam compared with only 58 of black third-graders. On the other hand, the average scores of these white students increased only one percent while black students' scores rose ten percent suggesting the gap may be closing.

Indiana has begun administering end-of-course assessments in eleventh-grade English and Algebra I using computers. As reported in [eSchool News](#), more than 90,000 Indiana students took online tests with results reported within 48 hours. The State expects to begin online end-of-course testing, this Spring, in Algebra II and Biology I.

Indiana's policy on school restructuring allows school improvement planning committees, during the first year their schools are placed in the lowest category of school improvement, to change personnel or authorize the school board to appoint an outside management team. As reported by the Education Commission of the States, a school that remains in the lowest improvement category for five years can be merged with a nearby higher-performing school, operating by a special management team, or even closed down completely.

## **Kansas Update - January 2005**

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The Kansas Supreme Court has issued an ultimatum to the State legislature requiring a significant increase in education spending. Last year, the legislature defeated the Governor's proposal to increase school funding through a \$300 million tax increase phased over three years. The Court, in its ruling, referenced a 2002 study suggesting that the State should provide more than \$500 per student in additional funds. The legislature has until April 12 to come up with the additional funding.

The inclusion of creationism in the State's science curriculum has again been raised. Currently, five of the ten seats on the State Board of Education favor teaching creationism (or its equivalent known as "intelligent design"); in January, one more seat will be occupied by a creationism proponent. As part of a review of Kansas' science standards, the State Board has become embroiled in a heated discussion about whether "intelligent design" should be included as part of the curriculum.

## Kentucky Update - January 2005

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The [Louisville Courier-Journal](#) reports that Kentucky has seven alternative paths to a teaching career. Last summer, the State legislature added the seventh non-traditional route that lets an individual begin teaching after completing a six- to eight-week instructional training course. The Kentucky Department of Education is using a \$1.3 million grant from the U.S. Department of Education to recruit mid-career professionals and other college graduates into alternative teacher training programs in order to alleviate the shortage of teachers in high-poverty schools across the State.

As reported in [eSchool News](#), Kentucky has begun a pilot program that will offer online testing to more than 3,000 students in 30 high schools. Selected students in the pilot schools will take computer-based tenth-grade reading or eleventh-grade social studies exams, while the other students in the schools will take pencil-and-paper versions. Answers from the computer tests will be transmitted to an out-of-state contractor for scoring. Kentucky officials believe the electronic exams will improve security, help the State meet Federal requirements, and provide more timely results. The State already uses online testing for students with disabilities and those who have limited English proficiency.

According to the Education Commission of the States, Kentucky policy on school restructuring allows the dismissal, demotion, or transfer of a principal at a low-performing school who does not respond adequately to a State audit. Teachers in low-performing schools may also be dismissed or transferred.

As reported in [Counterpoint](#), Kentucky has developed a website to help high schools make more effective use of peer tutoring. Hosted by the Interdisciplinary Human Development Institute at the University of Kentucky, the website provides information on the appropriate roles for the peer tutor, the special education teachers, the general education teacher, the paraprofessional, and the student with special needs.

## **Louisiana Update - January 2005**

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According to the Education Commission of the States, Louisiana requires its districts to allocate 70 percent of their spending on instructional costs. Districts that fail to meet the requirement must provide a written explanation for not meeting it.

As reported by the Education Commission of the States, Louisiana has created a Statewide recovery school district to manage failing schools. If a school is identified as “academically unacceptable” for four consecutive years or if it fails to comply with a State-approved reconstitution plan, it can be removed from district jurisdiction and transferred to the jurisdiction of the recovery school district. The failed school may be reorganized and operated by the recovery district which could reopen the school as a charter school or contract with an outside organization to operate it.

## **Maine Update - January 2005**

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Over the next three years, all high school students in Maine will get laptop computers if a funding formula proposed by the Governor is approved. The proposal represents an expansion of the State's first-in-the-nation laptop program which, over the past three years, has provided Apple iBooks to nearly 35,000 students and teachers in the seventh and eighth grades. By the 2008 fiscal year, the State would be spending \$21 million for laptops in 199 high schools and \$9 million to continue the laptop program in the State's 242 middle schools. It is estimated that the State's share of the program's cost will be 55 percent, with local districts providing the rest of the funding. The Governor plans to include funding for the laptop program in the State's Essential Programs and Services model rather than in a stand-alone budget item such as the one rejected by the legislature last year.

