BOISE STATE UNIVERSITY

SUBJECT
Boise State University Annual Report

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION
This agenda item fulfills the Board's requirement for Boise State University to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

IMPACT
Boise State University's strategic plan drives the University's planning, programming, budgeting and assessment cycles and is the basis for the institution's annual budget requests and performance measure reports. Although the timeline for the university's prior strategic plan, Focus on Effectiveness, has lapsed, the goals of that plan continue to guide us as we prepare to begin strategic planning process anew.

ATTACHMENTS
Attachment 1 – Boise State University Annual Progress Report

STAFF COMMENTS AND RECOMMENDATIONS
Boise State University's annual report gives the Board the opportunity to discuss the institution's progress toward meeting strategic goals, initiatives the institution may be implementing to meet those goals, and progress toward the Board's student completion initiatives.

BOARD ACTION
This item is for informational purposes only.

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BOISE STATE UNIVERSITY

ANNUAL PROGRESS REPORT
FEBRUARY 2020

Top **50**
in the U.S.
for innovation

Boise State ahead of University of Washington, Northwestern University and Texas A&M University

CONTEXT

Since providing its last Annual Progress Report to the Board, Boise State University welcomed Dr. Marlene Tromp as its seventh President. This historic occasion follows the expiration of the university's strategic plan, Focus on Effectiveness 2012-2018, and provides an opportunity for Boise State to reassess its position and trajectory as it plans for the next phase of its evolution as an asset to the state of Idaho.

STRATEGIC PLAN IMPLEMENTATION

While we have exceeded the initial timeline of Focus on Effectiveness, the goals of that strategic plan continue to guide us in anticipation of a renewal of the strategic planning process. Moreover, Boise State has the Board's clear direction in Complete College America's (CCA) "Momentum Pathways Project."

Goal #1:

"Create a signature, high-quality educational experience for all students."

EQUITY IN SUCCESS

The re-accreditation report delivered by the Northwest Commission on Colleges and Universities (NWCCU, or Commission) in spring 2019 was overwhelmingly positive in its assessment of Boise State's progress and overall effectiveness, offering six commendations and only three recommendations. One recommendation the Commission advised us to "Continue to plan, assess and improve initiatives that reduce gaps in undergraduate and graduate retention and graduation metrics. (Standards 4.A.6)."

While Boise State has made remarkable strides in improving retention and graduation rates over the past decade, we have not significantly reduced the achievement gaps between various groups of students.
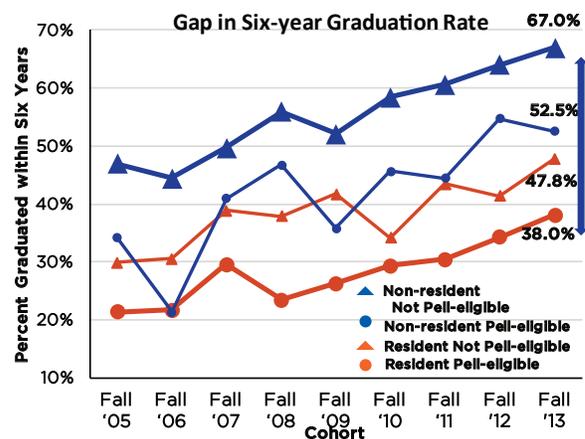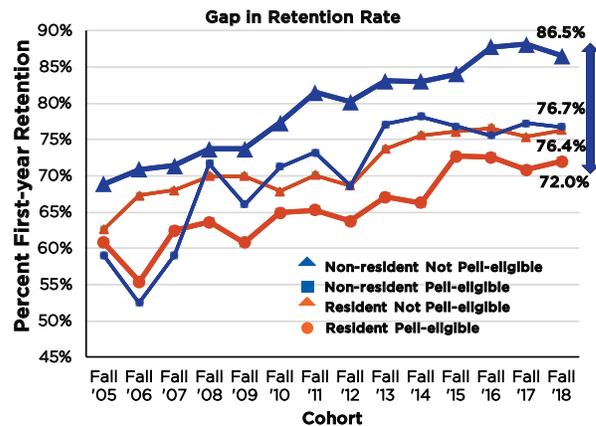
Gap in Retention Rate

- Non-resident Not Pell-eligible
- Non-resident Pell-eligible
- Resident Not Pell-eligible
- Resident Pell-eligible

86.5%
76.7%
76.4%
72.0%

Gap in Six-year Graduation Rate

- Non-resident Not Pell-eligible
- Non-resident Pell-eligible
- Resident Not Pell-eligible
- Resident Pell-eligible

67.0%
52.5%
47.8%
38.0%

Equity gaps in first-year retention and 6-year graduation rates of full-time first-time-in-college students, broken down by Pell-eligibility and Idaho residency. The figures deliberately emphasize the greatest gap, that between non-resident not Pell-eligible students and Idaho-resident Pell-eligible students.

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Equity gaps in first-year retention and 6-year graduation rates of full-time-first-time-in-college students, with the rates for students of underrepresented ethnic minority contrasted with those who are not. In Idaho, the ethnic groups underrepresented as college gradutes are Hispanic and Native American.
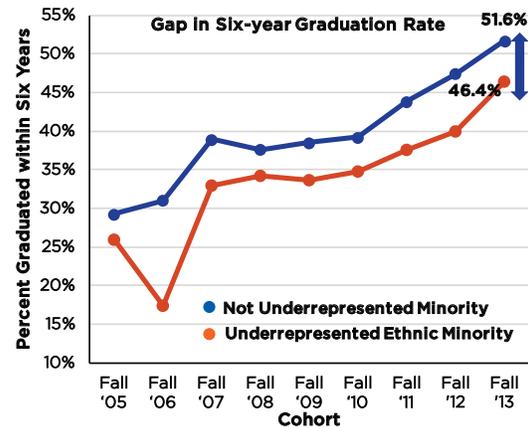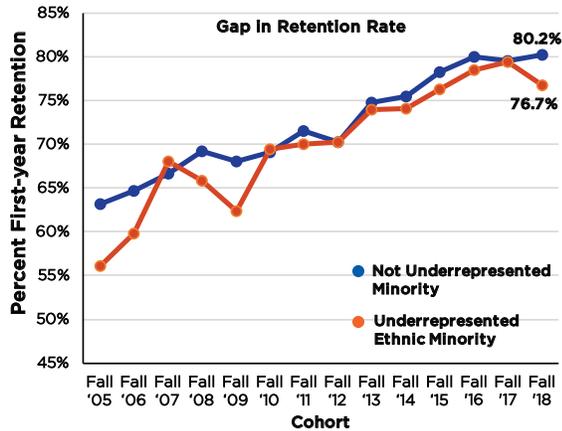
The Commission's recommendation represents both a moral imperative and a practical reality. Not only is supporting all students' success the right thing to do (particularly as a taxpayer-supported public entity), it is absolutely necessary to reach the state's 60 percent goal for post-secondary credentialing.

To this end:

- We are aggressively pursuing philanthropic support for our **True Blue Promise** scholarship to ensure support for all qualified Idaho college students, eliminating the financial barrier to their success. In 2019 alone, the university raised approximately $400,000 for the scholarship.

- The university is partnering with three communities (McCall, Mountain Home, and Payette) to implement our **Rural Communities Initiative** in fall 2020. We are collaborating with community and economic leaders to identify the greatest educational need and deliver a customized, cohort-based, hybrid-format program to serve the community and meet that need. Our goal is to increase go-on rates in rural areas and to help rural communities thrive.

- The **Center for Teaching and Learning** has enhanced its faculty development programming to include more research-based opportunities for faculty members to become better teachers for the student population we now serve.

- The Division of **Student Affairs and Enrollment Management** has implemented a number of programs to fortify the social support network for those students identified by research as most vulnerable:

  - Launched an exciting **new pilot program** in fall 2019 focused on first-time-in-college **commuter students**. Roughly 900 students live off campus in their first year. Their retention rate is 71 percent compared to their on-campus peers at 83 percent. The program includes outreach and communication, peer mentor opportunities, and connection to resources.

  - Hired a **full-time student success coordinator** to focus solely on our first-generation students, a group that encompasses many of our rural and underrepresented students.

  - Launched a student success online portal **"student life essentials."** This resource for students is tailored to the ways they look for information. We continue to seek new ways to reach this new generation of students electronically and in face-to-face settings.

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- ○ Initiated a **student design team** to explore first-generation student experiences.

- ○ Partnered with student researchers to administer a **study on rural student experiences**; engaged a graduate assistant to help analyze the findings and create interventions to better support rural students.

UNIVERSITY FOUNDATIONS

Boise State's University Foundations (UF) program reimagined general education by providing a connected, multidisciplinary framework of learning from freshman year through senior year. This kind of work represents one of the innovations for which Boise State is nationally known: defying the boundaries between disciplines to help students think critically in new ways and to prepare them for life after graduation.

New innovations include:

- We provide all first-year students greater access to tenured and tenure-track faculty in smaller University Foundations 100 sections, which enhances retention.

- The **General Education Committee**, a subcommittee of the Faculty Senate, now exercises significant authority and oversight for the entire program. Department-based general education courses are subject to more stringent standards, resulting in a more cohesive and effective academic experience for students.

- **Finishing Foundations**, our senior capstone course, now includes a "making sense of college education" reflection assignment. It has proven effective in helping students articulate their knowledge and skills for life after graduation.

PROGRAM ASSESSMENT REPORTING

One of the three recommendations in the Commission's 2019 re-accreditation report stated: "Document the assessment of all academic programs, and use the results of its assessments to inform academic and student-learning planning and practices (Standards 4.A.3, 4.B.2)."

Our recent framework and process for assessment of Program Learning Outcomes (PLOs), Program Assessment Review (PAR), was implemented in 2016-17 as a free-standing process utilizing a rigorous peer-review protocol in which academic units receive feedback on their assessments of learning from faculty outside of their program. The university completed its first three-year cycle of assessing all **151 programs** in 2018-19, and has been very successful for three primary reasons.

1. The process is formative in nature and the focus is on **continuous improvement**. Faculty members participating in the assessment reflect on their progress in assessing learning outcomes and the success of their students in achieving them.

2. Programs use PAR to improve their curricula, pedagogy, and assessment processes. **Faculty involvement** in assessment process has had positive impact because faculty understand and appreciate its value.

3. We added **professional development** and support, including individualized consultation and the facilitation of meetings among faculty members as well as a four-part assessment workshop series offered each semester.

The university has initiated a broad review of the PAR process given the Commission's recommendation to continue to enhance assessment. Under the leadership of Institutional Research and working with faculty and staff committees, we are focusing on the following in PAR revisions:

1. Integrating the PLO assessment with the University Learning Outcomes (ULO) assessment, in particular for General Education courses, to better align university assessment processes and increase efficiency and effectiveness of both PLO and ULO assessments.

2. Reviewing and revising curriculum maps, assessment templates, and rubrics.

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3. Reviewing and redesigning resources, training, and support for faculty who participate in PAR.

The new PAR will have more significant emphasis on continuous improvement and curriculum maps that include both PLOs and ULOs creating a more holistic view of the curriculum, and keeping the alignment of courses and ULOs at the forefront for departments. We are working to create an overarching set of assessment principles for the University that would encompass PAR and ULO/University Foundations assessment.

NEW ACADEMIC PROGRAMS

Boise State continues to expand its curricular offerings in targeted areas driven by an analysis of student, industry, and community demand, as well as by our research about where we can create new innovations that will enhance student learning, research, and positively impact the state and nation.

These exciting new programs will impact the delivery of K-12 in the state, prepare more students to serve in a rapidly evolving healthcare industry, ready our state and our students for a new tech economy, and increase not only our students' post-baccalaureate success, but also the availability of a highly trained workforce for the state.

New Degree-Level Programs

BA Educational Studies – Fall 2019
BA Public Relations (online) – Fall 2019
BA Inclusive Early Childhood Education – Fall 2020
MS Program Evaluation Measurement and Statistics – Fall 2019
Master in Teaching Secondary Education – Summer 2020
MS in Accountancy Foundations – Fall 2020
Master in Teaching Elementary Education – Fall 2020
PhD Counselor Education – Spring 2020

New Graduate Certificates

Computer Assisted Language Learning – Summer 2019
Applied Public Administration – Fall 2019
Consulting Literacy Teacher – Fall 2019
Literacy Instruction – Fall 2019
Literacy Partnership – Fall 2019
Accounting Foundations – Fall 2020

New Undergraduate Certificates

Applied Public Administration – Fall 2019
Inquiry-Based Early Childhood Education – Fall 2019
Biomedical Engineering – Fall 2020
Communication Management – Fall 2020
Community and Career Readiness – Fall 2020
Computational Mechanical Engineering – Fall 2020
Cyber-Physical Systems Security for All – Fall 2020
Data Science – Fall 2020
Energy/Environment – Fall 2020
Health Data Management – Fall 2020

HVAC/Building Systems – Fall 2020
Industrial Processes – Fall 2020
Materials – Fall 2020
Mechanical Design – Fall 2020
Mechatronics – Fall 2020
Media Content Management – Fall 2020
Public Health (online) – Fall 2020
Solid Mechanics – Fall 2020
Thermal-Fluids – Fall 2020

New Undergraduate Minors

User Experience Research – Fall 2019
Health Data Management – Fall 2020
Writing for Change – Fall 2020

One of the innovative components of our undergraduate minors and certificates is that nearly all of them can be incorporated by students designing their own degrees through the **Triple Discipline** degree program, in which a student builds their own custom major by choosing three minors/certificates that combine into a unique multidisciplinary program that gives these graduates unique and attractive qualifications in the job market.

Goal #2:
"Facilitate the timely attainment of educational goals of our diverse student population."

Boise State has invested significant effort and resources toward the achievement of this goal with tangible success, and we have intentionally aligned our efforts with the **Complete College America Game Changer strategies**.

We are very proud to have played a key role in **Idaho's "go-on" rate**. The number of baccalaureate graduates from Boise State has increased every year over the past decade, with a stunning overall increase of 57 percent from 2009-10 to 2018-19. As a result, Boise State has exceeded the targets put forth in August 2010 as part of the overall strategy of achieving the state's 60 percent goal.

⬆**57%**
increase over the last ten years in baccalaureate graduates

Graduates

Distinct # of Baccalaureate Graduates

2,095 | 2,411 | 2,588 | 2,716 | 2,764 | 2,971 | 2,998 | 3,141 | 3,196 | 3,289
1,983 | 2,127 | 2,270 | 2,413 | 2,557 | 2,700 | 2,843 | 2,986 | 3,130 | 3,273 | 3,416

■— Actual # of Baccalaureate Graduates
◆— SBOE target for # Baccalaureate Graduates from Boise State

2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20
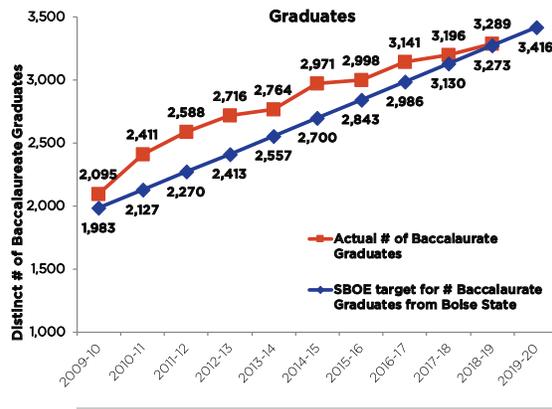
The increase in baccalaureate graduates has been, in large part, a result of substantial increases in Boise State's retention and graduation rates as shown in the figures.

⬆**10**
point increase from 2010 to 2018 in retention of first-time full-time freshmen

**First-Year Retention Rate:
First-time Full-time Freshmen**

79.5%

Percent Retention

69.2%

Fall '10 | Fall '11 | Fall '12 | Fall '13 | Fall '14 | Fall '15 | Fall '16 | Fall '17 | Fall '18
Cohort

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Six Year Graduation Rate:
First-time Full-time Freshmen
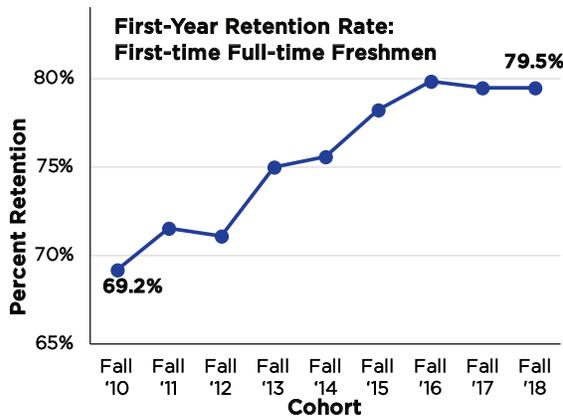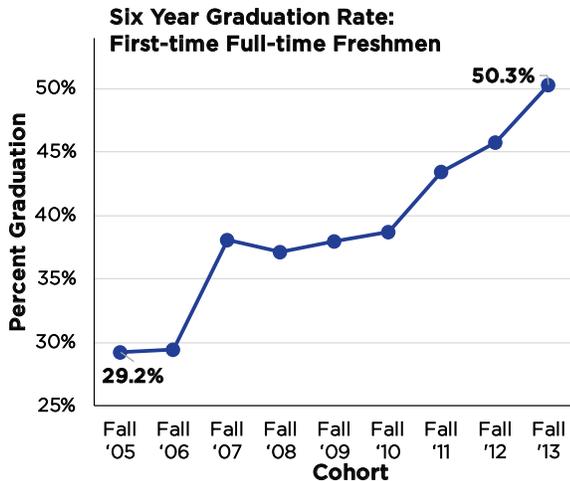
+70
point increase in six-year graduation rate for first-time full-time freshmen

COMPLETE COLLEGE AMERICA

More recently, the SBOE's adoption of Complete College America's "Momentum Pathways Project" has targeted our work in productive ways. As noted above, a key focus of our work must be reducing the equity gaps experienced between different student populations.

For this particular strategic goal, we will provide an update on our status, description of current activities, and plans relative to each of the six "Game Changer Strategies" that constitute the Momentum Pathways Project.

CCA Game Changer #1: "Think 30"

Focus:
Encourage students to take at least 30 credits per year.

Expected outcomes:
More students graduate on-time (4 yrs., 120 credits).

Boise State Status:
Implementation phase

Current Activities:

- **Finish-in-Four program:** participating students sign a contract stating they will stay on their plan, and Boise State guarantees that necessary courses will be available to enable students to complete in four years. Budget cuts could potentially impact our ability to provide these courses.

- In Summer 2019, we **discounted by 20 percent** undergraduate per-credit cost of attending summer school compared to fall and spring semesters to incentivize students to take courses during summer as a way of reaching 30 for the full year. As a result of the discount and associated marketing campaign, we saw a **seven percent increase** in the number of undergraduate credit hours taken in summer 2019 (= 29,015) compared to summer 2018 (= 26,932).

Plans:

- We are developing a single message regarding Think 30 that is tailored for Boise State and will form the basis for a **multi-threaded marketing campaign** for students and parents, as well as professional development for academic advisors.

- Implement a **Customer Relations Management** solution that will facilitate identification of students who are not on track to accumulate 30 credits in a given year, providing an opportunity for earlier intervention which is more likely to prove successful in making an impact on student success.

CCA Game Changer #2: "Math Pathways"

Focus:
Optimize the ways that students progress through mathematics requirements, including non-STEM pathways.

Expected outcomes:
Minimize negative impacts of changing major and transferring among institutions.

Boise State Status:
Implementation phase

Current Activities:

- We currently have **five math pathways** that serve the vast majority of students well.

- We have **created a new course**, MATH 133 Modeling and Functions, to simultaneously serve as a general education math class for students who would typically pursue Math for Liberal Arts and as a stepping-stone for students pursuing STEM or other fields.

Plans:

- Implement and **assess the effectiveness** of MATH 133, adjusting as necessary.

- **Create a sixth math pathway:** Returning Adult Pathway. The majority of students who enroll in MATH 025 are returning adults who have not recently been in high school math and have no recent math experience to build on with co-requisite courses, accelerated courses, etc. We believe this can reduce barriers for returning students whose greatest anxiety often revolves around math.

CCA Game Changer #3a: "Co-requisite Support for Mathematics"

Focus:
Replace remedial math courses with gateway courses that provide supplemental support for students who need it.

Expected outcomes:
Elimination of zero-credit courses hastens completion of general education math courses to reduce student attrition and time to degree; build student self-efficacy; increase success in subsequent math and STEM coursework.

Boise State Status:
Monitoring and Enhancement Phase

Current Activities:

- Our **Math Learning Center** (MLC) employs an adaptive placement model, delivering lower-division math courses through an enhanced "modified emporium" model that has resulted in substantial increases in student success in early math. Fewer repeats (because of higher success) and a better placement strategy have resulted in dramatic decreases in the number of students needing to take early math courses. Greater success in early math and a focus on self-efficacy have resulted in substantial increases in success in subsequent math courses.

- We have developed a **new credit-bearing course**, MATH 103, that will serve the traditional students who would have taken MATH 025. Those students typically have very little confidence in math. They are best served by a course that builds self-confidence and basic math skills. We expect this will be a factor in increasing students' success overall, as math is often a barrier course for students. We have seen significant impact with our efforts, as indicated on the graph below.

Plans:

- **Assess effectiveness** of MLC's total operation, including MATH 103 and 133; adjust as necessary.

- **Share practices** with other state institutions.

SUCCESSFUL OUTCOMES

↑30 point increase in beginning algebra pass rate

↑40 point increase in intermediate algebra pass rate
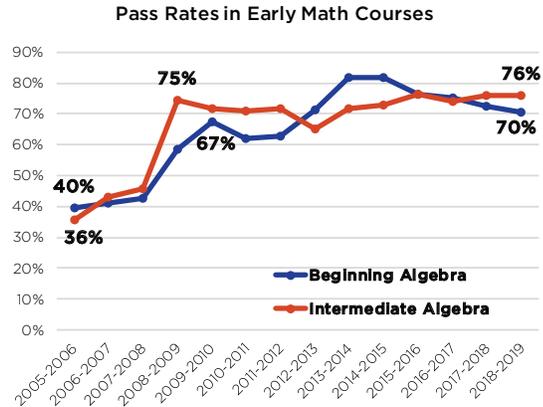
↓84% decrease in enrollment of beginning algebra

↓45% decrease in enrollment of intermediate algebra
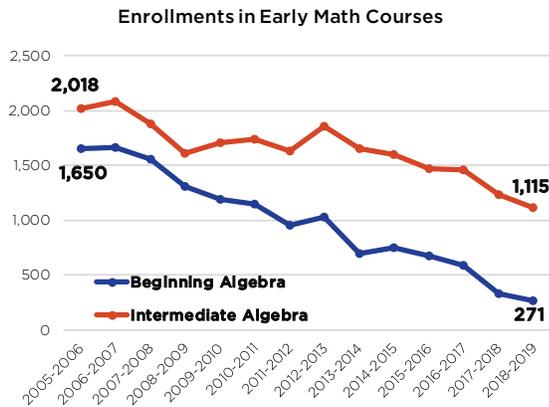
↑31 point increase in college algebra pass rate

↑24 point increase in calculus 1 pass rate

Pass Rates in Early Math Courses

- Beginning Algebra
- Intermediate Algebra

Values shown: 40%, 75%, 67%, 76%, 36%, 70%

Enrollments in Early Math Courses

- Beginning Algebra
- Intermediate Algebra

Values shown: 2,018, 1,650, 1,115, 271

Pass Rates in College Algebra and Calculus I

- College Algebra (Math 143, 147, 149)
- Calculus I

Values shown: 53%, 48%, 79%, 77%
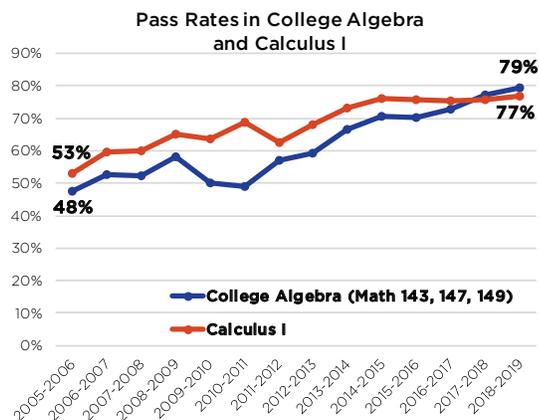
CCA Game Changer #3b: "Co-requisite Support for English"

Focus:
Replace remedial English courses with gateway courses that provide supplemental support for students who need it.

Expected outcomes:
Elimination of zero-credit courses hastens completion of general education English courses to reduce student attrition and time to degree; build student self-efficacy.

Boise State Status:
Monitoring and Enhancement Phase

Current Activities:

- Our First Year Writing Program designed a web-based, self-directed placement model for students called **"The Write Class"** that has been adopted by colleges and universities around the country.

- We **eliminated ENGL 90** (our zero-credit remedial course) in 2009 and implemented a pure co-requisite model in ENGL 101-P, where the "P" stands for "plus," a one-credit, one-hour per week writing studio where students get hands-on support from trained writing coaches. Success rates for 101-P are virtually identical to those for the traditional 101 class, and success rates in the follow-on class (ENGL 102) are also virtually identical for both populations.

Plans:

- Continue to **assess student outcomes**; adjust as necessary.

- **Share practices** with other state institutions.

CCA Game Changer #4: "Momentum Year" and
CCA Game Changer #5: "Academic Maps and Proactive Advising"

Focus:

- Provide students additional opportunities to evaluate their interests and explore career options.

- Use "metamajors" or areas of interest to minimize negative impacts of changing major and transferring among different majors and institutions.

- Offer full-program academic maps to provide a clear and relevant path to graduation, including default sequence of courses, identification of milestone courses, and alignment to math pathways and career interests.

- Provide proactive advising to create and enhance mechanisms to help students remain on track with their academic maps.

- Encourage students to take 6–9 credits in their program of study, which helps facilitate early progress and settle on a major.

Expected outcomes:
Increase clarity in degree pathways; progression to degree more rapidly and with less probability of attrition.

Boise State Status:
Implementation phase

Current Activities:

- We have **developed six metamajors/areas of interest** that largely correspond to current colleges or math pathways. The areas of interest are: Business, STEM, Education, Arts and Humanities, Social Sciences, and Health. We primarily use our metamajors as "undeclared pathways," which have been implemented in advising of new, incoming undeclared students at the point of orientation registration.

- **Academic maps or degree plans** have been developed for all majors, and these list courses considered critical to each program's curriculum. Virtually all of these plans feature required English, Math and University Foundations courses to be taken in the first year.

- **Proactive Advising:**
  - All new students must, during their first year, receive advisor approval for their course schedules.

  - In the College of Business and Economics, students must receive approval to register throughout their college careers to help ensure timely graduation.

  - Changes to high intervention majors require consultation with an advisor.

- **"Purpose First":** With these efforts, we are striving to increase information flow to students about majors and to encourage students to actively contemplate their futures. In addition, we aim to facilitate reflection about how coursework and co-curricular experiences will affect what the student knows, can do, and will become.

- While the university has a long history of programs and initiatives that address career education, we are implementing a **new university-wide strategy** to bolster a students' knowledge, skills and disposition toward helping our students "Make a Living and Make a Life" far beyond graduation.

- **Major Finder** is a web application that helps prospective and current undergraduate students gain information about the majors that Boise State offers. It includes information about the careers that can be pursued by a graduate.

- **Career Pathways dashboard** enables exploration of majors to careers based on degree level, major field of study, and career outcomes. Conversely, one can also select a career outcome and see the fields of study that individuals came from.

- We continue to increase early academic success through the **Learning Assistants program**, which provides peer-to-peer support in high-fail-rate courses.

Plans:

- Develop ways to ensure the academic maps in **Degree Tracker and Major Finder** are updated and accurate.

- Develop ways to firm up the **future schedule** for the offering of courses, thereby providing greater predictability to students as to when they will be able to take required courses.

CCA Game Changer #6: "A Better Deal for Returning Adults"

Focus:
Facilitate college attendance/-completion for adult learners by leveraging modalities and sched-ules that accommodate life responsibilities; award more credit for prior learning; market to those with some college but no degree (often called "completers").

Expected outcomes:
More adult completers at reduced financial and opportunity costs.

Boise State Status:
Monitoring and Enhancement Phase

ATTACHMENT 1

Current Activities:

- We initially developed **two degree-completion programs** in both face-to-face and online formats that are specifically designed to the needs of returning adult learners: Bachelor of Applied Sciences (BAS) and BA in Multidisciplinary Studies (MDS).

- Both BAS and MDS include a one-credit **Prior Learning Assessment** (PLA) preparation course designed to help students convert their prior experience into relevant college credits.

- Both BAS and MDS are **highly flexible** and customizable to meet the specific needs of individual students.

- Both BAS and MDS offer **"concierge level"** holistic student support services, from intake to program design to academic coaching within courses.

- Enrollments and graduates have climbed steadily for both BAS and MDS.

- We have developed several **additional online degree-completion programs** to meet the needs of adult learners, including a BS in Imaging Sciences, BBA in Management, BA in Public Relations, BA in Public Health, BS in Nursing, and BS in Respiratory Care.

- We are delighted to note that Boise State has been accepted as a partner for the **Air Force General Education Mobile initiative**, which will facilitate acceptance of military experience and technical credits into the BAS program. This is one part of our broad efforts to better serving our active-duty military and veteran students.

- **BroncoReconnect** is an ongoing effort to re-engage and re-enroll students who have stopped out of Boise State. The program provides these students with a guided pathway back into the institution using the same high-touch concierge-level support provided in the MDS and BAS programs.

- **Passport to Education** is a subscription-based, reduced tuition model delivered in partnership with Capital Educators Credit Union to its employees and members. The program is currently in a two-year pilot phase and is limited to the MDS and BAS programs.
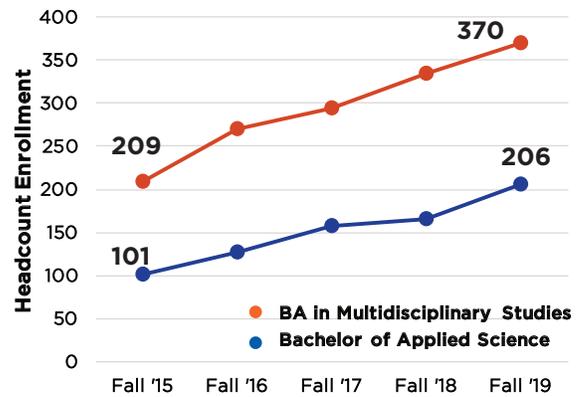
Enrollments and graduates have climbed steadily for both BAS and MDS.

Plans:

- Hire a full-time **Clinical Experiential Learning Faculty** member beginning FY20 who will teach the one-credit Prior Learning Assessment preparation course described above and facilitate other PLA support for students in all majors.

- Our **Rural Community Initiative**, by targeting coursework and programming to the specific needs of Idaho communities, is being designed to address this need.

Goal #3:

"Gain distinction as a doctoral research university."

At the core of Boise State's critical service to the community, state and region has been the creation of **successful and impactful doctoral programs**. Over the past decade, Boise State has created **eight new doctoral programs**: PhDs in Materials Science and Engineering; Biomolecular Sciences; Public Policy and Administration; Ecology, Evolution and Behavior; Computing; and Biomedical Engineering; an EdD in Educational Technology; and a Doctor of Nursing Practice.

The following figure shows the growth in the number of doctoral programs and growth in the number of students enrolled in those programs. The number of doctoral graduates has increased more than four-fold from 2012-13 to 2018-19.

8 new doctoral programs over the last ten years
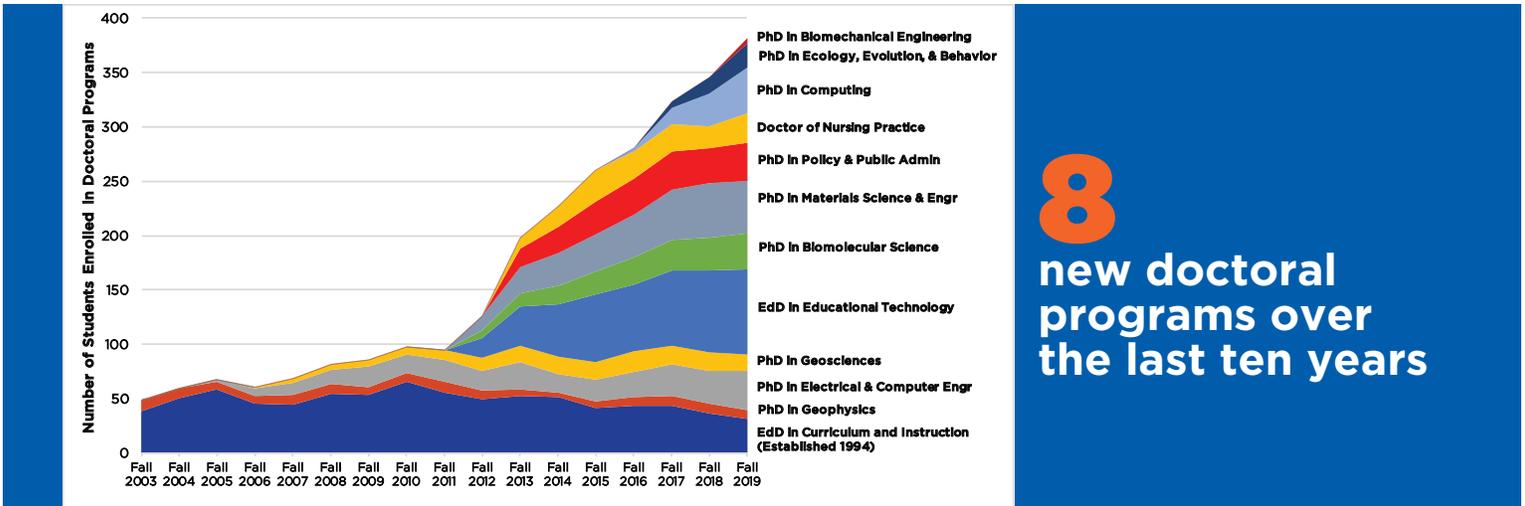
Boise State has fostered a steady increase in proposal submissions and in the number of globally competitive research awards — increases of **76 percent and 53 percent** respectively — over the past fourteen years. Even more remarkable is the dramatic increase in research funding dollars awarded to the university. From FY05 to FY18, Total Research and Development Expenditures have increased four-fold, from $9 million to **$41 million**.

This increase is not only a sign of our work and impact on the **leading edge of global research**, but permits our students to engage in the critical work of knowledge creation — experiences that will impact their ability to innovate and lead in the world beyond their graduation.

Creating research-intensive graduate programs, especially doctoral programs, and recruiting research active faculty to the university has helped advance not only our students, but Boise, the state of Idaho, and, more broadly, the world by **fostering discovery and innovation**.

Total Research & Development Expenditures as Reported to the National Science Foundation

Full Proposals Submitted and Funded (ARRA and Earmark not included)
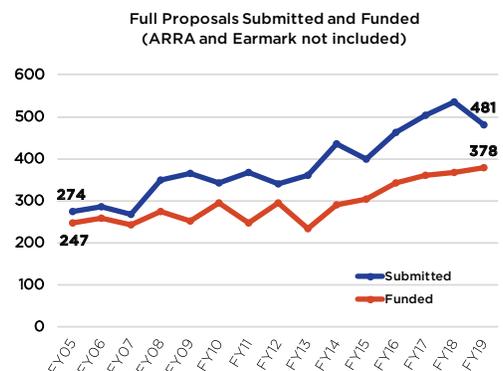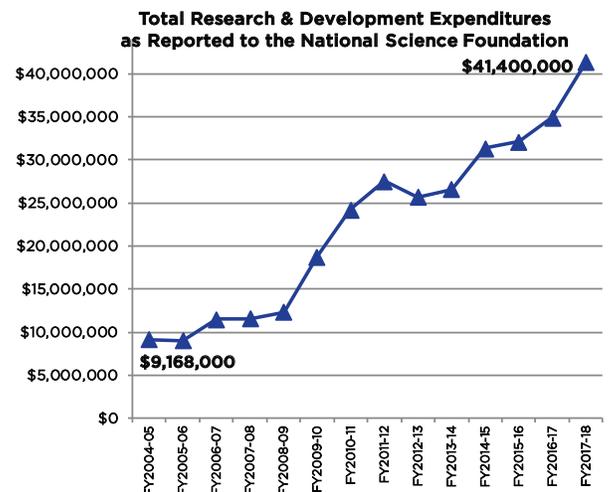
Goal #4:
"Align university programs and activities with community needs."

President Tromp brings with her an ethic of **"caring for our community"** to Boise State. This ethic has strong roots on our campus, and we embrace the opportunity to imagine and implement new ways in which we can better serve the various communities within our sphere of activity.

In 2006, **Boise State was one of only 76 universities in the nation** initially selected by the Carnegie Foundation as a Community Engaged Institution. That classification was renewed in 2015 in recognition of the myriad ways that Boise State works actively to align with the cares, interests, and activities of our local and state community. This commitment to service has been, and continues to be, a defining feature of the university.

The **Idaho Policy Institute**, located within Boise State's School of Public Service, partners with governmental and non-governmental organizations to conduct research on matters of public interest. **Examples of recent work include:**

- A study and report conducted at the request of Idaho's legislative budget writers evaluating the effectiveness of the state's Literacy Intervention Program.

- The fourth annual Treasure Valley Study (2019), which probes residents' views regarding growth, transportation, and general quality of life in the Treasure Valley.

- The 2019 Idaho Public Policy Survey, which seeks to understand Idaho residents' opinions regarding priorities and issues facing the state, including education, budget and taxes, criminal justice, and the environment.

- A study, funded by a contract with the non-profit organization Bluum, to track and analyze student achievement and demographics within Idaho charter schools.

We are proud that Boise State has had a longstanding commitment to develop academic programs at every level that can be completed fully online — a profound way to support our rural communities. Today, Boise State offers **48 degrees and certificates in a fully-online format** at the undergraduate and graduate levels.

Thousands of Idahoans have engaged these programs: nearly **two-thirds of fully online students reside within Idaho's borders**, and many online students residing outside of Idaho are residents of the state who are geographically displaced for various reasons (e.g., military service). We also see the return on serving Idahoan and out-of-state students because of the potential for them to build and maintain lifelong connections to Idaho that help the state thrive.

Boise State is also responding to the contemporary healthcare needs of rural and urban communities by offering a **21-week Value-Based Healthcare certificate** (non-credit bearing) for practicing professionals, delivered in a mostly online format that includes one day of in-person work. We are pleased to partner to create positive impacts in our community statewide.

48 degrees and certificates in a full-online format at the undergraduate and graduate levels.

Two-thirds of online students reside within Idaho.

One of our challenges in implementing value-based payment programs is finding experience, knowledgeable, and educated professionals. Businesses often have to direct recruiting efforts outside of Idaho to find qualified candidates. Boise State's new program will help find hidden talent right here in Idaho, as well as offering additional education to some of our existing Blue Cross of Idaho employees."

-Todd York, Vice President of Provider Partnerships for Blue Cross of Idaho

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Goal #5:

"Transform our operations to serve the contemporary mission of the university."

Our ongoing efforts include institutionalizing **Program Prioritization** through the implementation of a **Responsibility-Centered Management** (RCM)-style budget model ("BroncoBudget 2.0"), and our development of **Department Analytics Reports** (DAR) provide extensive, actionable data to department chairs, deans, and other academic decision makers.

In addition, we have taken steps to prepare for enhanced planning and execution at the university level:

- We have reconstituted our **Executive Enrollment Committee** to include representation from more divisions and more strata of the university and created three sub groups: recruitment and outreach, retention and student success, and academic program cost and capacity, to build greater connectivity and communication.

- We have enlisted the expertise of the **Society for College and University Planning** (SCUP) to hold full-day training sessions in May for executive leadership to assist in the development of integrated planning structures and processes. Working within a resource-constrained environment, we must ensure that we are making the best use of all available resources and are growing in a sustainable way.

Also noteworthy is a new employee development program, **Leadership Pathways**, that forms part of the university's **"People Strategy."**

A partnership between Human Resources and the Provost's Office, Leadership Pathways innovatively brings together faculty and staff of all ranks and from all corners of campus for professional development. Such programs support individual advancement and prepare faculty and staff to be leaders in improving well being at the university.

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INSTITUTIONAL DATA

EMPLOYEES

Employees (Nov 2019 snapshot for 2019 IPEDS report)	Full-time	Part-time	FTE	%
Instructional Faculty	790	620	997	35.3%
Professional Staff	1,286	57	1,305	46.2%
Classified Staff	516	20	523	18.5%
Total	**2,592**	**697**	**2,824**	**100%**

* FTE calculation for IPEDS is full-time plus one-third part-time.

ENROLLMENT

Enrollment Fall 2019 (Oct 15 census)	Headcount
Undergraduate Degree-seeking	16,898
Graduate Degree-seeking	2,927
Early College/Dual-credit	5,781
Other Non-degree Seeking (Undergraduate and Graduate Combined) and Audit Only	666
Total	**26,272**

2018-2019 GRADUATES

Degree and Graduate Certificate Graduates	Distinct Number of Graduates
Baccalaureate Degree (Academic)	3,289
Graduate Certificate	219
Master's Degree	862
Educational Specialist Degree	19
Doctoral Degree	45

FY2019 REVENUE AND EXPENDITURES

Operating Revenue	FY2019
Student Tuition and Fees (Gross)	$182,232,202
Scholarship Discounts and Allowances	-27,628,700
Federal Grants and Contracts	37,525,093
State and Local Grants and Contracts	6,929,166
Private Grants and Contracts	2,581,578
Sales and Services of Educational Activities	8,264,779
Sales and Services of Auxiliary Enterprises	64,037,202
Other	1,099,336
Total Operating Revenues	**275,040,656**
Operating Expenses	
Instruction	132,585,914
Research	33,105,475
Public Service	19,480,045
Libraries	5,896,359
Student Services	20,198,874
Operation & Maintenance of plant	21,641,435
Institutional Support	32,412,902
Academic Support	31,183,237
Auxiliary Enterprises	75,270,328
Scholarships and Fellowships	11,972,205
Depreciation	26,359,987
Total Operating Expenses	**410,106,761**
Operating Income/(Loss)	**-135,066,105**
Non-operating revenues/(expenses)	
State Appropriation - General	101,955,031
State Appropriation - Maintenance	837,657
Pell Grants	22,702,825
Gifts	32,141,995
Net Investment Income	4,148,780
Change in Fair Value of Investments	884,188
Interest	-7,030,946
Gain/Loss on Retirement of Assets	-258,821
Loss on Perkins Federal Capital Contribution	-8,209,463
Other Non-operating Revenue/(Expense)	330,110
Net Non-operating Revenues/(Expenses)	**147,501,356**
Other Revenue and Expenses	
Capital Appropriations	666,061
Capital Gifts and Grants	15,825,339
Total Other Revenues and Expenses	**16,491,400**
Increase in Net Position	**28,926,651**
Net Position - Beginning of Year	**434,468,553**
Net Position - End of Year	**$463,395,204**

RESEARCH AND ECONOMIC DEVELOPMENT

	FY2015	FY2016	FY2017	FY2018	FY2019
Office of Technology Transfer					
Invention Disclosures	15	16	14	14	20
Patent Applications Filed	11	4	10	14	18
Patents Issued	3	4	3	3	2
Licenses/Options/Letters of Intent	38	29	28	24	25
License Revenue	$21,475	$53,847	$39,231	$24,820	$57,136
Startups	0	5	0	1	1
FTEs	1	1	1	1	1.5
Number of protocols reviewed by:	**Office of Research Compliance**				
Institutional Biosafety Committee	42	51	41	43	65
Institutional Animal Care and Use Committee	95	81	98	93	101
Social and Behavioral Institutional Review Board	312	407	408	514	526
Medical Institutional Review Board	17	26	38	19	24
Office of Sponsored Programs					
Total # of Proposals Submitted	561	546	598	606	560
Total # of Awards	304	343	361	368	378
Total Sponsored Projects Funding	$40.1M	$41.3M	$50.1M	$56M	$53.5M
Total Research and Development Expenditures as reported to NSF	$31.3M	$32M	$34.9M	$41.4M	not available at this time
Externally Funded Research Expenditures	$20.6M	$19.4M	$21.1M	$27.7M	$27M

OUR TRAJECTORY

We look forward to launching a new strategic plan under the leadership of President Tromp. During this transitional phase, we continue to pursue our articulated goals. Our new strategic planning effort will seek participation and input from the whole campus community, as well as from important stakeholders. We will build upon the university's strengths and the vital work that has already been done, utilizing the new expertise that President Tromp brings to campus. Amplifying the unique strengths that already characterize Boise State, we will:

Advance the research mission of the university.

Boise State was re-classified by the Carnegie Foundation in 2019 as a Doctoral Research University, High Research Activity (commonly designated as "R2" status). The energy generated by this phenomenal accomplishment will help fuel future efforts to grow at Boise State. We will strive to leverage the strengths of our existing research enterprise and to develop those areas that show the most promise for the future.

Care for all members of our community.

We are developing new ways to help all members of our community — our staff, faculty, and students — see the value of their contributions to one another and to the state and the world beyond. Utilizing all the tools at our disposal, including professional development, engagement, outreach, and support, we will seek to help people grow and thrive, so their contributions can be felt more powerfully and that their impact in the world outside the university can be enhanced.

Pursue innovative strategies in teaching, research, and service.

In 2019, Boise State was ranked #42 on the U.S. News and World Report's list of Most Innovative Universities in the nation, moving up seven spots from the previous year. Innovation is in the DNA of Boise State; our intention is to amplify that bold trailblazing spirit and lead the nation in modeling new ways to serve its community and the world.

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Serve rural Idaho students.

Boise State has become a Metropolitan Research University of Distinction, but that does not confine our work to the city alone. We serve a state with a significant rural population — and we aim to support rural students both in Boise and in the areas where they live. Moreover, the measurable impact Boise State has made on the economy and vitality of Idaho can also be brought to our rural communities in new ways. In addition to the Rural Community Initiative, we are developing new internship and hands-on opportunities for rural students to apply their university-acquired skills and competencies in their home regions.
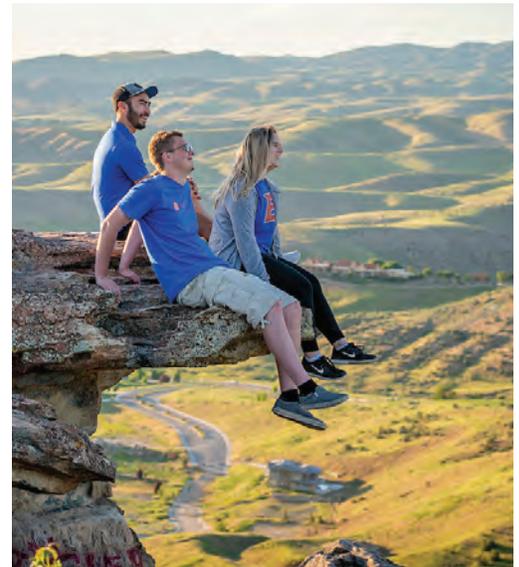
Enhance and foster pathbreaking interdisciplinarity.

Complex problems are not solved by looking at them through the narrow scope of any single field. However, even with this understanding, most research universities collapse back into traditional academic silos. Boise State has resisted this trap and has, in fact, created truly transformative interdisciplinary doctoral programs — a goal that eludes most institutions. Not only do such programs provide fresh insights into complex problems, they are also highly efficient, leveraging strengths in a variety of departments.

Increase the impact of the university.

In multiple ways, we will grow our impact on our students and graduates; on our city, state and region; and on public higher education across the country. We offer lifelong, hands-on career and experiential learning and pair intentional career preparation with competencies such as problem solving, critical thinking and an ability to work effectively as a team. We play a unique role in the economy and culture of the larger community, and are committed to being an impactful partner of business, civic and community organizations in shaping a vibrant future for all of Idaho. Boise State can provide new national leadership in public higher education.

Significant attention and effort was invested in fall 2019 to put in place structures and processes that will facilitate the successful development of a strategic plan. These include the reconstitution of our Executive Enrollment Committee, enlisting the expertise of the Society of College and University Planning, and the care that has been taken to dissolve residual barriers between different divisions within the university. This spring, our Provost and VP of Research will conduct a college-to-college listening tour, as our President did this fall, to better understand the vision of the community as we launch this process.

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ADVANCEMENT

In FY2019 the University raised $33,121,677 in total support from 24,661 donors. Alumni gave $5.7M while friends, parents, faculty and staff gave $6.1M. Corporations, foundations and other organizations gave a total of $21.3M. Gifts to the Endowment were $6.4M of which $4.2M was designated for student financial aid. Additionally $4.3M given for current operations was designated for student financial aid. Donors contributed $13.3M to key facilities projects such as the Micron Center for Materials Research and the Center for Visual Arts.

The recent arrival of our new Vice President for Advancement will allow us to begin to plan our next capital campaign.

$33.1 million
raised in total support during FY2019

24,661
total donors during FY2019

COLLABORATIONS

Perhaps the most noteworthy and exciting development is the unprecedented collaboration between the presidents and executive leadership of Idaho's eight public colleges and universities. All are deeply engaged with one another in shared projects. Their communication, cooperation, and alignment will produce better outcomes for Idaho.

SELECT EXAMPLES TO ILLUSTRATE ACADEMIC COLLABORATIONS INCLUDE:

- **AA degree in Architectural Design Studies** at Boise State is a 2+2 feeder program for the University of Idaho's BS Architecture, BS Landscape Architecture and Bachelor of Interior Architecture and Design (B.I.A.D.) programs in Boise.

- **3+2 Public Health program** between Boise State and Idaho State University

- **Bridges to Baccalaureate:** Boise State and the College of Western Idaho implement an NIH-funded program for underserved students in biomedical fields.

- **Louis Stokes Alliance for Minority Participation (LSAMP):** Boise State and the College of Southern Idaho to implement an NSF-funded program to support underserved students.

OTHER SIGNIFICANT COLLABORATIONS HAVE LEVERAGED THE VALUE OF OUR PROXIMITY TO THE IDAHO NATIONAL LAB (INL).

- **Statewide cybersecurity partnership** with all public Idaho institutions of higher ed to make Idaho a national leader in the field.

- **Research and development and shared resource arrangements** (facilities, instrumentation, joint appointments).

- **Boise State University, Idaho Power and INL** established a new collaborative partnership to advance high-performance computing, statewide weather modeling, and workforce development for the state of Idaho in the new Collaborative Computing Center (C3).

WE PARTNER WITH LOCAL AND GLOBAL BUSINESSES, GOVERNMENT AND NON-PROFIT PARTNERS TO ADVANCE OUR RESEARCH, OUR STUDENTS, AND THE STATE.

- Faculty have cybersecurity collaborations with **Suez, Idaho Power, DC Water, EPA, and Armanino, LLP,** one of the top 25 largest independent accounting and business-consulting firms in the U.S. that provides services many of the biggest cryptocurrencies.

- Faculty collaborations with: **Idaho Power** to provide support in hydrological modeling, cloud seeding and computational infrastructure high performance computing, with **Micron** to conduct basic research in nucleic acid memory, memristive devices and materials science, and with **Boeing Company** to model and research performance of mechanical properties of materials. Other active collaborations include **St. Luke's Health System** and **Idaho Shakespeare Festival**.

- CAES Technical Assistance Program (CTAP) in the Office of Research and Economic Development has served almost **100 Idaho companies** from large to small over the past 5 years. Idaho Policy Institute of School of Public Service has provided policy related research to the **City of Boise, Blue Cross Foundation, Idaho Departments of Health and Welfare, Agriculture and Insurance.**

We are eager to grow our network of partners and have reached out to many others. Prospective industry, government, and community partners/collaborators can easily engage with Boise State by way of our website: boisestate.edu/partnerships.

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NEW FACILITIES

Center for Visual Arts:

This new building, opened in 2019, will stimulate new creative work for all of our students and faculty, efforts that have been demonstrated to make a positive impact on growing metro areas and on business innovation; foster increased student and faculty interaction; and meet the growing demand in a variety of academic areas. Praised as one of the finest facilities in the nation by the Director of the National Endowment of the Arts, this gem of a facility will support the growth of talent and innovation in Boise and the state of Idaho.

This landmark facility brings together all of the Department of Art, Design, and Visual Studies programs — history of art and visual culture, art metals, art education, ceramics, drawing and painting, graphic design, illustration, photography, printmaking, and sculpture — in five-stories and nearly 90,000 gross square feet. Close to 4,000 students take courses through the department, which was previously spread among several facilities throughout campus with aging technologies. This state-of-the-art, donor-supported facility will foster the kind of interdisciplinary excellence that will help Boise State blaze new trails in higher education.

The $48 million project was funded through a combination of bonds issued and supported by the university's strategic facilities fee, the state of Idaho Permanent Building Fund, private donations, and university central funds.

Micron Center for Materials Research:

On schedule for completion in summer 2020, the Micron Center for Materials Research will allow Boise State to better answer industry's call for a broad based, technically fluent workforce. Students earning a degree in materials science and engineering make important contributions across many scientific disciplines, including manufacturing technology, new materials, cancer research, energy studies, space and aeronautics, and the development of new sensors and microelectronic devices.

A $25 million gift from the Micron Foundation, the largest single gift in the university's history, covered nearly half the cost of the facility, with additional funding coming from the state of Idaho Permanent Building Fund, private donations and university funds. The 91,270-square-foot facility will house numerous research laboratories as well as a modern, adaptive 250-seat lecture hall, two 80-seat classrooms, breakout study areas and faculty offices.

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IDAHO PUBLIC CHARTER SCHOOL COMMISSION

SUBJECT
Idaho Public Charter School Commission Annual Report

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-5213, Idaho Code

BACKGROUND/DISCUSSION
The Idaho Public Charter School Commission (PCSC) serves as authorizer for 52 charter schools. Annually, the PCSC presents a report to the State Board of Education. The FY19 report presents a high-level overview of the role of the PCSC and the performance of its portfolio of schools.

Jenn Thompson, Director, will present the report. Alan Reed, PCSC Chairman will be present for questions.

ATTACHMENTS
Attachment 1 – Idaho Public Charter School Commission Annual Report

STAFF COMMENTS AND RECOMMENDATIONS
Section 33-5213, Idaho Code, creates the PCSC, and locates it in the Office of the State Board of Education. The Board's Executive Director or designee is responsible for the enforcement of Chapter 52, Title 33 (Public Charter Schools) as well as serving as the Secretary to the PCSC. Staff assigned to the PCSC are part of the Office of the Board of Education staff. The Director for the Commission, Jenn Thompson, serves as the Executive Director's designee.

In addition to acting as an independent authorizer for public charter schools, the PCSC also has the responsibility of making recommendations to the Board regarding the oversight of public charter schools in Idaho. Ms. Thompson will provide the PCSC's annual update to the Board on the status of the PCSC's portfolio schools and implementation of the charter school performance certificates.

BOARD ACTION
This item is for informational purposes only.
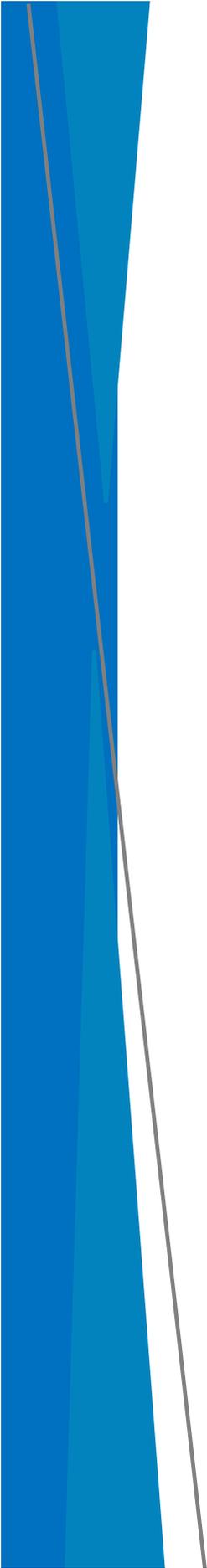
Idaho Public Charter School Commission

2019 Annual Report

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

304 NORTH 8TH STREET, ROOM 242
BOISE, IDAHO 83702

PHONE: (208) 332-1561

PCSC.IDAHO.GOV

ALAN REED, CHAIRMAN

JENN THOMPSON, INTERIM DIRECTOR

PUBLIC CHARTER SCHOOL COMMISSION

Alan Reed, Chairman
Term Ends 2022
Appointed by Pro Tem

Brian Scigliano, Vice Chair
Term Ends 2020
Appointed by Governor

Sherrilynn Bair
Term Ends 2020
Appointed by Governor

Nils Peterson
Term Ends 2023
Appointed by Speaker

Wanda Quinn
Term Ends 2020
Appointed by Governor

Kathleen "Kitty" Kunz
Term Ends 2023
Appointed by Pro Tem

Julie Van Orden
Term Ends 2023
Appointed by Speaker

MISSION STATEMENT

The Public Charter School Commission's mission is to ensure PCSC-authorized public charter schools' compliance with Idaho statute, protecting student and public interests by balancing high standards of accountability with respect for the autonomy of public charter schools and implementing best authorizing practices to ensure the excellence of public charter school options available to Idaho families.

ORGANIZATIONAL STRUCTURE

The work of the commission is carried out by a director and a small team employed by the State Board of Education as illustrated in the organizational chart.

Additionally, the PCSC maintains two standing committees that meet on an as-needed basis. Commissioners Scigliano, Bair, and Van Orden serve on the Petition Committee. Commissioners Quinn, Peterson, and Kunz serve on the Renewal Committee.

In 2018, the Petition Committee worked to revise the PCSC's new petition evaluation tools. The resulting Standard of Quality document was used to evaluate 10 new and transfer petitions in 2019.

The Renewal Committee is currently engaged in reviewing the academic measures used to evaluate schools for the purpose of renewal decisions. The committee intends to hold feedback sessions and continue researching through March and will make specific revision recommendations to the PCSC in the spring.
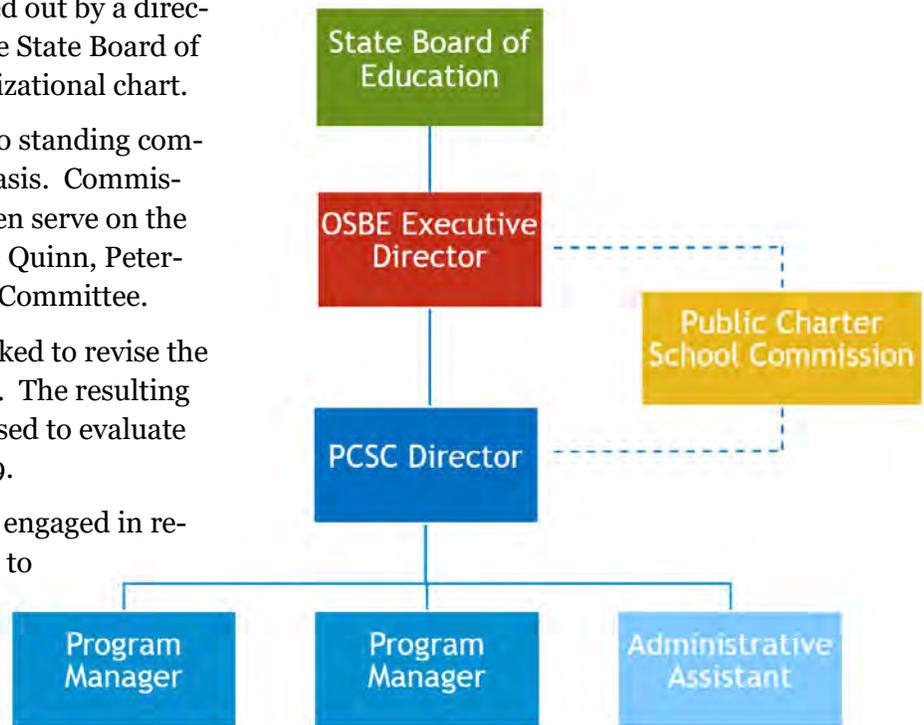
KEY DOCUMENTS

Performance Certificate

Within 75 days of approving a new charter school petition, the authorizer and the charter school's board must execute an agreement for operations. In Idaho, this document is called a Performance Certificate. The certificate establishes the terms and conditions under which the school can operate, including how many students and what grade levels the school may serve, as well as the key design elements the school's model will deliver. All certificates provide a 5-year term of operation.

Performance Framework

All performance certificates must include a performance framework that establishes the minimum acceptable standards a school must meet in order to earn a subsequent 5-year term of operation. Author-

izers have some flexibility in how measures and metrics are defined. However, all frameworks must consider proficiency, growth, college and career readiness, and board stewardship. The PCSC's framework considers 34 measures across the categories of academic, operational, and financial performance.

Annual Report

Each year, authorizers are required to publish a report that communicates each school's outcomes in relationship to the framework measures adopted in the school's operational certificate.

This report provides continuous improvement data for the school and serves as the primary data source for the commission when considering whether to issue a subsequent operational term to any given charter school.

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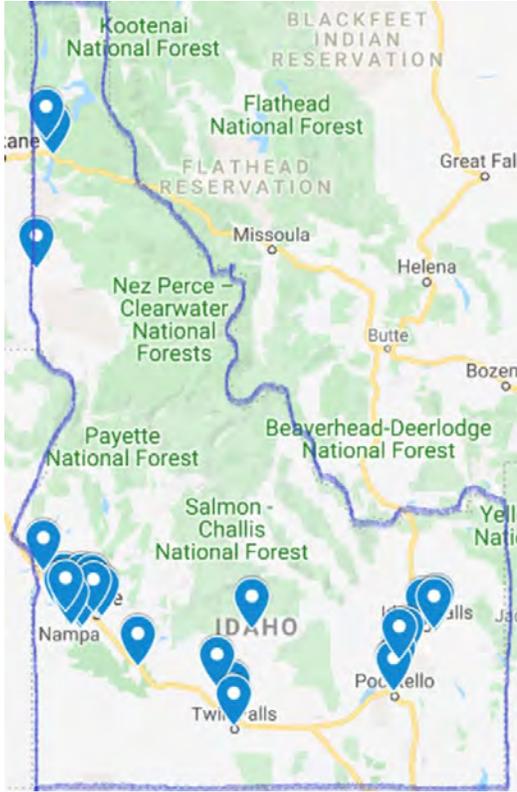
SCHOOLS SERVED

The Idaho Public Charter School Commission currently serves as authorizer for 52 schools. 45 of these schools were operational during the 2018-19 school year. 7 are pre-operational and plan to open fall of 2020 or 2021.

While the PCSC serves schools across the state, 70% of PCSC portfolio schools are located in either Eastern Idaho or the Treasure Valley.

Approximately 19,200 students attended PCSC portfolio schools last year. This represents 7% of the students who attended Idaho public schools during the 2018-19 school year.

22% of PCSC portfolio schools serve grades K-8. 15% serve only secondary grades, and 18% provide their unique instructional model for students from Kindergarten through graduation.

"Let us put our minds together and see what life we can make for our children."

— Sitting Bull

PORTFOLIO DIVERSITY

The PCSC values choice in education and has developed a portfolio that offers a wide variety of instructional models to Idaho families. PCSC schools include models that celebrate the importance of early childhood discovery, such as Montessori and Waldorf, as well as models that deliver a classical education that includes Latin instruction and accelerated learning plans. Instructional models at PCSC schools also include STEM, Project Based Learning, International Baccalaureate, and an Idaho specific model called Harbor.

In addition to diverse instructional models, the PCSC portfolio also offers a variety of delivery methods. These include face-to-face, blended learning, and virtual models, as well as 4-day weeks, 5-day weeks, and traditional, modified, and year-round calendars.

All charter schools in Idaho enroll students based on the equitable selection process established in Idaho Code. This process provides all students equitable access to Idaho's charter schools.

35% Direct Instruction
- Classical/College Prep
- Harbor
- Direct Instruction

23% Project & Community
- Project Based
- Child Centered

22% Virtual Platform
- Virtual
- Blended

20% Other Unique Model
- STEM
- CTE
- International Baccalaureate

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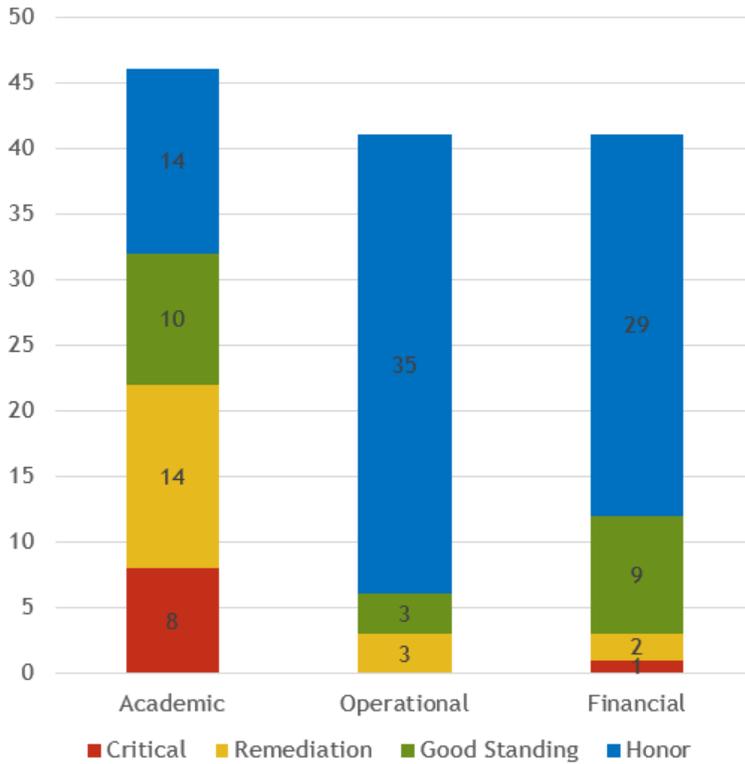
"Public charter schools are unique public schools that are allowed the freedom to be innovative while being held accountable for advancing student achievement..."

— National Alliance for Public Charter Schools

SCHOOL OUTCOMES FY19

Annually each PCSC school's performance outcomes are evaluated against the standards established in the PCSC's framework. School's receive an accountability designation of honor, good standing, remediation, or critical in three categories (academic, operational, and financial). Accountability designations are determined based on the percentage of points earned across multiple measures in each category. The chart above represents the distribution of accountability designations across PCSC schools during the 2018-19 school year.

Schools that earn an academic accountability designation of Good Standing or Honor in the academic section are guaranteed to receive another 5-year operational term when the school is considered for renewal. 61% of the schools that earned a Critical or Remediation accountability designation

in the academic section are also identified as CSI UP, CSI Grad, TSI or ATSI by the SDE. Through this identification, schools receive additional support and funding targeting improvement in academic outcomes. Because of the scope and quality of services and resources provided by the SDE, the PCSC does not currently offer additional supports in this area.

However, as the operational and financial issues encountered by charter schools are often unique to charter schools, the PCSC does provide additional support in these areas. Schools that earn a Critical or Remediation accountability designation in the operational or financial section receive additional evaluation, direction, and progress monitoring from the PCSC. The ultimate goal of this work is to help schools strengthen their outcomes.

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PRIMARY POINTS OF ACTION—COMMISSION

Idaho statute provides three opportunities for authorizers to make operational decisions about any given charter school. These include: the school's initial petition hearing, the school's renewal hearing (every 5 years), and on any deadlines established by an operational condition adopted during the renewal process.

At a petition hearing the Commission must approve, deny, or conditionally approve a petition. At the time of renewal the Commission must renew, non-renew, or conditionally renew a school's performance certificate. If a renewal condition is not met by the established deadline, the PCSC must decide whether to allow the school to continue operating for the remainder of its existing term.

In many ways, the PCSC functions as a risk management team, assessing the initial risk to taxpayer dollars and student achievement, and then revisiting that assessment regularly to determine whether the risk remains below the threshold established by the Performance Framework.

"There are no shortcuts to true excellence."
— Angela Duckworth

PRIMARY POINTS OF ACTION—STAFF

In between a school's initial petition approval and each 5-year renewal decision, the PCSC staff performs the work of ongoing oversight. This team prepares annual reports for each school aligned to the performance framework. They monitor financial reports and issue notifications of fiscal concern when there is reason to believe that a school may not remain financial viable for the remainder of their operational term. They also manage interventions and investigations when necessary— issuing courtesy letters detailing the concerns a school needs to address for minor issues and reporting more significant issues to the appropriate investigative bodies.

In addition to oversight work, PCSC staff visit schools on a rotational schedule, provide quality resources in areas not addressed by other entities, and deliver proactive communications in an effort to build strong relationships between the authorizer and its schools.

FINDING BALANCE

The PCSC strives to find balance in its dual roles of "Educate and Inform" and "Oversee and Enforce".

Communicating policy and procedure, providing annual reports, and discussing concerns with honesty and kindness in a timely manner sit on one side of the scale.

On the other side of the scale is the responsibility to protect taxpayer dollars and student achievement through responsible authorizing decisions.

PHASES OF AUTHORIZER DEVELOPMENT

In addition to making decisions about new school approvals and renewing existing schools' operational terms, authorizers serve an important role in facilitating choice, quality, and growth of the sector.

Initially, an authorizer's focus is on providing diverse options for families. The goal during this phase is to respond to community demand for choice while remaining sensitive to data such as population growth and district yield rate to prevent oversaturation. The PCSC's Petition Evaluation Reports help ensure that petition decisions are well-informed.

As an authorizer begins to work with more schools, the work of authorizing evolves to include quality as well as choice. During this phase, evaluating academic, financial, and operational performance are primary actions of all authorizers. This work helps school boards and school leaders identify areas of potential growth. It informs taxpayers and lawmakers about the return on their investment in charter schools, and it ultimately informs the authorizer's renewal decisions.

Once its schools are performing well, an authorizer can begin to focus on replicating its strongest models. At this mature stage of school development, new school openings are less frequent and more stable.

While charters have existed in Idaho for twenty years, only a few school models have found themselves in a position to effectively replicate, this includes the Gem Innovation blended learning schools as well as the Harbor schools located in Nampa.

Although choice and growth are always in motion, the PCSC is also concerned with supporting its schools as they strengthen and grow.

Establish Choice	Strengthen Portfolio	Replicate Quality
▶ Community demand	▶ Academic performance	▶ Share out/give back
▶ Population growth	▶ Financial sustainability	▶ Build community
▶ Yield rate	▶ Operational effectiveness	
▶ Portfolio diversity	▶ Equity of Access	
CHOICE	**QUALITY**	**GROWTH**

LOOKING FORWARD

2019 has been a record year of growth in Idaho's charter sector. The PCSC saw 10 charter petitions, the largest annual number in its history. Six new schools are currently preparing to open their doors for the first time. This year has also been one of reflection and lessons learned.

Several improvement projects are in progress. First, the PCSC is evaluating the structure of the academic measures used in its framework to ensure accuracy and credibility of annual reports. Second, the PCSC intends to clarify and document standard intervention procedures to ensure consistency in implementation. Third, the PCSC is working to revise its site visit rubric to better align it with its framework to ensure that site visits are more meaningful for schools and that the contextual information gathered can be used to supplement annual report data during renewal.

Much work lies ahead. The PCSC is committed to its continued service as a quality authorizer in Idaho.

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SUBJECT
   Idaho Office of School Safety and Security (IOSSS)

REFERENCE
   April 18, 2018   The Office of School Safety and Security provided an update of its work to the Board as part of the Work Session.

APPLICABLE STATUTE, RULE, OR POLICY
   Section 33-5901, Idaho Code

BACKGROUND/DISCUSSION
   The IOSSS was created by the legislature in 2016 to promote the safety and security of the students attending any and all public schools and postsecondary institutions in the state. The goals of the IOSSS, as derived from legislative intent, are as follows:
   1. Develop and employ a comprehensive process and instrument for triennial school assessments and reports.
   2. Maintain accurate information on school locations and conditions, tracking facility additions and changes.
   3. Identify and implement multiple modes of support for the improvement of safety and security within schools.
   4. Identify and establish connection with the agencies, institutions and organizations that serve schools, school personnel, or provide some type of service useful for promoting safety and security within the school environment.
   5. Identify incidents, conditions and trends that threaten schools. Research and develop effective practices for the purpose of distributing information and providing training as needed. Research and evaluate the efficacy of technological security solutions, advising school on possible implementation.

   The IOSSS has an advisory board consisting of thirteen (13) members as follows: four (4) members appointed by the governor; one (1) representative from the State Department of Education; one (1) representative from the State Board of Education; one (1) representative from the Idaho State Police; one (1) representative from the Idaho chiefs of police association; one (1) representative from the Idaho sheriffs' association; one (1) representative from the Idaho office of emergency management; one (1) representative from the Idaho fire chiefs association; and two (2) representatives from the state legislature. The primary purpose of the advisory board is to develop school safety and security guidelines.

IMPACT
   This agenda item will provide the State Board of Education (Board) an opportunity to discuss the work of the IOSSS around supporting safe and secure campuses at Idaho's public schools, charter schools and institutions.

ATTACHMENTS
Attachment 1 – FY19 Report

STAFF COMMENTS AND RECOMMENDATIONS
The Office of School Safety and Security is a valued partner working with Idaho public schools to identify threats and provide resources to school districts and schools to help keep Idaho students and educators safe. IOSSS provides resources to schools in the form of best practices around policies, facility upgrades, and professional development for staff. Board Executive Director Matt Freeman and the State Department of Education Director of Student Engagement Dr. Eric Studebaker serve on the IOSSS Advisory Board. IOSSS staff participated in the Governor's Task Force, subcommittee on School Facilities and School Safety Subcommittee. IOSSS program manager Mr. Brian Armes will provide an update to the Board.

BOARD ACTION
This item is for informational purposes only.

OUR MISSION

- **GOAL 1:** DEVELOP AND EMPLOY A COMPREHENSIVE PROCESS AND INSTRUMENT FOR TRIENNIAL SCHOOL ASSESSMENTS AND REPORTS. [33-5902] (4)(5)(8)

- **GOAL 2:** MAINTAIN ACCURATE INFORMATION ON SCHOOL LOCATIONS AND CONDITIONS, TRACKING FACILITY ADDITIONS AND CHANGES. [33-5902] (1)(2)(3)

- **GOAL 3:** IDENTIFY AND IMPLEMENT MULTIPLE MODES OF SUPPORT FOR THE IMPROVEMENT OF SAFETY AND SECURITY WITHIN SCHOOLS. [33-5902] (1)(2)(3)(6)(7)

- **GOAL 4:** IDENTIFY AND ESTABLISH CONNECTION WITH THE AGENCIES, INSTITUTIONS AND ORGANIZATIONS THAT SERVE SCHOOLS, SCHOOL PERSONNEL, OR PROVIDE SOME TYPE OF SERVICE USEFUL FOR PROMOTING SAFETY AND SECURITY WITHIN THE SCHOOL ENVIRONMENT. [33-5902] (1)(3)

- **GOAL 5:** IDENTIFY INCIDENTS, CONDITIONS AND TRENDS THAT THREATEN SCHOOLS. RESEARCH AND DEVELOP EFFECTIVE PRACTICES AND TRAINING. RESEARCH AND EVALUATE THE EFFICACY OF TECHNOLOGICAL SECURITY SOLUTIONS, ADVISING SCHOOL ON POSSIBLE IMPLEMENTATION. [33-5902] (1)(2)(3)(6)(7)(8)

BY THE NUMBERS

- 498 ASSESSMENTS DONE (08/01/16-12/01/18)   **(GOAL 1,2,3)**

  CURRENT CAMPUS 730, WHICH INCLUDES 27 NEW SCHOOL SITES (20 CHARTER SCHOOLS) SINCE 07/01/2016

- HOURS OF TRAINING AND CONSULTING   **(GOAL 3,5)**

  - 59.5 HOUR IN 2016-2017

  - 1197 HOURS IN 2017-2018

  - 435 HOURS TO DATE IN 2018 - 2019

  PRE-SERVICE TEACHER TRAINING   PRE-SERVICE ADMINISTRATION TRAINING

  EFFECTIVE SUPERVISION PRACTICES   BEHAVIORAL THREAT ASSESSMENT

  EMERGENCY OPERATIONS PLANNING   RADIO COMMUNICATIONS

  BASICS OF CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN (CPTED)

- 57 BUILDING PROJECT APPLICATIONS REVIEWED   **(GOAL 2,5)**

- $124,000 REPURPOSED RADIO EQUIPMENT DEPLOYED IN DISTRICTS. **(GOAL 3,4)**

RESOURCES: GRANTS & EQUIPMENT

GRANTS

US DEPART OF JUSTICE, BUREAU OF JUSTICE ASSISTANCE - STOP SCHOOL VIOLENCE

- STATE OF IDAHO THREAT ASSESSMENT MODEL FOR SCHOOLS
  - $ 344,970, 10/01/2018 - 09/30/2021

- STATEWIDE CONFIDENTIAL TIPLINE
  - $ 195,465, 10/01/2018 – 09/30/2021

REPURPOSED RADIO EQUIPMENT

Equipment type	Freq Range/ERP	Number donated	Replacement Value	School District
Motorola Quantar	UHF 100W FDC	1	$12,000	Middleton SD
Motorola Quantar	UHF 100W FDC	2	$24,000	Cassia Co.SD
Motorola Quantar	VHF 100W FDC	1	$12,000	Idaho Falls SD 91
Motorola Quantar	VHF 100W FDC	1	$12,000	Snake river SD
Motorola Quantar	VHF 100W FDC	1	$12,000	Marsh Valley SD
GE Master III	VHF 100W FDC	1	$10,000	Preston SD
GE Master III	UHF 100W FDC	1	$10,000	Franklin Co.
Harris	VHF 50 W 50%DC	1	$12,000	Westside SD
GE Master III	VHF 100W FDC	1	$10,000	Shelley SD
Kenwood Tkr 750	VHF 50W 50%DC	1	$ 8,000	Shelley SD
Kenwood Tkr 250	VHF 5W 40%DC	1	$ 2,000	Shelley SD
			$124,000.00	

PARTNERSHIPS

COLLABORATION

May 2018
First responders, School District Officials, IOS3 and Emergency Management from multiple counties came together and formed the Valley Wide School Safety Committee (VWSSC)

- Initial discussion focused on current school safety procedures

- Preview of various programs being taught

- All parties agreed that standardizing all threats/all hazard based training in schools was important

- June 3, 2018, IOS3 hosts initial statewide meeting

Idaho Standard Command Responses For Schools
ISCRS
A Standardized Approach To School Safety For All Idaho Schools

- Are designed for Idaho K-12 schools by Idaho Emergency Responders with the intent to Reducing confusion and increasing understanding

- Provide for the "In Loco Parentis" responsibilities of school staff.

- Acknowledges the mobile nature of current educational environments, and mobile student populations.

- Offers a limited, common group of *initial* responses.

- Allows for sustainability by providing free training and materials.

- Supports partnerships between schools and first responders to enhance school community safety.

Idaho Standard Command Responses For Schools

ISCRS

A Standardized Approach To School Safety For All Idaho Schools

- Command Responses for IMMEDIATE Threats and/or Hazards:
  - **EVACUATION**
  - **REVERSE EVACUATION**
  - **LOCKDOWN - MOVE/SECURE/DEFEND**
  - **HALLCHECK**

- Established a standardized framework for providing each school, district and jurisdiction the ability to build onto the framework to fit their needs.

- They are distinct operational procedures that may be enacted in series or succession.

- Can be readily incorporated into any school Emergency Operations Plan (EOP).

MOVE-SECURE-DEFEND

Lock Down

The Move-Secure-Defend model describes protective actions taken by adults to keep large groups of children safe when implementing the

- <u>Move</u>: Move away from danger, to a place of safety using safe, intentional, highly aware movement. Safety, not speed, is the goal.

- <u>Secure:</u> Teachers and staff secure spaces quickly and completely with the emphasis not on hiding, but on physically preventing entry into the secured spaced.

- <u>Defend</u>: Is not provocative or uncontrolled, instead, teachers defend their students and themselves. Defense should be the last available option and must be perused aggressively.

DIRECTED RESPONSES

- RELOCATION
  - Do you have places designated for relocation?
  - Are these places evaluated over time?
  - Is their backup options if one of the designated relocation sites are unavailable or have been compromised?

- REUNIFICATION
  - What method of reunification is your school/district using?
  - Is it being trained and exercised? How?
  - Do you know you role in this process?

- NOTIFICATION
  - Do you have multiple notification methods to QUICKLY disseminate information to parents, students and others?
  - Are you working with your local first responders and others for consistent and timely communication/messaging?

- SHELTER IN PLACE
  - Administrative function that can still be used

MITIGATION: BEFORE THE DISASTER

Prevention Efforts –What we do matters and can save lives

- Educating staff/students on recognizing concerning behaviors, potential warning signs.
- Development of Threat Assessment Teams
- Reporting – SEE, TELL, NOW

Campus Safety

- Limit building access and monitor student/guest activities
- Funding – prioritize spending on effective Crime Prevention Through Environmental Design (CPTED) measures.

Effective Policy and Procedures

- Constantly reviewing, educating and training staff on school safety P&P

CONTINUING THE WORK

Safety and Security is and ongoing process

- Involving your staff through regular training and review

- Inviting school staff to be part of the school safety planning and procedure writing.

Keep parents and the general public informed

- Email, PSAs, newsletters etc.

Threat Assessment

- Group process partnering school staff, law enforcement and community support agencies.

Special thanks to the agencies that helped in the development of this project.

STATISTICS

ASSESSMENTS STATISTICS

- BUILDING
  - CAMPUS PERIMETER FENCED   46% YES
  - CAMPUS FENCE SECURABLE   15% YES
  - CLASSROOM DOORS CAN BE SECURED FROM THE INSIDE   73% YES
- ACCESS CONTROL
  - MAIN/PRIMARY ENTRY CONTROLLED   65% YES
  - ALL OTHER PERIMETER DOORS LOCKED/CONTROLLED/MONITORED   36% YES
  - VISITORS REQUIRED TO CHECK-IN   62% YES
  - STAFF PROMINENTLY DISPLAYS PHOTO ID   24% YES
- SUPERVISION/SURVEILLANCE
  - STAFF MONITORS ENTRANCE/EXITS DURING ARRIVAL/DEPARTURE   44% YES
  - VIDEO SURVEILLANCE IN PLACE   73% YES
  - ALL CAMERAS OPERATIONAL   58% YES
- COMMUNICATIONS
  - SCHOOL OFFICE CAN NOTIFY ALL SCHOOL INTERIOR AREAS   83% YES
  - ALL INSTRUCTIONAL AREAS CAN NOTIFY SCHOOL CAMPUS   47% YES

ASSESSMENT STATISTICS

- HEALTH/MENTAL HEALTH
  - NURSE/MEDICAL DUTIES PERFORMED BY GENERAL SCHOOL STAFF   73% YES
- SCHOOL COMMUNITY
  - PERCEIVED BULLYING RATES
    - INCREASING   20% YES
    - DECREASING   18% YES
    - CYBER INCREASE   32% YES
    - CYBER DECREASE   18% YES
  - STUDENT PERCEPTION DATA AVAILABLE   52% YES
  - SCHOOL-WIDE POSITIVE BEHAVIORAL PROGRAM IN PLACE   87% YES
- TRAINING
  - CERTIFIED STAFF TRAINED ON SCHOOL EMERGENCY PROCEDURES   67% YES
  - CLASSIFIED STAFF TRAINED ON SCHOOL EMERGENCY PROCEDURES   63% YES
  - SUBSTITUTE STAFF TRAINED ON SCHOOL EMERGENCY PROCEDURES   32% YES
- COOPERATING AGENCIES
  - SRO LOCATED ON SITE   27% YES

A TALE OF TWO SCHOOLS:
SCHOOL SAFETY AND SECURITY PROFILE

IDAHO OFFICE OF SCHOOL SAFETY & SECURITY
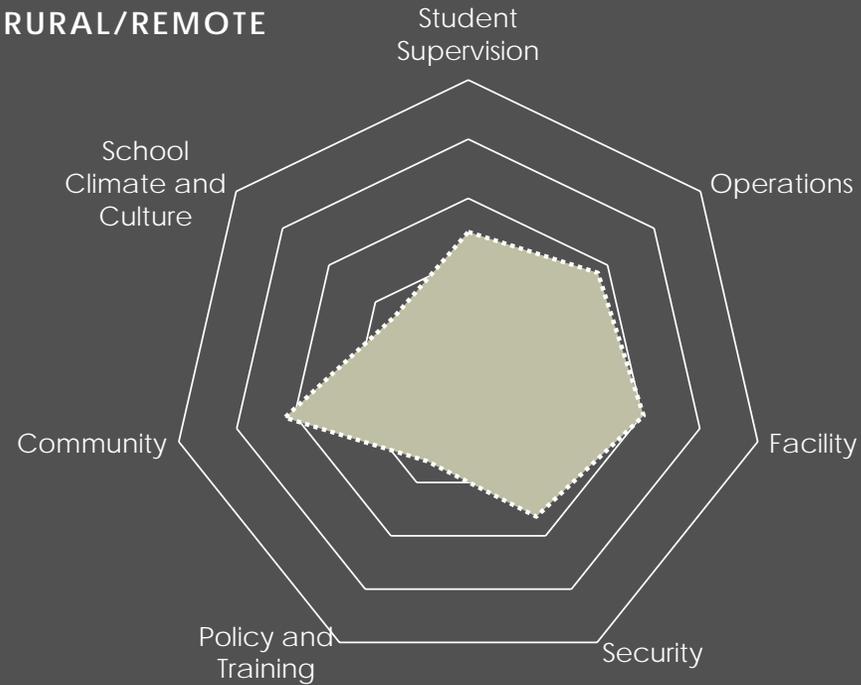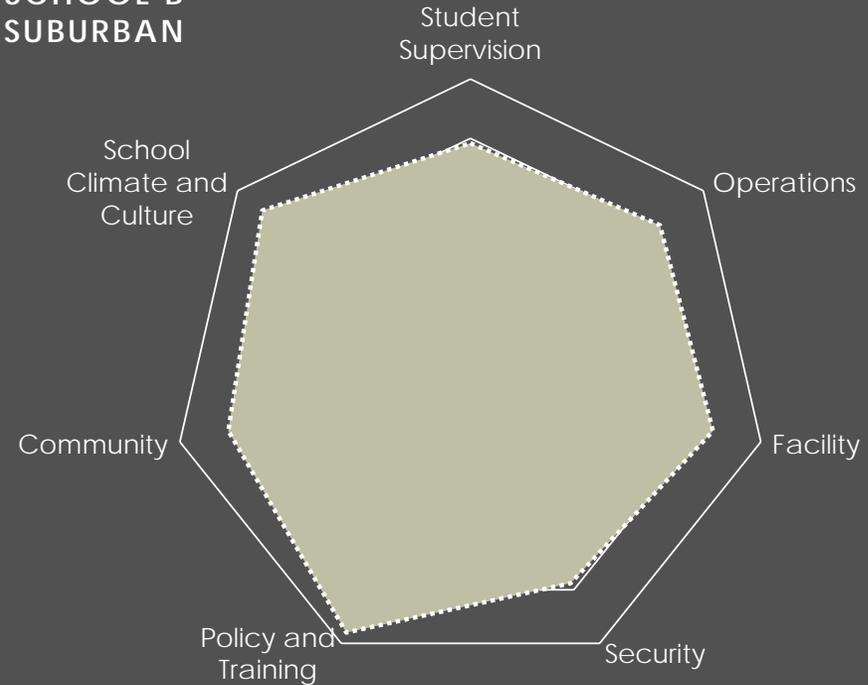
IDAHO OFFICE OF
SCHOOL
SAFETY &
SECURITY

It is the mission of the Idaho Office of School Safety and Security to foster safer student environments by supporting school communities with assessment, training and expertise.

REGIONAL SECURITY ANALYSTS

Region I	Region II	Region III
Mark Feddersen	Mike Munger	Guy Bliesner
CDA	Meridian	Pocatello
208.625.7256	208.407.6716	208.221.3145
Mark.Feddersen@dbs.Idaho.gov	Mike.Munger@dbs.Idaho.gov	Guy.Bliesner@dbs.Idaho.gov

IDAHO STEM ACTION CENTER

SUBJECT
    STEM School Designation Recommendations for 2020

REFERENCE

March 2017	Legislation was passed directing the Idaho STEM Action Center and the Office of the State Board of Education to create a process to recognize STEM Schools through a STEM School Designation (Section 33-4701, Idaho Code)
July 2017	Board convened a working group to determine the process and standards by which this legislation would be fulfilled.
April 2018	Board approved STEM School Designation standards and process for designating public schools and programs.
December 2018	Board received an update from the STEM Action Center on the process for identifying schools for STEM School Designation and a general update on the activities of the STEM Action Center.
January 2019	Board designated the first four Idaho STEM Schools: Barbara Morgan STEM Academy, Galileo STEM Academy, Temple View Elementary, and Bingham Academy.

APPLICABLE STATUTE, RULE, OR POLICY
    Section 33-4701, Idaho Code

BACKGROUND/DISCUSSION
    Section 33-4701, Idaho Code, was enacted by the legislature in 2017, establishing a STEM school designation to be earned by schools and programs that meet specific standards established by the State Board of Education (Board). Pursuant to Section 33-4701, Idaho Code, the Board is charged with awarding STEM school and STEM program designations annually to those public schools and programs that meet the standards established by the Board in collaboration with the STEM Action Center.

    As provided in the information at the Regular April 2018 Board meeting, the Board approved STEM School Designation Standards aligned with Cognia (formerly AdvancED) STEM School Certification Standards and Indicators. In July 2018, the STEM Action Center in collaboration with Board staff began planning for the Idaho STEM School Designation application process. Schools submit a self-assessment and application to Cognia in order to verify that an on-site review is warrented. School site visits are conducted throughout the school year, with Cognia STEM

Certification awarded at the conclusion of the visit based on the STEM School Criteria. Due to the alignment between the Cognia STEM School Certification requirements and the Idaho STEM School Designation Standards, any school receiving Cognia STEM School Certification will have also met Idaho's standards for STEM School Designation.

During its January 2020 meeting, the Idaho STEM Action Center Board approved advancing two schools to the Board for designation. Both were certified through the Cognia process in November 2019: North Idaho STEM Charter Academy in Rathdrum and Southside Elementary School in Cocolalla. The STEM Action Center Board is recommending the State Board of Education approve both schools for Idaho STEM School Designation for 2020 which, per statue, will be recognized for 5 years. Schools receiving this designation are eligible to receive funds from the STEM Action Center.

IMPACT
There is no fiscal impact to the Board. The STEM Action Center will award up to $10,000 from its general fund appropriation in FY20 to each designated school, up to six schools in 2020. The STEM Action Center is anticipating this annual $10,000 award for the duration of the designation, up to four additional years, pending annual appropriation and industry partnerships.

ATTACHMENTS
Attachment 1 – STEM School Designation Review Summaries

STAFF COMMENTS AND RECOMMENDATIONS
Pursuant to Section 33-4701, Idaho Code:

- The Board shall award STEM school and school programs that meet the standards established by the Board in collaboration with the STEM Action Center.
- The STEM Action Center Board shall make recommendations annually to the State Board of Education for the award of a STEM school designation.
- STEM designations shall be valid for a term of five (5) years. At the end of each designation term, a school may apply to renew its STEM designation.

The STEM Action Center Board met on January 10, 2020 and is requesting the certified STEM schools be considered for STEM Designation by the Board.

Staff Recommends Approval

BOARD ACTION

I move to approve the request by the STEM Action Center Board to designate North Idaho STEM Charter Academy in Rathdrum and Southside Elementary in Lake Pend Oreille School District #84 as Designated STEM Schools for 2020-2024.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

STEM Certification Review Summaries from the Certification Review Team

Southside Elementary in Cocolalla (K-6)

The Cognia STEM Certification Review Team conducted an on-site review of Southside Elementary on November 10-12, 2019. The school was well-prepared and provided the team with a wide variety of documents prior to the on-site visit including an Executive Summary, Narrative Summaries, and a Self-Assessment. While on-site, the team interviewed 40 stakeholders and formally observed all ten classrooms using the eleot® tool to collect data and record observations. The team also informally visited classrooms and discussed STEM-related issues with members of the staff.

The STEM Certification Review Team found that the school is meeting the Cognia Standards for STEM Certification. The team's average rating of the 11 STEM Indicators was 3.00 out of 4.00, above the Cognia minimum of 2.8 required for STEM Certification. Along with rating the Indicators, the team also identified two Powerful Practices. These Powerful Practices were related to providing an inquiry-based learning environment that encourages finding creative solutions to authentic problems and empowering students to personalize and self-direct their STEM learning experiences.

As with any school, the STEM Certification Review Team also found some areas where the school could make its STEM program even stronger. Areas identified as Opportunities for Improvement were the development of a more structured approach to teacher collaboration to more fully integrate STEM learning experiences for students and allocating sufficient time for regular STEM-focused professional development for teachers.

In closing, the Cognia STEM Certification Review Team commended all the Southside Elementary stakeholders for their hard work and dedication to implementing a high-quality STEM program for all students.

North Idaho STEM Charter Academy in Rathdrum (K-12)

The Cognia STEM Certification Review Team conducted an on-site review of North Idaho STEM Charter Academy on November 12-14, 2019. The school was well-prepared and provided the team with a wide variety of documents prior to the on-site visit including an Executive Summary, Narrative Summaries, and a Self-Assessment. While on-site, the team interviewed 57 stakeholders and formally observed 23 classrooms using the eleot® tool to collect data and record observations. The team also informally visited classrooms and discussed STEM-related issues with members of the staff.

The STEM Certification Review Team found that the school is meeting the Cognia Standard for STEM Certification. The team's average rating of the 11 STEM Indicators

was 3.36 out of 4.00, above the Cognia minimum of 2.8 required for STEM Certification. Along with rating the Indicators, the team also identified two Powerful Practices. These Powerful Practices were related to giving students a variety of opportunities to demonstrate their STEM learning through performance-based assessments and their integrated, comprehensive program designed to prepare students for college and career.

As with any school, the STEM Certification Review Team also found some areas where the school could make its STEM program even stronger. One area noted at North Idaho STEM Charter Academy was developing a plan for recruiting, enrolling, and retaining students with disabilities.

In closing, the Cognia STEM Certification Review Team commended all the North Idaho STEM Charter Academy stakeholders for their hard work and dedication to implementing a high-quality STEM program for all students.

