

MINUTES  
**HOUSE EDUCATION COMMITTEE**

**DATE:** Thursday, January 31, 2019  
**TIME:** 9:00 A.M.  
**PLACE:** Room EW41  
**MEMBERS:** Chairman Clow, Vice Chairman Kerby, Representatives Shepherd, Boyle, Mendive, DeMordaunt, Moon, Ehardt, Goesling, Marshall, Raymond, Wisniewski, McCrostie, Abernathy, Berch  
**ABSENT/  
EXCUSED:** None  
**GUESTS:** Tamara Baysinger, Public Charter School Commission; Bill Foxcroft, Idaho Head Start Association; Evelyn Johnson, Lee Pesky Learning Center; Harold Ott, IRSA/IASA

**Chairman Clow** called the meeting to order at 9:00 am.

**Bill Foxcroft**, Executive Director, Idaho Head Start Association, reported on the Association's programs in Idaho. There are thirteen Head Start and Early Head Start programs in the state, serving over 5,000 low-income children. He noted they are whole family programs designed to help children and their families succeed in school and life, and lift themselves out of poverty. He stated Head Start provides temporary assistance for families in need, with most families able to leave the program after one year. The programs find eligible families through extensive community outreach, with homeless and foster care families receiving priority.

In response to Committee questions, **Mr. Foxcroft** explained 99% of Head Start funding comes from federal grants directly to participating communities. Program participation is driven by community interest, so counties in Idaho without a program have either not demonstrated interest, or lack a sufficiently dense concentration of children to participate.

**Dr. Sofoklis Goulas**, Senior Research Analyst, Center for Research on Education Outcomes (CREDO) at Stanford University, presented a report on Charter School Performance in Idaho. He compared the demographics of Idaho students at charter schools, traditional public schools (TPS) and feeders. Feeders are schools that have lost students to charter schools. He noted charters have a higher percentage of white and Native American students than TPS and feeders, but students in poverty, English language learners, Special Education and Hispanic students were all less represented at charters. The study examined two successive Idaho standardized test scores to measure the one-year gain in learning of charter students. The charter school students were "matched" to a TPS peer, based on demography and prior achievement, to provide an appropriate point of comparison. Dr. Goulas stated the study analysis showed in one year, a typical charter student in Idaho exhibits similar academic progress in math and stronger growth in reading than they would have made in a TPS. The stronger growth in reading is equivalent to 24 additional days of learning.

**Dr. Macke Raymond**, Director, CREDO at Stanford University, presented the study results broken down by school locale, level and delivery system. She noted 26% of Idaho charter schools are rural and the state is the only place in the country where significant and positive learning effects for rural charter students have been found. She also highlighted that online charter students have significant, negative effects in math, equivalent to 59 fewer days of learning for these students. She stated study findings that 66% of charters show high growth and high achievement in reading, but 20% show low growth and low achievement, meaning students are learning less per year than if they had remained at a TPS. Nearly a quarter of the charter schools studied are producing actively damaging growth in math, partially driven by the poor performance of online charters. She encouraged Idaho to exercise stronger charter school authorizing authority to ensure charters are held accountable for their performance, in exchange for the increased flexibility they have.

**ADJOURN:** There being no further business to come before the Committee, the meeting adjourned at 10:25 am.

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Representative Clow  
Chair

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Erica McGinnis  
Secretary