## Massachusetts Update - January 2005

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A recent study conducted by the University of Massachusetts has found that districts with moderate- to high-performing special education students on the State MCAS share common practices. The evaluation released on November 23 focused upon MCAS performance in 4<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades and found, according to Education Week, (December 8), that, "...districts that performed better for special education students than their demographic peers align their curricula with the state's academic frameworks; emphasize the inclusion of special education students in regular classes; use student-assessment data to inform decision making; maintain a disciplined social environment; and have strong leadership teams. The University study also suggested that the above practices could be adopted by other schools in the State which are attempting to increase the number of special education students that pass the MCAS. Less than one percent of special education students in the State take alternative assessments. For a copy of the data analysis and site selection methodology portion of the study go to [www.edweek.org/links](http://www.edweek.org/links).

Under Massachusetts' school restructuring policy, any school that fails to demonstrate improvement as called for in its remediation plan within two years may be declared "chronically underperforming." As reported by the Education Commission of the States, the principal of such a school can be replaced with a new principal who will have the authority to dismiss any staff member without regard to State law or the collective bargaining agreement.

## Michigan Update - January 2005

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In early December, the Michigan legislature passed a package of bills including one which would replace the State assessment with new exams in the Spring of 2007. As reported in the Detroit News, the secondary-level Michigan Educational Assessment Program (MEAP) will give way to the Michigan Merit Exam. To be developed by an outside test designer, the new exam will also be the basis for \$2,500 merit scholarships. In early January, legislation was finally approved replacing the MEAP with the more rigorous Michigan Merit Exam. Going into effect in the 2006-07 school year, the new exam will be administered to eleventh graders; students in the fourth, fifth, seventh, and eighth grades will still take the MEAP. The new Michigan Merit Exam will test college readiness in reading, English, mathematics, science, and social studies.

As reported in Education Week, the Detroit school district has seen its enrollment decline steadily, losing more than 35,000 students (20 percent of its enrollment) since 1996. This school year alone, enrollment dropped by 9,300 students due to the City's loss of residents and competition from private and charter schools. These enrollment losses leave the district with a shortfall of \$198 million in its FY 2004 budget of \$1.5 billion. District officials are considering ways to address the shortfall including closing as many as 40 schools and laying off up to 4,000 employees.

## Minnesota Update - January 2005

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A report by the independent Citizens League has called the State “complacent” with respect to its education infrastructure. Commissioned by the Governor, the Citizens League report indicated that Minnesota’s strong reputation for providing quality education is in jeopardy. By way of example, the report said that only 84 percent of the State’s ninth graders graduate on time from high school, only 38 percent are still in college after their freshman year, and only 25 percent graduate from college within six years. Moreover, 30 percent of high school graduates must take remedial courses in order to begin college. The report recommended higher expectations for students and better preparing high school students for college.

Minnesota will be adopting new policies with respect to oversight of charter and other independently operated schools. As reported in Education Week, the new policies will include more stringent training requirements, not only for charter school operators, but also for those who grant contracts and monitor the performance of these schools. The State will make such training a condition for receiving Federal start-up funds for charter schools.

As reported in the Minneapolis Star Tribune, the Minneapolis school district is planning to close 17 schools over the next two years. Because of declining enrollments, the district will close a quarter of its elementary and middle schools. The district projects that it will lose 3,000 middle school students over the next five years. No high schools are scheduled to be closed.

## Mississippi Update - January 2005

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Governor Haley Barbour intends to incorporate into his FY 2005 education package a number of pay-for-performance measures. Governor has also set forth a new education "fundamentals" plan designed to improve the State's low national ranking in education -- 47<sup>th</sup> in the nation. As reported in Education Daily, the Governor believes that the Mississippi Delta's poorest schools are improving and that his plan will get more State resources and time to them. He also argued that many high schools in the State are "not hard enough."

