



IDAHO BUSINESS FOR EDUCATION

The passport to the American Dream - EDUCATION



THE KEY WORD . . .

FOCUS



ON STATE'S GOAL

60 %



WHY BUSINESS CARES



- 60+% need post-secondary
- 40% hold a credential
- 20-30% “Education Gap”

ECONOMIC FALLOUT

- Business can't grow
- Business will leave state
- Can't attract good jobs
- Economy suffers



EDUCATION HEADWINDS

- 32% 4th Graders can't read
- 60 % basic or below in math
- Worst go-on rate in U.S.
- Only 17.8% college ready
- 50% need remediation
- Most drop out of post-secondary



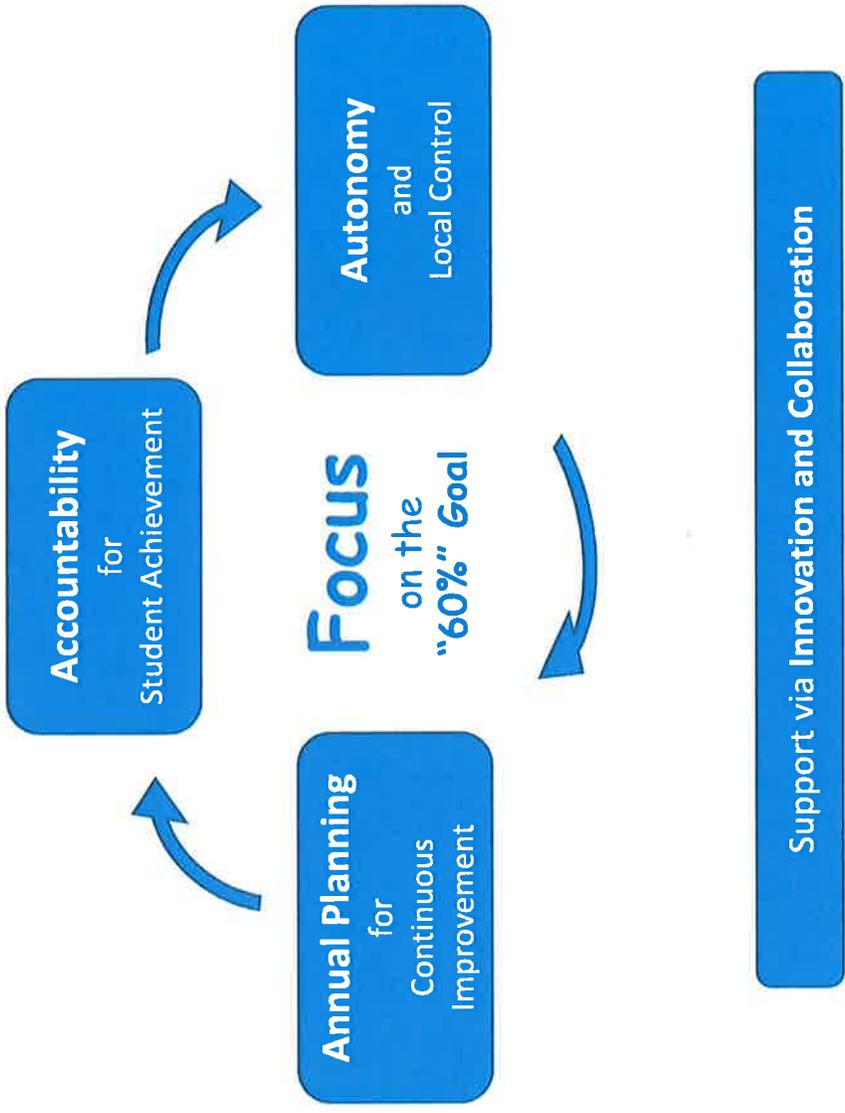


WHAT CAN WE DO ABOUT IT?

CONTINUOUS IMPROVEMENT

- Focus on outcomes
- Set measurable goals
- Continuously improve
- Transparent reporting





WHAT YOU CAN DO?



PASS HOUSE BILL 122

IDAHO CORE STANDARDS



- Prepares students for college
- Reduces remediation
- Students obtain credential
- No 60% without standards

WHAT YOU CAN DO?

