

MINUTES  
**HOUSE EDUCATION COMMITTEE**

- DATE:** Monday, February 25, 2013
- TIME:** 9:00 A.M.
- PLACE:** Room EW41
- MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Agidius, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, Pence, Kloc, Ward-Engelking
- ABSENT/  
EXCUSED:** Representative(s) Boyle, Gestrin
- GUESTS:** Charlott Merritt, Rita Wood, and Cordelia Koelsch, United Methodist Women; Phil Homer and Rob Winslow, Idaho Association of School Administrators; Harold Ott, Idaho Rural Schools Association; Nick Miller and Eric Heringer, School Districts; Rich Bauscher, Middleton School District; Marilyn Whitney, Jason Hancock, Nancy Price, and T. J. Bliss, State Department of Education; Jane Whittmeyer, Coalition of Idaho Charter School Families, Inc.; Joni Pace, citizen.
- Chairman DeMordaunt** called the meeting to order at 9:00 a.m.
- RS 22075:** **Rep. Horman** presented **RS 22075** to the committee. She explained that a number of provisions in the Idaho Code governing issuance of school bonds need to be updated, modernized and made consistent. The proposed legislation eliminates obsolete provisions. It also replaces vague language with objective measures of when a school district's bond amortization plan requires the approval of the State Superintendent of Public Instruction. She said the legislation, in addition, would change the limit bond amortization from 20 years to no more than 30 years.
- MOTION:** **Rep. Shepherd** made a motion to introduced **RS 22075. Motion carried by voice vote.**
- H 205:** **Jason Hancock**, Deputy Chief of Staff, Department of Education, explained the legislation dealt with the frozen movement on the state's funding grid for educator salaries for those educators who earned additional college credits applicable to FY11. He told the committee **S 1184** in 2011 previously repealed this freeze, however, with the repeal of **S 1184** through Proposition 3, the freeze was reinstated. The legislation repeals the freeze, which will allow school districts to receive full state funding for actual college credits earned by their professional educator employees.
- MOTION:** **Rep. VanOrden** made a motion to send **H 205** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote. Rep. Ward-Engelking** will sponsor the bill on the floor.
- Dr. James W. Mahoney**, Executive Director of Battelle for Kids, Columbus, Ohio, explained to the committee that Battelle is a national, not-for-profit organization that provides strategic counsel and solutions to address complex educational-improvement challenges. He told the committee that 25 percent of the nation's populations is kids, but 100 percent of the future depends on these kids. Dr. Mahoney said he has partnered with state departments of education, school districts and education-focused organizations to advance these strategies with the shared goals of improving teaching effectiveness and student progress.

**Nadja Young**, Education Specialist, SAS Education Value-Added Assessment System (EVAAS) for K-12, explained the research of **Dr. William Sanders**, who began research in 1982. He discovered measuring student growth was complex if it was to be done reliably. He also discovered that different teachers and schools had a large impact on the amount of growth students made. Ms. Young said, Dr. Sanders, a Knoxville, Tennessee professor, initiated statewide district reporting in 1993, statewide school reporting in 1994, and statewide teacher reporting in 1996. She said that 20 years later, EVAAS has expanded to 2,000 districts, 25 states and over 6.7 million students.

**Ms. Young** showed the progress of socioeconomic disadvantaged students on several charts. She pointed to the benefits of the robust EVAAS Approach. (A copy of the charts will be in the Committee Secretary's Office until the end of the session. Following the end of the session, this will be filed with the minutes in the Legislative Services Library.)

Responding to questions from the committee, **Dr. Mahoney** said the resources needed would be web reporting and bringing rural schools together for a single point of communication. **Ms. Young** stated they need the internet connection. Regarding the cost of the Battelle for Kids and the SAS Programs, Dr. Mahoney said the smaller schools come together in a collaborative effort making it more affordable. It can be proportionately shared or it could be cost per student. He also said in regard to measuring teachers, they put teachers with complimentary skills working together. Their programs also rely on mentorship, and the data showing where kids are making extraordinary gains. With that data, they are able to determine the circumstances and teacher instruction strategies which prompted that gain.

In response to a question from the committee, **John Hussey**, Chief Strategy Officer, Battelle for Kids, said when their company goes into a school they work to win the hearts and minds of the people. They do capacity building and teacher development. They do not put teacher performance on a observation scale, they help teachers learn strategies and improve.

To answer another questions from the committee, **Ms. Young** stated there were limitations to any value model. She said they have collaboratives of teachers in the arts, science and social sciences, not just math and language arts. She added the SAS Program does as much data collection as possible, and often teachers will look at the data and immediately know what strategies are needed to improve student learning. Ms. Young noted the goal was to get more than expected performance.

**Dr. Mahoney**, in answer to a question from the committee, said the status of a teacher should not depend on who you teach, but what you do with who you teach. Each teacher should be taking kids from where he/she finds them, and take them to where they need to be. He related the findings of his research of "looping," a strategy used in Finland. He said it can be dangerous, and depends on who you "loop" with, if the practice is effective. He told lawmakers the success of a program lies in trust building, data collection and team collaboration using best practices.

In regard to moving teachers around the districts so a struggling teacher might be mentored by a superior principal, **Ms. Young** said in North Carolina some schools received federal grant monies to give incentives encouraging effective teachers to transfer into schools with reportedly lower student achievement. She said there had been cases where bus loads of teachers from underachieving schools have gone to high achieving schools to learn best practices and better strategies. She also said meritorious pay can act as an incentive for teachers.

**ADJOURN:** There being no further business to come before the committee, the meeting adjourned at 10:00 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary