

MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Monday, February 08, 2016  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel  
**ABSENT/  
EXCUSED:** Shepherd  
**GUESTS:** Don Drum, PERSI; Will Goodman, Idaho Educational Technical Association; Debbie Critchfield, Blake Youde, State Board of Education; Helen Price, Rob Winslow, Idaho Association of School Administrators; Tim Corder, State Department of Education; Harold Ott, Idaho Rural School Administrators; Marilyn Whitney, Governor's Office

**Chairman DeMordaunt** called the meeting to order at 9:03 a.m.

**RS 23982C1:** **Blake Youde**, State Board of Education, spoke to **RS 23982C1**. He explained this legislation includes school district employees as those able to transfer sick leave, when changing jobs from one educational institution to another. "State educational agency" is defined in section 67-5302, and the 90-day sick leave transfer maximum is removed for community college and school district employees in 33-1217. In response to questions from the committee, Mr. Youde said the transfer of sick leave refers to number of days.

**MOTION:** **Rep. Wills** made a motion to introduce **RS 23982C1**. **Motion carried by voice vote.**

**RS 24411:** **Rep. Horman**, District 30, spoke to **RS 24411**. She said the Interim Committee which studied the public education funding formula found funding does not move with mobile students, who move after the first of the year. School districts have more mobile students, more special needs students, and more English Language Learners than they did in 1994, and schools themselves have changed, as there are more charter schools and other types of schools. In addition, staffing has changed, and the old formula does not recognize the difference between a playground supervisor and an IT supervisor. Health costs have also increased since 1994.

In response to questions from the committee, **Rep. Horman** said the committee's recommendations reflect a collaborative effort between all stakeholders, and all the stakeholders support the committee's recommendations.

**MOTION:** **Rep. Clow** made a motion to introduce **RS 24411**. **Motion carried by voice vote.**

**RS 24415:** **Rep. VanOrden**, District 21, spoke to **RS 24415**. She served on a literacy committee which found the comprehensive literacy plan did not include the aspect of parental involvement. The committee researched what other states have done. The reading instruction and intervention plan for low readers will include parents, teachers, and other school personnel. The plan will be created within thirty days of identification, and parents will be given resources to help them at the first meeting. This way, parents will not have to wait until parent-teacher conferences to discover their children are low readers. This legislation also contains a component for reporting how many students are below reading level. The legislation also requires parents be notified of which intervention plans will be used during the school day.

**MOTION:** **Rep. Wills** made a motion to introduce **RS 24415**. **Motion carried by voice vote.**

**Debbie Critchfield**, State Department of Education, gave a report from the Governor's Task Force Literacy Subcommittee. The subcommittee recommends students not be moved on to classes with significant content learning before mastering literacy. Research finds achieving literacy proficiency by the end of third grade is critical to student success. The Literacy Subcommittee found four areas for improvement. First, the subcommittee recommends the state expand support for reading interventions for struggling early readers. Currently, there is no requirement or funding for supplemental instruction for students who score in the basic (2) level. The subcommittee recommends schools be required to provide these students with at least twenty hours of supplemental instruction, and that the state provide funding to support this.

**Rep. VanOrden** also served on the literacy subcommittee. She said the subcommittee recommends increasing funding for students who score basic, as well as below-basic scores on the reading assessment. The estimated intervention cost for kindergarten students who score below basic is 4,251 students times \$2,310, for a total of \$9.8 million. The estimated intervention cost for kindergarten students who have basic scores is 5,475 times \$1,155, for a total of \$6.3 million. The estimated intervention cost for expanding intervention to students in grades one through three, who achieve a basic score (2) on the reading assessment, is 15,487 students times \$53.27, for a total of \$824,902.90. The type of interventions used will be determined by the school districts. To prevent any delay in providing services, the funding for kindergarten students should be calculated based on the average number of students who performed in each category over the previous three years, thus allowing funding to be provided at the beginning of the school year. Funding can be adjusted after students have taken the Fall IRI.

**Rep. VanOrden** said funding is currently only provided for students who complete the IRI test. Students with significant cognitive impairments, approximately one percent of Idaho's students, take the Alternative IRI, and interventions are not funded for these students. The subcommittee recommends specifying in Idaho Code that students may qualify for reading intervention based on their score on either test.

**Rep. VanOrden** said the subcommittee also recommends the state consider adopting an updated version of the IRI which will provide a better measurement of literacy than the current version, which is a screening assessment. An assessment measuring comprehension will provide results which can help develop individualized interventions. The cost is to be determined. A subcommittee of the Literacy Committee is currently reviewing responses to its request for information to gauge what assessment packages are available and the costs of the packages.

