

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Wednesday, March 14, 2018

TIME: 8:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, McCrostie, Toone, Gannon(5)

**ABSENT/
EXCUSED:** Representative(s) Ehardt

GUESTS: Dennis Stevenson, Administrative Rules Coordinator, Department of Administration
Chairman VanOrden called the meeting to order at 8:02 a.m.

MOTION: **Rep. Kerby** made a motion to reconsider **S 1295**.

Rep. Kerby explained the committee members who had issues with **S 1295** had worked with the sponsor and now have satisfactory language.

**VOTE ON
MOTION:** **Motion carried by voice vote.**

MOTION: **Rep. Kerby** made a motion to send **S 1295** to General Orders.

Rep. Kerby explained the amendment. One change strikes the requirement for a school administrator of a career technical school to have a career technical certificate. One change specifies the majority of class offerings must lead to postsecondary credit. One change reduces four criteria to three.

**VOTE ON
MOTION:** **Motion carried by voice vote.** Rep. Kerby will sponsor the bill on the floor.

Chairman VanOrden turned the gavel over to **Vice Chairman McDonald**.

RS 26375: **Rep. VanOrden** explained that **RS 26375** is the correction to **HCR 60**, and it reflects the committee action to remove the supporting content of the science standards. She said she would pull **HCR 60** from the reading calendar on the floor and return it to the committee. In response to questions from the committee, Rep. VanOrden said the concurrent resolution is what the House has to do to put into record what the committee recommended, and it is a formality. The Senate has already sent its resolution to approve all the standards through the process, she added.

In response to questions from the committee, **Dennis Stevenson** said the chairman of the Senate Education Committee has the option to send the legislation to the floor or not. If the Senate does not concur with the legislation, it is a moot point. If the Senate does not concur, the legislation will not be introduced in the Senate, and it will die, he added. Mr. Stevenson said **H 666** is the bill which makes the administrative rules expire, unless adopted by the legislature. If **RS 26375** is adopted, then it will take precedence.

MOTION: **Rep. Mendive** made a motion to introduce **RS 26375**.

In response to questions from the committee, **Rep. VanOrden** said the Legislative Services Office explained that introducing **RS 26375** is a formality. **H 666** was passed, and it reflects the Senate's actions regarding **Docket No. 08-0203-1705**.

Rep. DeMordaunt spoke in support of the motion. She said **Mr. Stevenson** and the Legislative Services Office had been consulted.

Rep. Boyle spoke in support of the motion. She said the chairman is following the will of the committee, and the Senate could not be forced to do something it didn't want to do.

SUBSTITUTE MOTION:

Rep. McCrostie made a substitute motion to return **RS 26375** to the sponsor. **Motion failed by voice vote.**

VOTE ON ORIGINAL MOTION:

Motion carried by voice vote. Reps. McCrostie, Toone and Gannon requested to be recorded as voting **NAY**.

RS 26379C1:

Rep. VanOrden spoke to **RS 26379C1**. She said the legislation puts assessments back into the hands of teachers and administrators. It will go into effect in 2019, and the administrative rules will be created by the State Board of Education. There have been concerns about the current pilot project, she said, and some of the questions asked in JFAC were not answered.

MOTION:

Rep. Kerby made a motion to introduce **RS 26379C1**.

In response to questions from the committee, **Rep. VanOrden** said Idaho has a state-wide reading test, and the original Idaho Reading Indicator (IRI) would stay in place. However, the IRI only tests some things, and some districts want to include other tests they like better. The districts could supplement the IRI with other tests. **RS 26379C1** provides more choice of assessments to the school districts. **Rep. VanOrden** said districts would still have to use the IRI, as it is linked to funding. The per-pupil amount would be decided by JFAC. **Rep. VanOrden** said the legislation is the work of herself, **Senator Mortimer, Rep. Horman** and stakeholders.

VOTE ON MOTION:

Rep. Boyle called for a vote on the motion.

Sherri Ybarra, Superintendent of Public Instruction, introduced **Dr. Linda Clark**, State Board of Education. **Dr. Clark** gave a report on Idaho's Every Student Succeeds Act (ESSA) Assessments. She said the State Board of Education and the State Department of Education work together to improve schools. She spoke to the goal targets for 2023. The state is required by the federal government to implement the ESSA Plan, and the Board is collaborating with stakeholders to implement a plan. Superintendent Ybarra explained the accountability milestones from 2014 to 2018. She said the accountability model had moved from dictating and blaming to flexibility and support of local decisions. The ratings of education in Idaho by a group based in Washington is based on things other than education, such as poverty and single-parent families, she added.

In response to questions from the committee, **Superintendent Ybarra** said the Department has been working with struggling schools, and she visited the pilot programs. In response to questions from the committee, **Dr. Clark** said the legislation addresses the lowest five percent of schools and begins in the year 2020. The Board has already implemented a report card and dashboard available to all. It has multiple indicators and is readily accessible and visible, she added, heightening the accountability.