Education Week reports that, in Jackson, the Morrison Academic Advancement Center is showing marked academic gains with middle school students who were at risk of dropping out. According to the school's principal, the success can be attributed to the adoption of the America's Choice Model of whole school reform.

## Montana Update - January 2005

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In 1972, the Montana State constitution was amended to include the preservation of the cultural identity of Indians through education. The details were not spelled out until 1999 when the State legislature passed the Indian Education for All Act requiring all public school students (not just native-Americans) to learn about tribal culture and history. As reported in the Seattle Post-Intelligencer, a lack of funding for curriculum and teacher training hampered the implementation of the Law. A recent State Supreme Court ruling has said that the legislature must provide sufficient support in the next legislative session.

The Billings Gazette reports that Governor-elect Brian Schweitzer has proposed creating a scholarship program that would allow students from low-and middle-income families to attend in-State colleges. He stressed particularly the importance of Montana's technology colleges in training future employees for Montana's businesses

## **Nevada Update - January 2005**

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Spurred by the key State legislators, the Nevada SEA began implementing last May a process for facilitating the selection of instructional programs from vendors for use in the 220+ schools that were identified for improvement for the first time this year. Firms who made it through the May and August selection process by school principals and/or school committees, were asked to conduct demonstrations for the identified schools in Clark County and Reno last Fall. In January, the schools which selected specific programs were allowed to make their announcements. Most of the identified schools were in Clark County and Washoe Counties, and are likely to use the 10 percent set-aside for staff development and additional Title I funds to purchase the products and related training. Approximately 20 schools, mostly in Clark County, have been identified for improvement for two consecutive years and will be required to provide supplemental education services. Several months ago, State officials indicated that the Nevada Teacher's Association and the Clark County Teacher's Association were considering putting together an entity to operate SES services.

## **New Jersey Update - January 2005**

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As reported by the Education Commission of the States, on or before every March 4, each New Jersey school district must submit to the State a documented budget including at least the minimum permissible T&E budget as well as necessary categorical amounts, special revenue funds, and debt service funds.

A report prepared by New Jersey's Council on Developmental Disabilities says that the State classifies a disproportionate number of minority students as disabled and buses more of its special education students to other districts than any other state. As reported in Education Daily, 240,000 New Jersey students are classified as special education; nearly nine percent of them are bused to schools outside their home district. This proportion has remained about the same for the past decade despite laws calling for children to be educated in their neighborhood schools to the extent possible.

The SEA is implementing an online tutorial called English Language Learner in the Mainstream which provides training and support for teachers who are experiencing an influx of non-English speaking learners in their classes. The system is designed to support not only teachers, but also principals. The number of ELLs in the State has doubled in 15 years to over 65,000 students (go to [www.njpep.org/tutorials/ell\\_mainstream.html](http://www.njpep.org/tutorials/ell_mainstream.html)).

## **New Mexico Update - January 2005**

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New Mexico does not require its local school districts to provide remedial services for students who fail the New Mexico High School Competency Exam (NMHSCE) according to the Center on Education Policy. The State has no programs to help teachers prepare students for the MNHSCE nor has it developed comprehensive test preparation materials for teachers or students.

According to the Education Commission of the States, New Mexico's school restructuring policies allow the State education department to suspend the authority of the district over a school in "corrective action." The school can then be operated by: (1) the State education department; (2) contracted consultants; (3) contracted management; or (4) contracted individuals.

## **New York Update - January 2005**

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Governor George Pataki has ordered a report to determine whether specialized services for disabled New York students currently provided in out-of-State schools can be provided through in-State resources. As reported in Newsday, pending the report, the Governor vetoed a bill that would have required inspections of out-of-State institutions by the New York Department of Education. Currently, there are approximately 1,000 New York students in out-of-State facilities because appropriate institutions are not available within the State.

As reported in The New York Times, the New York State Board of Regents has approved a new set of mathematics standards for elementary and middle schools. The revision is in response to the 2003 debacle in which two-thirds of the high school students who took the Math A Regents exam failed. After widespread complaints from teachers, students, and parents, the test -- required for graduation -- was rescored and a committee was appointed to analyze the problem. The new standards are the result with revised high school standards expected in the Spring.