DIVISON OF CAREER TECHNICAL EDUCATION

SUBJECT

Idaho Strengthening Career and Technical Education for the 21st Century Act (Perkins V) State Plan

REFERENCE

October 2006	Board received an update on the new state Carl D. Perkins IV transition plan
February 2007	Board approved the state federal Carl D. Perkins IV six-year plan
February 2009	Board approved updated five-year plan under Perkins IV Act
February 2019	Board received an update on the new Perkins V Act adopted by Congress in 2018
May 2019	Board approved the Perkins V State Transition Plan
December 2019	Board received an update on the status of the Perkins V State Plan

APPLICABLE STATUE, RULE, OR POLICY

Sections 33-2201 through 33-2207, Idaho Code
P.L. 115-224 Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (2018)

BACKGROUND/DISCUSSION

On July 31, 2018, the U.S. President signed into law the *Strengthening Career and Technical Education for the 21st Century Act* (Public Law 115-224) (Perkins V), which reauthorized and amended the *Carl D. Perkins Career and Technical Education Act of 2006*. The U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) has provided a guide to assist states in developing their State Plan under Perkins V.

The purpose of the Strengthening Career and Technical Education for the 21st Century Act referred to as Perkins V is to increase learner access to high-quality Career Technical Education (CTE) programs of study, with a focus on systems alignment and program improvement. Perkins V also emphasizes improving the academic and technical achievement of CTE students, strengthening the connections between secondary and postsecondary education, and improving accountability. Perkins V requires the submittal of a state plan with state determined levels of performance. Like the Consolidated State Plan for the Every Student Succeeds Act, the Perkins V planning requirements include requirements for levels of performance to be determined in consultation with stakeholders. The development of the plan must engage representatives of secondary and

postsecondary career technical programs; community representatives including parents, students and community organizations; representatives of the state workforce development board; members and representatives of special populations; representatives of business and industry; representatives of agencies serving out-of-school youth, homeless children, and at-risk youth; representatives of Indian Tribes and Tribal organization; and individuals with disabilities.

Pursuant to Section 33-110, Idaho Code, the State Board of Education is designated as the State Education Agency which is authorized to negotiate, and contract with, the federal government, and to accept financial and other assistance from the federal government. Section 33-2202, Idaho Code, designates the State Board of Education as the State Board for Career Technical Education for the purpose of carrying out the provisions of the federal act known as the Smith-Hughes Act and any subsequent acts affecting vocational education and to execute the laws of the state relative to CTE. This section further authorizes the Board to cooperate with the federal government to administer such legislation, relative to CTE.

The Division of Career Techncial Education is submitting the attached Idaho Perkins V State Plan draft for informational purposes to the State Board of Career Technical Education. It is the intent of the Division to distribute the draft for a 30-day public comment period starting on February 12, 2020. After the public comment period, the final Idaho Perkins V State Plan will be submitted to the Board for approval.

NOTE: Not all sections of the State Plan are complete. Those sections are pending further information or require more stakeholder involvment. Incomplete areas are noted with "**To be determined**."

IMPACT
The Perkins V State Plan is an outline of how the Division envisions it will accomplish the following objectives:
- Help drive Idaho towards our goal of 60% of Idahoans possessing a degree or certificate
- Improve the occupational outlook of our students
- Provide the skilled workforce Idaho employers need

ATTACHMENTS
Attachment 1 – Idaho Perkins V State Plan – Draft
Attachment 2 – Adobe Feedback/Support

STAFF COMMENTS AND RECOMMENDATIONS
Prior to submittal to OCTAE, the Governor must also be given 30 days to consider the Plan. The Plan is required to be submitted to OCTAE on April 15, 2020. Due to the current timeline, the Board will be asked to convene a special Board meeting for final approval of the Perkins V plan at the end of the public comment period.

BOARD ACTION

This item is for informational purposes only.

U. S. Department of Education
Office of Career, Technical, and Adult Education

Strengthening Career and Technical Education for the 21st Century Act
(Perkins V) State Plan

I.   COVER PAGE

A.   State Name: Idaho_____

B.   Eligible Agency (State Board) Submitting Plan on Behalf of State:

   Idaho State Board of Career & Technical Education (Division)_____

C.   Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the "authorized representative" for the agency.

   1.   Name: Clay Long_____

   2.   Official Position Title: State Administrator_____

   3.   Agency: Idaho Career & Technical Education_____

   4.   Telephone: (208) 429-5501_____   6. Email: clay.long@cte.idaho.gov_____

D.   Individual serving as the State Director for Career and Technical Education:

   ☑ Check here if this individual is the same person identified in Item C above and then proceed to Item E below.

   1.   Name: _____

   2.   Official Position Title: _____

   3.   Agency: _____

   4.   Telephone: (_____)_____   5. Email: _____

E.   Type of Perkins V State Plan Submission - FY 2019 (*Check one*):

   ☐ 1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will need only to further complete Items G and J.*
   ☐ State Plan (FY 2019-23) – *if an eligible agency selects this option, it will complete Items G, I, and J*

F.   Type of Perkins V State Plan Submission - *Subsequent Years* (*Check one*):

   ☑ State Plan (FY 2020-23)

☐ State Plan Revisions (Please indicate year of *submission:* _____

G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):

☐ Yes
☑ No

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years* (*Check one*):

☐ Yes (*If yes, please indicate year of submission:* _____)
☑ No

I. Governor's Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below):*

Date Governor was sent State Plan for signature:

☐ The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.

☐ The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

J. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified in Item C Above (Printed Name)	Telephone:
Signature of Authorized Representative	Date:

GLOSSARY

ARTICULATION AGREEMENT (Perkins Sec. 3.4)
A written commitment that is agreed upon at the State level or approved annually by the lead administrators of a secondary institution and a postsecondary educational institution or a subbaccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary education institution designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree, and is linked through credit transfer agreements between the two (2) institutions.

CAREER AND TECHNICAL EDUCATION (CTE) (Perkins Sec. 3.5)
Organized educational activities that offer a sequence of courses that provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations which shall be, at the secondary level, aligned with the challenging State academic standards adopted by Idaho under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; provides technical skill proficiency or a recognized postsecondary credential which may include an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses (other than a remedial course) that meet the requirements. CTE includes competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual. To the extent practicable, organized educational activities are coordinated between secondary and postsecondary through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing. Organized educational activities may include exploration at the high school level or as early as the middle grades.

CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO) (Perkins Sec. 3.6)
An organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

CAREER CLUSTER
The National Career Clusters® Framework serves as an organizing tool for Career Technical Education programs, curriculum design, and instruction. There are sixteen (16) Career Clusters in the Framework, representing 79 Career Pathways to help learners navigate their way to greater success in college and career. The Career Clusters are Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V Technology, and Communications; Business Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections, and Security; Manufacturing; Marketing; Science, Technology, Engineering and Mathematics; and Transportation, Distribution, and Logistics.

CAREER GUIDANCE AND ACADEMIC COUNSELING (Perkins Sec. 3.7)
Guidance and counseling that provides access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities. and planning with respect to an individual's occupational and academic future; provides information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree

1

programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and may provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.

CAREER PATHWAY (Perkins Sec. 3.8)
See Program of Study

CLUSTER PROGRAM (ISBE Policy IV.E.7.b)
As defined by the Idaho State Board Education (ISBE), provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. A cluster program must meet the following requirements: consist of a variety of foundation and intermediate courses within a single Career Cluster that does not culminate in a capstone course; offer a program that is three or more semesters (or the equivalent) in length; demonstrate a strong career/workplace readiness skills alignment; participate in a related Career Technical Student Organization; maintain an active Technical Advisory Committee to guide program development and foster industry engagement; and require a nationally validated, industry-based Workplace Readiness Assessment created to evaluate skills and attitudes needed for success in the workplace administered by an approved developer as part of the program.

CREDIT TRANSFER AGREEMENT (Perkins Sec. 3.11)
A formal agreement, such as an articulation agreement, among and between secondary and postsecondary education institutions or systems that grant students transcripted postsecondary credit, which may include credit granted to students in dual or concurrent enrollment programs, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.

CTE CONCENTRATOR (ISBE policy, Division defined, and Perkins Sec. 3.12)
Partially defined in ISBE Policy IV.E.3.a as a secondary student enrolled in a capstone course. Further defined by the Idaho Division of Career Technical Education (Division) as, at the secondary school level, a junior or senior completing at least two courses in a single CTE pathway (program of study). Includes advanced coursework (e.g. intermediate and capstone) beyond beginning/introductory classes.

At the postsecondary level, a student who completes at least 12 CTE credits (cumulative credits earned up to 3 years) in a single program area OR completes a CTE program that terminates in a degree or certificate (Basic Technical Certificate – BTC, Intermediate Technical Certificate – ITC, Advanced Technical Certificate – ATC, or Associate of Applied Science – AAS degree) as reported to Idaho CTE.

CTE PARTICIPANT (Division defined and Perkins Sec. 3.13)
A secondary student who has completed not less than one (1) course in a career and technical education program or program of study of an eligible recipient. Includes advanced coursework beyond beginning/introductory classes.

A postsecondary student who has been accepted and enrolled in one (1) or more credits in any state funded career technical program.

DISPLACED HOMEMAKER (Workforce Innovation and Opportunity Act (WIOA) Sec. 3.16)
An individual who has been providing unpaid services to family members in the home and who has been dependent on the income of another family member but is no longer supported by that income;

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or is the dependent spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of a deployment a call or order to active duty, a permanent change of station, or the service-connected death or disability of the member; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

DUAL OR CONCURRENT ENROLLMENT PROGRAM (Perkins Sec. 3.15)
A program offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student who has not graduated from high school with a regular high school diploma is able to enroll in one or more postsecondary courses and earn postsecondary credit that is transferable to the institutions of higher education in the partnership and applies toward completion of a degree or recognized educational credential.

ELIGIBLE INSTITUTION (Perkins Sec. 3.20)
A consortium of 2 or more entities including; a public or nonprofit private institution of higher education that offers and will use funds provided under this title in support of career and technical education courses that lead to technical skill proficiency or a recognized postsecondary credential, including an industry-recognized credential, a certificate, or an associate degree; a local educational agency providing education at the postsecondary level; an area career and technical education school providing education at the postsecondary level; an Indian Tribe, Tribal organization, or Tribal education agency that operates a school or may be present in the state; a postsecondary educational institution controlled by the Bureau of Indian Education or operated by or on behalf of any Indian Tribe that is eligible to contract with the Secretary of the Interior; a tribally controlled college or university; or an educational service agency.

ELIGIBLE RECIPIENT (Perkins Sec. 3.21)
A local educational agency (including a public charter school that operates as a local educational agency), an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency or a consortium, eligible to receive assistance; or an eligible institution or consortium of eligible institutions eligible to receive assistance.

ENGLISH LEARNER
(ESEA Sec. 8101.20) A secondary school student who is aged 3 through 21; is enrolled or preparing to enroll in a secondary school; who was not born in the United States or whose native language is a language other than English, who is Native American or Alaska Native or a native resident of the outlying areas and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the challenging State academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society.

(Perkins Sec. 3.22) An adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and whose native language is a language other than English or who lives in a family environment or community in which a language other than English is the dominant language.

HIGH SKILL (Division defined)
A career that uses an industry validated curriculum meeting standards developed by educators and industry under direction of the Division with multiple entry and exit points resulting in industry recognized certificates, credentials, degrees or apprenticeships beyond a high school diploma.

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HIGH WAGE (Division defined)
A career that provides 60% of the average hourly wage by labor market region as determined by the Idaho Department of Labor. The percentage was determined using Idaho's Unemployment Insurance Program which provides benefits up to 60% of the state's average wage. Labor market data may be found at https://lmi.idaho.gov/oes.

IN-DEMAND INDUSTRY SECTOR OR OCCUPATION (WIOA Sec. 3.23)
An industry sector that has a substantial current or potential impact on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors or an occupation that currently has or is projected to have a number of positions in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate. An in-demand occupation tool has been developed by the Idaho Department of Labor in consultation with the Workforce Development Council and the Division and may be found on the Division's website at https://public.tableau.com/profile/idlabor#!/vizhome/In-DemandOccupations/In-DemandOccupations.

INDIAN; INDIAN TRIBE (Indian Self-Determination and Education Assistance Act)
"Indian" means a person who is a member of an Indian Tribe.

"Indian Tribe" means any Indian tribe, band, nation, or other organized group or community, including and Alaska Native village or regional or village corporation, which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

INDIVIDUAL WITH A DISABILITY (Perkins Sec. 3.28)
An individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

INDUSTRY RECOGNIZED (Association for Career and Technical Education (ACTE))
A credential that is sought or accepted by employers within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, hiring, retention or advancement purposes; and, where appropriate, is endorsed by a nationally recognized trade association or organization representing a significant part of the industry or sector.

INDUSTRY OR SECTOR PARTNERSHIP (Perkins Sec. 3.29)
The term ''industry or sector partnership'' has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

INSTITUTION OF HIGHER EDUCATION (Perkins Sec. 3.30)
The term ''institution of higher education'' has the meaning given the term in section 101 of the Higher Education Act of 1965.

LOCAL EDUCATIONAL AGENCY (Perkins Sec. 3.31)
The term ''local educational agency'' (LEA) has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

NON-TRADITIONAL FIELDS (Perkins Sec. 3.33)

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Occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

OUT-OF-SCHOOL YOUTH (Perkins Sec. 3.35)
The term ''out-of-school youth'' has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

OUT-OF-WORKFORCE INDIVIDUAL (Perkins Sec. 3.36)
An individual who is a displaced homemaker; or an individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills, or is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title, and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

PARAPROFESSIONAL (Perkins Sec. 3.37)
Also known as a "paraeducator", includes an education assistant and instructional assistant.

PATHWAY PROGRAM (ISBE Policy IV.E.7.c)
Provides specific career area occupational preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program. A pathway program must meet the following requirements: consists of a sequence of courses that culminate in a capstone course and aligns with Board approved career technical education content standards; offer a program that is three or more semesters (or the equivalent) in length; demonstrate a strong career/workplace readiness skills alignment; participate in a related Career Technical Student Organization; maintain an active Technical Advisory Committee to guide program development and foster industry engagement; require the Workplace Readiness Assessment as part of the program; demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards; offer work-based learning experience opportunities for students (paid or unpaid) require a pathway-identified Technical Skills Assessment for all students enrolled in the capstone course (concentrators); ensure the program meets the requirements for concentrators to obtain Technical Competency Credit for aligned postsecondary programs; and require a nationally validated, industry-based technical skill assessment administered by and approved developer. See also Program of Study.

POSTSECONDARY EDUCATIONAL INSTITUTION (Perkins Sec. 3.39)
An institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree, a tribally controlled college or university, or a nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

PROFESSIONAL DEVELOPMENT (Perkins Sec. 3.40)
Activities that are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary level; and are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based.

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PROGRAM OF STUDY (Perkins Sec. 3.41)
A coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; addresses both academic and technical knowledge and skills, including employability skills; is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); has multiple entry and exit points that incorporate credentialing; and culminates in the attainment of a recognized postsecondary credential. Commonly used interchangeably with the terms pathway and career pathway.

QUALITY (Division defined)
At the secondary level, an educational program effectively uses data to inform and improve student success including closing student equity gaps in access and completion and improving attainment of rigorous academic and technical skills. Secondary CTE concentrators, as defined in this plan, demonstrate acceptable levels of proficiency as measured by Technical Skills Assessments. At least one Technical Skills Assessment must be administered to CTE concentrators once every two years as part of a pathway to remain eligible to receive Perkins funds. Authorized CTSOs must align with CTE course curriculum, but are not limited to programs of study offered.

Postsecondary CTE concentrators, as defined by the state, demonstrate proficiency through earning a degree or certificate (Basic Technical Certificate, Intermediate Technical Certificate, Advanced Technical Certificate, or an Associate of Applied Science Degree (A.A.S.)).

All secondary and postsecondary recipients must complete a Comprehensive Local Needs Assessment (CLNA) every two (2) years, have a technical advisory committee for each program of study that meets at least once a year, annually submit program data and analysis showing progress toward performance targets, employ faculty that meet the minimum certification requirements as established by the Division, must connect to an authorized CTSO that is aligned to course curriculum led by a teacher that meets the minimum certification requirements as established by the Division, and must provide professional development opportunities.

RECOGNIZED POSTSECONDARY CREDENTIAL (WIOA Sec. 3.52)
A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree. ISBE definitions for postsecondary certifications available at state institutions may be found at https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/iii-e-certificates-and-degrees/.

REMOTE SCHOOL DISTRICT (Division defined)
A remote district is a rural district isolated from the other schools of the state because of geographical or topographical conditions. Districts are considered remote when the distance between district offices is equal to or greater than 25 miles on a continuous all-weather surface road.

RURAL SCHOOL DISTRICT (Idaho Code §33-319)
A school district with fewer than twenty (20) enrolled students per square mile within the area encompassed by the school district's boundaries or the county in which a plurality of the school district's market value for assessment purposes is located contains less than twenty-five thousand (25,000) residents.

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SCOPE (Division defined)
A secondary program must provide opportunity for postsecondary advancement as evidenced by: at least one (1) articulation agreement in place or opportunities to earn college credits under Idaho's Advanced Opportunities program (https://boardofed.idaho.gov/k-12-education/advanced-opportunities-for-high-school-academics/); alignment with business and industry needs as identified in the CLNA; rigorous academic and technical skills aligned with challenging academic and CTE standards (including employability skills); a capstone course within a pathway; a recognized postsecondary credential; participation in work based learning experiences; and identifying one (1) of the three (3) definitions of a high skill, high wage, or in demand occupation in their CLNA.

SIZE (Division defined)
At the secondary level, the recipient must offer a minimum of one (1) Division approved program of study (pathway) and one (1) authorized CTSO. Both must align to the comprehensive local needs assessment. A Career and Technical School (CTS) must have a minimum of three (3) Division approved programs of study and one (1) authorized CTSO. Individual courses that constitute a program of study should take into consideration the available space, equipment/technology, safety, and teacher to student ratio for a quality student experience.

At the postsecondary level, a program approved by the Idaho State Board of Education in compliance with Board policy III.G: Postsecondary Program Approval and Discontinuance that meets the enrollment requirements established by the institution and offers a recognized postsecondary credential.

SPECIAL POPULATIONS (Perkins Sec. 3.48)
Individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non- traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

SUPPORT SERVICES (Perkins Sec. 3.50)
Services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices.

WORK-BASED LEARNING (Perkins Sec. 3.55)
Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

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II. NARRATIVE DESCRIPTIONS

A. <u>Plan Development and Consultation</u>

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.

    The Division has engaged in a series of outreach efforts designed to collect input from as many stakeholder groups as possible, including:

    - Outreach sessions for secondary and postsecondary stakeholder groups and REACH, which is Idaho's statewide professional development conference. This annual conference, which brings approximately 900 secondary and postsecondary stakeholders to Boise for a three-day training. The 2019 conference included several sessions specific to labor market information and understanding Perkins V.
    - During our Spring 2019 and Winter 2020 outreach, we hosted community forums in each of Idaho's six education regions. Members of the community, including family members, community organizations, and business members were invited to attend. The only stakeholder group with a consistent presence was business members in each region.
    - Various meetings with WDC to discuss a combined plan. and development of a labor market tool designed to help grant recipients identify high skill, high wage, and in-demand occupations. While the ultimate decision was to not pursue a combined plan at this time, we agreed to begin using common labor market data to discuss regional labor market trends. Newly developed labor market tool will allow recipients to use readily available data to help reduce the data burden associated with the CLNA and to help ensure consist data analyses statewide.
    - As part of outreach efforts, invited directors from each of our Centers for New Direction to our regional meetings, and provided them with additional information on how Perkins V project could expand services (including individual services). Connected Center Directors with postsecondary representatives to ensure additional special populations are considered in the planning and project process.
    - In conjunction with our Workforce Development Council, conducted 14 regional listening sessions to better understand the needs of local communities and small business owners. Met with representatives of Idaho Business for Education, including a 90-minute listening session with Scott Stump. Reached out to Idaho Association for Commerce and Industry, as well as numerous Chambers of Commerce.
    - To help expand CTE access to more students, both the Spring and Fall 2019 outreach included a specific focus on better supporting students in need. This included recommending that recipients connect with local foster care advocates, local homeless support entities, and local outreach organizations. Juvenile corrections was included in the outreach efforts and is working to expand CTE programming to help reduce recidivism for juvenile offenders. The Winter 2020 outreach sessions included agencies related to special populations in an effort to expand knowledge of CTE programs and provide an opportunity for collaboration.
    - Multiple contacts with state tribal leaders including the tribal education council, individual tribes and listening sessions. At the request of the tribes, conducted individual meetings with leaders from three of Idaho's five tribes. Follow-up meetings were requested, and joint meeting between the tribes and the local school district/postsecondary institutions have been scheduled to identify strategies for

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collaboration.

- As part of WIOA listening tours, met with representatives of Idaho Vocational Rehabilitation, as well as regional advocacy groups representing individuals with physical disabilities, blind and visually impaired, cognitive disabilities, and seniors. Identified areas of concern and potential solutions, including transportation and better connectivity between business & industry and service. The Division is also a member of the Idaho Interagency Council on Student Transition (IICST), a group devoted to helping students with disabilities transition from secondary to postsecondary life. The Division attended a conference hosted by the National Technical Assistance Center on Transition (NTACT) with other members of IICST centered on incorporating assistance for students with disabilities into state Perkins V plans.
- The Division held Idaho's first ICTE Rural District Symposium centered around helping rural and remote districts strengthen student learning outcomes and to align district priorities with Perkins V.

2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

The Idaho Division of Career and Technical Education (Division) is currently the agency responsible for adult career and technical education and postsecondary education. A copy of the State plan will be submitted to the Idaho State Board of Education prior to releasing the State plan for a 30-day public comment period.

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

During our Spring 2019 outreach, the Division hosted community forums in each of Idaho's six education regions. Members of the community, including family members, community organizations, and business members were invited to attend. The only stakeholder group with a consistent presence was business members in each region.

In conjunction with Idaho's Workforce Development Council, the Division conducted 14 regional listening sessions to better understand the needs of local communities and small business owners. We met with representatives of Idaho Business for Education, including a 90-minute listening session with Scott Stump. We reached out to Idaho Association for Commerce and Industry, as well as numerous Chambers of Commerce.

During our Winter 2020 outreach, the Division hosted more community forums in each of Idaho's six education regions. Members of the community, including family members, community organizations, and business members were invited to attend.

Prior to submission of the draft State plan to the Board for informational purposes, the draft State plan will be available on the Division and OSBE websites for review in accordance with the 30-day public comment period required by the Act. A copy of the

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State transition plan has been available on our website for comment. Comments have been and will be continue to be collected via email to stakeholderinput@cte.idaho.gov or mailed to The Division at;

Idaho Career and Technical Education
c/o Perkins V State Plan
650 W. State St., Ste 324
Boise, ID 83702-5936

B. <u>Program Administration and Implementation</u>

1. State's Vision for Education and Workforce Development

   a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

   The following information is part of the WIOA State Plan as modified for program year 2018.

   The Council arrived at three broad goals for the State's workforce system, which are outlined below. Under each of these goals, the Council identified several strategies that relate more specifically to the populations, services, policies, and priorities within the workforce development system. The strategies cited under each goal below are a priority subset of the Council's strategic plan that directly relate to the foundational analysis within this Combined State Plan and clarify how the Councils goals relate to individuals with barriers to employment.

   1. Promote policies that align workforce, education, economic development, and entrepreneurship to meet industry and employer's workforce needs.
   - *Leverage public and private resources (in order to provide greater levels of service to those with barriers to employment and in rural communities)*

   2. Facilitate development of an Idaho workforce that is highly skilled and committed to continuous learning.
   - *Provide access to low-skilled and at-risk youth and adults, dislocated workers and others with barriers to employment to a full range of information and supports to prepare for work that leads to economic self-sufficiency.*
   - *Enhance opportunities for lifelong learning by expanding delivery options such as: 1) stackable credentials, 2) compressed scheduling, 3) on-line and distance learning, 4) modularized curriculum and 5) other alternative learning modalities*
   - *Encourage the use of workplace flexibility options such as job sharing, job restructuring, part-time worker pools, flex-time and telecommuting to increase employment opportunities and retain quality workers*
   - *Promote employment practices and workplace environments that encourage a culture of diversity and inclusiveness*

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3. Support a comprehensive education and workforce delivery system.
- *Maintain a quality One-Stop Career System that connects employers and workers and facilitates access to workforce services, education services and information.*
- *Enhance coordination among workforce system partners and streamline services by eliminating duplication and ineffective or unnecessary practices.*
- *Provide access to information, financial aid and other supportive services that allow all workers to obtain education and training leading to employment.*
- *Coordinate a system of work supports for low-income workers to help them stay employed and move toward economic self-sufficiency (e.g. food stamps, child care, and housing) and provide safety nets to those who are in transition in the workforce*

Idaho's Workforce Development Council identified four focus areas for the purposes of improving Idaho's workforce system.

- *Serving Rural Communities*
- *Attracting, Training, and Retaining Quality Staff*
- *Career Pathways*
- *Connecting Youth*

Idaho Career & Technical Education (ICTE), which administers both the WIOA Title II and Carl D. Perkins programs, and oversees both secondary and postsecondary career and technical education in Idaho, is essential in connecting workforce programs with career and technical education, engaging the State's technical colleges, and guiding the development of meaningful career pathways.

The Division connects education to Idaho's workforce in three essential ways, our micro-certification process, through technical advisory committees, and through the Centers for New Directions.

The Division is currently aligning all secondary CTE pathways to postsecondary CTE programs using a micro-certification system called SkillStack®. SkillStack® is a digital badging/micro-certification platform that allows Idaho's educators to validate the skills their students demonstrate proficiency in; leading to industry-relevant badges/TCCs.

Program standards are developed for each badge through a collaborative process that engages industry, postsecondary faculty, secondary faculty, and other critical stakeholders. As students provide evidence of the competencies for each skill, educators evaluate the competencies based on common assessments (including the Technical Skills Assessment and Postsecondary Assessment). Once all skills are validated for a particular badge, the information is entered in the SkillStack® platform and badges are issued.

Matriculating secondary students can receive postsecondary credit for work accomplished during their high school tenure.

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Idaho's high school, college, university, and workforce training educators are the only individuals allowed to validate skills in SkillStack®. These individuals gain authorization to validate skills upon verification and training from the Division.

Employers can search the database for individuals that have been awarded badges aligned to the jobs they are trying to fill. The SkillStack® platform will invite those individuals to learn more about the open position by visiting the company's website or location where the job is posted.

Currently there are 63 TCC badges and up to 180 credits available through SkillStack® in 37 programs of study.

Successful career and technical education programs maintain close ties with business and industry, and must be integrally linked to their communities and state. Career and technical education programs in Idaho are required to incorporate active input from an appropriately qualified business/industry technical advisory committee (TAC).

An effective TAC reveals local career opportunities, prepares students to enter the workforce, and/or helps upgrade the skills of workers already employed. The TAC advises the program to ensure it stays up to date in terms of content and training. TAC members also assist in, and advocate for, student, faculty, and program needs. Ultimately, TACs strengthen the working relationships between the career and technical education programs and the communities they serve.

The Division also administers the Center for New Directions program. Through this program, single parents and displaced homemakers receive services to help them move from dependence to independence. Services include personal, career, and education counseling, assessment and testing, and preparation for employment and training. The program also promotes gender equity in the Division's programs by supporting nontraditional career fields through grants, scholarships, and other methods. The Centers for New Directions are located on campuses of the Idaho Technical College System.

b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

The Division is working to help drive Idaho towards our goal of 60% of Idahoans between the ages of 25 and 34 possessing a degree or certificate by 2025, improve the occupational outlook of our students, and provide the skilled workforce Idaho employers need. The Division also supports the recommendations of Idaho's 2017 Workforce Development Task Force, to build CTE secondary and postsecondary program capacity to meet workforce demand.

Idaho State Board of Education and ICTE Objectives (fiscal years 2020-2024).

MISSION STATEMENT

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The mission of the Career Technical Education system is to prepare Idaho's youth and adults for high-skill, in-demand careers.

VISION STATEMENT
The vision of Idaho Career & Technical Education is to be:
1. A premiere educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
2. A gateway to meaningful careers and additional educational opportunities; and
3. A strong talent pipeline that meets Idaho business workforce needs.

GOAL 1 EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.
Objective A: Technical assistance and support for CTE programs – Provide timely, accurate, and comprehensive support to CTE programs that meets the needs of administrators and instructors at both the secondary and postsecondary levels.
Objective B: Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.
Objective C: Funding Quality Programs – Secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry.
Objective D: Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.

GOAL 2 EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.
Objective A: Support State Board Policy III.Y by aligning similar first semester CTE courses among the technical colleges and ensuring that secondary program standards align to postsecondary programs.
Objective B: Talent Pipelines/Career Pathways – CTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model.

GOAL 3 WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.
Objective A: Workforce Training – Non-credit training will provide additional support in delivering skilled talent to Idaho's employers.
Objective B: Adult Education (AE) – AE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.
Objective C: Centers for New Directions (CND) – CNDs will help foster positive student outcomes, provide community outreach events and workshops, as well as collaborate with other agencies.

c.   Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve

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the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

The Division and Idaho's Workforce Development Council (WDC) are partner agencies in developing and executing Idaho's Workforce Development State Plan. The WDC is an important stakeholder in the Perkins V State Plan, providing crucial labor market information, in conjunction with the Idaho Department of Labor, to all Perkins V eligible recipients and working with Centers for New Direction to provide education opportunities for special population students within the four Idaho Community Colleges and the two State Colleges eligible to receive Perkins funds.

d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for purposes under section 124 of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

The Division will use leadership funds in accordance with Section 112(a)(2)(B) of the Act to;
- continue supporting non-traditional students through an equal distribution of $10,000 to each of the six eligible postsecondary recipients;
- support programs at the Idaho Department of Corrections not to exceed 1 percent of the total allocation for the State;
- provide additional funds equal to 0.5 percent to be distributed to the Idaho Department of Juvenile Corrections and Idaho Educational Services for the Deaf and Blind at a base amount of $7,500 per facility with the remainder split evenly between the two agencies;
- improve enrollment of special populations into CTE programs through coordination with other State agencies including, but not limited to, the Division of Vocational Rehabilitation and the Idaho State Department of Education (an amount equal to 0.1 percent).

Remaining leadership funds will be used to provide statewide professional development and leadership development; provide technical assistance to recipients; develop statewide programs and programs of study; support CTSOs; and to support development of valid and reliable assessments of competencies and technical skills.

2. **Implementing Career and Technical Education Programs and Programs of Study**

a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

The Idaho Division of Career and Technical Education (Division) currently supports fifty-four (54) approved programs of study (see Appendix A) under six (6) discipline

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areas representing fifteen (15) of the sixteen (16) career clusters as described in the National Career Clusters® Framework as presented by Advance CTE.

Six discipline areas:
1. Agriculture, Food, and Natural Resources
2. Business and Marketing Education
3. Engineering and Technology Education
4. Family and Consumer Sciences and Human Services
5. Health Professions and Public Safety
6. Trades and Industry

National Career Cluster® Framework
1. Agriculture, Food, and Natural Resources
2. Architecture and Construction
3. Arts, A/V Technology, and Communications
4. Business Management and Administration
5. Education and Training
6. Finance
7. Government and Public Administration *(no current programs of study)*
8. Health Science
9. Hospitality and Tourism
10. Human Services
11. Information Technology
12. Law, Public Safety, Corrections, and Security
13. Manufacturing
14. Marketing
15. Science, Technology, Engineering, and Mathematics
16. Transportation, Distribution, and Logistics

b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—
   i.   promote continuous improvement in academic achievement and technical skill attainment;
   ii. expand access to career and technical education for special populations; and
   iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

The Division collects data related to local education agencies (LEA) through the Idaho System for Educational Excellence (ISEE) operated and maintained by the State Department of Education (SDE). ISEE is a robust system allowing for the collection of disaggregated data down to the course level at each school within the state. Each CTE course is assigned a unique code by SDE associated with federally accepted CIP codes. Schools are responsible for accurate entry of data into ISEE.

The Division collects postsecondary disaggregated data directly from the institutions. Each CTE program is assigned a unique program ID associated with federally accepted CIP codes. Institutions are required to certify that information provided to the Division is accurate and complete. The Division validates all postsecondary data tied to approved programs.

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In Idaho, the secondary portion of a program of study is called a pathway and consists of a sequence of courses culminating in a capstone course. Capstone courses are limited to juniors/seniors and require Technical Skills Assessments that test a student's understanding of program standards. The Division through consultation with industry leaders, postsecondary institutions, and LEAs establishes program standards to align with industry standards, and it is through the standards setting process that the Division develops programs of study for the State of Idaho.

The Office of the State Board of Education (OSBE) is established by Section 33-102A, Idaho Code, as an executive agency of the State Board of Education. OSBE policy section III.G: Postsecondary Program Approval and Discontinuance, provides the Division with the method for approving locally developed programs of study or career pathways under section 132.

All eligible recipients must verify that special populations have access to all program areas offered in their school through the application process. The Division, in collaboration with the National Alliance for Partnerships in Equity (NAPE), intends to develop an equity training program during the State Plan period that will facilitate identifying and eliminating barriers for special populations to participate in CTE programs. Once developed, the Division will require all recipients to receive annual equity training to remain eligible for Perkins funds.

Successful career and technical education programs maintain close ties with business and industry, and must be integrally linked to their communities and state. Career and technical education programs in Idaho are required to incorporate active input from an appropriately qualified business/industry technical advisory committee (TAC).

An effective TAC reveals local career opportunities, prepares students to enter the workforce, and/or helps upgrade the skills of workers already employed. The TAC advises the program to ensure it stays up to date in terms of content and training. TAC members also assist in, and advocate for, student, faculty, and program needs. Ultimately, TACs strengthen the working relationships between the career and technical education programs and the communities they serve.

TACs at the secondary level are generally established by a program representative, which is usually the local CTE administrator, teacher, or departmental chairperson.

A TAC can be established:
- for a single program of study
- as a school-wide committee that includes representatives from multiple industries (aligned to the programs of study the school offers)
- as a joint committee with other schools in thje district and/or with nearby districts
- as a joint committee with a nearby postsecondary institution (TACs can be shared between secondary and postsecondary programs as long as adequate geographic representation exists from business and industry representatives. This is especially helpful in ensuring alignment of curriculum and seamless transition for students from high school to the technical colleges)

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For new career and technical education programs, or for those programs in need of a more formal committee structure, the program representative should take these steps to help ensure the success of the committee.

1. Determine the structure of the committee:
   a. Interview the representatives from programs with well-established committees.
   b. Study the duties, function, and framework of existing committees.
   c. Observe committee meetings.
   d. Consider creating an ad hoc committee to plan and develop the new TAC.
2. Prepare a general structure and plan for the committee.
3. Obtain appropriate approvals.
   a. Explain the intended function of the TAC to administration.
   b. Share examples of other committees, particularly for similar areas of study or those with similar workforce needs.
   c. List potential benefits to the administration, school, and teachers. Individualized Occupational Training (IOT) programs are not required to have separate TACs if the program representative can gain industry input by attending the TAC meetings of other programs in the school.
4. General Committee Framework. A TAC is a group that is:
   a. recognized for its expertise in a specific occupational area,
   b. made up of business, industry, and labor representatives of the occupation(s) for which training is provided, and
   c. organized to advise school personnel on matters concerning the career and technical education program.

The size of the committee may vary by the size of the community, scope of the career and technical education program, diversity of businesses and industries in the community, and purpose of the committee. Size may also vary over time to align with specific committee activities. Committees should be large enough to reflect the diversity of the community, yet small enough to be managed effectively. Committees with fewer than five members tend to be less effective as they may have limited perspectives, inadequate information on a number of target jobs, and too few employers represented. Committees with more than 15 members can become unmanageable. Five to nine members are generally an adequate size for most committees.

At the postsecondary level, committee members should be appointed using the guidelines outlined below and a standard selection process. Division representatives, instructors or faculty of the programs, and other staff may serve only in an ex-officio capacity.

1. Develop a list of prospective members that include several key characteristics.
   a. Representatives of:
      i. business/industry (program specific or broad industry representation for schoolwide committees);
      ii. local community (including Idaho Department of Labor representatives, if located in the community);
      iii. general geographic area to be served; and
      iv. programs at other schools, if applicable.
   b. People who:
      i. have recent experience related to the program area.

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  ii. are available to attend TAC meetings.

  iii. have an interest in education and the program.

2. Once the list is compiled, interview prospective members. The interviews should:

 a. explain the nature of the committee.

 b. explain the prospective member's role on the committee.

 c. describe the terms and length of service.

 d. gauge the prospective member's level of interest in serving and determine to what extent his or her participation would benefit the program.

3. Send an invitation letter to prospective new member, which is signed by appropriate program or school leadership, including the date, time, and location of the next committee meeting.

4. Once the administrator approves the appointment and the member has accepted it, send a formal letter of appointment.

c. Describe how the eligible agency will—

i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

Secondary pathways are generally listed as electives in each school district's student handbook that is disseminated to students during the registration process. Information is also disseminated at career fairs, student assemblies, and through the Next Steps website at https://nextsteps.idaho.gov/. Next Steps is Idaho's comprehensive clearinghouse of information and resources pertaining to college and career. The website features a grade-by-grade timeline to help students prepare for life after high school. Resources provided on the website are designed to assist students in exploring possible careers, obtaining postsecondary credits through advanced opportunities, and the availability of funding sources for their career development.

Postsecondary institutions provide a course catalog available in hard copy and online. Institutions employ transition coordinators to provide guidance to secondary students seeking to obtain certifications or degrees in their chosen profession. Each coordinator is responsible for disseminating information about available programs to LEAs within the region associated with their postsecondary institution.

Information regarding approved programs of study and associated standards may be found on the Division website at https://cte.idaho.gov/students/transition-to-college-career/. Links to Idaho Advanced Opportunities (described in 2.d) are provided on the website at https://cte.idaho.gov/students/high-school-programs/advanced-opportunities/.

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ii.   facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

The state of Idaho supports collaboration through the implementation of horizontal and vertical program alignment, by promoting content alignment to postsecondary career and technical programs. Secondary programs (pathway and career specialty) are the primary focus of alignment with postsecondary CTE programs.

Individual articulation agreements for TCC should be entered into in limited cases where specific classes do not fall under statewide articulation, and:
- secondary educators hold the appropriate credentials and certification in the program area where postsecondary credit is to be awarded;
- secondary and postsecondary faculty reach agreement on the competencies;
- secondary and postsecondary faculty reach agreement on the required level of proficiency and approved assessment of student skills; and
- individual articulations must not delineate from learning outcomes of programs that have already been horizontally aligned.

Statewide articulation agreements will be provided by the Division for each program that has gone through horizontal program alignment and institutions have adopted curriculum changes. Statewide articulations will provide information on the grouping of badges and competencies that must be met, as well as Technical Skills Assessments and other postsecondary requirements for TCC.

Dual Credit is identified and supported as one advanced opportunity (academic or technical) by the Idaho State Board of Education in Advanced Opportunities Policy III.Y; project should not focus primarily or solely on Dual Credit, nor should funding be used primarily for this activity.

The Division's annual professional development conference, REACH, provides multiple training collaboration opportunities to foster the development of strong programs. In addition, REACH provides the opportunity for ancillary stakeholders to access state level program managers and agency directors that oversee program development and delivery.

Division staff uses the information gathered at REACH to help guide agency collaboration efforts throughout the year with key stakeholder groups. These groups include:

- Centers for New Directions
- Dual Credit and Transition Coordinators
- Postsecondary Presidents, Provosts, and Deans
- Department of Corrections
- Department of Juvenile Corrections
- Idaho Education Services for the Deaf and Blind
- Department of Education, Special Education Secondary Transition
- Vocational Rehabilitation

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- High school guidance counselors and college and career advisors
- Middle school teachers and administrators
- Department of Labor and Workforce Training Centers

iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

The Idaho Department of Labor developed a labor market information tool in collaboration with the Division and the Idaho Workforce development Council. The labor market tool is a sortable database accessible to all recipients that may be used to identify in-demand occupations at the statewide level or refined down to occupations within each region.

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

The Division, in collaboration with the National Alliance for Partnerships in Equity (NAPE), intends to develop an equity training program during the State Plan period that will facilitate identifying and eliminating barriers for special populations to participate in CTE programs. Once developed, the Division will require all recipients to receive annual equity training to remain eligible for Perkins funds.

v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

Following the process outlined in ii., the Division will present proposed new secondary pathways to the State Board of Education for consideration and approval. Once approved, board policy will establish the statewide framework including program standards. OSBE policy section III.G: Postsecondary Program Approval and Discontinuance, provides the Division with the method for approving locally developed programs of study or career pathways under section 132.

vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

As part of our new program application process, all new secondary program applications are required to demonstrate the existence of a relevant and participatory technical advisory committee. These committees are designed and intended to help ensure program delivery aligns with industry needs and to help provide real world experiences to CTE students as part of their program experience. When possible, secondary programs are encouraged to

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partner with their postsecondary counterparts to create regional, program specific advisory committees.

The Division requires work-based learning in all Idaho pathways and also requires a Workplace Readiness Assessment for all seniors who have completed any two CTE courses.

The Workforce Development Council recently launched a new initiative tied to work-based learning and established a statewide definition in collaboration with a variety of stakeholders.

As defined in IDAPA

A competency-based educational experience that occurs at the worksite but is tied to the classroom by curriculum through the integration of school-based instruction with worksite experiences. Structured work experience involves written training agreements between school and the worksite, and individual learning plans that link the student's worksite learning with classroom course work. Student progress is supervised and evaluated collaboratively by school and worksite personnel. Structured work experience may be paid or unpaid; may occur in a public, private, or non-profit organization; and may or may not result in academic credit and/or outcome verification. It involves no obligation on the part of the worksite employer to offer regular employment to the student subsequent to the experience.

    vii.   improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

The Division provides disaggregated performance data on an annual basis for recipient analysis by program of study. Performance gaps will necessitate a performance improvement plan with a description of strategies that will be employed (professional development, micro-messaging, etc.) to address issues. The Division will review, assess, and approve all performance improvement plans.

The Division, in collaboration with the National Alliance for Partnerships in Equity (NAPE), intends to develop an equity training program during the State Plan period that will facilitate identifying and eliminating barriers for special populations to participate in CTE programs. Once developed, the Division will require all recipients to receive annual equity training to remain eligible for Perkins funds.

    d.   Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

Secondary and postsecondary career and technical education programs provide opportunities for students to earn college credit as outlined in the State Board of

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Education's Advanced Opportunities policies and procedures (section III.Y https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/iii-y-advanced-opportunities/). The State Board recognizes four different advanced opportunities programs: Technical Competency Credit (TCC), Advanced Placement®, dual credit, and the College Level Examination Program.

In addition, articulation agreements link secondary career and technical education programs and postsecondary programs that lead to: Technical Certificate of Completion; Basic Technical Certificate; Intermediate Technical Certificate; Advanced Technical Certificate; or an Associate of Applied Science Degree (A.A.S.). Completion of an A.A.S. degree leads to a Bachelor of Applied Technology Degree (B.A.T.).

The Division is currently aligning all secondary CTE pathways to postsecondary CTE programs using a micro-certification system called SkillStack®. SkillStack® is a digital badging/micro-certification platform that allows Idaho's educators to validate the skills their students demonstrate proficiency in; leading to industry-relevant badges/TCCs.

Program standards are developed for each badge through a collaborative process that engages industry, postsecondary faculty, secondary faculty, and other critical stakeholders. As students provide evidence of the competencies for each skill, educators evaluate the competencies based on common assessments (including the Technical Skills Assessment and Postsecondary Assessment). Once all skills are validated for a particular badge, the information is entered in the SkillStack® platform and badges are issued.

Matriculating secondary students can receive postsecondary credit for work accomplished during their high school tenure.

Idaho's high school, college, university, and workforce training educators are the only individuals allowed to validate skills in SkillStack®. These individuals gain authorization to validate skills upon verification and training from the Division.

Employers can search the database for individuals that have been awarded badges aligned to the jobs they are trying to fill. The SkillStack® platform will invite those individuals to learn more about the open position by visiting the company's website or location where the job is posted.

Currently there are 63 TCC badges and up to 180 credits available through SkillStack® in 37 programs of study.

e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)
    In Idaho, the secondary portion of a program of study is called a pathway and consists of a sequence of courses culminating in a capstone course. Capstone courses are limited to juniors/seniors and require Technical Skills Assessments

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that test a student's understanding of program standards. The Division through consultation with industry leaders, postsecondary institutions, and LEAs establishes program standards to align with industry standards, and it is through the standards setting process that the Division develops programs of study for the State of Idaho.

The Office of the State Board of Education (OSBE) is established by Section 33-102A, Idaho Code, as an executive agency of the State Board of Education. OSBE policy section III.G: Postsecondary Program Approval and Discontinuance, provides the Division with the method for approving locally developed programs of study or career pathways under section 132.

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TACs at the secondary level are generally established by a program representative, which is usually the local CTE administrator, teacher, or departmental chairperson.

A TAC can be established:
- for a single program of study.
- as a school-wide committee that includes representatives from multiple industries (aligned to the programs of study the school offers).
- as a joint committee with other schools in the district and/or with nearby districts.
- as a joint committee with a nearby postsecondary institution (TACs can be shared between secondary and postsecondary programs as long as adequate geographic representation exists from business and industry representatives. This is especially helpful in ensuring alignment of curriculum and seamless transition for students from high school to the technical colleges).

For new career and technical education programs, or for those programs in need of a more formal committee structure, the program representative should take these steps to help ensure the success of the committee.

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1. Determine the structure of the committee:
   a. Interview the representatives from programs with well-established committees.
   b. Study the duties, function, and framework of existing committees.
   c. Observe committee meetings.
   d. Consider creating an ad hoc committee to plan and develop the new TAC.
2. Prepare a general structure and plan for the committee.
3. Obtain appropriate approvals.
   a. Explain the intended function of the TAC to administration.
   b. Share examples of other committees, particularly for similar areas of study or those with similar workforce needs.
   c. List potential benefits to the administration, school, and teachers. Individualized Occupational Training (IOT) programs are not required to have separate TACs if the program representative can gain industry input by attending the TAC meetings of other programs in the school.
4. General Committee Framework. A TAC is a group that is:
   a. recognized for its expertise in a specific occupational area,
   b. made up of business, industry, and labor representatives of the occupation(s) for which training is provided, and
   c. organized to advise school personnel on matters concerning the career and technical education program.

The size of the committee may vary by the size of the community, scope of the career and technical education program, diversity of businesses and industries in the community, and purpose of the committee. Size may also vary over time to align with specific committee activities. Committees should be large enough to reflect the diversity of the community, yet small enough to be managed effectively. Committees with fewer than five members tend to be less effective as they may have limited perspectives, inadequate information on a number of target jobs, and too few employers represented. Committees with more than 15 members can become unmanageable. Five to nine members are generally an adequate size for most committees.

At the postsecondary level, committee members should be appointed using the guidelines outlined below and a standard selection process. Division representatives, instructors or faculty of the programs, and other staff may serve only in an ex-officio capacity.

5. Develop a list of prospective members that include several key characteristics.
   a. Representatives of:
      v. business/industry (program specific or broad industry representation for schoolwide committees);
      vi. local community (including Idaho Department of Labor representatives, if located in the community);
      vii. general geographic area to be served; and
      viii. programs at other schools, if applicable.
   b. People who:
      iv. have recent experience related to the program area.
      v. are available to attend TAC meetings.
      vi. have an interest in education and the program.

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6. Once the list is compiled, interview prospective members. The interviews should:
    a. explain the nature of the committee.
    b. explain the prospective member's role on the committee.
    c. describe the terms and length of service.
    d. gauge the prospective member's level of interest in serving and determine to what extent his or her participation would benefit the program.
7. Send an invitation letter to prospective new member, which is signed by appropriate program or school leadership, including the date, time, and location of the next committee.
8. Once the administration approves the appointment and the member has accepted it, send a formal letter of appointment.

f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.

g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V.

h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

SIZE

As defined by the Division, at the secondary level means the recipient must offer a minimum of one (1) Division approved program of study (pathway) and one (1) authorized CTSO. Both must align to the comprehensive local needs assessment. A Career and Technical School (CTS) must have a minimum of three (3) Division approved programs of study and one (1) authorized CTSO. Individual courses that constitute a program of study should take into consideration the available space, equipment/technology, safety, and teacher to student ratio for a quality student experience.

At the postsecondary level means a program approved by the Idaho State Board of Education in compliance with Board policy III.G: Postsecondary Program Approval and Discontinuance that meets the enrollment requirements established by the community college and offer a recognized postsecondary credential.

SCOPE

The term "scope" as defined by the Division means that a secondary program must provide opportunity for postsecondary advancement as evidenced by: at least one (1) articulation agreement in place or opportunities to earn college credits under Idaho's Advanced Opportunities program; alignment with business and industry needs as identified in the CLNA; rigorous academic and technical skills aligned with challenging academic and CTE standards (including employability skills); a capstone course within a pathway; a recognized postsecondary credential; participation in work based learning experiences; and identifying one (1) of the three (3) definitions of a high skill, high wage, or in demand occupation in their CLNA.

QUALITY

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As defined by the Division, means at the secondary level an educational program that effectively uses data to inform and improve student success including closing student equity gaps in access and completion and improving attainment of rigorous academic and technical skills. Secondary CTE concentrators, as defined by the state, demonstrate acceptable levels of proficiency as measured by Technical Skills Assessments. At least one Technical Skills Assessment must be offered once every two years to remain eligible to receive Perkins funds. Authorized CTSOs must align with CTE course curriculum, but are not limited to programs of study offered.

Postsecondary CTE concentrators, as defined by the state, demonstrate proficiency through earning a degree or certificate (Basic Technical Certificate, Intermediate Technical Certificate, Advanced Technical Certificate, or an Associate of Applied Science Degree (A.A.S.)).

All secondary and postsecondary recipients must complete a Comprehensive Local Needs Assessment (CLNA) every two (2) years, have a technical advisory committee for each program of study that meets at least once a year, annually submit program data and analysis showing progress toward performance targets, employ faculty that meet the minimum certification requirements as established by the Division, must connect to an authorized CTSO that is aligned to course curriculum and led by a teacher that meets the minimum certification requirements as established by the Division, and must provide professional development opportunities.

3. **Meeting the Needs of Special Populations**

   a.   Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—
   i.   will be provided with equal access to activities assisted under this Act;

   All eligible recipients must verify that special populations have access to all program areas offered in their school through the application process. The Division, in collaboration with the National Alliance for Partnerships in Equity (NAPE), intends to develop an equity training program during the State Plan period that will facilitate identifying and eliminating barriers for special populations to participate in CTE programs. Once developed, the Division will require all recipients to receive annual equity training to remain eligible for Perkins funds.

   ii.   will not be discriminated against on the basis of status as a member of a special population;

   Members of special populations enroll in career and technical education programs in accordance with their individual interests and not on the basis of their status as members of special populations. The local application requires eligible recipients to describe specific strategies that will be used to prevent discrimination against individuals based on their status as member of special populations.

   The Division will provide technical assistance to eligible recipients to enable them to identify and overcome barriers to equitable participation for each student, including barriers based on special population, and on gender, race, color, national origin, disability, and age as required by various civil rights laws. Assistance will

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also be provided to prevent enrolling special population students into specific career and technical education programs based on status rather than interests.

iii.   will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

The Division will consult with other Idaho agencies related to special populations to gain a deeper understanding of student needs. Agencies will be invited to provide technical assistance in the Division's efforts to develop and implement equity training as a requirement for Perkins funding. The Division will provide technical assistance to those agencies.

iv.   will be provided with appropriate accommodations; and

The Idaho Core Teacher Standards and Foundation Standards for Career and Technical Education require an understanding of how students learn and develop, differ in their approaches to learning, how to create instructional opportunities to meet student needs and how instruction accommodations can be used to increase student learning.

v.   will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

The Division has connected Vocational Rehabilitation and other statewide agencies with regional Transition Coordinators in five of Idaho's six education regions through a series of outreach efforts. The Division will develop a semi-annual process of promoting interagency collaboration between local Perkins recipients and agencies who serve special populations.

4.   **Preparing Teachers and Faculty**

a.   Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

Leadership Institute: The Leadership Institute prepares the next generation of district and state career and technical education leaders. It is designed to produce forward-thinking and change-oriented leaders through a 27-month program of study. The program of study consists of four basic components: (1) State and national seminars on Idaho career and technical education policies, national CTE policies, processes and leadership; (2) The development of an Administrative Professional Development Plan; (3) Attainment of an Idaho Career & Technical

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Administrator's Certificate; and (4) credit toward Advanced degrees as appropriate and desired.

Pre-Service Workshop: The Summer Academy (pre-service workshop) is a five-day workshop for career technical educators entering the teaching field directly from industry; these teachers hold an Idaho interim three-year nonrenewable teaching certificate. The content of the workshop focuses on the twelve (12) Core and CTE Foundational Standards for Initial Certification of Professional School Personnel, required of all certified teachers in Idaho. Training includes a focus on teaching strategies, classroom management, integration of academic standards, assessment, and working in public secondary schools and postsecondary institutions. Guidance is provided to help new CTE teaching candidates understand the additional requirements toward achieving a five-year renewable certificate by way of coursework at one of two Idaho universities, or by way of participating in a newly-established two-year teacher cohort that meets monthly and offers ongoing mentorship at the candidate's secondary or postsecondary institution.

InSpIRE to Educate | Educate to InSpIRE Cohort. InSpIRE stands for *Industry Specialists Integrating Real-world Experience*, and is recognition of the strong content knowledge that industry specialists bring with them into the classroom when they choose to switch careers and teach at the secondary or postsecondary level. This cohort, referred to as InSpIRE, is designed to train these new industry-based teachers in the educational pedagogy to help them be successful in the classroom sooner. After actively participating in the week-long pre-service workshop, new interim-certified teaching candidates who opt for the Cohort to achieve remaining certification requirements toward a renewable five-year certificate meet for day-long, monthly trainings every month September-April. Project work is completed between trainings. Mentorship is two-fold: 1) an observational mentor visits the new candidate's classroom four (4) times during the first year of teaching. A formal observation is conducted each time, and the candidate and observational mentor meet to dissect the observation and coach for improved teaching and student learning; 2) the on-site mentor, usually another CTE instructor, is available regularly for questions, conversation centered around teaching or school processes, etc. The candidate returns for Summer Academy Two, another week-long training in August of all InSpIRE Cohort candidates, and completes a second year of monthly trainings, project-based work, and assessment before being eligible for a five-year renewable teaching certificate.

New Teacher Induction Workshop: A one-and-a-half-day workshop for new career and technical educators coming from industry or teacher education programs, and in their first year of teaching. The content of the workshop focuses on unique aspects of teaching and reporting in career and technical education.

Professional Development Conference: REACH! ICTE also holds an annual Career & Technical Education Summer Conference that provides workshops in broad, overlapping areas such as career and technical education and academic integration, linking secondary and postsecondary education, workforce development, quality program/school improvement and current industry-based skill standards. Recent conferences have offered content related to non-traditional student recruitment, micromessaging, and college and career advising.

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The Division, in collaboration with the National Alliance for Partnerships in Equity (NAPE), intends to develop an equity training program during the State Plan period that will facilitate identifying and eliminating barriers for special populations to participate in CTE programs. Once developed, the Division will require all recipients to receive annual equity training to remain eligible for Perkins funds. State agencies assisting special populations will be invited to help develop and participate in the equity training program. Collaboration with other agencies will include Division support in their training efforts.

C. <u>Fiscal Responsibility</u>

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—
    a. each eligible recipient will promote academic achievement;
    b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and
    c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

    Applications and Comprehensive Local Needs Assessments are two separate documents used to inform projects funded through the Act. Project descriptions and budgets must be submitted on an annual basis and must include information on how needs identified in the CLNA determined which projects to fund. All applications go through a two (2) step process of approval. Recipients must be approved through a local application.

    Applications and CLNAs will be reviewed by Program Quality Managers and the Federal Oversight and Compliance Coordinator to determine:

    - the recipient's qualifying program of study.
    - the accuracy of the list of programs of study in the application.
    - presence, accuracy, and reasonableness of the information as required by section 134 of the Act

    Project descriptions and budgets will be reviewed by Program Quality Managers, the Federal Oversight and Compliance Coordinator, and administrative personnel to determine:

    - connectivity to the application and CLNA
    - completeness of project
    - allowability and accuracy of proposed project budgets

    Eligible recipients must offer CTE programs that include rigorous, sequential CTE content aligned with challenging academic standards as established by the SDE.

    Programs of study must meet the standards developed by the Division and will be evaluated on a regular basis by Program Quality Managers assigned to one of six (6) discipline areas. All secondary concentrators must demonstrate industry determined levels of proficiency as measured by Technical Skills Assessments.

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Postsecondary concentrators demonstrate proficiency through earning a Technical Certificate of Completion; Basic Technical Certificate; Intermediate Technical Certificate; Advanced Technical Certificate; or an Associate of Applied Science Degree (A.A.S.) as aligned with industry standards. Completion of an A.A.S. degree leads to a Bachelor of Applied Technology Degree (B.A.T.).

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—
   a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and
   b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

   Funds made available under Section 111 of the Act will be allocated to both secondary and postsecondary/adult career and technical education programs. Of the funds available under Section 112(a)(1), 13 percent will be reserved in accordance with Section 112(c). The remaining funds will be allocated 65 percent to secondary education recipients and 35 percent to postsecondary education recipients.

   Idaho's allocation of funds to secondary and postsecondary recipients reflects historical data analysis with a basis in career and technical education full-time equivalent (FTE) positions funded by both State and Federal agencies.

   Idaho encourages any LEA or public charter school not meeting the minimum allocation amount of $15,000 (Sec. 131(c)(1)) to enter into a consortium with other LEAs or public charter schools for the purposes of meeting the minimum allocation amount. LEAs, in accordance with Section 131(f)(1) of the Act, are encouraged to operate programs that are of sufficient size, scope, and quality to be effective or to participate in a Career Technical School. Funds distributed to individual LEAs within the consortium must be pooled in order to meet the minimum allocation requirement. Funds shall be used only for purposes and projects that are mutually beneficial to all members of the consortium. Such funds may not be reallocated to individual members of the consortium for purposes or projects benefitting only one (1) member of the consortium.

   Waivers to the minimum allocation amount will only be granted in those instances where the LEA has an approved program of study (pathway) that is of sufficient size, scope, and quality, and can demonstrate they are unable to enter into a consortium agreement. Documentation of the attempt(s) to enter into an agreement will be required. Waivers are based on the LEA's ability to enter into an agreement, not their willingness.

   Postsecondary institutions must meet the $50,000 minimum allocation amount (Sec. 132(c)(1)) to be eligible for Perkins funds.

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3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

FISCAL YEAR 2020 INFORMATION. FY2021 INFORMATION EXPECTED IN MARCH.

Local Education Agency	District	Amount
Boise	1	$325,100
West Ada (Meridian)	2	$371,462
Kuna	3	$73,075
Meadows Valley	11	$4,324
Council	13	$4,200
Marsh Valley	21	$19,127
Pocatello	25	$178,947
Bear Lake County	33	$14,155
St Maries	41	$12,798
Plummer/Worley	44	$15,859
Snake River	52	$24,187
Blackfoot	55	$67,000
Aberdeen	58	$11,164
Firth	59	$8,814
Shelley	60	$25,966
Blaine County	61	$31,415
Garden Valley	71	$4,903
Idaho City	72	$5,051
Horseshoe Bend	73	$3,805
West Bonner County	83	$25,770
Lake Pend Orielle	84	$64,380
Idaho Falls	91	$146,808
Bonneville	93	$123,076
Boundary County	101	$34,991
Butte Co/Arco	111	$7,247
Camas County	121	$2,013
Nampa	131	$254,808
Caldwell	132	$133,499
Wilder	133	$8,717
Middleton	134	$39,484
Notus	135	$3,918
Melba	136	$9,077
Parma	137	$14,269
Vallivue	139	$115,635

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Grace	148	$6,140
North Gem	149	$1,848
Soda Springs	150	$8,523
Cassia County	151	$67,895
Clark County	161	$2,712
Orofino	171	$16,705
Challis	181	$6,962
Mackay	182	$2,087
Glenns Ferry	192	$6,891
Mountain Home	193	$62,059
Preston	201	$24,070
West Side	202	$6,229
Fremont	215	$33,594
Emmett	221	$42,974
Gooding	231	$21,662
Wendell	232	$16,208
Hagerman	233	$5,346
Bliss	234	$2,212
Cottonwood	242	$6,379
Salmon River (Riggins)	243	$1,912
Mountain View (Grangeville)	244	$19,172
Jefferson County	251	$59,349
Ririe	252	$5,221
West Jefferson	253	$7,848
Jerome	261	$61,835
Valley	262	$8,842
Coeur d'Alene	271	$143,718
Lakeland	272	$65,163
Post Falls	273	$91,486
Moscow	281	$33,575
Genesee	282	$3,864
Kendrick	283	$2,099
Potlatch	285	$7,535
Troy	287	$2,820
Whitepine	288	$2,620
Salmon	291	$17,670
South Lemhi	292	$1,307
Nezperce	302	$1,947
Kamiah	304	$17,671
Highland	305	$2,670
Shoshone	312	$8,522

Dietrich	314	$3,529
Richfield	316	$3,903
Madison	321	$71,417
Sugar-Salem	322	$16,243
Minidoka County	331	$57,931
Lewiston	340	$60,691
Lapwai	341	$8,712
Culdesac	342	$1,868
Oneida County (Malad)	351	$11,202
Marsing	363	$13,759
Bruneau-Grand View	365	$7,953
Homedale	370	$18,072
Payette	371	$28,337
New Plymouth	372	$14,264
Fruitland	373	$18,919
American Falls	381	$24,515
Rockland	382	$1,675
Kellogg	391	$20,475
Mullan	392	$2,742
Wallace	393	$10,300
Teton County	401	$21,932
Twin Falls	411	$138,317
Buhl	412	$26,235
Filer	413	$18,303
Kimberly	414	$16,860
Hansen	415	$6,180
Castleford	417	$4,737
Murtaugh	418	$3,264
McCall-Donnelly	421	$7,624
Cascade	422	$8,965
Cambridge	432	$2,768
Midvale	433	$1,891
Weiser	431	$23,953
Sho-Ban School	537	$7,731
	Total	$3,777,653

Idaho will allocate funds for state fiscal year 2020 of $3,777,653 (based on the estimate provided at https://s3.amazonaws.com/PCRN/docs/FY_2019_Allocations_Memo.pdf) to our eligible recipients in accordance with section 131(a)-(e). Allocations will be updated annually to reflect the Idaho allotment amount as determined by the Secretary of Education.

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4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

    FISCAL YEAR 2020 INFORMATION. FY2021 INFORMATION EXPECTED IN MARCH.

Postsecondary Institution	FY20 Perkins Funds
College of Eastern Idaho	$258,991
College of Southern Idaho	$358,240
College of Western Idaho	$433,857
Idaho State University, College of Technology	$526,489
Lewis-Clark State College	$161,633
North Idaho College	$294,911
Total	$2,034,121

    Idaho will allocate funds for state fiscal year 2020 of $2,034,121 (based on the estimate provided at https://s3.amazonaws.com/PCRN/docs/FY_2019_Allocations_Memo.pdf) to our eligible institutions in accordance with section 132(a)(2). Allocations will be updated annually to reflect the Idaho allotment amount as determined by the Secretary of Education.

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

    The Division will adjust the data used to make allocations to reflect changes in school district boundaries and charter LEAs operating approved career and technical education programs by using the criteria established by the Idaho Department of Education for use with the Elementary and Secondary Education Act of 1965.

    Idaho has two types of charter schools: (1) schools within a regular school district which are approved by the school district board of trustees; and (2) schools approved by the Idaho Charter Schools Commission and therefore designated as separate LEAs.

    For purposes of Perkins V funds, charter schools approved by the school district board of trustees are considered to be the same as all other schools within the school district. Charter schools operating approved career and technical education programs that have been designated as LEAs by the Idaho Charter Schools Commission will qualify for separate allocations.

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
    a. include a proposal for such an alternative formula; and
    b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2)

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of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Idaho is not requesting a waiver at this time.

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
    a. include a proposal for such an alternative formula; and
    b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Idaho is not requesting a waiver at this time.

8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

The Division reserves funds in accordance with Section 112(c) of Perkins V to carry out multiple functions. Primarily, funds will be used to bring rural and remote secondary recipients with a program of study of sufficient size, scope, and quality, to a minimum level of funding. Each rural school district will receive a minimum of $7,500 and each remote district will receive a minimum of $15,000 in order to promote the development, implementation, and adoption of programs of study. Rural districts receiving less than the minimum amount are encouraged to enter into a consortium agreement with at least one other district to meet the eligibility funding level established by Perkins V of $15,000 (Section 131(c)(1)). Remote districts are not required to enter into a consortium, but may choose to do so.

Waivers to the minimum allocation amount will only be granted in those instances where the LEA has an approved program of study (pathway) that is of sufficient size, scope, and quality, and can demonstrate they are unable to enter into a consortium agreement. Documentation of the attempt(s) to enter into an agreement will be required. Waivers are based on the LEA's ability to enter into an agreement, not their willingness.

Reserve funds, not to exceed 10% of the secondary/postsecondary distribution, will also be used to facilitate the transition of career and technical education students from secondary to postsecondary programs via Technical Competency Credit (TCC) and Idaho SkillStack®. Transition projects for reserve funds must be submitted annually.

Remaining funds will be used for additional projects as determined by the Division for the purpose of providing assistance to Idaho's rural and remote districts.

Eligible Recipients

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LEAs and institutions eligible for a postsecondary Reserve Fund grant award must currently offer Perkins approved CTE programs and meet at least one of the following criteria in each subsection below:

(1) in—
   (a) rural areas;
   (b) areas with high percentages of CTE concentrators or CTE participants
   (c) areas with high numbers of CTE concentrators or CTE participants
   (d) areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II); and

2) in order to—
   a) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or
   b) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

Purpose for Transition Funds
1) Transition secondary career and technical students to postsecondary CTE programs.

2) Primary focus on student access to TCC that directly benefits a student's postsecondary goals and reduces cost of obtaining a postsecondary credential. Project will mainly focus on TCC and SkillStack® Implementation:
   a) SkillStack® training for secondary and postsecondary instructors
   b) Establishment of Postsecondary testing and dates
   c) Policies for transcription of credit
   d) Internal campus communication
   e) Regional communication to high school programs
   f) Focus on Pathway and Career Specialty programs in their region
   g) Active promotion, marketing, and support to secondary programs on SkillStack®

3) Support the implementation of horizontal program alignment, by promoting content alignment to postsecondary career and technical programs. Secondary programs (pathway and career specialty) are the primary focus of alignment with postsecondary CTE programs.
   a) Individual articulation agreements for TCC should be entered into in limited cases where specific classes do not fall under statewide articulation, and:
      • secondary educators hold the appropriate credentials and certification in the program area where postsecondary credit is to be awarded;
      • secondary and postsecondary faculty reach agreement on the competencies; and
      • secondary and postsecondary faculty reach agreement on the required level of proficiency and approved assessment of student skills.
      • individual articulations must not delineate from learning outcomes of programs that have already been horizontally aligned.
   b) Statewide articulation agreements will be provided by the Division for each program that has gone through horizontal program alignment and institutions have adopted curriculum changes. Statewide articulations will provide

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information on the grouping of badges and competencies that must be met, as well as Technical Skills Assessments and other postsecondary requirements for TCC.

c) Dual Credit is identified and supported as one advanced opportunity (academic or technical) by the Idaho State Board of Education in Advanced Opportunities Policy III.Y; project should not focus primarily or solely on Dual Credit, nor should funding be used primarily for this activity.

d) TCC and Dual Credit are identified as Advanced Opportunities by the Idaho State Board of Education, Advanced Opportunities Policy III.Y; Institutions should not delineate from Board policy.

4) This project will commit to the equivalent of at least one (1) full-time position for the oversight of the project.

Application Process

Institutions must submit an application describing the nature and scope of the proposed project. Applications for Perkins Reserve funds must include:

1) Signed Signature Page
2) Application and Project Description Form
3) ICTE Budget Forecast
4) Budget Narrative

Expenditures made with federal funds must meet the following criteria:
1) Federal funds must be used to supplement **not supplant** state and local resources.
2) Costs must be necessary and reasonable for the proper and efficient administration of the program.
3) Costs must be allocable to the project.

9. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

$57,748,952, in the aggregate, was spent on all non-federal programs by the State of Idaho during FY18. At 95%, Idaho's new base for maintenance of effort in FY20 is $54,206,339.

D. Accountability for Results
To be determined

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—
   a. the percentage of CTE concentrators (See Text Box for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;
   b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or

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c.   the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of "other" program quality measure(s) are optional for States.

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Idaho has determined the percentage of CTE concentrators graduating high school having attained postsecondary credits as one of the indicators of program quality.

Numerator: The number of CTE concentrators who graduated from high school having attained postsecondary credits in the relevant CTE pathway earned through a dual or concurrent enrollment or another credit transfer agreement.

Denominator: The number of CTE concentrators who graduated from high school.

Data Source/Criteria
ISEE: Exit code of 4 (graduates)

ISEE: Count of CTE concentrators having College Credit issued (yes) in their relevant CTE pathway. At this time, ICTE is unable to use OSBE data for credits earned since credits could be earned in a variety of classes (ex. Spanish).

SkillStack®: Includes Technical Competency Credit (TCC) badges for statewide aligned and individual articulation.

SkillStack®: Includes students that passed the TSA and earned all sub-badges for Technical Competency Credit. If a CTE pathway has multiple TCC badges, the student will be counted if they complete sub-badges in at least one of those areas.

SkillStack®: Includes TCC badges for Individual Articulation.

Idaho has also selected the Technical Skills Assessment (TSA) as a measure of student success as a statewide, valid, and reliable assessment that is comparable across the State.

Numerator: The number of CTE concentrators who passed the TSA during the reporting year.

Denominator: The number of CTE concentrators who took the TSA during the reporting year.

ICTE will calculate participation rates separately from our federal measures. For students that left school or had a schedule change, they will be excluded from the participation rate.

Data Source/Criteria

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ISEE: Student demographics (gender, race, special populations)

CTECS: Assessment vendor pass rates, includes retake score

Idaho does not currently have reliable systems for tracking performance indicators related to recognized postsecondary credential attainment or work-based learning participation. A statewide work-based learning system is in the early stages of development and may provide more opportunities for assessing program quality in the future.

2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State.   (Section 113(b)(3)(A)(i)(I) of Perkins V)

Proposed SDPLs	Baseline	2020/21	2021/22	2022/23	2023/24
SECONDARY INDICATORS					
1S1: Four-Year Graduation Rate	89.0	89.0	89.0	89.2	89.5
2S1: Academic Proficiency - Reading/Language Arts	52.0	52.1	52.2	52.3	52.4
2S2: Academic Proficiency - Mathematics	34.0	34.1	34.2	34.3	34.4
2S3: Academic Proficiency – Science*	--	--	--	--	--
3S1: Post-Program Placement	55.0	55.1	55.2	55.3	55.4
4S1: Non-Traditional Program Concentration	27.0	27.1	27.2	27.3	27.4
5S2: Attained Postsecondary Credits	23.0	23.1	23.2	23.3	23.4
5S4: Technical Skills Assessment	67.0	67.3	67.6	68.0	68.3

*New Science standards were adopted in October 2019; Idaho will seek a waiver for the first two years and update the SDPL in 2022/23.

Proposed SDPLs	Baseline	2020/21	2021/22	2022/23	2023/24
POSTSECONDARY INDICATORS					
1P1: Postsecondary Retention and Placement	69.0	69.0	69.0	69.2	69.5
2P1: Earned Recognized Postsecondary Credential	54.0	54.1	54.2	54.3	54.4
3P1: Non-Traditional Program Concentration	16.0	16.0	16.0	16.1	16.1

3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—
   a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance. (See Text Box 5 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);
   b. an explanation for the State determined levels of performance; and
   c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

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In the spring of 2019, the Division began outreach efforts with a discussion of performance measure definitions and the selection of which quality of program measure Idaho would use for secondary concentrators. In October of 2019, based on feedback received from stakeholders, the Division selected postsecondary credits as our quality measure. Measurement Guides were developed in November based on feedback before analyzing baseline data in December. Baseline data includes an average of two to four years of data, depending on the specific measure. Secondary baseline data for academic achievement is dependent upon data entered into the statewide system in compliance with federal and state code, including demographic information.

In January, 2020, the Division finalized baseline performance levels and announced the opening of the 60-day public comment period by email to stakeholders and posting to the Division website. The Division's Winter outreach included a workshop for secondary and postsecondary stakeholders to assist in the review and analysis of their individualized data reports, including a reminder of the timeline for public comment periods for performance levels and the state plan.

4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

   As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

   As of February 6, 2020 no comments have been received on the performance levels.

5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

   The Division analyzes disaggregated performance data on an annual basis by program of study. Performance gaps will necessitate a performance improvement plan with a description of strategies that will be employed (professional development, micro-messaging, etc.) to address issues.

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ATTACHMENT 1

III.   ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A.   Statutory Assurances

☑The eligible agency assures that:

1. It made the State plan publicly available for public comment[1] for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

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[1]   An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

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B.   EDGAR Certifications

☑By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1.   It is eligible to submit the Perkins State plan.
2.   It has authority under State law to perform the functions of the State under the Perkins program(s).
3.   It legally may carry out each provision of the plan.
4.   All provisions of the plan are consistent with State law.
5.   A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6.   The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7.   The entity has adopted or otherwise formally approved the plan.
8.   The plan is the basis for State operation and administration of the Perkins program.

C.   Other Forms

☑The eligible agency certifies and assures compliance with the following enclosed forms:

1.   Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf
2.   Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
3.   Certification Regarding Lobbying (ED 80-0013 Form): https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf
4.   General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf

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IV. BUDGET

(Budget dependent upon Congressional appropriations disseminated approximately March of every year)

A.   <u>Instructions</u>

1.   On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.

2.   In completing the budget form, provide--

Line 1:   The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the Department's program memorandum with estimated State allocations for the fiscal year.*

Line 2:   The amount of funds made available to carry out the administration of the State plan under section 112(a)(3). *The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or $250,000, whichever is greater.*

Line 3:   The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 4:   The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 5:   The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than $60,000 and not more than $150,000.*

Line 6:   The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. *The percent of funds should equal 0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Line 3, or $50,000, whichever is lesser.*

Line 7:   The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. *The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 8:   The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. *The percent of funds*

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should be not more than 15 percent of the 85 percent of funds noted on Line 7.

Line 9:   The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.

Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.

Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*

Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.

Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.

Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.*

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B: Budget Form

State Name: Idaho

Fiscal Year (FY): 2020

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	
2	State Administration	5%	
3	State Leadership	10%	
4	• Individuals in State Institutions	1.5%	
4a	– Correctional Institutions	Not required	
4b	– Juvenile Justice Facilities	Not required	
4c	– Institutions that Serve Individuals with Disabilities	Not required	
5	• Non-traditional Training and Employment	Not applicable	
6	• Special Populations Recruitment	0.1%	
7	Local Formula Distribution	85%	
8	• Reserve	13%	
9	– Secondary Recipients	23%	
10	– Postsecondary Recipients	77%	
11	• Allocation to Eligible Recipients	87%	
12	– Secondary Recipients	65%	
13	– Postsecondary Recipients	35%	
14	State Match *(from non-federal funds)*	Not applicable	

APPENDIX A
CAREER TECHNICAL EDUCATION PATHWAYS

1. **Administrative Services Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact business; customer relations; business communication; and, business office operations.

2. **Agribusiness Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: plant and animal science; agricultural economic principles; business planning and entrepreneurship; agriculture business financial concepts and record-keeping systems; risk management in agriculture; laws related to agriculture and landowners; marketing and sales plans; and sales.

3. **Agriculture Leadership and Communications Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: applied communications and leadership through agricultural education; supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; agricultural leadership principles.

4. **Agriculture Mechanics & Power Systems Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: safety practices; tools and hardware; metal technology; power systems; electricity; mathematical applications; insulation; and careers in agricultural mechanics and power systems.

5. **Agriculture Welding Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G); gas tungsten arc welding (GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques.

6. **Animal Science Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproductive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication and care; disease transmission and care; harvesting and processing of animal products; and, animal science risk management.

7. **Applied Accounting Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: accounting functions; accounting ethics; software application packages; financial statements; asset protection and internal controls; inventory records; long-term assets; and, payroll procedures.

8. **Apprenticeship, Electrical Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: digital and solid-state circuits; DC principles; AC concepts; soldering techniques; circuits; and, associated electronic components and tools. Instructor must hold a current/valid Idaho license or certificate as an Electrician.

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9. **Apprenticeship, HVAC Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education: installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork and boilers. Instructor must hold a current/valid Idaho license or certificate as an HVAC Technician.

10. **Apprenticeship, Plumbing Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the plumbing trade as approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education: repairing, installing, altering, and maintaining plumbing systems and fixtures; including, interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities. Instructor must hold a current/valid Idaho license or certificate as a Plumber.

11. **Automated Manufacturing Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: lab organization and safety practices; blueprint reading, measuring, computer-aided design (CAD) ; computer-aided manufacturing (CAM); computer numeric control (CNC); fundamental power system principles, manufacturing processes, electronic and instrumentation principles; machining; robotics and materials-handling systems; and additive (3D) printing.

12. **Automotive Technology Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: service, maintenance, and repair practices for a wide variety of vehicles; and, diagnosing, adjusting, repairing, and replacing individual vehicle components and systems.

13. **Business Management Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility.

14. **Cabinetry and Millwork Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: cabinetmaking and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and, blueprint reading.

15. **Collision Repair Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: auto body collision-repair practices; tools; trade skills in refinishing, welding, and painting.

16. **Computer Support Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: laptop support; printer support; operating systems; security; mobile device support; troubleshooting techniques; and trends in the industry.

17. **Cosmetology Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and communications.

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18. **Culinary Arts Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: experience as a chef in a full-service restaurant; communication and organization skills; knowledge of and certification in proper food handling and sanitation standards; food quality and control; safety and sanitation practices; delegation of tasks related to meal prep, cooking, and delivery of food to diners; management of relationships with distributors and vendors; knowledge of industry trends; food service industry and career options; culinary tools and equipment; menu planning principles; ingredients and food production; cooking methods; and business operations in the culinary/catering industry.

19. **Dental Assisting Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: dental professions pathways; ethics in dental practice; nutrition as related to oral health; infection control; occupational safety; dental-related anatomy and pathology; dental anesthesia; dental assisting skills; dental materials; and, dental radiology. Instructor must hold a current/valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist.

20. **Diesel Technology Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and, heavy equipment applications.

21. **Digital Communications Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: elements and principles of design and visual communications; professional communication skills; editing and proofreading; copyright and intellectual property law; portfolio development; content development strategy; branding and corporate identity; graphic communication production; video editing; web page development; web page design and layout; and web-related planning and organizational standards.

22. **Digital Media Production Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: digital media industry structure; roles associated with digital media process; safety and personal responsibility; production equipment; writing for digital media; industry standard production practices; and editing practices.

23. **Drafting and Design Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: technical drawings; scale drawings; architectural drafting; mechanical drafting; orthographic projection; two and three dimensional drawings; manual drafting; and computer aided design.

24. **Early Childhood Education Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: career exploration and professional practices; collaborative learning; informed advocacy for children; child development and learning; building family and community relations; observation, documentation, and assessment; teaching and learning approaches, strategies, and tools; and forming positive, health relationships.

25. **Ecology & Natural Resource Management Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: ecological concepts and scientific principles related to natural resource systems; forest

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types; forest management components and practices; fire ecology and management; importance and application of GPS/GIS in natural resource management; fish and wildlife ecology; and mineral and energy resources management.

26. **Education Assistant Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: early childhood development, early childhood lab experience, knowledge of postsecondary options and education career pathways, foundations of educational theories and philosophies, student diversity, instructional planning, lesson plan development, instructional delivery, assessment, learning environment management, classroom observation, and internship oversight.

27. **Electronics Technology Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: digital and solid-state circuits; DC principles; AC concepts; soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and, electronic digital circuitry simulations and, associated electronic components and tools.

28. **Emergency Medical Technician Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: fundamental knowledge of the emergency management services (EMS) system; medical and legal/ethical issues in the provision of emergency care; EMS systems workforce safety and wellness; documentation; EMS system communication; therapeutic communication; anatomy and physiology; medical terminology; pathophysiology; and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on the Idaho Department of Health and Welfare website).

29. **Firefighting Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and reporting requirements under Idaho criminal code.

30. **Food Science & Processing Technology Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: Industry experience that indicates applied competence in the majority of the following areas: properties of food; principles of processing; post-processing operations; safety practices; and equipment and tools used in food processing.

31. **Graphic Design Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: the graphic design industry; elements and principles of design and visual communication; production using industry standard software; branding and corporate identity; ethical and legal issues related to graphic design; portfolio development and evaluation; mathematical skills for visual communications, communication, editing and proofreading skills; graphic design in digital media; and applied art.

32. **High School of Business Pathway.** *High School of Business*™ brings college-inspired business administration courses to high schools across the U.S. An accelerated series of six courses challenges students with hands-on marketing, management, finance, and economics courses. Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and

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marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility.

33. **Hospitality Management Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: business structures; economics; human resources; sales and marketing; finance and budgeting; safety and security; legal and ethical considerations; event planning and management; teamwork; communication skills; lodging operations; and food and beverage operations.

34. **Hospitality Services Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: careers in the hospitality and tourism industry; customer service; event planning implementation; procedures applied to safety, security, and environmental issues; practices and skills involved in lodging occupations and travel-related services; and facilities management.

35. **Industrial Mechanics Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: industrial mechanics knowledge; shop skills; diagnostic and repair techniques; welding; hydraulic; electronic systems; and maintenance and preventative maintenance.

36. **Journalism Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: role and development of journalism; current trends; legal and ethical issues related to journalism; principles, elements, and techniques of layout and design; photography and photojournalism; journalistic writing; social media and digital citizenship; media leadership; and, career development.

37. **Law Enforcement Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems.

38. **Marketing Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: economic systems; international marketing and trade; ethics; external factors to business; product/service management; pricing; distribution channels; advertising; sales promotion; public relations; retail management; market research and characteristics; E-marketing; and financing and financial analysis.

39. **Media Technology – Commercial Photography Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: ethics in photography, elements and principles of design composition; cameras and lenses; exposure settings; light sources; digital workflow; presentation techniques and portfolios; and production using industry standard software.

40. **Medical Assisting Pathway.** (under development)

41. **Networking Support Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: end point technologies; networking technologies.

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42. **Nursing Assistant Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection prevention; human anatomy and physiology; medical terminology; personal care procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency.

43. **Ornamental Horticulture Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: safety practices; plant anatomy; plant physiology; plants identification skills; growing media; plant nutrition; integrated pest management; plat propagation; ornamental horticulture crops; business concepts; plant technologies; ornamental design standards; and career opportunities in ornamental horticulture.

44. **Pharmacy Technician Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: patient profile establishment and maintenance; insurance claim preparation; third-party insurance provider correspondence; prescription and over-the-counter medications stocking and inventorying; equipment and supplies maintenance and cleaning; and cash register operation. Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current/valid Idaho license or certification.

45. **Plant and Soil Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: plant anatomy and identification; plant processes, growth and development; soil and water; plant nutrition; integrated pest management; careers and technology; and safety.

46. **Pre-Engineering (Project Lead The Way) Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: lab safety; impacts of engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles.

47. **Pre-Engineering (ITEEA – Engineering by Design) Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: lab safety; impacts of engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles.

48. **Precision Machining Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: precision machining practices; tools used to shape parts for machines; industrial mechanics; shop skills; safety in practice; blueprint reading; and diagnostic and repair techniques.

49. **Programming & Software Development Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following programming areas: basic programming principles; problem solving; programming logic; validation; repetition; classes' expectations; events and functionality; arrays and structure; design principles; system analysis; and implementation and support.

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50. **Small Engine Repair/Power Sports Pathway (Agriculture, Trades & Industry).** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: small gasoline engine construction and performance; industry-related resources; equipment used to diagnose and troubleshoot issues; repair; entrepreneurship; and customer service.

51. **Rehabilitation Services Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: prevention, assessment, treatment, and reconditioning of athletic injuries; proper taping, strapping, bracing, and fitting of athletic equipment; implementation of prescribed treatments by the team/programs/event physician; coverage of assigned pre-season physicals, sports games or matches, and related events; principles of growth and development over the lifespan; referral and transfer of athletes; assessment of data reflective of the athlete's status; and interpret the appropriate information.

52. **Residential Construction Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: comprehensive knowledge of structural systems and processes; classical and contemporary construction elements; knowledge of industry standards; knowledge of architecture; cabinetry and millwork; and blueprint reading.

53. **Web Design & Development Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: web page development, web page design and layout, Integration of web pages, web planning and organizational standards, and web marketing.

54. **Welding Technology Pathway.** Training and work-based learning opportunities affording students the opportunity to gain applied competence in the following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G); gas tungsten arc welding (GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques.

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APPENDIX B
APPLICATION MATERIALS

APPLICATION - SECONDARY
Federal Formula Funds under Title I of the
Strengthening Career and Technical Education for the
21st Century Act (Perkins V) P. L. 115-224

Secondary recipients must include a Qualifying Program of Study from the drop down menu.

Is the district part of a consortium?	Yes or No
District Number and Name:	e.g. 002 – West Ada
Superintendent:	First and Last
Mailing Address:	District mailing address
Consortium Name:	e.g. 111C – High Desert
Consortium Lead:	Which district administers Perkins?
CTE Administrator Name:	First and Last
CTE Administrator Title:	Job title within the district
Person Filling Out This Application:	
Name:	First and Last
Title:	Job title within the district
Phone:	Phone # and ext.
E-mail:	Click here to enter text
Number of Programs of Study (Pathway):	Total number of pathways
Qualifying Program of Study (Pathway):	Choose one pathway connected to a project
CTE Activities Expanded to Grades 7-8?	Yes or No
Number of CTSOs (approved CTSOs):	Total number of CTSOs

Note: In order to obtain funding under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), a recipient must have one qualifying program of study. If the recipient has more than one qualifying program of study, then choose one expected to remain viable for the four-year period. A separate area in the application has been designated to list all programs of study.

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STRENGTHENING CAREER AND TECHNICAL EDUCATION
FOR THE 21ST CENTURY ACT, TITLE I

Applications must be submitted every four years to receive funds under Title I of Perkins V.

Background

Perkins V funds are intended to improve career and technical education (CTE) programs through (1) student attainment of challenging academic and technical standards; (2) integration of rigorous and challenging academic and career and technical instruction; (3) increasing State and local flexibility; (4) national research on best practices that improve CTE programs and programs of study, services, and activities; (5) providing technical assistance that promotes leadership, initial preparation, and professional development, and improves the quality of CTE teachers, faculty, administrators, and counselors; (6) linkages between secondary and postsecondary education, local workforce investment boards, business and industry, and intermediaries; (7) providing individuals with opportunities for lifelong learning; and (8) increasing opportunities for populations who are chronically unemployed or underemployed. Although rigorous and challenging academic standards are referenced throughout Perkins V, funds may not be used for academic programs.

Historically, federal CTE funds have been targeted to promote preparation in the skills that are needed by business and industry. Perkins V builds on this purpose with the introduction of a comprehensive local needs assessment process requiring data-driven decisions on local spending. Needs assessments are prepared in consultation with an expanded group of stakeholders, including educators, business and industry, State or local workforce development boards, parents and students, special population representatives, agencies serving out-of-school youth, homeless children and youth, and at-risk youth, and representatives of Indian Tribes and Tribal Organizations. Other stakeholders may be added as determined by the State.

Perkins III placed an emphasis on special populations with increased accountability at the state and local levels. Perkins IV increased accountability by requiring local education agencies (LEAs) and postsecondary institutions to be responsible for meeting a 90% goal of Final Agreed Upon Performance Levels (FAUPL). Perkins IV also required a disaggregated data analysis to take place at the LEA/institution level. Perkins V increases the number of special populations from six to nine and requires a disaggregated data analysis down to the program of study level.

Accountability

Perkins V takes a substantially different view of accountability by giving states a more active role in deciding performance levels. The FAUPL is replaced with State Determined Levels of Performance (SDPL). The new accountability and sanction requirements will require each LEA/Institution to think more strategically about the use of Perkins V funds and to focus activities on efforts that help meet performance targets. Academic attainment will be measured using the state approved academic assessments as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (ESEA). Graduation rates are now reported as defined in ESEA. Performance will be measured in five core indicators for LEAs and three for postsecondary institutions. Additionally, ICTE has determined it will add the technical skills assessment (TSA) as a performance indicator. All performance measures will be based on the number of concentrators in programs of study.

Professional Development

Under Perkins V, professional development must be sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused. Professional development is an integral part of strategies for providing educators with the knowledge and skills necessary to enable students to succeed in CTE, to meet challenging State academic

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standards under section 1111(b)(1) of ESEA, or to achieve academic skills at the postsecondary level. Professional development activities should: (a) promote the integration of coherent and rigorous academic content with CTE curricula; (b) ensure labor market information is used to inform the programs, guidance, and advisement offered to students; (c) provide opportunities to advance knowledge, skills, and understanding of all aspects of an industry; (d) support school leaders and administrators in managing CTE programs; (e) support the implementation of strategies to improve student achievement and close gaps in student participation and performance in CTE; (f) provide opportunities to advance knowledge, skills, and understanding in pedagogical practices, including evidence-based practices; (g) train individuals to provide appropriate accommodations for individuals with disabilities and students with disabilities; (h) train individuals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners; or (i) train for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries.

Equitable Access
Section 427 of the General Education Provisions Act requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

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INSTRUCTIONS

[Email](#) applications by June 30

The Perkins V Application (application) is for a period of four years and must reflect consideration of future as well as current needs. The Comprehensive Local Needs Assessment (CLNA) is a separate document to be completed every two years and shall be used to inform this application. If the CLNA indicates a substantial change is needed, an updated application may be submitted with the CLNA.

Each recipient shall be required to prepare and submit to the Idaho Division of Career Technical Education (Division) an annual report (provided separately) which shall include data on the performance levels set by the division and the progress towards achieving those levels. State determined levels of performance may be found in the State Plan.

Each recipient shall provide a project description and alignment, budget, and statement of assurances on an annual basis (single document provided separately).

Each section of the application contains text taken directly from the Act. Answers should be as detailed and thorough as possible. Any special instructions or notes will be italicized.

Sec. 134 – Local Application for Career and Technical Education Programs

Local Application Required - Any eligible recipient desiring financial assistance under this part shall, in accordance with the requirements established by the eligible agency (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local application to the eligible agency. Such local application shall cover the same period of time applicable to the State plan submitted under section 122.
Definitions for terms used throughout the application process may be found in Appendix C.

(1) Comprehensive Local Needs Assessment Sec 134(b)(1)
Describe the results of the Comprehensive Local Needs Assessment.
Each section of the Comprehensive Local Needs Assessment contains a summary field. Responses must include those summaries and a conclusion. The conclusion should describe how the summarized information coalesces into one strategic plan to meet the needs of the local area, region, and/or state.

Student Performance Summary

Size, Scope, and Quality Summary

Industry and Occupation Alignment Summary

Program of Study Implementation Summary

Recruitment, Retention, and Training of Qualified Personnel Summary

Equal Access Summary

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Conclusion

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(2) CTE Programs Sec 134(b)(2)
Provide information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including –

(A) how the results of the comprehensive needs assessment informed the selection of the specific career and technical education programs and activities selected to be funded;
List all programs of study, CTSOs, transition activities, and middle school activities identified in the Comprehensive Local Needs Assessment. Perkins funds are limited to the required uses of funds listed in Appendix B. Please do not include any project information in the response.

_____

(B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and

_____

(C) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study.
Responses should include marketing efforts, sources a student may use for obtaining course descriptions, and policies and procedures for providing special population students with the same information (e.g. multiple languages, accessible websites, print information for those without internet access).

_____

(3) Career Exploration Sec 134(b)(3)
Describe how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide –
Responses should include efforts to provide CTE information at the middle school/junior high school level and should build on the answer provided for question (2)(C) above. Postsecondary institutions should include transition efforts between secondary and postsecondary and those related to the Centers for New Directions.

(A) career exploration and career development coursework, activities, or services;
Next Steps Idaho, career fairs, graduation and career plans, guest speakers, and college CTE program visits are some possible career exploration activities.

_____

(B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the comprehensive needs assessment

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(C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.

(4) Academic and CTE Integration Sec 134(b)(4)

Describe how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

Perkins funds may not be used for academic or remedial courses. The response should include efforts to collaborate with academic instructors on course curriculum in order to integrate academic components into CTE courses. Include how academic skills relate to technical skill instruction.

(5) Special Populations Sec 134(b)(5)

Describe how the eligible recipient will –

Responses should include how the recipient identifies barriers related to special populations (defined in Appendix C) and provides accommodations to promote equity in the student population. Discuss possible strategies for promoting programs of study to non-traditional students (i.e. micro-messaging in promotional materials).

(A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

(B) prepare CTE participants for non-traditional fields;

(C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and

(D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.
Recipients may include their non-discrimination policy, but not all special populations are identified in typical policies. Consider how discrimination may occur outside of gender, race, national origin, color, disability, or age.

(6) Work-based Learning Sec 134(b)(6)

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Describe the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable.

Perkins V places a greater emphasis on work-based learning. Recipients must describe how they will work with industry leaders to provide hands-on activities including apprenticeships, mentorships, internships, job shadowing, simulated work environments, business/industry field trips, and other activities as defined by the State. Work-based learning plans are not expected to be fully developed, but recipients should consult with local industry to determine needs and feasibility.

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(7) Postsecondary Credit Sec 134(b)(7)

Describe how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable.

Descriptions do not need to include specific courses, but should include a general overview of the program and with whom statewide and individual articulation agreements are currently in effect. Include any programs of study eligible for Technical Competency Credits (TCC).

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(8) Recruitment, Preparation, Retention, and Training Sec 134(b)(8)

Describe how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.

Professional development plans and policies already in place at the LEA or institution level may be used as a partial description. Additional information should include policies specific to the CTE program including any positions currently without certification.

