

MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Wednesday, March 02, 2016

**TIME:** 9:00 A.M.

**PLACE:** Room EW41

**MEMBERS:** Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/  
EXCUSED:** None

**GUESTS:** Robin Nettinga, Idaho Education Association; Blake Youde, State Board of Education; Ray Stark, Boise Metro Chamber; Clark Corbin, Education News; Jeff Church, State Department of Education; Harold Ott, Idaho Rural School Administrators; Rob Winslow, Idaho Association of School Administrators

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

**MOTION:** **Rep. Mendive** made a motion to approve the minutes of February 26, 2016.  
**Motion carried by voice vote.**

**RS 24639:** **Blake Youde**, State Board of Education, spoke to **RS 24639**. The proposed legislation reflects the changes to **H 529** the committee had requested. The new legislation includes reports for grades one through three in Sections (ix) to (xiv), and Section (d) includes a reporting requirement.

**MOTION:** **Rep. Wills** made a motion to introduce **RS 24639** and recommend it be sent to the Second Reading Calendar. **Motion carried by voice vote.** **Rep. DeMordaunt** will sponsor the bill on the floor.

**Bob Lokken**, Idaho Business for Education, gave a presentation on SAT scores in Idaho. He said 58-68% of the jobs being created in Idaho require a post-secondary education, and only approximately 20% of Idaho juniors in high school are scoring a cut score of 500, which was the measurement chosen as the best predictor of students' successful completion of a post-secondary certificate or degree. Idaho has the highest rate of re-mediation in the country, said Mr. Lokken. Re-mediation at the post-secondary level is more expensive for the students, and those who need re-mediation are more likely to drop out of post-secondary education. Students who score 500 or better are less likely to need re-mediation.

**Mr. Lokken** said the report is not meant as an indictment of teachers and schools. In the past, many jobs required only a high school education. The data, said Mr. Lokken, is a reflection of the communities' priorities, and if the priorities and focus do not change, the schools can not change the outcomes. He encouraged committee members to look at the scores from their districts. There is a wide variety in scores across the state, said Mr. Lokken, from 20% to 9% of students scoring 500 or better. He explained that if a district was not listed, it was because that district had fewer than 11 students taking the SAT. The career and technical education sector thought a score of 480 was a good predictor of success. However, lowering the score only produced a 4% increase in the number of students prepared for a career or post-secondary education, from 20% achieving a score of 500, to 24% achieving a score of 480. Both numbers are far away from the state's goal of a college and career preparedness rate of 60%, said Mr. Lokken.

In conclusion, said **Mr. Lokken**, there is a large gap between the number of students prepared for post-secondary education, and the need for a workforce with post-secondary education. Communities need to shift their priorities and goals from a high school diploma to a post-secondary education. The state can learn from the top ten high schools across the state, and programs such as Lead the Way, which can achieve great results with schools of any type of demographics, said Mr. Lokken. St. Luke's Hospital used data to go from being ranked very low in the nation to being ranked among the top 100 out of 5,000 hospitals in the nation, making it score in the top 2%, said Mr. Lokken, and school districts can do the same. Education is a continuum, he said, so the state must focus on the whole continuum. Businesses will find it difficult to remain in the state if the percentage of students prepared for post-secondary education does not improve. He urged the committee members to use the report to start a community discussion in their districts. Strategies will be different in each community, he said.

In response to questions from the committee, **Mr. Lokken** said the reason schools with fewer than eleven students who achieved the career and college readiness level did not have data published is because of a federal law designed to protect student privacy. Both the school district and the State Board of Education have the data, even for small districts, he added, but they cannot publish it. The school districts and State Board of Education can use that data to improve the percentage of students prepared for post-secondary education. Pre-K education, whether from a parent or institution, is very important, said Mr. Lokken. He said he thought community leadership should lead the change to an education culture, and members of the Idaho Businesses for Education are encouraged to be involved with their communities. Mr. Lokken said the scores are from April, after a student's junior year. They can re-take the test the Fall of their senior year, but he thinks the Spring following a student's senior year is too late to be admitted to post-secondary education. Receiving a score lower than 500 does not predict post-secondary education challenges with 100% accuracy, he added, and those students shouldn't be deterred from post-secondary education, but they will need a lot of determination and perseverance.

**Chairman DeMordaunt** encouraged committee members to have discussions with their communities and school districts, and find out what support is needed to improve readiness scores.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 9:50 a.m.

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Representative DeMordaunt  
Chair

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Jenifer Cavaness-Williams  
Secretary