Stay the course



GREAT TEACHERS



- **No. 1 for student learning**
- **Every student-great teacher**
- **Raise teacher salaries**

WHAT YOU CAN DO?



BACK TIERED LICENSURE CAREER LADDER PLAN

READING AND LITERACY



- Reading key to learning
- Assessment, diagnosis, intervention
- Focus on mastery – not seat time

WHAT YOU CAN DO?



Strengthen reading laws

Help struggling readers

ACADEMIC/CAREER COACHING



- Students need direction
- Academic and career coaching
- Leads to better career choices

WHAT YOU CAN DO?



Back community colleges' coaching plan

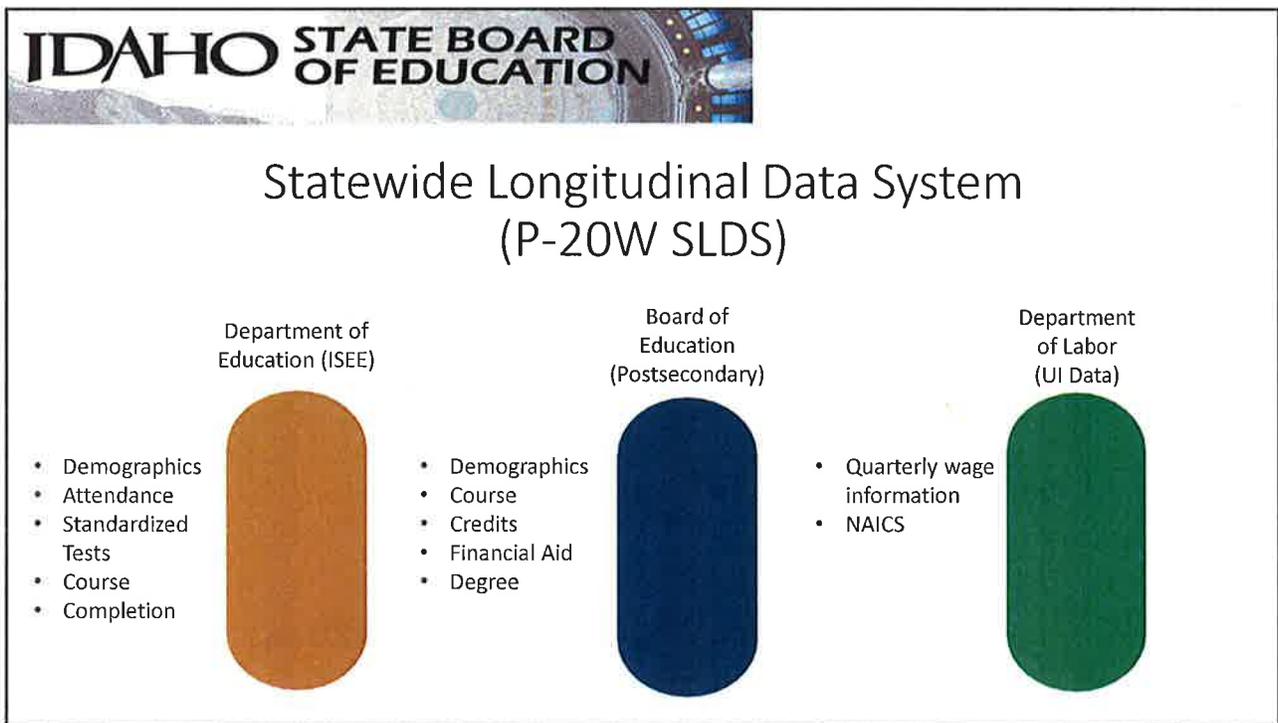
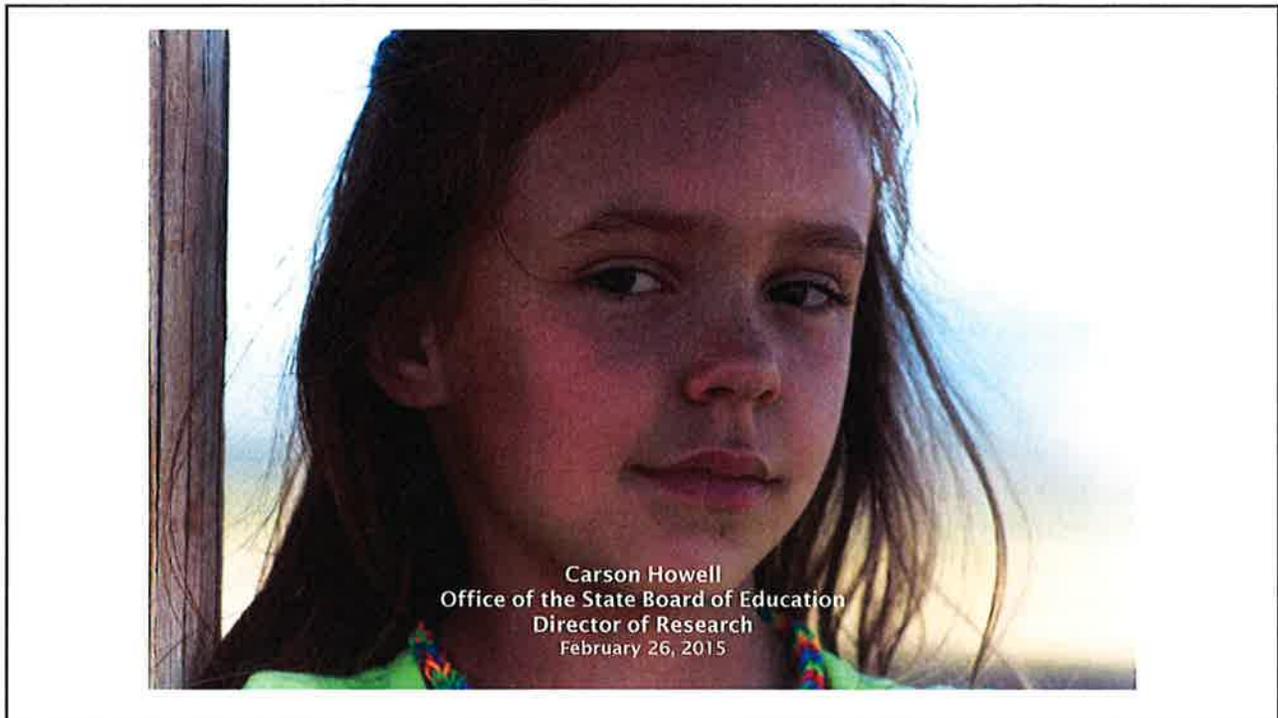
NO SILVER BULLET