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(9) Performance Gaps Sec 134(b)(9)

Describe how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

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ASSURANCES AND CERTIFICATIONS

**STRENGTHENING CAREER AND TECHNICAL EDUCATION
FOR THE 21ST CENTURY ACT OF 2018
STATEMENT OF ASSURANCES FOR IDAHO CAREER & TECHNICAL EDUCATION**

**UPON ACCEPTANCE OF IDAHO CAREER & TECHNICAL EDUCATION FUNDS,
THE APPLICANT AGREES TO THE FOLLOWING:**

1) Compliance with:
   a) Title VI of the Civil Rights Act of 1964 and its implementing regulations (34 C.F.R. Part 100), and in accordance therewith, no person shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives federal financial assistance;
   b) Title IX of the Education Amendments of 1972, as amended, and its implementing regulations (34 C.F.R. Part 106), which prohibit discrimination on the basis of sex in education programs and activities receiving federal financial assistance;
   c) Section 504 of the Rehabilitation Act of 1973 and its implementing regulations (34 C.F.R. Part 104), which prohibit discrimination on the basis of disability in programs and activities receiving federal financial assistance;
   d) The Age Discrimination Act of 1975, as amended, and its implementing regulations (45 C.F.R. Part 90), which prohibit discrimination on the basis of age in programs or activities receiving federal financial assistance;
   e) Title II of the Americans with Disabilities Act, and its implementing regulations (28 C.F.R. Part 35), which prohibit discrimination on the basis of disability by public entities, or it will comply with Title III, and its implementing regulations (28 C.F.R. Part 36), which prohibit discrimination on the basis of disability in public accommodations, whichever is applicable.

2) All contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above cited statutes, regulations, guidelines and standards against those students or employees.

3) Compliance with the requirements of the Act and provisions of the State Plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs.

4) None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization.

5) The eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.

6) Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities.

7) Not use funds made available under Perkins V to require any secondary school student to choose or pursue a specific career path or major, mandate that any individual participate in a career & technical education program, including an ICTE program that requires attainment of a federally funded skill level, standard, or certificate of mastery.

8) Not use funds received under the Perkins V Act to provide career & technical education programs to students prior to the seventh grade.

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9) An eligible recipient that uses funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible recipient.

10) An eligible recipient shall consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.

11) Not use Perkins V funds for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered.

12) Will administer each program in accordance with all statutes, regulations, program plans and applications applicable to that program.

13) Control of funds under each program and title to property acquired with those funds will be in a public agency and a public agency will administer those funds and property.

14) Use of fiscal controls and separate fund accounting procedures that will ensure proper disbursement of and accounting for federal funds paid to it under each program and shall not commingle state/federal funds.

15) Retain all records relating to a program for which federal funds are received for a period of three years after the completion of the activity for which the funds are used or until such time greater than three years as all pending reviews or audits have been completed and resolved.

16) Shall repay all funds determined to be due to the federal government as a result of a disallowance decision in a manner deemed to be reasonable by the state or the federal government.

17) Provide access to Idaho Career & Technical Education, the federal grantor agency, Comptroller General of the United States, Idaho State Legislature, or any of their duly authorized representatives, to any of the school districts books, documents, or records which are directly pertinent to this specific Contract. Access to records includes the right to review, audit, inspect, and make excerpts and transcriptions.

18) Provide qualified personnel for the projects and special services funded by ICTE.

19) Assess the special needs of students participating in programs receiving assistance with respect to their successful completion of the career & technical education program in the most integrated setting possible.

20) Provide supplementary services to students who are members of special populations including, with respect to individuals with disabilities, when appropriate;
    a) curriculum modification;
    b) equipment modification;
    c) classroom modification;
    d) supportive personnel; and
    e) instructional aides and devices.

21) Provide special population students enrolled in private secondary schools with access to career & technical education programs/projects.

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22) Provide, to the extent practicable, to individuals who are members of special populations equal access to the full range of career & technical education programs available to individuals who are not members of special populations, including occupationally specific courses of study; work-based learning; apprenticeship programs; and comprehensive career guidance and counseling services. This provision prohibits discrimination on the basis of a student's status as a member of a special population group.

23) Provide individuals who are members of special populations with equal access to recruitment, enrollment, and placement activities.

CERTIFICATION OF ASSURANCES

I certify that the above assurances will be complied with and those programs, services and activities approved will be conducted in accordance with the Strengthening Career and Technical Education for the 21st Century Act, General Education Provisions Act (GEPA), General Education Provisions Act Enforcement Regulations, OCR Guidelines, Education Department General Administrative Regulations (EDGAR), Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Programs (2 C.F.R. 200), the State Plan for Career and Technical Education, and the Governing Rules and Policies of the State Board for Career & Technical Education.

LOBBYING CERTIFICATION

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(A) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(B) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(C) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS CERTIFICATION

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110.

(A) The applicant certifies that it and its principals:

    (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any Federal department or agency.

    (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

    (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

    (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

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(B) Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

DRUG-FREE WORKPLACE CERTIFICATION

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.

(A) The applicant certifies that it will or will continue to provide a drug-free workplace by:

    (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

    (b) Establishing an on-going drug-free awareness program to inform employees about –
        (1) The dangers of drug abuse in the workplace.
        (2) The grantee's policy of maintaining a drug-free workplace;
        (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
        (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

    (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

    (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will –
        (1) Abide by the terms of the statement; and
        (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

    (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No.3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

    (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted –
        (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
        (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

    (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

The superintendent of the school district or a designee must sign and date the application. Designees must have the authority to enter the district into a binding contract. Signed assurances and certifications may be scanned and emailed to the Perkins email at perkins@cte.idaho.gov. A hard copy must be kept by the district in accordance with its document retention policy.

Information regarding other acceptable methods may be obtained by contacting:
    James Barrett-Spencer
    Federal Oversight & Compliance Coordinator
    Idaho Career & Technical Education
    650 W. State St. Suite 324
    Boise, ID 83720-0095
    (208) 429-5531
    james.barrett-spencer@cte.idaho.gov

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I do hereby certify that I have read the assurances contained in Part 3 and, to the best of my knowledge, all information contained in this application is true and correct.

Printed Name of Superintendent or Designee	

Signature   Date

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APPENDIX A
Requirements for Uses of Funds

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—

(1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—
   (A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
   (B) readily available career and labor market information, including information on—
      (i) occupational supply and demand;
      (ii) educational requirements;
      (iii) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and
      (iv) employment sectors;
   (C) programs and activities related to the development of student graduation and career plans;
   (D) career guidance and academic counselors that provide information on postsecondary education and career options;
   (E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or
   (F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;

(2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—
   (A) professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;
   (B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 49l–2(e)(2)(C));
   (C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;
   (D) supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;
   (E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
   (F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;

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    (G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;

    (H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or

    (I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

(3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;

(4) support integration of academic skills into career and technical education programs and programs of study to support—

    (A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and

    (B) CTE participants at the postsecondary level in achieving academic skills;

(5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—

    (A) a curriculum aligned with the requirements for a program of study;

    (B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;

    (C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;

    (D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

    (E) a continuum of work-based learning opportunities, including simulated work environments;

    (F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;

    (G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;

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(H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;

(I) expanding opportunities for students to participate in distance career and technical education and blended learning programs;

(J) expanding opportunities for students to participate in competency-based education programs;

(K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

(L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;

(M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;

(N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;

(O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;

(P) making all forms of instructional content widely available, which may include use of open educational resources;

(Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;

(R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;

(S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or

(T) other activities to improve career and technical education programs; and

(6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

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APPENDIX B
Allowable vs. Non-Allowable Activities and Expenditures

This is not a complete list of allowable/non-allowable costs. Allowability of an expenditure is dependent upon language contained within the Strengthening Career and technical Education for the 21st Century Act (Perkins V), the Education Department General Administrative Regulations (EDGAR) which contains Uniform Grant Guidance (2 CFR 200), Idaho State Code, and the Idaho Division of Career and Technical Education policies.

Allowable	Non-Allowable
Administrative and indirect costs (5%)	Advertising and public relations promoting the recipient
Audit costs in accordance with the Single Audit Act	Alcoholic beverages
Background checks for students required in order to complete a CTE pathway	Capital expenditures***
Career guidance and academic counseling to students who are enrolled in career & technical education programs	Contingency or miscellaneous funds
Communication Costs (e.g. publications, postage)	CTSO student costs (membership dues, items retained by student, social activity, food/beverages)
Consumable student laboratory manuals (e.g. accounting workbooks)	Donations and contributions
Consumable materials and supplies that support the instructional program*	Entertainment
CTE teacher in-service	Expenditures associated with students not enrolled in CTE programs
CTSO competition costs**	Expenditures for CTE programs below the 7th grade
Curriculum development	Expenditures not related to project outcomes
Electronic-based curriculum that supplements content when the curriculum cannot be reused and/or shared (e.g. an individual student's access to a program or testing software)	Expenditures that supplant
Equipment/technology for approved CTE instruction, including computers necessary for CTE program software	Expenditures to support academic programs or remediation
Fees and expenses for supplemental specialized instruction (e.g. Red Cross certified CPR instructor for short-term, specialized instruction in a health professions program)	Fines and penalties
Industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential	Food and beverages
Marketing and outreach materials	Fundraising expenditures including consumable materials
Meetings and conferences (except food and beverage costs)	Gifts, door prizes, etc.
Professional development costs	Goods or services for personal use
Professional service costs, including services contracted by the district for CTE equipment and laboratory maintenance (e.g. equipment service contracts and hazardous waste disposal)	Insurance, interest/financial costs, and lobbying/other political activities
Program evaluation	Items retained by student
Rental/lease costs of equipment	Monetary awards
Salaries (must provide time and effort)	Pre-awarded costs

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Single copy reference materials, including single-user electronic reference materials	Print textbooks, electronic textbooks, and/or other electronic media used as the primary source of content delivery
Supplemental staff for clinical or lab supervision of students enrolled in health programs	Promotional items/materials such as T-shirts, cups, keychains, etc.
Technical skill assessment instructional materials and administration cost	Professional dues
Training costs	Student scholarships
Transportation (related to CTE program standards and/or transition to postsecondary CTE programs)	Technology related to basic instructional delivery, e.g., Smart Boards, cell phones, instructor computer replacement, etc.

*Material and supplies must be direct costs made available to the student for the purpose of completing CTE coursework. General material and supplies not directly attributable to CTE coursework must be included in Administrative and indirect costs (5%).

**CTSO competition costs may include student travel if there is a need as expressed in the Comprehensive Local Needs Assessment. In order to be considered, competition participation/success must have a direct influence in an employer's decision-making process as demonstrated by employment qualifications (required or preferred) published and attested to by the employer. Documentation will be required.

***Includes purchase or lease of passenger vehicles and purchase or construction of buildings/facilities, including permanent modifications to existing buildings/facilities.

APPENDIX C
Definitions

ARTICULATION AGREEMENT (Perkins Sec. 3.4)
A written commitment that is agreed upon at the State level or approved annually by the lead administrators of a secondary institution and a postsecondary educational institution or a subbaccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary education institution designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree, and is linked through credit transfer agreements between the two (2) institutions.

CAREER AND TECHNICAL EDUCATION (CTE) (Perkins Sec. 3.5)
Organized educational activities that offer a sequence of courses that provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations which shall be, at the secondary level, aligned with the challenging State academic standards adopted by Idaho under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; provides technical skill proficiency or a recognized postsecondary credential which may include an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses (other than a remedial course) that meet the requirements. CTE includes competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual. To the extent practicable, organized educational activities are coordinated between secondary and postsecondary through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing. Organized educational activities may include exploration at the high school level or as early as the middle grades.

CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO) (Perkins Sec. 3.6)
An organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

CAREER CLUSTER
The National Career Clusters® Framework serves as an organizing tool for Career Technical Education programs, curriculum design, and instruction. There are sixteen (16) Career Clusters in the Framework, representing 79 Career Pathways to help learners navigate their way to greater success in college and career. The Career Clusters are Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V Technology, and Communications; Business Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections, and Security; Manufacturing; Marketing; Science, Technology, Engineering and Mathematics; and Transportation, Distribution, and Logistics.

CAREER GUIDANCE AND ACADEMIC COUNSELING (Perkins Sec. 3.7)
Guidance and counseling that provides access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities. and planning with respect to an individual's occupational and academic future; provides information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid,

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job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and may provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.

CAREER PATHWAY (Perkins Sec. 3.8)
See Program of Study

CLUSTER PROGRAM (ISBE Policy IV.E.7.b)
As defined by the Idaho State Board Education (ISBE), provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. A cluster program must meet the following requirements: consist of a variety of foundation and intermediate courses within a single Career Cluster that does not culminate in a capstone course; offer a program that is three or more semesters (or the equivalent) in length; demonstrate a strong career/workplace readiness skills alignment; participate in a related Career Technical Student Organization; maintain an active Technical Advisory Committee to guide program development and foster industry engagement; and require a nationally validated, industry-based Workplace Readiness Assessment created to evaluate skills and attitudes needed for success in the workplace administered by an approved developer as part of the program.

CREDIT TRANSFER AGREEMENT (Perkins Sec. 3.11)
A formal agreement, such as an articulation agreement, among and between secondary and postsecondary education institutions or systems that grant students transcripted postsecondary credit, which may include credit granted to students in dual or concurrent enrollment programs, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.

CTE CONCENTRATOR (ISBE policy, Division defined, and Perkins Sec. 3.12)
Partially defined in ISBE Policy IV.E.3.a as a secondary student enrolled in a capstone course. Further defined by the Idaho Division of Career Technical Education (Division) as, at the secondary school level, a junior or senior completing at least two courses in a single CTE pathway (program of study). Includes advanced coursework (e.g. intermediate and capstone) beyond beginning/introductory classes.

At the postsecondary level, a student who completes at least 12 CTE credits (cumulative credits earned up to 3 years) in a single program area OR completes a CTE program that terminates in a degree or certificate (Basic Technical Certificate – BTC, Intermediate Technical Certificate – ITC, Advanced Technical Certificate – ATC, or Associate of Applied Science – AAS degree) as reported to Idaho CTE.

CTE PARTICIPANT (Division defined and Perkins Sec. 3.13)
A secondary student who has completed not less than one (1) course in a career and technical education program or program of study of an eligible recipient. Includes advanced coursework beyond beginning/introductory classes.

A postsecondary student who has been accepted and enrolled in one (1) or more credits in any state funded career technical program.

DISPLACED HOMEMAKER (Workforce Innovation and Opportunity Act (WIOA) Sec. 3.16)

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An individual who has been providing unpaid services to family members in the home and who has been dependent on the income of another family member but is no longer supported by that income; or is the dependent spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of a deployment a call or order to active duty, a permanent change of station, or the service-connected death or disability of the member; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

DUAL OR CONCURRENT ENROLLMENT PROGRAM (Perkins Sec. 3.15)
A program offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student who has not graduated from high school with a regular high school diploma is able to enroll in one or more postsecondary courses and earn postsecondary credit that is transferable to the institutions of higher education in the partnership and applies toward completion of a degree or recognized educational credential.

ELIGIBLE INSTITUTION (Perkins Sec. 3.20)
A consortium of 2 or more entities including; a public or nonprofit private institution of higher education that offers and will use funds provided under this title in support of career and technical education courses that lead to technical skill proficiency or a recognized postsecondary credential, including an industry-recognized credential, a certificate, or an associate degree; a local educational agency providing education at the postsecondary level; an area career and technical education school providing education at the postsecondary level; an Indian Tribe, Tribal organization, or Tribal education agency that operates a school or may be present in the state; a postsecondary educational institution controlled by the Bureau of Indian Education or operated by or on behalf of any Indian Tribe that is eligible to contract with the Secretary of the Interior; a tribally controlled college or university; or an educational service agency.

ELIGIBLE RECIPIENT (Perkins Sec. 3.21)
A local educational agency (including a public charter school that operates as a local educational agency), an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency or a consortium, eligible to receive assistance; or an eligible institution or consortium of eligible institutions eligible to receive assistance.

ENGLISH LEARNER
(ESEA Sec. 8101.20) A secondary school student who is aged 3 through 21; is enrolled or preparing to enroll in a secondary school; who was not born in the United States or whose native language is a language other than English, who is Native American or Alaska Native or a native resident of the outlying areas and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the challenging State academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society.

(Perkins Sec. 3.22) An adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and whose native language is a language other than English or who lives in a family environment or community in which a language other than English is the dominant language.

HIGH SKILL (Division defined)

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A career that uses an industry validated curriculum meeting standards developed by educators and industry under direction of the Division with multiple entry and exit points resulting in industry recognized certificates, credentials, degrees or apprenticeships beyond a high school diploma.

HIGH WAGE (Division defined)
A career that provides 60% of the average hourly wage by labor market region as determined by the Idaho Department of Labor. The percentage was determined using Idaho's Unemployment Insurance Program which provides benefits up to 60% of the state's average wage. Labor market data may be found at https://lmi.idaho.gov/oes.

IN-DEMAND INDUSTRY SECTOR OR OCCUPATION (WIOA Sec. 3.23)
An industry sector that has a substantial current or potential impact on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors or an occupation that currently has or is projected to have a number of positions in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate. An in-demand occupation tool has been developed by the Idaho Department of Labor in consultation with the Workforce Development Council and the Division and may be found on the Division's website at https://public.tableau.com/profile/idlabor#!/vizhome/In-DemandOccupations/In-DemandOccupations.

INDIAN; INDIAN TRIBE (Indian Self-Determination and Education Assistance Act)
"Indian" means a person who is a member of an Indian Tribe.

"Indian Tribe" means any Indian tribe, band, nation, or other organized group or community, including and Alaska Native village or regional or village corporation, which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

INDIVIDUAL WITH A DISABILITY (Perkins Sec. 3.28)
An individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

INDUSTRY RECOGNIZED (Association for Career and Technical Education (ACTE))
A credential that is sought or accepted by employers within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, hiring, retention or advancement purposes; and, where appropriate, is endorsed by a nationally recognized trade association or organization representing a significant part of the industry or sector.

INDUSTRY OR SECTOR PARTNERSHIP (Perkins Sec. 3.29)
The term ''industry or sector partnership'' has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

INSTITUTION OF HIGHER EDUCATION (Perkins Sec. 3.30)
The term ''institution of higher education'' has the meaning given the term in section 101 of the Higher Education Act of 1965.

LOCAL EDUCATIONAL AGENCY (Perkins Sec. 3.31)
The term ''local educational agency'' (LEA) has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

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NON-TRADITIONAL FIELDS (Perkins Sec. 3.33)
Occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

OUT-OF-SCHOOL YOUTH (Perkins Sec. 3.35)
The term ''out-of-school youth'' has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

OUT-OF-WORKFORCE INDIVIDUAL (Perkins Sec. 3.36)
An individual who is a displaced homemaker; or an individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills, or is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title, and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

PARAPROFESSIONAL (Perkins Sec. 3.37)
Also known as a "paraeducator", includes an education assistant and instructional assistant.

PATHWAY PROGRAM (ISBE Policy IV.E.7.c)
Provides specific career area occupational preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program. A pathway program must meet the following requirements: consists of a sequence of courses that culminate in a capstone course and aligns with Board approved career technical education content standards; offer a program that is three or more semesters (or the equivalent) in length; demonstrate a strong career/workplace readiness skills alignment; participate in a related Career Technical Student Organization; maintain an active Technical Advisory Committee to guide program development and foster industry engagement; require the Workplace Readiness Assessment as part of the program; demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards; offer work-based learning experience opportunities for students (paid or unpaid) require a pathway-identified Technical Skills Assessment for all students enrolled in the capstone course (concentrators); ensure the program meets the requirements for concentrators to obtain Technical Competency Credit for aligned postsecondary programs; and require a nationally validated, industry-based technical skill assessment administered by and approved developer. See also Program of Study.

POSTSECONDARY EDUCATIONAL INSTITUTION (Perkins Sec. 3.39)
An institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree, a tribally controlled college or university, or a nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

PROFESSIONAL DEVELOPMENT (Perkins Sec. 3.40)
Activities that are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary

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level; and are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based.

PROGRAM OF STUDY (Perkins Sec. 3.41)
A coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; addresses both academic and technical knowledge and skills, including employability skills; is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); has multiple entry and exit points that incorporate credentialing; and culminates in the attainment of a recognized postsecondary credential. Commonly used interchangeably with the terms pathway and career pathway.

QUALITY (Division defined)
At the secondary level, an educational program effectively uses data to inform and improve student success including closing student equity gaps in access and completion and improving attainment of rigorous academic and technical skills. Secondary CTE concentrators, as defined in this plan, demonstrate acceptable levels of proficiency as measured by Technical Skills Assessments. At least one Technical Skills Assessment must be administered to CTE concentrators once every two years as part of a pathway to remain eligible to receive Perkins funds. Authorized CTSOs must align with CTE course curriculum, but are not limited to programs of study offered.

Postsecondary CTE concentrators, as defined by the state, demonstrate proficiency through earning a degree or certificate (Basic Technical Certificate, Intermediate Technical Certificate, Advanced Technical Certificate, or an Associate of Applied Science Degree (A.A.S.)).

All secondary and postsecondary recipients must complete a Comprehensive Local Needs Assessment (CLNA) every two (2) years, have a technical advisory committee for each program of study that meets at least once a year, annually submit program data and analysis showing progress toward performance targets, employ faculty that meet the minimum certification requirements as established by the Division, must connect to an authorized CTSO that is aligned to course curriculum led by a teacher that meets the minimum certification requirements as established by the Division, and must provide professional development opportunities.

RECOGNIZED POSTSECONDARY CREDENTIAL (WIOA Sec. 3.52)
A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree. ISBE definitions for postsecondary certifications available at state institutions may be found at https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/iii-e-certificates-and-degrees/.

REMOTE SCHOOL DISTRICT (Division defined)
A remote district is a rural district isolated from the other schools of the state because of geographical or topographical conditions. Districts are considered remote when the distance between district offices is equal to or greater than 25 miles on a continuous all-weather surface road.

RURAL SCHOOL DISTRICT (Idaho Code §33-319)
A school district with fewer than twenty (20) enrolled students per square mile within the area encompassed by the school district's boundaries or the county in which a plurality of the school

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district's market value for assessment purposes is located contains less than twenty-five thousand (25,000) residents.

SCOPE (Division defined)

A secondary program must provide opportunity for postsecondary advancement as evidenced by: at least one (1) articulation agreement in place or opportunities to earn college credits under Idaho's Advanced Opportunities program (https://boardofed.idaho.gov/k-12-education/advanced-opportunities-for-high-school-academics/); alignment with business and industry needs as identified in the CLNA; rigorous academic and technical skills aligned with challenging academic and CTE standards (including employability skills); a capstone course within a pathway; a recognized postsecondary credential; participation in work based learning experiences; and identifying one (1) of the three (3) definitions of a high skill, high wage, or in demand occupation in their CLNA.

SIZE (Division defined)

At the secondary level, the recipient must offer a minimum of one (1) Division approved program of study (pathway) and one (1) authorized CTSO. Both must align to the comprehensive local needs assessment. A Career and Technical School (CTS) must have a minimum of three (3) Division approved programs of study and one (1) authorized CTSO. Individual courses that constitute a program of study should take into consideration the available space, equipment/technology, safety, and teacher to student ratio for a quality student experience.

At the postsecondary level, a program approved by the Idaho State Board of Education in compliance with Board policy III.G: Postsecondary Program Approval and Discontinuance that meets the enrollment requirements established by the institution and offers a recognized postsecondary credential.

SPECIAL POPULATIONS (Perkins Sec. 3.48)

Individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non- traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

SUPPORT SERVICES (Perkins Sec. 3.50)

Services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices.

WORK-BASED LEARNING (Perkins Sec. 3.55)

Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

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APPENDIX D
Section 427 of the General Education Provisions Act

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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APPLICATION - POSTSECONDARY
Federal Formula Funds under Title I of the
Strengthening Career and Technical Education for the
21st Century Act (Perkins V) P. L. 115-224

Postsecondary recipients must include a Qualifying Program of Study.

Institution Name:	College of Eastern Idaho
Dean:	First and Last
Mailing Address:	District mailing address
CTE Administrator Name:	First and Last
CTE Administrator Title:	Job title within the district
Person Filling Out This Application:	
Name:	First and Last
Title:	Job title within the district
Phone:	Phone # and ext.
E-mail:	Click here to enter text
Number of Programs of Study:	Total number of pathways
Qualifying Program of Study:	Enter one qualifying program

Note: In order to obtain funding under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), a recipient must have one qualifying program of study. If the recipient has more than one qualifying program of study, then choose one expected to remain viable for the four-year period. A separate area in the application has been designated to list all programs of study.

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STRENGTHENING CAREER AND TECHNICAL EDUCATION
FOR THE 21ST CENTURY ACT, TITLE I

Applications must be submitted every four years to receive funds under Title I of Perkins V.

Background

Perkins V funds are intended to improve career and technical education (CTE) programs through (1) student attainment of challenging academic and technical standards; (2) integration of rigorous and challenging academic and career and technical instruction; (3) increasing State and local flexibility; (4) national research on best practices that improve CTE programs and programs of study, services, and activities; (5) providing technical assistance that promotes leadership, initial preparation, and professional development, and improves the quality of CTE teachers, faculty, administrators, and counselors; (6) linkages between secondary and postsecondary education, local workforce investment boards, business and industry, and intermediaries; (7) providing individuals with opportunities for lifelong learning; and (8) increasing opportunities for populations who are chronically unemployed or underemployed. Although rigorous and challenging academic standards are referenced throughout Perkins V, funds may not be used for academic programs.

Historically, federal CTE funds have been targeted to promote preparation in the skills that are needed by business and industry. Perkins V builds on this purpose with the introduction of a comprehensive local needs assessment process requiring data-driven decisions on local spending. Needs assessments are prepared in consultation with an expanded group of stakeholders, including educators, business and industry, State or local workforce development boards, parents and students, special population representatives, agencies serving out-of-school youth, homeless children and youth, and at-risk youth, and representatives of Indian Tribes and Tribal Organizations. Other stakeholders may be added as determined by the State.

Perkins III placed an emphasis on special populations with increased accountability at the state and local levels. Perkins IV increased accountability by requiring local education agencies (LEAs) and postsecondary institutions to be responsible for meeting a 90% goal of Final Agreed Upon Performance Levels (FAUPL). Perkins IV also required a disaggregated data analysis to take place at the LEA/institution level. Perkins V increases the number of special populations from six to nine and requires a disaggregated data analysis down to the program of study level.

Accountability

Perkins V takes a substantially different view of accountability by giving states a more active role in deciding performance levels. The FAUPL is replaced with State Determined Levels of Performance (SDPL). The new accountability and sanction requirements will require each LEA/Institution to think more strategically about the use of Perkins V funds and to focus activities on efforts that help meet performance targets. Academic attainment will be measured using the state approved academic assessments as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (ESEA). Graduation rates are now reported as defined in ESEA. Performance will be measured in five core indicators for LEAs and three for postsecondary institutions. Additionally, ICTE has determined it will add the technical skills assessment (TSA) as a performance indicator. All performance measures will be based on the number of concentrators in programs of study.

Professional Development

Under Perkins V, professional development must be sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused. Professional development is an integral part of strategies for providing educators with the knowledge

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and skills necessary to enable students to succeed in CTE, to meet challenging State academic standards under section 1111(b)(1) of ESEA, or to achieve academic skills at the postsecondary level. Professional development activities should: (a) promote the integration of coherent and rigorous academic content with CTE curricula; (b) ensure labor market information is used to inform the programs, guidance, and advisement offered to students; (c) provide opportunities to advance knowledge, skills, and understanding of all aspects of an industry; (d) support school leaders and administrators in managing CTE programs; (e) support the implementation of strategies to improve student achievement and close gaps in student participation and performance in CTE; (f) provide opportunities to advance knowledge, skills, and understanding in pedagogical practices, including evidence-based practices; (g) train individuals to provide appropriate accommodations for individuals with disabilities and students with disabilities; (h) train individuals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners; or (i) train for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries.

<u>Equitable Access</u>
Section 427 of the General Education Provisions Act requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

INSTRUCTIONS

Email applications by June 30

The Perkins V Application (application) is for a period of four years and must reflect consideration of future as well as current needs. The Comprehensive Local Needs Assessment (CLNA) is a separate document to be completed every two years and shall be used to inform this application. If the CLNA indicates a substantial change is needed, an updated application may be submitted with the CLNA.

Each recipient shall be required to prepare and submit to the Idaho Division of Career Technical Education (Division) an annual report (provided separately) which shall include data on the performance levels set by the division and the progress towards achieving those levels. State determined levels of performance may be found in the State Plan.

Each recipient shall provide a project description and alignment, budget, and statement of assurances on an annual basis (single document provided separately).

Each section of the application contains text taken directly from the Act. Answers should be as detailed and thorough as possible. Any special instructions or notes will be italicized.

Sec. 134 – Local Application for Career and Technical Education Programs

Local Application Required - Any eligible recipient desiring financial assistance under this part shall, in accordance with the requirements established by the eligible agency (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local application to the eligible agency. Such local application shall cover the same period of time applicable to the State plan submitted under section 122.
Definitions for terms used throughout the application process may be found in Appendix C.

(1) Comprehensive Local Needs Assessment Sec 134(b)(1)
Describe the results of the Comprehensive Local Needs Assessment.
Each section of the Comprehensive Local Needs Assessment contains a summary field. Responses must include those summaries and a conclusion. The conclusion should describe how the summarized information coalesces into one strategic plan to meet the needs of the local area, region, and/or state.

Student Performance Summary

Size, Scope, and Quality Summary

Industry and Occupation Alignment Summary

Program of Study Implementation Summary

Recruitment, Retention, and Training of Qualified Personnel Summary

Equal Access Summary

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Conclusion

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(2) CTE Programs Sec 134(b)(2)
Provide information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including –

    (D) how the results of the comprehensive needs assessment informed the selection of the specific career and technical education programs and activities selected to be funded;
            List all programs of study, CTSOs, and transition activities identified in the Comprehensive Local Needs Assessment. Perkins funds are limited to the required uses of funds listed in Appendix B. Please do not include any project information in the response.

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    (E) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and

_____

    (F) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study.
            Responses should include marketing efforts, sources a student may use for obtaining course descriptions, and policies and procedures for providing special population students with the same information (e.g. multiple languages, accessible websites, print information for those without internet access).

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(3) Career Exploration Sec 134(b)(3)
Describe how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide –
Responses should build on the answer provided for question (2)(C) above. Postsecondary institutions should include transition efforts between secondary and postsecondary and those related to the Centers for New Directions.

    (D) career exploration and career development coursework, activities, or services;

_____

    (E) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the comprehensive needs assessment

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(F) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.

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(4) Academic and CTE Integration Sec 134(b)(4)

Describe how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).
Perkins funds may not be used for academic or remedial courses. The response should include efforts to collaborate with academic instructors on course curriculum in order to integrate academic components into CTE courses. Include how academic skills relate to technical skill instruction.

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(5) Special Populations Sec 134(b)(5)

Describe how the eligible recipient will –
Responses should include how the recipient identifies barriers related to special populations (defined in Appendix C) and provides accommodations to promote equity in the student population. Discuss possible strategies for promoting programs of study to non-traditional students (i.e. micro-messaging in promotional materials).

(E) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

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(F) prepare CTE participants for non-traditional fields;

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(G) provide equal access for special populations to career and technical education courses, programs, and programs of study; and

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(H) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.
Recipients may include their non-discrimination policy, but not all special populations are identified in typical policies. Consider how discrimination may occur outside of gender, race, national origin, color, disability, or age.

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(6) Work-based Learning Sec 134(b)(6)

Describe the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with

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representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable.

Perkins V places a greater emphasis on work-based learning. Recipients must describe how they will work with industry leaders to provide hands-on activities including apprenticeships, mentorships, internships, job shadowing, simulated work environments, business/industry field trips, and other activities as defined by the State. Work-based learning plans are not expected to be fully developed, but recipients should consult with local industry to determine needs and feasibility.

(7) Postsecondary Credit Sec 134(b)(7)
Describe how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable.

Descriptions do not need to include specific courses, but should include a general overview of the program and with whom individual articulation agreements are currently in effect. Include any programs of study eligible for Technical Competency Credits (TCC).

(8) Recruitment, Preparation, Retention, and Training Sec 134(b)(8)
Describe how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.

Professional development plans and policies already in place at the LEA or institution level may be used as a partial description. Additional information should include policies specific to the CTE program including any positions currently without certification.

(9) Performance Gaps Sec 134(b)(9)
Describe how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

ASSURANCES AND CERTIFICATIONS

**STRENGTHENING CAREER AND TECHNICAL EDUCATION
FOR THE 21ST CENTURY ACT OF 2018
STATEMENT OF ASSURANCES FOR IDAHO CAREER & TECHNICAL EDUCATION**

**UPON ACCEPTANCE OF IDAHO CAREER & TECHNICAL EDUCATION FUNDS,
THE APPLICANT AGREES TO THE FOLLOWING:**

24) Compliance with:
 a) Title VI of the Civil Rights Act of 1964 and its implementing regulations (34 C.F.R. Part 100), and in accordance therewith, no person shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives federal financial assistance;
 b) Title IX of the Education Amendments of 1972, as amended, and its implementing regulations (34 C.F.R. Part 106), which prohibit discrimination on the basis of sex in education programs and activities receiving federal financial assistance;
 c) Section 504 of the Rehabilitation Act of 1973 and its implementing regulations (34 C.F.R. Part 104), which prohibit discrimination on the basis of disability in programs and activities receiving federal financial assistance;
 d) The Age Discrimination Act of 1975, as amended, and its implementing regulations (45 C.F.R. Part 90), which prohibit discrimination on the basis of age in programs or activities receiving federal financial assistance;
 e) Title II of the Americans with Disabilities Act, and its implementing regulations (28 C.F.R. Part 35), which prohibit discrimination on the basis of disability by public entities, or it will comply with Title III, and its implementing regulations (28 C.F.R. Part 36), which prohibit discrimination on the basis of disability in public accommodations, whichever is applicable.

25) All contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above cited statutes, regulations, guidelines and standards against those students or employees.

26) Compliance with the requirements of the Act and provisions of the State Plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs.

27) None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization.

28) The eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.

29) Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities.

30) Not use funds made available under Perkins V to require any secondary school student to choose or pursue a specific career path or major, mandate that any individual participate in a career & technical education program, including an ICTE program that requires attainment of a federally funded skill level, standard, or certificate of mastery.

31) Not use funds received under the Perkins V Act to provide career & technical education programs to students prior to the seventh grade.

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32) An eligible recipient that uses funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible recipient.

33) An eligible recipient shall consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.

34) Not use Perkins V funds for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered.

35) Will administer each program in accordance with all statutes, regulations, program plans and applications applicable to that program.

36) Control of funds under each program and title to property acquired with those funds will be in a public agency and a public agency will administer those funds and property.

37) Use of fiscal controls and separate fund accounting procedures that will ensure proper disbursement of and accounting for federal funds paid to it under each program and shall not commingle state/federal funds.

38) Retain all records relating to a program for which federal funds are received for a period of three years after the completion of the activity for which the funds are used or until such time greater than three years as all pending reviews or audits have been completed and resolved.

39) Shall repay all funds determined to be due to the federal government as a result of a disallowance decision in a manner deemed to be reasonable by the state or the federal government.

40) Provide access to Idaho Career & Technical Education, the federal grantor agency, Comptroller General of the United States, Idaho State Legislature, or any of their duly authorized representatives, to any of the school districts books, documents, or records which are directly pertinent to this specific Contract. Access to records includes the right to review, audit, inspect, and make excerpts and transcriptions.

41) Provide qualified personnel for the projects and special services funded by ICTE.

42) Assess the special needs of students participating in programs receiving assistance with respect to their successful completion of the career & technical education program in the most integrated setting possible.

43) Provide supplementary services to students who are members of special populations including, with respect to individuals with disabilities, when appropriate;
   a) curriculum modification;
   b) equipment modification;
   c) classroom modification;
   d) supportive personnel; and
   e) instructional aides and devices.

44) Provide special population students enrolled in private secondary schools with access to career & technical education programs/projects.

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45) Provide, to the extent practicable, to individuals who are members of special populations equal access to the full range of career & technical education programs available to individuals who are not members of special populations, including occupationally specific courses of study; work-based learning; apprenticeship programs; and comprehensive career guidance and counseling services. This provision prohibits discrimination on the basis of a student's status as a member of a special population group.

46) Provide individuals who are members of special populations with equal access to recruitment, enrollment, and placement activities.

CERTIFICATION OF ASSURANCES

I certify that the above assurances will be complied with and those programs, services and activities approved will be conducted in accordance with the Strengthening Career and Technical Education for the 21st Century Act, General Education Provisions Act (GEPA), General Education Provisions Act Enforcement Regulations, OCR Guidelines, Education Department General Administrative Regulations (EDGAR), Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Programs (2 C.F.R. 200), the State Plan for Career and Technical Education, and the Governing Rules and Policies of the State Board for Career & Technical Education.

LOBBYING CERTIFICATION

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(D) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(E) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(F) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS CERTIFICATION

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110.

(C) The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any Federal department or agency.

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

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(D) Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

DRUG-FREE WORKPLACE CERTIFICATION

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.

(B) The applicant certifies that it will or will continue to provide a drug-free workplace by:

  (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

  (b) Establishing an on-going drug-free awareness program to inform employees about –
    (1) The dangers of drug abuse in the workplace.
    (2) The grantee's policy of maintaining a drug-free workplace;
    (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
    (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

  (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

  (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will –
    (1) Abide by the terms of the statement; and
    (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

  (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No.3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

  (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted –
    (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
    (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

  (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

The designated administrator must sign and date the application. Designees must have the authority to enter the district into a binding contract. Signed assurances and certifications may be scanned and emailed to the Perkins email at perkins@cte.idaho.gov. A hard copy must be kept by the district in accordance with its document retention policy.

Information regarding other acceptable methods may be obtained by contacting:
  James Barrett-Spencer
  Federal Oversight & Compliance Coordinator
  Idaho Career & Technical Education
  650 W. State St. Suite 324
  Boise, ID 83720-0095
  (208) 429-5531
  james.barrett-spencer@cte.idaho.gov

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I do hereby certify that I have read the assurances contained in Part 3 and, to the best of my knowledge, all information contained in this application is true and correct.

Printed Name of Dean or Designee	

Signature   Date

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APPENDIX A
Requirements for Uses of Funds

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—

(1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—
  (A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
  (B) readily available career and labor market information, including information on—
    (i) occupational supply and demand;
    (ii) educational requirements;
    (iii) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and
    (iv) employment sectors;
  (C) programs and activities related to the development of student graduation and career plans;
  (D) career guidance and academic counselors that provide information on postsecondary education and career options;
  (E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or
  (F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;

(2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—
  (A) professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;
  (B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 49l–2(e)(2)(C));
  (C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;
  (D) supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;
  (E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
  (F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;

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(G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;

(H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or

(I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

(3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;

(4) support integration of academic skills into career and technical education programs and programs of study to support—
(A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and
(B) CTE participants at the postsecondary level in achieving academic skills;

(5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—
(A) a curriculum aligned with the requirements for a program of study;
(B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;
(C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;
(D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;
(E) a continuum of work-based learning opportunities, including simulated work environments;
(F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;
(G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;

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(H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;

(I) expanding opportunities for students to participate in distance career and technical education and blended learning programs;

(J) expanding opportunities for students to participate in competency-based education programs;

(K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

(L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;

(M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;

(N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;

(O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;

(P) making all forms of instructional content widely available, which may include use of open educational resources;

(Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;

(R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;

(S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or

(T) other activities to improve career and technical education programs; and

(6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

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APPENDIX B
Allowable vs. Non-Allowable Activities and Expenditures

This is not a complete list of allowable/non-allowable costs. Allowability of an expenditure is dependent upon language contained within the Strengthening Career and technical Education for the 21st Century Act (Perkins V), the Education Department General Administrative Regulations (EDGAR) which contains Uniform Grant Guidance (2 CFR 200), Idaho State Code, and the Idaho Division of Career and Technical Education policies.

Allowable	Non-Allowable
Administrative and indirect costs (5%)	Advertising and public relations promoting the recipient
Audit costs in accordance with the Single Audit Act	Alcoholic beverages
Background checks for students required in order to complete a CTE pathway	Capital expenditures***
Career guidance and academic counseling to students who are enrolled in career & technical education programs	Contingency or miscellaneous funds
Communication Costs (e.g. publications, postage)	CTSO student costs (membership dues, items retained by student, social activity, food/beverages)
Consumable student laboratory manuals (e.g. accounting workbooks)	Donations and contributions
Consumable materials and supplies that support the instructional program*	Entertainment
CTE teacher in-service	Expenditures associated with students not enrolled in CTE programs
CTSO competition costs**	Expenditures for CTE programs below the 7th grade
Curriculum development	Expenditures not related to project outcomes
Electronic-based curriculum that supplements content when the curriculum cannot be reused and/or shared (e.g. an individual student's access to a program or testing software)	Expenditures that supplant
Equipment/technology for approved CTE instruction, including computers necessary for CTE program software	Expenditures to support academic programs or remediation
Fees and expenses for supplemental specialized instruction (e.g. Red Cross certified CPR instructor for short-term, specialized instruction in a health professions program)	Fines and penalties
Industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential	Food and beverages
Marketing and outreach materials	Fundraising expenditures including consumable materials
Meetings and conferences (except food and beverage costs)	Gifts, door prizes, etc.
Professional development costs	Goods or services for personal use
Professional service costs, including services contracted by the district for CTE equipment and laboratory maintenance (e.g. equipment service contracts and hazardous waste disposal)	Insurance, interest/financial costs, and lobbying/other political activities
Program evaluation	Items retained by student
Rental/lease costs of equipment	Monetary awards
Salaries (must provide time and effort)	Pre-awarded costs

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Single copy reference materials, including single-user electronic reference materials	Print textbooks, electronic textbooks, and/or other electronic media used as the primary source of content delivery
Supplemental staff for clinical or lab supervision of students enrolled in health programs	Promotional items/materials such as T-shirts, cups, keychains, etc.
Technical skill assessment instructional materials and administration cost	Professional dues
Training costs	Student scholarships
Transportation (related to CTE program standards and/or transition to postsecondary CTE programs)	Technology related to basic instructional delivery, e.g., Smart Boards, cell phones, instructor computer replacement, etc.

*Material and supplies must be direct costs made available to the student for the purpose of completing CTE coursework. General material and supplies not directly attributable to CTE coursework must be included in Administrative and indirect costs (5%).

**CTSO competition costs may include student travel if there is a need as expressed in the Comprehensive Local Needs Assessment. In order to be considered, competition participation/success must have a direct influence in an employer's decision-making process as demonstrated by employment qualifications (required or preferred) published and attested to by the employer. Documentation will be required.

***Includes purchase or lease of passenger vehicles and purchase or construction of buildings/facilities, including permanent modifications to existing buildings/facilities.

APPENDIX C
Definitions

ARTICULATION AGREEMENT (Perkins Sec. 3.4)
A written commitment that is agreed upon at the State level or approved annually by the lead administrators of a secondary institution and a postsecondary educational institution or a subbaccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary education institution designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree, and is linked through credit transfer agreements between the two (2) institutions.

CAREER AND TECHNICAL EDUCATION (CTE) (Perkins Sec. 3.5)
Organized educational activities that offer a sequence of courses that provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations which shall be, at the secondary level, aligned with the challenging State academic standards adopted by Idaho under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; provides technical skill proficiency or a recognized postsecondary credential which may include an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses (other than a remedial course) that meet the requirements. CTE includes competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual. To the extent practicable, organized educational activities are coordinated between secondary and postsecondary through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing. Organized educational activities may include exploration at the high school level or as early as the middle grades.

CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO) (Perkins Sec. 3.6)
An organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

CAREER CLUSTER
The National Career Clusters® Framework serves as an organizing tool for Career Technical Education programs, curriculum design, and instruction. There are sixteen (16) Career Clusters in the Framework, representing 79 Career Pathways to help learners navigate their way to greater success in college and career. The Career Clusters are Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V Technology, and Communications; Business Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections, and Security; Manufacturing; Marketing; Science, Technology, Engineering and Mathematics; and Transportation, Distribution, and Logistics.

CAREER GUIDANCE AND ACADEMIC COUNSELING (Perkins Sec. 3.7)
Guidance and counseling that provides access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities. and planning with respect to an individual's occupational and academic future; provides information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid,

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job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and may provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.

CAREER PATHWAY (Perkins Sec. 3.8)
See Program of Study

CLUSTER PROGRAM (ISBE Policy IV.E.7.b)
As defined by the Idaho State Board Education (ISBE), provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. A cluster program must meet the following requirements: consist of a variety of foundation and intermediate courses within a single Career Cluster that does not culminate in a capstone course; offer a program that is three or more semesters (or the equivalent) in length; demonstrate a strong career/workplace readiness skills alignment; participate in a related Career Technical Student Organization; maintain an active Technical Advisory Committee to guide program development and foster industry engagement; and require a nationally validated, industry-based Workplace Readiness Assessment created to evaluate skills and attitudes needed for success in the workplace administered by an approved developer as part of the program.

CREDIT TRANSFER AGREEMENT (Perkins Sec. 3.11)
A formal agreement, such as an articulation agreement, among and between secondary and postsecondary education institutions or systems that grant students transcripted postsecondary credit, which may include credit granted to students in dual or concurrent enrollment programs, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.

CTE CONCENTRATOR (ISBE policy, Division defined, and Perkins Sec. 3.12)
Partially defined in ISBE Policy IV.E.3.a as a secondary student enrolled in a capstone course. Further defined by the Idaho Division of Career Technical Education (Division) as, at the secondary school level, a junior or senior completing at least two courses in a single CTE pathway (program of study). Includes advanced coursework (e.g. intermediate and capstone) beyond beginning/introductory classes.

At the postsecondary level, a student who completes at least 12 CTE credits (cumulative credits earned up to 3 years) in a single program area OR completes a CTE program that terminates in a degree or certificate (Basic Technical Certificate – BTC, Intermediate Technical Certificate – ITC, Advanced Technical Certificate – ATC, or Associate of Applied Science – AAS degree) as reported to Idaho CTE.

CTE PARTICIPANT (Division defined and Perkins Sec. 3.13)
A secondary student who has completed not less than one (1) course in a career and technical education program or program of study of an eligible recipient. Includes advanced coursework beyond beginning/introductory classes.

A postsecondary student who has been accepted and enrolled in one (1) or more credits in any state funded career technical program.

DISPLACED HOMEMAKER (Workforce Innovation and Opportunity Act (WIOA) Sec. 3.16)

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An individual who has been providing unpaid services to family members in the home and who has been dependent on the income of another family member but is no longer supported by that income; or is the dependent spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of a deployment a call or order to active duty, a permanent change of station, or the service-connected death or disability of the member; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

DUAL OR CONCURRENT ENROLLMENT PROGRAM (Perkins Sec. 3.15)
A program offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student who has not graduated from high school with a regular high school diploma is able to enroll in one or more postsecondary courses and earn postsecondary credit that is transferable to the institutions of higher education in the partnership and applies toward completion of a degree or recognized educational credential.

ELIGIBLE INSTITUTION (Perkins Sec. 3.20)
A consortium of 2 or more entities including; a public or nonprofit private institution of higher education that offers and will use funds provided under this title in support of career and technical education courses that lead to technical skill proficiency or a recognized postsecondary credential, including an industry-recognized credential, a certificate, or an associate degree; a local educational agency providing education at the postsecondary level; an area career and technical education school providing education at the postsecondary level; an Indian Tribe, Tribal organization, or Tribal education agency that operates a school or may be present in the state; a postsecondary educational institution controlled by the Bureau of Indian Education or operated by or on behalf of any Indian Tribe that is eligible to contract with the Secretary of the Interior; a tribally controlled college or university; or an educational service agency.

ELIGIBLE RECIPIENT (Perkins Sec. 3.21)
A local educational agency (including a public charter school that operates as a local educational agency), an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency or a consortium, eligible to receive assistance; or an eligible institution or consortium of eligible institutions eligible to receive assistance.

ENGLISH LEARNER
(ESEA Sec. 8101.20) A secondary school student who is aged 3 through 21; is enrolled or preparing to enroll in a secondary school; who was not born in the United States or whose native language is a language other than English, who is Native American or Alaska Native or a native resident of the outlying areas and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the challenging State academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society.

(Perkins Sec. 3.22) An adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and whose native language is a language other than English or who lives in a family environment or community in which a language other than English is the dominant language.

HIGH SKILL (Division defined)

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A career that uses an industry validated curriculum meeting standards developed by educators and industry under direction of the Division with multiple entry and exit points resulting in industry recognized certificates, credentials, degrees or apprenticeships beyond a high school diploma.

HIGH WAGE (Division defined)
A career that provides 60% of the average hourly wage by labor market region as determined by the Idaho Department of Labor. The percentage was determined using Idaho's Unemployment Insurance Program which provides benefits up to 60% of the state's average wage. Labor market data may be found at https://lmi.idaho.gov/oes.

IN-DEMAND INDUSTRY SECTOR OR OCCUPATION (WIOA Sec. 3.23)
An industry sector that has a substantial current or potential impact on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors or an occupation that currently has or is projected to have a number of positions in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate. An in-demand occupation tool has been developed by the Idaho Department of Labor in consultation with the Workforce Development Council and the Division and may be found on the Division's website at https://public.tableau.com/profile/idlabor#!/vizhome/In-DemandOccupations/In-DemandOccupations.

INDIAN; INDIAN TRIBE (Indian Self-Determination and Education Assistance Act)
"Indian" means a person who is a member of an Indian Tribe.

"Indian Tribe" means any Indian tribe, band, nation, or other organized group or community, including and Alaska Native village or regional or village corporation, which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

INDIVIDUAL WITH A DISABILITY (Perkins Sec. 3.28)
An individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

INDUSTRY RECOGNIZED (Association for Career and Technical Education (ACTE))
A credential that is sought or accepted by employers within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, hiring, retention or advancement purposes; and, where appropriate, is endorsed by a nationally recognized trade association or organization representing a significant part of the industry or sector.

INDUSTRY OR SECTOR PARTNERSHIP (Perkins Sec. 3.29)
The term ''industry or sector partnership'' has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

INSTITUTION OF HIGHER EDUCATION (Perkins Sec. 3.30)
The term ''institution of higher education'' has the meaning given the term in section 101 of the Higher Education Act of 1965.

LOCAL EDUCATIONAL AGENCY (Perkins Sec. 3.31)
The term ''local educational agency'' (LEA) has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.

NON-TRADITIONAL FIELDS (Perkins Sec. 3.33)
Occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

OUT-OF-SCHOOL YOUTH (Perkins Sec. 3.35)
The term ''out-of-school youth'' has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

OUT-OF-WORKFORCE INDIVIDUAL (Perkins Sec. 3.36)
An individual who is a displaced homemaker; or an individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills, or is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title, and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

PARAPROFESSIONAL (Perkins Sec. 3.37)
Also known as a "paraeducator", includes an education assistant and instructional assistant.

PATHWAY PROGRAM (ISBE Policy IV.E.7.c)
Provides specific career area occupational preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program. A pathway program must meet the following requirements: consists of a sequence of courses that culminate in a capstone course and aligns with Board approved career technical education content standards; offer a program that is three or more semesters (or the equivalent) in length; demonstrate a strong career/workplace readiness skills alignment; participate in a related Career Technical Student Organization; maintain an active Technical Advisory Committee to guide program development and foster industry engagement; require the Workplace Readiness Assessment as part of the program; demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards; offer work-based learning experience opportunities for students (paid or unpaid) require a pathway-identified Technical Skills Assessment for all students enrolled in the capstone course (concentrators); ensure the program meets the requirements for concentrators to obtain Technical Competency Credit for aligned postsecondary programs; and require a nationally validated, industry-based technical skill assessment administered by and approved developer. See also Program of Study.

POSTSECONDARY EDUCATIONAL INSTITUTION (Perkins Sec. 3.39)
An institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree, a tribally controlled college or university, or a nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.

PROFESSIONAL DEVELOPMENT (Perkins Sec. 3.40)
Activities that are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary

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level; and are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based.

PROGRAM OF STUDY (Perkins Sec. 3.41)
A coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; addresses both academic and technical knowledge and skills, including employability skills; is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); has multiple entry and exit points that incorporate credentialing; and culminates in the attainment of a recognized postsecondary credential. Commonly used interchangeably with the terms pathway and career pathway.

QUALITY (Division defined)
At the secondary level, an educational program effectively uses data to inform and improve student success including closing student equity gaps in access and completion and improving attainment of rigorous academic and technical skills. Secondary CTE concentrators, as defined in this plan, demonstrate acceptable levels of proficiency as measured by Technical Skills Assessments. At least one Technical Skills Assessment must be administered to CTE concentrators once every two years as part of a pathway to remain eligible to receive Perkins funds. Authorized CTSOs must align with CTE course curriculum, but are not limited to programs of study offered.

Postsecondary CTE concentrators, as defined by the state, demonstrate proficiency through earning a degree or certificate (Basic Technical Certificate, Intermediate Technical Certificate, Advanced Technical Certificate, or an Associate of Applied Science Degree (A.A.S.)).

All secondary and postsecondary recipients must complete a Comprehensive Local Needs Assessment (CLNA) every two (2) years, have a technical advisory committee for each program of study that meets at least once a year, annually submit program data and analysis showing progress toward performance targets, employ faculty that meet the minimum certification requirements as established by the Division, must connect to an authorized CTSO that is aligned to course curriculum led by a teacher that meets the minimum certification requirements as established by the Division, and must provide professional development opportunities.

RECOGNIZED POSTSECONDARY CREDENTIAL (WIOA Sec. 3.52)
A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree. ISBE definitions for postsecondary certifications available at state institutions may be found at https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/iii-e-certificates-and-degrees/.

REMOTE SCHOOL DISTRICT (Division defined)
A remote district is a rural district isolated from the other schools of the state because of geographical or topographical conditions. Districts are considered remote when the distance between district offices is equal to or greater than 25 miles on a continuous all-weather surface road.

RURAL SCHOOL DISTRICT (Idaho Code §33-319)
A school district with fewer than twenty (20) enrolled students per square mile within the area encompassed by the school district's boundaries or the county in which a plurality of the school

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district's market value for assessment purposes is located contains less than twenty-five thousand (25,000) residents.

SCOPE (Division defined)
A secondary program must provide opportunity for postsecondary advancement as evidenced by: at least one (1) articulation agreement in place or opportunities to earn college credits under Idaho's Advanced Opportunities program (https://boardofed.idaho.gov/k-12-education/advanced-opportunities-for-high-school-academics/); alignment with business and industry needs as identified in the CLNA; rigorous academic and technical skills aligned with challenging academic and CTE standards (including employability skills); a capstone course within a pathway; a recognized postsecondary credential; participation in work based learning experiences; and identifying one (1) of the three (3) definitions of a high skill, high wage, or in demand occupation in their CLNA.

SIZE (Division defined)
At the secondary level, the recipient must offer a minimum of one (1) Division approved program of study (pathway) and one (1) authorized CTSO. Both must align to the comprehensive local needs assessment. A Career and Technical School (CTS) must have a minimum of three (3) Division approved programs of study and one (1) authorized CTSO. Individual courses that constitute a program of study should take into consideration the available space, equipment/technology, safety, and teacher to student ratio for a quality student experience.

At the postsecondary level, a program approved by the Idaho State Board of Education in compliance with Board policy III.G: Postsecondary Program Approval and Discontinuance that meets the enrollment requirements established by the institution and offers a recognized postsecondary credential.

SPECIAL POPULATIONS (Perkins Sec. 3.48)
Individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non- traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

SUPPORT SERVICES (Perkins Sec. 3.50)
Services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices.

WORK-BASED LEARNING (Perkins Sec. 3.55)
Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

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APPENDIX D
Section 427 of the General Education Provisions Act

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Strengthening Career and Technical Education for the 21st Century Act

Contents

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Introduction

On July 31, 2018, the President of the United States signed the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) into law. Perkins V requires significant changes including a comprehensive local needs assessment that demonstrates how local recipients demonstrate accountability, apply for funds, and expend approved funds.

Comprehensive local needs assessments (CLNA) are an opportunity to build strong connections between career and technical education (CTE) programs and the communities they serve, ensuring each student has the opportunity to pursue high-wage, high-skill, and in-demand occupations. By expanding the list of stakeholders engaged in the process of evaluation and implementation, the CLNA establishes a framework for current and future CTE needs at the local level.

This document is intended to provide Perkins V applicants with the resources needed to complete the CLNA through translation of the law into actionable steps. It has been created using guidance from multiple sources (Appendix A).

The Law

Within section 134 of Perkins V, paragraphs (a) and (b) refer to the need to apply for funds from the state agency, Idaho Career and Technical Education (ICTE). Paragraph (c) is the main portion related to the CLNA. Paragraphs (d) and (e) inform the recipient as to stakeholders required as consultation and the need for consultation after the initial CLNA and each update.

Section 134

(a) LOCAL APPLICATION REQUIRED.—Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local application to the eligible agency. Such local application shall cover the same period of time as the period of time applicable to the State plan submitted under section 122;

(b) CONTENTS.—The eligible agency shall determine the requirements for local applications, except that each local application shall contain—

    (1) a description of the results of the comprehensive needs assessment conducted under subsection (c);

(c) COMPREHENSIVE NEEDS ASSESSMENT.—

    (1) IN GENERAL. To be eligible to receive financial assistance, an eligible recipient shall –

        (A) Conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and

        (B) Not less than once every 2 years, update such comprehensive local needs assessment.

    (2) The comprehensive local needs assessment described in paragraph (1) shall include each of the following:

        (A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

        (B) A description of how career and technical education programs offered by the eligible recipient are –

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(i) Sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and

(ii) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in the section as the 'State board' or local workforce development board, including career pathways were appropriate; or Designed to meet local education or economic needs not identified by State boards or local workforce development boards.

(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including –

(i) Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;

(ii) Providing programs that are designed to enable special populations to meet the local levels of performance; and

(iii) Providing activities to prepare special populations tor high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

(d) CONSULTATION.—In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection (b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—

(1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;

(2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;

(3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;

(4) parents and students;

(5) representatives of special populations;

(6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);

(7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and

(8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

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(e) CONTINUED CONSULTATION.—An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in subsection (d) on an ongoing basis, as determined by the eligible agency. This may include consultation in order to—

  (1) provide input on annual updates to the comprehensive needs assessment required under subsection (c)(1)(B);

  (2) ensure programs of study are—

   (A) responsive to community employment needs;

   (B) aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection (d), which may include in-demand industry sectors or occupations identified by the local workforce development board;

   (C) informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));

   (D) designed to meet current, intermediate, or long term labor market projections; and

   (E) allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;

  (3) identify and encourage opportunities for work-based learning; and

  (4) ensure funding under this part is used in a coordinated manner with other local resources.

Stakeholder Engagement

Perkins V requires more extensive stakeholder involvement than prior iterations of the Perkins Act. Each stakeholder described under paragraph (d) on page 2 is a group, meaning a plurality must be consulted to consider the requirement satisfied.

The first suggested step in bringing stakeholders together is to determine who will take part in helping to manage the work ahead and set priorities. The Idaho Division of Career and Technical Education (Division) recommends recipients begin by gauging the interest of members of their Technical Advisory Committee(s) (TAC) in forming a leadership team.

Paragraph (d)(8) on page 2 grants the Division the authority to require additional stakeholders be consulted in the development of the CLNA. The Division, however, does not require additional stakeholders. It is the responsibility of the recipient to reach out to each of the following groups of stakeholders:

- Representatives from programs at **both** the secondary and postsecondary levels
  - Teachers, instructors, and faculty
  - Career guidance and academic counselors
  - Administrators and principals
  - Specialized instructional support personnel and professionals
- Representatives of the Workforce Development Council or their local affiliates
- Representatives of local or regional economic development organizations, businesses, and industries
- Parents and students

- Representatives of special populations listed on page (16)
- representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable. If a secondary LEA borders the sovereign land of an Indian Tribe or if members of the Tribe attend the middle or high school grades in the LEA, they must be included in this process. If an Indian Tribe resides within the region served by the postsecondary institution, they must be included in this process.

Other representatives the recipient may wish to consult include fiscal and data staff. Additional stakeholders may be consulted by the recipient.

Consultation does not have to occur all at once, nor does it have to include every stakeholder in a single meeting. Be strategic and take advantage of events that are already set to occur such as school board or city council meetings. The Environmental Protection Agency (EPA) developed a toolkit to help generate and obtain public input located at https://www.epa.gov/international-cooperation/public-participation-guide-tools-generate-and-obtain-public-input. A worksheet to help brainstorm potential stakeholders may be found in Appendix B.

Comprehensive Local Needs Assessment Template
The CLNA has six required elements from paragraph (c)(2) beginning on page 1 including:

(A) Student performance;
(B1) Size, scope, and quality;
(B2) Industry and occupation alignment;
(C) Program of study implementation;
(D) Recruitment, retention, and training of qualified CTE personnel;
(E) Equal access

Each element will be addressed separately with the text from Perkins V italicized, a brief description, a list of materials to review, and a set of suggested questions. This process will take time. A possible resource within your district, community, or region may be individuals or groups familiar with the implementation of the Every Student Succeeds Act and the Workforce Innovation and Opportunity Act, both of which required a similar process. Try to gain a sense of best practices and lessons learned.

Please note: tables in each section are not intended to be agree/disagree, but rather to invoke thought regarding the recipient's current program(s), even if there is no program of study. Be thorough and document processes and conclusions.

Part A: Student Performance

Section 134(c)(2)(A) – an evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

Each recipient receiving Perkins IV funds was required to collect and analyze disaggregated performance data by population subgroups and special populations. Perkins V requires the same analysis of data, with data disaggregated at the program of study level for subgroups and special populations.

Materials to review

Perkins performance data for the past several years, aggregated and disaggregated by CTE program and subpopulation groups. The Division will collect and provide the correlated data to each secondary recipient in an annual report. Postsecondary recipients will be provided a report of consolidated data previously collected.

Data will be disaggregated by:
- Gender
- Race and ethnicity
- Migrant status
- Individuals with disabilities
- Individuals from economically disadvantaged families including low-income youth and adults
- Individuals preparing for nontraditional fields
- Single parents including single pregnant women (postsecondary measure)
- Out of work individuals (postsecondary measure)
- English learners
- Homeless individuals
- Youth who are in or who have aged out of the foster care system (secondary measure)
- Youth with a parent who is on active duty in the military (secondary measure)

Table A: Student Performance
Each statement below requires an assessment of materials gathered. Enter the value in the 'Result' column that most accurately reflects the result and provide additional comments in the 'Strengths and/or Areas for Improvement' column.

1. This is a strength
2. This is satisfactory
3. This area needs improvement
4. This area needs major improvement

Statement	Result	Strengths and/or Areas for Improvement	Documents Reviewed
Students in CTE programs are performing well on federal accountability indicators in comparison to non-CTE students.			
Students from special populations are performing well in CTE programs in comparison to students without identified special needs.			
Students from different genders, races and ethnicities are performing well in CTE programs.			

Additional questions:
Which CTE programs overall have the highest outcomes, and which have the lowest?

Which groups of students are struggling the most in CTE programs?

Where do the biggest gaps in performance exist between subgroups of students?

Are there certain CTE programs where special populations are performing above average? Below average?

What are the potential root causes of inequities in my CTE programs?

Provide a summary of the results for use in the Perkins V Local Application here:

Part B1: Size, Scope, and Quality

Section 134(c)(2)(B)(i) – A description of how career and technical education programs offered by the eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.

Size, scope, and quality are defined by the Division in the State Plan.

SIZE

As defined by the Division, at the secondary level means the recipient must offer a minimum of one (1) Division approved program of study (pathway) and one (1) authorized CTSO. Both must align to the comprehensive local needs assessment. A Career and Technical School (CTS) must have a minimum of three (3) Division approved programs of study and one (1) authorized CTSO. Individual courses that constitute a program of study should take into consideration the available space, equipment/technology, safety, and teacher to student ratio for a quality student experience.

At the postsecondary level means a program approved by the Idaho State Board of Education in compliance with Board policy III.G: Postsecondary Program Approval and Discontinuance that meets the enrollment requirements established by the community college and offer a recognized postsecondary credential.

SCOPE

The term "scope" as defined by the Division means that a secondary program must provide opportunity for postsecondary advancement as evidenced by: at least one (1) articulation agreement in place or opportunities to earn college credits under Idaho's Advanced Opportunities program; alignment with business and industry needs as identified in the CLNA; rigorous academic and technical skills aligned with challenging academic and CTE standards (including employability skills); a capstone course within a pathway; a recognized postsecondary credential; participation in work based learning experiences; and identifying one (1) of the three (3) definitions of a high skill, high wage, or in demand occupation in their CLNA.

QUALITY

As defined by the Division, means at the secondary level an educational program that effectively uses data to inform and improve student success including closing student equity gaps in access and completion and improving attainment of rigorous academic and technical skills. Secondary CTE concentrators, as defined by the state, demonstrate acceptable levels of proficiency as measured by Technical Skills Assessments. At least one Technical Skills Assessment must be offered once every two years to remain eligible to receive Perkins funds. Authorized CTSOs must align with CTE course curriculum, but are not limited to programs of study offered.

Postsecondary CTE concentrators, as defined by the state, demonstrate proficiency through earning a degree or certificate (Basic Technical Certificate, Intermediate Technical Certificate, Advanced Technical Certificate, or an Associate of Applied Science Degree (A.A.S.)).

All secondary and postsecondary recipients must complete a Comprehensive Local Needs Assessment (CLNA) every two (2) years, have a technical advisory committee for each program of study that meets at least once a year, annually submit program data and analysis showing progress toward performance targets, employ faculty that meet the minimum certification requirements as established by the Division, must connect to an authorized CTSO that is aligned to course curriculum and led by a teacher that meets the minimum certification requirements as established by the Division, and must provide professional development opportunities.

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Materials to review

Size

- Total number of programs of study
- Total number of programs
- Total number of CTSOs
- Total number of courses within each program or program of study
- Capacity of each program or program of study

Scope

- Articulation agreements between secondary and postsecondary recipients
- Descriptions of dual/concurrent enrollment programs with data on participation
- Data on student retention and transition from secondary to postsecondary
- Opportunities for work-based learning

Quality

- Curriculum standards
- Technical Skills Assessment results
- Data on credential attainment by program of study disaggregated by student demographic and credential
- Documentation of TAC meetings
- Documentation of adherence to safety requirements
- Documentation of Career Technical Student Organization (CTSO) activities and alignment to curriculum
- Data on placement in employment following program participation
- Results of any outside evaluation tools

Table B1: Size, Scope, and Quality

Each statement below requires an assessment of materials gathered. Enter the value in the 'Result' column that most accurately reflects the result and provide additional comments in the 'Strengths and/or Areas for Improvement' column.

1. This is a strength
2. This is satisfactory
3. This area needs improvement
4. This area needs major improvement

Statement	Result	Strengths and/or Areas for Improvement	Documents Reviewed
We are offering programs in which students are choosing to enroll.			
Enrollment in programs are sufficient to justify the costs in offering those programs.			
We offer a sufficient number of courses, and course sections, within programs so that each student who wants to enroll in our programs is able to do so.			
Students can complete a program of study at our institution and others in the service area.			
Some of my programs offer more opportunities for skill development than others, both in the classroom/laboratory and through extended learning experiences.			
Our programs meet or exceed quality standards developed by my state or by a relevant third party.			
Specific program areas are comparable in quality.			
Specific components of my programs, such as work-based learning or instruction, are comparable in quality.			

Additional questions:
Which CTE cluster programs may be good candidates to become programs of study?

Provide a summary of the results for use in the Perkins V Local Application here:

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Part B2: Industry and Occupation Alignment

Section 134(c)(2)(B)(ii) – A description of how career and technical education programs offered by the eligible recipient are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in the section as the 'State board' or local workforce development board, including career pathways were appropriate; or Designed to meet local education or economic needs not identified by State boards or local workforce development boards.

Perkins V requires a more in depth analysis of how recipient programs or programs of study are meeting the demands of Idaho's workforce. The Division currently provides a labor market tool developed by the Idaho Department of Labor (IDOL) designed to provide information down to the regional level. A link to the tool may be found on our website at cte.idaho.gov/perkins-v. Further resources may be found on IDOL's website at lmi.idaho.gov. Use the tools provided at both websites in conjunction with local data sources and stakeholder feedback to help determine which programs of study should be made available to students.

In an effort to assist in the process of analyzing labor market data, the Division will create both a statewide and regional list of acceptable in demand occupations:

Statewide - The statewide occupations list is based on the IDOL labor market tool filtered by the top 200 occupations and the level of education required (no formal education, HS diploma, some college, no degree, postsecondary non-degree award, and Associates degrees). The result is a list of 115 occupations.

Regional - The regional occupations list is based on the IDOL labor market tool filtered by the top 200 occupations, region, and then the level of education required (no formal education, HS diploma, some college, no degree, postsecondary non-degree award, and Associates degree). Results vary between 74 and 95 occupations in each region.

Any program of study at the LEA or institution that may lead to an occupation on one of the lists will be considered to be in alignment with labor needs. Applicants will be required to submit a brief paragraph explaining the connection between the program of study and the occupation. Submissions will be assessed based on the strength of the connection.

If the program of study does not correlate to an occupation on one of the lists, additional justification and data will be required. This may result in labor market analysis or review, particularly to justify small or emerging employment sectors. In all cases, industry representatives must be consulted regarding program improvement and justification for the project.

Additional national resources may be found at careeroutlook.us and datausa.io.

Materials to review
- State and local defined lists of in-demand industry sectors and/or occupations
- State and local labor market information
- Real-time job postings data from online search engines
- Input from business and industry representatives, with particular reference to opportunities for special populations
- Alumni employment and earnings outcomes from a state workforce agency or alumni survey
- Analysis of performance data and program size, scope, and quality

Table B2: Industry and Occupation Alignment

Each statement below requires an assessment of materials gathered. Enter the value in the 'Result' column that most accurately reflects the result and provide additional comments in the 'Strengths and/or Areas for Improvement' column.

1. This is a strength
2. This is satisfactory
3. This area needs improvement
4. This area needs major improvement

Statement	Result	Strengths and/or Areas for Improvement	Documents Reviewed
CTE program offerings are broad enough to expose students to all the in-demand industry sectors or occupations in my region.			
CTE program enrollment matches projected job openings. Where are the biggest gaps?			
Graduates of my programs are thriving in the labor market. Which ones and why?			
Opportunities exist in my local labor market for students with disabilities, English learners or other special populations.			

Additional questions:

What industries are projected to grow the most in my local area? What occupations?

What are the emerging occupations in my area to which students should be exposed?

What skill needs have industry partners identified as lacking in my programs?

Provide a summary of the results for use in the Perkins V Local Application here:

Part C: Program of Study Implementation

Section 134(c)(2)(C) – An evaluation of progress toward the implementation of career and technical education programs and programs of study.

A program of study is defined in Perkins V as:
Section 3(41) – a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that –

- *Incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;*
- *Addresses both academic and technical knowledge and skills, including employability skills;*
- *Is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;*
- *Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);*
- *Has multiple entry and exit points that incorporate credentialing; and*
- *Culminates in the attainment of a recognized postsecondary credential.*

In Idaho, the secondary portion of a program of study is called a pathway and consists of a sequence of courses culminating in a capstone course. Capstone courses are limited to juniors/seniors and require Technical Skills Assessments that test a student's ability to meet industry standards. The Division through consultation with industry leaders, postsecondary institutions, and LEAs establishes program standards to meet industry standards. It is through the standards setting process that the Division develops programs of study for the State of Idaho.

Perkins funds may only be used by the recipient to develop or support programs of study.

Materials to review
- Documentation of course sequences and aligned curriculum for each CTE program
- Curriculum standards for academic, technical, and employability skills
- Descriptions of dual/concurrent enrollment programs, and data on student participation
- Articulation agreements
- Data on student retention and transition to postsecondary education within the program of study
- TAC notes/minutes
- Data on student attainment of credentials and articulated credit
- Notes on industry participation

Table C: Program of Study Implementation

Each statement below requires an assessment of materials gathered. Enter the value in the 'Result' column that most accurately reflects the result and provide additional comments in the 'Strengths and/or Areas for Improvement' column.

1. This is a strength
2. This is satisfactory
3. This area needs improvement
4. This area needs major improvement

Statement	Result	Strengths and/or Areas for Improvement	Documents Reviewed
Programs are aligned and articulated across secondary and postsecondary education.			
Programs incorporate relevant academic, technical and employability skills at every learner level.			
Credit transfer agreements are in place to help students earn and articulate credit.			
Students are being retained in the same program of study.			
Students in the programs of study have multiple entry and exit points.			
Students in my programs earn recognized postsecondary credentials. Which ones?			
Secondary students in my programs earn dual/concurrent enrollment credit.			

Additional questions:
Is there attrition as students progress through the program or program of study? Why?

Provide a summary of the results for use in the Perkins V Local Application here:

Part D: Recruitment, Retention, and Training of Qualified CTE Personnel

Section 134(c)(2)(D) – A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

One of the key elements of Perkins V is the ability to provide assurance that each recipient is working to keep personnel involved in every aspect of CTE to highest professional standards. The CLNA requires a review of recruitment, retention, and training policies to help identify what aspects may be in need of updating. An important part of this assessment asks participants to look at the diversity of these professionals and how closely they match the diversity of the education system in the local or regional community.

Materials to review

- State and/or local policies on educator certification and licensing
- Data on faculty, staff, administrator, and counselor preparation; credentials; salaries and benefits; and demographics
- Description of recruitment and retention processes and policies
- Descriptions of professional development, mentoring, and externship opportunities
- Data on educator participation in professional development, mentoring, and externship
- Findings from teacher evaluations
- Findings from surveys/focus groups of educators' needs and preferences
- Data on educator and staff retention
- Information about teacher shortage areas and projections of future staffing needs

Table D: Recruitment, Retention, and Training of Qualified CTE Personnel

Each statement below requires an assessment of materials gathered. Enter the value in the 'Result' column that most accurately reflects the result and provide additional comments in the 'Strengths and/or Areas for Improvement' column.

1. This is a strength
2. This is satisfactory
3. This area needs improvement
4. This area needs major improvement

Statement	Result	Strengths and/or Areas for Improvement	Documents Reviewed
Staff is diverse and reflects the demographic makeup of the student body.			
Efficient and effective processes are in place to recruit and induct new teachers and staff, especially for teachers coming from industry.			
All educators teaching our programs are adequately credentialed.			
Regular, substantive professional development opportunities are offered.			

Additional questions:
What professional development offerings are most highly rated by participating staff?

What do educators report as needs and preferences for professional development, benefits, retention and more?

In what subject areas do I need to develop or recruit more educators?

Provide a summary of the results for use in the Perkins V Local Application here:

Part E: Equal Access

Section 134(c)(2)(E) – A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including –

- *Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations*
- *Providing programs that are designed to enable special populations to meet the local levels of performance*
- *Providing activities to prepare special populations tor high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.*

Section 3(48) Special Populations – The term 'special populations' means –

- *Individuals with disabilities*
- *Individuals from economically disadvantaged families, including low-income youth and adults*
- *Individuals preparing for non-traditional fields*
- *Single parents, including single pregnant women (postsecondary measure)*
- *Out-of-workforce individuals (postsecondary measure)*
- *English learners*
- *Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act*
- *Youth who are in, or have aged out of, the foster care system (secondary measure)*
- *Youth with a parent who is a member of the armed forces and is on active duty (secondary measure)*

Perkins V requires each recipient to examine programs to identify any existing or potential barriers that may prevent members of any special population from entering and succeeding in CTE. Perkins V also expands and updates the definition of special populations.

Please note: "out-of-workforce individuals" does not apply to secondary students. "Youth who are in, or have aged out of, the foster care system" and "youth with a parent who is a member of the armed forces and is on active duty" do not apply to postsecondary students.

Materials to review

- Program promotional materials
- Recruitment activities for each special population
- Career guidance activities for special populations
- Processes for providing accommodations, modifications, and supportive services for special populations including how they are communicated
- Information on accelerated credit and credentials available for special populations
- Procedures for work-based learning for special populations
- Data on participation and performance for students from special populations
- Findings from the student performance section
- Findings from the size, scope, and quality section
- Findings from surveys/focus groups with students, parents (if applicable), and community organizations
- Policies regarding non-discrimination including bullying policies and grievance procedures

Table E: Equal Access

Each statement below requires an assessment of materials gathered. Enter the value in the 'Result' column that most accurately reflects the result and provide additional comments in the 'Strengths and/or Areas for Improvement' column.

1. This is a strength
2. This is satisfactory
3. This area needs improvement
4. This area needs major improvement

Statement	Result	Strengths and/or Areas for Improvement	Documents Reviewed
Each special population is provided equal access to all CTE programs.			
Special population groups perform well in the programs.			
Processes are in place to encourage all students to complete programs.			
The recipient actively address potential barriers that might prevent special populations from participating in, performing in, and/or completing programs.			

Additional questions:

What accommodations, modifications and supportive services do you currently provide to ensure the success of special population groups? Which ones are most effective? Which ones are underutilized?

What additional accommodations, modifications and supportive services would help ensure access and equity for all students within your programs?

Which population groups are underrepresented in your CTE programs overall, and in particular program areas? Overrepresented?

Are there additional enrollment discrepancies related to high-wage, high-skill occupations?

What barriers currently exist that prevent special population groups from accessing your programs?

Provide a summary of the results for use in the Perkins V Local Application here:

Next Steps

Questions provided in the CLNA are not an exhaustive list. They are a starting point. Ask the tough questions and be prepared for feedback. Answers provided should help the recipient to identify the most pressing needs of the local CTE system and prioritize Perkins V expenditures. Perkins funding must be spent on activities identified in the CLNA. In prioritizing, focus on the areas of the overall CTE program that need the most attention, those areas where alternative funding sources are available, or areas that will have the greatest impact on student achievement.

Use the summary portion of each part to tally values given in the "Results" column and to describe the key strengths and weaknesses discussed. Keep thorough notes and documentation of the processes used. Document meetings and attendance. Keep any data used. Supporting documentation will not be required with CLNA submissions. However, it should be kept in accordance with recipient document retention policies and is subject to review at any time.

The CLNA must be completed every two years with an annual review of progress including a disaggregated data analysis. Perkins V applications will not be accepted without a CLNA.

Appendix A: Reference Documents

Perkins V Guidance:
A Guide for State Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Quality and Equity in CTE (Word and PDF)
This guide from Advance CTE provides a summary, analysis and guidance for each major component of the comprehensive local needs assessment and the decisions states can be making now to support a robust CLNA process that aligns with the state's overall vision for CTE

A Guide for Local Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Equality in CTE (PDF)
This guide from ACTE provides an overview and guidance for the comprehensive local needs assessment so that local leaders can utilize it as a tool for program improvement.

Policy Benchmark Tool: CTE Program of Study Approval (LINK)
This guide from Advance CTE provides a tool for policy evaluation. An effective process for setting priorities is modeled in this guide.

Public Participation Guide: Tools to Generate and Obtain Public Input (LINK)
This guide from the Environmental Protection Agency provides tools to help identify engagement strategies with stakeholders.

Other Resources:
Using Needs Assessments for School and District Improvement: A Tactical Guide
Council of Chief State School Officers. December 5, 2018 (LINK)

Worksheets From: Using Needs Assessment for School and District Improvement
Council of Chief State School Officers. Julie Corbett and Sam Redding. 2017. (LINK)

Needs Assessment Guidebook
State Support Network. Cary Cuiccio and Mary Husby-Slater. May 2018 (LINK)

Appendix B: Potential Partner Worksheet

Use this template to identify potential partners for your CLNA. All listed are **required** in Perkins V unless noted with *.

Role	Individuals	Organization	Email/Contact
Secondary CTE teachers:			
Secondary career guidance and academic counselors:			
Secondary principal, administrator, leader:			
Secondary instructional support, paraprofessional:			
Postsecondary CTE faculty:			
Postsecondary administrators:			
Members of local workforce development boards:			
*Member of regional economic development organization:			
Local Business and Industry Representatives:			
Parents and students:			
Representatives of special populations:			

Role	Individuals	Organization	Email/Contact
Gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military.			
Representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth:			
Representatives of Indian Tribes and Tribal organizations:			
Other stakeholders desired:			

Appendix C: Program Quality Evaluation Tools

ACTE's Quality CTE Program of Study Framework
ACTE's evidence-based framework assessing across 12 elements to capture the program scope, delivery, implementation and quality. It also touches on program staffing and equity. (LINK)

Rubric for Linked Learning Pathway Quality Review and Continuous Improvement
Guide to planning and implementing high quality linked learning pathways (LINK)

Design Specification for Implementing the College and Career Pathways System Framework
American Institutes for Research facilitator's guide for continuous improvement in designing a career pathway system. (LINK)

Adobe Inc.
601 Townsend Street San
Francisco, CA 94103

Adobe

January 17, 2020

Mr. Clay Long
Administrator
Idaho Career Technical Education
Len B. Jordan Building, Room 324
Boise, Idaho 83702-5936

COMMENTS OF ADOBE INC. RESPONDING TO THE IDAHO PERKINS CTE PLAN

Dear Mr. Long:

Adobe appreciates having this opportunity to provide input on the Idaho Department of Education's Perkins Career and Technical Act (Perkins V) plan. We also welcome Idaho's commitment to mastery based education, which provides an excellent way to equip students with the knowledge and skills they will need to join the workforce. As a global technology leader, we need creative, collaborative employees who can solve problems and communicate effectively with each other and our customers. We deeply value these competencies. We also recognize the growing worldwide demand for them by other leading private and public sector employers and the communities they serve.

Career and technical education experiences and activities should recognize these workplace needs and align with the work and life experiences students will encounter after graduation. As your agency completes Idaho's plan for implementing Perkins V, we respectfully encourage you to consider using the plan to complement the work of the state's Mastery Education Network. Mastery based learning is one of the most effective and engaging way for career and technical education students to acquire, at their own pace, the deep content knowledge and array of essential skills they will need to thrive as workers, community members, and lifelong learners. This approach includes providing opportunities for students to use technology to maximize their creative contributions and impact and demonstrate the knowledge and skills they are acquiring through CTE courses. Consistent with this vision, we respectfully urge you to consider adding the following components to Idaho's Perkins V plan.

INVEST IN CAREER AND TECHNICAL EDUCATION TEACHERS AND COUNSELORS

Adobe strongly supports Idaho's Mastery Education Network, which includes an emphasis on building teachers' abilities to lead mastery based classrooms, including providing "network resources, including professional development, coaching and best practices to Idaho public

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school districts and charter schools." The state's Perkins V plan should reflect this innovative vision. Evidence shows that teachers and school leaders play the most important role in promoting student achievement, including in career and technical education. Teachers and school leaders are also best positioned to establish learning environments that will cultivate the next generation of creative workers and citizens. Given the critical importance of highly effective teachers to CTE programs, we encourage Idaho to include language in the Perkins V plan encouraging school districts to provide professional development opportunities for teachers, school leaders, and other CTE professionals to build their capacity to use mastery based models and other performance based learning practices. For example, Perkins funding could be used to help Idaho CTE teachers develop and use high quality performance assessments that better illustrate CTE student's knowledge and skills; effectively use student data gathered through portfolios and other innovative assessments to support personalized learning; and integrate technology to support rich CTE instruction, experiences, and assessments of learning.

Adobe also urges Idaho to ensure that all school counselors in the state are encouraged and equipped to help students understand the value of acquiring creative literacy, critical thinking, collaboration and communication skills demanded by employers like Adobe. Counselors should encourage CTE students to seek work-based learning opportunities and help them seek out CTE courses that use mastery based learning models. This recommendation aligns directly with Perkins V's permitted state level investment in "improv[ing] career guidance and academic counseling programs", which can include helping students recognize the value of mastery based learning experiences.

ENCOURAGE ELIGIBLE RECIPIENTS TO PROMOTE CTE INNOVATION

Adobe strongly supports Idaho's *Local Innovation Schools and Mastery Education Network.* Consistent with Idaho's leadership in this area, we encourage the state to urge local recipients to use Perkins V's reference to expanding competency based CTE classes. This strategy would enable eligible recipients to better meet students', educators', and employers' needs. Specifically, Idaho should encourage and support eligible recipients to use their Perkins V funding, and related state funding, to:

- Encourage school districts to provide opportunities for students to participate in mastery based CTE programs, including using classroom-embedded performance tasks to offer CTE students a richer, more individualized learning experiences;
- Urge school districts to use CTE portfolios, including permitting students to use visual communication and storytelling, to enable students to fully demonstrate the critical thinking, creative literacy, communication, and collaboration skills they acquire;
- Ensure that every CTE program has a set of competencies (including skills and applied knowledge) that outline what a learner is able to do, after instruction and practice;
- Continue working with employers and industry partners to develop the competencies and identify essential skills that must be taught by the CTE program in order for a completer to be ready for future education or training, or an entry level position; and

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share completed competencies with the same employers or industry partners to validate them based on later employee performance;

- Ensure teachers are able to assess progress toward mastery of the competencies, including by observing learners in the classroom and by using performance assessment;
- Use performance task aligned to the competencies for the purposes of offering CTE students a richer, more individualized learning experiences;
- Provide rich professional development opportunities for teachers, school leaders, and other CTE professionals to build their capacity to use competency-based models and other Performance Based Learning practices;
- Support "effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries"; and
- Advance "knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials";
- Ensure CTE programs include a robust focus on arts and design skills aligned to identified business and industry needs;

Thank you for providing this opportunity to offer feedback on Idaho's Perkins V plan. We appreciate the state's longstanding career and technical education leadership and look forward to supporting state and local efforts to implement Perkins V during the coming years.

Sincerely,

Tacy Trowbridge
Global Lead Education Programs

Cc: Matt Freeman, Executive Director, State Board of Education
        Tracie Bent, Chief Policy Officer, State Board of Education

SUBJECT
Career Technical Education (CTE) Work Group Report

APPLICABLE STATUE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section IV.E.
Sections 33-2201 through 33-2207, Idaho Code
P.L. 115-224 Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (2018)

BACKGROUND/DISCUSSION
Section 33-2202, Idaho Code, designates the State Board of Education (Board) as the State Board for Career Technical Education for the purpose of carrying out the provisions of the federal act known as the Smith-Hughes Act and any subsequent acts affecting vocational education and to execute the laws of the state relative to career technical education.

In July 2019, the Board President established the Career Technical Education Ad Hoc Work Group (CTE Work Group) for the purpose of reviewing the implementation of career technical education in Idaho and developing recommendations to strengthen it. The CTE Work Group's charter is provided as Attachment 1.

The CTE Work Group was co-chaired by Board members Linda Clark and David Hill and included thirteen (13) other individuals from across Idaho, including representatives of the Division of Career Technical Education (Division), the Workforce Development Council, career techncial educators from K-12 schools and postsecondary institutions, and business and industry. The work group has met six (6) times to review career technical education (CTE) information, discuss strengths and challegnes, and develop actionable recommendations to present to the Board. The CTE Work Group's December 2019 report is provided as Attachment 2. The recommendations within the report are divided between policy recommendations for the Board and implementation recommendations for the Division. To support prioritization in implementing the recommendations, they are separated between short-term and long-term actions. A summary of the recommended short-term actions by topic area follow:

Program Management

Organizational Structure

> Policy Recommendations for the Board (short-term):
>
> - Establish the CTE Advisory Council as a work group under the Board's Policy, Planning, and Governmental Affairs Committee.
>
> Implementation Recommendations for the Division (short-term):

- Facilitate the establishment of Regional CTE Committees.

Management and Communications

Implementation Recommendations for the Division (short-term):

- Work with the Regional CTE Committees, school districts, and CTE administrators to identify effective ways to improve communication, with a focus on providing timely information.
- Improve processes for stakeholder involvement in decision-making.
- Encourage alignment between high school and postsecondary CTE programs.
- Make Next Steps the singular platform for all opportunities for students after high school, including CTE and careers.
- Launch a statewide campaign to promote CTE in collaboration with appropriate state agencies and stakeholders using available resources.

Program Execution

Alignment to Workforce Needs

Policy Recommendations for the Board (short-term):

- Work with the Workforce Development Council and Department of Labor to create a unified approach to apprenticeships.

Implementation Recommendations for the Division (short-term):

- Give districts maximum flexibility allowed under state and federal law to use funds based on regional program prioritization and demand-driven planning with employers.
- Conduct a thorough review of high school and postsecondary pathway and cluster programs to idneitfy priorities, gaps, and obsolete programs.

Postsecondary Matriculation and Credit Articulation

Policy Recommendations for the Board (short-term):

- Adjust policy to award technical competency credits incrementally to high school students.
- Address articulation issues from high schools to postsecondary institutions and among postsecondary institutions.
- Evaluate eliminating the distinction between academic and CTE credits (particularly in subjects where there is overlap, such as engineering, computer science, and health).

Program Delivery

Policy Recommendations for the Board (short-term):

- Voice support of the recommendation of the Governor's "Our Kids, Idaho's Future" Task Force, Rural and Underserved Committee, to establish separate definitions for rural and remote districts and schools.
- Voice support of efforts to continue to improve rural broadband.

Implementation Recommendations for the Division (short-term):

- Incentivize and support expansion of shared delivery models for rural districts.
- Support efforts of districts and charter schools to offer certain CTE programs through online and hybrid delivery.
- Provide support to teachers delivering CTE courses online to ensure they have the skills and resources needed to be successful.

Educator Pipeline and Certification

Policy Recommendations for the Board (short-term):

- Adopt a unified approach to certification that address K-12 academic and CTE certificates and endorsements.

Implementation Recommendations for the Division (short-term):

- Evaluate the process for certifying industry professionals and provide recommendations to the Board.
- Ensure staff are interpreting and implementing certification rules and policies in a manner that grants the maximum flexibility allowed by law.
- Provide additional technical assistance to ensure individuals pursuing certification are able to navigate the existing flexibility within the system.

IMPACT

The recommendations outlined in the CTE Work Group report are intended to guide the Board and Division to adjust structures, policies, and implementation processes to improve CTE programming in Idaho, with an emphasis on flexibility and equity. Recommendations need to be reviewed individually to identify appropriate next steps. As applicable, Board staff will bring forward policy, administrative rule, and legislative proposals. Division staff will take appropriate actions to implement changes as guided by the recommendations and will provide updates to the Policy, Planning and Governmental Affairs Committee.

ATTACHMENTS

Attachment 1 – CTE Ad Hoc Work Group Charter
Attachment 2 – CTE Work Group Report

STAFF COMMENTS AND RECOMMENDATIONS

Due to the varying types of recommendations within the report, individual recommendations, based on Board direction, will be brought back to the Board after being vetted through their applicable processes.

BOARD ACTION

I move to adopt the recommendations of the Career Technical Education Work Group as provided in Attachment 1. Individual implementation of any recommendation will be brought back to the Board for final approval.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1
The Future of Career Technical Education in Idaho
Charter of CTE Ad-Hoc Work Group

Career Technical Education (CTE) plays a critical role in Idaho's education system. It exposes students to opportunities outside traditional academic disciplines and helps prepare those who wish to follow these pathways to enter the workforce with relevant training and certificates. Certifications received through CTE qualify students for good jobs that meet identified employment needs and contribute to the economic health of Idaho communities. These certifications are an important part of attainment of the State Board's 60% goal for Idahoans aged 25 – 34 to have certifications and/or degrees beyond high school.   In considering the future of CTE, this ad-hoc work group of The State Board of Education will address the following questions:

- What is the current state of CTE in Idaho?

- What best practices exist elsewhere that can be introduced into Idaho?

- What is the future role of CTE in the education of Idahoans?

    o What changes need to be made to ensure that CTE credits/skills earned in high school are fully transferrable to post-secondary?

    o How can the state better address CTE needs in rural Idaho?

By answering these questions, taking account of prior work by the Work Force Task Force and the Higher Education Task Force, the work group will provide recommendations to the State Board to strengthen CTE in Idaho. The work group will conclude its work and provide a report by November 1, 2019.

CAREER AND TECHNICAL EDUCATION WORK GROUP

December 2019 Report

CAREER AND TECHNICAL EDUCATION WORK GROUP - FINAL REPORT

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CAREER AND TECHNICAL EDUCATION WORK GROUP - FINAL REPORT

BACKGROUND

In July 2019, the State Board of Education (the Board) created the Career and Technical Education (CTE) Work Group. The CTE Work Group is an ad hoc work group tasked with providing recommendations to the Board to expand and improve career and technical education in Idaho. The CTE Work Group consisted of 14 members, including representatives of the State Board of Education, Division of Career Technical Education, Workforce Development Council, community colleges, school districts and schools, and employers. State Board of Education staff provided administrative and technical support. The CTE Work Group met from July 2019 to December 2019 and are submitting this report to the State Board of Education for consideration at the February 2020 meeting.

DISCLAIMER

This report is an internal working document of the CTE Work Group, an ad hoc work group of the Idaho State Board of Education. The recommendations presented here are the opinions of the Work Group and not necessarily that of the Board unless explicitly accepted by them.

CAREER AND TECHNICAL EDUCATION WORK GROUP - FINAL REPORT

IDAHO CTE OVERVIEW

What is Career & Technical Education?

Career Pathways that start in High School and continue to College and Workforce Training to prepare students for a wide variety of great careers like:

Agriculture, Food & Natural Resources
Agribusiness, Animal Science, Plant Genetics, Renewable Energy

Family & Consumer Sciences and Human Services
Culinary Arts, Hospitality, Early Childhood Development

Business & Marketing
Accounting, Management, Digital Communications, Administrative Services, Marketing

Health Professions & Public Safety
Dental Hygiene, EMT, Fire Services, Nursing, Medical Asst., Pharmacy Tech., Physical Therapist Asst.