In response to questions from the committee, **Dr. Clark** said the Board's press release citing an increase in high school graduation of 7.3% reflects both an increase in population and an improvement of the cohort reflected. She said the Board would be converting all of the data to a percentage of the cohort.

Vice Chairman McDonald returned the gavel to **Chairman VanOrden**.

Rep. DeMordaunt commented that she would like to see the number of students staying in Idaho and the number of students going out of state. **Dr. Clark** said the Board believed the Apply Idaho Initiative would increase the number of students attending Idaho postsecondary school and staying in Idaho, and she would have those statistics later.

In response to questions from the committee, **Mike Keckler**, State Board of Education, said the Fall 2017 go-on rates reflect the last three years. The number of high school seniors has increased, and the rate has not changed much, so the state has a lot of work to do, he said. Students who have one-year certificates are included in the go-on rate, he added.

Karlynn Laraway, State Department of Education Director of Assessment, explained the changes to the ESSA Plan. She said the Department sought feedback from stakeholders over several months. The plan changes the N size, amending it to twenty for all students and subgroups, she said, which provides more stability. ESSA requires states to identify schools performing in the lowest five percent, she said. Another academic indicator which can be used is the percentage of students making growth to proficient standards, said Ms. Laraway, and she explained that the growth trajectory looks at whether or not the student's test results are increasing at a rate to be proficient in three years. The major change to ESSA is how states publicly report data, she said. She explained the new report card must be searchable, comparable and accessible across multiple devices. Graphs and charts help make the data easier to understand, but people can also access more detail if they desire, she added.

Karen Seay, State Department of Education Director of Federal Programs, explained the State Technical Assistance Team (STAT). She said the team serves as a unit of change and supports the efforts of the schools. Change happens when the group believes in collective efficacy, she added, and students can quadruple their performance scores. The Idaho Building Capacity Project includes needs assessment, leadership teams, data analysis, resources and evidence-proven strategies, said Ms. Seay. It increases student outcomes. Professional development for school leaders include support networks for principals and superintendents.

In response to questions from the committee, **Ms. Seay** said the accountability system is only three years old, and change takes time. The resources are limited, and the focus should be on improvement. There are currently thirty-five to forty capacity builders, and they are all placed in school districts at this time.

Ms. Laraway explained the statewide assessment update, showing test results from 2015 and 2017 in math and English Language Arts. She said school districts can also do interim assessments and end-of-course assessments. She showed the performance of students on science interim assessments. Ms. Laraway also showed the new developmental learning standards thresholds for English Language Learners.

Ms. Laraway explained that students are considered college ready when they meet both the ELA and math benchmarks on the SAT. She showed SAT results from 2016. Ms. Laraway outlined ways the Department is supporting schools and students' success, including an assessment and accountability newsletter, a monthly webinar, direct district contact, regional training, and an assessment task force. She said over 400 attendees were at the regional training session. The assessment task force identifies what is working and what can be done for improvement. In response to questions from the committee, Ms. Laraway said the slight decrease in SAT benchmark scores was due to an increase in the number of students assessed. Also, the state has not had an accountability system for some time, she added. The cohesive approach will work to bring change, but it will take some time, she said. In addition, the state data followed a national trend.

In response to questions from the committee, **Ms. Laraway** said there is no federal accountability assessment before third grade. The state administers only the IRI before grade three. The SAT is given the Spring of students' junior year, and the PSAT is given the Fall of students' sophomore year. The SAT can serve as a college entrance exam, and students can take it more than once and submit their highest score to the college, she said. Ms. Laraway said the state paying for students to take the SAT removes barriers for students and reinforces the conversations taking place with college and career advisors.

Rep. DeMordaunt expressed concern the data did not show improvement. **Ms. Laraway** said the Department is focusing its efforts where they are most needed and working closely with the academic team to make sure teachers know what skills are needed for student growth, and that the teachers have support. ESSA requires the state to identify the bottom five percent of Title I schools, and the Department wants to identify the bottom five percent of schools which are not Title I schools, because they are not eligible for federal funds.

Rep. Toone said the state does not have a full cohort yet for data comparison. She said the state did not see good growth in the ISAT Scores until it had a K-12 cohort, and growth takes time. **Dr. Clark** said the changes in ESSA are very significant. The greatest indictment of the No Child Left Behind Act is that it left many students at the proficient level, instead of supporting their growth, she added. She said the Board is heartened that the changes in ESSA will bring about a more comprehensive look at student and school growth, rather than looking only at the results of one test on one day. She said the state should begin to see growth.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 10:02 a.m.

Representative VanOrden
Chair

Jenifer Cavaness-Williams
Secretary