- Only unblinking focus
- On state's 60% goal



QUESTIONS?





Data Elements (old website)

State Department of Education

Number	Item	Required	Why It Is Collected
#1	Student Demographics	Required	Required
#1	State Student ID	Required	State Funding, SLEB
#2	Local Student ID	Optional	Optional
#3	Last Name	Required	State Funding
#4	First Name	Required	State Funding
#5	Middle Name	Optional	State Funding
#6	Name Suffix	Optional	State Funding
#7	Birth Date	Required	State Funding
#8	Gender	Required	State Funding, ESEA, STAR, EdFacts, OCR
#9	Is Hispanic	Required	State Funding, ESEA, STAR, EdFacts, OCR
#10	Is Asian	Required	State Funding, ESEA, STAR, EdFacts, OCR
#11	Is American Indian or Alaska	Required	State Funding, ESEA, STAR, EdFacts, OCR
#12	Is Black or African American	Required	State Funding, ESEA, STAR, EdFacts, OCR
#13	Is Native Hawaiian or Pacific	Required	State Funding, ESEA, STAR, EdFacts, OCR
#14	Is White	Required	State Funding, ESEA, STAR, EdFacts, OCR
#15	District ID	Required	State Funding, ESEA, STAR, EdFacts, OCR
#16	Base School ID	Required	State Funding, ESEA, STAR, EdFacts, OCR
#17	County of Residence	Required	State Funding, Forest Fund Calculations
#18	Zip Code	Conditional	State for Forest Fund Calculations, EdFacts, CNP Verification
#19	Allowable Periods	Required	ESEA and Star Rating Calculation/Funding
#20	Allowable Credits	Conditional	ESEA and Star Rating Calculation/Funding
#21	Grade Level	Required	State Funding, EdFacts
#22	Lunch Status	Required	USDA, EdFacts, ESEA, Star
#23	Is Special Ed	Required	IEA, EdFacts, OCR
#24	Is 504	Required	EdFacts, NCEES, OCR
#25	LEP Status	Required	EdFacts, NCEES, OCR/LEP Funding, Title Program Funding
#26	LEP Entry Date	Conditional	EdFacts, NCEES, OCR/LEP Funding, Title Program Funding
#27	LEP Exit Date	Conditional	EdFacts, NCEES, OCR/LEP Funding, Title Program Funding
#28	LEP Language	Conditional	EdFacts, NCEES, OCR/LEP Funding, Title Program Funding

