

**CORRECTED MINUTES**  
*(Subject to Approval by the Committee)*

**K-12 EDUCATIONAL SYSTEM**  
**INTERIM COMMITTEE**  
**NOVEMBER 5, 2013**  
**8:30 A.M.**  
**WEST WING 55 COMMITTEE ROOM**

The meeting was called to order at 9:00 a.m. by Cochairman Senator Goedde. Members present were: Co-chairs Senator John Goedde and Representative Reed DeMordaunt, Senators Steve Thayne, Jim Patrick, Fred Martin, and Representatives Judy Boyle, Wendy Horman, Julie VanOrden and Holli Woodings. Senator Branden Durst was absent and excused. Legislative Services Office staff included Eric Milstead, Paul Headlee and Toni Hobbs.

Others present at the meeting included Hilary Drew, Lisa Kinnaman, Karen Rice and Patricia McRae, Idaho Leads Project; John Foster and Kate Haas, Kestrel West; Jen Swindell, Idaho Education News; Mike Caldwell and Sherawn Reberry, Idaho Digital Learning Academy, Rob Winslow, Idaho Association of School Administrators; Marty Thomas, Pearson; Ken Burgess and Elli Brown, Veritas Advisors, Mark Dunham, Risch Pisca; Scott Woolstenhulme and Charles Shackett, Bonneville Joint School District 93; Lacey Peterson, Blaine County School District; Colby Cameron, Sullivan and Reberger; Heather Williams, Idaho Leads and Gooding School District; Richard Ledington, Agricultural Education Initiative; Lyn Darrington, Gallatin Public Affairs; Sara Schmidt, Idaho FFA Alumni; Eric Ball and Carli Ashley, Kuna FFA Chapter; Casey Zufelt, Idaho FFA Association; Shawn Dygert, Idaho Vocational Agricultural Teachers Association; Robin Nettinga, Idaho Education Association; Alicia Ritts, Ritter PR; Karen Echeverria, Idaho School Boards Association; Terry Ryan, Idaho Charter Schools Network; Don Keller, Sage International School; Senator Bert Brackett, District 23; Jeff Sayer, Department of Commerce; Todd Schwarz, Division of Professional-Technical Education; Darin Strickler, Tactical Solutions, Jerry Whitehead, Western Trailers; Ken Holsinger, Kloud.com; Jamie MacMillan and Blossum Johnston, J.A. and Kathryn Albertson Foundation; and Dr. Roger Quarles, State Department of Education.

Senator Goedde noted that a small correction should be made to the October 2 minutes on page 13 to clarify a comment by Ms. Penni Cyr. Senator Martin moved to approve the minutes with that correction and Senator Thayne seconded. The minutes passed unanimously on voice vote.

**Lisa Kinnaman**, Idaho Leads Project, was the first speaker. Her complete Powerpoint is available at: <http://www.legislature.idaho.gov/sessioninfo/2013/interim/education.htm>.

The Idaho Leads Project learning community includes more than 1,000 educators from 66 school districts and charter schools. Idaho Leads provides resources and professional development to reach more than 8,000 teachers and 175,000 students across the state of Idaho. The districts and charters are organized into regional learning communities so that educators and districts that have previously felt isolated due to geography or access issues are now able to come together and engage in professional development activities over a long period of time. Participating districts convene for regional network meetings during which they define priorities, identify and celebrate successes, and determine areas where improvements can be made.

She explained that the Idaho Leads Project aims to build leadership capacity in Idaho's K-12 public schools by working with a community of professional learners including trustees, superintendents,

principals, teachers, parents and community members. By drawing on the shared expertise of its participants and providing cutting edge professional development on current topics, Idaho Leads is helping to shape an environment in which all Idaho students succeed. In order to accomplish this, Idaho Leads works with districts to:

- Build relationships ;
- Utilize effective practices;
- Manage change; and
- Commit to systemic improvement.

**Ms. Kinnaman** said that the Idaho Leads Project believes it is important to hold themselves accountable to their goals so they collect presurvey and post survey data with participants to measure learning and growth within each of the above areas. Last year they were able to demonstrate some significant growth with the participants. She said that schools and educators are still struggling to learn how to effectively implement 21<sup>st</sup> century classrooms.

In order to improve in this area Idaho Leads is working with districts regarding the Idaho Core Standards and technology integration. This means taking a look at what is being done with whatever technology is available and how it is impacting instruction in the classroom.

Many districts asked Idaho Leads to perform technology audits to help teachers effectively use classroom technology to provide meaningful learning opportunities to all Idaho students. This resulted in technology audits in five of the 49 districts that were participating at the time. The audits proved very beneficial. It resulted in more requests than Idaho Leads could handle. This led them to a technology group called BrightBytes and Clarity. **Ms. Kinnaman's** presentation includes more in depth explanation of how Clarity helps districts learn how to better utilize and leverage their resources to make good decisions regarding technology and instruction.