Engineering & Technology
Aerospace, Web Design, Robotics, Computer Networking, Graphic Communications, Programing

Trades & Industry
Auto & Diesel Mechanics, HVAC, Construction, Plumbing, Welding, Precision Machining
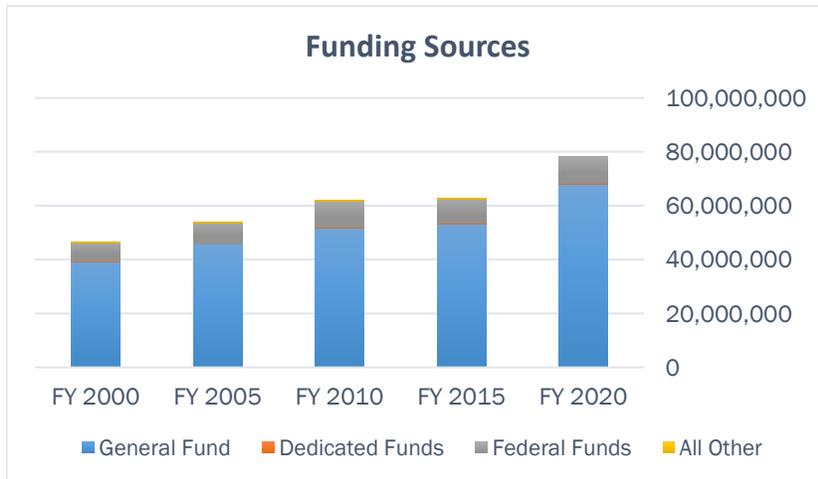
Funding Sources

The Division has received increased funding over the past 20 years, from $46,380,500 in fiscal year 2000 to $78,205,300 in fiscal year 2020. During that time, the percentage of CTE funding from federal sources has dropped from 14.3% to 12.5%, while state funding (general and dedicated) has increased from 85.3% to 87.5%. In fiscal year 2020, state funding for the Division is over 68.4 million.

CAREER AND TECHNICAL EDUCATION WORK GROUP - FINAL REPORT

High School CTE Programs

Types of High School CTE Programs	
CLUSTER Group of related courses in a program area	**PATHWAY** Series of incremental, sequential courses culminating in a capstone and technical skills assessment
Prepare students with introductory knowledge and skills in a variety of related content	Prepare students with knowledge and skills to advance to postsecondary or the workforce
Taught by university-prepared teachers	Taught by university-prepared teachers or industry professionals (alternative certification)
Receive state added-cost funds (no Perkins V funds).	Receive both state added-cost and Perkins V funds.

Examples: 1) Agriculture cluster
            2) Business cluster
	Examples: 1) Animal Science Pathway
	            2) Hospitality Management

High School Program Enrollments and Programs Offered
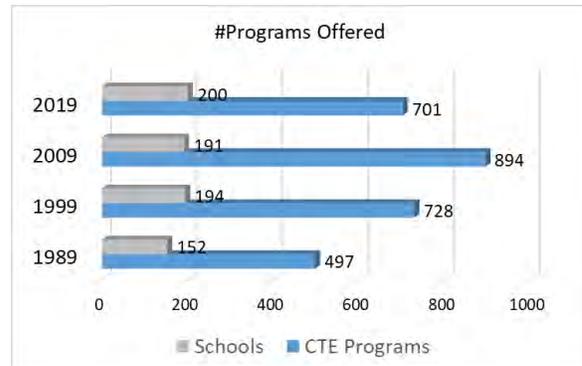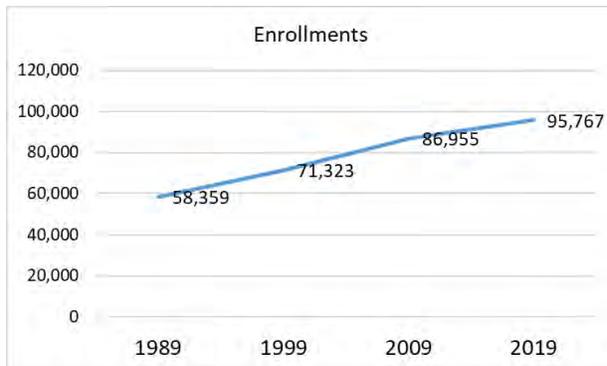
Postsecondary CTE Programs

1,800 students earn certificates or AAS degrees annually (based on 10 year average)
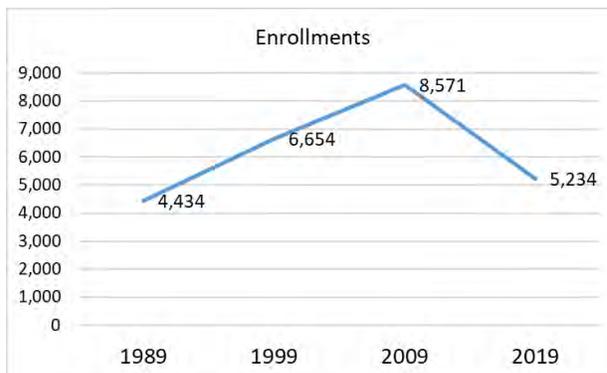
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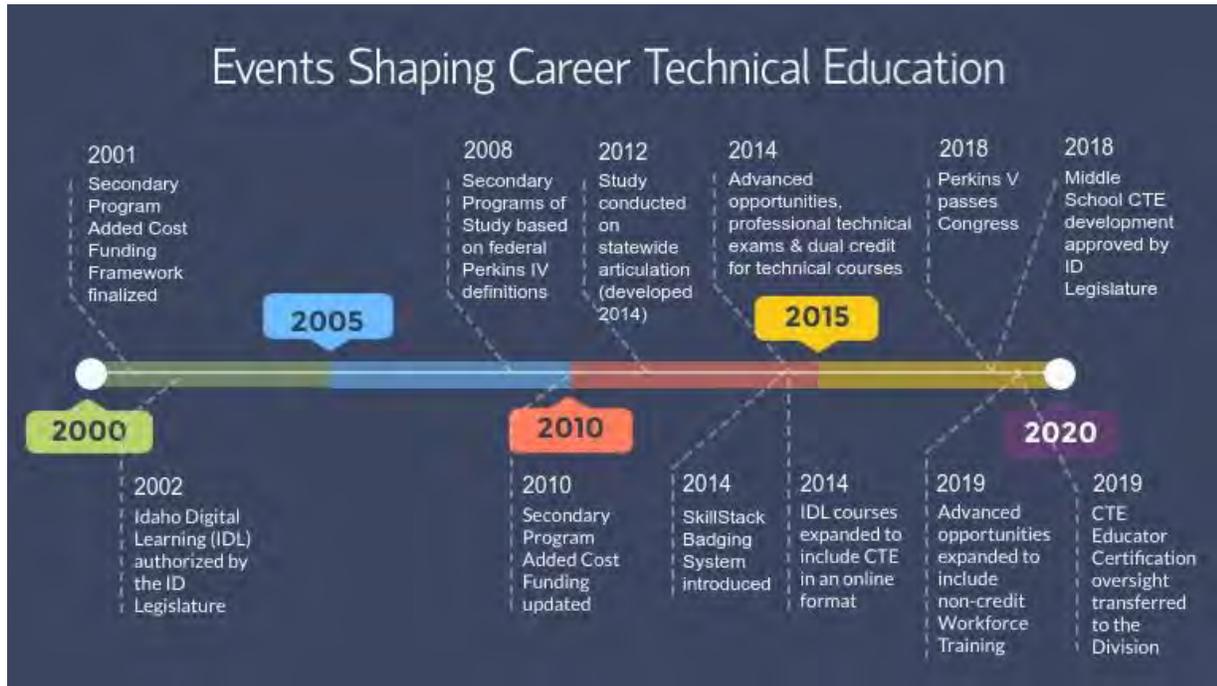
CAREER AND TECHNICAL EDUCATION WORK GROUP - FINAL REPORT

EXECUTIVE SUMMARY

Over the past 40 years, the Division of Career Technical Education (the Division) has grown from an agency originally created to receive and distribute federal funds from the Smith-Hughes Act to an agency with a critical role within Idaho's educational landscape. The Division has shifted from overseeing a limited number of traditional programs to a diverse array of industry-connected subjects which form an increasingly important component of K-12 and postsecondary education in Idaho. The Division provides leadership, administrative and technical assistance, oversight, and accountability to a statewide educational system that provides career and technical programs at the state's high schools and technical colleges. This system prepares Idaho's youth and adults for high-skill, in-demand careers including one-year, two-year, and industry certifications, as well as for further educational attainment.

Despite the increased importance of CTE programs, the Board's structural relationship with the division has not kept pace. Additionally, while innovation has occurred in some aspects of programming, over time, challenges have arisen in two main areas: **Program Management** and **Program Execution**. Program Management challenges have included over-centralized decision making and a lack of two-way communications with the field, which has led to misunderstandings and friction with stakeholders. Program Execution has been affected by implementation of policies and procedures that have prevented the Division and CTE programs statewide from adjusting quickly enough to meet evolving industry needs.

To address Program Management, the Board should adjust the structures of accountability, support, and communication with the Division. The Board has already taken the first step towards accomplishing this goal by assigning policy setting oversight to the Board's Planning, Policy, and Governmental Affairs Committee (PPGA). In addition, the Board should establish a permanent work group under PPGA, the CTE Advisory Council, which would bring together State Board of Education representatives, the Administrator of the Division of Career Technical Education, Executive Director of the Workforce Development Council, educators from the field, and employer representatives. The Division should facilitate the establishment of Regional CTE Committees to improve connections and communication with Idaho's regions and strengthen pathways for stakeholder input.

To address Program Execution, this report identifies specific issues that have hampered CTE programs and provides recommendations at both policy and implementation levels to resolve them. These are categorized as program alignment, credit articulation, program delivery, (especially in rural and remote parts of Idaho), and educator pipeline and certification. Of particular importance is the need to address flexibility and equity in delivery of CTE programs.

The goal is to have CTE programs that are aligned to employer needs and Board goals; responsive to stakeholders throughout the state; and both understood and valued by the people of Idaho.

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RECOMMENDATIONS - PROGRAM MANAGEMENT

Organizational Structure

Background and Discussion

- The Division of Career Technical Education (the Division) is a separate entity under the governance of the State Board of Education (the Board). In fact, the Board is also the State Board for Career Technical Education
  - Oversight of the Division by the Board has been limited primarily to an annual presentation and supervision by the Board's Executive Director, plus issue-specific changes to Board policies.
- The Board is driving a focus on strategic planning, integration of educational approaches, and systemness in delivery of education in Idaho.
  - CTE outcomes are an important component of the 60 % goal.
  - The Board's oversight of the Division needs to expand to better integrate CTE educational outcomes into strategic goals and provide support of and accountability for increased state funding.
- State and federal funding for CTE has increased, including incentive-based funding
  - The Division's interpretation of recent changes in federal funding requirements has been a major concern for districts.
  - Changes in state funding process, i.e. inability for CTE to redistribute unspent funds has impacted district budgets.
  - As funding has increased, additional reporting requirements have been put in place for school districts and postsecondary institutions.
- The Workforce Development Council (WDC), also has a strong vested interest in CTE performance as does the Idaho Association for Commerce and Industry (IACI).
- The Division's program planning process has not adequately integrated stakeholder feedback.

Conclusion

The Board needs to increase its direct involvement with the Division and CTE programs. The Division needs to improve its stakeholder involvement in program planning, and ensure close coordination with the Workforce Development Council and employers.

CAREER AND TECHNICAL EDUCATION WORK GROUP - FINAL REPORT

Recommendations

Policy Recommendations - State Board of Education

Short-term Actions

1. Establish the CTE Advisory Council as a work group under Policy, Planning, and Governmental Affairs.
   a. CTE Advisory Council membership should include: members of the Board, the Administrator of the Division, the Executive Director of the WDC, educators from the field, employer representatives, and other members identified by the Board; and
   b. Solicit recommendations from the WDC for employer representatives.

Long-term Actions

1. The CTE Advisory Council should study how CTE metrics can be more integrated into the Board's strategic goals.
   a. The Council should review and make recommendations to improve CTE data collection.

Implementation Recommendations - Division of Career Technical Education

Short-term Actions

1. Facilitate the establishment of Regional CTE Committees in all IASA Regions.
   a. Regional CTE Committee membership should include: representatives of districts (all types and sizes), postsecondary institutions, and employer representatives;
   b. Regional CTE Committees are not program specific and are separate from technical advisory committees (TACs). Regional TACs could be developed separately based on the regional needs and preferences; and
   c. Regional CTE Committees will interface with the Division, the WDC, high school and postsecondary programs, and employers.

Long-term Actions

1. Regional CTE Committees shall ensure coordination of needs assessments, program prioritization, and demand-driven planning.

Outcomes

- CTE programs are aligned with Board goals.
- The Division has appropriate support from and accountability to the Board, and districts.
- Planning processes are more inclusive and responsive.

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Management and Communications

Internal Communications

Background and Discussion

- Districts, schools, and stakeholders have provided feedback that they do not receive adequate and timely information about what is happening with CTE, particularly when there are changes.
  - While turnaround for questions presented to the Division is sometimes slow, stakeholders indicate they always get answers.
  - The Division has documentation of outreach efforts, but participation of districts and schools has varied.
  - Stakeholders have provided feedback that there have been limited in-person visits to local areas by the Division of CTE.
  - While the Division has attended superintendent meetings, it has not provided consistent decision-level staff, resulting in inconsistent messaging to stakeholders.
- Districts, schools, and stakeholders have provided feedback that they feel that decisions are made without adequate consideration of stakeholder feedback.
  - There needs to be more upfront engagement of stakeholders (locally and regionally) in decision-making and planning, rather than requests for buy-in after the fact.
  - For example, the Division's communication regarding the roll out of teacher incentive funds has led to confusion and frustration in the field.
    - The Division has not finalized the process for distributing funds.
    - The communicated plan for distribution was to be based on the number of students who pass TSAs, so only those who teach courses that end in TSAs would be eligible (not teachers of earlier grades or cluster courses).
- The Division's website can be challenging to navigate.

Marketing and Outreach

Background and Discussion

- The public, including parents and students, do not feel fully informed about what career technical education looks like in 2019 (as compared to the past), and it is dependent on districts to communicate it.
  - While the state's marketing and promotion efforts in recent years have communicated the equal value of academic and CTE options, public perception has not kept pace, and CTE is still seen by some as second class.

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- o The reallocation of the Division's outreach position has impacted the Division's capacity to share its messages.
- There are limited dedicated funds for outreach, particularly in the Division. However, if partnering agencies collaborate and pool resources, there will be adequate funds to launch a campaign.

Conclusion

The Division needs to significantly expand upon and improve communications and outreach. Processes should be developed that foster collaborative decision-making with stakeholders. Marketing and outreach should be focused on improving awareness, understanding, and support of CTE programming amongst all stakeholders.

Recommendations

Policy Recommendations - State Board of Education

Short-term Actions
None

Long-term Actions
None

Implementation Recommendations - Division of Career Technical Education

INTERNAL COMMUNICATIONS

Short-term Actions

1. Work with the Regional CTE Committees, districts, and CTE administrators to identify effective ways to improve communication, with a focus on providing timely information.
   a. Request that superintendents designate a district staff member as the primary CTE contact;
   b. Provide clear info and use differentiated distribution lists to cater messaging;
   c. Consider making visits to individual districts after regional superintendents' meetings.

Long-term Actions

1. Establish a program for mentorship of new administrators (superintendents and principals).
2. The Division's Program Quality Managers should resume five year evaluations
   a. Use a peer review audit process; and
   b. Visit and work with struggling programs.

CAREER AND TECHNICAL EDUCATION WORK GROUP - FINAL REPORT

Implementation Recommendations - Division of Career Technical Education (continued)

INTERNAL COMMUNICATIONS
Short-term Actions
2. Improve processes for stakeholder involvement in decision-making.
   a. Gather feedback about the process of distributing teacher incentive funds and communicate with stakeholders to address confusion.
3. Encourage connections between high school and postsecondary CTE programs.

MARKETING AND OUTREACH
Short-term Actions
1. Make Next Steps the singular platform for all opportunities for students after high school, including academics, CTE, and careers.
2. Launch a statewide campaign to promote CTE in collaboration with appropriate state agencies and stakeholders using available resources.
   a. Highlight pathways from high school to both postsecondary and the workforce.

Long-term Actions
1. Adjust staffing functions within the Division to focus on Marketing and Outreach efforts.
   a. Ensure collaboration with the Board and WDC.

Outcomes

- Stakeholders have information in a timely and accessible manner.
- The Division implements a decision-making model that includes appropriate time for a feedback loop that ensures gathering and considering stakeholder input.
- New administrators understand and support CTE programs.
- The general public, parents, and students have an increased awareness of the opportunities presented through career technical education.
- CTE is seen as an equally valued pathway to careers and not a lesser option when compared to academic programs.

CAREER AND TECHNICAL EDUCATION WORK GROUP - FINAL REPORT

RECOMMENDATIONS - PROGRAM EXECUTION

Alignment with Workforce Needs

Background and Discussion

- There sometimes can be a disconnect between skills and careers demands from employers and the programs that are available and accessed by students.
- Employers strongly value work-based learning.
- There is a lack of recognition of the value of high school programs that prepare students directly for the workforce. There are no set outcomes for these programs or data to track students who successfully complete them.

> Appendix A shows the work-based learning continuum.

- There are multiple barriers to starting new, in-demand programs in a timely manner.
  - There is no mechanism to carryover funds for start-up programs.
  - The Board, Division, and WDC could gather data and employer feedback to aid in identifying priority programs for high schools and postsecondary institutions.
  - Regional CTE Committees could help identify and coordinate regional priorities among high schools and postsecondary institutions.
  - The statewide Talent Pipeline Management project may be helpful in developing more robust demand-driven planning with employers.
- Once programs are established, it can be very difficult to discontinue them.
  - The Division has benchmarks for discontinuance, but they are not consistently enforced.
- Pathway and cluster programs have both been successful. Cluster programs are particularly important in remote areas.
- Apprenticeships offer an alternative to a college education which need to be expanded in Idaho and connected to relevant CTE programs
- The Division has applied a strict interpretation of requirements for distribution federal CTE funding. However, Perkins V, offers states more flexibility in determining how to spend funds.

Conclusion

The Division needs to conduct a robust review of programs to identify priorities, gaps, and obsolete or outdated programs. The Division should create a flexible, responsive, and industry-informed approach to starting, measuring, and discontinuing CTE programs. Additionally, efforts should be made to consistently align and coordinate high school and postsecondary programs, including those which can lead to apprenticeships.

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Recommendations

Policy Recommendations - State Board of Education

Short-term Actions

1. Work with the WDC and Department of Labor to create a unified approach to apprenticeships.

Long-term Actions

1. Seek a change in statute to authorize the Division to carry forward funds for start-up programs or identify a stable funding source for start-ups.

Implementation Recommendations - Division of Career Technical Education

Short-term Actions

1. Give districts maximum flexibility allowed under state and federal law to use funds based on regional program prioritization and demand-driven planning with employers.
2. Conduct a thorough review of high school and postsecondary pathway and cluster programs to identify priorities, gaps, and obsolete programs.
   a. Technical Skills Assessment (TSA) data should be reviewed to determine high school postsecondary program alignment; and
   b. Review the guidelines and develop a faster process for discontinuance of programs that are no longer serving employers or students.

Long-term Actions

1. Create a streamlined process for demand-driven planning with employers and start-up of new programs.
   a. "Flatten" the approval process to ensure districts and postsecondary institutions can develop programs quickly in response to changing employer needs;
      − High school programs that end in industry credentials and/or whose students are in-demand from employers should not be required to have an aligned postsecondary program.
   b. Programs should be built with work-based learning in mind; and
   c. Utilize the workforce training centers in this process.

Outcomes

- CTE program structure is responsive to the economy and employer and student needs.

ATTACHMENT 2

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Postsecondary Matriculation and Credit Articulation

Background and Discussion

- There are barriers for graduates of high school CTE programs to continue in postsecondary CTE and academic programs, which leads to low matriculation rates.
  - For some programs, students complete coursework and appropriate technical skills assessments (TSAs) in high school, but are then required to do additional testing to qualify for aligned postsecondary programs. This additional testing frustrates students and leads some to choose not to pursue postsecondary CTE.
  - The Division and the state's postsecondary institutions have made efforts to improve vertical alignment of programs. However, not all programs have implemented changes yet.
- There is a confusion about the various CTE advanced opportunities (TCCs, technical dual credit, badges, and certifications / credentials) and a lack of congruence between the academic and CTE advanced opportunities systems.

  > Appendix B provides more details about CTE advanced opportunities.

  - There is no uniform process for issuing technical dual credit.
  - Technical competency credits (TCCs) have a delayed issuance. Students must be enrolled in a postsecondary institution, which is not guaranteed.
    - There is no transparent system for issuing TCCs.
    - Fast Forward funds cannot be used for TCCs.
  - There is confusion about how badges and certifications can be earned, how they transfer as postsecondary credit, and/or how they are valued by employers.
  - Articulation is inconsistent and dependent on program-to-program relationships between high school and postsecondary programs.
- There is no statewide policy to ensure appropriate transfer of CTE credits between CTE and academic programs across institutions.
  - There is an artificial distinction between academic and career technical education in certain programs, particularly in subjects such as engineering, computer science, and health sciences.
  - Transfer of CTE credits awarded by Idaho's community and technical colleges to state universities are done on a program-to-program basis through relationships.

Conclusion

There is an equity issue between students taking academic courses and certain CTE courses. Currently students may not receive credit when it is earned, unlike dual credit courses. This is a disincentive to taking CTE courses in High School as well as to moving from high school CTE programs to postsecondary CTE and academic programs because they may not get full credit for completed work.

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Recommendations

Policy Recommendations - State Board of Education

Short-term Actions

1. Adjust policy to award TCCs incrementally to high school students.
2. Address articulation issues from high schools to postsecondary institutions and among postsecondary institutions.
   a. Postsecondary institutions should accept TCCs, TSA results, and badges completed in aligned high school programs with no additional testing;
   b. Postsecondary institutions should use a consistent process for accepting CTE credits completed in high school for relevant academic credit; and
   c. Postsecondary institutions should consistently accept CTE credits awarded by other Idaho institutions.
3. Evaluate eliminating the distinction between academic and CTE credits (particularly in subjects where there is overlap, such as engineering, computer science, and health).

Long-term Actions

Implementation Recommendations - Division of Career Technical Education

Short-term Actions
None

Long-term Actions
1. Continue work with the postsecondary institutions to ensure vertical alignment and consistent course numbering of postsecondary CTE courses.
2. Identify a process to give admissions preference, as appropriate, to students from aligned high school programs.

Outcomes

- Students move from high school CTE programs to postsecondary with full credit for work completed.
- An increased number of high school CTE students matriculate to postsecondary education.

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Program Delivery

Rural and Remote

Background and Discussion

- Rural and remote districts face barriers to providing a variety of CTE programs
  - Rural and remote districts lack the financial resources necessary to deliver a wide range of CTE programs.
  - Rural districts currently have the ability to share programs.
  - While remote districts are also allowed to share programs and resources, their distance to other schools and districts often makes this challenging.
  - Distance delivery could help bridge access, but is under-utilized. [See Online and Hybrid Delivery section for additional information.]
- Idaho's tribes have indicated interest in expanding students' access to CTE programs, and they face challenges due to their remote locations.
- Coalitions and partnerships between rural and remote districts and schools can allow for expanded access to CTE programs.
- Rural and remote programs are negatively impacted by the difficulty to find and keep teachers certified to provide CTE instruction. [See Educator Pipeline and Certification section for additional information.]
  - Occupational specialists can only teach pathways (rather than clusters), which is limiting, particularly in rural and remote districts.

Online and Hybrid [Blended] Delivery

Background and Discussion

- The Board is pressing for more online and hybrid [blended] delivery across Idaho education.
  - Districts and postsecondary institutions are being encouraged to integrate online and hybrid delivery of programs and to work with Idaho Digital Learning Academy (IDLA).
- During the 2019 legislative session, passing of HB 1106 highlighted the desire of legislators for the state to deliver appropriate programs online.
  - While some progress has been made to address the legislative intent of HB 1106, additional work should be done.
- There have been challenges in adjusting policy and practice to allow districts to facilitate online and hybrid CTE programs.
  - Historically, the Division has not had a funding structure in place for online delivery, other than creation through IDLA.

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- o The Division's current policy requires capstone courses to be provided face-to-face.
  - o While hands-on learning is a critical element of CTE, the definition of hands-on learning could be expanded beyond in-person.
  - o Leadership development in high schools could be integrated into non-CTE activities.
- Some CTE programs seem to be a good fit for full online delivery, while others benefit from traditional in-person teaching or hybrid [blended] model.
  - o Web design is an example of a program under consideration for online delivery.
    - − Academic programs focused on computer and technology-based content are not always well aligned with CTE programs, either at the high school or postsecondary level.
  - o Welding is an example of a program that would be difficult to facilitate fully online, but could be considered for a hybrid approach.
- Rural broadband access limitations could limit the availability of online options.
  - o While all high schools have internet access, challenges remain with infrastructure and staff capacity to provide technical support.
  - o Students may have access at school, but not at home, limiting their ability to participate in online courses.

Conclusion

There needs to be a concerted effort to provide flexibility, remove barriers, and encourage expansion of CTE programs in rural and remote areas. Special attention should be given to overcoming challenges by incentivizing cooperation and innovation in program delivery.

Recommendations

Policy Recommendations - State Board of Education

RURAL AND REMOTE
Short-term Actions

1. Voice support of the recommendation of the Governor's "Our Kids, Idaho's Future" Task Force, Rural and Underserved Committee, to establish separate definitions for rural and remote districts and schools.

Long-term Actions

1. Identify policy changes to provide increased flexibility in funding, curriculum, personnel, and program delivery to address regional, local, and employer needs.

ONLINE AND HYBRID DELIVERY
Short-term Actions

1. Voice support of efforts to continue to improve rural broadband.

Long-term Actions

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Implementation Recommendations - Division of Career Technical Education

RURAL AND REMOTE

Short-term Actions

1. Incentivize and support expansion of shared delivery models for rural districts.

Long-term Actions

1. Develop innovative models to expand CTE programs for remote districts, particularly since they are typically unable to engage in shared delivery due to their remote nature.

ONLINE AND HYBRID DELIVERY

Short-term Actions

1. Support efforts of districts and charter schools to offer certain CTE programs through online and hybrid delivery.
2. Provide support to teachers delivering CTE courses online to ensure they have the skills and resources needed to be successful.

Long-term Actions

3. Maximize online and hybrid delivery options.
   a. Focus on expansion of options available to students in rural and remote districts.
   b. Identify innovative approaches to hands-on learning within online and hybrid delivery models.

Outcomes

- Flexible and appropriate CTE options exist for students in all Idaho districts.
- Online and hybrid delivery of CTE programs increases access and opportunity for students, particularly in rural and remote areas.

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Educator Pipeline and Certification

Background and Discussion

- There is a shortage of CTE teachers; rural and remote districts are especially hard hit.
  - By design, experience is not a consideration in placing individuals on the career ladder. Thus, there is no process for recognizing the certifications and experience of industry professionals in their pay as a teacher. Resulting low pay relative to experience adversely affects CTE educator recruitment.
  - Postsecondary programs previously had 4.0 FTEs focused on CTE educator recruitment. It is unclear how these positions are currently being used.
  - Other states have implemented mechanisms to reduce barriers and expand access to programs. For example, Tennessee adopted a model where the programs / curricula are approved or certified rather than the teacher.
- Consolidation of CTE endorsements and the variety of routes to certification (including alternative certification) are confusing for districts and CTE teachers.
  - Districts and teachers have been confused and frustrated by differences in the courses teachers may provide based on academic certificates and endorsements issued by the SDE vs. CTE certificates and endorsements.
    - There are current challenges with CTE teachers having to pursue academic endorsements to teach courses they could previously provide with a CTE certificate (health, engineering, computer science, etc.)
    - The challenges seem to be related to interpretation and implementation of rules by staff, rather than the law itself.
  - With the current certification system, an individual may teach CTE coursework as an adjunct professor at a postsecondary institution without a CTE certificate, but they are not allowed to teach in high schools.
  - The Division has launched the new INSPIRE cohort model, which streamlines the process for industry professionals to be certified to teach in pathways closely related to their professional experience.
- While the Occupational Specialist certification route is valuable, the required industry experience hours act as a barrier for some interested individuals
  - Idaho's requirements for industry hours (12,000) for the Occupational Specialist certification are considerably higher than similar certifications in surrounding states (Oregon 2,000; Washington 6,000).
  - Some postsecondary students are required to do clinical experience, but currently, any unpaid experience does not count towards the industry hours required for certification. This is particularly true in the health programs.

Conclusion

The current certification system is overly complex, as oversight of certification is fragmented between three agencies. A consistent, unified certification system would be simpler for

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individuals to navigate. There should be a focus on CTE educator recruitment and certification, with the ultimate goal of minimizing the impact that CTE teacher recruitment and retention has on students' access to a variety of high quality CTE programs.

Recommendations

Policy Recommendations - State Board of Education

Short-term Actions
1. Adopt a unified approach to certification that addresses K-12 academic and CTE certificates and endorsements.
   a. Identify and modify rules, as necessary, to simplify the process for obtaining CTE certifications and endorsements.

Long-term Actions
1. Evaluate and consider innovative approaches to CTE educator certification.
2. Develop a process for recognizing certifications and experience of industry professionals in placing them on the career ladder (or otherwise providing financial incentives).

Implementation Recommendations - Division of Career Technical Education

Short-term Actions
1. Evaluate the process for certifying industry professionals and provide recommendations to the Board.
   a. Review the industry hours required, whether unpaid clinical hours could be applied, and renewal requirements (including maintaining professional licensure in some cases); and
   b. Develop a manageable and streamlined process to certify industry professionals as instructors in rural communities, with consideration to the limitations presented by small student populations that only qualify for part-time instruction.
2. Ensure staff are interpreting and implementing certification rules and policies in a manner that grants the maximum flexibility allowed by law.
3. Provide additional technical assistance to ensure individuals pursuing certification are able to navigate the existing flexibility within the system.

Long-term Actions
1. Create or re-assign a position to focus on CTE educator recruitment.
   a. Research to determine the status of the 4.0 FTE at postsecondary institutions that were originally committed to CTE educator recruitment.

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Outcomes

- A unified certification system that enables CTE educator hiring.
- Institutional and structural barriers to CTE educator recruitment and retention are minimized.

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GLOSSARY OF TERMS

Term	Definition
AGENCIES	
Division of Career Technical Education (the Division)	As an agency under the State Board of Education, the Division provides leadership, advocacy, quality control, and technical assistance for career and technical education in Idaho, from secondary students to adults. cte.idaho.gov
Idaho Association for Commerce and Industry (IACI)	IACI is an association of Idaho employers of all types and sizes, representing an estimated 200,000 employees. IACI members work together to influence public policy to enhance Idaho's business climate and improve economic opportunity and security for Idaho families. www.iaci.org
Idaho Digital Learning Academy (IDLA)	Created by the Idaho State Legislature, Idaho Digital Learning Academy is a leader in online virtual education. idahodigitallearning.org
State Board of Education (the Board)	The Idaho State Board of Education is the entity with constitutional authority to provide general supervision and governance of Idaho's public educational institutions, agencies, and school system. The Board is comprised of eight members and makes policy for K-20 public education. boardofed.idaho.gov
State Department of Education (SDE)	As an agency under the State Board of Education, the Idaho State Department of Education (SDE) is a government agency focused on implementation of K-12 education policies. The SDE provides technical assistance, distributes funds, administers statewide assessments, certifies educators, and promotes the academic success of K-12 students. www.sde.idaho.gov
Workforce Development Council (WDC)	Workforce Development Council is as an independent office under the Governor, established in October 2017. The WDC is focused on championing the development and implementation of a statewide, strategic workforce development plan that meets industries' needs today and tomorrow. https://wdc.idaho.gov/
GENERAL TERMS	
Career and technical education (CTE)	Career and technical education programs provide students with the technical education and training for postsecondary education and in-demand careers. CTE is offered in Idaho at three levels: secondary, postsecondary, and workforce training.
Cluster	CTE cluster programs provides introductory and intermediate CTE courses to allow students to explore a career technical area and learn workplace readiness expectations. Cluster programs are not designed to follow a specific sequence of courses, nor do they culminate in a capstone or end of program assessment.
Education Unique Identifiers (EDU IDs)	A unique student identification number assigned to each student in Idaho and used to as a part of the state's longitudinal data system (SLDS).
Hybrid / blended delivery	An approach to providing educational content that combines traditional place-based classroom or face-to-face methods with computer-mediated activities and online materials.

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IASA Regions	Six regions of Idaho as identified by the Idaho Association of School Administrators (IASA).
Pathway	CTE pathway programs provide specific career area preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program. Pathways culminate in a capstone or end of program assessment.
Perkins V	Federal legislation, which defines career-technical education (also known as vocational or professional technical education) and seeks to expand access to high-quality CTE programs. The federal legislation was originally passed as the National Vocational Education Act in 1917. It was later renamed the Smith-Hughes Act, and in 1984, was renamed the Carl D. Perkins Act. Perkins V is the most recent reauthorization of the Perkins Act, as passed by Congress in 2018.
Smith-Hughes Act	The National Vocational Education Act, which was later renamed the Smith-Hughes Act, and later, the Carl. D. Perkins Act. The Smith-Hughes Act promoted vocational education in "agriculture, trades and industry, and homemaking," and provided federal funds for this purpose.
Technical advisory committees (TACs)	Advisory groups made of industry, educators, and school personnel. The Division requires each CTE program to have a TAC that meets twice annually and submits reports in June of each year.
ADVANCED OPPORTUNITIES AND HIGHER EDUCATION TERMS	
Badges	Sometimes referred to as micro-credentials, badges are a record of student achievement and demonstration of a certain skill set, as defined by the badge. In Idaho, badges are maintained through the SkillStack system.
Industry-related CTE certifications or credentials	A credential or certificate recognized by a certain industry and its employers at the local, state, or national level. Industry certificates measure competency in an occupation and confirm the holder's mastery of skills in a particular industry.
Credit articulation	Prescribed curriculum sequence that allows credit transfers from one area to another, such as between grade levels, between career-technical and academic education and between secondary (high school) and postsecondary (higher) education. This term is most commonly used when referring to adult workforce or high school program credits that transfer to a two- or four-year college program.
Matriculation	To enroll in a postsecondary education (college or university) as a candidate for a certificate or degree.
Next Steps	Next Steps Idaho is a web-based statewide initiative designed to get Idaho's students ready for life after high school, and in the process, help to meet the state's goal of having 60% of Idahoans ages 25-34 possessing a degree or certificate by 2020. nextsteps.idaho.gov
Technical Competency Credit (TCC)	Competency-based technical-college credit that can be purchased by students within two years of completing course. $10 per credit paid when student chooses to purchase credits; postsecondary credit awarded at time of purchase. TCC costs are not Fast Forward funding eligible.
Technical Skills Assessment (TSA)	TSAs are aligned with Idaho industry-recognized standards and measure technical knowledge. The TSA is a nationally validated, industry-based assessment, administered by an approved third party vendor (CTECS,

CAREER AND TECHNICAL EDUCATION WORK GROUP - FINAL REPORT

	www.ctecs.org). The TSA measures a student's technical competencies as related to a specific CTE pathway program. Any junior/senior concentrator enrolled in a capstone course is expected to take the aligned TSA.
EDUCATOR CERTIFICATION TERMS	
Alternative routes to certification	Processes specifically designed to allow individuals to gain teacher certification without completing a traditional, campus-based teacher preparation program at a university.
Clinical hours	Guided, hands-on, practical applications and demonstrations of professional knowledge and theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, and activities across a variety of settings. Clinical hours may be paid or unpaid, but are often unpaid when completed in conjunction with an educational program.
Educator credential	The document that lists all of an educator's educational certificates and endorsements. The holder is entitled to provide educational services in any and/or all areas listed on the credential.
Educator certificates / certifications	A certificate establishes the overarching eligibility regarding the educational services an educator may provide, and is subject to valid endorsements attached to it in regards to specific content areas and grade ranges.
Endorsements	Endorsement refers to the content area or specific area of expertise and grade ranges in which an educator is may provide educational services.
Industry hours (for certification)	The hours of recent, gainful employment in the related occupation that are required for candidates to earn an Industry-Based Occupational Specialist certificate.
Occupational Specialist certification	The Industry-Based Occupational Specialist certificate is an alternative route certificate issued in lieu of a Standard Instructional certificate. The Industry-Based Occupational Specialist certificate requires direct occupational experience in the field in which the individual seeks to be endorsed. cte.idaho.gov/educators/certifications

CAREER AND TECHNICAL EDUCATION WORK GROUP - FINAL REPORT

CTE WORK GROUP

Membership

Co-Chairs

Linda Clark, Ed.D.	Idaho State Board of Education; Retired Superintendent, West Ada School District
David Hill, Ph.D.	Idaho State Board of Education; Retired Deputy Director, Science & Technology, Idaho National Laboratory

Education Members

Marc Beitia, M.S.	Agriculture Instructor, American Falls School District; 2019 Idaho Teacher of the Year
Andrew Grover, Ed.D.	Superintendent, Melba School District
Staci Low	Director, Career Technical Education, West Ada School District; 2019 Career Technical Education Idaho Administrator of the Year
Colby Mattila, M.Ed.	Director, Kootenai Technical Education Campus (KTEC)
Barry Pate, Ph.D.	Instructional Dean, College of Southern Idaho
Andrew Wiseman	Director, ARTEC and ARTE Industrial Regional Professional-Technical Charter Schools

Business and Industry Members

Alex LaBeau, M.P.A.	President, Idaho Association of Commerce and Industry
Marie Price, M.S., Ed.S.	Director of Training and Development, Idaho Forest Group
Angelique Rood	Regional Manager, Idaho Power
Wendi Secrist	Executive Director, Idaho Workforce Development Council

Ex-Officio

Dwight Johnson, M.P.A.	State Administrator, Idaho Division of Career Technical Education (retired December 2019)
Clay Long, Ed.S.	State Administrator, Idaho Division of Career Technical Education
Amy Lorenzo, Ph.D.	Director, Policy and Organizational Planning, Idaho Division of Career Technical Education

Staff

Alison Henken, M.P.P.	K-12 Accountability and Projects Program Manager, Idaho Office of the State Board of Education

CTE Work Group Report - December 2019　　　　　　　　　　　　　　　　26

Idaho LEADER

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	Learning About Work			Learning Through Work			Learning At Work	
Category	Career Education	Employer Engagement	Externships	Internships	Pre-Apprenticeship	Co-op	On-the-Job Training	Apprenticeship
Definition	Teachers bring career information into the classroom.	Students learn by directly engaging with potential future employers.	Short practical work experiences to "ground-truth" theory.	A short-term position providing experience and exposure. May be paid or unpaid and for-credit or non-credit.	A program that teaches basic technical and job-readiness skills to prepare for an apprenticeship.	Structured method of classroom learning integrated with workplace experience where credit is received for both.	Individuals are taught by other employees how to complete a task while doing the job.	An "earn while you learn" model where on-the-job training is coupled with related instruction. Wage gains are incorporated and the experience culminates in industry-recognized credentials.
Activities	Career Counseling Pathway Planning Presentations examining growth careers Industry Speakers Interviews with current employees	Host a tour for middle school/high school students or participate in school-organized career fairs. Provide an opportunity for students to job shadow. Become a mentor through the STEM Action Center's Mentorship Portal.	Host a teacher during the summer to bring real-world experiences into the classroom.	Connect with college & career advisors at high schools to reach high-school interns. Connect with postsecondary institutions to reach college interns.	Partner with an industry association to develop a program to teach workplace skills. Host a competitive job-skill-building event requiring potential apprentices to collaborate on project-based activities.	Connect with a local community college or other postsecondary institution to identify cooperative education opportunities in areas of in-demand skills.	Partner with the Idaho Department of Labor, Division of Vocational Rehabilitation and/or Department of Health & Welfare to hire Veterans, individuals with disabilities. and other individuals seeking work.	Develop registered apprenticeship programs for hard-to-fill positions. Expand apprenticeship programs to School to Registered Apprenticeship to engage high school students.

Brought to you by:

Idaho Work-Based Learning Definitions

Learning About Work

Job Shadowing: a short-term experience where an individual learns through watching and conversation what it is like to perform a certain type of work by accompanying an experienced worker as they perform the targeted job.

Externship: an experience, for a teacher, where he/she is immersed in the workplace for a period of time with the expectation that the experience will inform their teaching.

Work Experience: paid or volunteer work to gain exposure to professional working environments and develop workplace readiness skills.

From IDAPA 08.02.03.007

A competency-based educational experience that occurs at the worksite but is tied to the classroom by curriculum through the integration of school-based instruction with worksite experiences. Structured work experience involves written training agreements between school and the worksite, and individual learning plans that link the student's worksite learning with classroom course work. Student progress is supervised and evaluated collaboratively by school and worksite personnel. Structured work experience may be paid or unpaid; may occur in a public, private, or non-profit organization; and may or may not result in academic credit and/or outcome verification. It involves no obligation on the part of the worksite employer to offer regular employment to the student subsequent to the experience.

Mentorship: a relationship where an experienced person in a company or educational institution provides guidance for an individual regarding postsecondary and/or career exploration.

Learning Through Work

Internship: a paid or unpaid experience for a student or trainee where they work in an organization in order to gain professional experience or satisfy requirements for a qualification. They may or may not also receive secondary or postsecondary credit.

Clinical: an experience, similar to an internship, but typically found in health career preparation programs, where an individual observes and treats patients with oversight from a professional.

Pre-Apprenticeship: a program where an individual learns basic technical and job-readiness skills for designated apprenticeable occupations or industry sectors, to prepare them for Registered Apprenticeship training. Pre-apprenticeship normally features a classroom and/or lab setting, but may also involve worksite visits, job-shadowing, or other activities outside the program facility, to provide exposure to the work environment for the targeted occupation(s). Credit for the "classroom" instruction is typically applied to the related instruction of the registered apprenticeship program and prioritized entry for apprentice positions is commonly offered.

Co-Op: a structured method where a student receives both classroom-based education and practical work experience which is typically alternated throughout the program. A cooperative education

Finalized– August 24, 2018

experience, commonly known as a "co-op", provides academic credit for structured job experience and students are generally paid by the employer during their work time. Students graduate with significant work experience.

From *IDAPA 08.02.03.007*

Cooperative Work Experience. Classroom learning is integrated with a productive, structured work experience directly related to the goals and objectives of the educational program. Schools and participating businesses cooperatively develop training and evaluation plans to guide and measure the progress of the student. School credit is earned for successful completion, and the work may be paid or unpaid. Cooperative work experiences are also known as co-operative education or co-op.

Learning At Work

On-the-Job Training (OJT): an experience where an employee receives one-on-one training located at their job site or office by a supervisor/mentor. The employer determines the skills/competencies and how they are measured. In certain cases, OJT may be referred to as **Subsidized Employment** if the employer receives a subsidy from federal, state or other public funds to offset some or all of the wages and costs of employing an individual. The participant is paid wages and receives the same benefits as any other employee doing similar work.

Apprenticeship: a combination of on-the-job training (OJT) and related classroom instruction under the supervision of a skilled mentor in which the apprentice learns the practical and theoretical aspects of a highly skilled occupation. Typically, wage gains are provided based on time and/or competency and the program may result in industry recognized credential(s).

Registered Apprenticeship: a combination of on-the-job training (OJT) and related classroom instruction under the supervision of a skilled mentor in which the apprentice learns the practical and theoretical aspects of a highly skilled occupation. Wage gains are provided based on time and/or competency and the program results in national and/or industry recognized credential(s). Programs are registered with and monitored for compliance by the U.S. Department of Labor.

School to Registered Apprenticeship: an extension of a registered apprenticeship program targeted to high school youth, 16 years old and above. The U.S. Department of Labor provides certain exemptions from child labor provisions for hazardous occupations to allow the apprentice to complete their program. All requirements for a registered apprenticeship program must be met and the apprenticeship agreement includes signatures from the high school and parents.

Finalized– August 24, 2018

ATTACHMENT 2

We prepare Idaho's youth and adults for high-skill, in-demand careers.

The Right Path, for the Right Student, in the Right Program

Connecting High School CTE Students with
Postsecondary Education and Industry in Idaho

Idaho Division of Career & Technical Education, September 2019

We prepare Idaho's youth and adults for high-skill, in-demand careers.

What are Advanced Opportunities in CTE?

- Advanced Opportunities allow Idaho students to receive college credit for the skills gained in high school career & technical education classes.

- Within Career & Technical Education, students have access to two primary opportunities: Dual Credit and Technical Competency Credit (TCC).

- These credits are affordable, can save thousands of dollars in tuition and are designed to allow all students in all areas of Idaho access to CTE programs that are the right path and fit for the student.

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IDAHO
Career & Technical
Education

Advanced Opportunities: Dual Credit

- Dual credit is a collaborative partnership between the college/university and high school(s) to provide college courses for high school students.

- Credits are earned simultaneously at high school and college and count for both high school and college graduation.

- Students generally attend the course at their high school but may travel to a college campus (this **is sometimes referred to as "concurrent enrollment").**

- Some dual credit courses are also offered through Idaho Digital Learning.

- Dual Credit is Fast Forward eligible.*

Fast Forward - "Students attending public school in Idaho will be eligible for $4,125.00 to use towards overload courses, dual credits, college credit-bearing examinations and professional certification examinations." (Idaho Code 33-4602)

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Why Dual Credit?

Benefits

- Reduced cost, $75 per credit & Fast Forward eligible

- College credit while in high school

- Builds understanding of the expectations of college level work

- Provides students the opportunity to experience college classes and earn college credits while still in high school

Cautions / Considerations

- All grades (including D, F, Withdraw) will be on permanent college transcript *

- All college policies must be followed, including late work

- **Student's responsibility to be aware of college** requirements in terms of applications, multiple transcripts, fees and course drop dates for financial or academic reasons

- Credits may or may not apply to desired college major/program or a college outside of Idaho

- Not all high school coursework is offered as dual credit

Grades impact Standard Academic Progress at each institution as well as financial aid eligibility once a student transitions to the college/university.

ATTACHMENT 2

We prepare Idaho's youth and adults for high-skill, in-demand careers.

Advanced Opportunities: Technical Competency Credit

- Technical Competency Credit is college credit awarded for demonstrated technical skills.

- High school students develop a series of skills throughout their CTE pathway program. These skills are recorded through Idaho SkillStack® .

- Prior to earning credit, students may be required to test on competencies at a college campus.

- Fees are paid when students choose to transcribe credit after they enroll at a postsecondary institution; must be within two years of program completion, but allows flexibility on when to transcribe credits.

- Not Fast Forward eligible, but $10 per credit; reduced affordable amount.

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Why Technical Competency Credit?

Benefits

- Allows all Idaho pathway programs the opportunity to provide college credit for students statewide

- Students can evaluate their progress over time through the SkillStack® system

- Students have the choice to transcribe credit if needed for future postsecondary plans

- Students develop a portfolio of skills and competencies that align with the needs of employers and postsecondary institutions

Cautions /Considerations

- Credits may not apply to desired major or program, if outside of CTE and secondary program

- College credits will not be transcribed until TCC requirements are met

- Credits are transcribed as Pass/Fail only; institutions may interpret Pass/Fail differently for GPA.

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SkillStack®:
Idaho's Skill-based Learning System

- SkillStack® is Idaho's system for tracking skill-based learning, developed by Idaho Career & Technical Education.

- Digital Badging (or micro-credentialing) is becoming a global trend to help close the skills gap and to enhance the traditional college transcript.

- Through SkillStack®, students can earn badges, educators can validate skills and businesses can search for qualified talent.

- The badges that are awarded were developed with industry input and are validated only by properly credentialed educators.

We prepare Idaho's youth and adults for high-skill, in-demand careers.

Idaho SkillStack® Can Assist Students with Two Key Goals:

- Assist with the articulation of credit from high school career & technical education **programs into Idaho's colleges and** universities

- Document, assess, and validate student skills utilizing industry and pathway-defined standards. Idaho employers are also better able to match candidates with required job duties

- Video: https://skillstack.idaho.gov/

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We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO
Career & Technical
Education

Rest Assured…

- Advanced Opportunities provides all Idaho high school students with a range of options to receive college credit for the skills gained in their career & technical education classes.

- Regardless of the option, these credits are designed to allow all students in all areas of Idaho access to CTE programs.

- We are committed to finding The Right Path, for the Right Student, in the Right Program.

For more information, contact one of our regional Transition Coordinators:

https://cte.idaho.gov/students/transition-to-college-career/

SUBJECT
Our Kids, Idaho's Future Task Force Update

BACKGROUND/DISCUSSION
On June 3, 2019, Governor Brad Little convened Our Kids, Idaho's Future. The task force was made up of a wide range of stakeholders from both industry and the public K-12 education system. The group was asked to build on the 2013 recommendations of the K-12 Task Force for Improving Education, to review and recalibrate those recommendations with an overall goal of developing a shared vision for where Idaho's K-12 system should be in five years. The task force was co-chaired by Board President Debbie Critchfield and Bill Gilbert, and was made up of 27 members in total. The mission of the task force was to:

> "work collaboratively on the next five-year plan for education improvement and investment, primarily focused on student achievement and accountability, aligning policy and budget priorities with these goals and delivering greater fiscal stability."

The task force was asked to be evolutionary, not revolutionary, and to focus on student achievement in literacy and college and career readiness and to bring back recommendations on strategies for accomplishing two to three key student achievement goals and increasing accountability over the next five years. The group was tasked with coming back with no more than five to eight total recommendations and to prioritize those most important for considerations.

To facilitate this work the task force was broken up into the following four subcommittees:
- K-12 Budget Review – Stability and Strategic Alignment;
- Educator Pipeline – Recruiting and Retaining Effective Educators in Idaho Classrooms;
- Opportunities in Rural and Underserved Schools; and
- Operations – School Facilities and School Safety.

The scope of each subcommittee may be found in Attachment 1. These subcommittees were supplemented with additional stakeholder representation. Additional details of the subcommittees work can be found on the Board website at: https://boardofed.idaho.gov/education-initiatives/our-kids-idahos-future/task-force-2019-timeline/.

The subcommittees presented their final recommendations to the full task force on October 1, 2019. The recommendations are provided in Attachment 2. The task force met on October 23rd to develop and prioritize their final five to six recommendations from the recommendations made by the subcommittees.

The full Task Force met on November 4, 2019 and approved final recommendations.

IMPACT
>This agenda item will provide the Board with an opportunity to consider the recommendations put forward by the Governor's Task Force, Our Kids, Idaho's Future.

ATTACHMENTS
>Attachment 1 – Our Kids, Idaho's Future Task Force Recommendations
>Attachment 2 – Our Kids, Idaho's Future Task Force Final Report

STAFF COMMENTS AND RECOMMENDATIONS
>The Governor received the Task Force Final Report on December 13, 2019 after several months of discussion over 28 meetings. The final recommendations encompassed five areas:
>- Accountability focusing on K-3 literacy
>- Access to all-day K
>- Building out the career ladder
>- Providing resources to school to address student social emotional issues
>- Strategic amendments to K-12 funding that recognize state level priorities while providing more flexibility
>
>Any recommendations that are adopted by the Board would require additional work, in collaboration with the Governor's Office and the State Department of Education to implement. It is anticipated that some recommendations will require legislation, which could be introduced during the 2020 Legislative Session, while other pieces may require changes to Administrative Code through the negotiated rulemaking process. There are some recommendations that may require additional committee work, at either the Board committee level or ad hoc stakeholder workgroups to develop implementation details and timelines. If adopted, individual implementation plans would be brought back to the Board for consideration as applicable to the recommendation.

BOARD ACTION
>I move to adopt the Governor's Our Kids, Idaho's Future Task Force recommendations as provided in Attachment 1.

>Moved by _____ Seconded by _____ Carried Yes _____ No _____

Our Kids, Idaho's Future
Final Recommendations

<u>**RECOMMENDATION 1**</u>: **Statewide Accountability: Focusing Our Efforts on K-3 Literacy**

We recommend focusing our statewide accountability efforts on the following components:
- K-3 literacy as foundation;
- Providing boards, communities, and school leadership additional state guidance; and
- A framework for schools to achieve specific literacy growth targets based on like cohorts of students.

<u>**RECOMMENDATION 2**</u>: **Greater All-Day K Opportunities to Support K-3 Literacy and Future Student Achievement**

We recommend additional statewide funding for all-day Kindergarten, creating greater uniformity statewide and recognizing enrolling students in Kindergarten is optional for the parent.

<u>**RECOMMENDATION 3**</u>: **Building Out and Updating the Career Ladder to Elevate the Profession, and Retain Effective Educators**

We recommend expanding and building out the career ladder, with base appropriations starting at $40,000, $50,000, and $60,000 at full implementation with consideration of additional performance criteria for this build out.

<u>**RECOMMENDATION 4**</u>: **Addressing Social and Emotional Issues to Support Student Learning**

We recommend the state provide standard professional development and access to additional resources around identifying and better serving students facing social and emotional challenges, including trauma and mental illness.

<u>**RECOMMENDATION 5**</u>: **Strategic Alignment and Increased Flexibility in K-12 Funding Formula**

We recommend retaining line-item funding for college and career advisors, Advanced Opportunities, and literacy intervention line-items in the K-12 budget, with the aim of making important updates to improve their effectiveness and accountability; and

We recommend collapsing some line-items in the public schools budget and providing more financial flexibility for local school districts and charter schools.

Our Kids, Idaho's Future

Final Report and Recommendations
November 2019

ATTACHMENT 2

| Our Kids, Idaho's Future - Final Report | November 4, 2019 |

OUR KIDS, IDAHO'S FUTURE

Task Force Members:

Debbie Critchfield, Co-Chair	President, Idaho State Board of Education
Bill Gilbert, Co-Chair	Co-Founder and Managing Director Caprock
Senator Chuck Winder	Majority Leader, Idaho Senate
Senator Dean Mortimer	Idaho Senate Education Committee
Senator Janie Ward-Engelking	Idaho Senate Education Committee and Joint Finance-Appropriations Committee
Representative Jason Monks	Assistant Majority Leader, Idaho House of Representatives
Representative Mat Erpelding	Minority Leader, Idaho House of Representatives
Representative Wendy Horman	Joint Finance-Appropriations Committee
Representative Lance Clow	Idaho House Education Committee
Representative Gary Marshall	Idaho House Education Committee
Sherri Ybarra	Superintendent of Public Instruction
Shawn Keough	Idaho State Board of Education
Cheryl Charlton	Superintendent, Idaho Digital Learning Academy
Erin McCandless	Idaho State PTA President
Jennifer Parkins	Trustee, Genesee Joint School District and Idaho School Boards Association (ISBA) President
Jody Hendrickx	Trustee, St. Maries School District and ISBA Vice President
Juan Alvarez	Deputy Director for Management and Operations, INL
Kari Overall	President, Idaho Education Association
Katherine Hart	Associate General Counsel, Melaleuca
Kurt Liebich	CEO, RedBuilt
Luke Schroeder	Superintendent, Kimberly School District
Marc Beitia	American Falls High School teacher and 2019 Idaho Teacher of the Year
Mary Ann Ranells	Superintendent, West Ada School District
Matt Van Vleet	Director of Government Affairs, Schweitzer Engineering Laboratories
Pete Koehler	Retired, Chief Deputy Superintendent and former Nampa High School Principal and Superintendent
Ryan Cantrell	Superintendent and Principal, Bruneau-Grandview School District
Terry Ryan	CEO, Bluum

ATTACHMENT 2

| **Our Kids, Idaho's Future - Final Report** | November 4, 2019 |

Executive Summary:

The membership of *Our Kids, Idaho's Future* was announced on May 15, 2019 and the first meeting took place on June 3, 2019.

The mission of *Our Kids, Idaho' Future* was to work collaboratively on a five-year plan for education improvement and investment, focused on student achievement and accountability, aligning policy and budget priorities with these goals and delivering greater fiscal stability. This charge focused on developing recommendations on improving performance and accountability around two student achievement goals: early literacy and English Language Arts (ELA), and college and career readiness.

The task force was organized into four subcommittees, supported by additional education stakeholders, and business and industry representatives. These four subcommittees were the Educator Pipeline, Rural and Underserved Schools, School Facilities and School Safety, and K-12 Budget Stability

The task force and its subcommittees met 28 times over five months.

On October 1, 2019, the task force reviewed the recommendations from the subcommittees and narrowed the recommendations to five for final consideration and adoption. The subcommittees provided final reports on their work, their analyses and findings, and recommendations to the task force (see appendices 1 through 4 of this final report).

On October 23, the task force discussed, finalized, and adopted the language of the five final recommendations.

The task force voted on and approved the five final recommendations at its final meeting on November 4, 2019. These included:

- Statewide Accountability Framework around K-3 Literacy

- Greater All-Day Kindergarten Opportunities to Support K-3 Literacy and Future Student Achievement

- Building Out and Updating the Career Ladder to Elevate the Profession, and Retain Effective Educators

- Addressing Social and Emotional Issues to Support Student Learning and School Safety

- Strategic Alignment and Increased Flexibility in Public Schools Budget

Mission Statement:

Our Kids, Idaho's Future will work collaboratively on the next five-year plan for education improvement and investment, focusing on student achievement and accountability, aligning policy and budget priorities with these goals, and delivering greater fiscal stability.

Scope and Deliverables:

- Focus on two main student achievement goals for both primary and secondary education in Idaho— Where do we want these to be in five years?
    - Early literacy and English Language Arts.
    - College and Career Readiness.

- Develop strategies for accomplishing these goals, relying on recommendations from subcommittees.

- Focus on existing accountability framework that will help move student achievement on these goals.
    - Review of existing K-12 accountability system.
    - Review of how other states are implementing accountability.
    - Discuss what options might work for Idaho, particularly those tied to Idaho's K-12 budget.

- Review first task force (2013) recommendations and determine ways to improve those recommendations around the two student achievement goals and increased accountability.

- Recommendations on strategies for accomplishing the two key student achievement goals and increasing accountability in next five years.

- Review subcommittee recommendations and prioritize those most important for consideration.

- No more than 5 to 6 total recommendations.

Introduction:

In recognition of the importance of education to the state of Idaho, on his first day on the job, Governor Brad Little announced the formation of *Our Kids, Idaho's Future*, a broad-based task force with the charge *"to look at our education system holistically and prioritize where we should invest the next available dollar"* providing "*Idaho's next five-year blueprint for education investment and reform.*"

The 2013 task force recommendations provided the blueprint for this work. During his State of the State address, the Governor recognized the accomplishments of the 2013 K-12 task force, declaring that it *"has been the force behind an unprecedented, sustained effort to improve Idaho education."* The collaboration, hard work, and commitment of the Idaho Legislature, working with Governor Otter, the State Board of Education, and a broad range of stakeholders delivered the last five years of sustained investment and reform.

The Legislature increased the K-12 education budget general fund appropriation over $500 million in the past six years. This commitment in additional investments, however, occurred at a time of rapid student growth and backfill from recessionary cuts during 2009 and 2010. While this sustained investment and collaborative work is to be praised, K-12 education appropriations in Idaho, measured by per-pupil funding, only returned to 2009 levels in fiscal year 2017. Nevertheless, the past five years have provided a solid model for collaboration, incremental reform, and responsible investment in Idaho's K-12 system.

Our Kids, Idaho's Future's work and objectives come at a different time than the 2013 K-12 task force. While there was distrust and a lack of partnership between education stakeholders and policymakers six years ago, there has been an ongoing willingness for these groups to talk and work together during this sustained period of growth. Because of this strong foundation, *Our Kids, Idaho's Future's* efforts have been focused on being evolutionary, rather than revolutionary, complementary to the progress of the past five years. There are still many areas for improvement and much work to be done.

Although there are models and pockets of success throughout Idaho, student achievement across the kindergarten through grade 12 has not improved at the rate we would like to see. The entire work of *Our Kids, Idaho's Future*— across the task force and subcommittees, directly and indirectly— was focused on improved achievement and accountability around literacy and college and career readiness.

Through the state's constitutional and statutory role in accountability and transparency, it became clear that the state needs to provide simplified student achievement goals, and offer local districts, charters schools, and their governing boards the assistance, resources, and necessary flexibility to deliver on these goals.

Although the duty for maintaining "a general, uniform and thorough system of public, free common schools," rests with Idaho's elected state representatives, the success of our students is dependent on parents, communities, and locally elected trustees. In deliberating statewide accountability efforts, the task force recognized this reality. In order to have ongoing improvement in student achievement, schools must have a culture of continuous improvement.

Another clear assumption underlying the necessary work to improve K-12 education in Idaho is the scarcity of resources, recognizing that a majority of Idaho schools are rural and remote communities. Investments must be sustainable and strategically aligned with our student achievement goals. Legislators, taxpayers, and parents expect to see these investments in our students pay off in the form of greater student achievement. The task force discussed these components and the critical importance of having the right culture in our schools, which begins with leadership and placing accountability at the right level.

Governor Little looks at education issues through the lens of our state's constitutional and moral responsibilities. In his inaugural address, he outlined this duty:

> *"Our state's commitment to education goes back to our constitution. Since statehood, every Idaho child has been promised a uniform, thorough, and free public education. And each generation has worked to better fulfill this constitutional responsibility, but, more importantly, the moral obligation we have to our children. [..] As Governor, I will work to live up to the promise we made at statehood."*

The recommendations within this report reflect that commitment to future generations of Idahoans.

Below is the work product of 28 meetings over the course of five months. While not exhaustive, this report and recommendations display the perspectives and good faith efforts of many different stakeholders working together on behalf of all Idaho students. It is a strategic blueprint for the next five years to improve educational opportunities and outcomes for students across Idaho.

ATTACHMENT 2

| Our Kids, Idaho's Future - Final Report | November 4, 2019 |

FINAL RECOMMENDATIONS:

RECOMMENDATION 1: Statewide Accountability: Focusing Our Efforts on K-3 Literacy

We recommend focusing our statewide accountability efforts on the following components:
- K-3 literacy as foundational;
- Providing boards, communities, and school leadership additional state guidance; and
- A framework for schools to achieve specific literacy growth targets based on similar cohorts of students.

RECOMMENDATION 2: Greater All-Day K Opportunities to Support K-3 Literacy and Future Student Achievement

We recommend additional statewide funding for all-day Kindergarten, creating greater uniformity statewide and recognizing that enrolling students in Kindergarten is optional for the parent.

RECOMMENDATION 3: Building Out and Updating the Career Ladder to Elevate the Profession, and Retain Effective Educators

We recommend expanding and building out the career ladder, with base appropriations starting at $40,000, $50,000, and $60,000 at full implementation with consideration of additional performance criteria for this build out.

RECOMMENDATION 4: Addressing Social and Emotional Issues to Support Student Learning

We recommend the state provide standard professional development and access to additional resources around identifying and better serving students facing social and emotional challenges, including trauma and mental illness.

RECOMMENDATION 5: Strategic Alignment and Increased Flexibility in K-12 Funding Formula

We recommend retaining line-item funding for college and career advisors, Advanced Opportunities, and literacy intervention line-items in the K-12 budget, with the aim of making important updates to improve their effectiveness and accountability; and

We recommend collapsing some line-items in the public schools budget and providing more financial flexibility for local school districts and charter schools.

SECONDARY RECOMMENDATIONS:

Additionally, the task force chose to highlight several subcommittee recommendations that were considered with the final recommendations, which they believe deserve additional consideration in the coming years.

From the subcommittee on the educator pipeline—recruiting and retaining effective educators in Idaho classrooms:

- Continuing to grow statewide professional development efforts for educators, ensuring all educators are able to grow professionally, feel supported, and have the necessary expertise to improve student achievement.
    - Feedback from the field and research confirms that teachers who receive strong mentorship and professional development are more likely to remain in the profession and drive student achievement.
    - Professional development and mentoring is important for our new educators, especially with the increase in alternatively certificated educators who may have deep content knowledge but need added support for pedagogy and classroom management.
    - Professional development is critical for experienced educators to grow and succeed in the profession.
    - Support could consist of:
        - Strengthening mentoring and coaching that is aligned with goals of increasing student achievement.
        - Increasing non-instructional contract days allowing for planning, collaboration time, job-embedded professional development tied to educator's instructional area, professional learning communities, and the sharing of best practices.
        - Increase in general professional development opportunities targeting student proficiency in literacy at all grade levels.

- Exploring additional, funded opportunities for more work time for personalized professional development, planning, and mentoring.

From the subcommittee on K-12 budget review— stability and strategic alignment:

- Strengthening the Public Education Stabilization Fund (PESF) by replenishing withdrawals from the prior fiscal year, minimizing the impacts of future transfers, and increasing the overall fund balance.
    - This could be a statutorily set transfer into the PESF, similar to the statutory Budget Stabilization Fund transfer.

From the subcommittee on opportunities in rural and underserved schools:

- Rewarding and incentivizing collaboration for rural, remote, and underserved schools to improve student opportunities and outcomes.
    - Rural and remote school districts across the state should more effectively collaborate and network to leverage resources to provide greater opportunities for students and accomplish greater economies of scale.

- o The focus will be on the areas of career and technical education, college and career advising, pupil support staff (e.g., technology, school psychologists), and special education.
  - o The implementation of this recommendation must develop the right incentives to build these networks with associated state support to help districts collaborate.

- Increasing access and equity for industry-aligned career and technical education in rural and remote Idaho school districts.
  - o Supporting the development and increased access to CTE pathways and clusters through online delivery while using creativity to leverage existing district resources (including non-CTE resources) for the leadership components of the program.
  - o Addressing availability of teachers to teach CTE courses— this includes credentialing requirements.
  - o Providing flexibility within the Division's CTE pathway framework to provide opportunities for small scale, industry-aligned programs that don't directly connect to traditional postsecondary programs and approval of CTE pathways based on program outcomes rather than the credential held by the instructor.
  - o Considering additional resources to support these initiatives.

From the subcommittee on school facilities and school safety:

- Adopting minimum statewide protocols for school safety and security. This would include the following:
  - o Use of a standardized common language for school safety and security, consistent with Idaho Standard Command Response for Schools (ISCRS), where first responders that serve the district also utilize ISCRS.
  - o Investigate ways LEAs can communicate with parents and patrons on school safety and security issues, including staff training and alignment with Office of School Safety and Security (OSS) domains.
  - o Provide minimal training for all School Resource Officers (SRO) on the National Association of School Resource Officers (NASRO) standards or other specific LEA needs. The subcommittee recognizes this recommendation and additional SRO support requires additional resources.

- In the course of its work, the subcommittee reviewed different components of state support for school facilities, including the school facilities maintenance matching funds, school facilities funding from the lottery, public schools facility cooperative funding program, bond levy equalization, and public charter school facilities support.

  Last year, SCR 111 (2019) was put forward to review the existing methodology for school construction and maintenance in Idaho, and to identify any inadequacies in that formula. The Legislature did not end up establishing the proposed interim committee.

  While this subcommittee made recommendations regarding school security and student safety, the subcommittee believes additional study and proposed updates to the methodology for school facilities funding should occur in the Legislature. It recommends creating an interim committee during the next session, in line with the language of SCR 111 (2019).

Analysis and Findings:

The first and underlying recommendation from *Our Kid's Idaho's Future* is a statewide accountability framework around K-3 literacy. Literacy is foundational to all student learning and deserves increased attention in order to improve Idaho's entire K-12 system. As has been stated many times, students who cannot read by the third grade are our most at-risk students, unlikely to catch up to their peers and less likely to graduate from high school. Nationally an estimated 23 percent of students reading below basic level in third grade do not graduate from high school by the age of 19; 9 percent of students reading just below grade level, that statistic drops to 9 percent; 96 percent of students reading proficiently by the end of third grade graduate from high school by the age of 19.

Momentum currently exists for K-3 literacy in districts and charters across Idaho. Last year, which was the first year of the new Idaho Reading Indicator (IRI) Assessment, scores came out for approximately 90,000 Kindergarten through third graders. The new IRI is a powerful tool allowing educators a view to the whole picture of a child's literacy skills. This data can be used to drive instruction. Last year, the Legislature approved the doubling of literacy intervention dollars to schools in the state. With these commitments, district and school leaders across Idaho are working to achieve significant growth to proficiency on this important foundation for our students' future learning opportunities. This focus on K-3 literacy means the state can target limited resources and positively impact student outcomes throughout our students' educational careers.

In order to achieve this necessary growth, the task force recognizes the critical role leadership plays in creating a culture in our schools around continuous improvement, and recommends that the state provide local school boards of trustees orientation or training. This training would give boards information on our statewide goals and the tools available to them, and would help community leaders work effectively with school leadership to set goals and growth targets.

Another component of this recommendation is a framework of student growth and achievement targets for K-3 literacy, which would focus on comparing school buildings and LEAs with similar student populations. Using similar cohorts of students, for comparison purposes, allows parents, education stakeholders, and state policymakers to compare the success of our schools and measure continuous improvement in a fair and unbiased manner. It also provides opportunities for similar schools to share best practices. By focusing on growth toward proficiency, we recognize the efforts of educators, regardless of the proficiency level of the student when they enter school. Progress would be demonstrated through a publicly available dashboard that is easy to understand, allows users to make comparison based on student and school characteristics, and includes data visualization tools showing progress toward the school and district annual growth targets.

Closely tied to the K-3 literacy achievement and accountability recommendation is the recommendation for additional statewide funding for optional all-day Kindergarten, creating greater uniformity in opportunity for all day Kindergarten access.

The task force and the rural and underserved subcommittee (which put forward this recommendation) discussed the ongoing challenges of school readiness and decreasing scores on the Fall IRI for incoming Kindergarteners for the past three-plus years.   Earlier this year, with the increase in literacy intervention funds, many districts and charters chose to use their additional funds for all-day Kindergarten opportunities to address this challenge and get students on the right track to read proficiently by the end of the third grade. Districts have chosen to

provide these opportunities to their students in recognition of the positive impact all- day Kindergarten has for all students' educational readiness. Currently, only some districts are able to provide this all-day K opportunity to subgroups of students that are the most at-risk and not reading at grade level when they enter Kindergarten.

With the current state support, many districts are only able to provide opportunities for all-day Kindergarten by cobbling together funds from multiple sources or limiting the students who can participate. The lack of uniformity across the state creates a discrepancy in opportunities available to students based on geography. Many families are limited in their ability to move to communities that offer all-day Kindergarten, thereby limiting the option for all-day Kindergarten for our economically disadvantaged students.

There is a fundamental instability when a program is dependent on multiple funding sources and is time-limited. When those funds are discontinued, it may cause the entire program to be ended. As an example, when a school district is dependent on levy funds to provide all-day Kindergarten to its students, the loss of a supplemental levy could cause the discontinuance of the entire program. This has an adverse impact for those families who have chosen to participate in all-day K and are left with few options when the program is shut down, particularly families where both parents work or are living below the poverty level. These children often have limited high-quality learning opportunities moving forward.

Districts who currently offer all-day Kindergarten shared the positive impact their programs have made in K-3 reading scores. There are numerous studies that identify early interventions as being more effective and having a greater impact over interventions in the later grades. Early interventions that bring students up to grade level by the end of the first grade reduce the need for the same level of interventions in third grade and beyond. Additionally, all-day Kindergarten provides school districts and charters more time with the student, allowing them to identify learning disabilities earlier in their education and provide early, more effective and often less costly interventions. These expanded opportunities for all-day Kindergarten should include providing the resources to expand the curriculum and ensure that full-day opportunities are of a high quality.

The task force recognized the need moving forward that more analysis is required on the full extent of all-day Kindergarten offerings in each LEA. The results reported by school districts who have implemented all-day Kindergarten so far have identified the positive impacts it has had on student achievement. More details are in the final report from the rural and underserved subcommittee. Additionally, states who offer early education opportunities and full-day Kindergarten have shown significant improvement in their students reading at grade level by the end of third grade. Approximately 80 out of 115 of Idaho's school districts offer some form of all-day kindergarten, and around 16 charter schools offer all-day kindergarten options. However, both surveys from Idaho Education News and the State Department of Education are incomplete. The task force identified the importance of keeping these opportunities optional for students and families across the state, while emphasizing the importance of having the option for every student.

Studies have shown that dedicated, high-quality, professional educators are the number one factor within a school for students' long-term success and achievement. With that recognition, one of the task force subcommittees focused on Idaho's teacher pipeline, and the recruitment, development, and retention of high-quality educators. The subcommittees main recommendation was for building out and updating the career ladder in order to elevate the profession and retain effective educators.

The Legislature has shown a strong commitment to our educators by funding the career ladder through implementation and investing in educator professional development over the past five years. Despite this investment, Idaho is not recruiting and retaining the number of teachers we need to serve our students, particularly in rural and border communities across the state. The most recent data shows some improvement in retention that corresponds with the implementation of the career ladder. However, the improvement has not been enough to meet our state needs and highlights the need for expansion of the career ladder to retain our more experienced educators. More details are in the pipeline subcommittee final report.

By building out the third rung of the career ladder, we continue efforts to retain and attract our educators as they move through their careers. This effort will help reduce attrition, which has a high cost for districts and for the state. Additionally, this effort will make teaching a more competitive profession, attracting great students and non-education professionals into education. The annual State Board of Education Educator Pipeline report provides information on the wages for educators compared with other professions requiring a bachelor's degree and considers this wage penalty, even factoring in relative pay with industries requiring year-round work.

Looking across the country, many states are grappling with the issue of teacher compensation. Utah, released a titled from *Empower Utah* detailing the need to increase starting teacher pay to $60,000 to and maximum salaries to over $100,000 in order to recruit and retain high-quality professionals in the future.

In addition to the connection between the improvement in retention rates with the implementation of the career ladder, additional analysis shows an increase in the average educator experience up to the point where compression on the upper end of the career ladder starts to impact allocations to school districts for their most experienced teachers. From 2013 to 2018, Idaho has seen a significant increase in the number of teachers within the system who have two to six years of teaching experience. Additionally, Idaho has seen a moderate increase in the number of Idaho teachers with 10 to 14 years of experience. The population of teachers in the initial grouping with two to six years of experience demonstrates a significant improvement in attracting and retaining new teachers into education. Preliminary contract information shows that educators are getting paid at least the career ladder allocation on average and that some school districts use local funds, when available, to offer higher salaries in order to be competitive.

The subcommittee report highlights the intrastate and regional comparisons of educator salaries, and provides examples of districts who cannot pay much beyond the career ladder allocation. What is clear is that building out the career ladder helps level the playing field for rural school districts or districts not able to pass supplemental levies so that they can increase salaries to more competitive levels, narrow the salary gaps between districts, and reduce the burden on local property taxpayers. The report also discusses the link between veteran educator salaries and supplemental levies. Dependence on time-limited funding sources for personnel costs is not sustainable and puts districts in a difficult fiscal situation over the long-term.

The task force looked at issues that directly and indirectly impact student learning. From that analysis the task force identified addressing social and emotional issues as one of the top priorities for supporting students and educators and addressing root causes of student violence in schools. The task force's fourth recommendation was for the state to provide standard professional development, and access and awareness to additional resources for identifying and better serving students facing social and emotional challenges, including trauma and mental illness.

The task force members, particularly those from school districts and charters from across Idaho, have seen greater mental health issues among their student populations. Teachers are spending more time mitigating behavioral health issues in the classroom that take away from the other students learning opportunities. Students learn best when they feel they are in a safe and secure environment. Additionally, our educators and staff need support to minimize burn out and improve their effectiveness in serving these students.

States across the country are grappling with this issue and formulating policy to address safety and security. According to a recent report from the Education Commission of the States, during 2019 legislative sessions across the 50 states, 323 bills were considered in 42 states, with 49 bills enacted in 26 states. These pieces of legislation covered school-based mental health services and resources, school staff training, and school curricula.

Finally, the K-12 budget subcommittee targeted recommendations to ensure the public schools budget is both strategically aligned and fiscally stable, focused on the task force's two overarching areas for student achievement in the next five-years— K-3 literacy and college and career readiness.

The fifth recommendation calling for increasing strategic alignment with state priorities, while increasing flexibility for school districts and charter schools, has two components:

- Retaining line-item funding for college and career advisors, Advanced Opportunities, and literacy intervention within the public schools budget. Additionally, in retaining these line-items, important updates will need to be made to improve their effectiveness and accountability.

- Collapsing line-items that are not identified as strategically aligned or having a systemwide benefit in the public schools budget, which will provide more financial flexibility for local school districts and charter schools.

In addition to identifying line-items aligned with these state strategic priorities, this final recommendation includes retaining those components of the public schools budget which support our constitutional responsibilities for a uniform and thorough public education system for all of our students.   The line-items that fulfill responsibilities to thoroughness and uniformity include, but are not limited to, transportation, facilities funding, and
salary-based apportionment, which includes the career ladder.

Appendices:

Appendix 1 – Educator Pipeline Final Report (with appendices)
Appendix 2 – Rural and Underservices School Districts Final Report (with appendices)
Appendix 3 – School Facilities and School Safety Final Report (with appendices)
Appendix 4 – K-12 Budget Stability Final Report (with appendices)
Appendix 5 – Final Vote on Recommendations from November 4, 2019 Task Force Meeting
Appendix 6 — References

Educator Pipeline: Recruiting and Retaining Effective Educators in Idaho Classrooms	September 19, 2019

Our Kids, Idaho's Future—Educator Pipeline Subcommittee
Report and Recommendations

Members:

Shawn Keough, Chair	Idaho State Board of Education
Representative Jason Monks	Assistant Majority Leader, Idaho House of Representatives
Senator Dean Mortimer	Chairman, Idaho Senate Education Committee
Representative Gary Marshall	Idaho House Education Committee
Representative John McCrostie	Idaho House Education Committee
Dr. Linda Clark	Member, State Board of Education
Dr. Mary Ann Ranells	Superintendent, West Ada School District
Kari Overall	President, Idaho Education Association
Dr. Paula Kellerer	Superintendent, Nampa School District
Dr. Becky Meyer	Superintendent, Lakeland School District
Dr. Leslie Baker	Board Chair, Moscow Charter School
Peggy Hoy	Educator, Twin Falls School District
Tony Ashton	Teach for America
Katherine Hart	Associate General Counsel, Melaleuca
Jonathan Lord	College of Southern Idaho
Terry Ryan	CEO, Bluum
Chris Roth	COO, St. Luke's
Erin McCandless	Idaho State PTA President

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Subcommittee Scope and Deliverables:

- What are the biggest challenges in recruiting and retaining our most effective educators in Idaho classrooms?
- Review existing Idaho educator pipeline and the career continuum.
- Review the existing components of developing and maintaining professionals in Idaho schools and districts.
- Review first task force (2013) recommendations on these issues.
- Discuss the existing career ladder and the Master Educator Premium (MEP).
- Discuss what sorts of professional development and mentoring would assist educators in their effectiveness in the classroom?

- Recommendations to recruit, develop, and retain Idaho's most effective educators in order to meet the two future student achievement goals.
- Recommendations on what additional policy and budget items can address the unique challenges in Idaho's educator pipeline and career continuum.

Recommendations:

We recommend expanding and building out a third rung of the career ladder, with bases of $40,000, $50,000, and $60,000.

Idaho is not recruiting and retaining the number of teachers we need for the number of students in the system. Dedicated, high-quality, professional educators in Idaho classrooms is the number one factor in students' long-term success and achievement. The state has made a significant investment in early educator salaries in an effort to recruit and retain high-quality professionals. By building out the third rung of the career ladder, we continue these efforts to retain our experienced, quality educators across the state. Building out the career ladder levels the playing field for those districts that do not have other resources for supplementing salaries.

There is a recognition that this build-out would occur over several years. The subcommittee made clear that salary-based apportionment should remain a standalone item in the K-12 public schools budget.

We recommend continuing to grow statewide professional development efforts for educators, ensuring all educators are able to grow professionally, feel supported, and have the necessary expertise to improve student achievement.

Feedback from the field and research confirm that teachers who receive strong mentorship and professional development are more likely to remain in the profession and drive student achievement.

Professional development and mentoring is important for our new educators, especially with the increase in alternatively certificated educators who may have deep content knowledge but need added support for pedagogy and classroom management. Professional development is critical for experienced educators to grow and succeed in the profession.

These could consist of:

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- Strengthening mentoring and coaching that is aligned with goals of increasing student achievement.
- Increasing non-instructional contract days allowing for planning, collaboration time, job embedded professional development tied to educator's instructional area, professional learning communities, and the sharing of best practices.
- Increase in general professional development opportunities targeting student proficiency in literacy at all grade levels.

We recommend exploring additional, funded opportunities for more work time for personalized professional development, planning, and mentoring.

Analysis and Findings from Subcommittee Work:

There are three main conclusions we take from the data and reports from the field. First, Idaho, like many other states, has a limited pool of applicants into the teaching profession. Second, the distribution of educator across the state is not uniform, where rural districts have greater shortages than urban districts. Third, there is a complex retention issue that looks different in various regions around the state. The subcommittee reviewed both quantitative and qualitative information in identifying these conclusions.

In school year 2017-2018, the state issued a total of 1969 new instructional staff (teaching) certificates. Of those, 1281 certified teachers were employed in the following year in an Idaho school. We've seen a 6 percent increase in Idaho's student population during the past five years. Each year Idaho school districts together must fill an estimated 1,750 teacher positions to meet the demands— created by growth, attrition, and retirements— for the following year.

While teacher volume has increased over the past four years by 2.2 percent total, the most significant growth has occurred in teachers entering under alternate routes, ranging from 14 percent four years ago to 63 percent in FY 2019. Moving forward, rates of projected growth for educators into the profession average out to approximately 1.5 percent statewide annually over the next four years, with the highest annual projection for Region 3 at 2.1 percent.

The State Board of Education's latest Teacher Pipeline Report indicates there were approximately 1,785 new FTE instructional staff employed in Idaho in 2018, an 8.5 percent growth from 2011 levels, while the student body has grown by 9 percent during this same period. While growth in instructional staff is only slightly outpaced by the growth in students, a closer look at the distribution of teachers in content areas and geographic areas around the state show an increasing discrepancy in the distribution of our educators across Idaho. As the growth in students continues to outpace our availability of educators, these discrepancies in high need areas will continue to grow.

During the four-year period spanning the implementation of the career ladder, we have seen a slight improvement in the retention of teachers in Idaho. However, rates have not increased at a level that keeps pace with our growing student population nor at a rate that would fill the pre-existing gap in the educator workforce. For the 2014-2015, school year we observed a retention rate of instructional staff of 83.8 percent at the school level and 86.2 percent at the LEA level, with an overall state attrition rate of 10.1 percent of educators leaving teaching in Idaho. For the

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2017-2018 school year we saw a slight increase in the retention rates resulting in a rate of 84.2 percent at the school level and 88.0 percent at the LEA level, with an overall attrition rate of 8.9 percent of instructional staff leaving teaching the following year.

Over this same time period we have also seen a slight improvement in levels of experience of Idaho teachers. However, we still see educators leaving the professional at an alarming rate during their early years. 78.7-percent of instructional staff new to teaching during the 2014-2015 school year returned to teaching the following year, 66.6-percent were still teaching during their third year and only 52.8-percent were still in the classroom for their fifth year. For those entering teaching during the 2016-2017 school year, 80.1 percent returned the following year and only 68.3 percent were still teaching during their third year.

More narrowly, the subcommittee focused on retention rates by region and locale, institution, and type of certification. While we have seen an overall improvement in retention rates, correlating with the implementation of the career ladder and growing pool of educators, these attrition rates are still a big challenge, particularly in rural school districts across Idaho. This issue is acute when there is a limited pool of applicants for open positions for a school district.

In rural districts, for example, we lose a percentage of educators who end up moving from instructional positions to administrative positions, which provides them an opportunity to remain in a rural district and progress in pay. This trend takes some of our most experienced teachers out of the classroom, and they can be difficult to replace.

The subcommittee heard presentations from superintendents who face regional challenges in retaining educators. In the north, educators who gain experience are often recruited out of Idaho for greater salaries in Washington State. In the greater Treasure Valley, there is clear movement of more experienced educators from rural districts to the larger districts in Canyon and Ada Counties. This movement of educators is a prime example of feeder school districts, providing experience to newer teachers, who then move on to more urban districts for higher pay. Rural districts in eastern Idaho continue to compete with greater salary opportunities in Wyoming and Utah. Magic Valley districts have some of the greatest shortages in educators, particularly in their secondary schools. Being centrally located with the state, Magic Valley educators move to different regions of the state and out-of-state for greater opportunities.

The challenge of recruitment and retention is very clear in border communities like Coeur d'Alene, Moscow, and Lewiston. Washington State continues to raise teacher salaries. In the previous two years, the Washington Legislature has appropriated $2 billion in teacher salaries. The Clarkston School District increased teacher salaries by 12-percent last year. In the Spokane School District, the base starting teacher salary— with no experience and a bachelor's degree— is $46,460. With 70 hours of professional development and an attraction and retention incentive from the district, this number quickly moves to over $49,541. In the Pullman School District, the base starting teacher salary is just over $45,101. These numbers quickly increase with incentives and money following professional development hours. The salaries for veteran teachers in these districts far exceed anything our border districts are able to pay.

For communities in Eastern Idaho, education leaders have long known the challenge of competitive teacher pay in Wyoming, where the average starting teacher salary is around $45,000. In the past few years, Utah has made a strong effort of increasing teacher pay as well.

ATTACHMENT 2

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Starting teacher pay in the Weber School District, in Ogden, is $42,270. Down the I-15, in the Salt Lake City School District, starting teacher pay is $46,846. The neighboring Granite School District's starting teacher pay is $43,483.

A review of school districts' salary schedules shows districts with the ability to levy are able to build out their own salary schedules, while districts that have small levies or no levy at all closely adhere to the career ladder allocation.

In the Idaho Falls School District, there is a supplemental levy of $6.9 million (8.7 percent of their maintenance and operating budget) and their base salary tops out at $64,000. The neighboring Bonneville School District has a supplemental levy of $5.8 million (7 percent of their operating budget) and their base salary tops out over $62,000 for a 13-year educator with a PhD.

In Coeur d'Alene School District, the supplemental levy is $16 million (20.3 percent of their operating budget) with a top salary of $62,700. In neighboring, Lakeland School District, the supplemental levy is about $9 million (25.3 percent of their operating budget) and their salary schedule tops out at $67,400 to compete with neighboring Washington State.

The Moscow School District has a supplemental levy of $9.5 million (34.4 percent of its operating budget) and has a salary schedule that tops out $68,233. The Lewiston School District has a supplemental levy of $15.6 million, (33.7 percent of its operating budget) and tops out for teachers at $67,463. In Potlatch School District, despite a levy of $1.74 million, (34.2 percent of their operating budget), their salary tops out just over $66,000. See the K-12 Budget Subcommittee Report for more information on levies as a portion of operating budget.

A notable exception to smaller districts following the career ladder allocation was the Lapwai School District, which competes with neighboring districts with levies and Washington State. Additionally, public charter schools do not have the ability to levy and have to use operation dollars to expand salaries above the career ladder allocation.

Two districts were discussed in depth during task force meetings and were determined to be clear outliers— the Boise School District and the Blaine School District. The Blaine School District pays an 18-year educator with a Master's Degree with nine additional credits $90,000. Cost of living is calculated based on an index, with the US average cost of living measured at 100. Idaho's average cost of living index is 100.2, while Blaine County's cost of living index is 132, with the majority of this measure based on the cost of housing. According to Realtor.com, the median cost of a home in Blaine County is $468,100.

The Boise School District maintains its chartered school district status (preceding statehood) and has retained its budget stabilization maintenance and operation (M&O) levy. Blaine, McCall-Donnelly, Swan Valley, and Avery School Districts also retaining their M&O stabilization levy from 2006 to present.

Appendix 6 of this report shows a history of supplemental levies by school districts from FY 1999 to FY2019. From FY 2008 through FY 2019 the amount of supplemental levy dollars doubled across the state. Currently, 93 of 115 school districts have some sort of supplemental levy for a total of $202,229,409. The total difference — for certificated, classified, and administrative employees — between the state allocation and what districts actually pay out was $221,311,613 in

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FY 2019, which compares closely to the total amount for supplemental levies. Appendix 5 shows the difference from what districts receive for salaries from the state versus what they actually pay out.

Districts across the state have shortages in key content areas— namely math, science, and special education. In rural districts, these shortages are broader, highlighting a distribution issue of educators. The subcommittee discussed many different approaches and policies for recruitment and retention of educators. These included the expansion of the career ladder, maintaining salary-based apportionment, professional development, mentoring, coaching, and other incentives.

Based on analysis of the data and reports from the field, the career ladder has provided greater opportunities to recruit and retain educators. Rural school districts report it has helped level the playing field in terms of recruiting educators and keeping them in the classroom longer. But it is evident that there is a cliff on this ability to retain educators at approximately eight years. Attrition has a high cost and affects student learning, as is discussed in the State Board's Teacher Pipeline Report. Since the start of the implementation of the career ladder, we've seen an increase in the average teacher experience from five years to eight years since 2013.

In analyzing the career ladder and the compound annual growth rate (CAGR) of the allocation over the past five years, it is clear there are challenges with compression and annual increases occurring more in the first years, rather than in the top end. Additionally, without the originally envisioned build-out of the career ladder five years ago, there now exists a compression after eight years on the continuum, rather than 13 years, which would have been the case had the original master rung been created.

The career ladder currently requires certified staff to meet both a minimum performance ranking as well as demonstrate their students' achievement outcomes. In order to move on the career ladder, the state looks at a summative ranking— Unsatisfactory, Basic, Proficient, and Distinguished. In discussions on evaluations, the subcommittee outlined two important purposes: continuous improvement (via coaching and development); and supporting desired outcomes (e.g., professional growth, team performance, and state student achievement goals). In building out the career ladder, the subcommittee discussed the need for additional, higher criteria for movement onto a proposed third rung for our most experienced and effective educators.

For successful recruitment and retention, the subcommittee discussed an additional component, in addition to educator compensation. With many early career educators and educators on alternate routes, professional development and mentoring are critical to supporting all educators in the classroom and help ensure they are successful. Educators across their careers want to feel supported in the classroom, and this effort directly relates to statewide efforts on retention and increasing student achievement levels.

Appendices:

Appendix 1— Summary of Subcommittee Meetings

Appendix 2— Preliminary Recommendations from Discussion at July 16 Meeting

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Appendix 3— Summary of Educator Continuum

Appendix 4— 2017-2018 Educator Pipeline Report from State Board of Education

Appendix 5— FTEs and Apportionment versus Actual LEA FTEs and Allowance— All staff

Appendix 6— Supplemental levy by district from FY 1999 to FY 2019

Appendix 7— Intrastate Retention Rates Preliminary Data - Draft

Appendix 8— Salary Averages by FTE

Appendix 9— School levies for school purposes

Appendix 10— FTEs and Apportionment versus Actual LEA FTEs and Allows— Career Ladder
(Instructional Staff and Pupil Service Staff Only)

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Appendix 1—Summary of Subcommittee Work:

June 18, 2019:

This initial meeting focused on providing all subcommittee members a solid background on key issues around educator recruiting and retention, and the components of state support for educator staffing in public schools in Idaho. Greg Wilson, Office of the Governor, provided the scope and deliverables for the subcommittee.

Tracie Bent from the State Board reviewed the recommendations around these issues from the 2013 K-12 task force.

Marilyn Whitney from the State Department of Education provided an overview of the department's support of educators, including the Idaho Coaching Network around Math and English Language Arts (ELA), support around the implementation of the new Idaho Reading Indicator (IRI), an overview of 2015 legislation on the career ladder and master educator premium, and background on Leadership Premiums, Mentoring, and Professional Development.

Tim Hill from the State Department of Education provided the group a primer on the career ladder, and analysis of the career ladder and salary-based apportionment. Tim provided an overview of the 2015 legislation creating the career ladder and the 2019 revisions to that section of code, including a two-year phase-in of starting teacher pay of $40,000. Tim also showed the subcommittee slides covering the compound annual growth rate (CAGR) for each cell of the career ladder over the past four years, and the 20-year deficit between salary-based apportionment from the state for instructional staff.

Dave Roberts from West Ada SD provided the subcommittee an overview of how the career ladder allocation works in the field, specifically, the largest school district in the state.

Tracie Bent finished out the morning with a primer on the Master Educator Premium and its status, as of June 18, 2019.

After lunch, the subcommittee heard from five superintendents about the challenges of recruiting and retaining educators in Idaho— Spencer Barzee, West Side SD; Greg Bailey, Moscow SD; Andy Grover, Melba SD; Luke Schroeder, Kimberly SD; and Becky Meyer, Lakeland SD, who also serves on the subcommittee.

July 16, 2019:

Before the meeting, the Chair encouraged all subcommittee members to bring two to three potential recommendations for consideration.

The subcommittee took up a review and discussion of the State Board's Teacher Pipeline Report. Tracie Bent reviewed the report for subcommittee members.

After the pipeline report, subcommittee members began brainstorming on additional data requests that were needed. In the interest of time and staff capabilities, the subcommittee focused on four requests, to be covered in the August meeting: Breakout accelerated programs from traditional and alternate route; where are completers going after graduation (out of state, check

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CAEP report); identify school district feeder schools/pattern; and attrition rates by endorsement area and school district.

Marc Beitia, from the K-12 Budget Stability Subcommittee and the task force, provided a report on leadership and master educator premiums. There was a robust discussion about what is and isn't working with master educator premium. The subcommittee agreed that experienced teachers need to be recognized more and compensated better, with options being discussed, including the restructuring and/or sun-setting and expanding career ladder.

The chair, Shawn Keough, summarized subcommittee member's recommendation ideas (see Appendix 2) and provided three big themes to help organize these potential recommendations. These themes were: 1) teacher preparation/certification/hand off (new educators), 2) professional development/mentorship (early- to mid-career educators), 3) compensation (experienced educators). Improving morale and elevating the profession was described as an umbrella recommendation. The subcommittee also developed an educator continuum around these three big themes.

Shawn Keough directed the subcommittee and staff to put potential recommendations into the continuum and be prepared to discuss and narrow in the next meeting.

See appendix 2 for summary of preliminary recommendations developed in this meeting and appendix 3 for a summary of the educator continuum.

August 13, 2019:
The focus was during the meeting was on narrowing and prioritizing potential recommendations.

Tracie Bent provided a review of information requested in the previous meeting: information on teacher migration; retention by educator preparation program; salary ranges by district; more detailed retention data; distribution of teachers based on regions; the number of certificates and endorsements (broken up by subject area); and retention based on teacher evaluations.

Shawn Keough initiated the conversation about deliberating and narrowing preliminary recommendations. Ms. Keough discussed her preference for using the dot exercise to prioritize the preliminary recommendations. The subcommittee approved narrowing recommendations through this process.