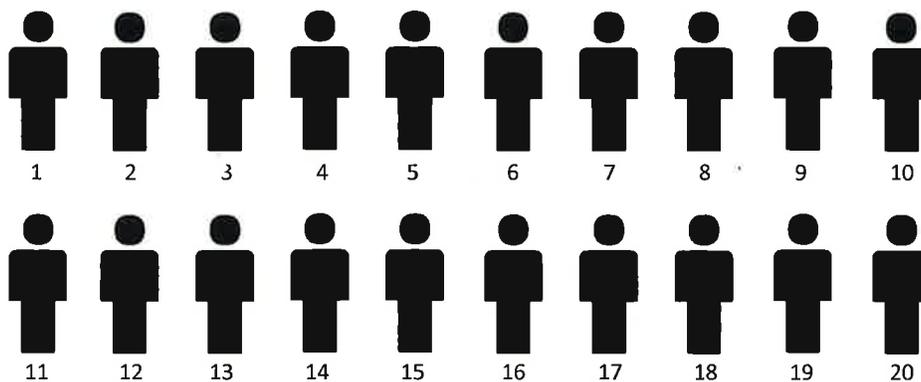
State Board of Education

Academic_Year	41	char	(Academic_Year*TERM+IPEDS+CRN)
Term	7	char	2010-11
CRN	3	char	1SU,2FA,3WM,4SP
INSTID	25	CHAR	(specific to institution)
IPEDS	6	Integer	IPEDS
crse_numbr	10	char	(the 101 in ENGL101)
subject	12	char	subject (engl = English) (was group) deleted late 2012 - added back May 2013
sect_title	30	char	
section_number	8	char	(for ENGL101,an instance - 01, 02,03)
cip	7	char	
pbm_start_date	8	yyyymmdd	
pbm_end_date	8	yyyymmdd	
Location	25	char	
instr_type	2	char	lecture, lab, discussion, etc.
deliv_rmethd	2	char	Traditional (TR), Remote (RE), or Hybrid (HY)
budget_support	3	char	"PTE", "SSU-Self Support, "STA" -State Support, "OTH" - Other Funding determined by institution (articulation agreement should address)
Remedial	1	Y or N	
course_type	1	char	"A"academic, "T" Technical, "N" Neither offered as a dual credit class (does not require student to be receiving dual credit for the course)
dual_credit	1	Y or N	
Co_Operative_Course	1	Y or N,null	consortium or co-op, null = "N" Rare

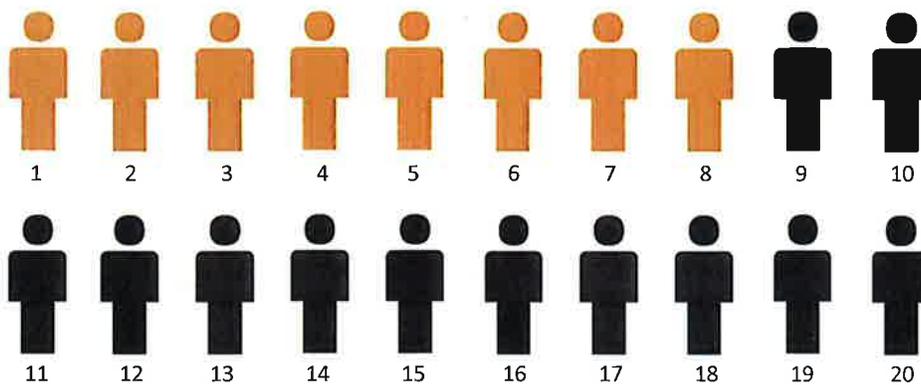
Data Elements (new website)