The subcommittee also recommends the state provide funding to schools to purchase two books per student, per year in grades kindergarten through fifth grade. Although secondary schools typically have some funding for library renewal, elementary schools often struggle to find funds for this purpose. The estimated cost for year one is \$1.2 million, and \$1 million for year two, and \$1 million for year three.

In conclusion, said **Rep. VanOrden**, literacy skills are very important. Prisons are using third-grade reading scores to calculate how many beds they will need, as those students not reading at grade level by grade three are less likely to graduate and be successful and productive citizens. The ability of Idaho's children to read will impact the qualifications of Idaho's future workforce, its innovation, and its quality of life.

In response to questions from the committee, **Ms. Critchfield** said reading proficiency is the primary focus of kindergarten. In half-day kindergarten classes, there is not a lot of time for recess or extra classes. Although stakeholders recognize the importance of pre-k providers and parents, this legislation deals with what schools and teachers can influence. She added the subcommittee wants to bring awareness to parents that literacy is important.

In response to questions from the committee, **Rep. VanOrden** said districts could use a program such as Upstart, but this legislation allows districts to choose how to use the funding, as best fits the needs of the districts. **Chairman DeMordaunt** encouraged the committee to read the Planning Policy and Government Affairs Report from August 2015.

In response to questions from the committee, **Ms. Critchfield** said only approximately 600 kindergarten-aged children in Idaho don't attend kindergarten. The IRI test in the Fall is a screening test, for teachers to know where students are starting, and the one in the Spring is to determine if students are reading at grade level. Students need to score higher in the Spring to be considered proficient.

**RS 24122C1:**

**Blake Youde**, State Board of Education, spoke to **RS 24122C1**. The purpose of the legislation, he said, is to give districts the ability to provide the interventions which are best for them. School districts receive \$100 per student for students scoring below basic (1) on the IRI, and \$50 for each student scoring basic (2). A score of 3 is considered proficient at grade level. The term "reading assessment" is used, because the IRI may be replaced. Section 3 repeals Section 33-1614, and Section 4 repeals Section 33-1615. Section 5 re-numbers Chapter 16-33 to Section 33-1615.

The new language instructs districts to provide a literacy intervention program for students scoring below grade proficiency. The intervention program is submitted to the State Board of Education for review, and parents must be involved, because parental involvement is a key element of literacy proficiency. Each school district decides how to best serve its students. The literacy intervention program must include a minimum of 60 hours (20 minutes a day) for students scoring below basic, and a minimum of 30 hours (10 minutes a day) for students with a score of basic. Additional professional development for teachers is also included, and the governor's budget has a line item for literacy intervention. **Mr. Youde** said the Board of Education supports the governor's proposal of \$10.7 million.

In response to questions from the committee, **Mr. Youde** said funding is not included in this legislation. The legislation is left open for the legislature to fund. Each district determines where to include the extra reading time, based on how each district can best serve its students. This legislation addresses students in kindergarten through third grade. The recommended level of funding of \$10.7 million is based on an average of students over the last three years who read below grade level on the statewide assessment test. This calculation provides \$290 per student. The funding could be used only for reading intervention programs. This legislation accommodates mastery-based educational models.

**MOTION:**

**Rep. Kirby** made a motion to introduce **RS 24122C1**. **Motion carried by voice vote.**

**William Goodman**, Director, gave a presentation on the Idaho Education Technology Association. The organization is twenty years old. It promotes, sustains and facilitates education technology. The organization gives \$10,000 in grants and conducts a conference every year with 650 attendees, the largest educational conference in the state.

**Mr. Goodman** explained school networks are very complex and use the same infrastructure as large corporations. Schools use programs unique to education, and school networks can be larger and more complex than the largest corporations in Idaho. St. Luke's networks accommodates 11,700 end users, and the West Ada School District accommodates 39,963 end users.

**Mr. Goodman** said the internet is vital to education, and the complexity of E-Note Funding is an issue. The bidding rules do not work well with the technical industry, and the current funding model makes it difficult to get qualified technical staff in schools. Also, more spending flexibility is needed for funding technical infrastructure.

**Mr. Goodman** explained how the IETA makes a difference to Idaho. Almost all of the jobs will require use of technology. Teachers need to be able to integrate technology. Technical staff provide support, guidance, and a safety net for teachers, and help them feel confident to try new technology. Without technical staff in schools, Idaho students will be left behind to students from more tech-savvy states, he added.

In response to questions from the committee, **Mr. Goodman** said the grant money comes from membership dues and money made from trade show vendors, after the Boise Center venue is paid. At the Mountain Home School District, students work on certifications and then can do internships with the tech department, said Mr. Goodman, and Mountain Home is promoting this program to other schools.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 10:30 a.m.

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Representative DeMordaunt  
Chair

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Jenifer Cavaness-Williams  
Secretary