These were the preliminary recommendations that went forward:
- Large dot: "Professional Development— Continuing to Grow." The details around this broader preliminary recommendation included:
  - Mentoring for new to profession and new to district. This includes content mentoring.
  - Coaching skills for experienced teachers.
  - Mentor support for alternate rate for teachers.
  - Support for rural districts in implementing induction. Especially in first 3 years.
  - Job imbedded learning tied to student outcomes.
  - Collaboration time.
  - Provide flexibility in the professional development line-item to allow for mentoring.
  - Positioning evaluation component to encourage professional development.
  - Extended contract days for collaboration and mentoring.

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- Centralized (state) commitment to professional development resources and allowance for local implementation (i.e. local control).
- Sharing of best practices.
- Close gaps in communications of existing resources.
- 10 dots: "Extended contracts for teachers—more work time for planning and mentoring"
- 9 dots: "40-50-60 Career Ladder (Not included in funding formula)"

These were the recommendations that were not moved forward:
- 6 dots: "Sign-On Bonuses for Hard to Fill or Rural Commitments"
- 5 dots: "Working on Teacher Morale"
- 3 dots: "Strengthen Alternative Routes to Certification"
- 2 dots: "Build your own programs (special ed., SLP, ELA, math, etc.)"
- 2 dots: "Provide districts opportunity to license teachers"
- 1 dot: "Loan forgiveness (state-level)"
- 1 dot: "Higher education to district transfer"

The staff was going to follow up, before the final meeting, with details on existing statues, rules, and board-approved mentoring standards. Paula Kellerer would also provide examples of teacher evaluations.

September 19, 2019:
This was the final meeting of the subcommittee.

Dr. Paula Kellerer, Superintendent, Nampa School District, handed out examples of the current evaluation forms the Nampa School District uses to assess educators' performances. She explained the different domains in which teachers are evaluated and detailed the evaluation process. The superintendents on the subcommittee reported the effectiveness of the evaluation model, how it creates conversation between the educator and the evaluator, and the model's consistency from year to year. There was a recognition that an individual instructor could be basic in some areas, distinguished in other areas, and result in an overall ranking of sufficient. Additionally, there was a recognition that further discussions, as a part of implementation, need to take place on the criteria for movement onto a third rung of the career ladder.

The subcommittee finished the final meeting with a review of the preliminary recommendations. In the course of discussion, the preliminary recommendations were revised into the language of the current final recommendations. Preliminary recommendation two and three were combined into one professional development recommendation. The subcommittee voted unanimously to submit the final subcommittee recommendations to the main committee ahead of their October 1 meeting in Moscow.

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Appendix 2— Preliminary Recommendations from Discussion at July 16 Meeting:

Preliminary Recommendations, both organized around career continuum and general ones:

New Educators:
- Strengthen alternate paths to certification
- Examine and strengthen student teacher programs
  - Every ID teacher that does teacher prep program in ID should student teach in ID
  - Rethink the current model of student teaching and teacher prep
  - How to incorporate alternatively certified teachers?
- Commitment incentives/recruitment (in addition to grow your own)
  - Letter of intent concept for teachers
- Grow your own teacher programs
  - Can school district help/discount costs for teachers who go into a teacher preparation program who commit to stay in Idaho
- Apprenticeship program for future teachers still in college to bridge into teaching career
  - The disconnect between what teachers thought teaching would be and what it actually is
- Local control and real time response
  - Local mentoring induction program
  - Quicker turnaround time for mentoring/induction

Early- to mid-Career:
- Loan forgiveness program
- Stronger mentoring programs
  - Mentoring is required by the state but doesn't have state funding that goes with that mandate
  - Mentoring retains teachers
- Sharing best practices between districts
- Believes in funding flexibility—local control, but state funding could be used for virtual mentorship
- Professional development/Mentoring and wraparound supports
- Professional development and mentorship go hand in hand
- Use technology for professional development/support

Experienced Educators:
- Revamp master educator premium
- Buildout (and keep) career ladder
  - Don't lump salary-based apportionment into funding formula

General Recommendations across continuum:
- Improve teacher pay
- Improve teacher morale
- Create intrinsic motivation and culture of empowerment in teachers
- Create system of recognition for teacher teams
- Define state level and local level roles
- College and career readiness

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- Education conversation needs to be pervasive—statewide campaign to talk about going on—get in front of employers, who get in front of employees, who are the parents of the children in schools
  - Children decided whether or not they will go on in 6th grade
  - Parents/Guardians are most influential in determining whether or not children will go on
  - Importance of talking to children early about careers/life plans
  - Need a common vocabulary statewide—all Idaho children are our children—not just those in our school district

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Appendix 3— Summary of Educator Continuum:

Statewide campaign for Idaho education

-Teacher preparation/hand off
-Alternative certifications

-Professional development/
Mentoring

-Third rung of career ladder
-Master educator premium

New educators

Early to mid-Career

Experienced

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<u>**Appendix 4--2017-2018 Educator Pipeline Report**</u>

Idaho State Board of Education
2017-2018 Teacher Pipeline Report

Christina Linder   Cathleen M. McHugh, Ph.D.
Educator Effectiveness Program Manager Chief Research Officer
Idaho State Board of Education   Idaho State Board of Education

<u>**Introduction**</u>

In response to reports from school districts regarding the difficulty to fill certain teaching positions, in December of 2015 and then again in August 2016, the Board reviewed data and reports on educator supply and demand in Idaho. Because early reports were inconsistent and insufficient to guide policy, Board staff were directed to bring together a broad group of education stakeholders to make recommendations on ways to increase and strengthen the educator pipeline.

The initial meeting of the workgroup was held in February 2017, followed by three subgroup convenings. The group formalized early recommendations which were sent to the Board in April 2017. Areas considered by the workgroup included attracting and retaining candidates in teacher preparation programs, recruiting individuals into the profession through traditional, non-traditional, and alternate pathways, incentivizing and attracting educators to teach in our rural and underserved areas, and recruiting and retaining educators for hard-to-fill subject areas such as special education. In June of 2017, and then again in October, the full committee reconvened to further define recommendations identified as critical to developing Idaho's Educator Pipeline. The following final recommendations were identified in the Teacher Pipeline Report presented to the Board in December 2017:

1. Develop an *Idaho Teacher Supply and Demand Report* consisting of multiple data points to determine if, where, and why a teacher shortage exists in Idaho

2. Begin developing a coherent policy dialogue

3. Further explore workgroup proposals falling into three categories: Attract/Recruit; Prepare/Certify, and; Retain.

The inaugural 2017 Teacher Pipeline Report explored multiple data points with the goal of establishing baseline data answering the following questions:

- What patterns exist in teacher staffing over the last three years? What are the areas of shortage and surplus in teacher certification? Do these patterns vary by region of the state?
- Are there differences in the teacher shortage areas in charter schools, rural schools, and urban schools?
- What K–12 public school enrollment trends are expected for the next three to five years?
- How do district leaders perceive teacher shortage areas in their own districts?

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Some significant findings from the 2017 report identified previously unexplored characteristics of the teacher workforce, and revealed retention challenges in Idaho that are even greater than those found nationally:

- Approximately 1,873 Idaho instructional certificates are issued annually; of those certificated individuals, approximately 33% do not serve in an Idaho public school
- The attrition rate for Idaho teachers remains at a steady 10% annually, compared to approximately 8% nationally

According to the 2018 data, little has changed; the overall attrition remains at 10%. The practical translation is that well over 1,000 teachers **who are not of retirement age** leave Idaho classrooms every year. While some of the workgroup recommendations have been implemented in the last year, the 2018 report that follows makes clear that there is still much work to do. In summary, until the attrition problem is solved, Idaho will continue to need in excess of 1,750 new teachers every year, costing the state approximately 7 million dollars annually. *

<u>Discussion</u>

As with the 2017 report, the sources of data used to compile this report include the Teacher Certification Database, School Staffing Reports, Title II Reports and information supplied by the Idaho Department of Labor. Data through FY18 was analyzed for inclusion in this report, building upon the findings from the 2017 report. Additionally, after undergoing significant revisions from 2017, a survey to capture the perception of district leaders regarding teacher shortages was also conducted this year. Due to low response rates, the survey will be resent and data will be available on the State Board website in spring 2019.

All of the information that follows is based upon instructional staff certifications, including CTE, and excluding certificates with **only** Administrator or Pupil Personnel Services endorsements. See Appendix I located in *Attachment 2- Idaho Pipeline Report Detail* for a list of endorsements included, and how they were classified for the purpose of this report. Additionally, to distinguish between urban and rural districts, the NCES Urban-Centric Locale Definitions were used throughout. Those definitions and the classification for each Idaho district is included here as Attachment 3.

*On average, 1,550 teachers leave Idaho public schools each year. Using the lowest replacement cost estimate (*from a decade ago*) at $4,400 per teacher, we can conclude that Idaho districts spend $6,820,000.00 every year replacing teachers lost to attrition. The actual cost is likely two to three times higher.

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Findings

Part One: Teacher Supply in Idaho

This section of the report will explore the number of teachers being produced by Idaho's universities and colleges that are eligible for certification, and provide an overview of Idaho's existing supply of teachers and their content area endorsements.

"Completer" data from Title II reports on those candidates graduating from Idaho's teacher programs, with the ability to certify, is consistent and reliable for the last three years:

Table 1: Potential new teachers (Completers) produced by traditional Idaho educator preparation programs

Year	Completers by Program							Totals
	Boise State	BYU Idaho	Idaho State	College of Idaho	LCSC	NNU	U of Idaho	
2014-15	196	320	83	12	48	54	108	821
2015-16	172	384	92	20	49	56	99	872
2016-17	178	348	70	11	44	53	88	792

Though there appears to be a slight decrease in the number of completers exiting Idaho preparation programs, this may be a reporting issue. Trainings took place in 2018 to improve reporting procedures and eliminate duplication. However, even if this is a drop in production, it would be safe to say that in the last three years our preparation programs are exiting around 800 candidates ready for teacher certification. Going forward, firm reporting definitions will ensure consistent, accurate preparation program data to identify trends. Detailed information on enrollment and subject area preparation is available in the FY18 Title II report, posted on the Board's website.

The tables that follow break down the approximately 16,000 active instructional staff by content area endorsement. Total certificates issued include teachers receiving full certification as well as interim certification. Interim certification is temporary, and can only be utilized for a maximum of three years while a candidate is meeting the state's requirements for full certification (with the exception of the Provisional and Alternate Authorization to Endorsement). Interim certification that is renewable for up to three years encompasses all Board-approved alternative pathways. Alternative pathways include American Board Certified Teachers of Excellence (ABCTE), Teach for America (TFA), Content-Specialist Alternative Authorization, and Teacher to New Certificate. Alternative Authorization to Endorsement and Provisional certificate routes are valid for a period of one year.

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Table 2: Number receiving Idaho certifications issued with Special Education endorsement

	Total certificates issued
2013-2014	260
2014-2015	237
2015-2016	282
2016-2017	292
2017-2018	328

Note: A teacher that received more than one certification would only appear once in this tally.

Table 3: Number receiving Idaho certifications issued with Career Technical endorsement

Year	Total CTE certificates issued
2013-2014	33
2014-2015	51
2015-2016	61
2016-2017	56
2017-2018	41

Note: A teacher that received more than one certification would only appear once in this tally.

Table 4: Idaho certifications issued for content endorsements, by area of assignment

STEM Content Areas

	Mathematics	Life and Physical Science	Computer and Informational Systems
2013-2014	187	142	19
2014-2015	150	138	21
2015-2016	172	171	19
2016-2017	207	184	14
2017-2018	209	176	27

Languages and Humanities

	English Language and Literature	World Language	Humanities
2013-2014	436	74	568
2014-2015	380	68	500
2015-2016	407	48	485
2016-2017	416	63	488
2017-2018	426	58	516

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Other

	Social Science	**Fine and Performing Arts**	**Physical, Health, and Safety**
2013-2014	213	247	97
2014-2015	192	194	75
2015-2016	168	200	75
2016-2017	187	173	86
2017-2018	221	179	92

Note: Area of assignment was determined by using the crosswalk between endorsements and assignments provided by SDE in the 2016-17 Assignment Credential Manual. See appendix found in Attachment A for a list of which endorsements are counted in each category. A teacher that received more than one endorsement would appear more than once in these tables; duplicated across content areas but not within.

The most notable change in 2017-18 is the slight increase in special education teachers and a significant jump in computer and informational science teachers. The number of career technical education certificates appears to be on the decline, which should be an issue for further study within the State Career and Technical Education Department.

The following table illustrates the total number of individuals issued an initial certificate to teach in Idaho, including the percentages of those who were issued a certificate but chose not to teach in an Idaho public school.

Table 5: Number receiving new Idaho certifications (non-duplicated), with instructional endorsements

	Total certificates issued	**Certificates issued to those who were employed in Idaho**				**Share not employed in Idaho**
		Academic Certificates			**CTE Certificates**	
		Total	*State of first certification*			
			Idaho	*Other state*		
2013-2014	1,932	1,249	828	421	33	35%
2014-2015	1,720	1,180	782	398	51	31%
2015-2016	1,889	1,298	909	389	61	31%
2016-2017	1,952	1,234	821	413	56	37%
2017-2018	1,969	1,281	838	443	41	35%

Notes: Certification period is from Sept 1-August 31. Excludes certifications with only Administration or Pupil Personnel Services endorsements. A teacher that received more than one certification would only appear once in this tally. Total certificates issued includes certificates issued to teachers who never had a teaching assignment in Idaho. State of first certification is not available for these teachers. CTE Certificates are those certificates with only CTE endorsements. Teachers with both academic and CTE endorsements would be included in the Academic certificates group

Once again, it is significant to note that more than *one third* of the teachers who certified in 2017-2018 are not employed in Idaho public schools. Ways to capture exactly what is happening with this population are being explored. It will be critical to eventually determine if these potential Idaho teachers using their teaching certificates in border states, unable to find jobs in the content area in which they were prepared, the geographic locations they desire, or are choosing other professions.

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Part Two: Teacher Demand in Idaho

Growth Projections

The Idaho Department of Labor projects the average increase in demand for teachers to average 1.5% annually over time.

Figure 1. Teacher Demand Projections 2014-2024

Idaho Department of Labor Long Term Projections

Total Growth: 16.5% Annual GR: 1.5%

Total Growth: 10.5% Annual GR: 1.0%

Total Growth: 22.8% Annual GR: 2.1%

Total Growth: 13.7% Annual GR: 1.3%

Total Growth: 10.8% Annual GR: 1.0%

Total Growth: 8.3% Annual GR: 0.8%

Idaho State Total Growth in Demand for Teachers 2014-2024 :
15.5%

Annual Average Growth Rate in Demand for Teachers:
1.5%

Regions:
Region 1 – 1.5%
Region 2 – 1.0%
Region 3 – 2.1%
Region 4 – 1.0%
Region 5 – 0.8%
Region 6 – 1.3%

The number of instructional staff working in Idaho's public schools averages about 15,500 over the last five years. After accounting for Idaho's steady attrition rate that results in the loss of approximately 1,550 teachers annually, an additional 233 must be hired in various districts across the state to counter growth of student populations. The following tables illustrate attrition patterns of teachers with instructional teaching assignments. Until the attrition problem is solved, Idaho will continue to need in excess of 1,750 new teachers every year.

Attrition of Idaho Teachers Statewide

In the following tables, Idaho's attrition rates are examined according to a number of factors; age, years of experience, by cohort, and by region. A teacher is counted as leaving if that teacher had an instructional assignment in one year and did not have an instructional assignment in the next year.

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Table 6: Number of teachers with instructional assignments <u>who have</u> instructional assignments in the next school year

	Number with instructional assignment	Number with instructional assignment in next year	Attrition Rate	Number without instructional assignment but with Administrative assignment	Share who leave to become only Administrators
2013-2014	15,322	13,814	10%	108	1%
2014-2015	15,576	13,922	11%	98	1%
2015-2016	15,767	14,116	10%	114	1%
2017-2018	16,035	14,421	10%	88	1%

In summary, approximately ten percent of teachers with instructional assignments in one year do not have instructional assignments in the next year. Of those, only one percent left to become full-time administrators. The national average for teacher attrition is 8%; attrition in Idaho is consistently higher.

Table 7: Number of teachers with instructional assignments <u>who do not have</u> instructional assignments in the next school year, by age

	Attrition Rate – Age of those who leave the profession			
	2013-2014	2014-2015	2015-2016	2016-2017
Age 24 or younger	5%	6%	5%	5%
Age 25 to 29	12%	12%	14%	12%
Age 30 to 34	13%	11%	13%	13%
Age 35 to 39	10%	10%	9%	12%
Age 40 to 44	11%	9%	9%	9%
Age 45 to 49	7%	8%	9%	9%
Age 50 to 54	8%	9%	8%	7%
Age 55 to 59	16%	14%	15%	14%
Age 60 to 64	15%	17%	13%	14%
Age 65 and older	4%	5%	5%	6%
Overall Attrition	10%	11%	10%	10%

Note: Age is measured as of base year. Rates higher than the overall rate are highlighted.

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In summary, attrition rates in the Idaho teaching population are highest for those under the age of 35 and those over the age of 54. Of the 10% who leave the profession annually, those teachers aged 55 years or older account for about 33% of Idaho's annual attrition on average, with 66% clearly leaving for reasons other than retirement. Considering that Idaho's annual rate of attrition is consistently 10%, we can assume that next year 1,600 teachers will leave; approximately 500 of them will retire **but 1,100 will leave the classroom due to other compelling factors**. Though attrition for those under the age of 35 decreased slightly in 2016-2017, Idaho is still losing teachers for reasons other than retirement at a rate that is higher than the national average.

Table 8: Number of teachers with instructional assignments <u>who do not have</u> instructional assignments in the next school year, by years of experience

	Attrition Rate - Share with an assignment in base year but without assignment in next year			
	2013-2014	2014-2015	2015-2016	2016-2017
No prior experience	14%	17%	15%	15%
0.1 to 3.9 years of experience	10%	12%	11%	11%
4.0 to 7.9 years of experience	10%	9%	11%	9%
8 to 10 years of experience	7%	8%	8%	7%
More than 10 years of experience	10%	10%	10%	9%
Overall	10%	11%	10%	10%

Note: Experience is measured as of base year. Attrition rates higher than the overall rate are highlighted. Years of experience only includes years of teaching K-12 in Idaho.

The most current attrition data indicates that, once again, 15 percent of new teachers leave after the first year of teaching. The 2018 report looks at this statistic to better understand if the bulk of those teachers leaving the profession within the first year hold interim certificates or full standard certificates. Next year's report will compare the rates at which they are exiting voluntarily vs. non-renewal of teaching contract.

Beyond the first year, national estimates have suggested that "new teachers leave at rates of somewhere between 19% and 30% over their first five years of teaching" (Sutcher, et al., 2016, p.7). Using available data to follow cohorts of new Idaho teachers, statewide attrition is at the high end of national estimates after three years, climbing even higher after four.

Table 9: Share of new teachers, by cohort, who leave in subsequent years
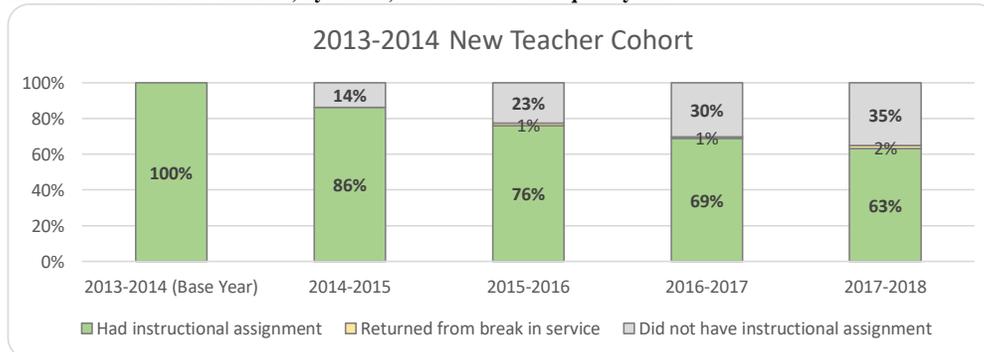
2013-2014 New Teacher Cohort

Legend: ▢ Had instructional assignment ▢ Returned from break in service ▢ Did not have instructional assignment

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Table 9: Share of new teachers, by cohort, who leave in subsequent year (continued)

2014-2015 New Teacher Cohort

	2014-2015 (Base Year)	2015-2016	2016-2017	2017-2018
Did not have instructional assignment		17%	24%	30%
Returned from break in service			2%	2%
Had instructional assignment	100%	83%	74%	69%

■ Had instructional assignment   ■ Returned from break in service   ■ Did not have instructional assignment

2015-2016 New Teacher Cohort

	2015-2016 (Base Year)	2016-2017	2017-2018
Did not have instructional assignment		15%	24%
Returned from break in service			1%
Had instructional assignment	100%	85%	75%

■ Had instructional assignment   ■ Returned from break in service   ■ Did not have instructional assignment

2016-2017 New Teacher Cohort

	2016-2017 (Base Year)	2017-2018
Did not have instructional assignment		15%
Had instructional assignment	100%	85%

■ Had instructional assignment   ■ Returned from break in service   ■ Did not have instructional assignment

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Table 9 Detail	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017	2017-2018
Had instructional assignment	1,399	1,207	1,065	963	884
Returned from break in service			17	14	24
Did not have instructional assignment		**192**	**317**	**422**	**491**
	2014-2015 (Base Year)	2015-2016	2016-2017	2017-2018	
Had instructional assignment	1,363	1,131	1,002	936	
Returned from break in service			28	24	
Did not have instructional assignment		**232**	**333**	**403**	
	2015-2016 (Base Year)	2016-2017	2017-2018		
Had instructional assignment	1,469	1,249	1,096		
Returned from break in service			20		
Did not have instructional assignment		**220**	**353**		
	2016-2017 (Base Year)	2017-2018			
Had instructional assignment	1,637	1,386			
Returned from break in service					
Did not have instructional assignment		**251**			

Note: This only includes teachers with 0 years of teaching experience in the base year.

To better understand if type of certification, and therefore method of preparation, played a significant role in teacher attrition. Data for the 2013-2014 cohort was disaggregated into two categories: Those prepared through a traditional path and entering the field fully certified, and those prepared through an approved alternative route or granted a provisional who enter the field on an interim certificate without having met certification requirements.

Table 10: Share of new teachers, by method of preparation, who leave in subsequent years

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2013-2014 New Teacher Cohort - Alternative Path
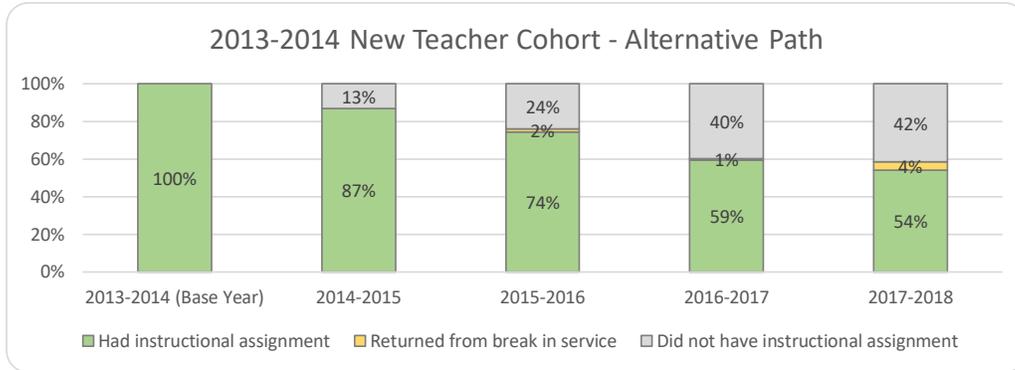
Alternative Path	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017	2017-2018
Had instructional assignment	113	98	84	67	61
Returned from break in service			2	1	5
Did not have instructional assignment		15	27	45	47

It is interesting to note that attrition rates within the first three years are not significantly different between the two groups. Alternatively prepared teachers leave at significantly higher rates in the fourth year, which correlates with the end of the validity period of the interim certificate. It is likely that many of the those teaching on an interim certificate are unable to meet all of the certification requirements within the three year validity period, and are unable to remain in teaching.

Finally, attrition according to preparation program was explored. Using completer data provided by each of the public preparation programs, FY 2013 graduates of Idaho's public teacher preparation programs were followed through FY18. Full detail of attrition in subsequent cohorts, disaggregated according to institution, is included as Attachment 3.

Table 10 Detail Traditional Path	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017	2017-2018
Had instructional assignment	1,286	1,109	981	896	823
Returned from break in service			15	13	19
Did not have instructional assignment		177	290	377	444

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Table 11: District-level attrition rates by public preparation program
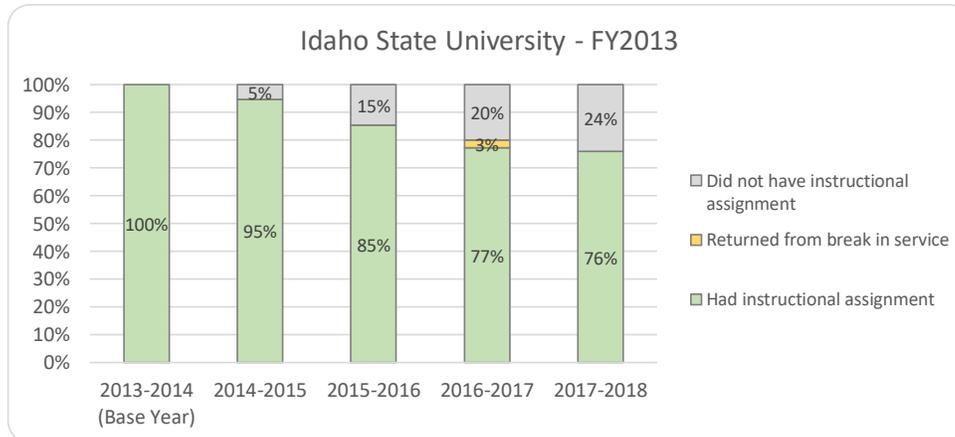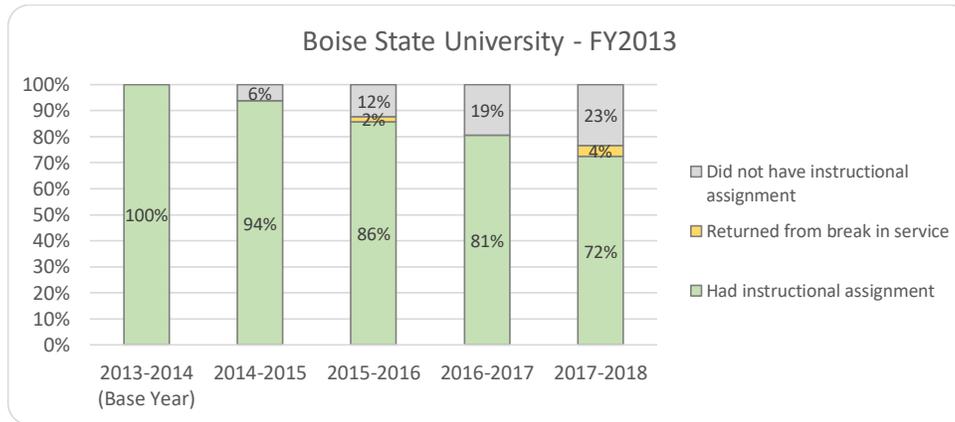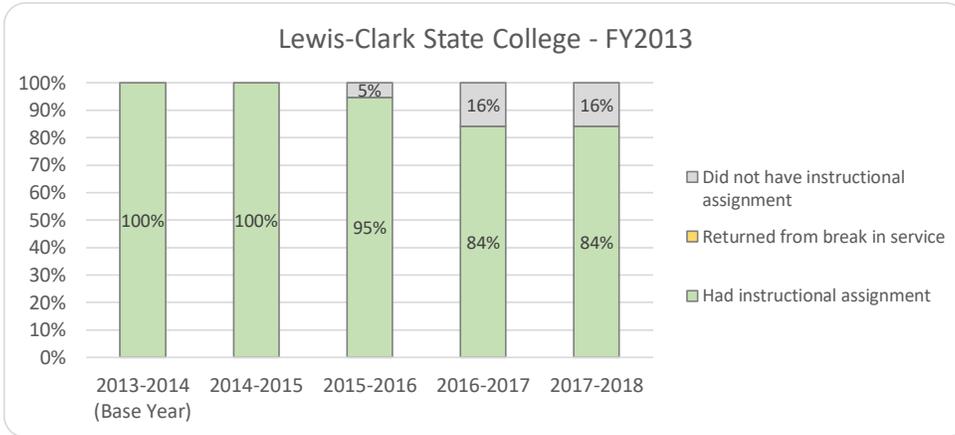
Lewis-Clark State College - FY2013

Boise State University - FY2013

Idaho State University - FY2013

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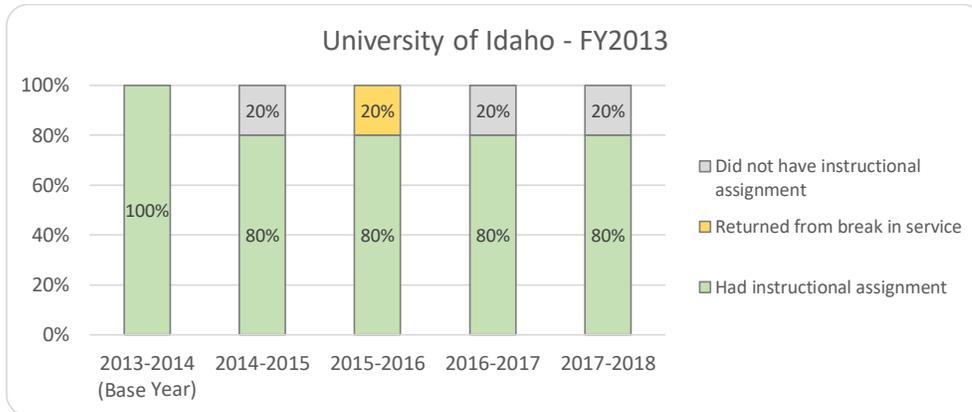
With the exception of Lewis Clark State University, traditionally prepared teachers appear to leave in predictable increments, with at least 20% attrition. Overall, cohort attrition appears to be steady and predictable, with at least a third of new teachers exiting from teaching in an Idaho public school after three years, regardless of type of preparation. As noted earlier, it will be critical to understand the percentage of teachers exiting the profession voluntarily compared to those who are dismissed within each new teaching cohort. In either exit scenario, voluntary or not, a strong case can be made for induction programs and mentor support.

Attrition of Idaho Teachers by District Type and Region

Statewide, between attrition (which includes retiring teachers) and student population growth, nearly 2,000 teachers are needed each year to meet the demands of Idaho school districts.

This section of the report examines attrition patterns of teachers with instructional teaching assignments by district type and region. As in previous tables, a teacher is counted as leaving if that teacher had an instructional assignment in one year in a district and did not have an instructional assignment in the next year in that same district. Therefore, this measures attrition both from the profession as well as from the individual district.

The number of teachers with a teaching assignment in each group is tabulated, as well as the number of teachers from that group who left the district. Some teachers appear in more than one district. Therefore the total teachers in each school year will not match the total teachers in earlier graphs and figures.

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Table 11: District-level attrition rates by locale

	2014-2015		2015-2016		2016-2017	
	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate
City/Suburb	8,160	14%	8,232	13%	8,383	12%
Town	4,605	15%	4,595	14%	4,668	15%
Rural, Fringe & Distant	2,273	17%	2,310	16%	2,311	16%
Rural, Remote	1,047	15%	1,051	16%	1,076	13%
Virtual	429	10%	459	11%	479	13%

Note: Locale was determined using categories defined by the National Center for Education Statistics (NCES).

Table 12: District-level attrition rates by region

Region	2014-2015		2015-2016		2016-2017	
	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate
1	1,764	13%	1,779	13%	1,798	13%
2	927	11%	940	13%	939	11%
3	6,964	14%	7,058	13%	7,150	13%
4	2,307	17%	2,310	15%	2,382	16%
5	1,480	17%	1,438	13%	1,454	11%
6	2,635	16%	2,654	16%	2,705	14%
Virtual	453	10%	484	11%	505	12%

In summary, Regions 4 and 6 consistently have among the highest district-level attrition rates although there is not a lot of variation between regions.

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Table 13: One-year district-level attrition for first-year teachers

	2013-2014		2014-2015	
	Number of first-year teachers with instructional assignments	District-level attrition rate	Number of first-year teachers with instructional assignments	District-level attrition rate
City/Suburb	637	22%	723	25%
Town	452	22%	398	22%
Rural, Fringe & Distant	242	21%	211	20%
Rural, Remote	116	27%	86	23%
Virtual	56	14%	23	26%

	2015-2016		2016-2017	
	Number of first-year teachers with instructional assignments	District-level attrition rate	Number of first-year teachers with instructional assignments	District-level attrition rate
City/Suburb	778	18%	818	21%
Town	439	21%	529	19%
Rural, Fringe & Distant	197	32%	208	27%
Rural, Remote	88	20%	133	21%
Virtual	30	17%	18	22%

Note: This measures attrition following the first-year of teaching for teachers with instructional assignments.

In summary, there is not a clear pattern of differences in district-level attrition for first-year teachers by locale.

Prevalence of Alternative Pathways to Certification

This section of the report examines the number of instructional staff working on interim certificates while pursuing full state certification. Pathways represented below encompass both traditional and non-traditional preparation programs.   The "Teacher to New" alternative pathway numbers combines the number of individuals with an existing certificate to earn an additional certificate, such as an individual with a standard instructional certificate earning and administrators certificate and individuals holding an existing instructional certificate adding additional endorsements. This pathway is most commonly used for instructional staff to add additional endorsements. In 2017-2018 this pathway was used by certificated staff to add 253 endorsements to existing certificates.

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Table 14: Types and Numbers of Alternative Pathways to Certification, by Region

2013-2014	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of Instructional Staff
Region 1		5	4	16		**2%**
Region 2		3	4	29		**4%**
Region 3	38	14	57	79		**3%**
Region 4	19	11	17	42		**4%**
Region 5	17	3	22	29		**5%**
Region 6	25	3	43	27		**4%**
Charter/Virtual	15	3	16	20		**6%**
Total	**114**	**42**	**163**	**242**		

2014-2015	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of Instructional Staff
Region 1		1	6	24		**2%**
Region 2	1	5	3	16		**3%**
Region 3	28	23	41	84		**3%**
Region 4	9	10	35	37		**4%**
Region 5	4	9	15	21		**4%**
Region 6	12	7	36	32		**4%**
Charter/Virtual	11	5	23	30		**7%**
Total	65	60	159	244		

2015-2016	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of Instructional Staff
Region 1	2	22		29		**3%**
Region 2		16		22		**5%**
Region 3	41	106		72	14	**4%**
Region 4	26	102		38		**8%**
Region 5	7	50		24		**6%**
Region 6	30	57		34		**5%**
Charter/Virtual	13	46		23		**8%**
Total	119	399	0	242	14	

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2016-2017	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of Instructional Staff
Region 1	10	25	1	30		**4%**
Region 2	10	24		16		**6%**
Region 3	82	103	11	79	14	**4%**
Region 4	49	117	7	48		**10%**
Region 5	19	55	8	25		**8%**
Region 6	24	80	6	30		**6%**
Charter/Virtual	33	54	4	35	2	**9%**
Total	227	458	37	263	16	

2017-2018	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of instructional teachers
Region 1	22	31	8	29		**5%**
Region 2	5	20		23		**6%**
Region 3	115	135	6	69	25	**5%**
Region 4	44	161	16	40		**12%**
Region 5	36	64	3	28		**10%**
Region 6	54	124	5	46	1	**9%**
Charter/Virtual	46	68	5	17	2	**10%**
Total	322	603	43	252	28	

Table 15: Types and Numbers of Alternative Pathways to Certification, by District Type

2013-2014	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of instructional teachers
City/Suburb	50	12	37	70		**2%**
Town	35	19	71	66		**5%**
Rural, Fringe & Distant	7	5	16	42		**4%**
Rural, Remote	7	3	23	44		**8%**
Charter schools	15	3	16	20		**5%**
Total	114	42	163	242		

2014-2015	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of instructional teachers
City/Suburb	30	21	46	74		**2%**
Town	11	22	56	61		**4%**
Rural, Fringe & Distant	7	5	21	48		**4%**
Rural, Remote	6	7	13	31		**6%**
Charter schools	11	5	23	30		**6%**

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Total	65	60	159	244		

2015-2016	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of instructional teachers
City/Suburb	44	104		59	12	**3%**
Town	44	147		70	2	**6%**
Rural, Fringe & Distant	11	57		54	0	**6%**
Rural, Remote	7	45		36	0	**9%**
Charter schools	13	46		23	0	**6%**
Total	119	399		242	14	

2016-2017	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of instructional teachers
City/Suburb	86	98	3	82	6	**4%**
Town	65	170	13	74	5	**8%**
Rural, Fringe & Distant	21	65	2	44	3	**7%**
Rural, Remote	22	71	15	28		**14%**
Charter/Virtual schools	33	54	4	35	2	**9%**
Total	227	458	37	263	16	

2017-2018	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of instructional teachers
City/Suburb	131	148	5	66	15	**5%**
Town	78	219	17	84	8	**10%**
Rural, Fringe & Distant	32	93	9	43	3	**9%**
Rural, Remote	35	75	7	42		16%
Charter/Virtual schools	46	68	5	17	2	10%
Total	322	603	43	252	28	

Note: Information on teaching pathways was included only for assignments in public schools. All Public Charter School Commission-authorized charter schools should have been identified. However, district-authorized charter schools may or may not have been identified depending on how the district name was entered in the report.

Though alternative pathways to certification (alternative authorizations) are sometimes used to bring in teachers with unique skill sets for particular types of programs, these authorizations generally denote a district trying to meet a hard-to-fill position due to either a scarcity of teachers in a particular content area or difficulty in drawing candidates to a geographic location. From the above tables, it is clear that the percentage of teachers on some form of interim certificate has increased in every region over the last five years, but the percentages are consistently higher in Region 4. It also appears that the numbers of certified staff vs. interim staff is persistently disproportional between urban districts and all types of rural districts; fringe, distant, and remote. Not surprisingly, Rural Remote districts consistently struggle with staffing issues.

Conclusion

Retention is clearly the primary issue facing Idaho's supply of highly effective teachers. Idaho's traditional educator preparation programs are steadily producing an average of 800 teachers annually and Idaho issues

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approximately 400 certificates to teachers from other states; this should be more than enough newly certified teachers to replace the average 500 teachers who retire and the 233 needed annually to address student population growth with hundreds to spare. However, five years of staffing data illustrates that at least 1,500 teachers leave the profession every year prior to retirement age.

Though a number of the recommendations put forth in the 2017 Teacher Pipeline Report have been enacted, the lack of attention to, or funding for, a robust mentoring and induction program is likely a major contributor to Idaho's glaring rates of attrition. As part of a support program, Idaho policymakers may also want to consider developing a research agenda with the goal of more clearly identifying the causes of teacher attrition throughout the state by following cohorts of teachers from preparation through their first five years of teaching: How many new teachers leave the classroom voluntarily? How many are not offered continuing contracts? How can these novice teachers be better supported?

Another critical area for research would be to understand why well over 30% of the teachers who receive an initial Idaho teaching certificate choose not to serve in our public schools. Are these potential Idaho teachers using their teaching certificates in border states? Are they choosing other professions within the state? Are these potential educators choosing to stay home with young families rather than teach and could they be enticed with part-time opportunities and job sharing?

Until policymakers become urgent in their efforts to retain Idaho teachers, shortages will have a constant presence in our education landscape, draining district resources and negatively impacting student learning.

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Distribution of Teachers with Standard Instructional Certificate Across Schools

Research question – Are schools with more economically disadvantaged[1] students more likely to have teachers[2] without a standard instructional certificate? Figure 1 shows the share of teachers with a standard instructional certificate by level of school. For schools that serve grades K-6 and schools that serve grades 7-12, an increase in the share of students who are economically disadvantaged is associated with a decrease in the share of teachers with a Standard Instructional Certificate. There is no such relationship for schools that serve grades K to 12.

Figure 1: Share of teachers with a Standard Instructional Certificate by school's relative percentage of economically disadvantaged students
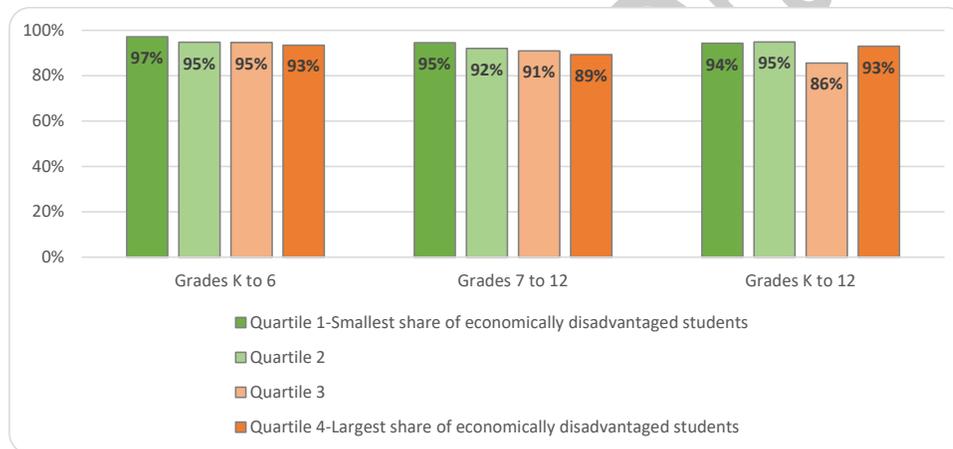
Some of differences shown in Figure 1 could be due to differences in education regions in terms of economic disadvantage and in terms of the teacher labor market. Figure 2 shows the same data but broken down by education region. Quartiles are re-calculated for each combination of region and level of school control.

For schools that serve grades K through 6, Regions 1, 2, and 3 generally have higher rates of teachers with standard instructional certificates than Regions 4, 5, and 6. In Regions 1, 2, and 3, schools with a relatively high percentage of economically disadvantaged students have a lower percentage of teachers with standard instructional certificates than schools with a relatively low percentage of economically disadvantaged students. In Region 4, the schools with the smallest share of economically disadvantaged students have a higher percentage of teachers with standard instructional certificates than schools with larger shares of economically disadvantaged students.

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[1] Economic disadvantage is calculated by the Idaho State Department of Education. For this paper, I averaged the measure over 3 years (2015-16, 2016-17, and 2017-18). I then calculated quartiles for each level of school control (Grades K to 6, Grades 7 to 12, Grades K to 12).
[2] Only teachers with an instructional assignment in 2017-18 were included in this analysis.

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For schools that serve grades 7 to 12, there also appears to be a relationship between economically disadvantaged students and teachers with standard instructional certificates in Regions 1, 2, 3, and 4. In those regions, schools with relatively large shares of economically disadvantaged students generally have the smallest percentage of teachers with a standard instructional certificate. A relationship is not as apparent in Regions 5 and 6.

Figure 2: Share of teachers with a Standard Instructional Certificate by school's relative percentage of economically disadvantaged students by region – Grades K through 6
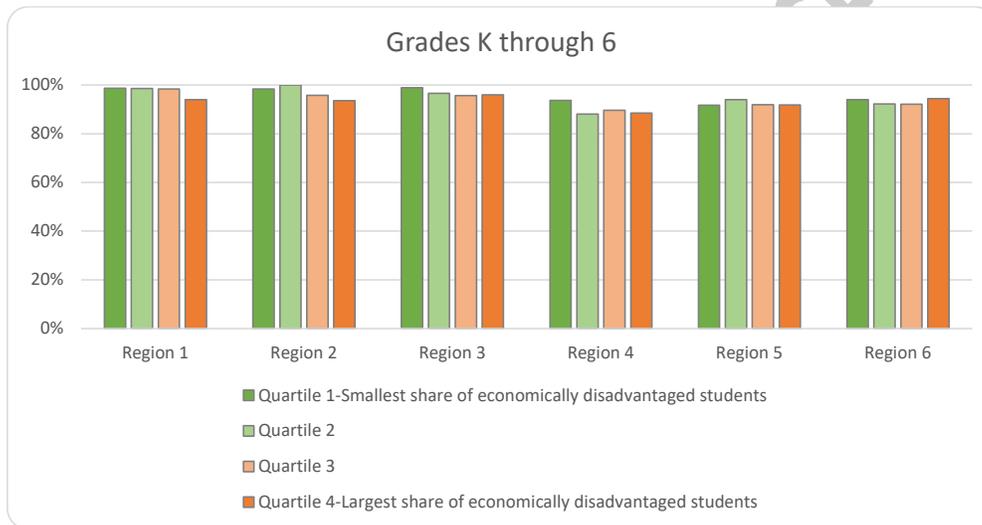
Grades K through 6	Share of instructional staff with a 101:Standard Instructional Certificate			
	Quartile 1-Smallest share of economically disadvantaged students	Quartile 2	Quartile 3	Quartile 4-Largest share of economically disadvantaged students
Region 1	99%	99%	98%	94%
Region 2	98%	100%	96%	94%
Region 3	99%	97%	96%	96%
Region 4	94%	88%	90%	89%
Region 5	92%	94%	92%	92%
Region 6	94%	92%	92%	94%

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Figure 3: Share of teachers with a Standard Instructional Certificate by school's relative percentage of economically disadvantaged students by region – Grades 7 through 12
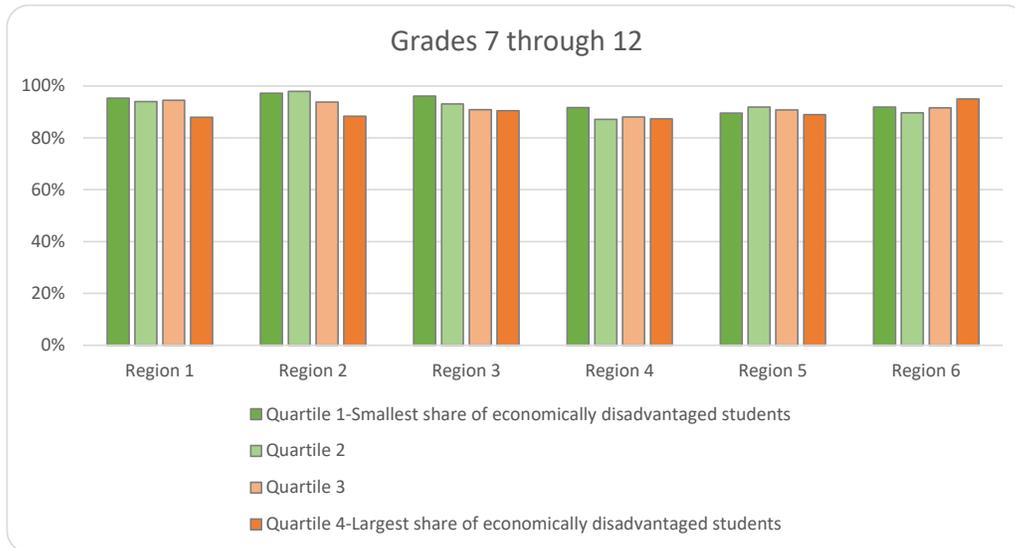
Grades 7 through 12	Share of instructional staff with a 101:Standard Instructional Certificate			
	Quartile 1-Smallest share of economically disadvantaged students	Quartile 2	Quartile 3	Quartile 4-Largest share of economically disadvantaged students
Region 1	95%	94%	94%	88%
Region 2	97%	98%	94%	88%
Region 3	96%	93%	91%	90%
Region 4	92%	87%	88%	87%
Region 5	90%	92%	91%	89%
Region 6	92%	90%	92%	95%

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2018 Teacher Pipeline Report

Table 1: New teachers produced by Idaho colleges of education

This table is found in the main body of the Teacher Pipeline report.

Table 2: Number receiving New Idaho certifications (non-duplicated), instructional endorsements only

Significant fact: About a third of instructional teachers who are certified in Idaho each year are not employed in Idaho. The number of instructional teachers certified and employed in Idaho is relatively constant.

	Total certificates issued	Certificates issued to those who were employed in Idaho				Share not employed in Idaho
		Academic Certificates				
			State of first certification			
		Total	Idaho	Other state	CTE Certificates	
2013-2014	1,932	1,249	828	421	33	35%
2014-2015	1,720	1,180	782	398	51	31%
2015-2016	1,889	1,298	909	389	61	31%
2016-2017	1,952	1,234	821	413	56	37%
2017-2018	1,969	1,281	838	443	41	35%

Notes: Excludes certifications with only Administration or Pupil Personnel Services endorsements. A teacher that received more than one certification would only appear once in this tally. Total certificates issued includes certificates issued to teachers who never had a teaching assignment in Idaho. State of first certification is not available for these teachers. CTE Certificates are those certificates with only CTE endorsements. Teachers with both academic and CTE endorsements would be included in the Academic certificates group.

Table 3: Idaho certifications issued by school level (duplicated), instructional endorsements only

Significant fact: There has been an approximate 12 percent increase in the number of Secondary certifications issued.

	Elementary	Secondary
2013-2014	1,044	831
2014-2015	866	735
2015-2016	1,049	780
2016-2017	1,042	829
2017-2018	1,157	927

Notes: Excludes certifications with only Administration or Pupil Personnel Services endorsements. A teacher that received more than one certification could appear more than once in this tally. Excludes CTE only endorsements as they would be eligible to teach only at the Secondary level. This covers all certificates issued. School level was determined by the endorsements issued. See Appendix I for a list of endorsements and how they were classified. Endorsements could also cover All Grades – these endorsements were not included in this analysis.

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Table 4: Number receiving Idaho certifications issued with Special Education endorsements

	Total certificates issued
2013-2014	260
2014-2015	237
2015-2016	282
2016-2017	292
2017-2018	328

Notes: A teacher that received more than one certification would only appear once in this tally.

Table 5: Idaho certifications issued for select secondary endorsements, by area of assignment

STEM

	Mathematics	Life and Physical Science	Computer and Informational Systems
2013-2014	187	142	19
2014-2015	150	138	21
2015-2016	172	171	19
2016-2017	207	184	14
2017-2018	209	176	27

Languages and Humanities

	English Language and Literature	World Language	Humanities
2013-2014	436	74	568
2014-2015	380	68	500
2015-2016	407	48	485
2016-2017	416	63	488
2017-2018	426	58	516

Other

	Social Science	Fine and Performing Arts	Physical, Health, and Safety
2013-2014	213	247	97
2014-2015	192	194	75
2015-2016	168	200	75
2016-2017	187	173	86
2017-2018	221	179	92

Note: Area of assignment was determined by using the crosswalk between endorsements and assignments provided by SDE in the 2016-17 Assignment Credential Manual. See appendix for a list of which endorsements are counted in each category. Special education endorsements were not included. A teacher would appear only once in each subject category but may appear in more than one subject category.

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<u>What are the demographic characteristics of teachers?</u>

This section of the report examines characteristics of teachers who had instructional teaching assignments. Teachers with only summer school teaching assignments were excluded. Assignments were only included if they were instructional. An assignment was categorized as being instructional if it fell into one of the following subject matter areas:

- 00: Elementary Education
- 01 & 51: English Language and Literature
- 02 & 52: Mathematics
- 03 & 53: Life and Physical Science
- 04 & 54: Social Science
- 05 & 55: Fine and Performing Arts
- 06 & 56: World Language
- 07 & 57: Humanities
- 08 & 58: Physical, Health, and Safety Education
- 09 & 59: Military Science
- 10 & 60: Computer and Information Systems
- 11 & 61: Communications and Audio/Visual Technology
- 12 & 62: Business and Marketing
- 13 & 63: Manufacturing
- 14: Health Care Sciences - CTE
- 15: Public, Protective, and Governmental Services – CTE
- 16: Hospitality and Tourism – CTE
- 17 & 67: Architecture and Construction
- 18 & 68: Agriculture, Food, and Natural Resources
- 19 & 69: Human Services
- 20 & 70: Transportation, Distribution, and Logistics
- 21 & 71: Engineering and Technology
- 23 & 73: Special Education Services

Assignments were categorized as not being instructional if they fell into one of the following subject matter areas:

- 22 & 72: Miscellaneous/Elective Course Only
- 31: Teacher Support – Certified
- 32: Pupil Personnel Services - Certified
- 33: Education Media – Certified
- 4X: Administration – Certified
- 86: Early Graduation

Assignments that were restricted or only served Pre-Kindergarten were also excluded.

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Table 6: Age

Significant fact: The age distribution of teachers with instructional assignments is fairly constant across years. About one-third of teachers are between the age of 25 to 39, about 40 percent are between the age of 40 and 54, and about 20 percent are older than 55.
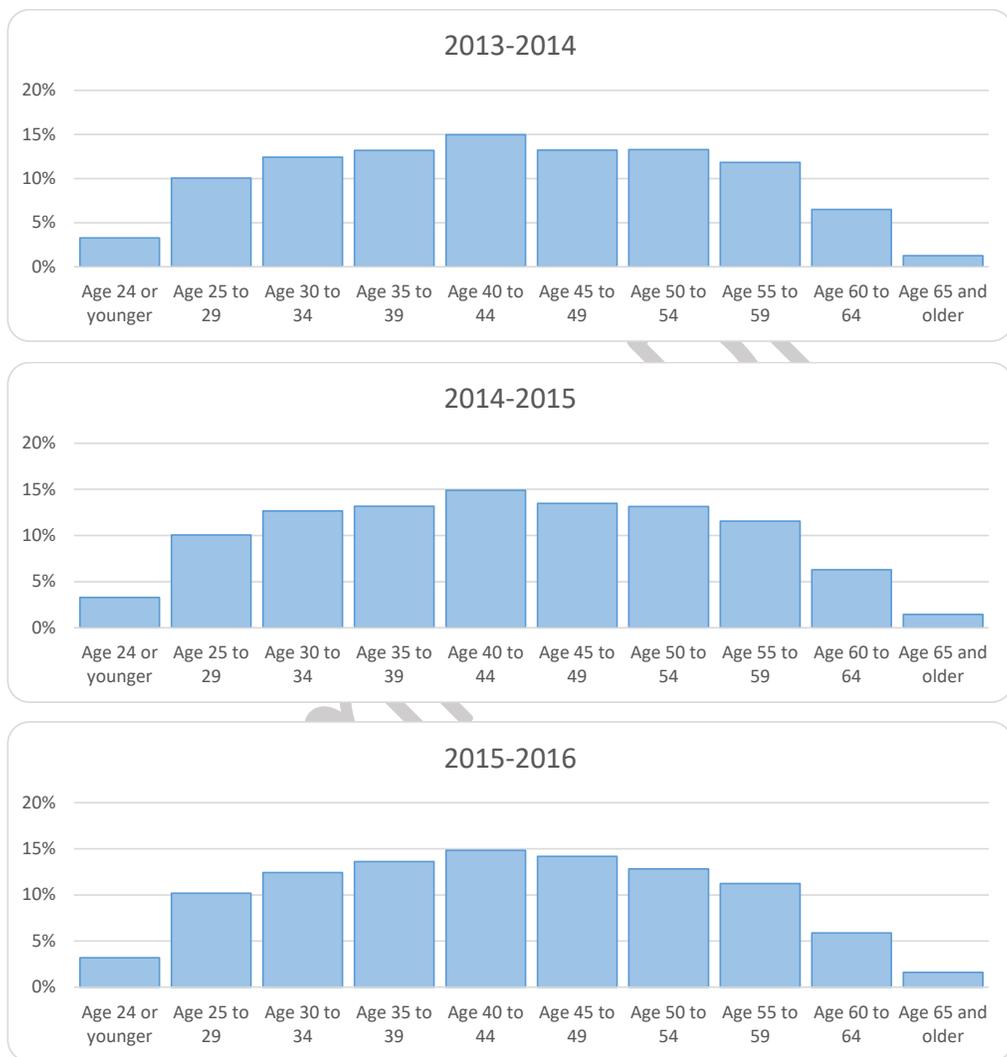
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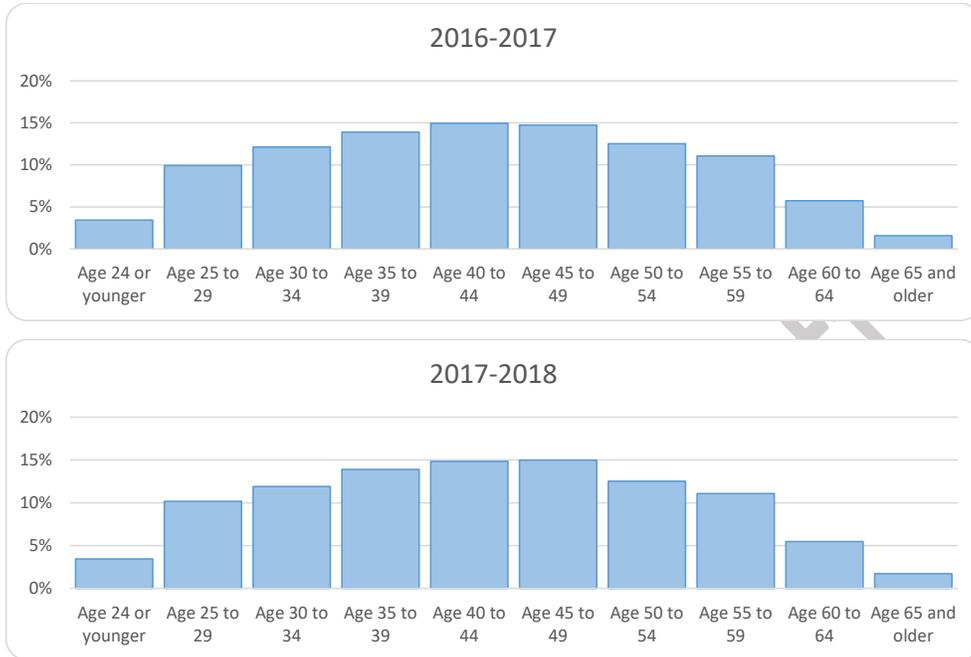
2016-2017

2017-2018

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Age 24 or younger	3%	3%	3%	3%	3%
	499	508	501	552	561
Age 25 to 29	10%	10%	10%	10%	10%
	1,540	1,561	1,606	1,590	1,652
Age 30 to 34	12%	13%	12%	12%	12%
	1,902	1,963	1,957	1,946	1,938
Age 35 to 39	13%	13%	14%	14%	14%
	2,022	2,044	2,145	2,230	2,263
Age 40 to 44	15%	15%	15%	15%	15%
	2,295	2,309	2,340	2,398	2,416
Age 45 to 49	13%	13%	14%	15%	15%
	2,025	2,090	2,236	2,362	2,439
Age 50 to 54	13%	13%	13%	13%	13%
	2,036	2,039	2,020	2,007	2,035
Age 55 to 59	12%	12%	11%	11%	11%
	1,813	1,793	1,771	1,775	1,801
Age 60 to 64	6%	6%	6%	6%	5%
	995	974	926	921	889
Age 65 and older	1%	1%	2%	2%	2%
	194	225	252	253	278

Table 8: Race/ethnicity

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Significant fact: There has been an increase in the number (but not share) of Hispanic teachers with instructional assignments. However, the vast majority of teachers with instructional assignments are White.
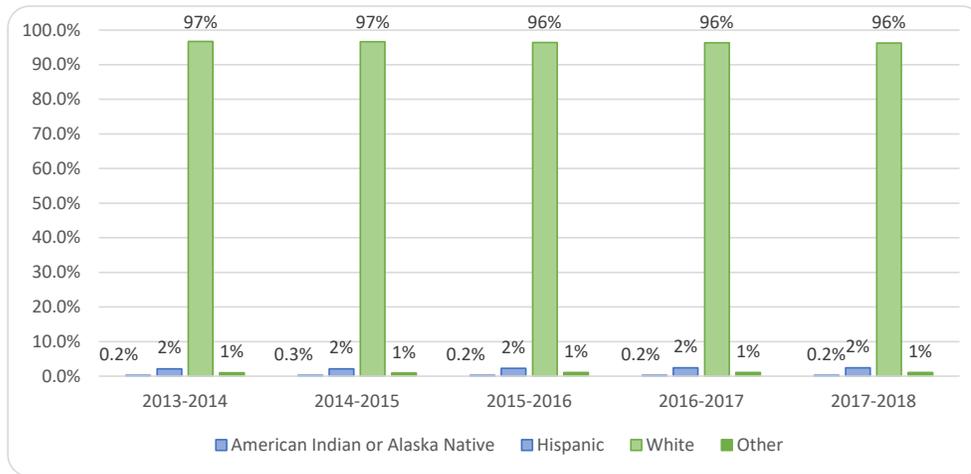
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
American Indian or Alaska Native	0.2%	0.3%	0.2%	0.2%	0.2%
	35	40	36	35	36
Hispanic	2%	2%	2%	2%	2%
	325	332	357	387	398
White	97%	97%	96%	96%	96%
	14,817	14,989	15,208	15,447	15,671
Other	1%	1%	1%	1%	1%
	145	146	166	166	167

Note: Other race includes those identified as Asian, Native Hawaiian or other Pacific Islander, Black or African American, Two or more races, and those missing data on race/ethnicity.

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Table 9: Highest Degree Earned

Significant fact: The vast majority of teachers with instructional assignments have either a Bachelor or a Master degree.   Over the past four years, there has been a steady decrease in the share with a Master degree and a corresponding increase in the share with a Bachelor degree.
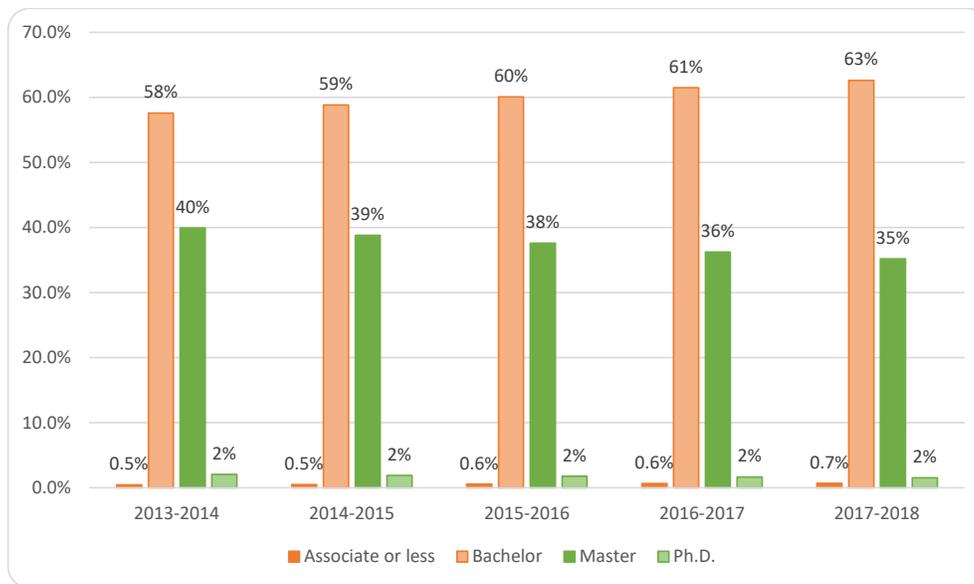
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Associate or less	0.5%	0.5%	0.6%	0.6%	0.7%
	70	74	88	102	111
Bachelor	58%	59%	60%	61%	63%
	8,823	9,126	9,470	9,859	10,188
Master	40%	39%	38%	36%	35%
	6,115	6,016	5,929	5,807	5,725
Ph.D.	2%	2%	2%	2%	2%
	314	291	280	266	248

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Table 10: Year of K-12 teaching experience in Idaho

Significant fact: A little over 40 percent of teachers with instructional assignments have over ten years of K-12 Idaho teaching experience. Around 10 percent of teachers with instructional assignments have no prior teaching experience.
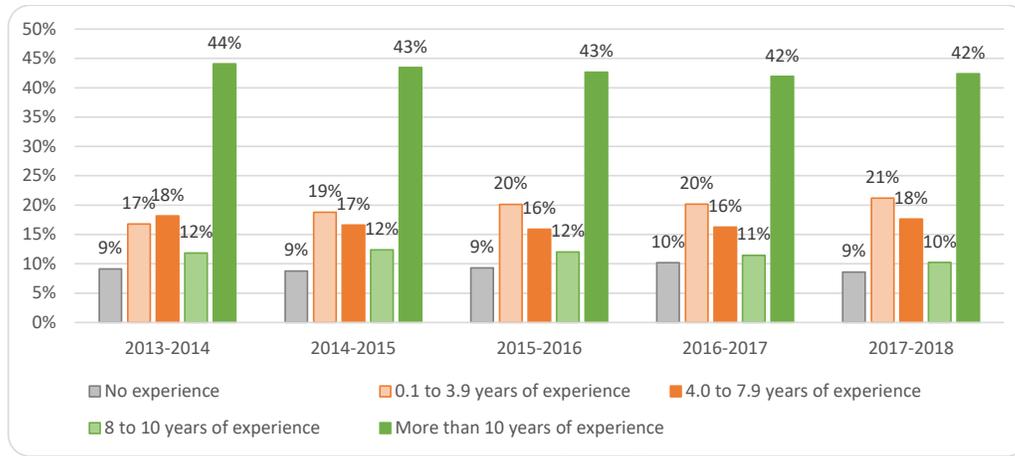
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
No experience	9%	9%	9%	10%	9%
	1,399	1,363	1,469	1,637	1,396
0.1 to 3.9 years of experience	17%	19%	20%	20%	21%
	2,570	2,914	3,167	3,233	3,446
4.0 to 7.9 years of experience	18%	17%	16%	16%	18%
	2,786	2,577	2,506	2,604	2,868
8 to 10 years of experience	12%	12%	12%	11%	10%
	1,811	1,916	1,894	1,838	1,664
More than 10 years of experience	44%	43%	43%	42%	42%
	6,755	6,736	6,718	6,722	6,898

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Patterns of teacher attrition

This section of the report examines attrition patterns of teachers with instructional teaching assignments. The same definitions applied in the last section were applied in this section. A teacher is counted as leaving if that teacher had an instructional assignment in one year and did not have an instructional assignment in the next year.[3]

Table 11: Number of teachers with instructional assignments who have instructional assignments in the next school year

Significant fact: Approximately ten percent of teachers with instructional assignments in one year do not have instructional assignments the next year. Only 1 percent of those left to become only administrators.

	Number with instructional assignment	Number with instructional assignment in next year	Attrition Rate	Number without instructional assignment but with Administrative assignment	Share who leave to become only Administrators
2013-2014	15,322	13,814	10%	108	1%
2014-2015	15,576	13,922	11%	98	1%
2015-2016	15,767	14,116	10%	114	1%
2017-2018	16,035	14,421	10%	88	1%

[3] One district did not properly enter data for the 2014-2015 school year. The data they entered indicated that all of their teachers left that year. For this section, I coded that district's teachers as being present in 2014-2015 if that teacher was present in the district in 2013-3014 and also present in 2015-2016.

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Table 12: Number of teachers with instructional assignments who have instructional assignments in the next school year, by age

Significant fact: Attrition rates are highest for those under the age of 35 and those over the age of 54.

	Attrition Rate - Share with an assignment in base year but without assignment in next year			
	2013-2014	2014-2015	2015-2016	2016-2017
Age 24 or younger	16%	18%	18%	15%
Age 25 to 29	11%	13%	14%	12%
Age 30 to 34	10%	9%	11%	10%
Age 35 to 39	7%	8%	7%	9%
Age 40 to 44	7%	6%	6%	6%
Age 45 to 49	5%	6%	7%	6%
Age 50 to 54	6%	7%	6%	5%
Age 55 to 59	13%	13%	14%	12%
Age 60 to 64	23%	28%	24%	25%
Age 65 and older	31%	35%	36%	36%
Overall	10%	11%	10%	10%

Note: Age is measured as of base year. Rates lower than the overall rate are highlighted.

Table 13: Number of teachers with instructional assignments who have instructional assignments in the next school year, by years of experience

Significant fact: Approximately 15 percent of new teachers leave after the first year.

	Attrition Rate - Share with an assignment in base year but without assignment in next year			
	2013-2014	2014-2015	2015-2016	2016-2017
No prior experience	14%	17%	15%	15%
0.1 to 3.9 years of experience	10%	12%	11%	11%
4.0 to 7.9 years of experience	10%	9%	11%	9%
8 to 10 years of experience	7%	8%	8%	7%
More than 10 years of experience	10%	10%	10%	9%
Overall	10%	11%	10%	10%

Note: Experience is measured as of base year. Attrition rates higher than the overall rate are highlighted. Years of experience only includes years of teaching K-12 in Idaho.

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Table 14: Share of new teacher cohort who leave in subsequent years

Significant fact: Approximately 65 percent of teachers who started teaching in 2013-2014 were still teaching in 2017-2018. The trends look similar for teachers who started teaching in 2014-2015.

2013-2014 New Teacher Cohort

■ Had instructional assignment   □ Returned from break in service   ☐ Did not have instructional assignment

2014-2015 New Teacher Cohort

■ Had instructional assignment   □ Returned from break in service   ☐ Did not have instructional assignment

2015-2016 New Teacher Cohort

■ Had instructional assignment   □ Returned from break in service   ☐ Did not have instructional assignment
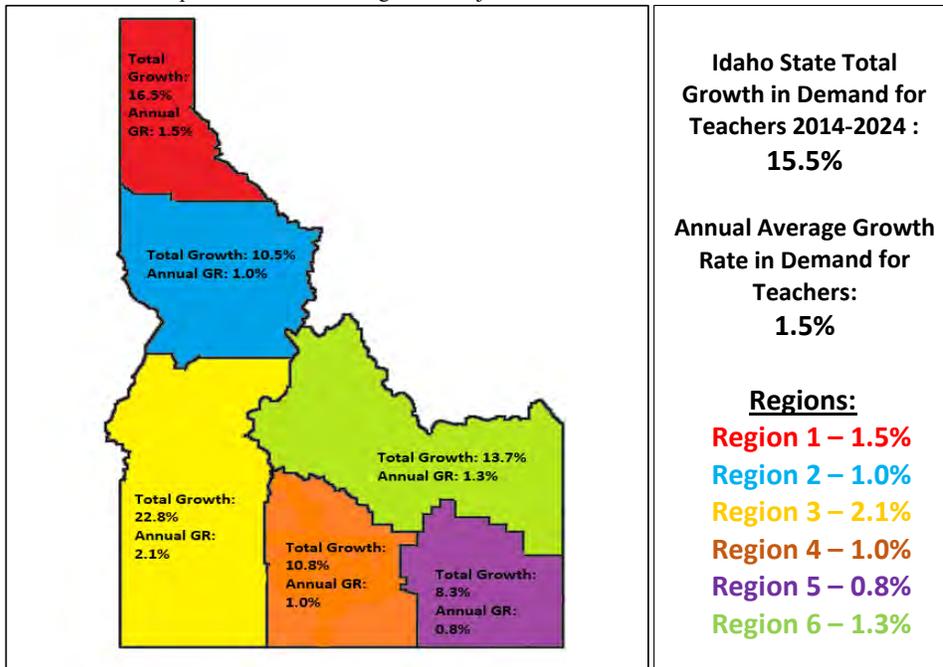
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2016-2017 New Teacher Cohort

	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017	2017-2018
Had instructional assignment	1,399	1,207	1,065	963	884
Returned from break in service			17	14	24
Did not have instructional assignment		192	317	422	491
	2014-2015 (Base Year)	2015-2016	2016-2017	2017-2018	
Had instructional assignment	1,363	1,131	1,002	936	
Returned from break in service			28	24	
Did not have instructional assignment		232	333	403	
	2015-2016 (Base Year)	2016-2017	2017-2018		
Had instructional assignment	1,469	1,249	1,096		
Returned from break in service			20		
Did not have instructional assignment		220	353		
	2016-2017 (Base Year)	2017-2018			
Had instructional assignment	1,637	1,386			
Returned from break in service					
Did not have instructional assignment		251			

Note: This only includes teachers with 0 years of teaching experience in the base year.

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2013-2014 New Teacher Cohort - Traditional Path

2013-2014 New Teacher Cohort - Alternative Path

Traditional Path	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017	2017-2018
Had instructional assignment	1,286	1,109	981	896	823
Returned from break in service			15	13	19
Did not have instructional assignment		177	290	377	444

Alternative Path	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017	2017-2018
Had instructional assignment	113	98	84	67	61
Returned from break in service			2	1	5
Did not have instructional assignment		15	27	45	47

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This section of the report examines attrition patterns of teachers with instructional teaching assignments by district. Most of the same definitions applied in the last section were applied in this section. A teacher is counted as leaving if that teacher had an instructional assignment in one year in a district and did not have an instructional assignment in the next year in that same district. Therefore, this measures attrition both from the teaching profession as well as from the individual district.

The number of teachers with teaching assignment in each group is tabulated as well as the number of teachers from that group who left the district. Some teachers appear in more than one district. For instance, in the 2013-2014 school year, 906 teachers appeared in more than one district. Of those, 861 were in 2 districts, 33 were in 3 districts, 2 were in 4 districts, 1 was in 5 districts, and 9 were in 6 districts. Therefore the total teachers in each school year will not match the total teachers in earlier graphs and figures.

Table 15: District-level attrition rates by locale

Significant fact: There is not a lot of variation between locales in terms of district-level attrition.

	2014-2015		2015-2016		2016-2017	
	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate
City/Suburb	8,160	14%	8,232	13%	8,383	12%
Town	4,605	15%	4,595	14%	4,668	15%
Rural, Fringe & Distant	2,273	17%	2,310	16%	2,311	16%
Rural, Remote	1,047	15%	1,051	16%	1,076	13%
Virtual	429	10%	459	11%	479	13%

Note: Locale was determined using categories defined by the National Center for Education Statistics (NCES). Where available, the locales were defined using the 2017-18 Locale codes.

Table 16: District-level attrition rates by region

Significant fact: There is not lot of variation between regions in terms of district-level attrition.

	2014-2015		2015-2016		2016-2017	
Region	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate
1	1,764	13%	1,779	13%	1,798	13%
2	927	11%	940	13%	939	11%
3	6,964	14%	7,058	13%	7,150	13%
4	2,307	17%	2,310	15%	2,382	16%
5	1,480	17%	1,438	13%	1,454	11%
6	2,635	16%	2,654	16%	2,705	14%
Virtual	453	10%	484	11%	505	12%

Table 17: One-year district-level attrition for first-year teachers

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Significant fact: There is not a clear pattern of differences in district-level attrition for first-year teachers by locale.

	2013-2014 Number of first-year teachers with instructional assignments	District-level attrition rate	2014-2015 Number of first-year teachers with instructional assignments	District-level attrition rate
City/Suburb	637	22%	723	25%
Town	452	22%	398	22%
Rural, Fringe & Distant	242	21%	211	20%
Rural, Remote	116	27%	86	23%
Virtual	56	14%	23	26%

	2015-2016 Number of first-year teachers with instructional assignments	District-level attrition rate	2016-2017 Number of first-year teachers with instructional assignments	District-level attrition rate
City/Suburb	778	18%	818	21%
Town	439	21%	529	19%
Rural, Fringe & Distant	197	32%	208	27%
Rural, Remote	88	20%	133	21%
Virtual	30	17%	18	22%

Note: This measures attrition following the first-year of teaching for teachers with instructional assignments.

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How prevalent are the use of alternative paths?

Districts were only included if they were public. All PCSC-authorized charter schools should have been identified. However, district-authorized charter schools may or may not have been identified depending on how the district name was entered in the report.

2013-2014	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
1		5	4	16		2%
2		3	4	29		4%
3	38	14	57	79		3%
4	19	11	17	42		4%
5	17	3	22	29		5%
6	25	3	43	27		4%
Charter/Virtual	15	3	16	20		5%
Total	114	42	163	242		

2014-2015	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
1		1	6	24		2%
2	1	5	3	16		3%
3	28	23	41	84		3%
4	9	10	35	37		4%
5	4	9	15	21		4%
6	12	7	36	32		4%
Charter/Virtual	11	5	23	30		6%
Total	65	60	159	244		

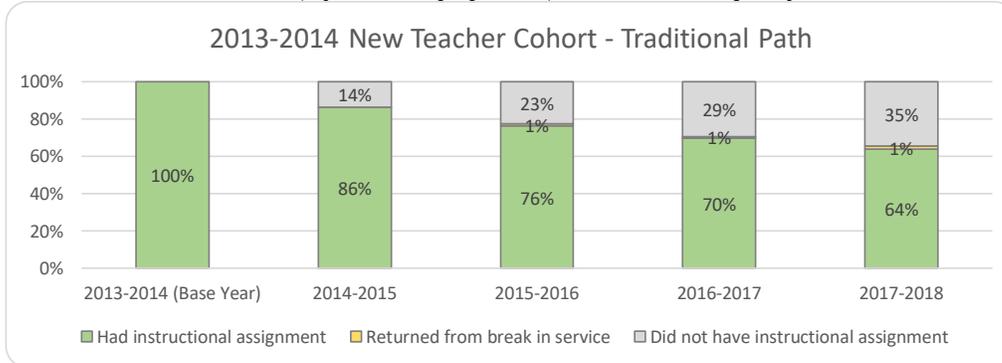| 2015-2016	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
1	2	22		29		3%
2		16		22		5%
3	41	106		72	14	4%
4	26	102		38		8%
5	7	50		24		6%
6	30	57		34		5%
Charter/Virtual	13	46		23		6%
Total	119	399	0	242	14	

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2016-2017	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
1	10	25	1	30		4%
2	10	24		16		6%
3	82	103	11	79	14	4%
4	49	117	7	48		10%
5	19	55	8	25		8%
6	24	80	6	30		6%
Charter/Virtual	33	54	4	35	2	9%
Total	227	458	37	263	16	
2017-2018	**ABCTE**	**Content Specialist**	**Prov Auth**	**Teacher to New**	**TFA**	**Share of instructional teachers**
1	22	31	8	29		5%
2	5	20		23		6%
3	115	135	6	69	25	5%
4	44	161	16	40		12%
5	36	64	3	28		10%
6	54	124	5	46	1	9%
Charter/Virtual	46	68	5	17	2	10%
Total	322	603	43	252	28	

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2013-2014	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
City/Suburb	50	12	37	70		2%
Town	35	19	71	66		5%
Rural, Fringe & Distant	7	5	16	42		4%
Rural, Remote	7	3	23	44		8%
Charter schools	15	3	16	20		5%
Total	114	42	163	242		

2014-2015	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
City/Suburb	30	21	46	74		2%
Town	11	22	56	61		4%
Rural, Fringe & Distant	7	5	21	48		4%
Rural, Remote	6	7	13	31		6%
Charter schools	11	5	23	30		6%
Total	65	60	159	244		

2015-2016	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
City/Suburb	44	104		59	12	3%
Town	44	147		70	2	6%
Rural, Fringe & Distant	11	57		54	0	6%
Rural, Remote	7	45		36	0	9%
Charter schools	13	46		23	0	6%
Total	119	399		242	14	

2016-2017	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
City/Suburb	86	98	3	82	6	4%
Town	65	170	13	74	5	8%
Rural, Fringe & Distant	21	65	2	44	3	7%
Rural, Remote	22	71	15	28		14%
Charter/Virtual schools	33	54	4	35	2	9%
Total	227	458	37	263	16	

2017-2018	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
City/Suburb	131	148	5	66	15	5%
Town	78	219	17	84	8	10%
Rural, Fringe & Distant	32	93	9	43	3	9%
Rural, Remote	35	75	7	42		16%
Charter/Virtual schools	46	68	5	17	2	10%
Total	322	603	43	252	28	

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Appendix I: Classification of endorsements

Classification of endorsements to assignment areas

	Mathematics
7300	Mathematics (6-12)
7320	Mathematics - Basic (6-12)
7400	Computer Science (6-12)
7990	Engineering (6-12)
8300	Mathematics (5-9)
8320	Mathematics - Basic (5-9)

	Life and Physical Science
7400	Computer Science (6-12)
7420	Natural Science (6-12)
7421	Biological Science (6-12)
7430	Physical Science (6-12)
7440	Chemistry (6-12)
7450	Physics (6-12)
7451	Earth and Space Science (6-12)
7452	Geology (6-12)
7990	Engineering (6-12)
8420	Natural Science (5-9)
8421	Biological Science (5-9)
8430	Physical Science (5-9)
8440	Chemistry (5-9)
8450	Physics (5-9)
8451	Earth and Space Science (5-9)
8452	Geology (5-9)

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	Computer and Informational Systems
7092	Marketing Technology Education (6-12)
7093	Business Technology Education (6-12)
7400	Computer Science (6-12)
7981	Technology Education (6-12)
8092	Marketing Technology Education (5-9)
8093	Business Technology Education (5-9)
8400	Computer Science (5-9)
8981	Technology Education (5-9)

	English Language and Literature
7038	Bilingual Education (K-12)
7120	English (6-12)
7126	English as a New Language (ENL) (K-12)
7139	Literacy (K-12)
7144	Communication (6-12)
8120	English (5-9)
8144	Communication (5-9)

	Physical, Health, and Safety Education
7511	Physical Education (PE) (K-12)
7512	Physical Education (PE) (6-12)
7520	Health (6-12)
7521	Health (K-12)
8510	Physical Education (PE) (5-9)
8520	Health (5-9)

World Language

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7700	World Language (6-12)
7701	World Language - American Sign Language (K-12)
7702	World Language - American Sign Language (6-12)
7710	World Language (K-12)
7711	World Language - Spanish (K-12)
7712	World Language - French (K-12)
7713	World Language - German (K-12)
7714	World Language - Russian (K-12)
7715	World Language - Chinese (K-12)
7720	World Language - Spanish (6-12)
7730	World Language - French (6-12)
7740	World Language - German (6-12)
7750	World Language - Latin (K-12)
7760	World Language - Russian (6-12)
7770	American Indian Language (6-12)
7779	World Language - Greek (6-12)
7780	World Language - Greek (K-12)
7781	World Language - Arabic (6-12)
7782	World Language - Arabic (K-12)
7789	World Language - Persian (6-12)
7790	World Language - Persian (K-12)
7791	World Language - Portuguese (K-12)
7792	World Language - Japanese (K-12)
7793	World Language - Italian (K-12)
7794	World Language - Hebrew (K-12)
7795	World Language - Korean (K-12)
7796	World Language - Chinese (6-12)
7797	World Language - Slovak (K-12)
7798	World Language - Czech (K-12)
8700	World Language (5-9)
8702	World Language - American Sign Language (5-9)
8720	World Language - Spanish (5-9)
8740	World Language - German (5-9)
8760	World Language - Russian (5-9)
8781	World Language - Arabic (5-9)
8790	World Language - Persian (5-9)
8796	World Language - Chinese (5-9)
8830	World Language - French (5-9)

Humanities			
7120	English (6-12)	7851	Visual Arts (K-12)

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7133	Humanities (6-12)	7852	Visual Arts (6-12)
7200	Social Studies (6-12)	8120	English (5-9)
7221	History (6-12)	8133	Humanities (5-9)
7229	Sociology (6-12)	8229	Sociology (5-9)
7231	Psychology (6-12)	8231	Psychology (5-9)
7236	Sociology/Anthropology (6-12)	8700	World Language (5-9)
7700	World Language (6-12)	8720	World Language - Spanish (5-9)
7710	World Language (K-12)	8740	World Language - German (5-9)
7711	World Language - Spanish (K-12)	8760	World Language - Russian (5-9)
7712	World Language - French (K-12)	8781	World Language - Arabic (5-9)
7713	World Language - German (K-12)	8790	World Language - Persian (5-9)
7714	World Language - Russian (K-12)	8796	World Language - Chinese (5-9)
7715	World Language - Chinese (K-12)	8830	World Language - French (5-9)
7720	World Language - Spanish (6-12)	8852	Visual Arts (5-9)
7730	World Language - French (6-12)		
7740	World Language - German (6-12)		
7750	World Language - Latin (K-12)		
7760	World Language - Russian (6-12)		
7779	World Language - Greek (6-12)		
7780	World Language - Greek (K-12)		
7781	World Language - Arabic (6-12)		
7782	World Language - Arabic (K-12)		
7789	World Language - Persian (6-12)		
7790	World Language - Persian (K-12)		
7791	World Language - Portuguese (K-12)		
7792	World Language - Japanese (K-12)		
7793	World Language - Italian (K-12)		
7794	World Language - Hebrew (K-12)		
7795	World Language - Korean (K-12)		
7796	World Language - Chinese (6-12)		
7797	World Language - Slovak (K-12)		
7798	World Language - Czech (K-12)		
7810	Music (K-12)		
7820	Music (6-12)		

	Social Science
7200	Social Studies (6-12)
7221	History (6-12)
7222	American Government/Political Science (6-12)
7226	Geography (6-12)

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7228	Economics (6-12)
7229	Sociology (6-12)
7231	Psychology (6-12)
7236	Sociology/Anthropology (6-12)
8200	Social Studies (5-9)
8221	History (5-9)
8222	American Government/Political Science (5-9)
8226	Geography (5-9)
8228	Economics (5-9)
8229	Sociology (5-9)
8231	Psychology (5-9)
8236	Sociology/Anthropology (5-9)

Fine and Performing Arts	
7134	Journalism (6-12)
7137	Theater Arts (6-12)
7511	Physical Education (PE) (K-12)
7512	Physical Education (PE) (6-12)
7810	Music (K-12)
7820	Music (6-12)
7851	Visual Arts (K-12)
7852	Visual Arts (6-12)
8134	Journalism (5-9)
8137	Theater Arts (5-9)
8510	Physical Education (PE) (5-9)
8820	Music (5-9)
8852	Visual Arts (5-9)

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Classification of endorsements: CTE, Special Education, Grade Range

Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
1010: Marketing	X	-	Secondary
108: Animal Health & Veterinary Sci	X	-	Secondary
1080: Sales	X	-	Secondary
1085: Hospitality	X	-	Secondary
109: Agriculture Business & Mgm	X	-	Secondary
110: Agriculture Production	X	-	Secondary
114: Farm & Ranch Management	X	-	Secondary
130: Agricultural Power Machinery	X	-	Secondary
150: Horticulture	X	-	Secondary
161: Aquaculture	X	-	Secondary
170: Forestry	X	-	Secondary
174: Natural Resource Management	X	-	Secondary
2000: Orientation Health Occupations	X	-	Secondary
2011: Dental Assisting	X	-	Secondary
2013: Dental Laboratory Technology	X	-	Secondary
2015: Dental Hygiene	X	-	Secondary
2030: Dietitian	X	-	Secondary
2032: Practical Nursing	X	-	Secondary
2033: Nursing Assistant	X	-	Secondary
2035: Surgical Technology	X	-	Secondary
2050: Rehab/Therapeutic Services	X	-	Secondary
2060: Radiology Technology	X	-	Secondary
2080: Mental Health Technology	X	-	Secondary
2085: Emergency Medical Technician	X	-	Secondary
2093: Respiratory Therapy	X	-	Secondary
2094: Medical Assisting	X	-	Secondary
2095: Pharmacy Assisting	X	-	Secondary
2096: Medical Administrative Assisting	X	-	Secondary
2097: Health Informatics	X	-	Secondary
2098: Sports Medicine/Athletic Train	X	-	Secondary
2099: Personal Trainer	X	-	Secondary
3020: Child Dev Care & Guidance	X	-	Secondary
3023: Food Service	X	-	Secondary
3025: Culinary Arts	X	-	Secondary
3030: Fashion and Interiors 6/12	X	-	Secondary
4010: Bookkeeping	X	-	Secondary

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Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
4015: Business Management/Finance	X	-	Secondary
4020: Microcomputer Applications	X	-	Secondary
4021: Computer Graphic Communication	X	-	Secondary
4023: Business Data Processing	X	-	Secondary
4024: Information/Communication Tech	X	-	Secondary
4025: Word Processing Technology	X	-	Secondary
4026: Network Support Technician	X	-	Secondary
4030: General Office Clerical	X	-	Secondary
4060: Medical Professional Assistant	X	-	Secondary
4070: General Office Secretarial	X	-	Secondary
4075: Accounting	X	-	Secondary
4080: Paralegal/Legal Assisting	X	-	Secondary
5014: General Engineering (PLW)	X	-	Secondary
5015: Principles of Engineering	X	-	Secondary
5016: Civil Engineering Technology	X	-	Secondary
5017: Surveying Technology	X	-	Secondary
5018: Electronic Technology	X	-	Secondary
5019: Electromechanical Technology	X	-	Secondary
5020: Laser Electro-Optics	X	-	Secondary
5022: Manufacturing Technology	X	-	Secondary
5023: Computer Assisted Production	X	-	Secondary
5025: Semiconductor Technology	X	-	Secondary
5030: Electrical Technology	X	-	Secondary
5112: Instrumentation Technology	X	-	Secondary
5992: Water/Waste Water Technology	X	-	Secondary
6010: Heating/Air Conditioning & Ref	X	-	Secondary
6015: Plumbing	X	-	Secondary
6020: Major Appliance Repair	X	-	Secondary
6031: Automotive Body Repair	X	-	Secondary
6032: Automotive Technology	X	-	Secondary
6035: Marine Mechanic	X	-	Secondary
6041: Aircraft Mech/Airframe & Power	X	-	Secondary
6045: Aviation and Airway Science	X	-	Secondary
6060: Business Systems/Computer Tech	X	-	Secondary
6101: Carpentry	X	-	Secondary
6102: Electrician	X	-	Secondary

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Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
6103: Masons & Tile Setters	X	-	Secondary
6105: Cabinetmaking & Millwork	X	-	Secondary
6108: Building Trades Construction	X	-	Secondary
6109: Indust Maintenance Mechanics	X	-	Secondary
6110: Paint&Wallcover/Building Maint	X	-	Secondary
6112: Digital Home Technology	X	-	Secondary
6120: Diesel Engine Mechanics	X	-	Secondary
6130: Drafting	X	-	Secondary
6131: Architectural Drafting Tech	X	-	Secondary
6132: Mechanical Drafting Tech	X	-	Secondary
6142: Lineworker	X	-	Secondary
6145: Environmental Control Tech	X	-	Secondary
6148: Alternative Energy Technology	X	-	Secondary
6151: Communications Technology	X	-	Secondary
6152: Industrial Electronics	X	-	Secondary
6153: Networking Technologies	X	-	Secondary
6155: Computer Science/Information Techn	X	-	Secondary
6157: Computer Science PLTW 6/12	X	-	Secondary
6180: Graphic Arts/Journalism	X	-	Secondary
6190: Graphic/Printing Communication	X	-	Secondary
6192: Photography	X	-	Secondary
6195: Television Prod/Broadcasting	X	-	Secondary
6200: Nuclear Power & Radiation Tech	X	-	Secondary
6203: Chemical Technology	X	-	Secondary
6204: Environmental & Pollution Con	X	-	Secondary
6232: Machining Technologist	X	-	Secondary
6236: Welding	X	-	Secondary
6241: Quality Control Technology	X	-	Secondary
6262: Cosmetology	X	-	Secondary
6280: Fire Control/Safety Technology	X	-	Secondary
6282: Law Enforcement	X	-	Secondary
6283: Security	X	-	Secondary
6310: Small Engine Repair	X	-	Secondary
6350: Upholstering	X	-	Secondary
6506: Meat Cutter	X	-	Secondary
6898: Truck and Bus Driving	X	-	Secondary

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Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
7009: All Subjects K/3	-	-	Elementary
7010: All Subjects (K-8)	-	-	Elementary
7011: All Subjects 1/8	-	-	Elementary
7014: Blended Elementary Ed/Elementary Special Ed (4-6)	-	X	Elementary
7019: Early Childhood Special Education	-	X	Elementary
7020: Teacher Librarian (K-12)	-	-	All grades
7021: Early Childhood PreK/3	-	-	Elementary
7028: Gifted and Talented (K-12)	-	-	All grades
7029: Exceptional Child Generalist (K-12	-	X	Elementary
7030: Deaf/Hard of Hearing (K-12)	-	X	All grades
7031: Serious/Emotion Disturbed K/12	-	X	All grades
7032: Severe Retardation K/12	-	X	All grades
7033: Multiple Impairment K/12	-	X	All grades
7034: Physical Impairment K/12	-	X	All grades
7035: Visually Impairment (K-12)	-	X	All grades
7036: Exceptional Child Generalist (K-8)	-	X	Elementary
7037: Exceptional Child Generalist (6-12)	-	X	Secondary
7038: Bilingual Education (K-12)	-	-	All grades
7039: Sec Bilingual Ed 6/12	-	-	Secondary
7040: Applied Music	-	-	Secondary
7041: Bible Instruction	-	-	Secondary
7045: Special Education Consulting Teach	-	X	All grades
7061: Arts Proficiency 6/8	-	-	Secondary
7062: Drama Proficiency 6/8	-	-	Secondary
7063: Economics Proficiency 6/8	-	-	Secondary
7065: English Proficiency 6/8	-	-	Secondary
7066: Foreign Languages Proficiency 6/8	-	-	Secondary
7067: Geography Proficiency 6/8	-	-	Secondary
7068: History Proficiency 6/8	-	-	Secondary
7069: Math Proficiency 6/8	-	-	Secondary
7070: Music Proficiency 6/8	-	-	Secondary
7071: Political Science/Government Proficiency 6/8	-	-	Secondary
7072: Science Proficiency 6/8	-	-	Secondary
7073: Social Studies Proficiency 6/8	-	-	Secondary
7080: Junior ROTC (6-12)	-	-	Secondary
7083: Blended EC/EC Special Ed (Birth-Gr	-	X	Elementary