dd.boardofed.idaho.gov

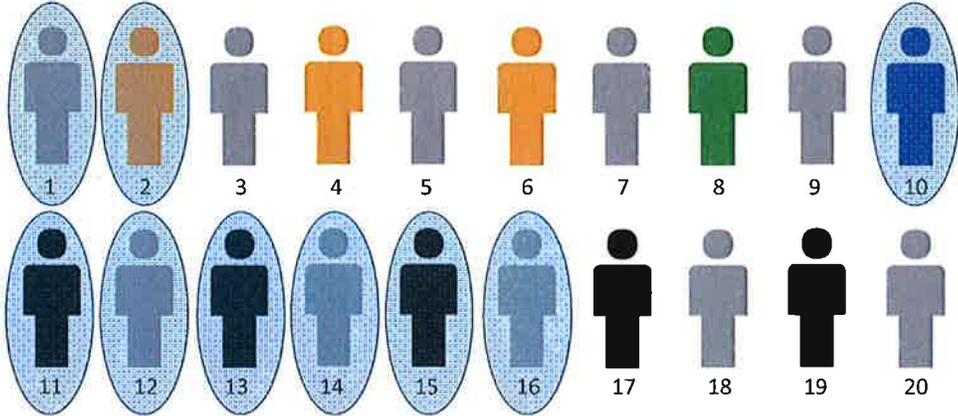
Graduating Class



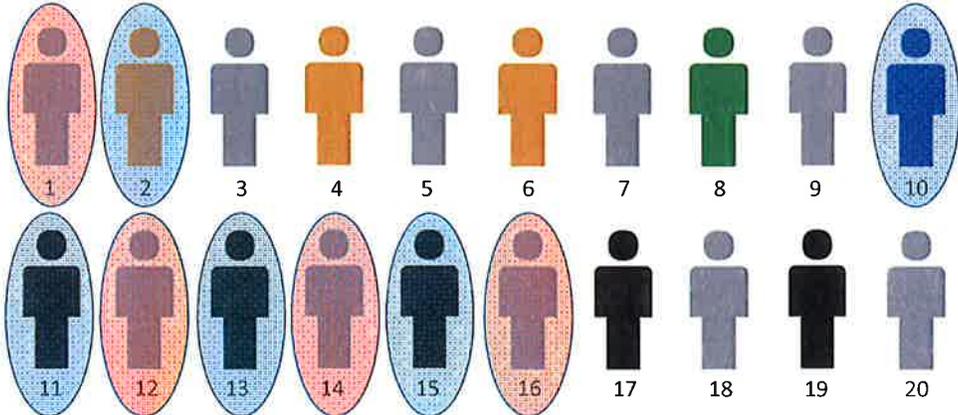
Low-Income



Go on to College

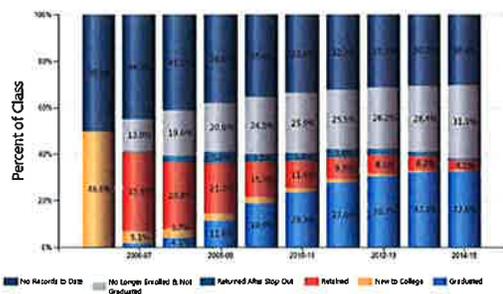


Remediation

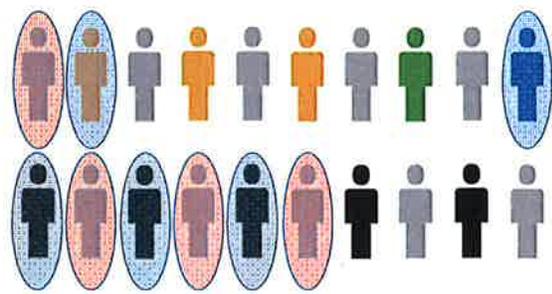


What is Available?

Publicly available



Secured information



Dual Credit Report Findings

Idaho dual credit students:

- Enroll in college at higher rates,
- Earn higher grades when attending college,
- Continue their college careers at higher rates.

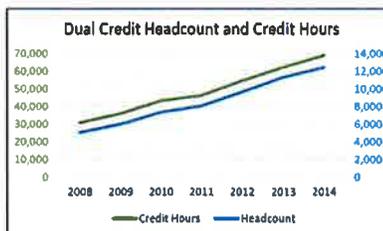
Idaho State Board of Education Report on Dual Credit

2015

Dual credit courses provide Idaho high school students the opportunity to earn high school credit and postsecondary credit for a single course. Students can earn dual credit in academic and professional-technical courses. Idaho invests in dual credit education because evidence suggests that dual credit education encourages high school students to enroll in college, better prepares high school students for college, and increases the likelihood of success in college.