The New York Times reports that a panel appointed by the State Supreme Court has produced a report calling for an additional \$5.6 billion per year to provide the education guaranteed the students in New York City by the State Constitution. The report also found that \$9.2 billion more is needed to provide adequate facilities -- classrooms, libraries, laboratories -- to provide such education. The panel required the State to come up with a plan to provide the added \$5.6 billion in operating funds by the beginning of March. The report schedule called for \$1.4 billion in the first year, \$2.8 billion in the second year, \$4.2 billion in the third year, and the full amount by year 4. The panel requires the State, also by March, to devise a plan to provide \$1.8 billion per year over the next five years in facilities funding. The Governor has said that as much as \$2 billion annually can be raised from video lottery terminals, but there are no clear plans for raising the remaining funds called for in the past.

## North Carolina Update - January 2005

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In the November elections, North Carolina voters approved a constitutional amendment that would establish a State fund specifically for education. The fund would receive proceeds from civil forfeitures, penalties, and other fines to be used to help maintain the State's public school system.

More than 70 percent of North Carolina's students are passing State tests leading some critics to argue that the tests are too easy. Unfortunately, making the tests more rigorous would make it more difficult for schools to meet standards under the Federal No Child Left Behind Act. Over the next three months, the State will conduct a review to determine if it is feasible to change the tests.

This past Fall, North Carolina implemented its new special education student information system known as CECAS (Comprehensive Exceptional Children Accountability System) which is expected to free up teachers' time for more instructional activities. As reported in Counterpoint, CECAS is a customized, Internet-based application providing case management, child count reporting, and student data analysis. It also provides IEP forms management and compliance checks to help new special education teachers to understand the student record-keeping process. All CECAS components are provided by commercial vendors.

## Ohio Update - January 2005

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As reported in Education Week (December 8), students in eight urban districts within the State (Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown) achieved academic gains 12 percent points above the Statewide average between 1999 and 2003. Toledo, which was the only urban district to meet AYP, was also selected by USED as one of five exemplary districts in the country providing supplemental education services. In Toledo, the services are provided in an afterschool program operated by the local teachers' union. Tutoring is provided to all students who are within a few percentage points of making the State mark, so-called "bubble kids." In all eight districts, teacher groups are intimately involved in school improvement efforts.

A five-year Federal grant to develop a national model for increasing educational opportunities for students in small and rural schools will involve three states including Ohio. The grantees -- the Association of Education Service Agencies (AESAs) and Catapult Learning -- will team with the Wood County Educational Service Center to establish a pilot purchasing program that is both effective and replicable in intermediate units and school districts across the country. During the project's five-year duration, AESA and Catapult will: (1) establish a consortium of small and rural school districts in Pennsylvania, Ohio, and Georgia; (2) design and implement a streamlined purchasing arrangement among the districts in the consortium; and (3) facilitate the registration, contracting process, and delivery of tutoring services for 2,300 students in the three states.

Education Technology News reports Ohio is participating in the six-state SALEP (State Action for Educational Leadership Project) program. The State plans to use their \$1.2 million component of the Wallace Foundation Grant to: (a) measure progress by analyzing student assessment data and tracking school leaders' use of data to make instructional and fiscal decisions; (b) develop a statewide data system to inform instructional and leadership training decisions; (c) analyze the effects of policies and practices on improving student achievement; and (d) calculate a district-by-district performance index.

## Oklahoma Update - January 2005

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According to Education Daily, 92 percent of the nearly 1,800 public schools in Oklahoma made adequate yearly progress (AYP) last year under the No Child Left Behind Act. Of the 146 schools that failed to make AYP, 39 were high schools (based on preliminary data) and 107 were elementary and middle schools. The State Superintendent, attributed low test scores and graduation rates in some schools to low student attendance.

In November, Oklahoma voters approved the Oklahoma Education Lottery Act which will establish a Statewide lottery to fund education. Optimistic estimates suggest the lottery could raise as much as \$150 million for schools in the State. The governor has also proposed a plan to install electronic slot machines at horse tracks, expecting to generate \$71 million more education.