Sixty-four of sixty-six districts are participating technology audits with a projected reach of 1,000 educators. The audits involve 10 to 15 minute surveys that result in a report that includes scores based on technology within the classroom. This allows districts to make informed decisions on how and where to spend resources on technology.

**Ms. Kinnaman** explained that they have partnered with the J.A. and Kathryn Albertson Foundation and EDnews to launch EDTrends. The goals of EDTrends are to present data in an easy to use format to make analyzing information understandable for parents and legislators.

**Senator Thayn** asked whether the data being collected by the survey is subjective data. **Ms. Kinnaman** said yes, it asks things like "How many devices do you have access to in your home?"; "What types of lessons have you done with students using technology in your classroom?". Their website has more sample questions. **Senator Thayn** asked what type of data is being collected. **Ms. Kinnaman** said they collect presurvey and post survey data for each Idaho Leads meeting. There is a focus on common core standards within English and math proficiency and technology integration. This allows them to measure the growth of participants.

**Representative Horman** asked when the results will be available statewide. **Ms. Kinnaman** said that the surveys should be completed by Christmas. She noted that the information collected belongs to the districts but they will be able to look at aggregate data both regionally and statewide to see if there are certain trends.

**Representative Demordaunt** asked whether Idaho Leads is measuring student growth. **Ms. Kinnaman** said yes, they are always looking at student achievement growth. The project is not quite two years along and she noted that there will be a challenge this coming year due to the changing assessment standards.

**Representative DeMordaunt** asked what EDTrends will be using for its source of data. **Ms. Kinnaman** explained it will use public data that has mostly been gathered by State Department of Education. **Representative DeMordaunt** asked if they use the ISEE system or is it a separate report. **Ms. Kinnaman** said it is not a special report, it is information that is available to anyone. **Senator Goedde** asked when EDTrends will be up and running. **Ms. Kinnaman** said January.

**Karen Echeverria, Idaho School Boards Association; Rob Winslow, Idaho Association of School Administrators and Robin Nettinga, Idaho Education Association** spoke in general agreement of the recommendations from the Governor's Education Task Force as a package. In saying that the recommendations should not be broken up, they realize that some areas will be easier to implement than others so they have broken down the 20 recommendations into three categories:

- Recommendations that are currently being addressed by school districts;
- Recommendations that can be tackled or completed next fiscal year; and
- Recommendations that are headed down the right path and are ready for all the input and work needed to see them succeed.

Their written comments include a review of each recommendation and its category. Those comments and their PowerPoint are available at:

<http://www.legislature.idaho.gov/sessioninfo/2013/interim/education.htm> .

**Senator Thayn** asked what role parents and students had in these recommendations. **Ms. Echeverria** said that parents were involved in some of the discussion on the task force in the areas of technology and changes to the enrollment model. **Ms. Nettinga** added that there were parents on the task force and they were supportive of the recommendations. **Mr. Winslow** reminded the committee that these recommendations were more broad ideas and will need more parent involvement as they are developed. **Senator Thayn** commented that in order for this to be successful, attention needs to be paid to all components of the system.

In response to a question from **Senator Martin**, **Ms. Echeverria** explained that advanced opportunities include allowing students to take college classes while in high school and receive college credit.

**Representative DeMordaunt** said that he appreciates all three associations working together in this manner. He also appreciates how they have broken down the recommendations into timelines. He agreed with **Senator Thayn's** statement about including all components in order to have success. In his opinion this means involving students and parents.

**Representative DeMordaunt** asked about the Five Star rating system. **Mr. Winslow** explained that currently the rating is evaluated on only one test score at the elementary level and the Department of Education wants to look at other measures and what those measures really reflect to truly evaluate and give more transparency as to how a school is really doing. **Representative DeMordaunt** thinks it is important to be less reliant on a single test and to have the ability to make decisions on aggregate data will allow for better feedback to parents and students.

**Representative Horman** said it was her understanding that information from the technology pilots for individual schools will not be available for at least a year and in many cases two years. She asked what the legislature should do in the meantime. **Ms. Echeverria** said it is the hope that this can be completed this next fiscal year. **Mr. Winslow** stated that in the legislature could allow more flexibility for school districts to use technology funds where they need them. Some schools need infrastructure, others are ready for actual devices but all districts are in different places.

**Senator Patrick** asked whether they had any discussion with other states with regard to the Task Force recommendations. **Ms. Echeverria** said there are several models on different topics especially in the career ladder area. **Mr. Winslow** stated that the task force identified what Idaho needed or wanted and then looked at other state plans and models.

