

Regulatory Analysis

Notice of Intended Action to be published: 281—Chapter 19
“Charter Schools”

Iowa Code section(s) or chapter(s) authorizing rulemaking: 256E.3
State or federal law(s) implemented by the rulemaking: Iowa Code chapter 256E

Public Hearing

A public hearing at which persons may present their views orally or in writing will be held as follows:

April 8, 2025
8 to 8:45 a.m.

Room B100
Grimes State Office Building
Des Moines, Iowa

Public Comment

Any interested person may submit written or oral comments concerning this Regulatory Analysis, which must be received by the Department of Education no later than 4:30 p.m. on the date of the public hearing. Comments should be directed to:

Thomas A. Mayes, General Counsel
Grimes State Office Building
400 East 14th Street
Des Moines, Iowa 50319
Phone: 515.281.8661
Email: thomas.mayes@iowa.gov

Purpose and Summary

Since the conditions for learning survey is no longer required for the Elementary and Secondary Education Act, as most recently amended by the Every Student Succeeds Act, accountability for all public schools, the survey ought to be removed from the Department’s rules concerning the charter school performance framework. This proposed rulemaking makes a technical correction to the performance framework in the Department’s rules.

Analysis of Impact

1. **Persons affected by the proposed rulemaking:**
 - **Classes of persons that will bear the costs of the proposed rulemaking:**
There are no costs.
 - **Classes of persons that will benefit from the proposed rulemaking:**
Charter school students and administrators will benefit from clarity.
2. **Impact of the proposed rulemaking, economic or otherwise, including the nature and amount of all the different kinds of costs that would be incurred:**
 - **Quantitative description of impact:**
There is no quantitative impact.
 - **Qualitative description of impact:**
The proposed amendment would add increased clarity to charter school accountability.
3. **Costs to the State:**
 - **Implementation and enforcement costs borne by the agency or any other agency:**

There are no costs.

- **Anticipated effect on state revenues:**

There is no effect on state revenues.

4. Comparison of the costs and benefits of the proposed rulemaking to the costs and benefits of inaction:

The statute requires rules.

5. Determination whether less costly methods or less intrusive methods exist for achieving the purpose of the proposed rulemaking:

There are no less costly means. The statute requires rules.

6. Alternative methods considered by the agency:

- **Description of any alternative methods that were seriously considered by the agency:**

There are no alternatives to rulemaking.

- **Reasons why alternative methods were rejected in favor of the proposed rulemaking:**

The statute requires rules.

Small Business Impact

If the rulemaking will have a substantial impact on small business, include a discussion of whether it would be feasible and practicable to do any of the following to reduce the impact of the rulemaking on small business:

- Establish less stringent compliance or reporting requirements in the rulemaking for small business.

- Establish less stringent schedules or deadlines in the rulemaking for compliance or reporting requirements for small business.

- Consolidate or simplify the rulemaking's compliance or reporting requirements for small business.

- Establish performance standards to replace design or operational standards in the rulemaking for small business.

- Exempt small business from any or all requirements of the rulemaking.

If legal and feasible, how does the rulemaking use a method discussed above to reduce the substantial impact on small business?

There is no impact on small business.

Text of Proposed Rulemaking

ITEM 1. Amend rule 281—19.9(256E) as follows:

281—19.9(256E) Performance framework. The performance provisions within each charter school's contract are governed by Iowa Code section 256E.9. This framework includes the items in Iowa Code section 256E.9(1), including student academic growth and proficiency in English language arts on statewide outcome assessments, student academic growth and proficiency in mathematics on statewide outcome assessments, and ~~eonditions for learning~~ any other data (as mandated by Iowa's state plan under the Every Student Succeeds Act).