As reported in eSchool News, Oklahoma has mandated the use of products in its schools that are certified to meet the requirements of the Schools Interoperability Framework (SIF). SIF is intended to eliminate the need to enter information for the same students separately into each administrative package used by a district.

As reported by the Education Commission of the States, Oklahoma's school restructuring policy allows the State to intervene in low-performing schools through: (1) special funding; (2) reassignment of district staff; (3) transfer of students; (4) operation by the State education department; or (5) operation by an institution of higher education.

## Oregon Update - January 2005

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According to The Oregonian, more Oregon teachers were rated “highly qualified” this past year than the year before. More than 90 percent of high school classes were taught by “highly qualified” teachers, as were 80 percent of middle school classes and 94 percent of elementary classes.

The Seattle Post-Intelligencer reports that Oregon is planning to address the problem of home-schooled students receiving excessive State education funds. The State plans to require that home-schooled students who receive such public money (in the form of tutoring or special classes) take the Oregon Statewide Assessment test. Most Oregon districts already test home-schooled students, but smaller, rural districts often do not.

## Pennsylvania Update - January 2005

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A five-year Federal grant to develop a national model for increasing educational opportunities for students in small and rural schools will involve three states including Pennsylvania. The grantees -- the Association of Education Service Agencies (AESAs) and Catapult Learning -- will team with Tuscarora Intermediate Unit 11 to establish a pilot purchasing program that is both effective and replicable in intermediate units and schools districts across the country. During the project's five-year duration, AESA and Catapult will: (1) establish a consortium of small and rural school districts in Pennsylvania, Ohio, and Georgia; (2) design and implement a streamlined purchasing arrangement among the districts in the consortium; and 3) facilitate the registration, contracting process, and delivery of tutoring services for 2,300 students in the three states.

Pennsylvania has agreed to accept Teacher-to-Teacher e-Learning courses from the U. S. Department of Education (USED) as credit toward meeting the highly qualified teacher requirements of the No Child Left Behind Act. USED initiated the e-Learning in October 2004 to provide teachers with on-demand professional development to meet a range of educational needs and to improve student performance.

Pennsylvania has designated school districts with large numbers of low-performing schools as "education empowerment districts." The school board in these districts is given the authority to:

- establish any school as a charter school;
- designate any school as an autonomous "independent" school;
- contract with an outside organization -- nonprofit or for-profit -- to operate a school;
- reconstitute a school;
- dismiss or reassign professional staff; and
- rescind the contracts of the superintendent or other administrative staff.

The Philadelphia Inquirer reports that, in Philadelphia, fewer than 2,000 students are receiving free outside tutoring this year under the SES provision of the No Child left Behind Act; more

than 110,000 students are enrolled in schools required to provide tutoring. The district has approved about 4,300 students as eligible for tutoring. About 1,900 of these signed up with private providers; 2,400 are enrolled in the districts' extended day program. Because low-performing schools are required under NCLB to set aside up to 20 percent of their Title I allocation for transfers or tutoring, Philadelphia should have more than \$23 million available for these purposes. The district argues that in-district after-school programs, which enroll nearly 50,000 students, are more effective than outside tutoring and, by sheer coincidence, keeps Title I funds within the district. Because Philadelphia itself is an "identified" district it is not permitted to provide tutoring itself. However, the districts' Intermediate Unit can provide tutoring and is doing so.

In November, the Dover Area School District voted to require its science teachers to present "intelligent design" as an alternative to the theory of evolution. As reported in Education Daily, the American Civil Liberties Union (ACLU) of Pennsylvania has sued the district in Federal court claiming the district's policy violates the religious rights of students, parents, and faculty.

## **Rhode Island Update - January 2005**

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As reported by the Education Commission of the States, Rhode Island's school restructuring plan calls for progressive levels of control over low-performing schools. This could include reconstituting schools' governance budget, personnel, or program.