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Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
7091: Voc Agriculture 6/12	-	-	Secondary
7092: Marketing Technology Education (6-	-	-	Secondary
7093: Business Technology Education (6-1	-	-	Secondary
7094: Vocational Home Economics 6/12	-	-	Secondary
7095: Voc Office Occup-Clerical 6/12	-	-	Secondary
7096: Multi-Occupations 6/12	-	-	Secondary
7097: Vocational Special Needs	-	X	Secondary
7098: Vocational Industrial Tech	-	-	Secondary
71: Vocational Agriculture 6/12	X	-	Secondary
7120: English (6-12)	-	-	Secondary
7125: English as a New Language 6/12	-	-	Secondary
7126: English as a New Language (ENL) (K	-	-	All grades
7133: Humanities (6-12)	-	-	Secondary
7134: Journalism (6-12)	-	-	Secondary
7135: Debate 6/12	-	-	Secondary
7136: Speech 6/12	-	-	Secondary
7137: Theater Arts (6-12)	-	-	Secondary
7138: Literacy 6/12	-	-	Secondary
7139: Literacy (K-12)	-	-	All grades
7141: Communication/Drama 6/12	-	-	Secondary
7144: Communication (6-12)	-	-	Secondary
7161: Arts Generalist 6/12	-	X	Secondary
7162: Drama Generalist 6/12	-	X	Secondary
7163: Economics Generalist 6/12	-	X	Secondary
7165: English Generalist 6/12	-	X	Secondary
7166: Foreign Languages Generalist 6/12	-	X	Secondary
7167: Geography Generalist 6/12	-	X	Secondary
7168: History Generalist 6/12	-	X	Secondary
7169: Math Generalist 6/12	-	X	Secondary
7170: Music Generalist 6/12	-	X	Secondary
7171: Political Science/Government Gener	-	X	Secondary
7172: Science Generalist 6/12	-	X	Secondary
7173: Social Studies Generalist 6/12	-	X	Secondary
72: Vocational Distributive Ed	X	-	Secondary
7200: Social Studies (6-12)	-	-	Secondary
7221: History (6-12)	-	-	Secondary

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Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
7222: American Government/Political Scie	-	-	Secondary
7223: American Government 6/12	-	-	Secondary
7226: Geography (6-12)	-	-	Secondary
7227: Political Science 6/12	-	-	Secondary
7228: Economics (6-12)	-	-	Secondary
7229: Sociology (6-12)	-	-	Secondary
7230: Philosophy 6/12	-	-	Secondary
7231: Psychology (6-12)	-	-	Secondary
7233: American Studies 6/12	-	-	Secondary
7234: Anthropology 6/12	-	-	Secondary
7236: Sociology/Anthropology (6-12)	-	-	Secondary
7288: Economics 6/12	-	-	Secondary
7299: Mathematics Consulting Teacher (K-	-	-	All grades
73: Vocational Office Occupational	X	-	Secondary
7300: Mathematics (6-12)	-	-	Secondary
7320: Mathematics - Basic (6-12)	-	-	Secondary
7321: Computer Applications	-	-	Secondary
74: Family & Consumer Sciences	X	-	Secondary
7400: Computer Science (6-12)	-	-	Secondary
7420: Natural Science (6-12)	-	-	Secondary
7421: Biological Science (6-12)	-	-	Secondary
7422: Environmental Science 6/12	-	-	Secondary
7430: Physical Science (6-12)	-	-	Secondary
7440: Chemistry (6-12)	-	-	Secondary
7450: Physics (6-12)	-	-	Secondary
7451: Earth and Space Science (6-12)	-	-	Secondary
7452: Geology (6-12)	-	-	Secondary
7511: Physical Education (PE) (K-12)	-	-	All grades
7512: Physical Education (PE) (6-12)	-	-	Secondary
7513: P.E. & Health 6/12	-	-	Secondary
7514: Dance 6/12	-	-	Secondary
7515: Drill Team	-	-	Secondary
7520: Health (6-12)	-	-	Secondary
7521: Health (K-12)	-	-	All grades
76: Multi-Occupations 6/12	X	-	Secondary
7700: World Language (6-12)	-	-	Secondary

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Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
7701: World Language - American Sign Lan	-	-	All grades
7702: World Language - American Sign Language (6-12)	-	-	Secondary
7710: World Language (K-12)	-	-	All grades
7711: World Language - Spanish (K-12)	-	-	All grades
7712: World Language - French (K-12)	-	-	All grades
7713: World Language - German (K-12)	-	-	All grades
7714: World Language - Russian (K-12)	-	-	All grades
7715: World Language - Chinese (K-12)	-	-	All grades
7720: World Language - Spanish (6-12)	-	-	Secondary
7730: World Language - French (6-12)	-	-	Secondary
7740: World Language - German (6-12)	-	-	Secondary
7750: World Language - Latin (K-12)	-	-	All grades
7760: World Language - Russian (6-12)	-	-	Secondary
7770: American Indian Language (6-12)	-	-	Secondary
7779: World Language - Greek (6-12)	-	-	Secondary
7780: World Language - Greek (K-12)	-	-	All grades
7781: World Language - Arabic (6-12)	-	-	Secondary
7782: World Language - Arabic (K-12)	-	-	All grades
7789: World Language - Persian (6-12)	-	-	Secondary
7790: World Language - Persian (K-12)	-	-	All grades
7791: World Language - Portuguese (K-12)	-	-	All grades
7792: World Language - Japanese (K-12)	-	-	All grades
7793: World Language - Italian (K-12)	-	-	All grades
7794: World Language - Hebrew (K-12)	-	-	All grades
7795: World Language - Korean (K-12)	-	-	All grades
7796: World Language - Chinese (6-12)	-	-	Secondary
7797: World Language - Slovak (K-12)	-	-	All grades
7798: World Language - Czech (K-12)	-	-	All grades
7810: Music (K-12)	-	-	All grades
7820: Music (6-12)	-	-	Secondary
7823: Vocal Choral Music	-	-	Secondary
7825: Music Specialist K/8	-	-	Elementary
7851: Visual Arts (K-12)	-	-	All grades
7852: Visual Arts (6-12)	-	-	Secondary
7853: Arts & Crafts 6/12	-	-	Secondary
7870: Photography 6/12	-	-	Secondary

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Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
7920: General Agriculture 6/12	-	-	Secondary
7921: Agricultural Science and Technolog	-	-	Secondary
7924: Driver Education	-	-	Secondary
7930: Business Ed-Office Occupation	-	-	Secondary
7933: Secretarial Science 6/12	-	-	Secondary
7935: Business Education 6/12	-	-	Secondary
7937: Business Ed Accounting	-	-	Secondary
7939: Basic Business 6/12	-	-	Secondary
7950: Consumer Ec 6/12	-	-	Secondary
7960: Marketing Ed 6/12	-	-	Secondary
7970: General Home Economics 6/12	-	-	Secondary
7971: Family and Consumer Sciences (6-12	-	-	Secondary
7972: Family/Consumer Sciences 6/12	-	-	Secondary
7980: Industrial Arts 6/12	-	-	Secondary
7981: Technology Education (6-12)	-	-	Secondary
7982: Industrial Technology 6/12	-	-	Secondary
7985: Electricity/Electronics 6/12	-	-	Secondary
7988: Drafting 6/12	-	-	Secondary
7989: Online Teacher (Pre-K-12)	-	-	All grades
7990: Engineering (6-12)	-	-	Secondary
8092: Marketing Technology Education (5-9)	-	-	Secondary
8093: Business Technology Education (5-9	-	-	Secondary
8120: English (5-9)	-	-	Secondary
8133: Humanities (5-9)	-	-	Secondary
8134: Journalism (5-9)	-	-	Secondary
8136: Speech 6/9	-	-	Secondary
8137: Theater Arts (5-9)	-	-	Secondary
8138: Literacy 6/9	-	-	Secondary
8141: Communication/Drama 6/9	-	-	Secondary
8144: Communication (5-9)	-	-	Secondary
8200: Social Studies (5-9)	-	-	Secondary
8221: History (5-9)	-	-	Secondary
8222: American Government/Political Scie	-	-	Secondary
8223: American Government 6/9	-	-	Secondary
8226: Geography (5-9)	-	-	Secondary
8227: Political Science 6/9	-	-	Secondary
8228: Economics (5-9)	-	-	Secondary

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| Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
8229: Sociology (5-9)	-	-	Secondary
8230: Philosophy 6/9	-	-	Secondary
8231: Psychology (5-9)	-	-	Secondary
8234: Anthropology 6/9	-	-	Secondary
8236: Sociology/Anthropology (5-9)	-	-	Secondary
8244: Motel/Hotel Management	X	-	Secondary
8300: Mathematics (5-9)	-	-	Secondary
8320: Mathematics - Basic (5-9)	-	-	Secondary
8321: Computer App 6/9	-	-	Secondary
8400: Computer Science (5-9)	-	-	Secondary
8420: Natural Science (5-9)	-	-	Secondary
8421: Biological Science (5-9)	-	-	Secondary
8430: Physical Science (5-9)	-	-	Secondary
8440: Chemistry (5-9)	-	-	Secondary
8450: Physics (5-9)	-	-	Secondary
8451: Earth and Space Science (5-9)	-	-	Secondary
8452: Geology (5-9)	-	-	Secondary
8510: Physical Education (PE) (5-9)	-	-	Secondary
8520: Health (5-9)	-	-	Secondary
8556: Office Procedures	-	-	Secondary
8700: World Language (5-9)	-	-	Secondary
8702: World Language - American Sign Language (5-9)	-	-	Secondary
8720: World Language - Spanish (5-9)	-	-	Secondary
8740: World Language - German (5-9)	-	-	Secondary
8760: World Language - Russian (5-9)	-	-	Secondary
8781: World Language - Arabic (5-9)	-	-	Secondary
8790: World Language - Persian (5-9)	-	-	Secondary
8796: World Language - Chinese (5-9)	-	-	Secondary
8820: Music (5-9)	-	-	Secondary
8830: World Language - French (5-9)	-	-	Secondary
8852: Visual Arts (5-9)	-	-	Secondary
8921: Agricultural Science and Technology (5-9)	-	-	Secondary
8935: Business Ed 6/9	-	-	Secondary
8960: Marketing Ed 6/9	-	-	Secondary
8971: Family and Consumer Sciences (5-9)	-	-	Secondary
8981: Technology Education (5-9)	-	-	Secondary
8990: Engineering (5-9)	-	-	Secondary
98: Related Subjects	X	-	Secondary

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Appendix 5--FTEs and Apportionment versus Actual LEA FTEs and Allowance -- All Staff

Salary-Based Apportionment
FY 2019 (as of Feb 15)

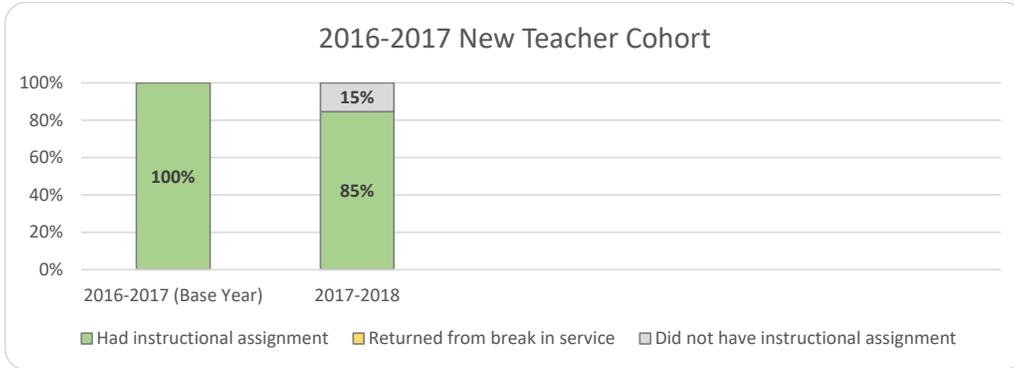| #	School District / Charter School	Actual ($)					Allowance ($)					Actual - Allowance ($)				
		Admin	Instruct	Pupil Service	Noncert	Total	Admin	Instruct	Pupil Service	Noncert	Total	Admin	Instruct	Pupil Service	Noncert	Total
001	BOISE INDEPENDENT DISTRICT	$9,632,284.17	$89,486,789.73	$12,238,176.80	$24,287,419.39	$135,644,670.09	$6,174,082.79	$58,814,524.81	$4,512,117.82	$9,838,780.61	$79,339,506.03	$3,458,201.38	$30,672,264.92	$7,726,058.98	$14,448,638.78	$56,305,164.06
002	MERIDIAN JOINT DISTRICT	10,243,832.37	103,695,904.71	9,139,747.45	21,954,404.86	145,033,889.39	9,797,986.91	89,070,057.70	7,029,314.09	15,449,717.72	121,347,076.42	445,845.46	14,625,847.01	2,110,433.36	6,504,687.14	23,686,812.97
003	KUNA JOINT DISTRICT	1,600,529.00	12,838,242.46	964,808.26	3,102,588.13	18,506,167.85	1,184,147.35	11,519,221.27	808,380.12	2,073,421.74	15,585,170.48	416,381.65	1,319,021.19	156,428.14	1,029,166.39	2,920,997.37
011	MEADOWS VALLEY DISTRICT	95,338.27	701,186.48	38,852.25	220,108.34	1,055,485.34	77,990.32	631,901.22	54,930.07	108,216.68	873,038.29	17,347.95	69,285.26	-16,077.82	111,891.66	182,447.05
013	COUNCIL DISTRICT	145,000.00	869,635.00	41,631.00	217,372.00	1,273,638.00	137,189.64	899,781.23	52,447.70	149,894.72	1,239,313.29	7,810.36	-30,146.23	-10,816.70	67,477.28	34,324.71
021	MARSH VALLEY JOINT DISTRICT	206,769.00	3,442,647.25	69,623.00	670,719.16	4,389,758.41	383,766.85	3,158,638.82	245,592.26	570,818.59	4,358,816.52	-176,997.85	284,008.43	-175,969.26	99,900.57	30,941.89
025	POCATELLO DISTRICT	3,508,970.02	30,466,687.68	2,649,662.62	6,937,001.15	43,562,321.47	2,973,861.03	27,951,825.92	2,184,053.96	4,875,356.19	37,985,097.10	535,108.99	2,514,861.76	465,608.66	2,061,644.96	5,577,224.37
033	BEAR LAKE COUNTY DISTRICT	392,995.81	3,004,938.79	180,688.00	774,858.97	4,353,481.57	327,165.71	2,905,014.12	222,686.91	519,797.51	3,974,664.25	65,830.10	99,924.67	-41,998.91	255,061.46	378,817.32
041	ST. MARIES JOINT DISTRICT	358,224.00	2,756,322.50	259,034.82	819,725.94	4,193,307.26	271,366.98	2,479,876.51	204,666.69	439,691.17	3,395,601.35	86,857.02	276,445.99	54,368.13	380,034.77	797,705.91
044	PLUMMER / WORLEY JOINT DISTRICT	259,074.00	1,263,499.54	88,242.91	530,915.01	2,141,731.46	148,610.47	951,596.01	78,096.75	172,236.75	1,350,539.98	110,463.53	311,903.53	10,146.16	358,678.26	791,191.48
052	SNAKE RIVER DISTRICT	663,816.05	4,395,523.57	207,357.60	712,114.93	5,978,812.15	461,078.71	4,177,126.66	322,206.50	738,180.71	5,698,592.58	202,737.34	218,396.91	-114,848.90	-26,065.78	280,219.57
055	BLACKFOOT DISTRICT	1,354,207.00	9,629,153.04	657,894.80	2,247,388.27	13,888,643.11	927,904.76	8,597,390.35	649,053.48	1,525,595.14	11,699,943.73	426,302.24	1,031,762.69	8,841.32	721,793.13	2,188,699.38
058	ABERDEEN DISTRICT	388,604.25	1,835,181.16	186,999.25	693,883.79	3,104,668.45	213,022.60	1,934,310.45	171,624.62	339,355.14	2,658,312.81	175,581.65	-99,129.29	15,374.63	354,528.65	446,355.64
059	FIRTH DISTRICT	234,131.00	2,052,858.00	55,423.00	368,359.14	2,710,771.14	232,620.17	2,090,859.76	182,270.90	370,471.50	2,876,222.33	1,510.83	-38,001.76	-126,847.90	-2,112.36	-165,451.19
060	SHELLEY JOINT DISTRICT	673,896.00	5,076,495.00	442,454.00	1,193,713.92	7,386,558.92	569,755.93	4,955,086.61	403,619.62	900,586.97	6,829,049.13	104,140.07	121,408.39	38,834.38	293,126.95	557,509.79
061	BLAINE COUNTY DISTRICT	1,715,201.00	20,123,716.75	1,666,672.00	6,344,758.35	29,850,348.10	867,706.65	7,670,619.39	613,009.12	1,343,202.92	10,494,538.08	847,494.35	12,453,097.36	1,053,662.88	5,001,555.43	19,355,810.02
071	GARDEN VALLEY DISTRICT	119,000.00	939,684.00	45,000.00	323,841.07	1,427,525.07	133,475.41	869,034.11	50,257.11	144,370.14	1,197,136.77	-14,475.41	70,649.89	-5,257.11	179,470.93	230,388.30
072	BASIN DISTRICT	194,440.65	1,093,757.76	45,303.00	455,833.16	1,789,334.57	146,967.22	1,073,282.50	78,098.21	184,423.31	1,482,771.24	47,473.43	20,475.26	-32,795.21	271,409.85	306,563.33
073	HORSESHOE BEND DISTRICT	82,500.00	823,362.00	28,059.00	334,400.09	1,268,321.09	122,223.50	807,020.66	64,786.14	127,633.93	1,121,664.23	-39,723.50	16,341.34	-36,727.14	206,766.16	146,656.86
083	WEST BONNER COUNTY DISTRICT	576,765.00	2,933,033.00	280,000.00	1,177,022.78	4,976,445.28	261,399.89	2,570,371.08	192,106.81	462,033.21	3,485,910.99	315,365.11	362,661.92	97,517.69	714,989.57	1,490,534.29
084	LAKE PEND OREILLE DISTRICT	1,461,792.92	10,518,820.43	982,474.90	4,249,057.96	17,212,146.21	954,491.70	8,865,047.80	681,096.39	1,494,885.00	11,995,520.89	507,301.22	1,653,772.63	301,378.51	2,754,172.96	5,216,625.32
091	IDAHO FALLS DISTRICT	2,521,541.70	25,409,023.65	2,139,580.00	7,262,747.75	37,332,893.10	2,374,435.76	22,452,214.80	1,754,226.33	3,974,850.47	30,555,727.36	147,105.94	2,956,808.85	385,353.67	3,287,897.28	6,777,165.74
092	SWAN VALLEY ELEMENTARY DISTRICT	81,000.00	154,665.00	0.00	73,051.53	308,716.53	49,677.08	143,966.87	9,630.92	28,354.07	231,628.94	31,322.92	10,698.13	-9,630.92	44,697.46	77,087.59
093	BONNEVILLE JOINT DISTRICT	3,761,455.00	29,988,764.32	2,093,604.84	9,249,707.65	45,093,531.65	3,022,693.41	27,346,903.31	2,136,536.78	4,960,987.11	37,467,120.61	738,761.59	2,641,861.01	-42,932.10	4,288,720.54	7,626,411.04
101	BOUNDARY COUNTY DISTRICT	420,927.29	4,049,706.11	295,496.60	1,300,447.95	6,066,577.95	357,482.12	3,418,063.29	263,490.68	606,972.06	4,646,008.15	63,445.17	631,642.82	32,005.92	693,475.89	1,420,569.80
111	BUTTE COUNTY DISTRICT	203,539.00	1,343,639.00	12,351.00	289,143.76	1,848,672.76	169,306.72	1,284,083.37	110,519.96	217,733.25	1,781,643.30	34,232.28	59,555.63	-98,168.96	71,410.51	67,029.46
121	CAMAS COUNTY DISTRICT	135,428.00	680,602.44	43,288.56	161,819.08	1,021,138.08	106,990.05	656,562.47	56,304.50	112,360.11	932,217.13	28,437.95	24,039.97	-13,015.94	49,458.97	88,920.95
131	NAMPA DISTRICT	4,244,106.92	32,770,201.60	4,187,867.00	6,496,546.36	47,698,721.88	3,369,898.04	30,795,730.47	2,425,902.03	5,451,049.11	42,042,579.95	874,208.88	1,974,471.13	1,761,964.97	1,045,496.95	5,656,141.93
132	CALDWELL DISTRICT	1,731,698.00	14,666,003.50	951,844.00	4,170,654.22	21,520,199.72	1,469,787.38	13,526,750.08	1,059,895.59	2,511,000.58	18,567,433.63	261,910.62	1,139,253.42	-108,051.59	1,659,653.64	2,952,766.09
133	WILDER DISTRICT	194,880.00	1,446,244.00	31,166.00	84,206.81	1,756,496.81	194,854.42	1,205,198.39	122,564.66	251,693.14	1,774,310.61	25.58	241,045.61	-91,398.66	-167,486.33	-17,813.80
134	MIDDLETON DISTRICT	1,155,928.30	9,550,299.00	698,178.20	2,279,135.59	13,683,541.09	877,504.40	9,033,935.39	676,599.73	1,589,615.21	12,177,654.73	278,423.90	516,363.61	21,578.47	689,520.38	1,505,886.36
135	NOTUS DISTRICT	196,231.00	1,359,002.00	123,195.00	333,029.03	2,011,457.03	175,879.38	1,269,515.34	96,486.54	220,414.29	1,762,295.55	20,351.62	89,486.66	26,708.46	112,614.74	249,161.48
136	MELBA JOINT DISTRICT	287,337.90	2,044,267.18	43,223.00	488,497.27	2,863,325.35	248,898.09	2,121,519.78	134,882.28	388,913.83	2,894,213.98	38,439.81	-77,252.60	-91,659.28	99,583.44	-30,888.63
137	PARMA DISTRICT	297,668.60	2,938,548.60	221,931.07	516,205.15	3,974,353.42	276,415.76	2,521,145.29	205,208.79	445,865.70	3,448,635.54	21,252.84	417,403.31	16,722.28	70,339.45	525,717.88
139	VALLIVUE DISTRICT	2,897,686.00	20,975,686.50	2,143,432.00	5,520,750.39	31,537,554.89	2,250,008.14	19,992,180.74	1,571,150.70	3,535,403.02	27,348,742.60	647,677.86	983,505.76	572,281.30	1,985,347.37	4,188,812.29
148	GRACE JOINT DISTRICT	153,431.00	1,672,615.53	58,500.47	0.00	1,884,547.00	198,198.82	1,560,701.40	115,762.64	273,060.24	2,147,723.10	-44,767.82	111,914.13	-57,262.17	-273,060.24	-263,176.10
149	NORTH GEM DISTRICT	105,000.00	734,753.00	40,750.00	169,250.00	1,049,753.00	87,580.85	617,336.56	1,905.65	108,297.92	815,120.98	17,419.15	117,416.44	38,844.35	60,952.08	234,632.02
150	SODA SPRINGS JOINT DISTRICT	288,269.00	2,064,192.00	180,212.00	424,790.59	2,957,463.59	247,012.28	2,008,679.50	190,852.47	386,557.76	2,833,102.01	41,256.72	55,512.50	-10,640.47	38,232.83	124,361.58
151	CASSIA COUNTY JOINT DISTRICT	1,801,728.16	14,083,910.89	993,877.00	4,103,478.78	20,982,994.83	1,373,769.26	12,813,416.34	1,002,935.82	2,247,527.10	17,437,648.52	427,958.90	1,270,494.55	-9,058.82	1,855,951.68	3,545,346.31
161	CLARK COUNTY DISTRICT	69,600.00	702,542.66	21,057.00	238,535.98	1,031,735.64	73,702.49	600,150.38	45,917.76	104,235.73	824,006.36	-4,102.49	102,392.28	-24,860.76	134,300.25	207,729.28
171	OROFINO JOINT DISTRICT	509,272.00	3,841,978.06	218,159.00	714,195.20	5,283,604.26	400,860.52	3,585,038.03	277,883.71	661,892.83	4,925,675.09	108,411.48	256,940.03	-59,724.71	52,302.37	357,929.17
181	CHALLIS JOINT DISTRICT	137,000.00	1,224,350.10	9,524.00	319,230.27	1,690,104.37	136,776.51	1,023,379.34	85,622.66	184,910.77	1,430,689.28	223.49	200,970.76	-76,098.66	134,319.50	259,415.09
182	MACKAY JOINT DISTRICT	100,612.00	787,070.00	0.00	189,178.03	1,076,860.03	119,765.55	785,612.00	57,120.65	123,977.96	1,086,476.16	-19,153.55	1,458.00	-57,120.65	65,200.07	-9,616.13
191	PRAIRIE ELEMENTARY DISTRICT	1,065.00	34,435.00	0.00	36,910.05	72,410.05	26,358.70	36,541.37	1,508.35	9,099.30	73,507.72	-25,293.70	-2,106.37	-1,508.35	27,810.75	-1,097.67
192	GLENNS FERRY JOINT DISTRICT	159,012.00	1,390,814.00	0.00	431,530.29	1,981,356.29	139,481.16	1,193,270.96	90,568.06	204,571.76	1,627,891.94	19,530.84	197,543.04	-90,568.06	226,958.53	353,464.35
193	MOUNTAIN HOME DISTRICT	1,140,995.27	9,122,378.80	474,965.00	2,317,476.34	13,055,815.41	865,492.76	8,460,702.82	707,249.86	1,506,665.34	11,540,110.78	275,502.51	661,675.98	-232,284.86	810,811.00	1,515,704.63
201	PRESTON DISTRICT	625,428.00	5,590,443.00	372,833.00	1,561,770.00	8,150,474.00	524,951.36	5,206,533.39	377,848.44	899,955.78	7,009,188.97	100,476.64	383,909.61	-5,015.44	661,914.22	1,141,285.03
202	WEST SIDE JOINT DISTRICT	192,173.50	1,959,818.48	57,824.00	343,702.40	2,553,518.38	181,993.90	1,839,521.92	135,628.03	332,043.21	2,489,187.06	10,179.60	120,296.56	-77,804.03	11,659.19	64,331.32
215	FREMONT COUNTY JOINT DISTRICT	856,459.00	5,987,456.42	232,518.77	1,293,342.89	8,369,777.08	599,593.41	5,514,507.90	447,563.47	956,807.64	7,518,472.42	256,865.59	472,948.52	-215,044.70	336,535.25	851,304.66
221	EMMETT INDEPENDENT DISTRICT	828,742.50	5,631,643.07	470,238.50	1,863,804.32	8,794,428.39	582,397.88	5,585,074.56	436,465.88	1,006,610.06	7,610,548.38	246,344.62	46,568.51	33,772.62	857,194.26	1,183,880.01
231	GOODING JOINT DISTRICT	370,958.72	3,170,402.22	173,335.23	746,087.43	4,460,783.60	334,267.03	3,142,607.13	271,738.18	569,274.96	4,317,887.30	36,691.69	27,795.09	-98,402.95	176,812.47	142,896.30
232	WENDELL DISTRICT	372,124.00	2,942,564.00	88,882.00	361,456.67	3,765,026.67	277,101.08	2,642,314.70	185,876.71	465,932.91	3,571,225.40	95,022.92	300,249.30	-96,994.71	-104,476.24	193,801.27
233	HAGERMAN JOINT DISTRICT	157,920.00	1,164,777.80	10,440.20	262,140.84	1,595,278.84	136,032.32	1,001,654.36	85,570.49	168,580.78	1,391,837.95	21,887.68	163,123.44	-75,130.29	93,560.06	203,440.89
234	BLISS JOINT DISTRICT	108,207.00	622,458.25	22,479.00	160,067.41	913,211.66	108,732.12	579,744.76	37,359.93	107,566.72	833,403.53	-525.12	42,713.49	-14,880.93	52,500.69	79,808.13
242	COTTONWOOD JOINT DISTRICT	173,094.00	1,417,631.00	87,890.00	274,438.11	1,943,053.11	164,459.38	1,212,815.08	90,055.77	199,453.41	1,666,783.64	8,634.62	204,815.92	-2,165.77	74,984.70	276,269.47
243	SALMON RIVER JOINT DISTRICT	128,436.00	646,455.00	43,482.00	233,417.56	1,051,790.56	92,147.96	610,509.84	43,693.71	103,179.56	849,531.07	36,288.04	35,945.16	-211.71	130,238.00	202,259.49
244	MOUNTAIN VIEW DISTRICT	473,023.12	3,779,891.06	379,144.00	1,302,736.50	5,934,794.68	368,149.10	3,280,144.03	265,199.54	571,306.05	4,484,798.72	104,874.02	499,747.03	113,944.46	731,430.45	1,449,995.96
251	JEFFERSON COUNTY JOINT DISTRICT	1,331,354.50	13,560,367.50	769,429.40	2,650,753.49	18,311,904.89	1,350,225.49	12,334,313.94	1,003,411.08	2,338,601.34	17,026,551.85	-18,870.99	1,226,053.56	-233,981.68	312,152.15	1,285,353.04
252	RIRIE JOINT DISTRICT	158,844.00	1,861,335.00	94,019.94	592,966.10	2,707,165.10	251,839.03	1,794,234.38	148,489.04	320,425.35	2,514,987.80	-92,995.03	67,100.68	-54,469.10	272,540.75	192,177.30
253	WEST JEFFERSON DISTRICT	250,660.00	1,907,934.00	42,785.25	468,193.46	2,669,572.71	218,233.60	1,635,837.23	139,635.56	290,608.89	2,284,315.28	32,426.40	272,096.77	-96,850.31	177,584.57	385,257.43
261	JEROME JOINT DISTRICT	997,116.84	9,063,155.47	510,884.30	2,074,780.68	12,645,937.29	984,051.48	8,636,913.62	713,746.40	1,562,967.26	11,897,678.76	13,065.36	426,241.85	-202,862.10	511,813.42	748,258.53
262	VALLEY DISTRICT	291,701.90	1,835,883.20	151,068.90	345,016.81	2,623,670.81	220,544.28	1,710,487.36	124,378.84	280,290.94	2,335,701.42	71,157.62	125,395.84	26,690.06	64,725.87	287,969.39

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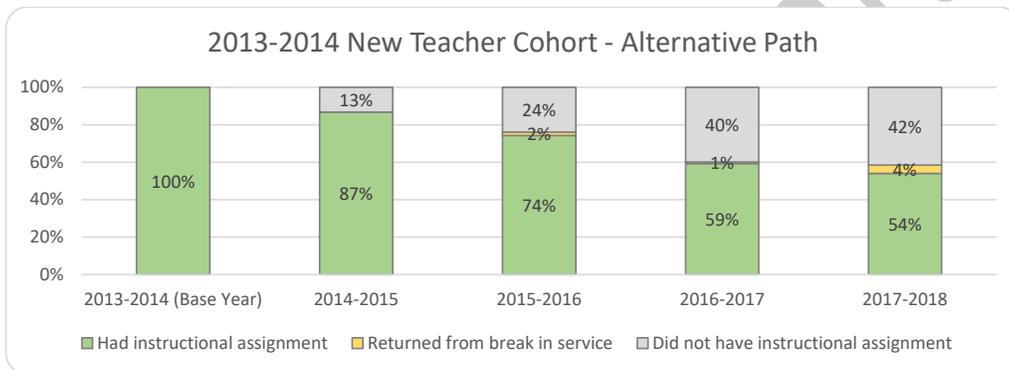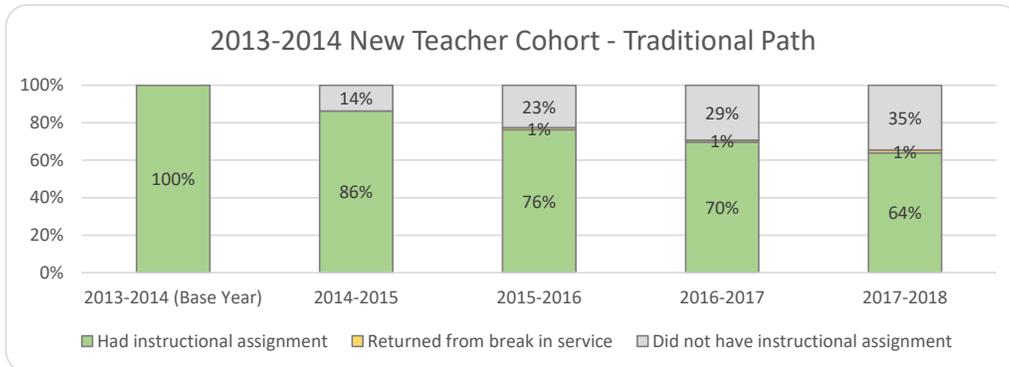Data (Budget Stab) ($)

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OUR KIDS, IDAHO'S FUTURE FINAL REPORT - APPENDIX 1

Educator Pipeline: Recruiting and Retaining Effective Educators in Idaho Classrooms | September 19, 2019

Salary-Based Apportionment
FY 2019 (as of Feb 15)

#	School District / Charter School	Actual ($) Admin	Instruct	Pupil Service	Noncert	Total	Allowance ($) Admin	Instruct	Pupil Service	Noncert	Total	Actual - Allowance ($) Admin	Instruct	Pupil Service	Noncert	Total
271	COEUR D' ALENE DISTRICT	3,142,474.90	29,063,737.56	2,983,217.00	6,647,123.71	41,836,553.17	2,478,739.12	24,294,388.10	1,791,207.26	4,173,003.98	32,737,338.46	663,735.78	4,769,349.46	1,192,009.74	2,474,119.73	9,099,214.71
272	LAKELAND DISTRICT	1,556,108.00	12,665,851.50	1,238,896.40	4,289,338.77	19,750,194.67	975,510.48	10,164,226.63	789,386.11	1,749,584.16	13,678,707.38	580,597.52	2,501,624.87	449,510.29	2,539,754.61	6,071,487.29
273	POST FALLS DISTRICT	1,693,676.00	15,464,126.00	1,813,150.00	2,732,164.64	21,703,116.64	1,457,768.14	13,694,731.52	1,065,907.46	2,371,505.06	18,589,912.18	235,907.86	1,769,394.48	747,242.54	360,659.58	3,113,204.46
274	KOOTENAI JOINT DISTRICT	96,587.00	704,196.00	63,211.00	213,675.07	1,077,669.07	108,732.12	626,901.50	39,748.57	107,566.72	882,948.91	-12,145.12	77,294.50	23,462.43	106,108.35	194,720.16
281	MOSCOW DISTRICT	1,178,027.96	8,660,610.97	939,671.00	2,777,818.87	13,556,128.80	579,421.09	5,321,786.79	423,019.83	900,830.70	7,225,058.41	598,606.87	3,338,824.18	516,651.17	1,876,988.17	6,331,070.39
282	GENESEE JOINT DISTRICT	201,205.00	1,414,542.00	72,940.00	316,834.44	2,005,521.44	147,403.76	1,031,965.28	83,797.22	165,087.30	1,428,253.56	53,801.24	382,576.72	-10,857.22	151,747.14	577,267.88
283	KENDRICK JOINT DISTRICT	160,000.00	881,933.00	48,336.00	439,118.76	1,529,387.76	99,187.25	816,670.53	47,076.90	129,827.51	1,092,762.19	60,812.75	65,262.47	1,259.10	309,291.25	436,625.57
285	POTLATCH DISTRICT	295,930.00	1,554,120.00	107,325.00	507,181.58	2,464,556.58	116,560.98	1,328,234.06	84,490.45	226,995.04	1,756,280.53	179,369.02	225,885.94	22,834.55	280,186.54	708,276.05
287	TROY DISTRICT	185,415.00	1,016,771.00	56,010.00	414,121.78	1,672,319.78	135,714.87	877,268.15	74,014.16	147,701.14	1,234,698.32	49,700.13	139,504.85	-18,004.16	266,420.64	437,621.46
288	WHITEPINE JOINT DISTRICT	171,111.00	1,015,574.00	95,996.00	324,894.18	1,607,575.18	125,552.16	882,129.04	73,181.94	148,432.33	1,229,295.47	45,558.84	133,444.96	22,814.06	176,461.85	378,279.71
291	SALMON DISTRICT	247,847.80	2,036,093.50	120,978.80	469,240.53	2,874,160.63	221,769.95	2,054,920.13	170,839.20	353,816.53	2,801,345.81	26,077.85	-18,826.63	-49,860.40	115,424.00	72,814.82
292	SOUTH LEMHI DISTRICT	71,994.34	575,774.00	0.00	110,060.91	757,829.25	101,676.94	582,004.90	41,958.96	108,622.89	834,263.69	-29,682.60	-6,230.90	-41,958.96	1,438.02	-76,434.44
302	NEZPERCE JOINT DISTRICT	171,340.00	769,317.48	32,976.00	173,916.15	1,147,549.63	105,303.27	663,968.41	44,797.42	107,566.72	921,635.82	66,036.73	105,349.07	-11,821.42	66,349.43	225,913.81
304	KAMIAH JOINT DISTRICT	144,850.00	1,307,433.40	0.00	362,595.82	1,814,879.22	158,957.89	1,280,563.40	97,340.81	222,201.66	1,759,063.76	-14,107.89	26,870.00	-97,340.81	140,394.16	55,815.46
305	HIGHLAND JOINT DISTRICT	155,000.00	830,581.00	34,189.00	245,424.30	1,265,194.30	94,048.20	687,198.15	57,693.07	113,660.01	952,599.43	60,951.80	143,382.85	-23,504.07	131,764.29	312,594.87
312	SHOSHONE JOINT DISTRICT	247,753.00	1,619,488.05	81,726.00	338,399.44	2,287,366.49	201,406.30	1,409,411.55	98,644.54	252,668.06	1,962,130.45	46,346.70	210,076.50	-16,918.54	85,731.38	325,236.04
314	DIETRICH DISTRICT	125,000.00	783,859.00	0.00	120,040.86	1,028,899.86	108,990.36	719,012.35	54,287.16	122,353.09	1,004,642.96	16,009.64	64,846.65	-54,287.16	-2,312.23	24,256.90
316	RICHFIELD DISTRICT	167,427.00	722,119.55	45,515.00	114,335.16	1,049,396.71	99,386.14	723,848.84	51,056.28	120,565.72	994,856.98	68,040.86	-1,729.29	-5,541.28	-6,230.56	54,539.73
321	MADISON DISTRICT	1,496,402.00	11,501,377.70	771,028.00	2,363,633.88	16,132,441.58	1,155,804.24	11,388,814.60	932,367.10	2,055,548.12	15,532,534.06	340,597.76	112,563.10	-161,339.10	308,085.76	599,907.52
322	SUGAR-SALEM JOINT DISTRICT	564,969.00	3,850,757.00	135,050.00	876,947.16	5,427,723.16	434,344.37	3,869,517.86	260,520.13	686,834.66	5,251,217.02	130,624.63	-18,760.86	-125,470.13	190,112.50	176,506.14
331	MINIDOKA COUNTY JOINT DISTRICT	1,263,626.85	10,044,888.50	635,296.35	2,553,006.86	14,496,818.56	1,066,456.71	9,517,265.46	792,451.01	1,684,345.43	13,060,518.61	197,170.14	527,623.04	-157,154.66	868,661.43	1,436,299.95
340	LEWISTON INDEPENDENT DISTRICT	1,925,749.00	15,619,223.82	1,155,096.00	5,610,811.10	24,310,879.92	1,136,191.93	10,865,698.76	808,897.03	1,845,451.78	14,656,239.50	789,557.07	4,753,525.06	346,198.97	3,765,359.32	9,654,640.42
341	LAPWAI DISTRICT	521,956.00	1,996,815.00	65,421.00	934,097.79	3,518,289.79	190,136.64	1,412,663.93	105,864.96	240,319.01	1,948,984.54	331,819.36	584,151.07	-40,443.96	693,778.78	1,569,305.25
342	CULDESAC JOINT DISTRICT	100,500.00	563,340.76	0.00	169,342.49	833,183.25	88,020.91	551,972.22	39,466.10	96,842.55	776,301.78	12,479.09	11,368.54	-39,466.10	72,499.94	56,881.47
351	ONEIDA COUNTY DISTRICT	286,598.00	4,806,243.00	213,504.00	1,094,095.32	6,400,440.32	594,226.97	4,898,827.62	393,031.50	937,065.41	6,823,151.50	-307,628.97	-92,584.62	-179,527.50	157,029.91	-422,711.18
363	MARSING JOINT DISTRICT	303,507.70	2,201,642.00	113,156.00	518,594.93	3,136,900.63	216,846.02	2,041,766.40	152,392.06	373,883.74	2,784,888.22	86,661.68	159,875.60	-39,236.06	144,711.19	352,012.41
364	PLEASANT VALLEY ELEMENTARY DISTRICT	29,584.00	83,253.00	0.00	0.00	112,837.00	41,876.07	84,127.16	3,288.49	8,124.38	137,416.10	-12,292.07	-874.16	-3,288.49	-8,124.38	-24,579.10
365	BRUNEAU-GRAND VIEW JOINT DISTRICT	132,241.50	964,526.11	12,791.75	261,983.10	1,371,542.46	131,584.92	928,475.93	73,075.16	172,561.73	1,305,697.74	656.58	36,050.18	-60,283.41	89,421.37	65,844.72
370	HOMEDALE JOINT DISTRICT	390,961.37	2,935,499.52	185,046.00	833,094.88	4,344,601.77	318,968.43	2,831,456.77	204,541.67	496,236.83	3,851,203.70	71,992.94	104,042.75	-19,495.67	336,858.05	493,398.07
371	PAYETTE JOINT DISTRICT	521,115.83	3,619,837.25	234,309.00	1,109,738.31	5,485,000.41	407,884.23	3,523,121.98	305,297.83	633,701.25	4,870,005.29	113,231.62	96,715.27	-70,988.83	476,037.06	614,995.12
372	NEW PLYMOUTH DISTRICT	412,816.00	2,478,889.00	186,753.00	838,238.38	3,916,696.38	255,797.68	2,499,977.38	218,057.03	431,323.07	3,405,155.16	157,018.32	-21,088.38	-31,304.03	406,915.31	511,541.22
373	FRUITLAND DISTRICT	327,768.00	4,788,028.00	260,799.00	957,199.00	6,333,794.00	472,824.00	4,280,487.02	340,713.66	742,811.61	5,836,836.29	-145,056.00	507,540.98	-79,914.66	214,387.39	496,957.71
381	AMERICAN FALLS JOINT DISTRICT	452,300.00	4,144,929.50	201,802.00	1,367,562.67	6,166,594.17	351,699.56	3,418,906.51	250,827.62	598,847.68	4,620,281.37	100,600.44	726,022.99	-49,025.62	768,714.99	1,546,312.80
382	ROCKLAND DISTRICT	83,000.00	818,363.00	0.00	185,482.72	1,086,845.72	88,413.01	644,369.14	46,490.24	109,841.55	889,113.94	-5,413.01	173,993.86	-46,490.24	75,641.17	197,731.78
383	ARBON ELEMENTARY DISTRICT	12,030.50	81,213.50	0.00	55,888.56	149,132.56	40,934.65	85,831.16	3,907.52	11,374.12	142,047.45	-28,904.15	-4,617.66	-3,907.52	44,514.44	7,085.11
391	KELLOGG JOINT DISTRICT	412,124.42	2,937,787.94	306,305.00	1,183,594.80	4,839,812.16	277,658.91	2,607,642.01	206,083.07	468,045.24	3,559,429.23	134,465.51	330,145.93	100,221.93	715,549.56	1,280,382.93
392	MULLAN DISTRICT	127,585.00	695,492.60	50,386.40	270,343.54	1,143,807.54	1,336.14	628,868.15	37,629.35	99,686.08	767,519.72	126,248.86	66,624.45	12,757.05	170,657.46	376,287.82
393	WALLACE DISTRICT	247,968.00	1,803,764.35	156,630.00	577,926.65	2,786,289.00	161,361.69	1,348,805.56	105,422.18	234,550.71	1,850,140.14	86,606.31	454,958.79	51,207.82	343,375.94	936,148.86
394	AVERY DISTRICT	42,420.00	95,869.00	0.00	56,007.74	194,296.74	42,531.52	92,974.77	3,837.80	9,099.30	148,443.39	-111.52	2,894.23	-3,837.80	46,908.44	45,853.35
401	TETON COUNTY DISTRICT	717,526.90	5,682,656.00	446,535.00	972,784.04	7,819,501.94	449,239.61	4,181,839.82	302,485.72	727,131.56	5,660,696.71	268,287.29	1,500,816.18	144,049.28	245,652.48	2,158,805.23
411	TWIN FALLS DISTRICT	3,015,739.07	22,291,508.09	1,879,933.00	7,555,223.15	34,742,403.31	2,266,817.64	21,194,031.78	1,627,061.28	3,748,992.84	28,836,903.54	748,921.43	1,097,476.31	252,871.72	3,806,230.31	5,905,499.77
412	BUHL JOINT DISTRICT	413,999.00	3,172,237.50	168,503.00	772,890.52	4,527,630.02	340,841.98	2,955,064.51	190,780.34	533,852.68	4,020,539.51	73,157.02	217,172.99	-22,277.34	239,037.84	507,090.51
413	FILER DISTRICT	512,116.25	3,907,285.55	299,415.00	1,165,689.20	5,884,506.00	435,754.16	3,833,518.93	307,128.96	700,564.86	5,276,966.91	76,362.09	73,766.62	-7,713.96	465,124.34	607,539.09
414	KIMBERLY DISTRICT	614,855.00	4,814,420.00	298,502.00	1,630,763.84	7,358,540.84	500,716.60	4,636,526.86	347,366.04	821,943.02	6,306,552.52	114,138.40	177,898.14	-48,864.04	808,820.82	1,051,993.32
415	HANSEN DISTRICT	199,817.19	965,384.18	81,867.28	235,382.06	1,482,450.71	131,299.78	946,478.18	71,496.73	162,162.52	1,311,437.21	68,517.41	18,906.00	10,370.55	73,219.54	171,013.50
416	THREE CREEK JOINT ELEMENTARY DISTRICT	4,885.20	43,966.80	0.00	0.00	48,852.00	31,684.14	42,337.64	1,747.61	9,099.30	84,868.69	-26,798.94	1,629.16	-1,747.61	-9,099.30	-36,016.69
417	CASTLEFORD JOINT DISTRICT	104,675.00	1,059,635.90	51,534.00	253,815.06	1,469,659.96	152,187.58	1,085,141.58	89,371.25	180,686.10	1,507,386.51	-47,512.58	-25,505.68	-37,837.25	73,128.96	-37,726.55
418	MURTAUGH JOINT DISTRICT	166,157.00	1,130,022.50	57,500.00	232,050.92	1,585,730.42	149,479.35	985,016.76	85,364.30	168,174.56	1,388,034.97	16,677.65	145,005.74	-27,864.30	63,876.36	197,695.45
421	MCCALL-DONNELLY JOINT DISTRICT	467,940.65	4,668,161.95	388,672.00	1,729,274.91	7,254,049.51	357,358.95	3,157,686.75	241,882.53	534,990.09	4,291,918.32	110,581.70	1,510,475.20	146,789.47	1,194,284.82	2,962,131.19
422	CASCADE DISTRICT	165,780.00	759,143.10	53,006.40	199,225.74	1,177,155.24	116,797.93	737,375.73	62,311.81	122,759.31	1,039,244.78	48,982.07	21,767.37	-9,305.41	76,466.43	137,910.46
431	WEISER DISTRICT	581,537.68	4,122,252.17	297,558.00	939,517.34	5,940,865.19	404,875.70	3,900,089.18	290,499.48	665,873.78	5,261,338.14	176,661.98	222,162.99	7,058.52	273,643.56	679,527.05
432	CAMBRIDGE JOINT DISTRICT	39,971.40	837,558.67	13,377.20	156,066.18	1,046,973.45	104,635.55	653,051.90	50,225.51	101,473.44	909,386.40	-64,664.15	184,506.77	-36,848.31	54,592.74	137,587.05
433	MIDVALE DISTRICT	10,000.00	709,140.00	0.00	212,884.37	932,024.37	103,652.37	619,584.00	44,407.18	100,011.06	867,654.61	-93,652.37	89,556.00	-44,407.18	112,873.31	64,369.76
555	COSSA ACADEMY	70,740.00	452,619.00	63,550.00	135,922.89	722,831.89	49,022.12	440,754.46	33,525.96	77,831.51	601,134.05	21,717.88	11,864.54	30,024.04	58,091.38	121,697.84
492	ANSER CHARTER SCHOOL	79,040.00	1,021,773.00	54,453.00	247,720.51	1,402,986.51	88,471.40	874,905.76	75,992.00	164,112.37	1,203,481.53	-9,431.40	146,867.24	-21,539.00	83,608.14	199,504.98
768	MERIDIAN TECHNICAL CHARTER HIGH SCHOOL	162,460.75	825,573.00	70,353.00	26,404.00	1,084,790.75	83,374.75	818,107.43	67,755.33	133,483.48	1,102,720.99	79,086.00	7,465.57	2,597.67	-107,079.48	-17,930.24
785	MERIDIAN MEDICAL ARTS CHARTER HIGH SCHOOL	181,020.00	833,657.00	67,030.00	16,096.00	1,097,803.00	80,735.99	793,257.91	64,772.57	129,268.81	1,068,025.28	100,284.01	40,399.09	2,257.43	-113,162.81	29,777.72
795	IDAHO ARTS CHARTER SCHOOL	348,000.00	2,803,037.00	122,800.00	285,700.00	3,559,537.00	317,511.52	2,711,540.31	246,154.34	484,943.94	3,760,150.11	30,488.48	91,496.69	-123,354.34	-199,243.94	-200,613.11
796	GEM PREP : NAMPA	105,500.00	645,900.00	24,000.00	112,553.89	887,653.89	63,799.90	720,432.94	46,976.40	134,945.87	966,155.11	41,700.10	-74,832.94	-22,976.40	-22,391.98	-78,501.22
559	THOMAS JEFFERSON CHARTER SCHOOL	122,000.00	1,226,573.50	20,305.00	233,589.25	1,602,467.75	135,405.35	1,240,042.47	102,230.96	201,403.26	1,679,082.04	-13,405.35	-13,468.97	-81,925.96	32,185.99	-76,614.29
751	SEI TEC	46,000.00	614,415.00	0.00	80,224.50	740,639.50	79,267.06	705,337.52	56,989.68	131,777.36	973,371.62	-33,267.06	-90,922.52	-56,989.68	-51,552.86	-232,732.12
794	PAYETTE RIVER TECHNICAL ACADEMY	84,000.00	565,781.00	0.00	83,216.40	732,997.40	71,390.29	827,464.88	64,025.20	132,427.31	1,095,307.68	12,609.71	-261,683.88	-64,025.20	-49,210.91	-362,310.28

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OUR KIDS, IDAHO'S FUTURE FINAL REPORT - APPENDIX 1

Educator Pipeline: Recruiting and Retaining Effective Educators in Idaho Classrooms | September 19, 2019

Salary-Based Apportionment
FY 2019 (as of Feb 15)

#	School District / Charter School	Actual ($) Admin	Instruct	Pupil Service	Noncert	Total	Allowance ($) Admin	Instruct	Pupil Service	Noncert	Total	Actual - Allowance ($) Admin	Instruct	Pupil Service	Noncert	Total
813	MOSCOW CHARTER SCHOOL	76,000.00	498,451.48	31,249.50	112,109.49	717,810.47	51,104.12	503,071.61	31,471.23	88,068.22	673,715.18	24,895.88	-4,620.13	-221.73	24,041.27	44,095.29
790	ARTEC CHARTER SCHOOL	66,330.00	776,205.00	0.00	0.00	842,535.00	81,270.72	755,155.29	58,430.23	135,108.36	1,029,964.60	-14,940.72	21,049.71	-58,430.23	-135,108.36	-187,429.60
451	VICTORY CHARTER SCHOOL	92,500.00	906,083.00	0.00	160,620.00	1,159,203.00	137,490.18	1,277,206.48	99,365.63	215,783.40	1,729,845.69	-44,990.18	-371,123.48	-99,365.63	-55,163.40	-570,642.69
452	IDAHO VIRTUAL ACADEMY	107,866.40	2,029,921.60	237,000.00	933,342.72	3,308,130.72	417,993.63	4,460,576.08	317,740.81	749,148.62	5,945,459.14	-310,127.23	-2,430,654.48	-80,740.81	184,194.10	-2,637,328.42
453	RICHARD MCKENNA CHARTER HIGH SCHOOL	82,400.00	1,315,259.00	0.00	434,154.00	1,831,813.00	188,824.65	1,614,841.00	124,948.52	280,859.64	2,209,473.81	-106,424.65	-299,582.00	-124,948.52	153,294.36	-377,660.81
454	ROLLING HILLS CHARTER SCHOOL	103,000.00	669,659.00	37,725.00	127,701.96	938,085.96	77,616.38	664,538.38	54,348.05	115,447.37	911,950.18	25,383.62	5,120.62	-16,623.05	12,254.59	26,135.78
455	COMPASS PUBLIC CHARTER SCHOOL	310,000.00	2,541,804.00	54,590.00	387,182.98	3,293,576.98	285,816.72	2,473,127.81	234,071.37	461,139.53	3,454,155.43	24,183.28	68,676.19	-179,481.37	-73,956.56	-160,578.46
456	FALCON RIDGE PUBLIC CHARTER SCHOOL	95,340.00	740,099.00	0.00	153,327.00	988,766.00	66,835.33	732,468.69	56,674.85	123,977.96	979,956.83	28,504.67	7,630.31	-56,674.85	29,349.04	8,809.17
457	INSPIRE CONNECTIONS ACADEMY	213,018.37	1,229,985.40	66,233.65	78,811.20	1,588,048.62	245,104.18	2,309,090.15	155,545.29	391,676.12	3,101,415.74	-32,085.81	-1,079,104.75	-89,311.64	-312,864.92	-1,513,367.12
458	LIBERTY CHARTER SCHOOL	97,500.00	1,079,025.00	0.00	355,884.00	1,532,409.00	148,295.90	1,328,340.23	102,780.49	220,576.78	1,799,993.40	-50,795.90	-249,315.23	-102,780.49	135,307.22	-267,584.40
460	ACADEMY AT ROOSEVELT CENTER	90,000.00	1,124,600.00	0.00	250,588.25	1,465,188.25	159,383.95	1,316,601.80	101,872.23	237,069.26	1,814,927.24	-69,383.95	-192,001.80	-101,872.23	13,518.99	-349,738.99
461	TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL	156,100.00	1,003,402.00	0.00	328,440.96	1,487,942.96	93,808.83	991,696.84	76,732.66	174,836.55	1,337,074.88	62,291.17	11,705.16	-76,732.66	153,604.41	150,868.08
462	XAVIER CHARTER SCHOOL	174,000.00	1,570,002.00	36,750.00	310,289.93	2,091,041.93	210,732.79	1,804,508.53	116,130.00	324,975.00	2,456,346.32	-36,732.79	-234,506.53	-79,380.00	-14,685.07	-365,304.39
463	VISION CHARTER SCHOOL	112,270.00	1,609,990.50	68,578.00	472,390.90	2,263,229.40	218,374.59	1,959,744.26	164,872.68	324,812.51	2,667,804.04	-106,104.59	-349,753.76	-96,294.68	147,578.39	-404,574.64
464	WHITE PINE CHARTER SCHOOL	141,153.00	999,255.00	40,409.00	324,362.90	1,505,179.90	123,944.51	1,030,871.15	73,814.02	201,322.01	1,429,951.69	17,208.49	-31,616.15	-33,405.02	123,040.89	75,228.21
465	NORTH VALLEY ACADEMY	60,137.80	666,863.20	10,891.00	2,998.80	740,890.80	57,937.64	548,564.62	56,564.70	117,722.19	780,789.15	2,200.16	118,298.58	-45,673.70	-114,723.39	-39,898.35
466	iSUCCEED VIRTUAL HIGH SCHOOL	187,625.50	1,000,185.40	92,720.00	175,072.71	1,455,603.61	172,392.70	1,666,978.44	110,422.27	286,221.73	2,236,015.14	15,232.80	-666,793.04	-17,702.27	-111,149.02	-780,411.53
468	IDAHO SCIENCE & TECHNOLOGY CHARTER SCHOOL	109,000.00	825,910.80	38,759.50	96,336.10	1,070,006.40	68,075.48	665,276.59	56,939.45	134,458.41	924,749.93	40,924.52	160,634.21	-18,179.95	-38,122.31	145,256.47
469	IDAHO CONNECTS ONLINE SCHOOL	111,379.68	844,664.04	50,553.00	232,560.00	1,239,156.72	94,452.41	1,013,587.43	61,958.50	168,987.00	1,338,985.34	16,927.27	-168,923.39	-11,405.50	63,573.00	-99,828.62
470	KOOTENAI BRIDGE ACADEMY	122,685.00	440,317.00	0.00	147,528.50	710,530.50	99,792.49	876,246.69	67,799.70	148,432.33	1,192,271.21	22,892.51	-435,929.69	-67,799.70	-903.83	-481,740.71
472	PALOUSE PRAIRIE SCHOOL	62,543.24	492,093.00	0.00	134,342.31	688,978.55	54,196.13	470,034.94	36,369.01	86,768.32	647,368.40	8,347.11	22,058.06	-36,369.01	47,573.99	41,610.15
473	THE VILLAGE CHARTER SCHOOL	141,000.00	920,708.00	36,000.00	250,956.00	1,348,664.00	117,875.16	873,000.54	85,125.72	210,340.07	1,286,341.49	23,124.84	47,707.46	-49,125.72	40,615.93	62,322.51
474	MONTICELLO MONTISORRI	84,563.00	406,506.00	35,500.00	203,197.06	729,766.06	63,742.66	387,308.68	33,880.93	94,811.46	579,743.73	20,820.34	19,197.32	1,619.07	108,385.60	150,022.33
475	SAGE INTERNATIONAL SCHOOL OF BOISE	279,277.00	2,811,708.70	152,389.00	486,831.20	3,730,205.90	260,153.82	2,358,236.37	189,644.27	434,166.60	3,242,201.06	19,123.18	453,472.33	-37,255.27	52,664.60	488,004.84
476	ANOTHER CHOICE VIRTUAL CHARTER SCHOOL	100,854.00	1,266,388.71	40,000.00	533,282.88	1,940,525.59	189,370.86	1,568,617.34	142,974.85	281,672.08	2,182,635.16	-88,516.86	-302,228.63	-102,974.88	251,610.80	-242,109.57
477	BLACKFOOT CHARTER COMMUNITY LEARNING CENTER	135,000.00	1,426,516.00	98,740.00	224,759.37	1,885,015.37	146,887.36	1,315,587.02	96,532.85	255,755.32	1,814,762.55	-11,887.36	110,928.98	2,207.15	-30,995.95	70,252.82
478	LEGACY CHARTER SCHOOL	50,000.00	574,460.00	0.00	194,616.00	819,076.00	79,814.84	787,978.01	60,969.89	137,545.67	1,066,308.41	-29,814.84	-213,518.01	-60,969.89	57,070.33	-247,232.41
479	HERITAGE ACADEMY	7,614.00	535,896.72	30,456.00	171,647.76	745,614.48	60,465.40	478,533.56	45,651.34	89,936.83	674,587.13	-52,851.40	57,363.16	-15,195.34	81,710.93	71,027.35
480	NORTH IDAHO STEM CHARTER SCHOOL	217,096.00	1,070,580.00	0.00	210,812.00	1,498,488.00	156,574.46	1,338,105.35	103,536.07	241,456.42	1,839,672.30	60,521.54	-267,525.35	-103,536.07	-30,644.42	-341,184.30
481	HERITAGE COMMUNITY CHARTER SCHOOL	183,500.00	935,708.00	45,500.00	323,969.76	1,488,677.76	124,352.01	1,081,776.36	86,940.17	205,302.96	1,498,371.50	59,147.99	-146,068.36	-41,440.17	118,666.80	-9,693.74
482	AMERICAN HERITAGE CHARTER SCHOOL	92,832.38	855,862.00	10,520.00	137,469.76	1,096,684.14	109,399.41	840,166.99	80,533.45	167,605.86	1,197,705.71	-16,567.03	15,695.01	-70,013.45	-30,136.10	-101,021.57
483	CHIEF TAHGEE ELEMENTARY ACADEMY	100,005.00	340,640.80	60,000.00	216,386.11	717,031.91	26,094.82	150,689.17	19,633.44	42,652.97	239,070.40	73,910.18	189,951.63	40,366.56	173,733.14	477,961.51
485	BINGHAM ACADEMY CHARTER	123,000.00	471,805.80	31,434.20	176,291.50	802,531.50	43,803.31	425,039.86	30,687.75	77,912.76	577,443.68	79,196.69	46,765.94	746.45	98,378.74	225,087.82
486	UPPER CARMEN PUBLIC CHARTER SCHOOL	38,000.00	378,963.00	20,000.00	55,728.00	492,691.00	36,869.15	326,926.26	27,548.84	54,839.53	446,183.78	1,130.85	52,036.74	-7,548.84	888.47	46,507.22
487	FORREST M. BIRD CHARTER SCHOOL	148,526.00	977,169.50	35,800.00	201,965.44	1,363,460.94	100,515.78	1,054,572.99	66,629.59	186,454.41	1,408,172.77	48,010.22	-77,403.49	-30,829.59	15,511.03	-44,711.83
488	SYRINGA MOUNTAIN SCHOOL	65,000.00	375,463.00	0.00	106,974.40	547,437.40	28,468.52	289,125.47	22,371.12	52,808.44	392,773.55	36,531.48	86,337.53	-22,371.12	54,165.96	154,663.85
489	IDAHO COLLEGE & CAREER READINESS	111,480.00	299,717.60	40,680.00	290,732.00	742,609.60	50,600.97	491,220.05	35,140.72	84,574.74	661,536.48	60,879.03	-191,502.45	5,539.28	206,157.26	81,073.12
490	IDAHO DISTANCE EDUCATION ACADEMY	381,568.18	608,231.80	48,000.00	729,283.56	1,767,183.56	169,333.05	1,474,524.81	92,729.23	252,911.79	1,989,498.88	212,235.13	-866,192.99	-44,729.23	476,371.77	-222,315.32
491	COEUR D' ALENE CHARTER ACADEMY	162,560.00	2,038,909.00	0.00	452,419.00	2,653,888.00	194,948.00	1,989,448.84	153,933.85	335,049.22	2,673,379.91	-32,388.00	49,460.16	-153,933.85	117,369.78	-19,491.91
493	NORTH STAR CHARTER SCHOOL	255,366.00	2,442,042.00	138,388.00	505,156.00	3,340,952.00	276,764.39	2,418,536.23	191,642.28	411,662.08	3,298,604.98	-21,398.39	23,505.77	-53,254.28	93,493.92	42,347.02
494	POCATELLO COMMUNITY CHARTER SCHOOL	90,000.00	771,072.00	43,154.00	343,637.15	1,247,863.15	83,741.25	839,930.61	61,552.06	155,338.05	1,140,561.97	6,258.75	-68,858.61	-18,398.06	188,299.10	107,301.18
495	ALTURAS INTERNATIONAL ACADEMY	165,000.00	919,540.00	43,776.00	176,800.00	1,305,116.00	106,014.44	972,591.23	68,781.82	197,584.80	1,344,972.29	58,985.56	-53,051.23	-25,005.82	-20,784.80	-39,856.29
496	GEM PREP: POCATELLO	128,600.00	314,800.00	0.00	92,833.13	536,233.13	43,740.78	376,361.96	29,121.05	74,256.79	523,480.58	84,859.22	-61,561.96	-29,121.05	18,576.34	12,752.55
497	PATHWAYS IN EDUCATION - NAMPA	89,000.00	400,501.00	38,000.00	0.00	527,501.00	65,285.11	715,078.03	48,843.01	140,307.96	969,514.11	23,714.89	-314,577.03	-10,843.01	-140,307.96	-442,013.11
498	GEM PREP: MERIDIAN, INC.	111,500.00	518,400.00	24,000.00	79,262.00	733,162.00	53,775.88	507,685.33	33,712.14	96,842.55	692,015.90	57,724.12	10,714.67	-9,712.14	-17,580.55	41,146.10
499	FUTURE PUBLIC SCHOOL	32,000.00	405,644.00	0.00	175,008.00	612,652.00	35,417.29	430,514.30	33,311.10	83,437.33	582,680.02	-3,417.29	-24,870.30	-33,311.10	91,570.67	29,971.98
511	PEACE VALLEY	63,027.00	524,287.29	0.00	129,322.00	716,636.29	67,620.75	506,822.74	39,215.47	100,579.76	714,238.72	-4,593.75	17,464.55	-39,215.47	28,742.24	2,397.57
513	PROJECT IMPACT STEM ACADEMY; PISA	101,029.00	420,317.36	0.00	143,851.20	665,197.56	62,893.53	598,509.69	46,309.76	116,666.02	824,379.00	38,135.47	-178,192.33	-46,309.76	27,185.18	-159,181.44
518	ARTE - INDUSTRIAL	24,490.00	797,220.00	0.00	0.00	821,710.00	80,684.28	749,706.19	58,008.61	134,133.43	1,022,532.51	-56,194.28	47,513.81	-58,008.61	-134,133.43	-200,822.51
		97,752,493.54	818,568,557.52	67,371,385.67	210,842,784.77	1,194,535,221.50	78,568,361.61	713,721,907.48	55,494,776.59	125,438,562.58	973,223,608.26	19,184,131.93	104,846,650.04	11,876,609.08	85,404,222.19	221,311,613.24

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OUR KIDS, IDAHO'S FUTURE FINAL REPORT - APPENDIX 1

Educator Pipeline: Recruiting and Retaining Effective Educators in Idaho Classrooms | September 19, 2019

Appendix 6--Supplemental Levy by District from FY1999 to FY2019

Supplemental Levies

District	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
001 Boise Independent	10,708,000	10,708,000	10,708,000	10,708,000	10,708,000	10,708,000	10,708,000	10,708,000	10,708,000	10,708,000	10,708,000	10,708,000	10,708,000	10,708,000	10,708,000	22,708,000	22,708,000	17,208,000	14,458,000	14,458,000	10,708,000
002 Meridian Joint	0	0	0	0	0	0	0	5,000,000	5,000,000	10,000,000	10,000,000	10,000,000	14,000,000	4,000,000	14,000,000	14,000,000	14,000,000	14,000,000	14,000,000	0	14,000,000
003 Kuna Joint	0	0	0	0	0	0	0	0	0	0	0	1,100,000	1,100,000	0	3,190,000	3,190,000	3,190,000	3,190,000	0	2,500,000	2,500,000
011 Meadows Valley	0	0	0	0	0	0	0	130,000	130,000	195,000	195,000	145,000	145,000	145,000	145,000	145,000	145,000	170,000	170,000	153,000	153,000
013 Council	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50,000	50,000	77,885	77,885	85,000	85,000	85,000
021 Marsh Valley Joint	0	0	0	0	0	0	0	0	0	0	0	0	500,000	500,000	500,000	500,000	0	0	0	0	0
025 Pocatello	3,357,000	3,357,000	3,357,000	4,000,000	4,000,000	5,000,000	5,000,000	5,000,000	5,000,000	6,000,000	6,000,000	6,000,000	7,500,000	7,500,000	8,500,000	8,492,303	9,235,931	9,235,931	9,230,646	9,241,147	
033 Bear Lake County	0	0	0	0	0	0	0	0	0	500,000	0	500,000	500,000	500,000	900,000	800,000	800,000	800,000	800,000	750,000	750,000
041 St. Maries Joint	335,000	325,000	325,000	315,000	315,000	658,000	658,000	778,688	778,688	767,000	767,000	767,000	1,617,000	1,617,000	1,617,000	1,844,700	1,844,700	2,073,385	2,073,385	2,073,385	2,073,385
044 Plummer / Worley Joint	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	550,000	550,000	550,000	550,000	550,000	550,000
052 Snake River	0	0	0	0	0	0	0	0	0	0	0	0	0	375,000	375,000	900,000	871,000	746,000	746,000	721,000	721,000
055 Blackfoot	975,000	975,000	975,000	975,000	975,000	975,000	975,000	975,000	975,000	1,975,000	1,975,000	1,975,000	1,975,000	1,975,000	1,975,000	1,975,000	1,975,000	2,600,000	2,600,000	2,150,000	2,150,000
058 Aberdeen	225,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	392,795	400,000	394,869	550,000	600,000	600,000	675,000	675,000	975,000	921,219	675,000	675,000
059 Firth	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	230,000	230,000	130,000	130,000	300,000
060 Shelley Joint	0	0	0	0	0	0	0	0	0	0	0	0	250,000	250,000	400,000	400,000	575,000	575,000	575,000	575,000	575,000
061 Blaine County	2,600,000	2,600,000	2,600,000	2,600,000	2,600,000	2,600,000	2,600,000	2,600,000	2,600,000	2,600,000	2,600,000	2,599,734	2,600,000	2,600,000	2,600,000	2,600,000	2,525,701	2,541,114	2,538,968	2,526,881	5,533,650
071 Garden Valley	0	0	0	0	0	0	100,000	100,000	0	400,000	200,000	0	0	0	0	0	250,000	250,000	350,000	350,000	350,000
072 Basin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	250,000	250,000	250,000	250,000	425,000
073 Horseshoe Bend	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	300,000	300,000	300,000	300,000	300,000	300,000
082 Bonner County	1,377,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
083 West Bonner County	0	0	362,000	362,000	599,100	599,100	599,000	547,000	625,000	625,000	650,000	1,153,719	1,499,813	2,350,000	2,350,000	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000
084 Lake Pend Oreille	0	1,260,000	1,657,200	2,200,000	2,200,000	2,200,000	2,992,000	3,220,000	3,220,000	4,484,000	4,484,000	4,600,000	6,350,000	6,823,312	6,823,312	7,883,742	7,883,742	7,883,742	7,883,742	8,300,000	8,700,000
091 Idaho Falls	5,850,000	5,850,000	5,850,000	5,850,000	5,850,000	6,800,000	6,800,000	6,800,000	6,800,000	6,800,000	6,800,000	6,800,000	6,800,000	6,800,000	6,800,000	6,800,000	6,800,000	6,800,000	6,800,000	6,800,000	6,800,000
092 Swan Valley Elementary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
093 Bonneville Joint	0	0	0	0	1,033,000	1,228,000	0	0	0	2,000,000	2,000,000	2,500,000	2,500,000	3,000,000	3,000,000	3,000,000	2,919,018	2,869,214	2,885,167	5,691,850	5,800,000
101 Boundary County	490,000	490,000	527,000	527,000	527,000	728,500	985,000	799,700	799,700	885,845	885,845	865,000	865,000	1,400,000	1,400,000	1,400,000	1,400,000	2,400,000	2,400,000	2,400,000	2,400,000
111 Butte County	90,000	90,000	0	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	160,000	160,000	160,000	160,000	160,000	160,000	160,000	160,000
121 Camas County	50,000	50,000	50,000	75,000	100,000	100,000	100,000	180,000	180,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	300,000	300,000	300,000
131 Nampa	0	2,200,000	2,200,000	0	0	0	0	0	0	0	1,500,000	1,500,000	1,500,000	1,630,000	1,600,000	5,900,000	3,390,000	3,390,000	7,780,000	7,780,000	9,375,000
132 Caldwell	682,000	682,000	682,000	682,000	682,000	682,000	800,000	800,000	850,000	850,000	950,000	944,983	2,744,983	2,744,983	2,750,000	2,750,000	2,744,444	2,744,983	2,499,461	2,500,000	2,500,000
133 Wilder	180,000	180,000	180,000	180,000	180,000	180,000	180,000	180,000	180,000	180,000	210,000	210,000	195,997	194,744	295,997	295,997	276,584	276,584	227,584	224,898	0
134 Middleton	0	0	0	0	440,000	220,000	220,000	220,000	320,000	670,000	670,000	670,000	1,060,000	1,060,000	1,060,000	1,310,000	1,310,000	1,310,000	1,310,000	1,310,000	1,310,000
135 Notus	0	0	0	0	0	0	0	0	0	0	0	0	87,500	87,500	0	0	0	0	0	0	0
136 Melba Joint	0	0	0	0	0	0	0	200,000	200,000	279,599	282,359	393,230	583,940	392,641	260,274	0	0	0	0	0	0
137 Parma	100,000	100,000	100,000	150,000	150,000	150,000	100,000	150,000	150,000	250,000	250,000	200,000	150,000	230,000	250,000	350,000	350,000	350,000	350,000	350,000	350,000
139 Vallivue	800,000	800,000	800,000	800,000	950,000	950,000	950,000	1,500,000	1,500,000	3,000,000	4,000,000	4,000,000	4,500,000	4,500,000	4,500,000	4,500,000	4,500,000	4,500,000	4,500,000	4,500,000	4,500,000
148 Grace Joint	0	0	0	0	100,000	100,000	0	0	0	0	0	0	0	200,000	200,000	300,000	300,000	300,000	300,000	300,000	300,000
149 North Gem	80,000	80,000	80,000	80,000	80,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	200,000	200,000	200,000	200,000	200,000	199,434	400,000	400,000	300,000
150 Soda Springs Joint	450,000	475,000	495,000	495,000	530,000	530,000	530,000	530,000	556,000	556,000	556,000	556,000	656,000	698,000	793,892	795,064	795,064	696,913	726,415		
151 Cassia County Joint	623,435	623,435	623,435	623,435	623,435	623,435	623,435	623,435	642,138	661,402	664,989	662,978	658,420	653,950	669,898	674,330	726,257	730,458	738,640	744,582	1,595,000
161 Clark County Joint	0	0	0	0	0	0	0	0	0	0	0	0	0	150,000	150,000	150,000	150,000	150,000	250,000	250,000	250,000
171 Orofino Joint	870,000	845,000	845,000	845,000	845,000	959,000	959,000	959,000	1,300,000	1,300,000	1,490,000	1,490,000	1,740,000	1,940,000	1,940,000	2,285,000	2,278,223	2,279,952	2,681,630	2,682,816	2,685,000
181 Challis Joint	0	0	50,000	50,000	0	180,600	180,600	180,000	180,000	250,000	250,000	250,000	250,000	250,000	250,000	400,000	400,000	400,000	400,000	400,000	400,000
182 Mackay Joint	0	0	74,000	0	0	0	0	0	240,000	0	0	250,000	0	125,000	125,000	150,000	150,000	150,000	75,000	75,000	75,000
191 Prairie Elementary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
192 Glenns Ferry Joint	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	350,000
193 Mountain Home	0	0	0	0	0	0	0	0	0	0	0	0	2,800,000	2,800,000	2,700,000	2,700,000	2,700,000	2,700,000	2,700,000	2,700,000	2,700,000
201 Preston Joint	0	0	0	0	0	0	0	0	0	0	0	0	0	250,000	0	0	0	0	0	0	0
202 West Side Joint	98,000	95,000	95,000	97,000	97,000	97,000	130,000	130,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000
215 Fremont County Joint	0	0	0	0	0	0	0	0	0	0	0	0	1,800,000	1,800,000	0	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
221 Emmett Independent	0	0	0	0	0	300,000	0	0	0	0	0	1,700,000	1,700,000	1,000,000	1,000,000	1,400,000	1,400,000	1,400,000	1,400,000	1,400,000	1,400,000
231 Gooding Joint	0	0	0	0	0	0	0	0	0	0	0	0	325,000	325,000	325,000	510,000	510,000	510,000	650,000	650,000	650,000
232 Wendell	0	0	0	0	0	0	0	155,000	153,324	154,252	154,252	155,000	155,000	155,000	155,000	155,000	155,000	600,000	600,000	600,000	600,000
233 Hagerman Joint	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	150,000	150,000	148,796	150,000	150,000	150,000
234 Bliss Joint	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
241 Grangeville Joint	0	0	0	0	300,000	0	1,555,356	0	925,768	0	0	0	0	0	0	0	0	0	0	0	0
242 Cottonwood Joint	0	75,000	89,000	89,000	246,000	263,000	263,000	239,000	209,000	198,000	208,000	150,000	275,000	395,000	387,000	387,000	350,000	350,000	350,000	350,000	325,000
243 Salmon River	0	0	0	0	0	0	0	0	0	515,000	495,000	495,000	545,000	545,000	545,000	542,868	542,868	542,868	522,868	522,868	
244 Mountain View	0	0	0	0	0	0	0	0	0	1,500,000	1,678,749	1,656,596	1,998,444	2,135,980	2,298,505	2,663,246	2,663,246	2,663,246	2,663,246	2,663,246	2,663,246
251 Jefferson County Joint	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
252 Ririe Joint	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	385,000	380,990	384,556	385,000	220,000	220,000
253 West Jefferson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	300,000	300,000	300,000	300,000	300,000	300,000
261 Jerome Joint	0	1,250,000	875,000	980,000	642,000	650,000	650,000	650,000	650,000	650,000	650,000	650,000	650,000	650,000	650,000	650,000	602,093	626,393	629,057	631,932	635,805
262 Valley	0	0	0	0	0	0	0	0	0	0	0	0	0	300,000	300,000	300,000	300,000	300,000	300,000	300,000	300,000
271 Coeur d' Alene	2,976,000	3,396,000	3,396,000	3,550,350	3,550,350	5,065,550	5,065,550	7,304,550	7,304,550	8,828,687	8,828,687	7,828,687	7,828,687	12,866,762	12,866,762	14,266,762	12,416,762	15,000,000	16,000,000	16,000,000	16,000,000
272 Lakeland	28,000	28,000	778,000	778,000	28,000	450,000	450,000	0	0	0	1,950,000	1,950,000	3,250,000	3,250,000	4,950,000	4,950,000	4,795,000	4,795,000	5,300,000	8,990,534	8,990,534
273 Post Falls	500,000	700,000	700,000	700,000	700,000	725,000	725,000	875,000	875,000	1,485,000	1,485,000	1,735,000	1,735,000	2,615,000	2,615,000	4,255,000	4,255,000	4,655,000	4,655,000	4,955,000	4,955,000
274 Kootenai Joint	175,000	160,000	160,000	160,000	160,000	160,000	247,000	227,500	227,500	270,000	270,000	297,000	547,000	647,000	647,000	1,200,000	900,000	900,000	650,000	750,000	750,000
281 Moscow	4,546,000	4,546,000	4,546,000	4,546,000	5,646,000	5,646,000	5,646,000	5,646,000	5,646,000	7,616,000	7,616,000	7,616,000	7,616,000	7,616,000	9,586,000	9,586,000	9,397,713	9,437,849	9,468,137	9,468,137	9,471,296

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Appendix 6 -- Supplemental levy by district from FY 1999 to FY 2019

Supplemental Levies

District	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
282 Genesee Joint	253,829	230,142	287,000	295,000	310,000	320,000	320,000	351,000	415,000	447,481	517,786	468,100	652,380	653,424	888,789	887,754	883,274	883,274	883,274	883,664	882,881
283 Kendrick Joint	220,000	220,000	220,000	240,000	295,000	325,000	315,000	325,000	395,000	391,195	441,895	622,642	623,391	789,108	789,754	825,000	810,828	836,725	835,083	835,083	797,503
285 Potlatch	319,000	469,000	504,000	504,000	504,000	550,000	504,000	570,000	650,000	778,229	884,005	639,731	815,203	1,200,000	1,300,000	1,490,000	1,377,060	1,378,270	1,379,680	1,891,042	1,742,555
286 Whitepine Joint	600,000	1,144,722	634,154	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
287 Troy	0	0	0	512,480	532,480	520,000	517,000	549,000	560,000	560,000	602,628	602,628	723,154	830,000	830,000	1,006,000	995,000	995,000	995,000	995,000	995,000
288 Whitepine Joint	0	0	0	425,000	442,660	440,000	380,000	405,000	395,000	485,000	674,000	674,000	706,637	706,637	706,637	706,637	728,402	837,886	838,640	838,640	868,926
291 Salmon	0	0	0	0	0	0	250,000	0	350,000	350,000	350,000	350,000	350,000	350,000	350,000	350,000	388,000	388,000	388,000	388,000	399,000
292 South Lemhi	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
302 Nezperce Joint	190,000	180,000	160,000	200,000	250,000	200,000	300,000	300,000	300,000	220,000	220,000	220,000	300,000	400,000	445,000	445,000	442,436	472,866	473,623	444,205	444,690
304 Kamiah Joint	0	0	0	0	0	0	0	0	100,000	0	0	0	0	0	0	650,000	0	0	0	0	500,000
305 Highland Joint	162,938	162,938	162,938	169,000	179,000	198,750	189,900	199,000	209,000	199,000	209,000	209,000	309,000	309,000	429,000	499,000	499,000	499,000	499,000	499,000	499,000
312 Shoshone Joint	200,000	200,000	200,000	200,000	235,000	235,000	235,000	235,000	260,000	258,737	299,870	299,870	300,000	300,000	300,000	300,000	300,000	300,000	294,101	295,668	297,050
314 Dietrich	0	0	0	0	0	0	0	0	0	0	0	0	106,000	0	0	0	0	0	0	0	0
316 Richfield	0	0	0	0	75,000	75,000	75,000	75,000	125,000	125,000	125,000	125,000	225,000	325,000	225,000	225,000	225,000	225,000	225,000	225,000	275,000
321 Madison	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	515,000	1,995,000	1,995,000	1,995,000	1,995,000
322 Sugar-Salem Joint	0	0	0	0	0	0	0	0	0	0	0	0	0	450,000	114,200	0	0	0	0	200,000	200,000
331 Minidoka County Joint	928,000	928,000	950,000	950,000	978,500	978,500	978,500	978,500	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,930,102	1,933,884	1,937,730	1,941,973	2,246,437
340 Lewiston Independent	8,506,712	9,317,999	9,637,215	9,744,590	9,780,199	9,047,686	9,069,314	9,536,054	9,874,960	10,793,287	11,416,064	11,791,220	11,907,054	12,385,602	12,201,708	12,567,112	12,806,337	13,456,326	13,913,369	14,832,080	15,588,017
341 Lapwai	0	0	0	0	0	0	0	0	0	0	0	300,000	300,000	0	0	0	0	0	0	0	0
342 Culdesac Joint	119,000	119,000	119,000	120,000	100,150	120,388	120,741	124,000	121,824	149,638	174,918	175,000	175,000	0	250,000	250,000	249,266	250,000	250,000	250,000	250,000
351 Oneida County	0	0	0	0	0	0	0	0	0	0	0	350,000	350,000	350,000	350,000	341,023	341,289	316,934	325,000	283,437	
363 Marsing Joint	0	0	0	0	0	0	0	0	0	0	0	237,000	237,000	0	0	0	0	400,000	400,000	0	0
364 Pleasant Valley Elementary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
365 Bruneau-Grand View Joint	0	0	0	0	0	0	0	0	0	0	0	0	0	0	700,000	700,000	600,000	666,278	666,278	490,585	416,545
370 Homedale Joint	0	0	0	0	0	0	0	0	0	0	0	260,000	260,000	0	0	0	0	0	0	0	0
371 Payette Joint	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	695,000	695,000	886,790	887,755	393,902	395,281
372 New Plymouth	0	0	77,500	195,000	195,000	119,000	195,000	195,000	165,000	165,000	195,000	195,000	350,000	350,000	350,000	350,000	350,000	350,000	290,000	290,000	0
373 Fruitland	0	0	0	0	0	0	0	0	0	0	0	0	475,000	0	0	495,000	495,000	350,000	350,000	295,000	295,000
381 American Falls Joint	981,000	981,000	981,000	981,000	981,000	981,000	981,000	981,000	981,000	1,156,856	1,157,616	1,159,069	1,760,166	2,121,279	2,120,121	2,423,914	2,395,849	2,394,347	2,397,333	2,398,715	2,374,620
382 Rockland	184,000	184,000	184,000	184,000	184,000	184,000	190,000	190,000	195,000	200,000	190,974	205,000	205,000	196,586	198,037	198,453	193,655	194,088	194,096	179,216	195,237
383 Arbon Elementary	0	0	0	0	0	24,000	24,000	16,500	0	0	0	0	30,000	30,000	30,000	30,000	50,000	50,000	50,000	25,000	0
391 Kellogg	940,295	940,295	891,942	891,942	979,266	979,266	998,703	998,703	1,450,000	1,450,000	2,780,000	2,780,000	2,780,000	2,780,000	2,500,000	2,500,000	2,743,563	2,742,262	2,645,052	2,645,592	2,661,351
392 Mullan	310,000	310,000	310,000	310,000	310,000	310,000	310,000	310,000	310,000	310,000	310,000	310,000	500,000	500,000	500,000	500,000	500,000	675,000	675,000	675,000	0
393 Wallace	980,000	1,100,000	989,826	989,826	670,000	625,000	625,000	990,000	1,135,000	1,400,000	1,300,000	1,300,000	1,300,000	1,300,000	1,300,000	1,300,000	2,000,000	1,969,397	1,817,013	1,817,033	1,769,663
394 Avery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
401 Teton County	0	0	0	0	0	0	0	0	2,000,000	2,000,000	2,600,000	2,600,000	2,600,000	2,600,000	3,100,000	3,100,000	3,100,000	3,100,000	3,100,000	3,100,000	
411 Twin Falls	0	0	0	0	0	0	1,200,000	0	0	0	0	0	0	3,750,000	3,750,000	4,500,000	4,500,000	4,500,000	4,500,000	4,250,000	4,250,000
412 Buhl Joint	0	0	0	0	0	0	0	0	0	0	0	0	0	0	400,000	400,000	399,286	400,000	400,000	400,000	350,000
413 Filer	0	0	0	0	0	0	0	0	0	0	0	0	0	0	500,000	500,000	494,143	500,000	500,000	500,000	500,000
414 Kimberly	0	0	0	0	0	0	179,325	200,000	200,000	275,000	275,000	300,000	300,000	300,000	300,000	300,000	300,000	300,000	300,000	0	250,000
415 Hansen	0	0	0	0	0	0	0	0	0	0	0	0	190,000	190,000	190,000	190,000	290,000	290,000	290,000	290,000	0
416 Three Creek Joint Elementary	0	0	0	0	0	0	0	0	0	0	0	20,000	0	0	0	0	0	0	0	0	0
417 Castleford Joint	0	0	0	0	0	58,000	58,000	58,000	58,000	116,000	416,000	300,000	300,000	292,154	300,000	300,000	400,000	400,000	350,000	350,000	322,230
418 Murtaugh Joint	0	0	0	0	0	0	0	0	0	0	0	150,000	150,000	150,000	150,000	0	0	0	0	0	0
421 McCall-Donnelly Joint	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
422 Cascade	0	0	0	0	0	0	170,000	170,000	0	0	0	475,000	475,000	900,000	900,000	500,000	500,000	500,000	500,000	500,000	500,000
431 Weiser	0	0	0	0	0	0	0	0	0	0	0	0	350,000	350,000	350,000	350,000	350,000	350,000	350,000	350,000	350,000
432 Cambridge Joint	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50,000	50,000	0	0	78,837	79,234	79,640
433 Midvale	41,400	41,400	0	0	0	0	80,000	80,000	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	53,101,609	58,718,931	59,738,210	59,669,623	62,198,140	66,234,775	67,948,099	76,716,455	79,093,628	101,031,075	108,093,637	113,966,808	136,286,769	139,631,365	168,961,794	188,091,647	180,746,877	186,607,638	188,803,163	194,704,320	202,229,409
Count	42	44	46	46	50	52	54	57	59	60	61	70	83	80	84	91	93	94	93	93	93

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<u>**Appendix 7--Educator Pipline Intrastate Retention Preliminary Data - Draft**</u>

Teacher Retention

From academic year 2013 though academic year 2017, the overall rate at which instructional staff is leaving state employment in the subsequent year has steadily declined, from a high of 9.1% for those employed in 2014 down to 7.8% in 2017. This overall retention evaluation is inclusive of those teachers moving to other assignments in the subsequent year, and only evaluates if the teacher was still employed in any capacity.

School Year Start	Instructor Count	Stayer_School	Stayer_LEA	Stayer_State	Leavers	Leavers_To_Admin	Leavers_Services
8/1/2013	14,540	12,189	12,637	13,131	1,409	105	57
8/1/2014	16,269	13,556	14,026	14,619	1,650	110	56
8/1/2015	16,523	13,761	14,394	14,931	1,592	127	59
8/1/2016	16,844	14,235	14,775	15,316	1,528	102	58
8/1/2017	17,203	14,490	15,136	15,673	1,530	118	72

When evaluating a teacher remaining in a teaching assignment in the subsequent year, there is a similar improvement to the retention rate over that same span. In school year 2014, 13,556 teachers returned to the same school in the subsequent year, a rate of 83.3%; and in 2017, 14,490 teachers returned for a retention rate of 84.2%, which was also an aggregate increase of 934 teachers returning for an additional year in the same school. In addition, there was an increase in the percentage of teachers who, while not returning to the same school, retained their employment within the district, from an additional 2.89% in 2014 to 3.76% in 2017. When evaluated against the prevalence of Free and Reduced Price Lunch programs, the change to school level teacher retention is not as marked as is observed in national trends. However, when evaluating school level retention of instructional staff, there is observed variance over the percentage of students with Limited English Proficiency (LEP, hereafter) in the student population.

Across all years from 2013 through 2017, the percentage of teachers returning within the same school is inversely related to the presence of LEP students in the population, from a composite retention rate of 86.4% for schools with less than 5% LEP presence, to 79.1% in schools with over 30% LEP presence (excluding new, first-year teaching assignments). However, there is a practice within districts to

Percetage LEP	Instrucitonal Staff	Stayer_School	Stayer_LEA	Stayer_State
30-100	885	700	757	805
20-30	2,087	1,654	1,761	1,859
10-20	4,686	3,784	3,961	4,167
5-10	4,338	3,556	3,736	3,870
0-5	11,373	9,827	10,040	10,257

move certified staff between schools over school years based on the fluctuation of the number of students requiring specialized instruction. When evaluating retention at the district level, what was a 7.3% absolute variance between low and high volume LEP presence drops to a variance of 1.7%. At a state level, teacher retention is comparable across LEP presence spans, with those staff who taught at a school with higher LEP presence to those with low LEP presence at 91% versus 90.2%, respectively.

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When evaluating instructional staff in their first year of service in Idaho, the numbers do not immediately present improved retention over time,

School Year	New Teachers	Returned_School	Returned_LEA	Returned_State
2013-2014	936	721	753	818
2014-2015	1,001	739	788	855
2015-2016	1,144	857	916	992
2016-2017	1,273	963	1,020	1,095
2017-2018	1,278	940	1,006	1,089
2018-2019	1,285			

from a 73.8% school level retention rate in 2014 t a 73.6% retention rate in 2017. However, while the rate of retention has remained relatively constant over that time, there has been an average 6% per annum increase in new instructors each year; and maintaining a consistent retention rate against that growth yields a net increase of 201 teachers retained from the 2017 school year versus 2014.

With that same pool of new teachers, the original certificate path yields varying levels of retention, with the Non-Traditional teachers retaining at 50% in year 5, versus 42% for Traditional path and 30% for Alternate route teaching staff. There is some indication that in addition to the overall growth in teachers entering under an alternate route, that they may now be retaining at higher rates, from a third year retention number of approximately 50% in 2013 and 2014, to 58% and 62% in 2015 and

School Year	New Teachers	ReturnedYr2_School	ReturnedYr3_School	ReturnedYr5_School
2013-2014	**936**	**721**	**567**	**388**
Alternate	25	19	13	8
Non-Traditional	61	49	44	31
Traditional	850	653	510	349
2014-2015	**1,001**	**739**	**601**	**437**
Alternate	34	21	17	10
Non-Traditional	83	67	55	42
Traditional	884	651	529	385
2015-2016	**1,144**	**857**	**679**	
Alternate	223	157	131	
Non-Traditional	101	84	67	
Traditional	820	616	481	
2016-2017	**1,273**	**963**	**765**	
Alternate	251	190	156	
Non-Traditional	122	101	82	
Traditional	900	672	527	

2016, respectively. While teachers entering the profession in the traditional manner still account for the majority of state hiring, that presence has dropped from a high of 90% to 68% in the two most recent school years.