**Senator Goedde** confirmed that the price tag to implement the Task Force recommendations is \$80 million first year and \$350 to \$400 million at the end of 5 years. He asked what to do if there is only \$40 million available the first year. **Ms. Echeverria** said that operational funding should be the focus but she would hate to see only one area funded at the cost of others. **Ms. Nettinga** agreed but said they want to make sure the legislature does not lose focus on all of the recommendations. **Mr. Winslow** added that operational funding is the most important but again said they would like to see whole package implemented. He noted that his other priority is the career ladder.

**Senator Goedde** said that it will be interesting to see what the Governor recommends as the state's ability to fund the recommendations and what his priorities will be.

**Senator Goedde** said it was his understanding that there has been a committee formed to look at tier licensing and the career ladder. He asked if that committee was formed by the Department of Education. **Ms. Echeverria** said that was correct.

**Senator Goedde** commented that local control is important but hard to attain in some school districts. In the past the legislature has tried to control that by creating silos that only allow money to be spent in a specific manner. He noted that at one time there was a silo created to fund mentoring. That funding has disappeared while the requirement for mentoring has not. He asked whether creating a silo of money specifically for mentoring has been considered. **Ms. Echeverria** said they have not discussed that but that the associations would gather information and opinions on that.

The next agenda item was an overview of the Mileposts Information Systems by **Lacee Peterson, Blaine County School District; Charles Shackett, Superintendent, Bonneville Jt. School District 93** and **Scott Woolstenhulme, Director of Technology Services, Bonneville Jt. School District 93.**

**Ms. Peterson's** PowerPoint presentation is available at:  
<http://www.legislature.idaho.gov/sessioninfo/2013/interim/education.htm>.

She explained that Mileposts gives teachers the following tools:

- Student data is available ahead of the school year and kept current throughout the year.
- “Load ability” of State and District Assessments
  - ISAT, DIBELS, STAR Reading and Math, etc.
- School/Classroom Data Graphs and charts
- Group Interventions

- Interventions can be created to help students that are below grade level. They can also create individualized learning projects for students that are more advanced.
- Progress Monitoring
  - This allows teachers to keep student information in one place and also have historical data for what teachers are doing for students. Teachers can set goals for students and use data points so students can make progress.
- Behavior Tool
- Teacher Resources Page with Manuals & Videos
- Common Core Standards Resources & Links
- Gooru Learning

**Mr. Charles Shackett**, Superintendent, Bonneville School District, explained that Bonneville is the fifth largest district in the state. His PowerPoint contains more information regarding the demographics of the district. It is available at:

<http://www.legislature.idaho.gov/sessioninfo/2013/interim/education.htm>.

He stated that in 2011-2012 100% of the district's comprehensive elementary schools were 4 and 5 star schools. In 2012-2013 85% of those schools were 4 and 5 star schools.

He attributes that success to:

- Development of professional learning communities (PLC's) in all schools, district offices and classified departments (transportation, custodial, maintenance, food service);
- All Teachers Engaged in Total Instruction Alignment ;
- Adjusted Instructional Strategies Based on Regular Monitoring of Individual Student Achievement Data.

**Mr. Scott Woolstenhulme**, Director of School Improvement and Technology, Bonneville School District 93, was instrumental in implementing the Mileposts system at the district. Before Mileposts, teachers did not have ways to get learning results. In his opinion, learning management system are key to student success.

He explained that Bonneville has weekly teacher collaboration time that allows:

- Review of each student's learning profile including:
  - Longitudinal view of student learning;
  - Growth and achievement matrix; and
  - Multiple measures (district and state).
- Creation of student learning plans:
  - Research-based interventions;
  - Enrichment for advanced students; and
  - Progress monitoring of learning.
- Review of reports for student groups
  - Quick and efficient reporting.

**Mr. Woolstenhulme** said that in using Schoolnet the data takes three weeks to three months to reach teachers. Data availability and accuracy depends on accurate submissions from other districts and test scores are the only data input from the state.

Mileposts, on the other hand, gives teachers flexibility to upload multiple data points for district benchmarks that include proficiency and growth. It focuses on local goals, has simple data analysis and it is independent of other ISEE processes and reports.

Mileposts also allows individual learning plans to be developed collaboratively with parents, teachers, students and school faculty. It allows districts to identify specific interventions and strategies and it includes the ability to record progress-monitoring data to identify the effectiveness of the interventions.

**Mr. Woolstenhulme** closed with the following key points:

- Learning management systems work more effectively and efficiently at the district level because;
  - There is no loss of intervention time;
  - They are not dependent on other processes; and
  - They are not dependent on other districts.
- District-level systems can be personalized for each district.
- Districts have invested significant time and training in utilizing other systems.

**Senator Thayne** asked what type of data was being entered. **Mr. Woolstenhulme** answered that there are multiple points including ISAT scores, IRI and said that student data is also entered more frequently. Student data includes fluency probes and behavior data. He added that once the teachers plan is created, it takes just minutes to enter data and there is not much difference between elementary and secondary schools.