Dual Credit in Idaho

From 2008 to 2014, the number of students taking dual credit classes has grown nearly 150 percent from 5,000 to more than 12,000. The number of credits earned has also grown more than 125 percent from 30,000 to nearly 70,000. Idaho has more dual credit students taking more college credits than ever before.



Education and the Workforce

Figure 1: Employment status during high school by student grade point average (GPA)

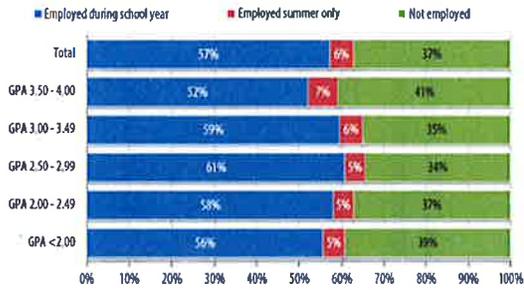
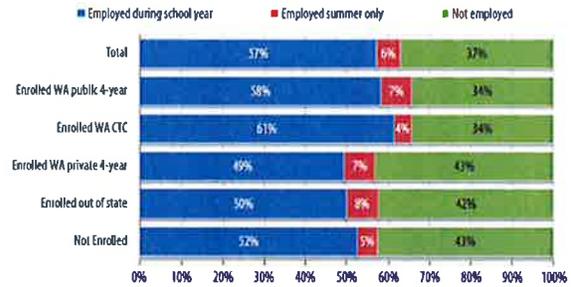
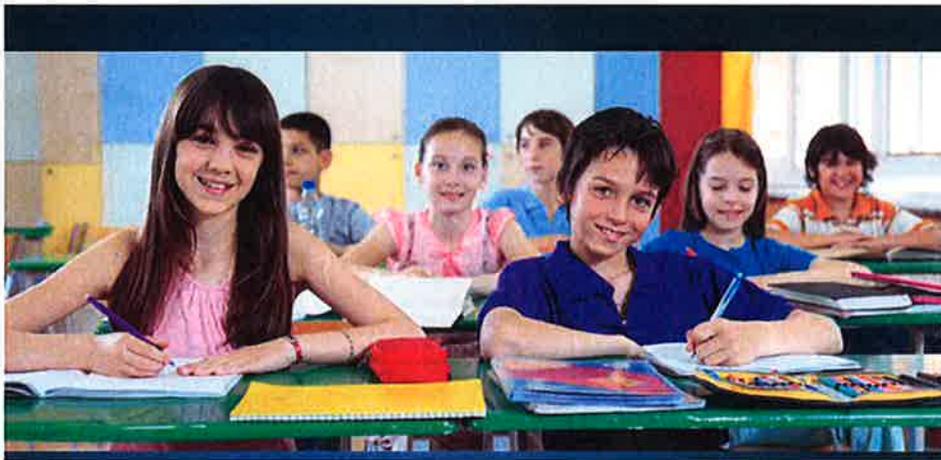


Figure 4: Employment status during high school by student post-high school enrollment status (enrollment in 2009-10)



Thank You



Chairman Mortimer and members of the committee:

Thank you for the opportunity to speak with you today.

I would like to again address the issue of using the SBAC as a high school graduation requirement for individual students. We are opposed to the proposed State Board rule in this area.

Mr. Gramer cited statistics in his testimony about the percentage of Idaho students prepared for college. What he failed to mention was that many, many students are successful in college despite not meeting the cut scores recommended by the College Board.

In fact, when we looked at members of the Boise District class of 2009 who have **graduated from college**, we found that 40% of them would not have met the criteria in one or more of the subtest of the SAT or the ACT. Furthermore, a substantial number of those graduates earned degrees in STEM fields. How in the world did they manage to graduate?

The truth is that there are many factors associated with success in college; preparation as measured by college entrance exams is just one of those factors. It involves understanding the college system, mastering its intricacies, accessing services, grit, perseverance **and** preparation, among other things.