School Retention Rates by Identified Institution Degree (2013 and 2014 School Years)

Instituion	New Teachers	ReturnedYr2_School	ReturnedYr3_School	ReturnedYr5_School	Retention at Max Displayed Span
General Category - Out-of-State	889	671	541	363	40.8%
Boise State University	301	229	181	137	45.5%
BYU - Idaho (formerly Ricks)	216	142	106	70	32.4%
Idaho State University	185	154	129	101	54.6%
University of Idaho	119	97	81	59	49.6%
Northwest Nazarene College	80	62	49	39	48.8%
Lewis-Clark State College	43	38	31	22	51.2%
College of Idaho	22	16	13	10	45.5%
College of Southern Idaho	21	15	12	8	38.1%
Other Idaho College or University	9	6	4	3	33.3%
BYU - Utah	7	5	3	3	42.9%
ISU/UI At University Place - Idaho Falls	4	1	1		0.0%
North Idaho College	2	2	1	1	50.0%

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By Year with Three or Five Year Rates displayed, as available

Institution	New Teachers	ReturnedYr2 School	ReturnedYr3 School	ReturnedYr5 School	Retention at Max Displayed Span
2013-2014	**936**	**721**	**567**	**388**	41.5%
General Category - Out-of-State	431	327	256	160	37.1%
Boise State University	154	117	91	70	45.5%
BYU - Idaho (formerly Ricks)	105	71	53	39	37.1%
Idaho State University	96	84	68	54	56.3%
University of Idaho	65	54	48	32	49.2%
Northwest Nazarene College	41	30	24	16	39.0%
Lewis-Clark State College	23	22	16	11	47.8%
College of Southern Idaho	10	8	5	2	20.0%
College of Idaho	5	4	3	1	20.0%
Other Idaho College or University	4	2	2	2	50.0%
North Idaho College	1	1			0.0%
BYU - Utah	1	1	1	1	100.0%
2014-2015	**1001**	**739**	**601**	**437**	43.7%
General Category - Out-of-State	472	351	288	205	43.4%
Boise State University	150	113	91	67	44.7%
BYU - Idaho (formerly Ricks)	121	79	60	34	28.1%
Idaho State University	94	72	62	48	51.1%
University of Idaho	57	44	34	28	49.1%
Northwest Nazarene College	42	34	27	24	57.1%
Lewis-Clark State College	21	17	16	12	57.1%
College of Idaho	17	12	10	9	52.9%
College of Southern Idaho	11	7	7	6	54.5%
BYU - Utah	6	4	2	2	33.3%
Other Idaho College or University	5	4	2	1	20.0%
ISU/UI At University Place - Idaho Falls	4	1	1		0.0%

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North Idaho College	1	1	1	1	100.0%
2015-2016	**1144**	**857**	**679**		Three Year
General Category - Out-of-State	557	410	313		56.2%
Boise State University	155	122	107		69.0%
BYU - Idaho (formerly Ricks)	125	84	66		52.8%
Idaho State University	124	97	86		69.4%
University of Idaho	73	57	43		58.9%
Northwest Nazarene College	43	36	28		65.1%
Lewis-Clark State College	22	16	10		45.5%
College of Southern Idaho	12	11	7		58.3%
College of Idaho	12	7	7		58.3%
Other Idaho College or University	8	7	5		62.5%
BYU - Utah	7	6	5		71.4%
ISU/UI At University Place - Idaho Falls	3	1			0.0%
College of St Gertrude	2	2	2		100.0%
College of Western Idaho	1	1			0.0%
2016-2017	**1273**	**963**	**765**		60.1%
General Category - Out-of-State	594	439	340		57.2%
Boise State University	160	124	104		65.0%
BYU - Idaho (formerly Ricks)	156	109	86		55.1%
Idaho State University	132	107	85		64.4%
University of Idaho	76	64	57		75.0%
Northwest Nazarene College	44	33	26		59.1%
Lewis-Clark State College	29	27	21		72.4%
College of Southern Idaho	24	18	15		62.5%
College of Idaho	19	15	12		63.2%
BYU - Utah	18	11	7		38.9%
Other Idaho College or University	8	6	5		62.5%
College of Western Idaho	8	6	5		62.5%

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ISU/UI At University Place - Idaho Falls	2	2	1		50.0%
North Idaho College	1	1			0.0%
	1				0.0%
Eastern Idaho Technical College	1	1	1		100.0%

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Teacher Experience

From academic year 2013 though academic year 2018, the improvement in teacher retention has led to a more experienced workforce in the K-12 environment. The graph below illustrates the cumulative percentage of teachers in the classroom relative to the years of teaching experience. The gap between the plotted lines indicates growth in that level of teaching experience.
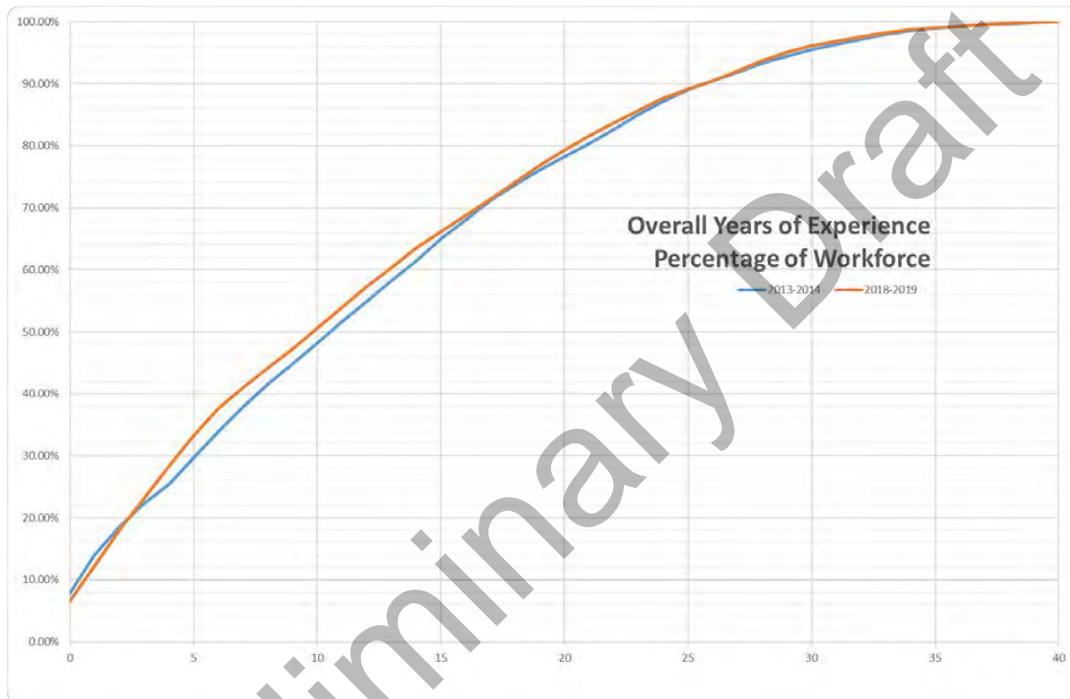
In 2013, there were 8,043 teachers with ten or more years of overall teaching experience, and in 2018 that number grew to 9,387.

This change in the overall years of experience is most noticeable in teachers on an alternate route or interim certificates. From 2013 to 2018, the number of teachers who originaly came in under an interim certificate with ten or more years of experience has increase from 341 to 1,579.

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While teachers on a traditinal path do not show the same improvement as a percentage to the overall population, due to the lower retenion in the first five years of teaching and the increase of teachers entering on interim certificates, aggregate growth by years of experience are still significant and are espeically prominent for teachers with 20 or more years of experience.
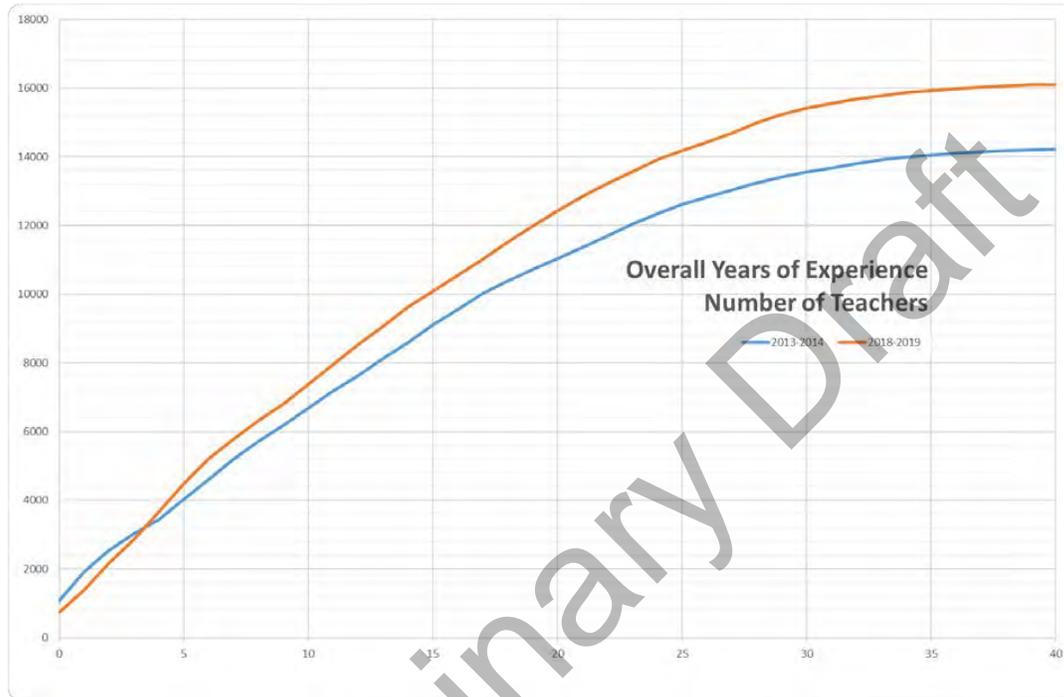
When reviewing Idaho-specific years of experience, the same overarching trend is displayed, though with teachers in their first few years of teaching having a slightly higher presence than was displayed in the overall experience categorizations. Teachers entering under alternate route

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and interim certificates show the same presence as in the overall population, as well.

While the volume of teachers in their first few years of teaching in 2018 school year are outpaced by the total population of teacher in those buckets from 2013, the deficiency is quickly made up and outpaced in all but two subsequent years.

Idaho Years of Experience Percentage of Workforce
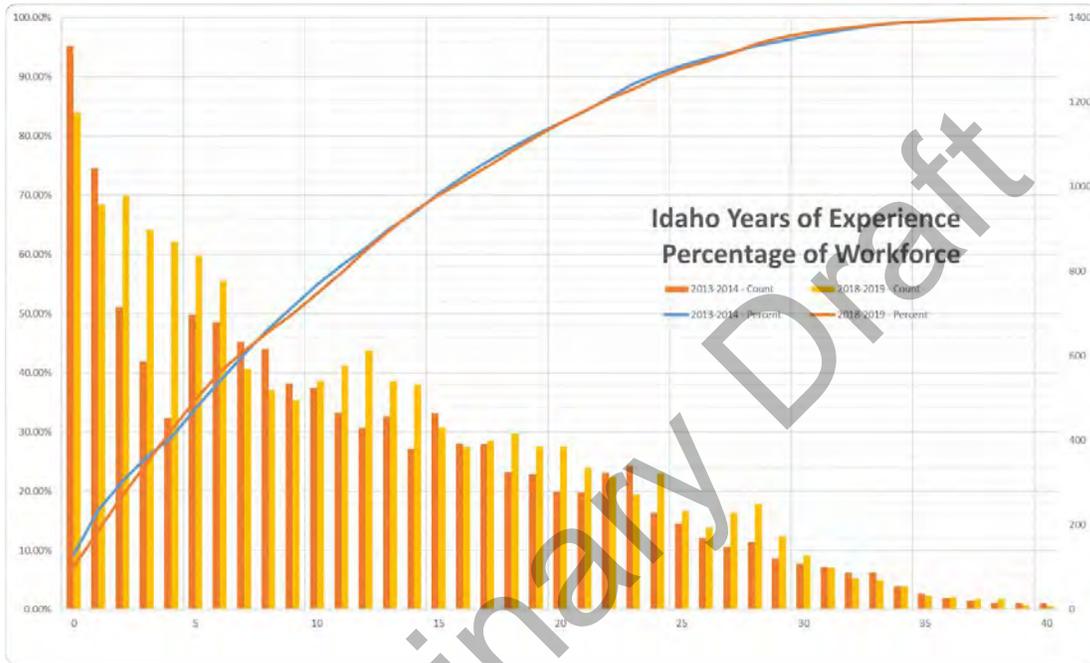
While teacher volumes has grown by on average by 2.2% per annum over the previous four years, the most significant growth has occurred in teacher entering under interim certificate, ranging from 14% to 63%.

Volume of Teachers by School Year and Original Certificate Route

Educator Pipeline: Recruiting and Retaining Effective Educators in Idaho Classrooms

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Retention by Region (All)

School Year Start	Instructor Count	Stayer_School	Stayer_LEA	Stayer_State	Leavers	Subset of Leavers Leavers_To_Admin	Leavers_Services	Stayer_School	Stayer_LEA	Stayer_State	Leavers	As a percentage to Leavers Leavers_To_Admin	Leavers_Services
8/1/2013	14,540	12,189	12,637	13,131	1,409	105	57	83.8%	86.9%	90.3%	9.7%	7.5%	4.0%
(blank)	111	67	88	91	20	6		60.4%	79.3%	82.0%	18.0%	30.0%	0.0%
1	1606	1382	1416	1440	166	12	9	86.1%	88.2%	89.7%	10.3%	7.2%	5.4%
2	839	747	755	773	66	6	5	89.0%	90.0%	92.1%	7.9%	9.1%	7.6%
3	6395	5327	5550	5790	605	50	28	83.2%	86.8%	90.5%	9.5%	8.3%	4.6%
4	2013	1674	1737	1825	188	12	8	83.2%	86.3%	90.7%	9.3%	6.4%	4.3%
5	1235	1107	1132	1150	85	10	2	89.6%	91.7%	93.1%	6.9%	11.8%	2.4%
6	2379	1899	1991	2098	281	11	5	79.8%	83.7%	88.2%	11.8%	3.9%	1.8%
8/1/2014	16,269	13,556	14,026	14,619	1,650	110	56	83.3%	86.2%	89.9%	10.1%	6.7%	3.4%
(blank)	127	92	101	102	25	7	3	72.4%	79.5%	80.3%	19.7%	28.0%	12.0%
1	1794	1520	1570	1607	187	15	10	84.7%	87.5%	89.6%	10.4%	8.0%	5.3%
2	913	793	811	840	73	5	3	86.9%	88.8%	92.0%	8.0%	6.8%	4.1%
3	7169	6006	6242	6503	666	46	23	83.8%	87.1%	90.7%	9.3%	6.9%	3.5%
4	2268	1867	1917	2042	226	20	7	82.3%	84.5%	90.0%	10.0%	8.8%	3.1%
5	1401	1132	1171	1223	178	8	2	80.8%	83.6%	87.3%	12.7%	4.5%	1.1%
6	2633	2159	2234	2334	299	10	8	82.0%	84.8%	88.6%	11.4%	3.3%	2.7%
8/1/2015	16,523	13,761	14,394	14,931	1,592	127	59	83.3%	87.1%	90.4%	9.6%	8.0%	3.7%
(blank)	135	89	106	107	28	8	1	65.9%	78.5%	79.3%	20.7%	28.6%	3.6%
1	1807	1521	1587	1631	176	15	10	84.2%	87.8%	90.3%	9.7%	8.5%	5.7%
2	919	789	809	833	86	7	2	85.9%	88.0%	90.6%	9.4%	8.1%	2.3%
3	7306	6087	6413	6661	645	48	24	83.3%	87.8%	91.2%	8.8%	7.4%	3.7%
4	2302	1894	1989	2069	233	21	9	82.3%	86.4%	89.9%	10.1%	9.0%	3.9%
5	1384	1181	1220	1258	126	7	6	85.3%	88.2%	90.9%	9.1%	5.6%	4.8%
6	2692	2210	2286	2392	300	21	7	82.1%	84.9%	88.9%	11.1%	7.0%	2.3%
8/1/2016	16,844	14,235	14,775	15,316	1,528	102	58	84.5%	87.7%	90.9%	9.1%	6.7%	3.8%
(blank)	132	93	110	112	20	9		70.5%	83.3%	84.8%	15.2%	45.0%	0.0%
1	1835	1583	1638	1679	156	6	6	86.3%	89.3%	91.5%	8.5%	3.8%	3.8%
2	929	811	820	844	85	5	3	87.3%	88.3%	90.9%	9.1%	5.9%	3.5%
3	7448	6272	6538	6793	655	57	25	84.2%	87.8%	91.2%	8.8%	8.7%	3.8%
4	2349	1935	2012	2133	216	10	14	82.4%	85.7%	90.8%	9.2%	4.6%	6.5%
5	1413	1255	1287	1313	100	5	2	88.8%	91.1%	92.9%	7.1%	5.0%	2.0%
6	2698	2298	2389	2465	299	12	8	83.1%	86.4%	89.2%	10.8%	4.0%	2.7%
8/1/2017	17,203	14,490	15,136	15,673	1,530	118	72	84.2%	88.0%	91.1%	8.9%	7.7%	4.7%
(blank)	134	99	111	119	15	4		73.9%	82.8%	88.8%	11.2%	26.7%	0.0%
1	1877	1623	1672	1697	180	19	13	86.5%	89.1%	90.4%	9.6%	10.6%	7.2%
2	931	824	842	861	70	4	2	88.5%	90.4%	92.5%	7.5%	5.7%	2.9%
3	7604	6425	6714	6979	625	50	34	84.5%	88.3%	91.8%	8.2%	8.0%	5.4%
4	2390	1985	2086	2180	210	18	8	83.1%	87.3%	91.2%	8.8%	8.6%	3.8%
5	1456	1260	1293	1336	120	8	3	86.5%	88.8%	91.8%	8.2%	6.7%	2.5%
6	2833	2287	2436	2522	311	16	12	80.7%	86.0%	89.0%	11.0%	5.1%	3.9%
Grand Total	22,912	20,086	20,282	20,497	2,415	538	282	87.7%	88.5%	89.5%	10.5%	22.3%	11.7%

Retention by Region (New)

School Year Start	Instructor Count	Stayer_School	Stayer_LEA	Stayer_State	Leavers	Subset of Leavers Leavers_To_Admin	Leavers_Services	Stayer_School	Stayer_LEA	Stayer_State	Leavers	As a percentage to Leavers Leavers_To_Admin	Leavers_Services
8/1/2013	936	720	752	818	118	1	2	77%	80%	87%	13%	1%	2%
(blank)	2		1	1	1			0%	50%	50%	50%	100%	0%
1	93	73	73	75	18		1	78%	78%	81%	19%	0%	6%
2	38	32	33	35	3			84%	87%	92%	8%	0%	0%
3	383	294	313	347	36		1	77%	82%	91%	9%	3%	0%
4	133	100	105	117	16		1	75%	79%	88%	12%	0%	6%
5	87	79	81	82	5			91%	93%	94%	6%	0%	0%
6	201	142	146	161	40			71%	73%	80%	20%	0%	0%
8/1/2014	998	736	785	852	146	1		74%	79%	85%	15%	1%	0%
(blank)													
1	84	68	69	70	14			81%	82%	83%	17%	0%	0%
2	30	24	26	28	2			80%	87%	93%	7%	0%	0%
3	453	342	370	400	53			75%	82%	88%	12%	0%	0%
4	145	104	112	123	22			72%	77%	85%	15%	0%	0%
5	81	58	61	69	12			72%	75%	85%	15%	0%	0%
6	206	140	147	163	43		1	68%	71%	79%	21%	0%	0%
8/1/2015	1,144	857	916	992	152	2	1	75%	80%	87%	13%	1%	1%
(blank)	1	1	1	1	0			100%	100%	100%	0%	#DIV/0!	#DIV/0!
1	104	74	76	88	16	1		71%	73%	85%	15%	6%	0%
2	24	16	16	17	7		1	67%	67%	71%	29%	0%	14%
3	480	372	402	431	49			78%	84%	90%	10%	0%	0%
4	181	136	148	163	18			75%	82%	90%	10%	0%	0%
5	103	76	82	87	16			74%	80%	84%	16%	0%	0%
6	252	182	191	206	46			72%	76%	82%	18%	0%	2%
8/1/2016	1,273	963	1,020	1,095	178	3	4	76%	80%	86%	14%	2%	2%
(blank)	3		2	2	1			33%	67%	67%	33%	0%	0%
1	128	104	110	118	10			81%	86%	92%	8%	0%	0%
2	47	38	39	40	7			81%	83%	85%	15%	0%	0%
3	508	389	413	446	62		1	77%	81%	88%	12%	2%	2%
4	204	151	162	179	25	1		74%	79%	88%	12%	4%	0%
5	107	88	92	95	12		2	82%	86%	89%	11%	0%	17%
6	279	192	204	217	62	1	1	69%	73%	78%	22%	2%	2%
8/1/2017	1,277	939	1,005	1,088	189		6	74%	79%	85%	15%	0%	3%
(blank)	2	1	1	1	1			50%	50%	50%	50%	0%	0%
1	130	101	102	106	24		1	78%	78%	82%	18%	0%	4%
2	49	40	40	43	6			82%	82%	88%	12%	0%	0%
3	540	403	431	474	66		4	75%	80%	88%	12%	0%	6%
4	174	123	136	148	26		1	71%	78%	85%	15%	0%	4%
5	102	77	78	84	18			75%	76%	82%	18%	0%	0%
6	280	194	217	232	48			69%	78%	83%	17%	0%	0%
Grand Total	5,466	4,125	4,366	4,703	763	7	13	75%	80%	86%	14%	1%	2%

Retention by Locale (All)

School Year Start	Instructor Count	Stayer_School	Stayer_LEA	Stayer_State	Leavers	Subset of Leavers Leavers_To_Admin	Leavers_Services	Stayer_School	Stayer_LEA	Stayer_State	Leavers	As a percentage to Leavers Leavers_To_Admin	Leavers_Services
8/1/2013	14,540	12,189	12,637	13,131	1,409	105	57	83.8%	86.9%	90.3%	9.7%	7.5%	4.0%
(blank)	136	44	90	109	27	3		32.4%	66.2%	80.1%	19.9%	11.1%	0.0%
12-City: Mid-size	1647	1390	1482	1510	137	10	1	84.4%	90.0%	91.7%	8.3%	7.3%	0.7%
13-City: Small	1650	1423	1480	1505	145	8	4	86.2%	89.7%	91.2%	8.8%	5.5%	5.5%
21-Suburb: Large	1550	1306	1375	1421	129	12	12	84.3%	88.7%	91.7%	8.3%	9.3%	9.3%
22-Suburb: Mid-	1244	1001	1039	1121	123	4	6	80.5%	83.5%	90.1%	9.9%	3.3%	4.9%
23-Suburb: Sma	843	709	737	755	88	2	2	84.1%	87.4%	89.6%	10.4%	2.3%	2.3%
31-Town: Fringe	497	412	430	456	41	2	5	82.9%	86.5%	91.8%	8.2%	4.9%	12.2%
32-Town: Distant	1510	1258	1306	1346	164	9	8	83.3%	86.5%	89.1%	10.9%	5.5%	4.9%
33-Town: Remot	1533	1287	1347	1395	138	8	4	84.0%	87.9%	91.0%	9.0%	5.8%	2.9%
41-Rural: Fringe	1938	1591	1654	1746	192	21	4	82.1%	85.3%	90.1%	9.9%	10.9%	2.1%
42-Rural: Distan	1160	951	977	1038	122	12	5	82.0%	84.2%	89.5%	10.5%	9.8%	4.1%
43-Rural: Remot	1147	975	991	1031	116	12	2	85.0%	86.4%	89.9%	10.1%	10.3%	1.7%
Admin	113	67	88	91	20	6		60.4%	79.3%	82.0%	18.0%	30.0%	0.0%
8/1/2014	16,269	13,556	14,026	14,619	1,650	110	56	83.3%	86.2%	89.9%	10.1%	6.7%	3.4%
(blank)	79	35	62	71	8			44.3%	78.5%	89.9%	10.1%	0.0%	0.0%
12-City: Mid-size	1873	1597	1680	1720	153	4	1	85.3%	89.7%	91.8%	8.2%	2.6%	0.7%
13-City: Small	1889	1552	1624	1663	226	10	8	82.2%	86.0%	88.0%	12.0%	4.4%	3.5%
21-Suburb: Large	1749	1428	1534	1591	158	7	9	81.6%	87.7%	91.0%	9.0%	4.4%	5.7%
22-Suburb: Mid-	1412	1155	1184	1263	149	13	4	81.8%	83.9%	89.4%	10.6%	8.7%	2.7%
23-Suburb: Sma	982	823	848	880	102	5		83.8%	86.4%	89.6%	10.4%	4.9%	4.9%
31-Town: Fringe	543	446	466	493	50			82.1%	85.8%	90.8%	9.2%	0.0%	2.0%
32-Town: Distant	1644	1396	1434	1488	156	14	2	84.9%	87.2%	90.5%	9.5%	9.0%	1.3%
33-Town: Remot	1734	1442	1482	1559	175	11	5	83.2%	85.5%	89.9%	10.1%	6.3%	2.9%
41-Rural: Fringe	2155	1762	1820	1920	235	16	10	81.8%	84.5%	89.1%	10.9%	6.8%	4.3%
42-Rural: Distan	1250	1014	1040	1108	142	5	5	81.1%	83.2%	88.6%	11.4%	10.6%	3.5%
43-Rural: Remot	1232	1027	1057	1114	118	12	4	83.4%	85.2%	90.4%	9.6%	10.2%	3.4%
Admin	127	92	101	102	25	7	3	72.4%	79.5%	80.3%	19.7%	28.0%	12.0%
8/1/2015	16,523	13,761	14,394	14,931	1,592	127	59	83.3%	87.1%	90.4%	9.6%	8.0%	3.7%
(blank)	45	12	30	36	9			26.7%	66.7%	80.0%	20.0%	0.0%	0.0%
12-City: Mid-size	1897	1601	1694	1729	168	10	5	84.4%	89.3%	91.1%	8.9%	6.0%	3.0%
13-City: Small	1862	1592	1655	1692	170	8	9	85.5%	88.9%	90.9%	9.1%	4.7%	5.3%
21-Suburb: Large	1796	1471	1610	1648	148	17	8	81.9%	89.6%	91.8%	8.2%	11.5%	5.4%
22-Suburb: Mid-	1460	1167	1239	1325	135	8	2	79.9%	84.9%	90.8%	9.2%	5.9%	1.5%
23-Suburb: Sma	1005	815	858	888	117	7	5	81.1%	85.4%	88.4%	11.6%	6.0%	4.3%
31-Town: Fringe	556	464	477	502	54	2	3	83.5%	85.8%	90.3%	9.7%	3.7%	5.6%
32-Town: Distan	1653	1401	1437	1494	159	15	5	84.8%	86.9%	90.4%	9.6%	9.4%	3.1%
33-Town: Distan	1763	1449	1527	1587	176	18	6	82.1%	86.6%	90.0%	10.0%	10.2%	3.4%
41-Rural: Fringe	2211	1846	1921	2002	209	14	12	83.5%	86.9%	90.5%	9.5%	6.7%	5.7%
42-Rural: Distan	1255	1048	1073	1124	131	9	4	83.5%	85.5%	89.6%	10.4%	6.9%	3.1%
43-Rural: Remot	1239	1030	1054	1104	135	11	3	83.1%	85.1%	89.1%	10.9%	8.1%	2.2%
Admin	135	89	106	107	28	8	1	65.9%	78.5%	79.3%	20.7%	28.6%	3.6%
8/1/2016	16,844	14,235	14,775	15,316	1,528	102	58	84.5%	87.7%	90.9%	9.1%	6.7%	3.8%
(blank)	21	15	15	19	2			71.4%	71.4%	90.5%	9.5%	0.0%	0.0%
12-City: Mid-size	1896	1629	1713	1751	145	14	1	85.9%	90.3%	92.4%	7.6%	9.7%	0.7%
13-City: Small	1899	1651	1717	1754	145	6	5	86.9%	90.4%	92.4%	7.6%	7.6%	3.4%
21-Suburb: Large	1803	1499	1585	1633	170	19	4	83.1%	87.9%	90.6%	9.4%	11.2%	5.3%
22-Suburb: Mid-	1452	1193	1254	1326	126	11	4	82.2%	86.4%	91.3%	8.7%	8.7%	3.2%
23-Suburb: Sma	1024	856	891	910	114	5	3	83.6%	87.0%	88.9%	11.1%	4.4%	2.6%
31-Town: Fringe	562	478	497	523	39	5	3	85.1%	88.4%	93.1%	6.9%	12.8%	7.7%
32-Town: Distan	1684	1432	1477	1523	161	4	7	85.0%	87.7%	90.4%	9.6%	2.5%	4.3%
33-Town: Remot	1749	1428	1499	1569	180	6	8	81.6%	85.7%	89.7%	10.3%	3.3%	4.4%
41-Rural: Fringe	2445	2046	2123	2223	222	7	13	83.7%	86.8%	90.9%	9.1%	3.2%	5.9%
42-Rural: Distan	1262	1045	1080	1137	125	7	2	82.8%	85.6%	90.1%	9.9%	5.6%	1.6%
43-Rural: Remot	1247	1057	1077	1142	105	8	3	84.8%	86.4%	91.6%	8.4%	7.6%	2.9%
Admin	132	93	110	112	20	9		70.5%	83.3%	84.8%	15.2%	26.7%	0.0%
8/1/2017	17,203	14,490	15,136	15,673	1,530	118	72	84.2%	88.0%	91.1%	8.9%	7.7%	4.7%
(blank)	54	32	43	48	6			59.3%	79.6%	88.9%	11.1%	0.0%	16.7%
12-City: Mid-size	1900	1691	1752	1777	128	9	1	89.0%	92.2%	93.3%	6.7%	7.0%	0.8%
13-City: Small	1931	1637	1719	1767	164	16	4	84.8%	89.0%	91.5%	8.5%	9.8%	2.4%
21-Suburb: Large	1844	1527	1649	1700	144	11	8	82.8%	89.4%	92.2%	7.8%	7.6%	4.9%
22-Suburb: Mid-	1487	1223	1299	1353	134	12	7	82.2%	87.4%	91.0%	9.0%	9.0%	5.2%
23-Suburb: Sma	1065	849	925	946	119	5	5	79.7%	86.9%	88.8%	11.2%	4.2%	4.2%
31-Town: Fringe	575	454	512	531	44	5	3	79.0%	89.0%	92.3%	7.7%	11.4%	9.1%
32-Town: Distan	1710	1460	1496	1535	175	8	7	85.4%	87.5%	89.8%	10.2%	6.3%	4.6%
33-Town: Remot	1767	1451	1558	1608	159	10	7	82.1%	88.2%	91.0%	9.0%	6.3%	4.4%
41-Rural: Fringe	2489	2116	2173	2284	205	21	12	85.0%	87.3%	91.8%	8.2%	10.2%	5.9%
42-Rural: Distan	1301	1082	1113	1164	137	7	6	83.2%	85.5%	89.5%	10.5%	5.1%	4.4%
43-Rural: Remot	1255	1065	1091	1137	118	8	2	84.9%	86.9%	90.6%	9.4%	6.8%	1.7%
Admin	134	99	111	119	15	4		73.9%	82.8%	88.8%	11.2%	26.7%	0.0%
Grand Total	22,912	20,086	20,282	20,497	2,415	538	282	87.7%	88.5%	89.5%	10.5%	22.3%	11.7%

Retention by Locale (New)

School Year Start	Instructor Count	Stayer_School	Stayer_LEA	Stayer_State	Leavers	Subset of Leavers Leavers_To_Admin	Leavers_Services	Stayer_School	Stayer_LEA	Stayer_State	Leavers	As a percentage to Leavers Leavers_To_Admin	Leavers_Services
8/1/2013	936	720	752	818	118	1	2	77%	80%	87%	13%	0%	2%
(blank)	2		1	1	1			0%	17%	67%	33%	0%	0%
12-City: Mid-	65	53	56	61	4			82%	86%	94%	6%	0%	0%
13-City: Small	39	35	35	37	5			78%	78%	79%	16%	0%	7%
21-Suburb: L	81	56	65	73	8		1	69%	80%	90%	10%	13%	0%
22-Suburb: N	106	84	87	95	11			79%	82%	90%	10%	0%	0%
23-Suburb: S	53	40	40	42	11			75%	75%	79%	21%	0%	0%
31-Town: Fri	33	25	26	29	4			76%	79%	88%	12%	0%	0%
32-Town: Dis	122	93	95	104	18			76%	78%	85%	15%	0%	0%
33-Town: Rer	103	78	83	93	10			76%	81%	90%	10%	0%	0%
41-Rural: Frir	153	113	119	129	24			74%	78%	84%	16%	0%	0%
42-Rural: Dist	76	62	63	68	8			82%	83%	89%	11%	0%	0%
43-Rural: Rer	147	65	67	71	9			81%	83%	84%	16%	0%	0%
Admin								60%	79%	82%	100%	0%	11%
8/1/2014	998	736	785	852	146	1		74%	79%	85%	15%	1%	0%
(blank)	9	5	5	9				56%	67%	100%	0%	0%	0%
12-City: Mid-	82	57	66	74	8			81%	87%	90%	10%	0%	0%
13-City: Smal	113	74	79	84	29	1		65%	70%	74%	26%	3%	0%
21-Suburb: Li	138	111	116	123	15			80%	84%	89%	11%	0%	0%
23-Suburb: Sr	67	52	53	55	12			78%	79%	82%	18%	0%	0%
31-Town: Frir	34	22	24	29	5			65%	71%	85%	15%	0%	0%
32-Town: Dis	98	81	86	91	7			83%	88%	93%	7%	0%	0%
33-Town: Rer	101	77	82	89	12			76%	81%	88%	12%	0%	0%
41-Rural: Frir	150	113	123	132	18			75%	82%	88%	12%	0%	0%
42-Rural: Dist	77	51	53	59	18			66%	69%	77%	23%	0%	0%
43-Rural: Rer	55	38	39	46	9			69%	71%	84%	16%	0%	0%
8/1/2015	1,144	857	916	992	152	2	1	75%	80%	87%	13%	1%	1%
(blank)	3		2	2	1			0%	67%	67%	33%	0%	0%
12-City: Mid-	81	61	68	72	9			75%	84%	89%	11%	0%	0%
13-City: Smal	129	93	100	109	20			72%	78%	84%	16%	0%	0%
21-Suburb: Li	131	98	107	119	12			75%	89%	91%	9%	0%	0%
22-Suburb: N	133	102	108	121	12			77%	81%	91%	9%	0%	0%
23-Suburb: Sr	76	56	60	64	12	2		74%	79%	84%	16%	17%	0%
31-Town: Frir	43	32	34	37	5			74%	79%	86%	12%	0%	0%
32-Town: Dis	108	80	83	93	15			74%	77%	86%	14%	0%	0%
33-Town: Rer	136	103	115	125	11			76%	85%	92%	8%	0%	0%
41-Rural: Frir	181	136	141	158	23			75%	78%	87%	13%	0%	0%
42-Rural: Dist	79	52	54	58	21			66%	68%	73%	27%	0%	0%
43-Rural: Rer	66	51	52	52	14			77%	79%	79%	21%	0%	0%
Admin	135	89	106	107	28	8	1	70.5%	83.3%	84.8%	15.2%	45.0%	0.0%
8/1/2016	1,273	963	1,020	1,095	178	3	4	76%	80%	86%	14%	2%	2%
(blank)	4		4	4				100%	100%	100%	0%		
12-City: Mid-	99	77	87	90	9			78%	88%	91%	9%	0%	0%
13-City: Smal	137	102	109	115	22			74%	80%	84%	16%	0%	0%
21-Suburb: Li	131	98	107	119	12			75%	82%	91%	9%	0%	0%
22-Suburb: N	134	96	101	113	21		1	72%	75%	84%	16%	0%	4%
23-Suburb: S	104	71	77	81	23		1	68%	74%	78%	22%	0%	4%
31-Town: Frir	35	29	32	35	4			83%	91%	100%	9%	0%	0%
32-Town: Dis	120	89	94	100	20			74%	78%	83%	17%	0%	0%
33-Town: Rer	151	107	117	127	24			71%	77%	84%	16%	0%	0%
41-Rural: Frir	201	152	158	173	24			76%	79%	86%	12%	0%	5%
42-Rural: Dist	74	53	56	62	11			72%	76%	84%	15%	0%	0%
43-Rural: Rer	104	88	89	93	11		1	85%	86%	89%	11%	0%	0%
Admin	132	93	110	112	20	9		70.5%	83.3%	84.8%	15.2%	26.7%	0.0%
8/1/2017	1,277	939	1,005	1,088	189		6	74%	79%	85%	15%	0%	3%
(blank)	12	7	10	11	1			58%	83%	92%	8%	0%	100%
12-City: Mid-	99	78	87	90	9			79%	88%	91%	9%	0%	0%
13-City: Smal	130	99	103	111	15			76%	79%	85%	12%	0%	0%
21-Suburb: Li	131	94	105	116	15			72%	80%	89%	11%	0%	7%
22-Suburb: N	118	94	97	106	16		1	80%	82%	90%	14%	0%	6%
23-Suburb: S	104	63	75	79	25		1	61%	72%	76%	24%	0%	0%
31-Town: Frir	43	27	35	38	5			63%	81%	88%	12%	0%	0%
32-Town: Dis	120	89	94	100	20			76%	79%	84%	16%	0%	0%
33-Town: Rer	140	101	114	121	19			72%	81%	86%	14%	0%	0%
41-Rural: Frir	201	152	158	177	24			76%	79%	88%	12%	0%	4%
42-Rural: Dist	86	58	60	65	17			67%	70%	76%	24%	0%	0%
43-Rural: Rer	102	76	80	85	17			75%	78%	83%	17%	0%	0%
Admin	2	1	1	1	1			50%	50%	50%	50%	0%	0%
Grand Total	5,466	4,125	4,366	4,703	763	7	13	75.5%	79.9%	86.0%	14.0%	0.9%	1.7%

OUR KIDS, IDAHO'S FUTURE FINAL REPORT - APPENDIX 1

Educator Pipeline: Recruiting and Retaining Effective Educators
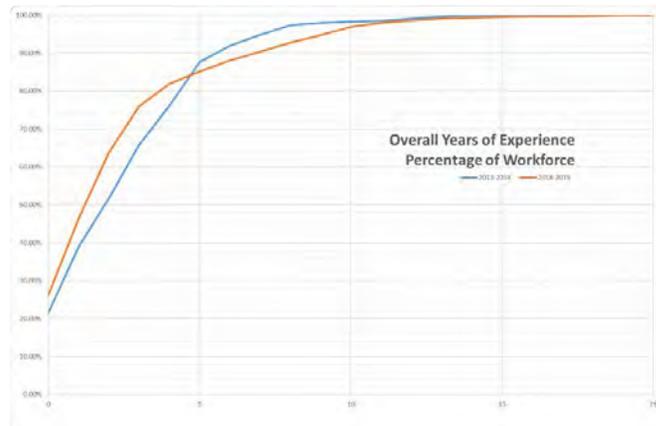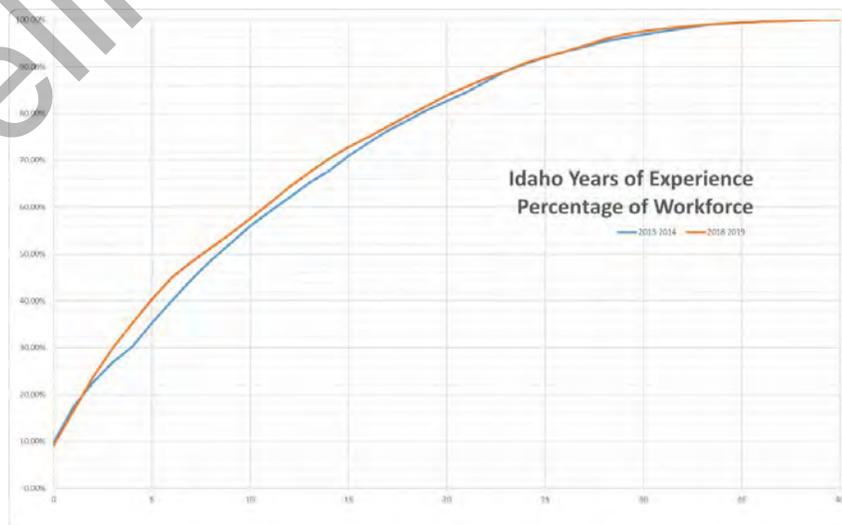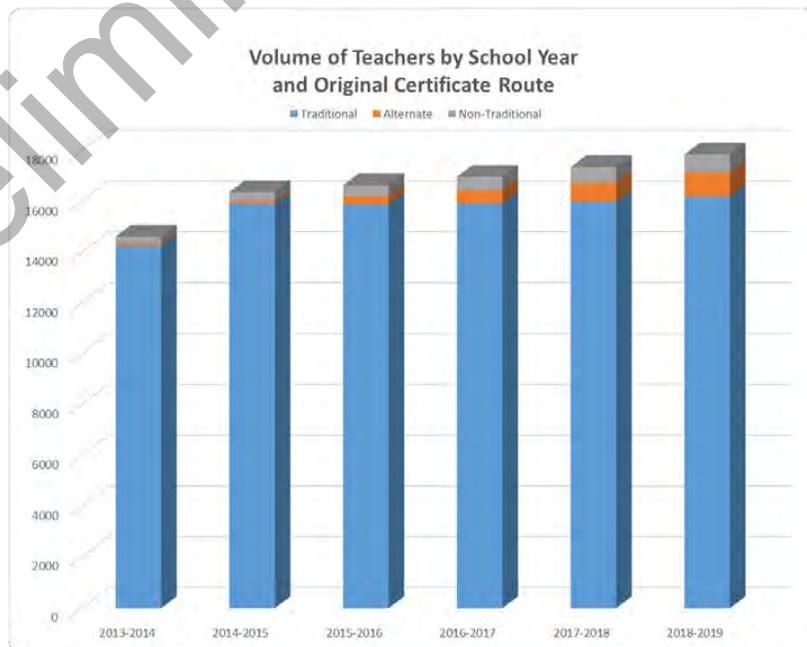**in Idaho Classrooms**   **| September 19, 2019**

<u>**Appendix 8--Average LEA Salaries by FTE**</u>

General Fund Only

#	Name	Activity	Head Count	FTE	Base Salaries	Extra Pay	Total Pay	Average Base Salary	Average Salary + Extra Pay
1	BOISE INDEPENDENT DISTRICT	Teacher	1558	1452.11	$85,149,602.88	$1,185,369.03	$86,334,971.91	$58,638.53	$59,454.84
2	JOINT SCHOOL DISTRICT NO. 2	Teacher	2717	1898.20	$100,042,573.83	$1,065,560.13	$101,108,133.96	$52,703.92	$53,265.27
3	KUNA JOINT DISTRICT	Teacher	289	251.90	$12,121,302.48	$129,321.00	$12,250,623.48	$48,119.50	$48,632.88
11	MEADOWS VALLEY DISTRICT	Teacher	24	15.82	$701,186.49		$701,186.49	$44,322.79	$44,322.79
13	COUNCIL DISTRICT	Teacher	28	18.40	$866,307.61	$21,227.00	$887,534.61	$47,081.94	$48,235.58
21	MARSH VALLEY JOINT DISTRICT	Teacher	79	73.68	$3,397,922.25	$44,725.00	$3,442,647.25	$46,117.29	$46,724.31
25	POCATELLO DISTRICT	Teacher	651	591.58	$29,445,545.71	$843,046.00	$30,288,591.71	$49,774.41	$51,199.49
33	BEAR LAKE COUNTY DISTRICT	Teacher	71	64.83	$2,897,698.03	$63,308.59	$2,961,006.62	$44,696.87	$45,673.40
41	ST MARIES JOINT DISTRICT	Teacher	63	56.65	$2,595,812.50	$40,570.00	$2,636,382.50	$45,821.93	$46,538.08
44	PLUMMER-WORLEY JOINT DISTRICT	Teacher	27	25.83	$1,231,429.54	$32,070.00	$1,263,499.54	$47,674.39	$48,915.97
52	SNAKE RIVER DISTRICT	Teacher	118	89.96	$4,173,631.57	$95,155.00	$4,268,786.57	$46,394.30	$47,452.05
55	BLACKFOOT DISTRICT	Teacher	305	201.23	$9,414,454.91	$214,698.20	$9,629,153.11	$46,784.55	$47,851.48
58	ABERDEEN DISTRICT	Teacher	49	38.18	$1,781,073.16	$54,108.00	$1,835,181.16	$46,649.38	$48,066.56
59	FIRTH DISTRICT	Teacher	45	43.00	$2,009,512.01	$43,346.00	$2,052,858.01	$46,732.84	$47,740.88
60	SHELLEY JOINT DISTRICT	Teacher	154	110.78	$4,961,036.00	$115,459.00	$5,076,495.00	$44,782.78	$45,825.01
61	BLAINE COUNTY DISTRICT	Teacher	266	243.57	$17,991,681.52	$312,488.00	$18,304,169.52	$73,866.57	$75,149.52
71	GARDEN VALLEY DISTRICT	Teacher	24	19.20	$939,684.00		$939,684.00	$48,941.88	$48,941.88
72	BASIN SCHOOL DISTRICT	Teacher	30	23.82	$1,071,555.41	$22,202.35	$1,093,757.76	$44,985.53	$45,917.62
73	HORSESHOE BEND SCHOOL DISTRICT	Teacher	18	16.00	$763,362.00		$763,362.00	$47,710.13	$47,710.13
83	WEST BONNER COUNTY DISTRICT	Teacher	88	58.18	$2,783,715.01	$88,560.00	$2,872,275.01	$47,846.60	$49,368.77
84	LAKE PEND OREILLE SCHOOL DISTRICT	Teacher	217	199.06	$9,981,966.73	$535,929.00	$10,517,895.73	$50,145.52	$52,837.82
91	IDAHO FALLS DISTRICT	Teacher	538	501.12	$24,800,821.40	$330,998.00	$25,131,819.40	$49,490.78	$50,151.30
92	SWAN VALLEY ELEMENTARY DISTRICT	Teacher	4	4.00	$154,665.00		$154,665.00	$38,666.25	$38,666.25
93	BONNEVILLE JOINT DISTRICT	Teacher	643	624.84	$29,288,241.39	$662,118.99	$29,950,360.38	$46,873.19	$47,932.85
101	BOUNDARY COUNTY DISTRICT	Teacher	98	83.29	$3,876,977.10	$94,189.00	$3,971,166.10	$46,547.93	$47,678.79
111	BUTTE COUNTY JOINT DISTRICT	Teacher	44	29.00	$1,303,629.00	$40,010.00	$1,343,639.00	$44,952.72	$46,332.38
121	CAMAS COUNTY DISTRICT	Teacher	20	14.32	$640,501.44	$8,780.00	$649,281.44	$44,727.75	$45,340.88
131	NAMPA SCHOOL DISTRICT	Teacher	999	690.63	$31,647,395.99	$367,339.12	$32,014,735.11	$45,823.95	$46,355.84
132	CALDWELL DISTRICT	Teacher	461	311.11	$14,152,685.61	$366,078.00	$14,518,763.61	$45,490.94	$46,667.62
133	WILDER DISTRICT	Teacher	58	30.82	$1,436,748.00	$9,496.00	$1,446,244.00	$46,617.39	$46,925.50
134	MIDDLETON DISTRICT	Teacher	203	191.44	$9,292,404.96		$9,292,404.96	$48,539.52	$48,539.52
135	NOTUS DISTRICT	Teacher	43	29.64	$1,319,447.00	$39,555.00	$1,359,002.00	$44,515.76	$45,850.27
136	MELBA JOINT DISTRICT	Teacher	47	45.25	$1,965,291.18	$116,460.00	$2,081,751.18	$43,431.85	$46,005.55
137	PARMA DISTRICT	Teacher	104	58.97	$2,797,786.58	$71,200.00	$2,868,986.58	$47,444.24	$48,651.63
139	VALLIVUE SCHOOL DISTRICT	Teacher	473	444.07	$20,935,396.53		$20,935,396.53	$47,144.36	$47,144.36
148	GRACE JOINT DISTRICT	Teacher	37	32.11	$1,587,835.02	$35,956.60	$1,623,791.62	$49,449.86	$50,569.65
149	NORTH GEM DISTRICT	Teacher	23	16.20	$698,015.00	$36,738.00	$734,753.00	$43,087.35	$45,355.12
150	SODA SPRINGS JOINT DISTRICT	Teacher	51	46.14	$1,998,183.01	$10,854.00	$2,009,037.01	$43,306.96	$43,542.20
151	CASSIA COUNTY JOINT DISTRICT	Teacher	455	296.70	$13,626,392.91	$385,438.00	$14,011,830.91	$45,926.50	$47,225.58
161	CLARK COUNTY DISTRICT	Teacher	19	14.82	$686,001.67	$16,541.00	$702,542.67	$46,288.91	$47,405.04
171	OROFINO JOINT DISTRICT	Teacher	80	73.27	$3,685,777.66	$40,386.00	$3,726,163.66	$50,304.05	$50,855.24
181	CHALLIS JOINT DISTRICT	Teacher	32	26.27	$1,187,661.11	$36,689.00	$1,224,350.11	$45,209.79	$46,606.40
182	MACKAY JOINT DISTRICT	Teacher	20	16.62	$760,450.00	$11,800.00	$772,250.00	$45,755.11	$46,465.10
191	PRAIRIE ELEMENTARY DISTRICT	Teacher	1	0.96	$34,435.00		$34,435.00	$35,869.79	$35,869.79
192	GLENNS FERRY JOINT DISTRICT	Teacher	43	29.47	$1,344,825.00	$45,989.00	$1,390,814.00	$45,633.70	$47,194.23
193	MOUNTAIN HOME DISTRICT	Teacher	198	186.84	$9,102,353.21		$9,102,353.21	$48,717.37	$48,717.37
201	PRESTON JOINT DISTRICT	Teacher	127	116.26	$5,514,527.01	$75,916.00	$5,590,443.01	$47,432.71	$48,085.70
202	WEST SIDE JOINT DISTRICT	Teacher	50	41.21	$1,908,266.98	$51,551.50	$1,959,818.48	$46,305.92	$47,556.87
215	FREMONT COUNTY JOINT DISTRICT	Teacher	136	125.00	$5,662,219.90	$279,433.65	$5,941,653.55	$45,297.76	$47,533.23
221	EMMETT INDEPENDENT DISTRICT	Teacher	143	124.91	$5,588,134.46		$5,588,134.46	$44,737.29	$44,737.29
231	GOODING JOINT DISTRICT	Teacher	84	72.41	$3,156,872.19	$13,530.00	$3,170,402.19	$43,597.19	$43,784.04
232	WENDELL DISTRICT	Teacher	69	58.40	$2,581,233.00	$129,892.00	$2,711,125.00	$44,199.20	$46,423.37
233	HAGERMAN JOINT DISTRICT	Teacher	29	23.74	$1,117,030.80	$47,747.00	$1,164,777.80	$47,052.69	$49,063.93
234	BLISS JOINT DISTRICT	Teacher	16	13.19	$612,835.28	$9,623.00	$622,458.28	$46,462.11	$47,191.68
242	COTTONWOOD JOINT DISTRICT	Teacher	31	28.00	$1,361,948.98	$55,682.00	$1,417,630.98	$48,641.04	$50,629.68
243	SALMON RIVER JOINT SCHOOL DISTRICT	Teacher	17	13.78	$638,055.00	$8,400.00	$646,455.00	$46,302.98	$46,912.55
244	MOUNTAIN VIEW SCHOOL DISTRICT	Teacher	104	76.81	$3,617,195.44	$69,302.00	$3,686,497.44	$47,092.77	$47,995.02
251	JEFFERSON COUNTY JOINT DISTRICT	Teacher	302	289.18	$13,194,942.00	$270,712.00	$13,465,654.00	$45,628.82	$46,564.96
252	RIRIE JOINT DISTRICT	Teacher	44	39.80	$1,696,778.31	$91,178.57	$1,787,956.88	$42,632.62	$44,923.54
253	WEST JEFFERSON DISTRICT	Teacher	48	39.25	$1,839,044.00	$68,890.00	$1,907,934.00	$46,854.62	$48,609.78
261	JEROME JOINT DISTRICT	Teacher	216	189.00	$8,522,325.35	$38,303.00	$8,560,628.35	$45,084.51	$45,287.14
262	VALLEY DISTRICT	Teacher	40	35.73	$1,660,199.23	$117,900.35	$1,778,099.58	$46,465.13	$49,764.89
271	COEUR D'ALENE DISTRICT	Teacher	576	514.11	$27,713,385.13		$27,713,385.13	$53,905.56	$53,905.56
272	LAKELAND DISTRICT	Teacher	263	237.76	$12,486,094.48		$12,486,094.48	$52,515.54	$52,515.54
273	POST FALLS DISTRICT	Teacher	305	282.95	$14,886,041.10	$265,516.00	$15,151,557.10	$52,610.15	$53,548.53
274	KOOTENAI DISTRICT	Teacher	16	15.43	$694,844.01	$9,352.00	$704,196.01	$45,032.02	$45,638.11
281	MOSCOW DISTRICT	Teacher	158	144.12	$8,256,515.03	$78,917.00	$8,335,432.03	$57,289.17	$57,836.75
282	GENESEE JOINT DISTRICT	Teacher	29	23.20	$1,372,483.00	$42,059.00	$1,414,542.00	$59,158.75	$60,971.64
283	KENDRICK JOINT DISTRICT	Teacher	25	17.50	$860,522.97	$21,410.00	$881,932.97	$49,172.74	$50,396.17
285	POTLATCH DISTRICT	Teacher	37	31.00	$1,517,024.96	$37,095.00	$1,554,119.96	$48,936.29	$50,132.90
287	TROY SCHOOL DISTRICT	Teacher	24	19.68	$908,894.24	$42,234.04	$951,128.28	$46,183.65	$48,329.69
288	WHITEPINE JOINT SCHOOL DISTRICT	Teacher	20	17.50	$962,270.03	$53,304.00	$1,015,574.03	$54,986.86	$58,032.80
291	SALMON DISTRICT	Teacher	61	43.89	$2,001,623.50	$15,942.00	$2,017,565.50	$45,605.46	$45,968.68
292	SOUTH LEMHI DISTRICT	Teacher	18	12.06	$548,676.95	$10,080.00	$558,756.95	$45,495.60	$46,331.42
302	NEZPERCE JOINT DISTRICT	Teacher	21	15.42	$717,824.44	$39,239.79	$757,064.23	$46,551.52	$49,096.25
304	KAMIAH JOINT DISTRICT	Teacher	40	28.06	$1,261,363.42	$46,070.00	$1,307,433.42	$44,952.37	$46,594.21
305	HIGHLAND JOINT DISTRICT	Teacher	22	15.50	$809,383.01	$21,198.00	$830,581.01	$52,218.26	$53,585.87
312	SHOSHONE JOINT DISTRICT	Teacher	39	33.57	$1,481,912.05	$45,357.00	$1,527,269.05	$44,143.94	$45,495.06
314	DIETRICH DISTRICT	Teacher	18	15.80	$718,734.49	$15,850.00	$734,584.49	$45,489.52	$46,492.69
316	RICHFIELD DISTRICT	Teacher	21	16.10	$703,030.55	$19,089.00	$722,119.55	$43,666.49	$44,852.15
321	MADISON DISTRICT	Teacher	273	254.01	$11,350,838.69		$11,350,838.69	$44,686.58	$44,686.58
322	SUGAR-SALEM JOINT DISTRICT	Teacher	89	82.00	$3,572,349.00	$223,878.00	$3,796,227.00	$43,565.23	$46,295.45
331	MINIDOKA COUNTY JOINT DISTRICT	Teacher	245	210.49	$9,569,320.00	$146,433.00	$9,715,753.00	$45,462.11	$46,157.79
340	LEWISTON INDEPENDENT DISTRICT	Teacher	292	266.34	$14,957,128.15	$516,791.00	$15,473,919.15	$56,158.02	$58,098.37
341	LAPWAI DISTRICT	Teacher	35	33.00	$1,813,147.94	$156,571.00	$1,969,718.94	$54,943.88	$59,688.45

OUR KIDS, IDAHO'S FUTURE FINAL REPORT - APPENDIX 1

**Educator Pipeline: Recruiting and Retaining Effective Educators
in Idaho Classrooms** | September 19, 2019

342 CULDESAC JOINT DISTRICT	Teacher	17	12.60	$529,688.14	$14,641.69	$544,329.83	$42,038.74	$43,200.78
351 ONEIDA COUNTY DISTRICT	Teacher	146	109.90	$4,592,869.02	$6,560.00	$4,599,429.02	$41,791.35	$41,851.04
363 MARSING JOINT DISTRICT	Teacher	67	48.18	$2,110,293.00	$21,901.00	$2,132,194.00	$43,800.19	$44,254.75
364 PLEASANT VALLEY ELEMENTARY DISTRICT	Teacher	2	2.00	$83,253.00		$83,253.00	$41,626.50	$41,626.50
365 BRUNEAU-GRAND VIEW JOINT SCHOOL DISTRICT	Teacher	26	22.45	$926,269.61	$6,784.00	$933,053.61	$41,259.23	$41,561.41
370 HOMEDALE JOINT DISTRICT	Teacher	79	64.08	$2,816,361.52	$57,755.00	$2,874,116.52	$43,950.71	$44,852.01
371 PAYETTE JOINT DISTRICT	Teacher	85	77.62	$3,358,141.65	$178,316.00	$3,536,457.65	$43,263.87	$45,561.17
372 NEW PLYMOUTH DISTRICT	Teacher	60	51.71	$2,448,719.72	$96,075.60	$2,544,795.32	$47,354.86	$49,212.83
373 FRUITLAND DISTRICT	Teacher	105	91.35	$4,399,523.23	$193,863.68	$4,593,386.91	$48,161.17	$50,283.38
381 AMERICAN FALLS JOINT DISTRICT	Teacher	94	81.06	$3,980,030.55	$23,898.00	$4,003,928.55	$49,099.81	$49,394.63
382 ROCKLAND DISTRICT	Teacher	23	16.79	$799,063.98	$19,299.00	$818,362.98	$47,591.66	$48,741.09
383 ARBON ELEMENTARY DISTRICT	Teacher	2	1.75	$81,213.50		$81,213.50	$46,407.71	$46,407.71
391 KELLOGG JOINT DISTRICT	Teacher	82	62.71	$2,819,393.59		$2,819,393.59	$44,959.23	$44,959.23
392 MULLAN DISTRICT	Teacher	16	13.19	$671,093.61	$24,399.00	$695,492.61	$50,878.97	$52,728.78
393 WALLACE DISTRICT	Teacher	44	37.56	$1,785,826.35		$1,785,826.35	$47,545.96	$47,545.96
394 AVERY ELEMENTARY DISTRICT	Teacher	2	1.99	$95,869.02		$95,869.02	$48,175.39	$48,175.39
401 TETON COUNTY DISTRICT	Teacher	114	103.10	$5,396,716.09	$285,940.00	$5,682,656.09	$52,344.48	$55,117.91
411 TWIN FALLS DISTRICT	Teacher	519	455.17	$21,033,237.09	$376,861.00	$21,410,098.09	$46,209.63	$47,037.59
412 BUHL JOINT DISTRICT	Teacher	80	66.35	$2,974,402.52	$63,280.00	$3,037,682.52	$44,828.98	$45,782.71
413 FILER DISTRICT	Teacher	95	89.10	$3,883,832.55	$23,453.00	$3,907,285.55	$43,589.59	$43,852.81
414 KIMBERLY DISTRICT	Teacher	115	97.19	$4,418,352.00	$112,277.00	$4,530,629.00	$45,460.97	$46,616.21
415 HANSEN DISTRICT	Teacher	25	20.02	$913,729.44	$16,654.00	$930,383.44	$45,640.83	$46,472.70
416 THREE CREEK JOINT ELEMENTARY DISTRICT	Teacher	1	0.90	$43,966.80		$43,966.80	$48,852.00	$48,852.00
417 CASTLEFORD DISTRICT	Teacher	25	20.90	$1,004,160.90	$35,675.00	$1,039,835.90	$48,045.98	$49,752.91
418 MURTAUGH JOINT DISTRICT	Teacher	29	23.61	$1,088,840.00	$25,528.00	$1,114,368.00	$46,111.75	$47,198.98
421 MCCALL-DONNELLY JOINT SCHOOL DISTRICT	Teacher	94	76.30	$4,414,343.45	$57,730.00	$4,472,073.45	$57,855.09	$58,611.71
422 CASCADE DISTRICT	Teacher	21	14.85	$671,270.86	$20,641.00	$691,911.86	$45,203.42	$46,593.39
431 WEISER DISTRICT	Teacher	96	84.95	$4,001,393.16	$120,859.00	$4,122,252.16	$47,102.92	$48,525.63
432 CAMBRIDGE JOINT DISTRICT	Teacher	22	16.91	$831,584.64	$5,974.00	$837,558.64	$49,177.09	$49,530.37
433 MIDVALE DISTRICT	Teacher	19	15.03	$681,477.98	$27,662.00	$709,139.98	$45,341.18	$47,181.64
451 VICTORY CHARTER SCHOOL, INC.	Teacher	26	13.59	$906,083.03		$906,083.03	$66,672.78	$66,672.78
452 IDAHO VIRTUAL ACADEMY, INC.	Teacher	51	39.46	$1,931,575.36	$26,400.00	$1,957,975.36	$48,950.21	$49,619.24
453 IDAHO VIRTUAL HIGH SCHOOL, INC.	Teacher	32	25.36	$1,315,259.01		$1,315,259.01	$51,863.53	$51,863.53
454 ROLLING HILLS PUBLIC CHARTER SCHOOL, INC.	Teacher	20	14.25	$651,858.98	$17,800.00	$669,658.98	$45,744.49	$46,993.61
455 COMPASS PUBLIC CHARTER SCHOOL, INC.	Teacher	57	50.10	$2,335,914.00	$48,000.00	$2,383,914.00	$46,625.03	$47,583.11
456 FALCON RIDGE PUBLIC CHARTER SCHOOL, INC.	Teacher	17	15.30	$739,749.00	$350.00	$740,099.00	$48,349.61	$48,372.48
457 INSPIRE ACADEMICS, INC.	Teacher	37	27.71	$1,229,985.41		$1,229,985.41	$44,387.78	$44,387.78
458 LIBERTY CHARTER SCHOOL, INC.	Teacher	24	14.30	$1,075,525.01	$3,500.00	$1,079,025.01	$75,211.54	$75,456.29
460 THE ACADEMY, INC.	Teacher	24	22.50	$1,115,000.00		$1,115,000.00	$49,555.56	$49,555.56
461 TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL,	Teacher	24	17.66	$984,526.00	$18,876.00	$1,003,402.00	$55,748.92	$56,817.78
462 XAVIER CHARTER SCHOOL, INC.	Teacher	41	32.48	$1,429,052.02		$1,429,052.02	$43,997.91	$43,997.91
463 VISION CHARTER SCHOOL, INC.	Teacher	35	27.49	$1,538,170.49	$71,820.00	$1,609,990.49	$55,953.82	$58,566.41
464 WHITE PINE CHARTER SCHOOL, INC.	Teacher	27	21.46	$977,860.01	$21,395.00	$999,255.01	$45,566.64	$46,563.61
465 NORTH VALLEY ACADEMY, INC.	Teacher	22	15.30	$666,863.20		$666,863.20	$43,585.83	$43,585.83
466 ISUCCEED VIRTUAL HIGH SCHOOL, INC.	Teacher	25	15.14	$992,625.40	$7,560.00	$1,000,185.40	$65,563.10	$66,062.44
468 IDAHO SCIENCE AND TECHNOLOGY CHARTER SC	Teacher	25	19.60	$825,910.80		$825,910.80	$42,138.31	$42,138.31
469 IDAHO VIRTUAL EDUCATION PARTNERS, INC.	Teacher	21	14.50	$784,664.07		$784,664.07	$54,114.76	$54,114.76
470 THE KOOTENAI BRIDGE ACADEMY, INC.	Teacher	6	6.55	$440,317.00		$440,317.00	$67,223.97	$67,223.97
472 PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION	Teacher	16	11.34	$480,703.34		$480,703.34	$42,390.07	$42,390.07
473 THE VILLAGE CHARTER SCHOOL, INC.	Teacher	34	23.88	$908,708.00		$908,708.00	$38,053.10	$38,053.10
474 MONTICELLO MONTESSORI CHARTER SCHOOL, IN	Teacher	21	10.00	$406,505.99		$406,505.99	$40,650.60	$40,650.60
475 THE SAGE INTERNATIONAL SCHOOL OF BOISE, A	Teacher	61	58.51	$2,571,541.77		$2,571,541.77	$43,950.47	$43,950.47
476 ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, II	Teacher	33	28.26	$1,266,388.74		$1,266,388.74	$44,812.06	$44,812.06
477 BLACKFOOT CHARTER COMMUNITY LEARNING CI	Teacher	37	33.90	$1,426,516.01		$1,426,516.01	$42,080.12	$42,080.12
478 LEGACY PUBLIC CHARTER SCHOOL, INC.	Teacher	12	9.55	$574,460.00		$574,460.00	$60,152.88	$60,152.88
479 HERITAGE ACADEMY, INC.	Teacher	14	12.13	$529,896.71	$6,000.00	$535,896.71	$43,684.81	$44,179.45
480 NORTH IDAHO STEM CHARTER ACADEMY, INC.	Teacher	28	22.82	$1,070,580.00		$1,070,580.00	$46,914.11	$46,914.11
481 HERITAGE COMMUNITY CHARTER SCHOOL, INC.	Teacher	24	21.50	$917,808.00		$917,808.00	$42,688.74	$42,688.74
482 AMERICAN HERITAGE CHARTER SCHOOL, INC.	Teacher	21	19.00	$853,461.98	$2,400.00	$855,861.98	$44,919.05	$45,045.37
483 CHIEF TAHGEE ELEMENTARY ACADEMY, INC.	Teacher	9	7.54	$340,640.80		$340,640.80	$45,177.82	$45,177.82
485 IDAHO STEM ACADEMY, INC.	Teacher	13	10.55	$471,805.81		$471,805.81	$44,720.93	$44,720.93
486 UPPER CARMEN PUBLIC CHARTER SCHOOL, INC.	Teacher	9	7.45	$378,963.00		$378,963.00	$50,867.52	$50,867.52
487 SANDPOINT CHARTER SCHOOL, INC.	Teacher	29	21.40	$932,064.55	$33,200.00	$965,264.55	$43,554.42	$45,105.82
488 SYRINGA MOUNTAIN SCHOOL, INC.	Teacher	11	8.57	$375,463.00		$375,463.00	$43,811.32	$43,811.32
489 IDAHO COLLEGE AND CAREER READINESS ACAD	Teacher	9	5.98	$297,717.60	$2,000.00	$299,717.60	$49,785.55	$50,120.00
490 IDAHO DISTANCE EDUCATION ACADEMY, INC.	Teacher	17	10.80	$541,500.00	$1,831.82	$543,331.82	$50,138.89	$50,308.50
491 COEUR D'ALENE CHARTER ACADEMY, INC.	Teacher	39	33.52	$1,947,759.11	$91,150.00	$2,038,909.11	$58,107.37	$60,826.64
492 ANSER OF IDAHO, INC.	Teacher	25	21.07	$1,012,773.00	$9,000.00	$1,021,773.00	$48,067.06	$48,494.21
493 NORTH STAR CHARTER SCHOOL, INC.	Teacher	64	44.00	$2,433,568.98	$8,473.00	$2,442,041.98	$55,308.39	$55,500.95
494 THE POCATELLO COMMUNITY CHARTER SCHOOL	Teacher	14	14.00	$752,607.00		$752,607.00	$53,757.64	$53,757.64
495 FORRESTER ACADEMY, INC.	Teacher	34	22.00	$867,712.01	$6,000.00	$873,712.01	$39,441.46	$39,714.18
496 GEM PREP: POCATELLO, INC.	Teacher	8	7.35	$314,800.00		$314,800.00	$42,829.93	$42,829.93
497 PATHWAYS IN EDUCATION - NAMPA, INC.	Teacher	10	10.00	$400,500.99		$400,500.99	$40,050.10	$40,050.10
498 GEM PREP: MERIDIAN, INC.	Teacher	12	11.40	$518,400.00		$518,400.00	$45,473.68	$45,473.68
499 FUTURE PUBLIC SCHOOL, INC.	Teacher	10	9.00	$384,164.00		$384,164.00	$42,684.89	$42,684.89
511 PEACE VALLEY CHARTER SCHOOL, INC.	Teacher	16	12.86	$520,287.29	$4,000.00	$524,287.29	$40,457.80	$40,768.84
513 PROJECT IMPACT STEM ACADEMY, INC.	Teacher	13	9.71	$420,317.36		$420,317.36	$43,287.06	$43,287.06
518 ADVANCED REGIONAL TECHNICAL EDUCATION IN	Teacher	21	17.00	$797,220.00		$797,220.00	$46,895.29	$46,895.29
555 CANYON-OWYHEE SCHOOL SERVICE AGENCY (C	Teacher	19	10.45	$443,619.00	$9,000.00	$452,619.00	$42,451.58	$43,312.82
559 THOMAS JEFFERSON CHARTER SCHOOL, INC.	Teacher	28	20.70	$1,226,573.50		$1,226,573.50	$59,254.76	$59,254.76
751 S E I TEC CHARTER SCHOOL, INC.	Teacher	16	12.68	$614,414.99		$614,414.99	$48,455.44	$48,455.44
768 MERIDIAN TECHNICAL CHARTER HIGH SCHOOL, II	Teacher	14	14.00	$782,084.00	$43,489.00	$825,573.00	$55,863.14	$58,969.50
785 MERIDIAN MEDICAL ARTS CHARTER HIGH SCHOC	Teacher	14	14.00	$777,613.01	$56,044.00	$833,657.01	$55,543.79	$59,546.93
790 ADVANCED REGIONAL TECHNICAL EDUCATION, II	Teacher	21	17.50	$776,205.00		$776,205.00	$44,354.57	$44,354.57
794 PAYETTE RIVER TECHNICAL ACADEMY, INC.	Teacher	11	9.80	$502,724.99		$502,724.99	$51,298.47	$51,298.47
795 IDAHO ARTS CHARTER SCHOOL, INC.	Teacher	62	56.40	$2,743,637.60		$2,743,637.60	$48,646.06	$48,646.06
796 GEM PREP: NAMPA, INC.	Teacher	15	14.20	$645,600.00		$645,600.00	$45,464.79	$45,464.79
813 MOSCOW CHARTER SCHOOL, INC.	Teacher	19	10.55	$479,985.58	$12,810.00	$492,795.58	$45,496.26	$46,710.48
Total		**19100**	**15793.51**	**$786,983,137.95**	**$13,085,330.69**	**$800,068,468.64**	**$49,829.53**	**$50,658.05**

OUR KIDS, IDAHO'S FUTURE FINAL REPORT - APPENDIX 1

Educator Pipeline: Recruiting and Retaining Effective Educators
in Idaho Classrooms | September 19, 2019

All Funds

#	Name	Activity	Actual	FTE	Base Salaries	Extra Pay	Total Pay	Average Base Salary	Average Salary + Extra Pay
1	BOISE INDEPENDENT DISTRICT	Teacher	1599	1495.06	$87,701,428.69	$1,476,557.96	$89,177,986.65	$58,660.81	$59,648.43
2	JOINT SCHOOL DISTRICT NO. 2	Teacher	2777	1968.92	$104,327,032.51	$1,076,850.13	$105,403,882.64	$52,986.93	$53,533.86
3	KUNA JOINT DISTRICT	Teacher	293	262.57	$12,624,665.02	$131,868.00	$12,756,533.02	$48,081.14	$48,583.36
11	MEADOWS VALLEY DISTRICT	Teacher	25	16.32	$721,241.49		$721,241.49	$44,193.72	$44,193.72
13	COUNCIL DISTRICT	Teacher	29	18.87	$889,157.96	$40,469.00	$929,626.96	$47,120.19	$49,264.81
21	MARSH VALLEY JOINT DISTRICT	Teacher	79	73.93	$3,410,092.00	$53,228.00	$3,463,320.00	$46,125.96	$46,845.94
25	POCATELLO DISTRICT	Teacher	676	618.21	$30,513,214.51	$856,490.00	$31,369,704.51	$49,357.36	$50,742.80
33	BEAR LAKE COUNTY DISTRICT	Teacher	71	64.83	$2,897,698.03	$84,456.59	$2,982,154.62	$44,696.87	$45,999.61
41	ST MARIES JOINT DISTRICT	Teacher	63	57.15	$2,613,848.00	$40,570.00	$2,654,418.00	$45,736.62	$46,446.51
44	PLUMMER-WORLEY JOINT DISTRICT	Teacher	33	33.00	$1,561,612.99	$65,652.00	$1,627,264.99	$47,321.61	$49,311.06
52	SNAKE RIVER DISTRICT	Teacher	121	92.60	$4,298,301.40	$186,723.00	$4,485,024.40	$46,417.94	$48,434.39
55	BLACKFOOT DISTRICT	Teacher	313	212.16	$9,949,343.07	$307,515.20	$10,256,858.27	$46,895.47	$48,344.92
58	ABERDEEN DISTRICT	Teacher	52	43.13	$1,968,542.00	$55,498.00	$2,024,040.00	$45,642.06	$46,928.82
59	FIRTH DISTRICT	Teacher	45	43.00	$2,009,512.01	$60,891.00	$2,070,403.01	$46,732.84	$48,148.91
60	SHELLEY JOINT DISTRICT	Teacher	154	110.78	$4,961,036.00	$136,459.00	$5,097,495.00	$44,782.78	$46,014.58
61	BLAINE COUNTY DISTRICT	Teacher	279	256.97	$18,919,690.48	$340,812.00	$19,260,502.48	$73,626.07	$74,952.34
71	GARDEN VALLEY DISTRICT	Teacher	24	19.20	$939,684.00		$939,684.00	$48,941.88	$48,941.88
72	BASIN SCHOOL DISTRICT	Teacher	33	25.61	$1,147,571.00	$23,102.35	$1,170,673.35	$44,809.49	$45,711.57
73	HORSESHOE BEND SCHOOL DISTRICT	Teacher	19	17.50	$819,537.00		$819,537.00	$46,830.69	$46,830.69
83	WEST BONNER COUNTY DISTRICT	Teacher	99	66.54	$3,171,276.04	$93,881.00	$3,265,157.04	$47,659.69	$49,070.59
84	LAKE PEND OREILLE SCHOOL DISTRICT	Teacher	222	207.31	$10,369,853.02	$542,029.00	$10,911,882.02	$50,021.00	$52,635.58
91	IDAHO FALLS DISTRICT	Teacher	558	524.96	$26,060,103.50	$722,108.00	$26,782,211.50	$49,642.07	$51,017.62
92	SWAN VALLEY ELEMENTARY DISTRICT	Teacher	4	4.00	$154,665.00		$154,665.00	$38,666.25	$38,666.25
93	BONNEVILLE JOINT DISTRICT	Teacher	661	644.32	$30,276,693.39	$1,064,377.99	$31,341,071.38	$46,990.15	$48,642.09
101	BOUNDARY COUNTY DISTRICT	Teacher	98	85.79	$4,002,075.10	$103,414.00	$4,105,489.10	$46,649.67	$47,855.10
111	BUTTE COUNTY JOINT DISTRICT	Teacher	44	29.00	$1,303,629.00	$40,010.00	$1,343,639.00	$44,952.72	$46,332.38
121	CAMAS COUNTY DISTRICT	Teacher	22	15.82	$700,904.44	$26,848.00	$727,752.44	$44,304.96	$46,002.05
131	NAMPA SCHOOL DISTRICT	Teacher	1060	757.75	$34,257,365.59	$940,241.60	$35,197,607.19	$45,209.32	$46,450.16
132	CALDWELL DISTRICT	Teacher	485	340.73	$15,412,164.12	$412,156.36	$15,824,320.48	$45,232.78	$46,442.40
133	WILDER DISTRICT	Teacher	58	31.82	$1,479,251.00	$14,822.00	$1,494,073.00	$46,488.09	$46,953.90
134	MIDDLETON DISTRICT	Teacher	207	195.54	$9,516,735.96		$9,516,735.96	$48,669.00	$48,669.00
135	NOTUS DISTRICT	Teacher	43	29.64	$1,319,447.00	$57,082.00	$1,376,529.00	$44,515.76	$46,441.60
136	MELBA JOINT DISTRICT	Teacher	47	45.50	$1,977,216.00	$130,186.00	$2,107,402.00	$43,455.30	$46,316.53
137	PARMA DISTRICT	Teacher	104	59.67	$2,831,988.98	$75,526.00	$2,907,514.98	$47,460.85	$48,726.58
139	VALLIVUE SCHOOL DISTRICT	Teacher	484	455.77	$21,543,713.03		$21,543,713.03	$47,268.83	$47,268.83
148	GRACE JOINT DISTRICT	Teacher	37	32.11	$1,587,835.02	$87,019.60	$1,674,854.62	$49,449.86	$52,159.91
149	NORTH GEM DISTRICT	Teacher	23	16.20	$698,015.00	$41,738.00	$739,753.00	$43,087.35	$45,663.77
150	SODA SPRINGS JOINT DISTRICT	Teacher	53	48.14	$2,075,889.01	$41,463.00	$2,117,352.01	$43,121.92	$43,983.22
151	CASSIA COUNTY JOINT DISTRICT	Teacher	458	301.29	$13,830,365.66	$461,941.00	$14,292,306.66	$45,903.83	$47,437.04
161	CLARK COUNTY DISTRICT	Teacher	19	15.50	$712,553.00	$22,931.00	$735,484.00	$45,971.16	$47,450.58
171	OROFINO JOINT DISTRICT	Teacher	80	73.40	$3,693,849.94	$40,386.00	$3,734,235.94	$50,324.93	$50,875.15
181	CHALLIS JOINT DISTRICT	Teacher	32	27.22	$1,237,633.00	$36,689.00	$1,274,322.00	$45,467.78	$46,815.65
182	MACKAY JOINT DISTRICT	Teacher	20	17.12	$778,350.00	$25,968.00	$804,318.00	$45,464.37	$46,981.19
191	PRAIRIE ELEMENTARY DISTRICT	Teacher	1	0.96	$34,435.00		$34,435.00	$35,869.79	$35,869.79
192	GLENNS FERRY JOINT DISTRICT	Teacher	43	31.47	$1,427,356.00	$71,189.00	$1,498,545.00	$45,356.09	$47,618.21
193	MOUNTAIN HOME DISTRICT	Teacher	203	193.10	$9,394,820.01		$9,394,820.01	$48,652.62	$48,652.62
201	PRESTON JOINT DISTRICT	Teacher	127	116.26	$5,514,527.01	$96,384.00	$5,610,911.01	$47,432.71	$48,261.75
202	WEST SIDE JOINT DISTRICT	Teacher	51	42.24	$1,948,525.00	$74,039.50	$2,022,564.50	$46,129.85	$47,882.68
215	FREMONT COUNTY JOINT DISTRICT	Teacher	137	126.27	$5,714,445.71	$323,008.30	$6,037,454.01	$45,255.77	$47,813.84
221	EMMETT INDEPENDENT DISTRICT	Teacher	152	135.18	$6,008,869.04		$6,008,869.04	$44,450.87	$44,450.87
231	GOODING JOINT DISTRICT	Teacher	84	73.46	$3,197,549.44	$21,730.00	$3,219,279.44	$43,527.76	$43,823.57
232	WENDELL DISTRICT	Teacher	71	60.40	$2,664,486.00	$188,879.00	$2,853,365.00	$44,114.01	$47,241.14
233	HAGERMAN JOINT DISTRICT	Teacher	29	23.74	$1,117,030.80	$60,733.00	$1,177,763.80	$47,052.69	$49,610.94
234	BLISS JOINT DISTRICT	Teacher	16	13.64	$635,975.03	$34,579.00	$670,554.03	$46,625.74	$49,160.85
242	COTTONWOOD JOINT DISTRICT	Teacher	32	29.00	$1,407,181.98	$76,221.00	$1,483,402.98	$48,523.52	$51,151.83
243	SALMON RIVER JOINT SCHOOL DISTRICT	Teacher	17	13.78	$638,055.00	$22,900.00	$660,955.00	$46,302.98	$47,964.80
244	MOUNTAIN VIEW SCHOOL DISTRICT	Teacher	104	77.00	$3,624,632.08	$89,534.00	$3,714,166.08	$47,073.14	$48,235.92
251	JEFFERSON COUNTY JOINT DISTRICT	Teacher	306	293.68	$13,416,220.00	$345,004.00	$13,761,224.00	$45,683.12	$46,857.89
252	RIRIE JOINT DISTRICT	Teacher	45	40.80	$1,749,823.31	$125,745.57	$1,875,568.88	$42,887.83	$45,969.83
253	WEST JEFFERSON DISTRICT	Teacher	48	39.50	$1,852,055.75	$87,934.50	$1,939,990.25	$46,887.49	$49,113.68
261	JEROME JOINT DISTRICT	Teacher	223	198.68	$8,887,795.00	$91,740.30	$8,979,535.30	$44,734.22	$45,195.97
262	VALLEY DISTRICT	Teacher	44	38.23	$1,774,218.23	$126,575.35	$1,900,793.58	$46,409.06	$49,719.95
271	COEUR D'ALENE DISTRICT	Teacher	588	533.78	$28,656,265.54		$28,656,265.54	$53,685.54	$53,685.54
272	LAKELAND DISTRICT	Teacher	278	254.26	$13,311,345.98		$13,311,345.98	$52,353.28	$52,353.28
273	POST FALLS DISTRICT	Teacher	306	284.45	$14,945,090.10	$265,516.00	$15,210,606.10	$52,540.31	$53,473.74
274	KOOTENAI DISTRICT	Teacher	16	15.43	$694,844.01	$24,382.00	$719,226.01	$45,032.02	$46,612.18
281	MOSCOW DISTRICT	Teacher	160	145.79	$8,352,175.37	$78,917.00	$8,431,092.37	$57,289.08	$57,830.39
282	GENESEE JOINT DISTRICT	Teacher	29	23.20	$1,372,483.00	$54,080.00	$1,426,563.00	$59,158.75	$61,489.78
283	KENDRICK JOINT DISTRICT	Teacher	25	17.50	$860,522.97	$22,729.00	$883,251.97	$49,172.74	$50,471.54
285	POTLATCH DISTRICT	Teacher	37	31.00	$1,517,024.96	$43,695.00	$1,560,719.96	$48,936.29	$50,345.81
287	TROY SCHOOL DISTRICT	Teacher	24	19.68	$908,894.24	$42,234.04	$951,128.28	$46,183.65	$48,329.69
288	WHITEPINE JOINT SCHOOL DISTRICT	Teacher	20	17.50	$962,270.03	$92,576.00	$1,054,846.03	$54,986.86	$60,276.92
291	SALMON DISTRICT	Teacher	62	43.89	$2,001,623.50	$18,493.00	$2,020,116.50	$45,605.46	$46,026.81
292	SOUTH LEMHI DISTRICT	Teacher	18	12.06	$548,676.95	$10,080.00	$558,756.95	$45,495.60	$46,331.42
302	NEZPERCE JOINT DISTRICT	Teacher	21	16.08	$754,225.58	$42,223.79	$796,449.37	$46,904.58	$49,530.43
304	KAMIAH JOINT DISTRICT	Teacher	44	30.50	$1,376,234.00	$48,720.00	$1,424,954.00	$45,122.43	$46,719.80
305	HIGHLAND JOINT DISTRICT	Teacher	22	15.50	$809,383.01	$21,198.00	$830,581.01	$52,218.26	$53,585.87
312	SHOSHONE JOINT DISTRICT	Teacher	39	34.00	$1,500,301.00	$67,885.00	$1,568,186.00	$44,126.50	$46,123.12
314	DIETRICH DISTRICT	Teacher	18	15.80	$718,734.49	$15,850.00	$734,584.49	$45,489.52	$46,492.69
316	RICHFIELD DISTRICT	Teacher	21	17.00	$742,199.00	$36,059.00	$778,258.00	$43,658.76	$45,779.88
321	MADISON DISTRICT	Teacher	281	261.01	$11,655,891.69		$11,655,891.69	$44,656.88	$44,656.88
322	SUGAR-SALEM JOINT DISTRICT	Teacher	91	84.00	$3,655,602.00	$250,568.00	$3,906,170.00	$43,519.07	$46,502.02
331	MINIDOKA COUNTY JOINT DISTRICT	Teacher	256	222.85	$10,054,144.50	$368,197.00	$10,422,341.50	$45,116.20	$46,768.42
340	LEWISTON INDEPENDENT DISTRICT	Teacher	306	282.87	$15,736,704.01	$525,442.00	$16,262,146.01	$55,632.28	$57,489.82
341	LAPWAI DISTRICT	Teacher	37	35.00	$1,920,145.93	$164,110.00	$2,084,255.93	$54,861.31	$59,550.17
342	CULDESAC JOINT DISTRICT	Teacher	17	12.74	$536,532.66	$21,383.67	$557,916.33	$42,114.02	$43,792.49
351	ONEIDA COUNTY DISTRICT	Teacher	146	110.16	$4,606,389.02	$30,876.00	$4,637,265.02	$41,815.44	$42,095.72

ATTACHMENT 2

OUR KIDS, IDAHO'S FUTURE FINAL REPORT - APPENDIX 1

**Educator Pipeline: Recruiting and Retaining Effective Educators
in Idaho Classrooms** | September 19, 2019

#	District	Position	Count	FTE	Amount 1	Amount 2	Amount 3	Salary 1	Salary 2
363	MARSING JOINT DISTRICT	Teacher	68	49.02	$2,145,996.00	$52,957.00	$2,198,953.00	$43,777.97	$44,858.28
364	PLEASANT VALLEY ELEMENTARY DISTRICT	Teacher	2	2.00	$83,253.00		$83,253.00	$41,626.50	$41,626.50
365	BRUNEAU-GRAND VIEW JOINT SCHOOL DISTRICT	Teacher	26	23.00	$948,346.50	$39,345.00	$987,691.50	$41,232.46	$42,943.11
370	HOMEDALE JOINT DISTRICT	Teacher	81	66.95	$2,947,852.00	$78,151.00	$3,026,003.00	$44,030.65	$45,197.95
371	PAYETTE JOINT DISTRICT	Teacher	87	81.87	$3,529,016.15	$216,161.00	$3,745,177.15	$43,105.12	$45,745.42
372	NEW PLYMOUTH DISTRICT	Teacher	60	51.71	$2,448,719.72	$96,075.60	$2,544,795.32	$47,354.86	$49,212.83
373	FRUITLAND DISTRICT	Teacher	105	91.35	$4,399,523.23	$201,667.68	$4,601,190.91	$48,161.17	$50,368.81
381	AMERICAN FALLS JOINT DISTRICT	Teacher	99	85.74	$4,224,589.05	$56,414.00	$4,281,003.05	$49,272.09	$49,930.06
382	ROCKLAND DISTRICT	Teacher	23	16.99	$812,075.98	$27,688.00	$839,763.98	$47,797.29	$49,426.96
383	ARBON ELEMENTARY DISTRICT	Teacher	2	1.75	$81,213.50	$3,500.00	$84,713.50	$46,407.71	$48,407.71
391	KELLOGG JOINT DISTRICT	Teacher	82	62.84	$2,827,205.59	$44,700.00	$2,871,905.59	$44,990.54	$45,701.87
392	MULLAN DISTRICT	Teacher	16	13.19	$671,093.61	$36,199.00	$707,292.61	$50,878.97	$53,623.40
393	WALLACE DISTRICT	Teacher	45	37.71	$1,793,169.00		$1,793,169.00	$47,551.55	$47,551.55
394	AVERY ELEMENTARY DISTRICT	Teacher	2	1.99	$95,869.02		$95,869.02	$48,175.39	$48,175.39
401	TETON COUNTY DISTRICT	Teacher	114	103.60	$5,415,091.09	$307,084.00	$5,722,175.09	$52,269.22	$55,233.35
411	TWIN FALLS DISTRICT	Teacher	540	481.04	$22,166,348.35	$415,515.00	$22,581,863.35	$46,080.05	$46,943.84
412	BUHL JOINT DISTRICT	Teacher	84	72.16	$3,189,669.02	$63,280.00	$3,252,949.02	$44,202.73	$45,079.67
413	FILER DISTRICT	Teacher	97	91.50	$3,995,935.75	$51,318.00	$4,047,253.75	$43,671.43	$44,232.28
414	KIMBERLY DISTRICT	Teacher	115	97.19	$4,418,352.00	$144,174.00	$4,562,526.00	$45,460.97	$46,944.40
415	HANSEN DISTRICT	Teacher	25	20.68	$942,385.04	$24,654.00	$967,039.04	$45,569.88	$46,762.04
416	THREE CREEK JOINT ELEMENTARY DISTRICT	Teacher	1	0.90	$43,966.80		$43,966.80	$48,852.00	$48,852.00
417	CASTLEFORD DISTRICT	Teacher	25	21.00	$1,009,347.00	$35,675.00	$1,045,022.00	$48,064.14	$49,762.95
418	MURTAUGH JOINT DISTRICT	Teacher	29	23.61	$1,088,840.00	$41,976.00	$1,130,816.00	$46,117.75	$47,895.64
421	MCCALL-DONNELLY JOINT SCHOOL DISTRICT	Teacher	94	76.70	$4,436,222.00	$57,730.00	$4,493,952.00	$57,838.62	$58,591.29
422	CASCADE DISTRICT	Teacher	23	16.60	$745,539.11	$30,623.50	$776,162.61	$44,911.99	$46,756.78
431	WEISER DISTRICT	Teacher	96	84.98	$4,003,149.99	$120,859.00	$4,124,008.99	$47,106.97	$48,529.17
432	CAMBRIDGE JOINT DISTRICT	Teacher	23	18.60	$897,720.39	$23,086.00	$920,806.39	$48,264.54	$49,505.72
433	MIDVALE DISTRICT	Teacher	19	15.03	$681,477.98	$57,156.00	$738,633.98	$45,341.18	$49,143.98
451	VICTORY CHARTER SCHOOL, INC.	Teacher	27	15.40	$998,413.03		$998,413.03	$64,832.01	$64,832.01
452	IDAHO VIRTUAL ACADEMY, INC.	Teacher	62	60.34	$2,945,719.20	$52,400.00	$2,998,119.20	$48,818.68	$49,687.09
453	IDAHO VIRTUAL HIGH SCHOOL, INC.	Teacher	32	25.36	$1,315,259.01		$1,315,259.01	$51,863.53	$51,863.53
454	ROLLING HILLS PUBLIC CHARTER SCHOOL, INC.	Teacher	21	15.25	$687,658.98	$39,000.00	$726,658.98	$45,092.39	$47,649.77
455	COMPASS PUBLIC CHARTER SCHOOL, INC.	Teacher	58	51.10	$2,381,664.00	$99,000.00	$2,480,664.00	$46,607.91	$48,545.28
456	FALCON RIDGE PUBLIC CHARTER SCHOOL, INC.	Teacher	17	15.30	$739,749.00	$18,350.00	$758,099.00	$48,349.61	$49,548.95
457	INSPIRE ACADEMICS, INC.	Teacher	39	31.60	$1,393,225.00		$1,393,225.00	$44,089.40	$44,089.40
458	LIBERTY CHARTER SCHOOL, INC.	Teacher	25	15.26	$1,170,250.01	$3,500.00	$1,173,750.01	$76,687.42	$76,916.78
460	THE ACADEMY, INC.	Teacher	26	24.30	$1,217,000.00		$1,217,000.00	$50,082.30	$50,082.30
461	TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL	Teacher	24	18.38	$1,029,124.00	$34,076.00	$1,063,200.00	$55,991.51	$57,845.48
462	XAVIER CHARTER SCHOOL, INC.	Teacher	41	32.48	$1,429,052.02	$28,505.58	$1,457,557.60	$43,997.91	$44,875.54
463	VISION CHARTER SCHOOL, INC.	Teacher	36	28.50	$1,611,173.99	$98,620.00	$1,709,793.99	$56,532.42	$59,992.77
464	WHITE PINE CHARTER SCHOOL, INC.	Teacher	29	22.93	$1,050,631.01	$40,132.00	$1,090,763.01	$45,819.06	$47,569.25
465	NORTH VALLEY ACADEMY, INC.	Teacher	22	15.80	$686,257.00		$686,257.00	$43,433.99	$43,433.99
466	ISUCCEED VIRTUAL HIGH SCHOOL, INC.	Teacher	25	16.54	$1,055,253.00	$7,560.00	$1,062,813.00	$63,800.06	$64,257.13
468	IDAHO SCIENCE AND TECHNOLOGY CHARTER SC	Teacher	27	22.54	$958,288.00		$958,288.00	$42,515.00	$42,515.00
469	IDAHO VIRTUAL EDUCATION PARTNERS, INC.	Teacher	21	14.50	$784,664.07		$784,664.07	$54,114.76	$54,114.76
470	THE KOOTENAI BRIDGE ACADEMY, INC.	Teacher	6	6.55	$440,317.00		$440,317.00	$67,223.97	$67,223.97
472	PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION	Teacher	16	12.21	$515,210.34	$6,500.00	$521,710.34	$42,195.77	$42,728.12
473	THE VILLAGE CHARTER SCHOOL, INC.	Teacher	35	24.88	$947,357.00		$947,357.00	$38,077.05	$38,077.05
474	MONTICELLO MONTESSORI CHARTER SCHOOL, I	Teacher	21	10.00	$406,505.99	$4,700.00	$411,205.99	$40,650.60	$41,120.60
475	THE SAGE INTERNATIONAL SCHOOL OF BOISE, A	Teacher	63	60.57	$2,669,660.76		$2,669,660.76	$44,075.63	$44,075.63
476	ANOTHER CHOICE VIRTUAL CHARTER SCHOOL,	Teacher	33	29.36	$1,323,380.02		$1,323,380.02	$45,074.25	$45,074.25
477	BLACKFOOT CHARTER COMMUNITY LEARNING C	Teacher	37	33.90	$1,426,516.01		$1,426,516.01	$42,080.12	$42,080.12
478	LEGACY PUBLIC CHARTER SCHOOL, INC.	Teacher	12	10.20	$614,500.00		$614,500.00	$60,245.10	$60,245.10
479	HERITAGE ACADEMY, INC.	Teacher	14	12.50	$549,668.00	$30,000.00	$579,668.00	$43,973.44	$46,373.44
480	NORTH IDAHO STEM CHARTER ACADEMY, INC.	Teacher	28	23.42	$1,106,580.00	$18,500.00	$1,125,080.00	$47,249.36	$48,039.28
481	HERITAGE COMMUNITY CHARTER SCHOOL, INC.	Teacher	25	22.75	$968,538.25		$968,538.25	$42,573.11	$42,573.11
482	AMERICAN HERITAGE CHARTER SCHOOL, INC.	Teacher	23	20.00	$891,011.98	$2,400.00	$893,411.98	$44,550.60	$44,670.60
483	CHIEF TAHGEE ELEMENTARY ACADEMY, INC.	Teacher	9	8.05	$368,319.00		$368,319.00	$45,753.91	$45,753.91
485	IDAHO STEM ACADEMY, INC.	Teacher	13	10.55	$471,805.81		$471,805.81	$44,720.93	$44,720.93
486	UPPER CARMEN PUBLIC CHARTER SCHOOL, INC	Teacher	9	7.45	$378,963.00		$378,963.00	$50,867.52	$50,867.52
487	SANDPOINT CHARTER SCHOOL, INC.	Teacher	29	21.90	$953,316.06	$33,200.00	$986,516.06	$43,530.41	$45,046.40
488	SYRINGA MOUNTAIN SCHOOL, INC.	Teacher	11	8.57	$375,463.00		$375,463.00	$43,811.32	$43,811.32
489	IDAHO COLLEGE AND CAREER READINESS ACAD	Teacher	9	7.48	$372,147.00	$2,000.00	$374,147.00	$49,752.27	$50,019.65
490	IDAHO DISTANCE EDUCATION ACADEMY, INC.	Teacher	17	10.80	$541,500.00	$2,831.82	$544,331.82	$50,138.89	$50,401.09
491	COEUR D'ALENE CHARTER ACADEMY, INC.	Teacher	39	34.00	$1,972,503.11	$121,150.00	$2,093,653.11	$58,014.80	$61,578.03
492	ANSER OF IDAHO, INC.	Teacher	26	22.07	$1,049,134.00	$27,900.00	$1,077,034.00	$47,536.66	$48,800.82
493	NORTH STAR CHARTER SCHOOL, INC.	Teacher	65	45.00	$2,471,719.98	$8,473.00	$2,480,192.98	$54,927.11	$55,115.40
494	THE POCATELLO COMMUNITY CHARTER SCHOOL	Teacher	15	15.00	$813,884.00		$813,884.00	$54,258.93	$54,258.93
495	FORRESTER ACADEMY, INC.	Teacher	34	22.00	$867,712.01	$23,000.00	$890,712.01	$39,441.46	$40,486.91
496	GEM PREP: POCATELLO, INC.	Teacher	8	7.60	$324,800.00	$5,000.00	$329,800.00	$42,736.84	$43,394.74
497	PATHWAYS IN EDUCATION - NAMPA, INC.	Teacher	10	10.00	$400,500.99		$400,500.99	$40,050.10	$40,050.10
498	GEM PREP: MERIDIAN, INC.	Teacher	12	11.40	$518,400.00	$6,000.00	$524,400.00	$45,473.68	$46,000.00
499	FUTURE PUBLIC SCHOOL, INC.	Teacher	11	10.00	$431,164.00		$431,164.00	$43,116.40	$43,116.40
511	PEACE VALLEY CHARTER SCHOOL, INC.	Teacher	16	13.57	$556,995.00	$4,000.00	$560,995.00	$41,046.06	$41,340.83
513	PROJECT IMPACT STEM ACADEMY, INC.	Teacher	14	11.50	$516,019.00	$11,250.00	$527,269.00	$44,871.22	$45,849.48
518	ADVANCED REGIONAL TECHNICAL EDUCATION I	Teacher	21	17.00	$797,220.00		$797,220.00	$46,895.29	$46,895.29
555	CANYON-OWYHEE SCHOOL SERVICE AGENCY (C	Teacher	19	10.45	$443,619.00	$23,852.00	$467,471.00	$42,451.58	$44,734.07
559	THOMAS JEFFERSON CHARTER SCHOOL, INC.	Teacher	28	20.90	$1,239,580.00		$1,239,580.00	$59,310.05	$59,310.05
751	S E I TEC CHARTER SCHOOL, INC.	Teacher	16	12.68	$614,414.99	$3,000.00	$617,414.99	$48,455.44	$48,692.03
768	MERIDIAN TECHNICAL CHARTER HIGH SCHOOL, I	Teacher	14	14.00	$782,084.00	$56,078.00	$838,162.00	$55,863.14	$59,868.71
785	MERIDIAN MEDICAL ARTS CHARTER HIGH SCHOC	Teacher	14	14.00	$777,613.01	$58,794.00	$836,407.01	$55,543.79	$59,743.36
790	ADVANCED REGIONAL TECHNICAL EDUCATION, I	Teacher	21	17.50	$776,205.00		$776,205.00	$44,354.57	$44,354.57
794	PAYETTE RIVER TECHNICAL ACADEMY, INC.	Teacher	11	9.80	$502,724.99		$502,724.99	$51,298.47	$51,298.47
795	IDAHO ARTS CHARTER SCHOOL, INC.	Teacher	62	56.40	$2,743,637.60		$2,743,637.60	$48,646.06	$48,646.06
796	GEM PREP: NAMPA, INC.	Teacher	15	14.20	$645,600.00	$11,000.00	$656,600.00	$45,464.79	$46,239.44
813	MOSCOW CHARTER SCHOOL, INC.	Teacher	19	10.98	$501,233.60	$12,810.00	$501,233.60	$45,649.69	$45,649.69
	Total	**Teacher**	**19613**	**16414.86**	**$817,033,355.58**	**$17,118,941.97**	**$834,139,487.55**	**$49,774.01**	**$50,816.12**