Rankings of Rhode Island middle schools from the Rhode Island Department of Education show significant increases in the number of schools in Providence facing sanctions or corrective action despite greatly increased spending. According to the Providence Journal, the district has invested heavily in new programs, hired and trained new academic coaches, employed literacy and math consultants, and introduced new teaching methods. Moreover, last January, Providence implemented new English and math test review books from the Princeton Review. District officials believed that "teaching to the test" would yield improved student performance and fewer at risk schools. The opposite has come to pass; every Providence middle school now falls within some sanction of the No Child Left Behind Act.

## **South Carolina Update - January 2005**

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According to Education Daily, in the 2003-04 school year, 56 percent of the schools in South Carolina made adequate yearly progress (AYP) under the No Child Left Behind Act, up from only 20 percent the year before. Of the 455 schools that failed to make AYP, 31 percent missed by only one proficiency target by a subgroup of students. Seventeen school districts made AYP in 2004 up from none the prior year; 68 failed to make AYP.

A recent study by the South Carolina Department of Education determined that children who participated in pre-kindergarten programs showed higher academic performance in English and mathematics in later grades than students who did not attend pre-kindergarten. The longitudinal study followed 3,500 four-year-olds -- mostly from low-income families or having developmental delays -- from pre-K through fifth grade. Currently, there are 17,000 four-year-olds in pre-kindergarten programs Statewide with nearly 3,500 more on waiting lists. Recent budget cuts have reduced the availability of pre-kindergarten by 900 slots.

South Carolina's school restructuring plan gives the State superintendent the authority to take a range of actions in low-performing schools. According to the Education Commission of the States, the State may: (1) provide continuing technical assistance; (2) declare a state of emergency and replace the principal; or (3) declare a state of emergency and take over management and operation of the school.

## Tennessee Update - January 2005

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Starting with the Class of 2005, all high school students must pass Gateway exit exams in English, Algebra, and Biology in order to graduate. Last year, 90 percent of the students who took the English exam passed, 81 percent passed Algebra, and 96 percent passed Biology. The State's overall graduation rate was 75 percent. A report from the State's Office of Education Accountability indicates that many high schools are identifying under-performing students and providing tutoring and other remediation. The report recommends: (a) a study of the exit exams; (b) more funding for intervention and remediation; (c) identification of high-performing districts and schools to serve as models; (d) a pilot program to measure instructional quality in Gateway areas; and (e) evaluation of how schools provide extra assistance to special education students and English language learners.

A bill in the Tennessee legislature, H.B. 2865 calls for the creation of a master plan for the future of higher education in the State including technology centers. As reported in the Phi Delta Kappan, the higher education master plan will include such goals as: (1) increasing educational attainment; (2) improving retention and graduation rates; (3) improving linkages with regional and community development entities; (4) increasing degree production in areas important to the public agenda; (5) creating linkages with K-12 education; (6) improving teacher education; (7) increasing participation in adult literacy programs; and (8) broadening research and development initiatives.

As reported by the Education Commission of the States, Tennessee's school restructuring gives the State Superintendent the authority to take action against schools on probation for low performance including: (1) contracting with an institution of higher education to operate the school; (2) having the State assume jurisdiction for the school; or (3) restructuring the school as a charter school (if the legislature authorizes the establishment of charter schools). Each school district with low-performing schools must prepare a plan for alternative governance for these schools.

## Texas Update - January 2005

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Education Technology News reports that the new Technology Immersion Pilot (TIP) will provide students with more technology access and teachers with training in the integration of technology into the curriculum. Partnering with Dell Computer, 18 schools will have their teachers receive professional development and the schools themselves will receive Dell notebook computers, as well as software and online tools to improve teaching and learning. Other TIP partners include Classroom Connect, netTrekker, CTB/McGraw-Hill, and Microsoft.

Under Texas State law, school districts must produce report cards that include, for each district, the following information: (1) average class size by grade level and subject; (2) instructional and administrative cost per student; (3) instructional expenditures ratio; (4) instructional employee ratio; and (5) academic excellence indicators.