It's enlightening to look at the 2014 SAT Schoolday results to see the number of students who were within range of the criteria cited by Mr. Gramer. At Capital High School, for example, 39% of juniors reached the benchmark set by the College Board on the math subtest. **Another 37% scored between 400 and 500.** Do we want to discourage those students from attending college? That would be the net effect of the State Board's proposal for high school graduation.

Over 40% of Boise District students took Advanced Placement tests in 2014. Under the State Board's proposal, they may pass Advanced Placement tests, earn college credit, but miss the criteria set on the SBAC, and have to take remediation in high school in that very subject. The same rule would apply to students who have taken and passed any number of dual credit classes across the state. It would also apply to students who are enrolled in Professional Technical classes in the district acquiring skills for certificates in Auto Body, Welding, CNA, EMT, and the like, skills that will guarantee them good jobs no matter their scores on the SAT or the SBAC.

Implementation of this rule would inhibit progress toward the 60% college/certificate completion goal set by the State Board just a few years ago.

The proposed rule also flies in the face of the Advanced Opportunities Initiative championed by Senator Thayn. Students are flocking to the advanced courses supported by the state under this initiative. At best the SBOE rule will send mixed messages to these students. At worst, students who have already shown they can do college-level work will be precluded from pursuing their dreams.

We are ready at the school and district level to be held accountable for SBAC scores, or for performance on the SAT, or whatever exam is chosen in the future for accountability. We understand that we are starting out with a new assessment that measures different standards, and know that we'll make progress with our students on the common core standards.

We believe that the proposed State Board rule on high school graduation will undo much of the good work being done in schools to

encourage kids to access college options. We encourage the committee to reject this proposed rule and eliminate the requirement for a high-stakes college readiness exam for high school graduation

Alternative

Star rating system

Dual credit, AP, IB

Percentage passing SAT

Percentage taking Pro Tech classes

Other classes – music, art

Raise rigor in statewide system

In favor of holding schools and districts to a high standard. Not in favor of punishing students for their performance on a high stakes exam, which may well not reflect their capacity for learning and success.

SLDS 2-15

The SLDS is really just a child and family tracking system. The kind of invasive data collection system that we are all told it is not. I do know from my research of Idaho grants that Idaho does share data across state lines, allows access by the federal government and third parties and my child data backpack, which I do not have access to, but will follow him for the rest of his life.

In our grants, Idaho agreed to get interagency agreements between State agencies such as DOL, and DOT to obtain sensitive data on children and families that they otherwise would not have access to. who is monitoring these agencies for data protection? WHY are these agencies allowed to have these agreements without legislative and voter oversight? why are we letting appointed people make decisions without elected oversight?

Idaho also agreed to fit the Data Quality Campaign requirements to make a data management group to help achieve the ultimate data connectivity and sharing according to THEM. DQC is funded by Bill Gates. Our data management council is appointed, not elected. I wonder how many of these appointees have my child's and family data protection at heart? Why would data management need to go through a non elected council, if it weren't trying to hide?

There have been reports of the SLDS data not flowing correctly, data innaccuracy, and cumbersome entry. Just recently, Wendy Horman made a statement on frustration over what appears to be very expensive, data money pit. There has been gobs of money syphoned off education over the past few years to build this SLDS, and numerous federal monies that could have otherwise been funding teachers, and classroom supplies.

Did any of you in your youth make a mistake? get in an innocent fist fight over a girl in the school yard? get an under age smoking ticket? too many speeding tickets? or perhaps fail a huge test due to a traumatic experience? you had the luxury of walking away from those mistakes. My son will not. I sure hope the data is accurate..

The child's right to privacy and the parent's rights have been a mere after thought. This selfish data monster driven by a few greedy corporations and funded by my tax dollar is too big, too hungry and too invasive. No one needs all these data points, certainly not the federal government. 566 data points, with sub categories...how many of you can tell me what those are all for? How many of you can tell me why my sons education records would allow access to mine and my husbands personal records? If I cannot access this data to ensure that it is correct, who will?

The assumption was that people would want to be tracked, and they would like it. The assumption that we wouldn't miss all those tax dollars. The assumption that our personal right to privacy wasn't important.

The assumption is wrong. I do not want to be tracked, and I certainly do not want my son tracked.