

MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Wednesday, February 13, 2013  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW42  
**MEMBERS:** Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Agidius, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, Pence, Kloc, Ward-Engelking  
**ABSENT/  
EXCUSED:** None.  
**GUESTS:** Harold Ott, Idaho Rural Schools Association; Camille Wells, State Department of Education; Phil Homer and Rob Winslow, Idaho Association of School Administrators; Bert Morley, Idaho Education Association; Marilyn Whitney, State Board of Education

**Chairman DeMordaunt** called the meeting to order at 9:02 a.m.

**Dr. Bob Kustra**, President, Boise State University (BSU), explained the growth and change at Boise State. He related the progress in providing additional space on campus with the addition of the Micron Business and Technology Building as well as the student parking garage. Future buildings will include the Arts and Humanities Institute and the Physical and Material Science buildings. He said BSU will be adding more doctoral level programs, expanding its Computer Science program, and increasing efforts in the online arena. He noted BSU has met the goal of 60 percent degree output and is changing from a commuter/part-time culture to an on-campus culture.

**Dr. Kustra** explained BSU's partnerships with industry and with the Governor's IGEM initiative. He also explained the problems of Equity and Enrollment Workload Adjustment (EWA). He said the EWA calculation is directed toward each institution and does not include any adjustments for unfunded years which creates a disparity in funding per student over time. He expressed his concern of no mechanism in the higher education funding formula to ensure past year's growth is covered before current year's funding proceeds. He reviewed the Governor's recommendation for EWA funding and the impact on BSU.

**Dr. Kustra** told the committee Idaho's colleges and universities are the only major General Fund budget receiving less state funding today than it did 10 years ago. He added the average per person dollars in the Medicaid and correctional systems are now more than the average per student dollars in the K-12 and higher education systems. He said the economic benefits of postsecondary degrees produce exponential economic growth through tax revenue, and through less drain on government entitlement programs.

Responding to questions from the committee, **Dr. Kustra** said the University of Idaho and community colleges "optionally" utilize state support services, while BSU and other Idaho colleges are incumbered because they were created after the Idaho Constitution was written, requiring them to utilize state support services. They would like optional access to state support services. Referencing performance funding criteria, he said they would use metrics, productivity, number of dollars for student funding, and how well students are moved through the system. Although colleges and universities are in support of performance funding, he said the metrics are complicated.

In response to a question pertaining to the BSU's debt, **Dr. Kustra** discussed the significant construction, the bond pool and the ability of BSU to attract private donors. He said the operating budget is the challenge.

**Dr. Thomas Kane**, Deputy Director of Research and Data, presented findings of the Measures of Effective Teaching (MET) Study via live video conference from Harvard Graduate School of Education. Funded by the Bill and Melinda Gates Foundation, this three-year study began with the premise that some teachers perform better than others; some of the differences in teacher effectiveness are measurable; and that new teachers tend to have a one to two year learning curve. What MET suggests is that the United States is not going to see a dramatic change in student test scores unless a change in teaching takes place, and teaching cannot change without feedback from and for teachers. Dr. Kane noted teachers today receive very little valuable feedback.

**Dr. Kane** stated that the MET project was unique because of (1) the variety of indicators tested: five instruments for classroom observation, the student survey, and value-added on state tests; (2) its scale: 3,000 teachers, 22,500 observation scores, 900+ trained observers, 44,500 students completing surveys and supplemental assessments in year one, 3,120 additional observations by principals and/or peer observers in Hillsborough County, FL; and (3) the variety of student outcomes studied, gains on state math and English language arts test scores, gains on supplemental tests, and student-reported outcomes (effort and enjoyment in class). Dr. Kane reviewed in depth how the study was conducted.

**Dr. Kane** summarized some of the key findings of the study (1) When assigned randomly, teachers perform consistent with their pre-study results. This finding suggests that teacher effectiveness, not student demographics, determines achievement outcome. (2) Students can discern the effectiveness between teachers. (3) Student survey models should be well-researched and tested. The MET student surveys were based on the Danielson model. (4) Reliability means obtaining the same score no matter which day is observed, or which observer participates. (5) Reliability is maximized by numerous samples. (6) Student surveys are more reliable than observational measures.

In response to a question from the committee, **Dr. Kane** said after watching videos of teacher performance in the classroom, either those chosen by the teacher as the one to observe, or those not chosen by the teacher as the video which he/she wanted the observer to watch, the performance evaluation was the same. He noted those who struggle during announced observations, struggle during unannounced observations. Responding to an additional question, Dr. Kane stated that the Gates Foundation was working on a separate report regarding the cost of the process of conducting the teacher evaluation. He said the Hillsborough County evaluation cost about one and one-half percent of payroll. He also related the value, of measuring effective teachers, comes when teachers learn to access their own strengths and weaknesses. Administrators can then gear teacher development to those weaknesses.

Responding to further questions from the committee, **Dr. Kane** explained the value of the baseline test scores (end-of-course scores) in predicting good teachers. He also cautioned tempting the teacher to teach to the test. He said there is plenty of evidence for teachers learning on the job, but eventually that learning curve flattens and needs professional development support. He said there is no "perfect picture" of what a masterful teacher looks like. Dr. Kane told the committee, the masterful strategies must be present in classroom teaching, but there has to be room left for individual creativity.

**Chairman DeMordaunt** led a budget discussion prior to his recommendations to the Joint Finance and Appropriations Committee. The committee suggestions centered around the use of the Education Reform Funding's \$33.9 million left untouched after the defeat of Propositions 1, 2, and 3. The committee supported funding for implementation of the Common Core, funding for technology, and monies for well-targeted professional development. Some legislators agreed school districts needed additional discretionary funds. It was suggested there be a reserve fund, and early retirement incentives be eliminated. There was support for raising the minimum teacher salary and for funding "pay for performance" with local district distribution. It was also suggested the Legislature review enrollment workload adjustment versus performance funding within higher education. The committee supported "use it or lose it". (See attached.)

**ADJOURN:** There being no further business to come before the committee, the meeting adjourned at 10:45 a.m.

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Representative DeMordaunt  
Chair

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Jean Vance  
Secretary