**Senator Thayne** commented that for students that learn quickly, this could definitely tie into mastery learning. **Ms. Peterson** agreed and added that it works both ways. She has six students that have worked through the second grade math curriculum so she works with them on 3rd grade level lessons. On the other hand, she is able to work with students who are below grade level in reading at a different pace. **Mr. Woolstenhulme** explained that one school has scheduled intervention time; if students are below grade level, they go to one teacher and receive instruction and if they are above, they go to another teacher for higher level instruction.

**Representative VanOrden** commented that she had heard other school districts love the turnaround time with Mileposts but have trouble with costs. She asked, since Schoolnet is free from the state, how can they justify the cost of Mileposts. **Mr. Woolstenhulme** said it is fairly inexpensive; about \$5 per student. He stated that the district started looking at Mileposts three years ago but at about the same time they heard about Schoolnet so they tried Schoolnet. The district was able to get teachers logged into Schoolnet, but found that the system did not work like they thought. The next year, the district used federal funds to get Mileposts in place. This year, they were not allowed to use federal money so they went back to some silos of state money and used that.

**Representative Horman** said that in 2002, they were just beginning ISAT and teachers had basic excel spreadsheets. She was on the school board in Bonneville County when they implemented Schoolnet. However they recognized that Mileposts was a good system when they saw it. She said it is very helpful for individual student growth and added that they have had very good experience with Mileposts customer service to adapt for specific interventions or other things they want to track. **Mr. Woolstenhulme** agreed. **Representative Horman** thanked them for coming to the meeting today.

**Representative DeMordaunt** said it is exciting to hear about this. He noted that since the state is already involved in the Schoolnet project, they should see it through. It is important to have a system for teachers throughout the state.

He asked whether data is being entered into the system on a daily basis. **Ms. Peterson** said she enters data twice a week and it includes progress monitoring data mainly for students who are struggling. She uses the information to see if her instruction is helping the student. If the student does not seem to be learning, she can change her approach.

**Representative DeMordaunt** asked about the data uploaded to ISEE. **Mr. Woolstenhulme** said data entered includes about 12 different files including data on student demographics and behavior, as well as test scores. He said they take information from 4 or 5 databases in the district and send it to the state. He noted that Mileposts automatically uploads student information into the system as soon as the child is enrolled. **Representative DeMordaunt** asked, of the data uploaded to the state, how much value is it to a teacher in the classroom. **Mr. Woolstenhulme** said not very much. He said the state assessment data is important but it takes three weeks to three months to get it back to the teacher.

**Senator Goedde** asked whether they have built bridges in the Mileposts system to communicate with ISEE. **Mr. Woolstenhulme** said yes, on the behavior side.

In response to another question from **Senator Goedde**, **Ms. Peterson** explained that teachers can input data into the system daily but that she usually does it twice a week. **Senator Goedde** commented that it seems similar to the “clicker system. **Mr. Woolstenhulme** said that the goal for his district is to have classroom technology money invested in some type of device that would work as a classroom responder. They would like to have this process in place by end of the year.

**Senator Goedde** asked how many districts were using Mileposts. A Mileposts representative stated that 80 districts nationwide are using Mileposts, 30 in Idaho

**Mr. Terry Ryan, President, Idaho Charter School Network and Mr. Don Keller, Executive Director, Sage International School**, were introduced to give an update on Idaho charter schools.

**Mr. Ryan** stated that Idaho has a strong crop of charter schools and that the state has made significant progress on charter school accountability. He said that charter schools are well positioned to grow in Idaho. The role of the Idaho Charter School Network (ICSN) is to promote high quality, high performing schools. ICSN supports schools through technical assistance and programmatic visits to reflect with them on how students are performing and how well they are realizing the promises of their charter. It is estimated that 12% of Idaho students will be enrolled in high performing charter schools by 2020.

**Mr. Keller** stated that the creation of Idaho Code section 33-5202 and its intent to provide opportunities for teachers, parents, students and community members to establish and maintain public schools should have dramatically improved and strengthened Idaho’s K-12 education because it opened the door to breakthrough progress.

He understands that Idaho has many examples of outstanding education delivered by some of the best educators in the business, but, in his opinion, true transformational change will require collaboration, autonomy and innovation on a whole new scale. Scaling that will require addressing

certain charter growth barriers to increase enrollment from the current 18,500 to an enrollment that will upset the current educational trajectory.

**Mr. Keller** agrees that increasing charter enrollment does not necessarily lead to strengthening K-12 education but he also believes that increasing enrollment in conjunction with high quality school design, instruction and innovation does effect student achievement and growth.

According to **Mr. Keller**, the educational road map of tomorrow will look radically different. For Idaho to strengthen and improve its educational model and meet the challenges of tomorrow, charter schools will need to play an even greater role.

