

MINUTES
JOINT MEETING
HOUSE EDUCATION COMMITTEE
SENATE EDUCATION COMMITTEE

DATE: Thursday, February 16, 2017

TIME: 3:00 P.M.

PLACE: WW02

MEMBERS: Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Kloc, McCrostie, Toone

Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, Buckner-Webb (Rohn), Ward-Engelking

**ABSENT/
EXCUSED:** Boyle

GUESTS: Clark Corbin, Idaho Education News.

Chairman Mortimer called the meeting to order at 3:05 P.M.

Joe Garcia, President, Western Interstate Commission for Higher Education (WICHE), explained the background of WICHE, and the Commission's emphasis on sound public policy. Mr. Garcia presented on the enrollment and graduation trends of Idaho. More students are coming into Idaho, and they are remaining after graduation, which contributes to a competitive workforce.

Currently, Idaho is at 36% of 25- to 34-year-olds having postsecondary educational attainment, which is well behind its goal of 60%, and behind many of the other WICHE states. Only about 11% of the Idaho Hispanic population in this age category have received postsecondary educational attainment. If Idaho can increase its number of Hispanic students who move on to postsecondary education, then some of this gap can be closed.

Idaho job growth is strong compared to the nation's job growth. Idaho's job growth is greatest for those with postsecondary education. There is a fast growth rate, but it falls off by 2031, with a trend of losing graduates. There is also a significant growth in white and Hispanic graduates, but, again, it falls off by 2031.

The College of Western Idaho and Brigham Young University - Idaho have contributed greatly to postsecondary education enrollment growth. Enrollment is coming from white graduates. Hispanic growth rate, percentage-wise, is tremendous, but should be tapped into.

Mr. Garcia presented data on funding. Fifty-eight percent is spent by the state, with 42% being spent by the students in 2015. The state is spending less per student; Idaho has good education access, but support for students is not as strong. Furthermore, student debt has grown over 100% from 2004 to 2014.

In response to a question, **Mr. Garcia** said WICHE realizes the need to figure out how to capture professional certifications, like those plumbers and electricians receive, when looking at educational attainment.

Mr. Garcia noted that Idaho has done well in certain educational areas, such as focusing on post-secondary readiness and dual-enrollment.

Dwight Johnson, State Administrator, Idaho Career & Technical Education introduced members of the CTE Leadership Institute to the committee.

Blake Youde, Chief Communications and Legislative Affairs Officer, State Board of Education (SBE), presented a report on the 2015-2016 Teacher Evaluation Review. The Review is overseen by the SBE, and is a review of teacher and pupil service staff evaluations; the sample size is randomly selected from administrators across the state; the SBE worked with Idaho practitioners and the state's teacher preparation programs; the purpose of the review is to ensure fidelity to the state framework for teaching evaluation. To achieve this, the SBE developed a two-phase approach: the first phase focuses on process and compliance; the second phase focuses on the in-depth review of the actual evaluations.

The SBE is focusing on evaluations because a teacher's movement on the career ladder is partly based on evaluations; the career ladder determines salary apportionment. **Section 33-1004B(15)** requires school districts to annually report on the data necessary to calculate whether each staff member has met the applicable compensation rung performance criteria.

The statewide framework for evaluation is based on **IDAPA 08.02.02.120**, which has three main elements: each school district evaluation must be aligned to the state's framework, which is based on Charlotte Danielson's Framework for Teaching (which has four domains and 22 components); what must be included in the school district evaluation policies, which includes two observations; and that district evaluation polices must be submitted to the SDE for approval.

The evaluation review methodology was a random selection of 180 administrators active in 2015-2016; each of these administrators then were reviewed through three randomly selected evaluations.

The findings were broken up into four categories: Standards, which measured alignment with Danielson's Framework, which was in the 50% range for both pupil service staff and instructional staff; Professional Practice/Observations, where there was a high percentage of the required two-documented observations; Professional Practice/other, which is evidence of a portfolio or parental input, etc., where roughly two-thirds demonstrated professional practice; and Student Achievement measurement, which is very high for instructional staff, but much lower for pupil service staff.

As for overall compliance, 49% meet criteria aligned with Danielson Framework, but examples of not meeting criteria are not having two documents of evaluations, but meeting other requirements, so it would be reasonable to include that 15% bracket, bringing the total to 64% of evaluations qualifying as compliant with the minimum standards.

The conclusions are that administrators are giving their best efforts. However, administrators are not getting clear direction from the state, and they desire additional training.

The recommendations include the need to examine whether or not to evaluate on the 22 elements or on the four domains; to clarify the language surrounding pupil service staff evaluation expectations; to provide additional evaluation training and a checklist to administrators; and to establish a plan for noncompliant school, as no change has been effected based on evaluations and there needs to be a system for immediate plans of actions.

The SBE believes this review to be a sound review with good recommendations.

In response to a question on whether or not all 22 components may not relate to pupil service staff, **Mr. Youde** stated this has been addressed; during the administrative rule process, the requirement that one-third of the evaluation be based on some form of student achievement was repealed. Now it aligns more with the standards of the career ladder.

In response to a question of uniform evaluation throughout the state, **Mr. Youde** said the SDE has tried to get uniformity with criteria across all Idaho regions. The hope is for uniform training to lead to uniform evaluations. However, alignment allows for some lack of uniformity.

Mr. Youde stated multiple evaluation factors are meant to address evaluation of the career ladder, so as to avoid any discrepancies between regions and districts.

In response to a question on what would be acceptable, percentage-wise, for compliance in the state, **Mr. Youde** replied the vision is 100%; the SBE wants to examine districts that were not in compliance, see what went wrong, and help those districts and schools.

Sen. Thayne cautioned his fellow legislators on focusing too heavily on evaluation and administrative results, and missing student outcomes. **Mr. Youde** said at the end of the day, academic achievement is most important.

In response to a question on whether or not these standards may lead to robotic evaluations, **Mr. Youde** stated evaluation criteria apply across subject matters, yet allow for flexibility.

Rep. Kerby stated he would like to see an intensity and interest in student outcomes, pivoting away from administrative training. **Mr. Youde** said the SBE has the same goal.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 4:33 P.M.

Representative VanOrden
Chair

Shelby Winkel
Secretary