A report from the Sunset Advisory Commission has criticized the TEA for inadequate monitoring of the State's charter schools. In the last six years, 20 charter schools have gone bankrupt or closed and a total of \$5.3 million in overpayments is owed to the State by 76 charter schools. The report also notes that, last year, only 42 percent of charter school students passed the State assessment, far lower than the 67 percent pass rate Statewide or even the 56 percent pass rate for low-income students. New rules will go into effect in March giving the State more specific authority to close charter schools that waste taxpayer's funds.

In spite of major staff cuts within the Texas Education Agency, this Fall technical assistance teams from the TEA began to assist districts with schools that failed to meet AYP, numbering approximately 200. In addition to technical assistance, the TEA teams also negotiated with districts an allocation of the school improvement set aside which amounts to four percent of the total amount of Title I funds allocated to Texas districts. Several district Title I coordinators with whom we have spoken indicated that the TEA teams were very prescriptive in telling the districts what the schools identified for improvement had to do in order to receive their prorated share of the school improvement set-aside funds. Some district Title I coordinators were hesitant

to accept the funds with all of the TEA-dictated "strings attached." Most, however, in the long run, will make efforts to abide by the TEA team's advice.

As reported by the Alliance for Excellent Education, a study conducted by the Intercultural Development Research Association (IDRA) shows that Texas schools have an overall attrition rate of 36 percent -- higher than 33 percent rate in 1986. Rates for black and Hispanic students -- 44 percent and 49 percent, respectively -- are even higher. The IDRA report is in sharp contrast to dropout statistics published by the Texas Education Agency. TEA data show dropout rates falling from 6.7 percent in 1988 to less than one percent in 2002-03. The complete report can be viewed at: [www.idra.org/Newsltr/2004/Oct/Roy.htm#Art1](http://www.idra.org/Newsltr/2004/Oct/Roy.htm#Art1).

As reported in The Dallas Morning News, a report by the Governor's Business Council has recommended a massive overhaul of the State's education system, including more charter schools, a revised teacher salary structure, and financial incentives for schools. One of the Council's recommendations would authorize the State to convert a school that fails to make adequate yearly progress under the No Child Left Behind Act for three consecutive years into an independent charter school. The Council also recommended increasing the funds for charter schools including support for facilities costs (which they currently do not receive).

An analysis by The Dallas Morning News in mid-December find extraordinary discrepancies in scores on the Texas Assessment of Knowledge and Skills (TAKS). In one school in a poor neighborhood, fourth-graders demonstrated very low math skills and yet nearly all fifth-graders received perfect scores on the TAKS mathematics exam giving the school the highest score in the State. Similarly, another poor urban school had third- and fifth-grade students with extremely low scores in reading; but fourth-graders had extremely high reading scores even though many of them are English language learners. The analysis has led to an inquiry about possible organized cheating by school officials in three Texas school districts including Houston and Dallas, the State's largest districts.

Texas' school restructuring policy says that, if a school has been low-performing for at least one year, a board of managers consisting of district residents may be appointed to oversee school

management. A school that has been low-performing for at least two years must be closed and reconstituted with a State-appointed special school intervention team determining which educators will be retained at the school.

As reported in the Houston Chronicle, in early December, a bill was introduced in the Texas legislature to establish a pilot voucher program in the Houston and Cypress-Fairbanks school districts. The San Antonio legislator who introduced the bill has said he will, if necessary, attach it as an amendment to the reauthorization of the Texas Education Agency (TEA), a school finance bill, or some other “must pass” legislation.

The Houston Chronicle reports that Houston’s newly appointed Superintendent, Abelardo Saavedra, will have a base salary of \$270,000 and a bonus of up to \$60,000 contingent on improvement in student performance. Among the initiatives the new Superintendent will oversee are the opening of a new school for immigrant students and the sale of the current administrative complex and the opening of a new administrative building in Northwest Houston in 2006.

## Utah Update - January 2005

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For the second time in a year, State Representative Margaret Dayton has introduced a bill in the State legislature calling for Utah to boycott the No Child Left Behind Act. As reported in Education Week, her effort last year was derailed when USED threatened to withhold \$107 million in Federal funds from the State.