**Representative DeMordaunt** stated that while there are many charter school successes around the state, there are some charter schools are struggling and are receiving 1 and 2 stars. He asked what should be done in those cases. **Mr. Keller** said that the belief is that high quality authorizers will have to step in and close down certain schools. **Representative DeMordaunt** asked what goals exist for expanding choices for students and why are there only plans for two or three schools in the pipeline today. **Mr. Ryan** commented that charter school growth has done well in Idaho but it is important to remember that to keep the same high quality there has to be resources, talent and support for facilities. **Mr. Keller** said that Sage has increased enrollment 30% to 40% per year and has run out of room. He noted that they have recently received a grant to allow more staff and 300 more students next year. They are also improving their school size through the facilities funding bill.

**Senator Thayne** asked about charter school representation on the Governor's Task Force and **Mr. Keller** said they had people on the task force but that he did not think charter schools received a specific recommendation from the Governor's Task Force.

**Senator Thayne** commented that the limitation in the current charter school law has created a competition between charter schools and public schools. In his opinion, it would seem that we need to change this law to promote collaboration instead of duplicating what public schools do. **Senator Goedde** asked for examples of what charter schools have done that are now part of public schools. **Mr. Keller** said that professional development is one area

**Representative VanOrden** said that she had been an authorizer in her district and that she has seen opportunities for students because of charter schools. She noted that Bonneville is a good example of this. She also said that the performance certificate for charter schools added by the legislature last year gives school districts something to measure by. In her opinion, charter schools have brought a lot of choice and have caused public schools to add more choice also. **Senator Goedde** agreed and said that the Coeur D'Alene public schools have also added more choice with the emergence of charter schools.

**Senator Jim Patrick and Senator Bert Brackett** spoke to the committee regarding agricultural education and the 2014 Idaho Agricultural Education Initiative. They stated that 63% of students who participate in professional technical education go on to some form of higher education versus 47% of all other high school graduates. While this is good news, the bad news is that agriculture programs are in jeopardy due to a shortage of qualified instructors and resources. It is their hope that Idaho can strengthen this program and use it as a model for other student programs.

**Mr. Shawn Dygert**, Kuna High School Agriculture teacher for 25 years also spoke on this issue. His Powerpoint is available at:

<http://www.legislature.idaho.gov/sessioninfo/2013/interim/education.htm>.

**Mr. Dygert** explained the Three Circle Model that includes classroom instruction, supervised agricultural experiences and the Future Farmers of America in combination to develop the total student. This is a successful model because it allows for contextualized instruction that makes learning more relevant for students. It also ties in with academics and common core standards and provides workforce readiness.

He explained that these programs involve 12,000 students and over 120 teachers and noted that 63% of these graduates “Go On” to some type of post high school education.

**Ms. Sara Schmidt**, Idaho FFA Alumni Association, asked for legislative support for the 2014 Idaho Agricultural Education Initiative. She distributed a detailed handout that includes the rationale behind the initiative and the components.

At a state level, they would like the legislature:

- To authorize implementation of quality program standards and an incentive program to go with it. This would include incentive grants of \$10,000 for teachers that meet the standards to use in their classrooms.
- To adjust and fund added cost allocations. Added cost funding is provided annually by the state for costs associated with professional technical programs beyond normal classroom costs. In the case of agriculture education, there has been tremendous growth over 20% in the last five years.
- To offer agricultural education program start up grants. This would be given to districts that want to start agriculture education programs.
- To establish a professional development and mentoring program.
- To establish a full time Idaho FFA association executive director position.

After lunch the committee listened to a panel discuss the needs of professional-technical education. The panel included: **Mr. Jeff Sayer, Department of Commerce; Mr. Todd Schwartz, Division of Professional Technical Education; Mr. Darin Strickler, Tactical Solutions; Mr. Jerry Whitehead, Western Trailers; and Mr. Ken Holsinger, Klowd.com.**

**Mr. Sayer** acted as the facilitator and asked questions of each panel member. The basis of the discussion focused on how professional-technical education provides skilled workers for Idaho's workplace and what needs to be strengthened and how?

#### **What aspect of the workforce part of business poses the greatest challenge?**

**Mr. Whitehead** said work ethic. He said this is something that needs to be taught during K-12. He commented that his company had hired two people yesterday, and let three people go the same day. When they tell potential applications that they drug test, about half do not even apply and of those that do apply, about half fail the test. He said that many of their new hires do not know how to read tape measure.

**Mr. Strickler** agreed and added that another area is availability of qualified workers. He noted that there are ways to make a good living through professional- technical education. Youth need to become interested and aware that these careers are available.

**Mr. Holsinger** said that availability is the biggest issue within the software industry, especially in Idaho. He noted that if he had to add 50 new software engineers within a short period of time, it would be difficult and he would be taking them away from other businesses.

