

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Tuesday, February 07, 2012

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman Nonini, Vice Chairman Shirley, Representative(s) Trail, Block, Nielsen, Chadderdon, Shepherd, Wills, Marriott, Thayn, Hartgen, Bateman, Boyle, DeMordaunt, Nessel, Pence, Chew, Cronin

**ABSENT/
EXCUSED:** None

GUESTS: Tracie Bent and Marilyn Whitney, State Board of Education (SBE); Glen Zollman and Skip Smyser, Apangea Math; Robin Nettinga and Bert Marley, Idaho Education Association (IEA); Karen Echeverria, Idaho School Boards Association (ISBA); Max Greenlee, Risch Pisca; Suzanne Budge, SBS Associates, LLC

Chairman Nonini called the meeting to order at 9:00 a.m.

S 1237: **Tracie Bent**, State Board of Education, presented **S 1237**. She stated that current language prevents the teacher of an online course from being at the same location or school where the course is being taken. She explained that if the current language was strictly interpreted, it could mean that teachers are prohibited from loading course content into a learning management system while students are online completing assignments in a computer lab in the same building.

MOTION: **Rep. Shirley** made a motion to send **S 1237** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Shirley** will sponsor the bill on the floor.

Glen Zollman, Apangea Math, gave a presentation to the committee. He stated that the Idaho Math Initiative pushes for common core state standards (CCSS). He said Apangea is assisting in this fundamental shift in mathematics throughout the state. Apangea is an online program that engages students and provides real time instruction, as well as adaptive content. Students take placement tests and are appropriately placed so that they can work toward their grade level goals. If a student is not ready for grade level content, the student will take precursor material that will allow him or her to build the necessary foundation for success. Students are motivated by earning points that can be exchanged for gift cards to local businesses where they like to shop. There are contests including the Idaho Math Cup and Idaho Math Challenge. Last year's Idaho Math Cup was so well attended that additional computer labs had to be opened. Groups of students who won that contest were awarded pizza parties.

Mr. Zollman said that there has been a large increase in usage in the last year. During the 2010-2011 school year, approximately 1.9 million math problems were solved on Apangea. The approximate number of problems solved during the beginning of this current school year (2011-2012) is 5.9 million. Idaho students who use Apangea have shown increased ISAT scores. In every school that has been studied, Apangea students outperformed their peers.

In response to questions, **Mr. Zollman** stated that changes and updates have been made in the last eighteen (18) months as Apangea has received teacher input. Apangea is designed to be a helpful resource not only for students, but also for teachers. Reports and data are sent to teachers, as well as links to their individual students' results. Differentiated instruction identifies areas where extra help is needed. Students can access Apangea from home or from libraries. Training has been provided to approximately 120 different libraries across Idaho, so that librarians can assist students.

Responding to additional questions, **Mr. Zollman** said that Apangea seeks to continuously help students achieve and exceed their goals. He said that the CCSS have provided a boost that brought attention to the needs of students and math programs. Students are able to skip over lessons on concepts that they have mastered; most of their time in Apangea is spent focusing on areas of need. Teachers are able to view all content in which students participate. Teachers are able to set pathways for their students, to target needs and ensure that students are working on the concepts that are important to that school year. Coaching is available for teachers. There is no cost to students or districts. The State paid 1.5 million for Apangea last year. Apangea is looking at longitudinal data to determine areas where students struggle most. Apangea is currently working with one hundred eight (108) Idaho school districts. The rural districts are often more welcoming to new resources, however, access to computers and bandwidth has been a challenge in very remote areas. Districts that do not use Apangea might have already purchased other programs, or they might not see a need to change or supplement what they're already doing.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 10:08 a.m.

Representative Nonini
Chair

Mary Tipps
Secretary