Although states are not required to obtain Federal approval, the U.S. Department of Education has determined that Utah's definition of "highly qualified" elementary teachers is inadequate. Therefore, all 8,500 grade-school teachers in the State fail to meet Federal standards for "highly qualified." As reported in The Salt Lake Tribune, Utah could lose \$100,000 in Federal funding to support its educator licensing department. Among the options being considered by the State Board for demonstrating teacher competency are testing, additional college courses, or documented college transcripts.

Education Daily reports that Utah has agreed to accept the American Board for Certification of Teacher Excellence (ABCTE) alternative teacher certification program in mathematics. Utah becomes the fifth state (after Florida, Idaho, New Hampshire, and Pennsylvania) to endorse the ABCTE program. For as little as \$500, mid career professionals can earn teaching credentials through an accelerated, web-based program. Currently, more than 400 Utah teachers are not certified -- 48 of them math teachers.

Utah is establishing a task force to study the issues of teacher shortages and teacher compensation. A recent Utah State University study found that the State will need an additional 1,200 teachers each year for the next 20 years to keep pace with population growth and attrition. The task force will be looking at ways to attract new teachers in poorer schools. With respect to teacher pay, the task force will consider two models: the new Mexico licensure system and Denver's Professional Compensation System.

A State audit has determined that school districts in Utah have failed to apply for as much as \$47 million in e-Rate funding available to the State. Utah received only \$46.4 million in e-Rate

reimbursements between 1999 and 2004; by comparison, neighboring New Mexico secured more than \$200 million in e-Rate funds. Auditors attribute the poor performance to a lack of understanding about the e-Rate system on the part of district officials or inadequate staff to work with the e-Rate system. Davis is the only school district in Utah that had taken full advantage of e-Rate availability, receiving more than \$1.3 million in FY 2003.

A recent study by Utah State University determined that, over the next 14 years, tuition tax credits could save the State's public schools as much as \$1.2 billion or cost the State \$180 million. The huge difference is the consequence of a number of variables including the amount of the tax credit (\$1,000 or \$2,000), the number of students who use the credit, and the calculation of costs eliminated by the public schools for each student who switches to private schooling. Opponents of the tax credit argue that the large range identified by the study make the report not useful for policy-making. Supporters claim the study shows that the financial risks of the tax credits are not serious, even in the worst area.

## Virginia Update - January 2005

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Virginia is planning to implement the Schools Interoperability Framework (SIF) as part of the State's new State-level data warehouse known as the Education Information Management System. As reported in [eSchool News](#), widespread implementation of SIF is still three or four years away. SIF is intended to eliminate the need for school districts to enter student data separately into each administrative application they use. Virginia has purchased SIF memberships for each of its 132 school districts to help them prepare for implementation.

## Wisconsin Update - January 2005

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According to Education Daily, 94 percent of Wisconsin's schools and 93 percent of its school districts made adequate yearly progress under the No Child Left Behind Act last school year. Totals of 124 schools and 31 districts failed to meet AYP requirements in 2003-04; most of these missed AYP for the first time. One school district and 53 schools have been identified for missing AYP for two or more consecutive years.

According to "School Facts 04," a report prepared by the Wisconsin Taxpayers Alliance, the increase in per-pupil spending by Wisconsin public schools was 3.1 percent in 2003-04, the smallest increase in the past decade. Total per-pupil spending was \$9,963 and total Statewide enrollment dropped for the first time in 20 years. The primary reason for the low spending increase was a drop in capital outlays and spending for school support staff.

In Wisconsin, like the rest of the country, the number of charter schools had expanded greatly over the past decade and a half. The State has 161 charter schools that teach more than 20,000 students. Both nationally and in Wisconsin, opposition to charter schools has been led by teachers unions -- largely because charter schools often do not use unionized teachers.

## Wyoming Update - January 2005

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Wyoming has allocated \$2.3 million over the next two years to implement the Schools Interoperability Framework (SIF) in all of its 48 school districts. SIF was designed to eliminate the requirement for multiple entry of the same student data into different school administrative applications. As reported in [eSchool News](#), full SIF implementation in Wyoming is expected to take up to five years. When implemented, SIF is expected to save school districts, each year, 113,000 hours of staff time now spent on duplicate student data entry and 88,000 staff ours in State report production.