**Mr. Schwarz** said that a hallmark of professional-technical education is that it is hands on and relevant. Beyond that these programs are designed to address psycho-motor, cognitive and effective domains of human consciousness and performance. Currently, they are working on a plan to use professional-technical student organizations to help develop some of the work place readiness skills that have been discussed.

**What is working well and are students prepared when they leave school?**

**Mr. Whitehead** commented that his company employs over 300 people in Boise, over 400 overall. He said that they employ 100 welders and always need more. They need qualified people to run CNC equipment, CNC plasma cutting machines, CNC punching and routers. They have six mechanical engineers as well as people that assemble the parts they make. He noted that most of the skilled people are coming from outside of Idaho or they train them in house. He said this is part industry's fault in that they should be more involved in the schools as to what they need in a workforce.

**Mr. Strickler** agreed and said he is in a similar industry. He commented that strong math backgrounds are important in his industry and education needs to identify kids that would benefit from this direction and be more positive about these types of jobs.

**Mr. Holsinger** said it would be important to work with kids in high school to look at careers early on. He added that allowing for college credits while in high school is very positive. His company is expanding a program to high schools to work with youth for one year to teach entrepreneurial skills, software skills and so on. This is a great opportunity and five high schools are participating. This is important because it gives youth a foundation to continue to build the industry.

**Mr. Schwarz** commented about an international study that asked new employees and their instructors whether they believed that they were prepared for the job when they were hired. Most of the new hires and about 75% of their instructors said yes. Only 42% of the employers thought the new hires were prepared. The lesson here is that perhaps people are not listening in schools. He said it would be beneficial to partner better between secondary and post secondary programs. Another project is to create a micro-certification system for high school students. So, as students complete parts of their instruction, they can leave high school with something beyond a diploma. He said that professional-technical education has asked industry people for many years what should be taught but they don't ask how it should be taught. In his opinion, it is important to start asking how and listening better.

**Senator Goedde** commented that KTEC patterned their program after what industry wanted because they asked those questions. He added that it does rely on industry telling education what is necessary. He said that there is a Toyota public/private partnership in Texas starting with fifth graders.

**Representative DeMordaunt** understands that companies get frustrated with having to train their own people. He asked how the committee can help connect the dots and create the communication links that are necessary. **Mr. Sayer** also said it would be important to ask how to approach a business owner in the least disruptive manner. He also asked what the partnerships should look like.

**Mr. Whitehead** his company has done this in the past but the plans and approaches always seem to fall apart. He said industry could be partly at fault. He commented that in the past a high school

counselor from Council, Idaho, brought FFA kids to his plant and three of those students still work for his company in leadership roles. He said it should be a priority to train for specific industries.

**Mr. Sayer** asked how educators should approach people in business. **Mr. Whitehead and Mr. Strickler** agreed that it is important for industry to give input and then make sure that something is being done to support that.

**Mr. Holsinger** said that industry needs to step up first and partner with education and also with legislators to provide legislation to move this forward. The majority of teachers and administrators do not understand what the software industry needs. He said that maybe industry should ask educators “What do you need from us?”.

**Senator Patrick** commented that agriculture education produces welders and the College of Southern Idaho offers welding but there is a large waiting list to get in. He asked if this was a funding issue. **Mr. Schwarz** said it is not just a funding issue. It involves equipment, stations and HVAC requirements as well. Some programs do split shifts with morning and afternoon programs but resources are limited.

**Representative DeMordaunt** agreed that school resources for this type of training are limited. He wondered whether industry could or would allow schools to use their equipment for some of the training. **Mr. Whitehead** said he would be happy to do some of that but to make manufacturing pay in Idaho, they have to run 20 hours a day, which makes it difficult to make some equipment available to schools. He agreed that something could be worked out and said that they have a state of the art plasma machine they are considering donating.

**Representative Boyle** suggested that perhaps high schools that have shops and FFA classes could add night classes for this type of training.

**Representative Boyle** commented on the work ethic problem and said that there is a study that shows that 30% of 18 to 35 year olds in the United States do not want jobs. She suggested that perhaps a work ethic curriculum should be developed starting in kindergarten.

**Senator Goedde** noted that in the past industry would hire teachers in summers to work for business to learn more about the industry.

**Mr. Strickler** commented that the fact that his son can turn in assignments one month late and still get full credit for them does not help with the work ethic problem.

**Mr. Sayer** said he and **Mr. Schwarz** have been talking about how state policymakers could help educators communicate with business people more effectively. He said that higher education has a history of holding a summit with 80 educators and five business people with the intent of listening to industry and what industry needs. He and Mr. Schwarz are trying to break down what is learned at the summit into smaller pieces and listen very carefully and actually take the information back and do something with it. They are hoping to change the relationship with industry leaders by actually listening to them and asking if the state is on the right track.

**What could this committee do that would have the greatest effect on business related to the work force?**

**Mr. Holsinger** said that schools need to start educating children earlier and make radical changes quickly.

**Mr. Whitehead** said that teaching K-12 students that brick and mortar manufacturing is important. He said that this country has lost the capability to build and manufacture things for itself and a certain percentage of students need to be educated toward these types of industries. **Mr. Strickler** commented that Ruger is looking to build a 200,000 sq foot plant in the U.S. He does not know if they considered Idaho but he said that Idaho does not have the amount of machinists necessary to staff such a plant.

**Mr. Strickler, Mr. Whitehead and Mr. Holsinger** agreed that if there were more qualified people available their businesses could definitely grow.

**Representative Horman** said she sees a pattern emerging from the panel between what is needed and what is produced. She offered that perhaps the system could match high school graduation requirements to the shift in the economy that is happening. She noted that Idaho is on a list that will consider making computer science a requirement for graduation. She added that the challenge is incorporating more than just grades. She did say that there is one school that actually incorporates work ethic into its curriculum.

**Representative DeMordaunt** asked for more explanation of the radical change that **Mr. Holsinger** spoke of. **Mr. Holsinger** suggested that would include things like changing the foreign language requirement to include HTML and perhaps the removal of funding for degrees that industry does not support. Many students get degrees but have tremendous student debt and those degrees are not supported by jobs available in industry or business.

**Ms. Jamie MacMillian, Executive Director, JA and Kathryn Albertson Foundation** was introduced to provide the committee with information on the Foundation's 2014 initiatives.

The first is a landscape survey about education-related technology and data systems in Idaho. The goal of this landscape survey is to gain insight on the impact that investments in technology and data systems have had on student achievement as well as to understand the state's capacity and intention to sustain, improve, grow, and innovate in this arena.

Secondly, she noted that the Foundation has been a strong supporter of education-related technology and data systems for more than 15 years. In most cases the Foundation has partnered with the state to either begin or complete some of these large initiatives. It is appropriate to evaluate investments such as these in order to gain perspective into the ability to meet the ever-changing needs of Idaho students today and tomorrow. It is also important to discover what is being done today that is no longer making a difference.

The Albertson Foundation believes Idaho can be a national leader in this area, but with the rapidly changing landscape that keeps accelerating daily we are falling behind. Idaho has built a strong foundation in education innovation through supporting data systems and digital content and the question arises as to how best build on this foundation in the next decade?

Finally, here is an example of the questions that need to be answered:

- How are we evaluating our contribution and impact on students?
- Are Idaho students more college or career ready because of these investments?
- Do the organizations we fund have the most efficient structure and funding streams to ensure effectiveness and sustainability?

- How do we best meet students' needs in an age when new technology advancements happen daily?
- What are we doing now that no longer makes a difference?

She explained that the Institute for Evidence Based Change (IEBC) is conducting this landscape survey on behalf of the Foundation. IEBC will be conducting stakeholder interviews and surveys over the next two months and will compile a report. This report will help guide investments in the future. The report will be made available to the committee. The Foundation believes it will help support some of the recommendations from the Governor's Education Task Force.

**Representative DeMordaunt** said that one area that seems to be missing regarding data is getting actionable data to the teachers. He asked whether the survey will look at this to see if there are places where that is working well and whether there are other models to look at. **Ms. MacMillan** answered that she has observed that data in the classroom is still viewed as a compliance based exercise, not for teacher-student benefit. Classrooms are not structured for real data delivery. The shift can be made but it will be difficult. **Ms. Blossom Johnston** explained that the Kahn Academy Idaho pilot is very robust in its ability to inform teachers and students how they are performing specifically with regard to math. Teachers are excited by this pilot and she noted that this data will drive how mastery based education will evolve. **Senator Goedde** commented that North Idaho College is having impressive results using Kahn Academy for remedial math help through a grant provided by the J.A. and Kathryn Albertson Foundation.

**Ms. MacMillan** noted that Dr. Ken Wong, Professor of Education at Brown University, is helping the Foundation identify the critical questions that need to be asked when it comes to analyzing school finance systems. He was part of the team that conducted groundbreaking finance system reform in Colorado and Rhode Island.

This work is part of the Foundation's AWARENESS strategy and is outlined in a packet **Ms. MacMillan** distributed. The packet also contains information on the Foundation's 2014 action plan. This is available at the Legislative Services Office.

She went on to point out the following initiatives that should be of interest to the committee:

- The Rural Opportunities Consortium of Idaho – or ROCI – is designed to explore education innovation in rural areas.
- Idaho Ed Trends – a data portal designed specifically for parents. The goal of this project is to create a world-class education data platform for Idaho parents. The platform is being created by Bright Bytes.

In closing, **Ms. MacMillan** stated that the Foundation has a data-driven philosophy about grant making. The Foundation regularly evaluates the effectiveness of their grants and did so recently with their grant for the state's instructional management system (IMS). She emphasized that the Foundation will be releasing the final grant installment of the \$21 million grant for the IMS pilot.

**Representative DeMordaunt** said he would like to learn more about the ROCI program. **Ms. MacMillan** said, in her opinion, ROCI is a vehicle that can be used to hone in on specific topics in education in rural areas. She said that sometimes things that work or are important in urban areas do not always apply to rural communities such as pay-for-performance or school choice.

**Representative Horman** spoke in appreciation of the approach the Foundation is taking in looking for evidence about what is working.

**Dr. Roger Quarles, Chief Deputy Superintendent, State Department of Education** gave the committee an update on the Schoolnet pilot project. He stated that he is now the lead person at the Department of Education in charge of the Schoolnet project.

**Dr. Quarles** started with the Department on August 19 of this year. Prior to that date, he was asked to attend two meetings with the J.A. and Kathryn Albertson Foundation facilitated by the IEBC. **Dr. Quarles** said that he quickly realized they were forgetting about end users who are the teachers, principals and people in the field who they hoped would use this product in a meaningful way to help students.

These meetings led to four areas of conversation: progress and performance, how they re-evaluated moving forward, the complex nature of work; and redeveloped plans for Schoolnet.

He explained that pilots in general are voluntary and the intent is to make the system work beyond the pilot groups. He reminded everyone that pilots do not always work according to the original plan and this pilot can be adjusted. He said that the Department is still learning. He stated that there will be an instructional management system for students in Idaho moving forward.

He noted that everyone has heard that Schoolnet is not working, it is hard to use and that teachers are not using it. The question is how to get people excited about the system again.

Travelling throughout Idaho he has heard comments ranging from “it is working great” to “I won’t use it.” Teachers have said they like the assessment piece and superintendents have said the unique log in doesn’t work. Those things are being worked on from a process and coding standpoint but his job is to make sure that no one forgets about the end user.

He stated that the Department is listening in an effort to strengthen the relationships with the pilots and make more informed decisions as to where to focus their time and energy. The implementation plan for year three has been completely redone. He said that he is re-evaluating all aspects of the project and that he is confident that there will be more of what works instead of what doesn’t work.

There are 50 districts in the pilot and about 65 different student information systems that need to be uploaded into the ISEE state-wide longitudinal data system, tie into the instructional management system and get the information back to the school districts. This is very complex. All of the pilots will use something called the five file system moving forward. This uploads data every night and is the key data that teachers need. He is confident that this is going to move forward in a positive way.

**Senator Patrick** asked how can they get teachers to try this again after such bad experiences. **Mr. Quarles** said they have to get teachers excited about efficiencies of technology and why they should use it, how it makes the lives of their students better. He added that he does not want teachers to use it if it is not going to work, it has to work this time. **Senator Patrick** commented that part of the problem seems to be the amount of time it takes to enter data. That needs to be made simple and efficient. **Dr. Quarles** agreed and said that he does not even want to talk to teachers until the ISEE system information is accurate and ready to go.

**Representative Woodings** said it seems that teachers are not having a hard time using the data, they just seem to be using different systems to get this data. She asked why is the state system taking primacy over the systems that school districts are using that work well. **Dr. Quarles** said that there was a selection group that chose Schoolnet and at the time it was one of only a few systems that could do this work. He added that Mileposts was also considered. **Representative Woodings** asked how the procurement of Schoolnet changed the Department's dealing with Schoolnet. **Dr. Quarles** said they have had good experience with the Schoolnet people. They are very supportive and are allocating resources to meet our needs. They want their product to work how it is supposed to work for Idaho.

In response to a question from **Senator Goedde, Marty Thomas from Schoolnet** said seven other states are using the product. Kentucky and Florida have statewide implementation. **Senator Goedde** asked whether they faced the same problems that Idaho has. **Ms. Thomas** said that Idaho is more complicated because of the many different school information systems in use and interfacing them into Schoolnet. **Senator Goedde** asked whether they were building bridges so the systems can communicate. **Ms. Thomas** said yes. The information comes into ISEE and it aggregates the data and then that data flows into the Schoolnet system. **Senator Goedde** said it was his understanding that the local districts are manually sending the information to ISEE instead of using their systems. **Ms. Thomas** said that the 5 file format is a process to ensure there is nightly data coming from the districts. **Dr. Quarles** commented that in his opinion the upload from the districts to the ISEE system is the bridge but it is not complete. This takes resources and is difficult for some school districts.

After committee discussion, **Mr. Milstead from the Legislative Services Office** was asked to write a final report of the committee's activities this interim for their review and approval. The committee decided that they would not hold a December meeting.

The meeting was adjourned at 3:45 p.m.