OUR KIDS, IDAHO'S FUTURE FINAL REPORT - APPENDIX 1

Educator Pipeline: Recruiting and Retaining Effective Educators in Idaho Classrooms | September 19, 2019

Appendix 9--School Levies for School Purposes

Tax Levies for School Purposes (2018-2019)

Amount	# of School Districts	Levy Type	% Required for Passage	Governance
$202,229,409	93	Supplemental	Simple Majority (50% + 1), 1 or 2 years	33-802 (3), I.C.
$183,022,784	71	Bond	Super Majority (66.67%)	Article VIII, Section 3, Idaho Constitution
$78,930,520	1	Maintenance & Operation	No election required - Charter School District	33-802 (6), I.C.
$55,240,948	54	Plant Facility	55%, 60%, or 66.67% if levy will result in total levy for school plant facilties and bonded indebtedness of less than .2%, between .2% and less than .3%, and more than .3%, respectively. 10 years; 20 years if for unsafe or unhealthy conditions	33-804, I.C.
$35,431,084	4	Budget Stabilization	No election required - Available to four School Districts whose local M&O was greater than state foundation funding prior to HO1, 2006 Extraordinary Legislative Session	33-802 (2), I.C.
$11,839,826	11	Emergency	No election required - available to School Districts with increasing Average Daily Attendance; levy limit of .0006	33-805, I.C.
$2,882,378	72	Tort	No election required - subject to 3% increase plus new construction	63-802, I.C.
$1,096,950	4	Cooperative Service	55%, 60%, or 66.67% if levy will result in total levy for school plant facilties and bonded indebtedness of less than .2%, between .2% and less than .3%, and more than .3%, respectively, levy limit of .4%	33-317A, I.C.
$178,669	3	Tuition	No election required. Generally used by Elementary School Districts to pay tuition to Idaho School Districts receiving 9-12 grade students	33-1408, I.C.
$128,942	2	Judgement	No election required; amount necessary to satisfy obligation	33-802 (1), I.C.
$570,981,510		Total		

$152,902,005,875 Total state market value excluding homeowner's exemption

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Appendix 10--FTEs and Apportionment versus Actual LEA FTEs and Allowance --Career Ladder (Instructional Staff and Pupil Service Staff Only)

Salary-Based Apportionment (Career Ladder)
FY 2019 (as of Feb 15)

#	School District / Charter School	Actual (FTE)			Actual ($)			Allowance (FTE)			Allowance ($)			Actual - Allowance (FTE)			Actual - Allowance ($)		
		Instruct	Pupil Service	Total	Instruct	Pupil Service	Total	Instruct	Pupil Service	Total	Instruct	Pupil Service	Total	Instruct	Pupil Service	Total	Instruct	Pupil Service	Total
001	BOISE INDEPENDENT DISTRICT	1,500.3600	189.1400	1,689.5000	$89,486,789.73	$12,238,176.80	$101,724,966.53	1,236.4514	95.6706	1,332.1220	$58,814,524.81	$4,512,117.82	$63,326,642.63	263.9086	93.4694	357.3780	$30,672,264.92	$7,726,058.98	$38,398,323.90
002	MERIDIAN JOINT DISTRICT	1,942.4300	159.7900	2,102.2200	103,695,904.71	9,139,747.45	112,835,652.16	1,941.5847	150.2304	2,091.8151	89,070,057.70	7,029,314.09	96,099,371.79	0.8453	9.5596	10.4049	14,625,847.01	2,110,433.36	16,736,280.37
003	KUNA JOINT DISTRICT	263.0200	18.2900	281.3100	12,838,242.46	964,808.26	13,803,050.72	260.5694	20.1616	280.7310	11,519,221.27	808,380.12	12,327,601.39	2.4506	-1.8716	0.5790	1,319,021.19	156,428.14	1,475,449.33
011	MEADOWS VALLEY DISTRICT	15.8200	0.7500	16.5700	701,186.48	38,852.25	740,038.73	14.5997	1.0523	15.6520	631,901.22	54,930.07	686,831.29	1.2203	-0.3023	0.9180	69,285.26	-16,077.82	53,207.44
013	COUNCIL DISTRICT	17.8700	1.0000	18.8700	869,635.00	41,631.00	911,266.00	19.8375	1.4576	21.2951	899,781.23	52,447.70	952,228.93	-1.9675	-0.4576	-2.4251	-30,146.23	-10,816.70	-40,962.93
021	MARSH VALLEY JOINT DISTRICT	73.6800	1.4500	75.1300	3,442,647.25	69,623.00	3,512,270.25	71.7355	5.5505	77.2860	3,158,638.82	245,592.26	3,404,231.08	1.9445	-4.1005	-2.1560	284,008.43	-175,969.26	108,039.17
025	POCATELLO DISTRICT	594.5768	49.4500	644.0268	30,466,687.68	2,649,662.62	33,116,350.30	612.6919	47.4071	660.0990	27,951,825.92	2,184,053.96	30,135,879.88	-18.1151	2.0429	-16.0722	2,514,861.76	465,608.66	2,980,470.42
033	BEAR LAKE COUNTY DISTRICT	65.7330	3.5000	69.2330	3,004,938.79	180,688.00	3,185,626.79	65.3236	5.0544	70.3780	2,905,014.12	222,686.91	3,127,701.03	0.4094	-1.5544	-1.1450	99,924.67	-41,998.91	57,925.76
041	ST. MARIES JOINT DISTRICT	58.6500	4.7800	63.4300	2,756,322.50	259,034.82	3,015,357.32	55.2565	4.2755	59.5320	2,479,876.51	204,666.69	2,684,543.20	3.3935	0.5045	3.8980	276,445.99	54,368.13	330,814.12
044	PLUMMER / WORLEY JOINT DISTRICT	25.8300	1.7300	27.5600	1,263,499.54	88,242.91	1,351,742.45	22.1452	1.6748	23.8200	951,596.01	78,096.75	1,029,692.76	3.6848	0.0552	3.7400	311,903.53	10,146.16	322,049.69
052	SNAKE RIVER DISTRICT	91.9650	3.9000	95.8650	4,395,523.57	207,357.60	4,602,881.17	92.7681	7.1779	99.9460	4,177,126.66	322,206.50	4,499,333.16	-0.8031	-3.2779	-4.0810	218,396.91	-114,848.90	103,548.01
055	BLACKFOOT DISTRICT	201.2300	12.9800	214.2100	9,629,153.04	657,894.80	10,287,047.84	191.7234	14.8346	206.5580	8,597,390.35	649,053.48	9,246,443.83	9.5066	-1.8546	7.6520	1,031,762.69	8,841.32	1,040,604.01
058	ABERDEEN DISTRICT	38.1800	3.2500	41.4300	1,835,181.16	186,999.25	2,022,180.41	42.6472	3.2998	45.9470	1,934,310.45	171,624.62	2,105,935.07	-4.4672	-0.0498	-4.5170	-99,129.29	15,374.63	-83,754.66
059	FIRTH DISTRICT	43.0000	1.0000	44.0000	2,052,858.00	55,423.00	2,108,281.00	46.5576	3.6024	50.1600	2,090,859.76	182,270.90	2,273,130.66	-3.5576	-2.6024	-6.1600	-38,001.76	-126,847.90	-164,849.66
060	SHELLEY JOINT DISTRICT	110.7800	8.5000	119.2800	5,076,495.00	442,454.00	5,518,949.00	113.1779	8.7572	121.9351	4,955,086.61	403,619.62	5,358,706.23	-2.3979	-0.2572	-2.6551	121,408.39	38,834.38	160,242.77
061	BLAINE COUNTY DISTRICT	265.8200	21.6000	287.4200	20,123,716.75	1,666,672.00	21,790,388.75	168.8019	13.0611	181.8630	7,670,619.39	613,009.12	8,283,628.51	97.0181	8.5389	105.5570	12,453,097.36	1,053,662.88	13,506,760.24
071	GARDEN VALLEY DISTRICT	19.2000	1.0000	20.2000	939,684.00	45,000.00	984,684.00	19.1432	1.4038	20.5470	869,034.11	50,257.11	919,291.22	0.0568	-0.4038	-0.3470	70,649.89	-5,257.11	65,392.78
072	BASIN DISTRICT	23.8200	1.0000	24.8200	1,093,757.76	45,303.00	1,139,060.76	23.6767	1.7933	25.4700	1,073,282.50	78,098.21	1,151,380.71	0.1433	-0.7933	-0.6500	20,475.26	-32,795.21	-12,319.95
073	HORSESHOE BEND DISTRICT	17.0000	0.5000	17.5000	823,362.00	28,059.00	851,421.00	17.0399	1.2411	18.2810	807,020.66	64,786.14	871,806.80	-0.0399	-0.7411	-0.7810	16,341.34	-36,727.14	-20,385.80
083	WEST BONNER COUNTY DISTRICT	59.1800	5.9300	65.1100	2,933,033.00	289,624.50	3,222,657.50	58.0643	4.4927	62.5570	2,570,371.08	192,106.81	2,762,477.89	1.1157	1.4373	2.5530	362,661.92	97,517.69	460,179.61
084	LAKE PEND OREILLE DISTRICT	199.0700	17.4000	216.4700	10,518,820.43	982,474.90	11,501,295.33	187.8640	14.5360	202.4000	8,865,047.80	681,096.39	9,546,144.19	11.2060	2.8640	14.0700	1,653,772.63	301,378.51	1,955,151.14
091	IDAHO FALLS DISTRICT	505.3700	38.0000	543.3700	25,409,023.65	2,139,580.00	27,548,603.65	499.5243	38.6508	538.1751	22,452,214.80	1,754,226.33	24,206,441.13	5.8457	-0.6508	5.1949	2,956,808.85	385,353.67	3,342,162.52
092	SWAN VALLEY ELEMENTARY DISTRICT	4.0000	0.0000	4.0000	154,665.00	0.00	154,665.00	4.5633	0.2757	4.8390	143,966.87	9,630.92	153,597.79	-0.5633	-0.2757	-0.8390	10,698.13	-9,630.92	1,067.21
093	BONNEVILLE JOINT DISTRICT	625.5700	39.6400	665.2100	29,988,764.32	2,093,604.68	32,082,369.00	623.4532	48.2398	671.6930	27,346,903.31	2,136,536.78	29,483,440.09	2.1168	-8.5998	-6.4830	2,641,861.01	-42,932.10	2,598,928.91
101	BOUNDARY COUNTY DISTRICT	84.2900	6.1000	90.3900	4,049,706.11	295,496.60	4,345,202.71	76.2789	5.9021	82.1810	3,418,063.29	263,490.68	3,681,553.97	8.0111	0.1979	8.2090	631,642.82	32,005.92	663,648.74
111	BUTTE COUNTY DISTRICT	29.0000	0.2000	29.2000	1,343,639.00	12,351.00	1,355,990.00	27.8628	2.1172	29.9800	1,284,083.37	110,519.96	1,394,603.33	1.1372	-1.9172	-0.7800	59,555.63	-98,168.96	-38,613.33
121	CAMAS COUNTY DISTRICT	14.9800	0.8400	15.8200	680,602.44	43,288.56	723,891.00	15.1204	1.0926	16.2130	656,562.47	56,304.50	712,866.97	-0.1404	-0.2526	-0.3930	24,039.97	-13,015.94	11,024.03
131	NAMPA DISTRICT	703.7100	76.1700	779.8800	32,770,201.60	4,187,867.00	36,958,068.60	685.0400	53.0051	738.0451	30,795,730.47	2,425,902.03	33,221,632.50	18.6700	23.1649	41.8349	1,974,471.13	1,761,964.97	3,736,436.10
132	CALDWELL DISTRICT	313.8000	19.4000	333.2000	14,666,003.50	951,844.00	15,617,847.50	315.5605	24.4165	339.9770	13,526,750.08	1,059,895.59	14,586,645.67	-1.7605	-5.0165	-6.7770	1,139,253.42	-108,051.59	1,031,201.83
133	WILDER DISTRICT	30.8200	0.5300	31.3500	1,446,244.00	31,166.00	1,477,410.00	32.1306	2.4474	34.5780	1,205,198.39	122,564.66	1,327,763.05	-1.3106	-1.9174	-3.2280	241,045.61	-91,398.66	149,646.95
134	MIDDLETON DISTRICT	196.0400	14.3500	210.3900	9,550,299.00	698,178.20	10,248,477.20	199.7689	15.4571	215.2260	9,033,935.39	676,599.73	9,710,535.12	-3.7289	-1.1071	-4.8360	516,363.61	21,578.47	537,942.08
135	NOTUS DISTRICT	29.6400	2.4400	32.0800	1,359,002.00	123,195.00	1,482,197.00	28.1997	2.1433	30.3430	1,269,515.34	96,486.54	1,366,001.88	1.4403	0.2967	1.7370	89,486.66	26,708.46	116,195.12
136	MELBA JOINT DISTRICT	45.2500	1.0000	46.2500	2,044,267.18	43,223.00	2,087,490.18	48.8753	3.7817	52.6570	2,121,519.78	134,882.28	2,256,402.06	-3.6253	-2.7817	-6.4070	-77,252.60	-91,659.28	-168,911.88
137	PARMA DISTRICT	59.9700	4.3000	64.2700	2,938,548.60	221,931.07	3,160,479.67	56.0325	4.4355	60.3680	2,521,145.29	205,208.79	2,726,354.08	3.9375	-0.0355	3.9020	417,403.31	16,722.28	434,125.59
139	VALLIVUE DISTRICT	445.0700	41.6000	486.6700	20,975,686.50	2,143,432.00	23,119,118.50	444.2984	34.3776	478.6760	19,992,180.74	1,571,150.70	21,563,331.44	0.7716	7.2224	7.9940	983,505.76	572,281.30	1,555,787.06
148	GRACE JOINT DISTRICT	33.1101	1.2299	34.3400	1,672,615.53	58,500.47	1,731,116.00	34.8158	2.6552	37.4710	1,560,701.40	115,762.64	1,676,464.04	-1.7057	-1.4253	-3.1310	111,914.13	-57,262.17	54,651.96
149	NORTH GEM DISTRICT	16.2000	1.0000	17.2000	734,753.00	40,750.00	775,503.00	14.6099	1.0531	15.6630	617,336.56	1,905.65	619,242.21	1.5901	-0.0531	1.5370	117,416.44	38,844.35	156,260.79
150	SODA SPRINGS JOINT DISTRICT	46.6400	3.5000	50.1400	2,064,192.00	180,212.00	2,244,404.00	48.5792	3.7588	52.3380	2,008,679.50	190,852.47	2,199,531.97	-1.9392	-0.2588	-2.1980	55,512.50	-10,640.47	44,872.03
151	CASSIA COUNTY JOINT DISTRICT	297.0000	18.9900	316.9900	14,083,910.89	993,877.00	15,077,787.89	282.4494	21.8546	304.3040	12,813,416.34	1,002,935.82	13,816,352.16	15.2506	-2.8646	12.3860	1,270,494.55	-9,058.82	1,261,435.73
161	CLARK COUNTY JOINT DISTRICT	14.8200	0.5000	15.3200	702,542.66	21,057.00	723,599.66	14.0994	1.0136	15.1130	600,150.38	45,917.76	646,068.14	0.7206	-0.5136	0.2070	102,392.28	-24,860.76	77,531.52
171	OROFINO JOINT DISTRICT	75.2400	4.0000	79.2400	3,841,978.06	218,159.00	4,060,137.06	83.1809	6.4361	89.6170	3,585,038.03	277,883.71	3,862,921.74	-7.9409	-2.4361	-10.3770	256,940.03	-59,724.71	197,215.32
181	CHALLIS JOINT DISTRICT	26.2700	0.2000	26.4700	1,224,350.10	9,524.00	1,233,874.10	23.7380	1.7980	25.5360	1,023,379.34	85,622.66	1,109,002.00	2.5320	-1.5980	0.9340	200,970.76	-76,098.66	124,872.10
182	MACKAY JOINT DISTRICT	16.9200	0.0000	16.9200	787,070.00	0.00	787,070.00	16.5805	1.2055	17.7860	785,612.00	57,120.65	842,732.65	0.3395	-1.2055	-0.8660	1,458.00	-57,120.65	-55,662.65
191	PRAIRIE ELEMENTARY DISTRICT	0.9603	0.0000	0.9603	34,435.00	0.00	34,435.00	2.1435	0.0885	2.2320	36,541.37	1,508.35	38,049.72	-1.1832	-0.0885	-1.2717	-2,106.37	-1,508.35	-3,614.72
192	GLENNS FERRY JOINT DISTRICT	29.4700	0.0000	29.4700	1,390,814.00	0.00	1,390,814.00	26.2088	1.9892	28.1980	1,193,270.96	90,568.06	1,283,839.02	3.2612	-1.9892	1.2720	197,543.04	-90,568.06	106,974.98
193	MOUNTAIN HOME DISTRICT	187.2600	8.7500	196.0100	9,122,378.80	474,965.00	9,597,343.80	189.3445	14.6506	203.9951	8,460,702.82	707,249.86	9,167,952.68	-2.0845	-5.9006	-7.9851	661,675.98	-232,284.86	429,391.12
201	PRESTON JOINT DISTRICT	116.2600	8.5000	124.7600	5,590,443.00	372,833.00	5,963,276.00	113.0860	8.7500	121.8360	5,206,533.39	377,848.44	5,584,381.83	3.1740	-0.2500	2.9240	383,909.61	-5,015.44	378,894.17
202	WEST SIDE JOINT DISTRICT	41.2100	1.3600	42.5700	1,959,818.48	57,824.00	2,017,642.48	41.7283	3.2287	44.9570	1,839,521.92	135,628.03	1,975,149.95	-0.5183	-1.8687	-2.3870	120,296.56	-77,804.03	42,492.53
215	FREMONT COUNTY JOINT DISTRICT	126.0005	4.2195	130.2200	5,987,456.42	232,518.77	6,219,975.19	120.2432	9.3038	129.5470	5,514,507.90	447,563.47	5,962,071.37	5.7573	-5.0843	0.6730	472,948.52	-215,044.70	257,903.82
221	EMMETT INDEPENDENT DISTRICT	125.6000	9.8500	135.4500	5,631,643.07	470,238.50	6,101,881.57	126.5019	9.7881	136.2900	5,585,074.56	436,465.88	6,021,540.44	-0.9019	0.0619	-0.8400	46,568.51	33,772.62	80,341.13
231	GOODING JOINT DISTRICT	72.4046	3.5754	75.9800	3,170,402.22	173,335.23	3,343,737.45	71.5415	5.5355	77.0770	3,142,607.13	271,738.18	3,414,345.31	0.8631	-1.9601	-1.0970	27,795.09	-98,402.95	-70,607.86
232	WENDELL DISTRICT	62.8900	2.0000	64.8900	2,942,564.00	88,882.00	3,031,446.00	58.5544	4.5307	63.0851	2,642,314.70	185,876.71	2,828,191.41	4.3356	-2.5307	1.8049	300,249.30	-96,994.71	203,254.59
233	HAGERMAN JOINT DISTRICT	23.7400	0.2000	23.9400	1,164,777.80	10,440.20	1,175,218.00	21.6858	1.6393	23.3251	1,001,654.36	85,570.49	1,087,224.85	2.0542	-1.4393	0.6149	163,123.44	-75,130.29	87,993.15
234	BLISS JOINT DISTRICT	13.1900	0.5000	13.6900	622,458.25	22,479.00	644,937.25	14.5180	1.0460	15.5640	579,744.76	37,359.93	617,104.69	-1.3280	-0.5460	-1.8740	42,713.49	-14,880.93	27,832.56
242	COTTONWOOD JOINT DISTRICT	28.0000	1.5000	29.5000	1,417,631.00	77,890.00	1,495,521.00	25.5656	1.9395	27.5051	1,212,815.08	90,055.77	1,302,870.85	2.4344	-0.4395	1.9949	204,815.92	-12,165.77	192,650.15
243	SALMON RIVER JOINT DISTRICT	13.7800	1.0000	14.7800	646,455.00	43,482.00	689,937.00	13.9667	1.0033	14.9700	610,509.84	43,693.71	654,203.55	-0.1867	-0.0033	-0.1900	35,945.16	-211.71	35,733.45
244	MOUNTAIN VIEW DISTRICT	78.6600	7.0000	85.6600	3,779,891.06	379,144.00	4,159,035.06	71.7967	5.5553	77.3520	3,280,144.03	265,199.54	3,545,343.57	6.8633	1.4447	8.3080	499,747.03	113,944.46	613,691.49
251	JEFFERSON COUNTY JOINT DISTRICT	291.3300	16.2000	307.5300	13,560,367.50	769,429.40	14,329,796.90	293.8949	22.7402	316.6351	12,334,313.94	1,003,411.08	13,337,725.02	-2.5649	-6.5402	-9.1051	1,226,053.56	-233,981.68	992,071.88
252	RIRIE JOINT DISTRICT	41.0960	1.9040	43.0000	1,861,335.06	94,019.94	1,955,355.00	40.7682	3.1158	43.8840	1,794,234.38	148,489.04	1,942,723.42	0.3278	-1.2118	-0.8840	67,100.68	-54,469.10	12,631.58
253	WEST JEFFERSON DISTRICT	39.2500	0.7500	40.0000	1,907,934.00	42,785.25	1,950,719.25	37.0212	2.8258	39.8470	1,635,837.23	139,635.56	1,775,472.79	2.2288	-2.0758	0.1530	272,096.77	-96,850.31	175,246.46
261	JEROME JOINT DISTRICT	198.9000	10.5200	209.4200	9,063,155.47	510,884.30	9,574,039.77	196.4200	15.1980	211.6180	8,636,913.62	713,746.40	9,350,660.02	2.4800	-4.6780	-2.1980	426,241.85	-202,862.10	223,379.75
262	VALLEY DISTRICT	36.8500	2.9500	39.8000	1,835,883.20	151,068.90	1,986,952.10	35.7245	2.7255	38.4500	1,710,487.36	124,378.84	1,834,866.20	1.1255	0.2245	1.3500	125,395.84	26,690.06	152,085.90

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OUR KIDS, IDAHO'S FUTURE FINAL REPORT - APPENDIX 1

Educator Pipeline: Recruiting and Retaining Effective Educators in Idaho Classrooms

| September 19, 2019

Salary-Based Apportionment (Career Ladder)
FY 2019 (as of Feb 15)

#	School District / Charter School	Actual (FTE)			Actual ($)			Allowance (FTE)			Allowance ($)			Actual - Allowance (FTE)			Actual - Allowance ($)		
		Instruct	Pupil Service	Total	Instruct	Pupil Service	Total	Instruct	Pupil Service	Total	Instruct	Pupil Service	Total	Instruct	Pupil Service	Total	Instruct	Pupil Service	Total
271	COEUR D' ALENE DISTRICT	536.0700	54.6100	590.6800	29,063,737.56	2,983,217.00	32,046,954.56	524.4264	40.5776	565.0040	24,294,388.10	1,791,207.26	26,085,595.36	11.6436	14.0324	25.6760	4,769,349.46	1,192,009.74	5,961,359.20
272	LAKELAND DISTRICT	240.7600	23.2000	263.9600	12,665,851.50	1,238,896.40	13,904,747.90	219.8724	17.0127	236.8851	10,164,226.63	789,386.11	10,953,612.74	20.8876	6.1873	27.0749	2,501,624.87	449,510.29	2,951,135.16
273	POST FALLS DISTRICT	288.0500	31.2400	319.2900	15,464,126.00	1,813,150.00	17,277,276.00	298.0299	23.0601	321.0900	13,694,731.52	1,065,907.46	14,760,638.98	-9.9799	8.1799	-1.8000	1,769,394.48	747,242.54	2,516,637.02
274	KOOTENAI JOINT DISTRICT	15.4300	1.5000	16.9300	704,196.00	63,211.00	767,407.00	14.5180	1.0460	15.5640	626,901.50	39,748.57	666,650.07	0.9120	0.4540	1.3660	77,294.50	23,462.43	100,756.93
281	MOSCOW DISTRICT	149.7500	14.8000	164.5500	8,660,610.97	939,671.00	9,600,281.97	113.2085	8.7595	121.9680	5,321,786.79	423,019.83	5,744,806.62	36.5415	6.0405	42.5820	3,338,824.18	516,651.17	3,855,475.35
282	GENESEE JOINT DISTRICT	23.2000	1.0000	24.2000	1,414,542.00	72,940.00	1,487,482.00	21.2467	1.6053	22.8520	1,031,965.28	83,797.22	1,115,762.50	1.9533	-0.6053	1.3480	382,576.72	-10,857.22	371,719.50
283	KENDRICK JOINT DISTRICT	17.5000	1.1000	18.6000	881,933.00	48,336.00	930,269.00	17.3156	1.2624	18.5780	816,670.53	47,076.90	863,747.43	0.1844	-0.1624	0.0220	65,262.47	1,259.10	66,521.57
285	POTLATCH DISTRICT	31.0000	2.6800	33.6800	1,554,120.00	107,325.00	1,661,445.00	29.0267	2.2073	31.2340	1,328,234.06	84,490.45	1,412,724.51	1.9733	0.4727	2.4460	225,885.94	22,834.55	248,720.49
287	TROY DISTRICT	20.8000	1.0000	21.8000	1,016,773.00	56,010.00	1,072,783.00	19.5618	1.4362	20.9980	877,268.15	74,014.16	951,282.31	1.2382	-0.4362	0.8020	139,504.85	-18,004.16	121,500.69
288	WHITEPINE JOINT DISTRICT	17.5000	1.2500	18.7500	1,015,574.00	95,996.00	1,111,570.00	19.6537	1.4433	21.0970	882,129.04	73,181.94	955,310.98	-2.1537	-0.1933	-2.3470	133,444.96	22,814.06	156,259.02
291	SALMON DISTRICT	44.2200	2.3500	46.5700	2,036,093.50	120,978.80	2,157,072.30	44.4646	3.4405	47.9051	2,054,920.13	170,839.20	2,225,759.33	-0.2446	-1.0905	-1.3351	-18,826.63	-49,860.40	-68,687.03
292	SOUTH LEMHI DISTRICT	12.5000	0.0000	12.5000	575,774.00	0.00	575,774.00	14.6508	1.0562	15.7070	582,004.90	41,958.96	623,963.86	-2.1508	-1.0562	-3.2070	-6,230.90	-41,958.96	-48,189.86
302	NEZPERCE JOINT DISTRICT	15.6300	0.7000	16.3300	769,317.48	32,976.00	802,293.48	14.5180	1.0460	15.5640	663,968.41	44,797.42	708,765.83	1.1120	-0.3460	0.7660	105,349.07	-11,821.42	93,527.65
304	KAMIAH JOINT DISTRICT	28.0600	0.0000	28.0600	1,307,433.40	0.00	1,307,433.40	28.4244	2.1607	30.5851	1,280,563.40	97,340.81	1,377,904.21	-0.3644	-2.1607	-2.5251	26,870.00	-97,340.81	-70,470.81
305	HIGHLAND JOINT DISTRICT	15.5000	0.5000	16.0000	830,581.00	34,189.00	864,770.00	15.2838	1.1052	16.3890	687,198.15	57,693.07	744,891.22	0.2162	-0.6052	-0.3890	143,382.85	-23,504.07	119,878.78
312	SHOSHONE JOINT DISTRICT	35.5700	2.0000	37.5700	1,619,488.05	81,726.00	1,701,214.05	32.2531	2.4569	34.7100	1,409,411.55	98,644.54	1,508,056.09	3.3169	-0.4569	2.8600	210,076.50	-16,918.54	193,157.96
314	DIETRICH DISTRICT	16.7900	0.0000	16.7900	783,859.00	0.00	783,859.00	16.3763	1.1897	17.5660	719,012.35	54,287.16	773,299.51	0.4137	-1.1897	-0.7760	64,846.65	-54,287.16	10,559.49
316	RICHFIELD DISTRICT	16.1000	1.0000	17.1000	722,119.55	45,515.00	767,634.55	16.1516	1.1724	17.3240	723,848.84	51,056.28	774,905.12	-0.0516	-0.1724	-0.2240	-1,729.29	-5,541.28	-7,270.57
321	MADISON DISTRICT	257.0100	15.7900	272.8000	11,501,377.90	771,028.00	12,272,405.70	258.3232	19.9878	278.3110	11,388,814.60	932,367.10	12,321,181.70	-1.3132	-4.1978	-5.5110	112,563.10	-161,339.10	-48,776.00
322	SUGAR-SALEM JOINT DISTRICT	83.0000	3.0000	86.0000	3,850,757.00	135,050.00	3,985,807.00	86.3153	6.6787	92.9940	3,869,517.86	260,520.13	4,130,037.99	-3.3153	-3.6787	-6.9940	-18,760.86	-125,470.13	-144,230.99
331	MINIDOKA COUNTY JOINT DISTRICT	216.9800	11.7400	228.7200	10,044,888.50	635,296.35	10,680,184.85	211.6737	16.3783	228.0520	9,517,265.46	792,451.01	10,309,716.47	5.3063	-4.6383	0.6680	527,623.04	-157,154.66	370,468.38
340	LEWISTON INDEPENDENT DISTRICT	268.4000	21.2700	289.6700	15,619,223.82	1,155,096.00	16,774,319.82	231.9202	17.9449	249.8651	10,865,698.76	808,897.03	11,674,595.79	36.4798	3.3251	39.8049	4,753,525.06	346,198.97	5,099,724.03
341	LAPWAI DISTRICT	33.5000	1.0000	34.5000	1,996,815.00	65,421.00	2,062,236.00	30.7012	2.3368	33.0380	1,412,663.93	105,864.96	1,518,528.89	2.7988	-1.3368	1.4620	584,151.07	-40,443.96	543,707.11
342	CULDESAC JOINT DISTRICT	12.9800	0.0000	12.9800	563,340.76	0.00	563,340.76	13.1703	0.9417	14.1120	551,972.22	39,466.10	591,438.32	-0.1903	-0.9417	-1.1320	11,368.54	-39,466.10	-28,097.56
351	ONEIDA COUNTY DISTRICT	114.2500	4.8400	119.0900	4,806,243.00	213,504.00	5,019,747.00	117.7621	9.1119	126.8740	4,898,827.62	393,031.50	5,291,859.12	-3.5121	-4.2719	-7.7840	-92,584.62	-179,527.50	-272,112.12
363	MARSING JOINT DISTRICT	48.7600	2.3600	51.1200	2,201,642.00	113,156.00	2,314,798.00	46.9864	3.6356	50.6220	2,041,766.40	152,392.06	2,194,158.46	1.7736	-1.2756	0.4980	159,875.60	-39,236.06	120,639.54
364	PLEASANT VALLEY ELEMENTARY DISTRICT	2.0000	0.0000	2.0000	83,253.00	0.00	83,253.00	2.0210	0.0790	2.1000	84,127.16	3,288.49	87,415.65	-0.0210	-0.0790	-0.1000	-874.16	-3,288.49	-4,162.65
365	BRUNEAU-GRAND VIEW JOINT DISTRICT	23.1700	0.2500	23.4200	964,526.11	12,791.75	977,317.86	22.1860	1.6780	23.8640	928,475.93	73,075.16	1,001,551.09	0.9840	-1.4280	-0.4440	36,050.18	-60,283.41	-24,233.23
370	HOMEDALE JOINT DISTRICT	65.2400	4.1900	69.4300	2,935,499.52	185,046.00	3,120,545.52	62.3627	4.8253	67.1880	2,831,456.77	204,541.67	3,035,998.44	2.8773	-0.6353	2.2420	104,042.75	-19,495.67	84,547.08
371	PAYETTE JOINT DISTRICT	79.0190	4.0000	83.0190	3,619,837.25	234,309.00	3,854,146.25	79.6380	6.1620	85.8000	3,523,121.98	305,297.83	3,828,419.81	-0.6190	-2.1620	-2.7810	96,715.27	-70,988.83	25,726.44
372	NEW PLYMOUTH DISTRICT	50.7900	3.1800	53.9700	2,478,889.00	186,753.00	2,665,642.00	54.2049	4.1941	58.3990	2,499,977.38	218,057.03	2,718,034.41	-3.4149	-1.0141	-4.4290	-21,088.38	-31,304.03	-52,392.41
373	FRUITLAND DISTRICT	94.8100	4.9300	99.7400	4,788,020.00	260,799.00	5,048,827.00	93.3500	7.2230	100.5730	4,280,487.02	340,713.66	4,621,200.68	1.4600	-2.2930	-0.8330	507,540.98	-79,914.66	427,626.32
381	AMERICAN FALLS JOINT DISTRICT	83.0600	3.5000	86.5600	4,144,929.50	201,802.00	4,346,731.50	75.2579	5.8231	81.0810	3,418,906.51	250,827.62	3,669,734.13	7.8021	-2.3231	5.4790	726,022.99	-49,025.62	676,997.37
382	ROCKLAND DISTRICT	16.7900	0.0000	16.7900	818,363.00	0.00	818,363.00	14.8039	1.0681	15.8720	644,369.14	46,490.24	690,859.38	1.9861	-1.0681	0.9180	173,993.86	-46,490.24	127,503.62
383	ARBON ELEMENTARY DISTRICT	1.7500	0.0000	1.7500	81,213.50	0.00	81,213.50	2.4294	0.1106	2.5400	85,831.16	3,907.52	89,738.68	-0.6794	-0.1106	-0.7900	-4,617.66	-3,907.52	-8,525.18
391	KELLOGG JOINT DISTRICT	64.7270	5.6900	70.4170	2,937,787.94	306,305.00	3,244,092.94	58.8198	4.5512	63.3710	2,607,642.01	206,083.07	2,813,725.08	5.9072	1.1388	7.0460	330,145.93	100,221.93	430,367.86
392	MULLAN DISTRICT	13.1880	0.7920	13.9800	695,492.60	50,386.40	745,879.00	13.5277	0.9693	14.4970	628,868.15	37,629.35	666,497.50	-0.3397	-0.1773	-0.5170	66,624.45	12,757.05	79,381.50
393	WALLACE JOINT DISTRICT	37.5600	3.0000	40.5600	1,803,764.35	156,630.00	1,960,394.35	29.9763	2.2807	32.2570	1,348,805.56	105,422.18	1,454,227.74	7.5837	0.7193	8.3030	454,958.79	51,207.82	506,166.61
394	AVERY DISTRICT	1.9900	0.0000	1.9900	95,869.00	0.00	95,869.00	2.1435	0.0885	2.2320	92,974.77	3,837.80	96,812.57	-0.1535	-0.0885	-0.2420	2,894.23	-3,837.80	-943.57
401	TETON COUNTY DISTRICT	103.1000	8.4300	111.5300	5,682,656.00	446,535.00	6,129,191.00	91.3795	7.0705	98.4500	4,181,839.82	302,485.72	4,484,325.54	11.7205	1.3595	13.0800	1,500,816.18	144,049.28	1,644,865.46
411	TWIN FALLS DISTRICT	478.6600	34.5000	513.1600	22,291,508.09	1,879,933.00	24,171,441.09	471.1405	36.4546	507.5951	21,194,031.78	1,627,061.28	22,821,093.06	7.5195	-1.9546	5.5649	1,097,476.31	252,871.72	1,350,348.03
412	BUHL JOINT DISTRICT	69.3500	4.0000	73.3500	3,172,237.50	168,503.00	3,340,740.50	67.0899	5.1911	72.2810	2,955,064.51	190,780.34	3,145,844.85	2.2601	-1.1911	1.0690	217,172.99	-22,277.34	194,895.65
413	FILER DISTRICT	89.1000	6.0000	95.1000	3,907,285.55	299,415.00	4,206,700.55	88.0408	6.8122	94.8530	3,833,518.93	307,128.96	4,140,647.89	1.0592	-0.8122	0.2470	73,766.62	-7,713.96	66,052.66
414	KIMBERLY DISTRICT	102.4400	6.0000	108.4400	4,814,625.00	298,302.00	5,112,927.00	103.2946	7.9924	111.2870	4,636,526.86	347,366.04	4,983,892.90	-0.8546	-1.9924	-2.8470	177,898.14	-49,864.04	129,034.10
415	HANSEN DISTRICT	20.8700	1.4400	22.3100	965,384.18	81,867.28	1,047,251.46	21.3792	1.5768	22.9560	946,478.18	71,496.73	1,017,974.91	-0.5092	-0.1368	-0.6460	18,906.00	10,370.55	29,276.55
416	THREE CREEK JOINT ELEMENTARY DISTRICT	0.9000	0.0000	0.9000	43,966.80	0.00	43,966.80	2.1435	0.0885	2.2320	42,337.64	1,747.61	44,085.25	-1.2435	-0.0885	-1.3320	1,629.16	-1,747.61	-118.45
417	CASTLEFORD JOINT DISTRICT	21.3000	1.0000	22.3000	1,059,635.90	51,534.00	1,111,169.90	23.2070	1.7570	24.9640	1,085,141.58	89,371.25	1,174,512.83	-1.9070	-0.7570	-2.6640	-25,505.68	-37,837.25	-63,342.93
418	MURTAUGH JOINT DISTRICT	23.9000	1.0000	24.9000	1,130,022.00	57,500.00	1,187,522.00	21.6347	1.6353	23.2700	985,016.76	85,364.30	1,070,381.06	2.2653	-0.6353	1.6300	145,005.24	-27,864.30	117,140.94
421	MCCALL-DONNELLY JOINT DISTRICT	80.3000	6.8000	87.1000	4,668,161.95	388,672.00	5,056,833.95	67.2329	5.2022	72.4351	3,157,686.75	241,882.53	3,399,569.28	13.0671	1.5978	14.6649	1,510,475.20	146,789.47	1,657,264.67
422	CASCADE DISTRICT	16.1000	0.9000	17.0000	759,143.10	53,006.40	812,149.50	16.4273	1.1937	17.6210	737,375.73	62,311.81	799,687.54	-0.3273	-0.2937	-0.6210	21,767.37	-9,305.41	12,461.96
431	WEISER DISTRICT	84.9500	5.6000	90.5500	4,122,252.17	297,558.00	4,419,810.17	83.6812	6.4748	90.1560	3,900,089.18	290,499.48	4,190,588.66	1.2688	-0.8748	0.3940	222,162.99	7,058.52	229,221.51
432	CAMBRIDGE JOINT DISTRICT	16.9140	0.1670	17.0810	837,558.67	13,377.20	850,935.87	13.7523	0.9867	14.7390	653,051.90	50,225.51	703,277.41	3.1617	-0.8197	2.3420	184,506.77	-36,848.31	147,658.46
433	MIDVALE DISTRICT	15.0300	0.0000	15.0300	709,140.00	0.00	709,140.00	13.5685	0.9725	14.5410	619,584.00	44,407.18	663,991.18	1.4615	-0.9725	0.4890	89,556.00	-44,407.18	45,148.82
555	COSSA ACADEMY	10.4500	1.4600	11.9100	452,619.00	63,550.00	516,169.00	10.7812	0.7568	11.5380	440,754.46	33,525.96	474,280.42	-0.3312	0.7032	0.3720	11,864.54	30,024.04	41,888.58
492	ANSER CHARTER SCHOOL	21.0700	1.0000	22.0700	1,021,773.00	54,453.00	1,076,226.00	20.6242	1.5958	22.2200	874,905.76	75,992.00	950,897.76	0.4458	-0.5958	-0.1500	146,867.24	-21,539.00	125,328.24
768	MERIDIAN TECHNICAL CHARTER HIGH SCHOOL	14.0000	1.0000	15.0000	825,573.00	70,353.00	895,926.00	16.7750	1.2980	18.0730	818,107.43	67,755.33	885,862.76	-2.7750	-0.2980	-3.0730	7,465.57	2,597.67	10,063.24
785	MERDIAN MEDICAL ARTS CHARTER HIGH SCHOOL	14.0000	1.0000	15.0000	833,657.00	67,030.00	900,687.00	16.2441	1.2569	17.5010	793,257.91	64,772.57	858,030.48	-2.2441	-0.2569	-2.5010	40,399.09	2,257.43	42,656.52
795	IDAHO ARTS CHARTER SCHOOL	58.0000	2.0000	60.0000	2,803,037.00	122,800.00	2,925,837.00	60.9435	4.7155	65.6590	2,711,540.31	246,154.34	2,957,694.65	-2.9435	-2.7155	-5.6590	91,496.69	-123,354.34	-31,857.65
796	GEM PREP : NAMPA	14.2000	0.5000	14.7000	645,600.00	24,000.00	669,600.00	16.9588	1.3122	18.2710	720,432.94	46,976.40	767,409.34	-2.7588	-0.8122	-3.5710	-74,832.94	-22,976.40	-97,809.34
559	THOMAS JEFFERSON CHARTER SCHOOL	20.7000	0.3100	21.0100	1,226,573.50	20,305.00	1,246,878.50	25.3106	1.9584	27.2690	1,240,042.47	102,230.96	1,342,273.43	-4.6106	-1.6484	-6.2590	-13,468.97	-81,925.96	-95,394.93
751	SEI TEC	12.6800	0.0000	12.6800	614,415.00	0.00	614,415.00	16.5606	1.2814	17.8420	705,337.52	56,989.68	762,327.20	-3.8806	-1.2814	-5.1620	-90,922.52	-56,989.68	-147,912.20
794	PAYETTE RIVER TECHNICAL ACADEMY	10.8000	0.0000	10.8000	565,781.00	0.00	565,781.00	16.6423	1.2877	17.9300	827,464.88	64,025.20	891,490.08	-5.8423	-1.2877	-7.1300	-261,683.88	-64,025.20	-325,709.08

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OUR KIDS, IDAHO'S FUTURE FINAL REPORT - APPENDIX 1

Educator Pipeline: Recruiting and Retaining Effective Educators in Idaho Classrooms | September 19, 2019

Salary-Based Apportionment (Career Ladder)
FY 2019 (as of Feb 15)

#	School District / Charter School	Actual (FTE) Instruct	Pupil Service	Total	Actual ($) Instruct	Pupil Service	Total	Allowance (FTE) Instruct	Pupil Service	Total	Allowance ($) Instruct	Pupil Service	Total	Actual - Allowance (FTE) Instruct	Pupil Service	Total	Actual - Allowance ($) Instruct	Pupil Service	Total
813	MOSCOW CHARTER SCHOOL	10.7000	0.8300	11.5300	498,451.48	31,249.50	529,700.98	11.0676	0.8564	11.9240	503,071.61	31,471.23	534,542.84	-0.3676	-0.0264	-0.3940	-4,620.13	-221.73	-4,841.86
790	ARTEC CHARTER SCHOOL	17.5000	0.0000	17.5000	776,205.00	0.00	776,205.00	16.9792	1.3138	18.2930	755,155.29	58,430.23	813,585.52	0.5208	-1.3138	-0.7930	21,049.71	-58,430.23	-37,380.52
451	VICTORY CHARTER SCHOOL	13.5900	0.0000	13.5900	906,083.00	0.00	906,083.00	27.1178	2.0982	29.2160	1,277,206.48	99,365.63	1,376,572.11	-13.5278	-2.0982	-15.6260	-371,123.48	-99,365.63	-470,489.11
452	IDAHO VIRTUAL ACADEMY	40.8260	3.8000	44.6260	2,029,921.60	237,000.00	2,266,921.60	94.1464	7.2846	101.4310	4,460,576.08	317,740.81	4,778,316.89	-53.3204	-3.4846	-56.8050	-2,430,654.48	-80,740.81	-2,511,395.29
453	RICHARD MCKENNA CHARTER HIGH SCHOOL	25.3600	0.0000	25.3600	1,315,259.00	0.00	1,315,259.00	35.2960	2.7310	38.0270	1,614,841.00	124,948.52	1,739,789.52	-9.9360	-2.7310	-12.6670	-299,582.00	-124,948.52	-424,530.52
454	ROLLING HILLS CHARTER SCHOOL	14.2500	1.0000	15.2500	669,659.00	37,725.00	707,384.00	14.5084	1.1226	15.6310	664,538.38	54,348.05	718,886.43	-0.2584	-0.1226	-0.3810	5,120.62	-16,623.05	-11,502.43
455	COMPASS PUBLIC CHARTER SCHOOL	53.1000	1.0000	54.1000	2,541,804.00	54,590.00	2,596,394.00	57.9520	4.4840	62.4360	2,473,127.81	234,071.37	2,707,199.18	-4.8520	-3.4840	-8.3360	68,676.19	-179,481.37	-110,805.18
456	FALCON RIDGE PUBLIC CHARTER SCHOOL	15.3000	0.0000	15.3000	740,099.00	0.00	740,099.00	15.5805	1.2055	16.7860	732,468.69	56,674.85	789,143.54	-0.2805	-1.2055	-1.4860	7,630.31	-56,674.85	-49,044.54
457	INSPIRE CONNECTIONS ACADEMY	27.7100	1.2300	28.9400	1,229,985.40	66,233.65	1,296,219.05	49.2224	3.8086	53.0310	2,309,090.15	155,545.29	2,464,635.44	-21.5124	-2.5786	-24.0910	-1,079,104.75	-89,311.64	-1,168,416.39
458	LIBERTY CHARTER SCHOOL	14.3000	0.0000	14.3000	1,079,025.00	0.00	1,079,025.00	27.7202	2.1449	29.8651	1,328,340.23	102,780.49	1,431,120.72	-13.4202	-2.1449	-15.5651	-249,315.23	-102,780.49	-352,095.72
460	ACADEMY AT ROOSEVELT CENTER	22.6600	0.0000	22.6600	1,124,600.00	0.00	1,124,600.00	29.7928	2.3052	32.0980	1,316,601.80	101,872.23	1,418,474.03	-7.1328	-2.3052	-9.4380	-192,001.80	-101,872.23	-293,874.03
461	TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL	17.6600	0.0000	17.6600	1,003,402.00	0.00	1,003,402.00	21.9719	1.7001	23.6720	991,696.84	76,732.66	1,068,429.50	-4.3119	-1.7001	-6.0120	11,705.16	-76,732.66	-65,027.50
462	XAVIER CHARTER SCHOOL	35.1100	1.0000	36.1100	1,570,002.00	36,750.00	1,606,752.00	40.8040	3.1600	43.9640	1,804,508.53	116,130.00	1,920,638.53	-5.7300	-2.1600	-7.8900	-234,506.53	-79,380.00	-313,886.53
463	VISION CHARTER SCHOOL	27.4900	1.0000	28.4900	1,609,990.50	68,578.00	1,678,568.50	40.8196	3.1584	43.9780	1,959,744.26	164,872.68	2,124,616.94	-13.3296	-2.1584	-15.4880	-349,753.76	-96,294.68	-446,048.44
464	WHITE PINE CHARTER SCHOOL	21.4600	1.0000	22.4600	999,255.00	40,409.00	1,039,664.00	25.3004	1.9576	27.2580	1,030,871.15	73,814.02	1,104,685.17	-3.8404	-0.9576	-4.7980	-31,616.15	-33,405.02	-65,021.17
465	NORTH VALLEY ACADEMY	15.2960	0.2000	15.4960	666,863.20	10,891.00	677,754.20	14.7943	1.1447	15.9390	548,564.62	56,564.70	605,129.32	0.5017	-0.9447	-0.4430	118,298.58	-45,673.70	72,624.88
466	iSUCCEED VIRTUAL HIGH SCHOOL	15.1400	2.0000	17.1400	1,000,185.40	92,720.00	1,092,905.40	35.9698	2.7832	38.7530	1,666,978.44	110,422.27	1,777,400.71	-20.8298	-0.7832	-21.6130	-666,793.04	-17,702.27	-684,495.31
468	IDAHO SCIENCE & TECHNOLOGY CHARTER SCHOOL	19.6000	0.8900	20.4900	825,910.80	38,759.50	864,670.30	16.8976	1.3075	18.2051	665,276.59	56,939.45	722,216.04	2.7024	-0.4175	2.2849	160,634.21	-18,179.95	142,454.26
469	IDAHO CONNECTS ONLINE SCHOOL	15.5000	1.0000	16.5000	844,664.04	50,553.00	895,217.04	21.2368	1.6432	22.8800	1,013,587.43	61,958.50	1,075,545.93	-5.7368	-0.6432	-6.3800	-168,923.39	-11,405.50	-180,328.89
470	KOOTENAI BRIDGE ACADEMY	6.5500	0.0000	6.5500	440,317.00	0.00	440,317.00	18.6537	1.4433	20.0970	876,246.69	67,799.70	944,046.39	-12.1037	-1.4433	-13.5470	-435,929.69	-67,799.70	-503,729.39
472	PALOUSE PRAIRIE SCHOOL	11.6100	0.0000	11.6100	492,093.00	0.00	492,093.00	10.9043	0.8437	11.7480	470,034.94	36,369.01	506,403.95	0.7057	-0.8437	-0.1380	22,058.06	-36,369.01	-14,310.95
473	THE VILLAGE CHARTER SCHOOL	24.2200	1.0000	25.2200	920,708.00	36,000.00	956,708.00	26.4337	2.0453	28.4790	873,000.54	85,125.72	958,126.26	-2.2137	-1.0453	-3.2590	47,707.46	-49,125.72	-1,418.26
474	MONTICELLO MONTISORRI	10.0000	0.9900	10.9900	406,506.00	35,500.00	442,006.00	11.9151	0.9219	12.8370	387,308.68	33,880.93	421,189.61	-1.9151	0.0681	-1.8470	19,197.32	1,619.07	20,816.39
475	SAGE INTERNATIONAL SCHOOL OF BOISE	63.4500	3.0000	66.4500	2,811,708.70	152,389.00	2,964,097.70	54.5622	4.2218	58.7840	2,358,236.37	189,644.27	2,547,880.64	8.8878	-1.2218	7.6660	453,472.33	-37,255.27	416,217.06
476	ANOTHER CHOICE VIRTUAL CHARTER SCHOOL	28.2600	0.2000	28.4600	1,266,388.71	40,000.00	1,306,388.71	35.3981	2.7389	38.1370	1,568,617.34	142,974.88	1,711,592.22	-7.1381	-2.5389	-9.6770	-302,228.63	-102,974.88	-405,203.51
477	BLACKFOOT CHARTER COMMUNITY LEARNING CENTER	33.9000	2.2000	36.1000	1,426,516.00	98,740.00	1,525,256.00	32.1411	2.4869	34.6280	1,315,587.02	96,532.85	1,412,119.87	1.7589	-0.2869	1.4720	110,928.98	2,207.15	113,136.13
478	LEGACY CHARTER SCHOOL	9.5500	0.0000	9.5500	574,460.00	0.00	574,460.00	17.2855	1.3375	18.6230	787,978.01	60,969.89	848,947.90	-7.7355	-1.3375	-9.0730	-213,518.01	-60,969.89	-274,487.90
479	HERITAGE ACADEMY	12.1350	0.3240	12.4590	535,896.72	30,456.00	566,352.72	11.3025	0.8745	12.1770	478,533.56	45,651.34	524,184.90	0.8325	-0.5505	0.2820	57,363.16	-15,195.34	42,167.82
480	NORTH IDAHO STEM CHARTER SCHOOL	22.8200	0.0000	22.8200	1,070,580.00	0.00	1,070,580.00	30.3441	2.3479	32.6920	1,338,105.35	103,536.07	1,441,641.42	-7.5241	-2.3479	-9.8720	-267,525.35	-103,536.07	-371,061.42
481	HERITAGE COMMUNITY CHARTER SCHOOL	22.0000	1.0000	23.0000	935,708.00	45,500.00	981,208.00	25.8007	1.9963	27.7970	1,081,776.36	86,940.17	1,168,716.53	-3.8007	-0.9963	-4.7970	-146,068.36	-41,440.17	-187,508.53
482	AMERICAN HERITAGE CHARTER SCHOOL	19.0000	0.2000	19.2000	855,862.00	10,520.00	866,382.00	21.0632	1.6298	22.6930	840,166.99	80,533.45	920,700.44	-2.0632	-1.4298	-3.4930	15,695.01	-70,013.45	-54,318.44
483	CHIEF TAHGEE ELEMENTARY ACADEMY	7.5375	1.0000	8.5375	340,640.80	60,000.00	400,640.80	5.3603	0.4148	5.7751	150,689.17	19,633.44	170,322.61	2.1772	0.5852	2.7624	189,951.63	40,366.56	230,318.19
485	BINGHAM ACADEMY CHARTER	10.5500	0.7000	11.2500	471,805.80	31,434.20	503,240.00	9.7914	0.7576	10.5490	425,039.86	30,687.75	455,727.61	0.7586	-0.0576	0.7010	46,765.94	746.45	47,512.39
486	UPPER CARMEN PUBLIC CHARTER SCHOOL	7.4500	0.2200	7.6700	378,963.00	20,000.00	398,963.00	6.8918	0.5333	7.4251	326,926.26	27,548.84	354,475.10	0.5582	-0.3133	0.2449	52,036.74	-7,548.84	44,487.90
487	FORREST M. BIRD CHARTER SCHOOL	21.6500	1.0000	22.6500	977,169.50	35,800.00	1,012,969.50	23.4320	1.8131	25.2451	1,054,572.99	66,629.59	1,121,202.58	-1.7820	-0.8131	-2.5951	-77,403.49	-30,829.59	-108,233.08
488	SYRINGA MOUNTAIN SCHOOL	8.5700	0.0000	8.5700	375,463.00	0.00	375,463.00	6.6365	0.5135	7.1500	289,125.47	22,371.12	311,496.59	1.9335	-0.5135	1.4200	86,337.53	-22,371.12	63,966.41
489	IDAHO COLLEGE & CAREER READINESS	5.9800	0.8000	6.7800	299,717.60	40,680.00	340,397.60	10.6286	0.8224	11.4510	491,220.05	35,140.72	526,360.77	-4.6486	-0.0224	-4.6710	-191,502.45	5,539.28	-185,963.17
490	IDAHO DISTANCE EDUCATION ACADEMY	11.8000	1.0000	12.8000	608,331.82	48,000.00	656,331.82	31.7837	2.4593	34.2430	1,474,524.81	92,729.23	1,567,254.04	-19.9837	-1.4593	-21.4430	-866,192.99	-44,729.23	-910,922.22
491	COEUR D' ALENE CHARTER ACADEMY	33.5200	0.0000	33.5200	2,038,909.00	0.00	2,038,909.00	42.1060	3.2580	45.3640	1,989,448.84	153,933.85	2,143,382.69	-8.5860	-3.2580	-11.8440	49,460.16	-153,933.85	-104,473.69
493	NORTH STAR CHARTER SCHOOL	44.0000	2.0000	46.0000	2,442,042.00	138,388.00	2,580,430.00	51.7341	4.0029	55.7370	2,418,536.23	191,642.28	2,610,178.51	-7.7341	-2.0029	-9.7370	23,505.77	-53,254.28	-29,748.51
494	POCATELLO COMMUNITY CHARTER SCHOOL	14.5000	1.0000	15.5000	771,072.00	43,154.00	814,226.00	19.5215	1.5105	21.0320	839,930.61	61,552.06	901,482.67	-5.0215	-0.5105	-5.5320	-68,858.61	-18,398.06	-87,256.67
495	ALTURAS INTERNATIONAL ACADEMY	23.0000	1.0000	24.0000	919,540.00	43,776.00	963,316.00	24.8307	1.9213	26.7520	972,591.23	68,781.82	1,041,373.05	-1.8307	-0.9213	-2.7520	-53,051.23	-25,005.82	-78,057.05
496	GEM PREP: POCATELLO	7.3500	0.0000	7.3500	314,800.00	0.00	314,800.00	9.3319	0.7221	10.0540	376,361.96	29,121.05	405,483.01	-1.9819	-0.7221	-2.7040	-61,561.96	-29,121.05	-90,683.01
497	PATHWAYS IN EDUCATION - NAMPA	10.0000	1.0000	11.0000	400,501.00	38,000.00	438,501.00	17.6327	1.3643	18.9970	715,078.03	48,843.01	763,921.04	-7.6327	-0.3643	-7.9970	-314,577.03	-10,843.01	-325,420.04
498	GEM PREP: MERIDIAN, INC.	11.4000	0.5000	11.9000	518,400.00	24,000.00	542,400.00	12.1703	0.9417	13.1120	507,685.33	33,712.14	541,397.47	-0.7703	-0.4417	-1.2120	10,714.67	-9,712.14	1,002.53
499	FUTURE PUBLIC SCHOOL	9.6000	0.0000	9.6000	405,644.00	0.00	405,644.00	10.4857	0.8113	11.2970	430,514.30	33,311.10	463,825.40	-0.8857	-0.8113	-1.6970	-24,870.30	-33,311.10	-58,181.40
511	PEACE VALLEY	12.8600	0.0000	12.8600	524,287.29	0.00	524,287.29	12.6400	0.9780	13.6180	506,822.74	39,215.47	546,038.21	0.2200	-0.9780	-0.7580	17,464.55	-39,215.47	-21,750.92
513	PROJECT IMPACT STEM ACADEMY; PISA	9.7100	0.0000	9.7100	420,317.36	0.00	420,317.36	14.6616	1.1344	15.7960	598,509.69	46,309.76	644,819.45	-4.9516	-1.1344	-6.0860	-178,192.33	-46,309.76	-224,502.09
518	ARTE - INDUSTRIAL	17.0000	0.0000	17.0000	797,220.00	0.00	797,220.00	16.8567	1.3043	18.1610	749,706.19	58,008.61	807,714.80	0.1433	-1.3043	-1.1610	47,513.81	-58,008.61	-10,494.80
	TOTAL	16,113.22	1,207.36	17,320.58	$818,568,557.52	$67,371,385.67	$885,939,943.19	15,808.02	1,219.74	17,027.76	$713,721,907.48	$55,494,776.59	$769,216,684.07	305.20	-12.38	292.82	$104,846,650.04	$11,876,609.08	$116,723,259.12

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TAB 7 Page 101

Opportunities in Rural and Underserved Schools	September 23, 2019

Our Kids, Idaho's Future—Opportunities in Rural and Underserved School Subcommittee

Report and Recommendations

Members:

Senator Carl Crabtree	Joint Finance-Appropriations and Senate Education Committees
Juan Alvarez	Deputy Director for Management and Operations, INL
Representative Ryan Kerby	House Education Committee
Representative Caroline Nilsson-Troy	Joint Finance-Appropriations Committee
Representative Sally Toone	Joint Finance-Appropriation Committee
Jennifer Parkins	Trustee, Genesee Joint School District and Idaho School Boards Association (ISBA) President
Karen Pyron	Trustee, Butte County School District
Cheryl Charlton	Superintendent, Idaho Digital Learning Academy
Shawn Tiegs	Superintendent, Nez Perce School District
Ryan Cantrell	Superintendent and Principal, Bruneau-Grandview School District
Wendi Secrist	Executive Director, Idaho Workforce Development Council
Marianne Slettelend	Educator, Potlatch School District
Jessica James	Tribal Youth Manager, Shoshone-Bannock Tribes

OUR KIDS, IDAHO'S FUTURE FINAL REPORT - APPENDIX 2

Opportunities in Rural and Underserved Schools	**September 23, 2019**

Subcommittee Scope and Deliverables:

- What are biggest challenges in delivering K-12 education in rural and underserved communities?
- What are impediments to student achievement and opportunity?
- What features of the existing K-12 budget reflect these challenges?
- Review ad hoc legislative rural schools working group (2018) materials.
- What districts and school leaders provide good models of rural and underserved schools across Idaho?

- Recommendations that would ensure these school districts provide the same opportunities as larger and more urban districts.
- Recommendations of best practices in rural and underserved school districts that can be shared across Idaho.

Recommendations:

Rewarding and incentivizing collaboration for rural and remote schools to improve student opportunities and outcomes.

Rural and remote school districts across the state should more effectively collaborate and network to leverage resources to provide greater opportunities for students and accomplish greater economies of scale.

The focus will be on the areas of career and technical education, college and career advising, pupil support staff (e.g., technology, school psychologists), and special education.

The implementation of this recommendation must develop the right incentives to build these networks.

Increase access and equity for industry-aligned career technical education (CTE) in rural and remote Idaho school districts.

Supporting the development and increased access to CTE pathways and clusters through online delivery while using creativity to leverage existing district resources (including non-CTE resources) for the leadership components of the program.

Addressing availability of teachers to teach CTE courses— this includes credentialing requirements.

Providing flexibility within the Division of Career Technical Education's pathway framework to provide opportunities for small scale, industry-aligned programs that don't directly connect to traditional postsecondary and approval of CTE pathways based on outcomes rather than teacher credential.

Considering additional resources to support these initiatives.

Opportunities in Rural and Underserved Schools	September 23, 2019

Greater opportunities for optional all-day Kindergarten across the state.

This initiative will be aligned with statewide efforts to improve K-3 literacy and has been shown to provide the greatest return on investment for addressing school readiness. There is a recognition that this is a challenge both statewide and for rural and remote student populations.

This approach should be implemented over several years, recognizing that many districts have already moved in this direction, while others have resource and facility challenges that must be overcome.

Analysis and Findings from Subcommittee Work:

Idaho Code defines rural schools in Section 33-319, Idaho Code. The vast majority of Idaho school districts— 104 of 115 school districts— are rural. 393 schools out of 728 schools are rural, based on the Idaho definition. After reviewing Idaho-specific school data and research from the National Center for Education Statistics (NCES), the subcommittee recommends that Idaho further define rural schools to provide for a subcategory for rural and remote schools— see Appendix 2. The NCES rural school categories, for example, could allow state policymakers to further target resources and assistance specific to these schools' needs.

The subcommittee explored barriers for rural school districts, particularly when it comes to their operations. In reviewing data and hearing from professionals in the field, the subcommittee recognized the significant challenges that come with recruitment and retention of staff. The subcommittee heard directly from the field about the importance of keeping salary-based apportionment as a separate line-item from other school funding and continuing to build out the career ladder. School leaders and educators reported that the career ladder has made a significant difference in recruiting and retaining educators in a competitive environment. Of the school districts unable to pass supplemental levies, many rural school districts, with limited resources, cannot increase teacher pay or enhance benefits to help attract educators. In many instances— to retain quality educators— districts must choose whether to shift funds away from operations and student programs to cover salary increases, or lose more experienced educators to neighboring districts or neighboring states, and then deal with the added costs of recruiting new staff. The pipeline subcommittee report outlines these challenges in greater depth. The subcommittee also considered and was supportive of a loan forgiveness program for educators serving in rural school districts.

The subcommittee heard from the executive director of the National Rural Education Association (NREA). In addition to general questions about CTE opportunities in rural districts, the subcommittee discussed the difficulties rural districts face in providing full CTE pathways without relying on virtual programs. The NREA representative also talked about the funding challenges rural districts face and the importance of maintaining a stable funding base within the public schools budget for facilities and operations. The subcommittee also discussed the challenges in providing equity and access to college and career advising in rural districts. There needs to be coordination among efforts to provide access to complete CTE pathways to ensure that rural and remote districts can offer their students similar opportunities as larger urban districts.

In addition to having to choose between staff salaries and student programs, these challenging choices are compounded by aging facilities, which, in many instances, are not equipped to take

advantage of today's technology and career technical education opportunities. Increased costs for maintaining these aging facilities strain budgets for operations and student safety upgrades.

The subcommittee received updates from the Governor's Broadband Working Group. Senator Carl Crabtree, co-chair of this subcommittee, also serves on that working group. The subcommittee emphasized the importance of connectivity for rural schools in order to access online resources to provide students greater opportunities, such as through the Idaho Digital Learning Academy (IDLA).

The subcommittee heard from the Education Opportunity Resource Committee (EORC), which provides technical assistance to schools in accessing federal broadband programs like E-Rate and the State's Broadband Infrastructure Improvement Grant (BIIG) funds (Section 33-910, Idaho Code). Some members on the subcommittee were not aware of all the resources available through EORC. Many rural and remote districts do not have dedicated information technology staff. The State Department of Education was asked to provide all school districts and charter school leaders information on the EORC and details on how to access EORC resources.

In addition to the operational barriers, rural and remote schools typically have lower enrollments, resulting in fewer state resources due to our funding model which is based on student attendance. The subcommittee discussed ways rural and remote districts could leverage their resources through district cooperatives. This included discussing the statutory authority available and receiving a presentation from the Canyon-Owyhee School Service Agency (COSSA). In addition to the recommendation on leveraging resources, the subcommittee discussed current statutory frameworks that authorize districts to share programs, contracting and staff, and the importance of collaboration across districts. The committee recommended identifying ways to facilitate and incentivize additional collaboration in different parts of the state. Potential incentives included expanding the use of the existing statutory planning authority (Idaho Code 33-310B) for district consolidation, which could include planning for regional schools (i.e., shared by two or more districts). Also, the subcommittee discussed a creating a potential grant program to include matching components from the participating districts, the community, and the state to pursue these collaborative efforts.

The subcommittee discussed increasing student achievement and focused on the priority of early literacy intervention, with the ultimate goal of reading proficiency and students being prepared to read to learn by the third grade. An impactful national statistic is that 23 percent of students who cannot read by the end of grade 3 do not graduate from high school. The subcommittee discussed how providing earlier interventions are more effective than remediation efforts in later grades. The subcommittee determined that early interventions would have the greatest impact on ensuring students were reading at grade level by the end of grade 3. The subcommittee heard from the field about the positive outcomes that districts were experiencing from providing all-day Kindergarten, particularly for incoming Kindergarten students not reading at grade level in the Fall and not prepared to learn. Additional analysis is being done to evaluate results longitudinally using the new statewide reading assessment. Preliminary results show districts that offer full-day Kindergarten have shown the largest growth toward proficiency between the fall and spring assessments.

There has been an expansion of all-day Kindergarten offerings statewide, and it is clear that if a district can figure it out how to do so with existing operational funds, it pursues that option. According to preliminary reports, around 80 of 115 of Idaho's school districts offer some form of

all-day kindergarten, and around 16 charter schools are offering some sort of all-day kindergarten opportunity. These school districts and charter schools are able to provide opportunities for all-day Kindergarten, by cobbling together different funding sources and often limiting which students can participate. In the case of programs reliant on supplemental levies, these programs are not sustainable and may be discontinued if a levy does not pass. The subcommittee discussed that there should be greater uniformity in the all-day Kindergarten opportunities. At a minimum, all school districts should be able to provide all-day Kindergarten to students whose parents think it would be beneficial. The subcommittee also discussed the importance of providing information to parents to assist them to prepare their children for Kindergarten.

Finally, in recommending the expansion of all-day Kindergarten opportunities, the subcommittee wanted to be clear that there should also be additional early childhood learning opportunities statewide, including the consideration of pre-K and other programs that assist students and families with school readiness. This is particularly important for low income families that may not have resources to pay for such programs.

Appendices:

Appendix 1— Summary of Subcommittee Meetings

Appendix 2— Rural and Remote School Breakdown Based on NCES Data

Opportunities in Rural and Underserved Schools	September 23, 2019

Appendix 1—Summary of Subcommittee Work:

June 24, 2019:
The first meeting took place on June 24, 2019. This initial meeting focused on providing all subcommittee members a basic foundation for their subcommittee work.

Senator Crabtree chaired this first meeting. He described the process of the subcommittee. Greg Wilson, Office of the Governor, provided the scope and deliverables for the subcommittee.

Tracie Bent, Office of the State Board, and Harold Ott, Idaho Rural Schools Association, provided the subcommittee with an overview of rural education initiatives over the past twenty-plus years. Margie Gonzalez, Executive Director of the Idaho Hispanic Commission, provided an overview of Hispanic students in Idaho and pro-education initiatives being pursued by the Commission. Tim Hill, State Department of Education, provided the subcommittee with an overview of the existing components of Idaho's K-12 school funding formula that recognize the rural and remote nature of the vast majority of school districts across Idaho. Jeff Simmons, Director of Curriculum and Instruction for the Idaho Digital Learning Academy (IDLA), provided an update on IDLA and how it supports rural schools statewide.

Harold Nevill, the CEO of the Canyon-Owyhee School Service Agency (COSSA) presented to provide the subcommittee with a "model of success." COSSA is a public school cooperative serving the special education, career-technical, and alternative education needs of students from Homedale, Marsing, Notus, Parma, and Wilder School Districts. COSSA is its own school district (#555). Formed in 1969, it is the oldest public school cooperative in Idaho.

Dick Brulotte, Vallivue School District, presented on another "model of success"— the Advancement Via Individual Determination (AVID) program in the Vallivue School District.

The subcommittee received reports from the field on the challenges and successes in Idaho's rural schools. Those presenting were: Shawn Tiegs, Nez Perce School District; Ryan Cantrell, Bruneau-Grandview School District; and Judi Sharett, Plummer-Worley School District.

There was a brief discussion about some initial thoughts about what seemed to be working and what was not working. With time running short, discussion was shifted to the next meeting.

July 23, 2019:
The subcommittee began the meeting with updates from two other subcommittees— the teacher pipeline and K-12 budget review on their work thus far.

Senator Crabtree, subcommittee co-chair, provided an update from the Broadband Working Group, whichhe is a member. The subcommittee also received student achievement data from Tracie Bent, State Board of Education. She provided the subcommittee the data and background, focusing on rural schools on literacy, ISAT, and graduation rates.

The subcommittee received a presentation from Allen Pratt, Executive Director of National Rural Education Association, on rural education and a national perspective for Idaho. Common issues across the country include broadband access and e-rate paperwork; rural teacher recruitment and retention; Career Technical Education opportunities; and state funding for schools. Mr. Pratt

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discussed Tennessee's student-centered funding formula and how it doesn't always match needs of rural students and schools.

The discussion turned to the final segment of the meeting— What are the potential recommendations from the subcommittee. The chair, Juan Alvarez, asked members to bring one to two potential recommendations for consideration.

Four focus areas were developed, with potential recommendations within these areas. The focus areas are funding, teacher pipeline, college and career readiness/career technical education, and opportunities for success.

Here is the list of potential recommendations from the subcommittee:
- Funding
  - Clarify definitions of rural and remote and underserved
  - Identify schools that meet these definitions
  - Awareness of effect of funding formula on rural schools— These schools have significant infrastructure needs (teacher salaries, facilities, etc.)
  - Government agencies working with rural schools
  - Equity in formula/opportunity/access
  - Avoid unintended consequences
  - Impact of cuts on rural schools can be felt to a greater degree than urban schools
  - Data points around mobility of student
- Pipeline
  - Recruiting and retaining
  - Career ladder recommendation
  - Talent supply chain— Grow your own.
  - Incentives
  - Loan Forgiveness
  - Housing
- College and Career Readiness/CTE
  - College and career advising— distribution of funding
  - How is CTE delivered in rural areas.
- Opportunities for Success/Literacy
  - Rewarding/incentivizing regional collaboration and resource-sharing
  - Expanded IDLA opportunities in rural schools.
  - Early education opportunities (all-day kindergarten)

August 20, 2019:
The subcommittee began with an update from the task force meeting on August 12 on statewide accountability around K-3 literacy from task force co-chair, Bill Gilbert.

The subcommittee then received several follow up presentations: Chris Campbell, State Department of Education, provided quick overview of EORC and e-rate presentation he provided to Operations Subcommittee; Marilyn Whitney provides information on rural incentives legislation and red tape reduction workgroup from the State Department of Education; Tracie Bent provides an update on her research around the definitions of rural and remote; and Ryan Cantrell on success districts based on his studies as a new superintendent. Bill Gilbert had asked him to share his perspectives.

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The chair, Juan Alvarez, put the preliminary recommendations from the July 23 meeting on poster boards and opened up the floor to determine if any subcommittee had additional recommendations to add. The subcommittee then used the dot exercise to vote and narrow recommendations to three. The subcommittee's preliminary recommendations were the following:

- **Incentivizing rural collaboration**— There was consensus that rural and remote schools need to more effectively collaborate/network to leverage resources (i.e., establish an economies of scale) to improve student outcomes. The recommendation should drive the development of policies to establish the right incentives to build these networks statewide.
- **CTE delivery to rural and remote areas**— There was consensus that more should be done in rural and remote schools to promote career exploration and CTE opportunities. Staff was going to further develop this recommendation for the next meeting.
- **All day Kindergarten**— There was consensus that an investment in all-day Kindergarten instruction is paying dividends for those schools that are currently implementing it.

Staff will begin drafting what these preliminary recommendations look like and the subcommittee scheduled a call-in meeting for September 11 to review the language of these preliminary recommendations.

September 11, 2019:
This meeting was a brief call-in/videoconference to cover a few outstanding issues and review the preliminary recommendations.

The subcommittee ran through draft preliminary recommendations in advance of the main task force meeting on September 13 and provided feedback for revisions. These included:

- **Rewarding and incentivizing collaboration for rural, remote, and underserved schools to improve student opportunities and outcomes.**
- **Increase access and equity for industry-aligned career and technical education in rural and remote Idaho school districts.**
- **Greater opportunities for optional all-day Kindergarten across the state.**

The chair, Juan Alvarez, stated that the subcommittee would receive these revised preliminary recommendations for review and could provide additional feedback to staff in advance of the final subcommittee meeting.

September 23, 2019:

This was the final meeting. The subcommittee began with a discussion of how rural resource sharing incentives from the state would look like. These thoughts are recorded in this report's findings and analysis.

Next, the subcommittee conducted one last review of the subcommittee's recommendations.

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The subcommittee finished the final meeting with a review of the preliminary recommendations. In the course of discussion, the preliminary recommendations were revised into the language of the current final recommendations.

The subcommittee voted unanimously to submit the final subcommittee recommendations, included in this final report, to the task force ahead of their October 1 meeting in Moscow.

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Appendix 2 - Rural and Remote School Breakdown Based on NCES Data Definitions

Rural Status of Idaho Schools, Idaho Code Definition Compared with NCES Locale

Notes: Idaho rural definitions are set at the district level. This analysis applies the district-level status to all schools within the district. NCES data are most current available in NCES ELSI tool (2016-2017). Analysis restricted to schools appearing in both files.

SchoolId	LEAId	LEAName	SchoolName	City	Idaho Rural	NCES Rural	NCESLocaleDetail
0002	001	BOISE INDEPENDENT DISTRICT	FAIRMONT JUNIOR HIGH SCHOOL	Boise	No	No	12-City: Mid-size
0003	001	BOISE INDEPENDENT DISTRICT	HILLSIDE JUNIOR HIGH SCHOOL	Boise	No	No	12-City: Mid-size
0004	001	BOISE INDEPENDENT DISTRICT	NORTH JUNIOR HIGH SCHOOL	Boise	No	No	12-City: Mid-size
0005	001	BOISE INDEPENDENT DISTRICT	SOUTH JUNIOR HIGH SCHOOL	Boise	No	No	12-City: Mid-size
0007	001	BOISE INDEPENDENT DISTRICT	BOISE SENIOR HIGH SCHOOL	Boise	No	No	12-City: Mid-size
0008	001	BOISE INDEPENDENT DISTRICT	BORAH SENIOR HIGH SCHOOL	Boise	No	No	12-City: Mid-size
0009	001	BOISE INDEPENDENT DISTRICT	CAPITAL SENIOR HIGH SCHOOL	Boise	No	No	12-City: Mid-size
0206	001	BOISE INDEPENDENT DISTRICT	LES BOIS JUNIOR HIGH SCHOOL	Boise	No	No	12-City: Mid-size
0242	001	BOISE INDEPENDENT DISTRICT	RIVERGLEN JR HIGH SCHOOL	Boise	No	No	12-City: Mid-size
0243	001	BOISE INDEPENDENT DISTRICT	TIMBERLINE HIGH SCHOOL	Boise	No	No	12-City: Mid-size
0287	001	BOISE INDEPENDENT DISTRICT	TRAIL WIND ELEMENTARY	Boise	No	No	12-City: Mid-size
0288	001	BOISE INDEPENDENT DISTRICT	SHADOW HILLS ELEMENTARY	Boise	No	No	12-City: Mid-size
0300	001	BOISE INDEPENDENT DISTRICT	AMITY ELEMENTARY SCHOOL	Boise	No	No	21-Suburb: Large
0301	001	BOISE INDEPENDENT DISTRICT	MAPLE GROVE ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0302	001	BOISE INDEPENDENT DISTRICT	HIGHLANDS ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0303	001	BOISE INDEPENDENT DISTRICT	GARFIELD ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0305	001	BOISE INDEPENDENT DISTRICT	WASHINGTON ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0306	001	BOISE INDEPENDENT DISTRICT	WHITNEY ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0307	001	BOISE INDEPENDENT DISTRICT	HILLCREST ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0308	001	BOISE INDEPENDENT DISTRICT	HAWTHORNE ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0309	001	BOISE INDEPENDENT DISTRICT	ROOSEVELT ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0310	001	BOISE INDEPENDENT DISTRICT	PIERCE PARK ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0312	001	BOISE INDEPENDENT DISTRICT	MADISON EARLY CHILDHOOD SCHOOL	Boise	No	No	12-City: Mid-size
0313	001	BOISE INDEPENDENT DISTRICT	OWYHEE ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0315	001	BOISE INDEPENDENT DISTRICT	ADAMS ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0316	001	BOISE INDEPENDENT DISTRICT	LIBERTY ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0317	001	BOISE INDEPENDENT DISTRICT	JEFFERSON ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0319	001	BOISE INDEPENDENT DISTRICT	LOWELL ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0320	001	BOISE INDEPENDENT DISTRICT	VALLEY VIEW ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0321	001	BOISE INDEPENDENT DISTRICT	TAFT ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0322	001	BOISE INDEPENDENT DISTRICT	MOUNTAIN VIEW ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0323	001	BOISE INDEPENDENT DISTRICT	LONGFELLOW ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0324	001	BOISE INDEPENDENT DISTRICT	MONROE ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0325	001	BOISE INDEPENDENT DISTRICT	KOELSCH ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0326	001	BOISE INDEPENDENT DISTRICT	COLLISTER ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0327	001	BOISE INDEPENDENT DISTRICT	WHITTIER ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0509	001	BOISE INDEPENDENT DISTRICT	RIVERSIDE ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0510	001	BOISE INDEPENDENT DISTRICT	HORIZON ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0563	001	BOISE INDEPENDENT DISTRICT	DEHRYL A DENNIS PROF-TECH CENTER	Boise	No	No	21-Suburb: Large
0573	001	BOISE INDEPENDENT DISTRICT	TREASURE VALLEY MATH/SCIENCE	Boise	No	No	12-City: Mid-size
0665	001	BOISE INDEPENDENT DISTRICT	CYNTHIA MANN ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0666	001	BOISE INDEPENDENT DISTRICT	WHITE PINE ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0673	001	BOISE INDEPENDENT DISTRICT	MORLEY NELSON ELEMENTARY	Boise	No	No	12-City: Mid-size
0674	001	BOISE INDEPENDENT DISTRICT	GRACE JORDAN ELEMENTARY	Boise	No	No	12-City: Mid-size
0675	001	BOISE INDEPENDENT DISTRICT	FRANK CHURCH HIGH SCHOOL	Boise	No	No	21-Suburb: Large
0676	001	BOISE INDEPENDENT DISTRICT	WEST JUNIOR HIGH	Boise	No	No	21-Suburb: Large
0677	001	BOISE INDEPENDENT DISTRICT	EAST JUNIOR HIGH SCHOOL	Boise	No	Yes	41-Rural: Fringe
0679	001	BOISE INDEPENDENT DISTRICT	HIDDEN SPRINGS ELEMENTARY SCHOOL	Hidden Sprir	No	No	21-Suburb: Large
0819	001	BOISE INDEPENDENT DISTRICT	ANSER CHARTER SCHOOL	Garden City	No	No	21-Suburb: Large
9002	001	BOISE INDEPENDENT DISTRICT	ADA COUNTY JUVENILE CENTER	Boise	No	No	12-City: Mid-size
0010	002	JOINT SCHOOL DISTRICT NO. 2	LOWELL SCOTT MIDDLE SCHOOL	Boise	No	No	12-City: Mid-size
0011	002	JOINT SCHOOL DISTRICT NO. 2	MERIDIAN MIDDLE SCHOOL	Meridian	No	No	21-Suburb: Large
0012	002	JOINT SCHOOL DISTRICT NO. 2	MERIDIAN HIGH SCHOOL	Meridian	No	No	21-Suburb: Large
0015	002	JOINT SCHOOL DISTRICT NO. 2	CENTENNIAL HIGH SCHOOL	Boise	No	No	12-City: Mid-size
0106	002	JOINT SCHOOL DISTRICT NO. 2	EAGLE MIDDLE SCHOOL	Eagle	No	No	21-Suburb: Large
0112	002	JOINT SCHOOL DISTRICT NO. 2	EAGLE HIGH SCHOOL	Eagle	No	Yes	41-Rural: Fringe
0207	002	JOINT SCHOOL DISTRICT NO. 2	LAKE HAZEL MIDDLE SCHOOL	Boise	No	No	21-Suburb: Large
0235	002	JOINT SCHOOL DISTRICT NO. 2	LEWIS & CLARK MIDDLE SCHOOL	Meridian	No	No	21-Suburb: Large
0239	002	JOINT SCHOOL DISTRICT NO. 2	PEREGRINE ELEMENTARY SCHOOL	Meridian	No	No	21-Suburb: Large
0240	002	JOINT SCHOOL DISTRICT NO. 2	RIVER VALLEY ELEMENTARY SCHOOL	Meridian	No	No	21-Suburb: Large
0257	002	JOINT SCHOOL DISTRICT NO. 2	MERIDIAN TECHNICAL CHARTER HIGH SCHOOL	Meridian	No	No	21-Suburb: Large
0283	002	JOINT SCHOOL DISTRICT NO. 2	PEPPER RIDGE ELEMENTARY	Boise	No	No	12-City: Mid-size
0284	002	JOINT SCHOOL DISTRICT NO. 2	SAWTOOTH MIDDLE SCHOOL	Meridian	No	No	21-Suburb: Large
0296	002	JOINT SCHOOL DISTRICT NO. 2	HUNTER ELEMENTARY SCHOOL	Meridian	No	No	21-Suburb: Large
0328	002	JOINT SCHOOL DISTRICT NO. 2	FRONTIER ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0329	002	JOINT SCHOOL DISTRICT NO. 2	CHIEF JOSEPH SCHOOL OF THE ARTS	Meridian	No	No	21-Suburb: Large
0330	002	JOINT SCHOOL DISTRICT NO. 2	SILVER SAGE ELEMENTARY SCHOOL	Boise	No	No	21-Suburb: Large
0331	002	JOINT SCHOOL DISTRICT NO. 2	LAKE HAZEL ELEMENTARY SCHOOL	Boise	No	No	21-Suburb: Large
0332	002	JOINT SCHOOL DISTRICT NO. 2	EAGLE ELEMENTARY SCHOOL OF THE ARTS	Eagle	No	No	21-Suburb: Large
0333	002	JOINT SCHOOL DISTRICT NO. 2	SUMMERWIND SCHOOL OF MATH AND SCIENCE	Boise	No	No	12-City: Mid-size
0334	002	JOINT SCHOOL DISTRICT NO. 2	STAR ELEMENTARY SCHOOL	Star	No	No	31-Town: Fringe
0335	002	JOINT SCHOOL DISTRICT NO. 2	USTICK ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0336	002	JOINT SCHOOL DISTRICT NO. 2	MERIDIAN ELEMENTARY SCHOOL	Meridian	No	No	21-Suburb: Large
0337	002	JOINT SCHOOL DISTRICT NO. 2	MCMILLAN ELEMENTARY	Boise	No	No	12-City: Mid-size
0338	002	JOINT SCHOOL DISTRICT NO. 2	CHRISTINE DONNELL SCHOOL OF THE ARTS	Boise	No	No	21-Suburb: Large

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0339	002	JOINT SCHOOL DISTRICT NO. 2	BARBARA MORGAN STEM ACADEMY	Meridian	No	No	21-Suburb: Large
0340	002	JOINT SCHOOL DISTRICT NO. 2	EAGLE HILLS ELEMENTARY SCHOOL	Eagle	No	No	21-Suburb: Large
0341	002	JOINT SCHOOL DISTRICT NO. 2	MARY MCPHERSON ELEMENTARY	Meridian	No	Yes	41-Rural: Fringe
0343	002	JOINT SCHOOL DISTRICT NO. 2	JOPLIN ELEMENTARY SCHOOL	Boise	No	No	12-City: Mid-size
0504	002	JOINT SCHOOL DISTRICT NO. 2	PONDEROSA ELEMENTARY SCHOOL	Meridian	No	No	21-Suburb: Large
0507	002	JOINT SCHOOL DISTRICT NO. 2	PIONEER SCHOOL OF THE ARTS	Boise	No	No	12-City: Mid-size
0521	002	JOINT SCHOOL DISTRICT NO. 2	DISCOVERY ELEMENTARY SCHOOL	Meridian	No	No	21-Suburb: Large
0523	002	JOINT SCHOOL DISTRICT NO. 2	CECIL D ANDRUS ELEMENTARY	Boise	No	No	12-City: Mid-size
0524	002	JOINT SCHOOL DISTRICT NO. 2	CHAPARRAL ELEMENTARY	Meridian	No	No	21-Suburb: Large
0525	002	JOINT SCHOOL DISTRICT NO. 2	ELIZA HART SPALDING STEM ACADEMY	Boise	No	No	12-City: Mid-size
0526	002	JOINT SCHOOL DISTRICT NO. 2	SEVEN OAKS ELEMENTARY	Eagle	No	No	21-Suburb: Large
0545	002	JOINT SCHOOL DISTRICT NO. 2	MOUNTAIN VIEW HIGH SCHOOL	Meridian	No	No	21-Suburb: Large
0547	002	JOINT SCHOOL DISTRICT NO. 2	MERIDIAN MEDICAL ARTS CHARTER	Meridian	No	No	21-Suburb: Large
0564	002	JOINT SCHOOL DISTRICT NO. 2	ADA PROFESSIONAL-TECHNICAL CENTER	Meridian	No	No	21-Suburb: Large
0592	002	JOINT SCHOOL DISTRICT NO. 2	DESERT SAGE ELEMENTARY SCHOOL	Boise	No	No	21-Suburb: Large
0593	002	JOINT SCHOOL DISTRICT NO. 2	PROSPECT ELEMENTARY SCHOOL	Meridian	No	No	21-Suburb: Large
0594	002	JOINT SCHOOL DISTRICT NO. 2	PATHWAYS MIDDLE SCHOOL	Meridian	No	No	21-Suburb: Large
0597	002	JOINT SCHOOL DISTRICT NO. 2	CENTRAL ACADEMY HIGH SCHOOL	Meridian	No	No	21-Suburb: Large
0898	002	JOINT SCHOOL DISTRICT NO. 2	ROCKY MOUNTAIN HIGH SCHOOL	Meridian	No	No	21-Suburb: Large
0899	002	JOINT SCHOOL DISTRICT NO. 2	SIENA ELEMENTARY	Meridian	No	No	21-Suburb: Large
0982	002	JOINT SCHOOL DISTRICT NO. 2	EAGLE ACADEMY	Eagle	No	No	21-Suburb: Large
1145	002	JOINT SCHOOL DISTRICT NO. 2	CROSSROADS MIDDLE SCHOOL	Meridian	No	No	21-Suburb: Large
1228	002	JOINT SCHOOL DISTRICT NO. 2	MERIDIAN ACADEMY	Meridian	No	No	21-Suburb: Large
1235	002	JOINT SCHOOL DISTRICT NO. 2	RENAISSANCE HIGH SCHOOL	Meridian	No	No	21-Suburb: Large
1290	002	JOINT SCHOOL DISTRICT NO. 2	PARAMOUNT ELEMENTARY SCHOOL	Meridian	No	No	21-Suburb: Large
1297	002	JOINT SCHOOL DISTRICT NO. 2	REBOUND SCHOOL OF OPPORTUNITY	Meridian	No	No	21-Suburb: Large
1356	002	JOINT SCHOOL DISTRICT NO. 2	WILLOW CREEK ELEMENTARY SCHOOL	Meridian	No	No	21-Suburb: Large
1374	002	JOINT SCHOOL DISTRICT NO. 2	VIRTUAL SCHOOL HOUSE	Meridian	No	No	21-Suburb: Large
1375	002	JOINT SCHOOL DISTRICT NO. 2	IDAHO FINE ARTS ACADEMY	Eagle	No	Yes	41-Rural: Fringe
1383	002	JOINT SCHOOL DISTRICT NO. 2	HILLSDALE ELEMENTARY	Meridian	No	No	21-Suburb: Large
1384	002	JOINT SCHOOL DISTRICT NO. 2	VICTORY MIDDLE SCHOOL	Meridian	No	Yes	41-Rural: Fringe
2511	002	JOINT SCHOOL DISTRICT NO. 2	GALILEO MAGNET SCHOOL	Eagle	No	No	21-Suburb: Large
2513	002	JOINT SCHOOL DISTRICT NO. 2	HERITAGE MIDDLE SCHOOL	Meridian	No	No	21-Suburb: Large
0013	003	KUNA JOINT DISTRICT	KUNA MIDDLE SCHOOL	Kuna	No	No	31-Town: Fringe
0014	003	KUNA JOINT DISTRICT	KUNA HIGH SCHOOL	Kuna	No	No	31-Town: Fringe
0345	003	KUNA JOINT DISTRICT	HUBBARD ELEMENTARY SCHOOL	Kuna	No	No	31-Town: Fringe
0595	003	KUNA JOINT DISTRICT	REED ELEMENTARY SCHOOL	Kuna	No	No	31-Town: Fringe
0596	003	KUNA JOINT DISTRICT	INDIAN CREEK ELEMENTARY	Kuna	No	No	31-Town: Fringe
0635	003	KUNA JOINT DISTRICT	ROSS ELEMENTARY SCHOOL	Kuna	No	No	31-Town: Fringe
0850	003	KUNA JOINT DISTRICT	FREMONT H TEED MIDDLE SCHOOL	Kuna	No	No	31-Town: Fringe
0887	003	KUNA JOINT DISTRICT	CRIMSON POINT ELEMENTARY SCHOOL	Kuna	No	No	31-Town: Fringe
1115	003	KUNA JOINT DISTRICT	INITIAL POINT HIGH SCHOOL	Kuna	No	No	31-Town: Fringe
1308	003	KUNA JOINT DISTRICT	SILVER TRAIL ELEMENTARY SCHOOL	Meridian	No	No	31-Town: Fringe
0342	011	MEADOWS VALLEY DISTRICT	MEADOWS VALLEY SCHOOL	New Meado	Yes	Yes	43-Rural: Remote
0017	013	COUNCIL DISTRICT	COUNCIL JR/SR HIGH SCHOOL	Council	Yes	Yes	43-Rural: Remote
0348	013	COUNCIL DISTRICT	COUNCIL ELEMENTARY SCHOOL	Council	Yes	Yes	43-Rural: Remote
0018	021	MARSH VALLEY JOINT DISTRICT	MARSH VALLEY MIDDLE SCHOOL	Arimo	Yes	Yes	42-Rural: Distant
0019	021	MARSH VALLEY JOINT DISTRICT	MARSH VALLEY HIGH SCHOOL	Arimo	Yes	Yes	42-Rural: Distant
0349	021	MARSH VALLEY JOINT DISTRICT	LAVA ELEMENTARY SCHOOL	Lava Hot Spr	Yes	Yes	42-Rural: Distant
0350	021	MARSH VALLEY JOINT DISTRICT	DOWNEY ELEMENTARY SCHOOL	Downey	Yes	Yes	43-Rural: Remote
0351	021	MARSH VALLEY JOINT DISTRICT	INKOM ELEMENTARY SCHOOL	Inkom	Yes	Yes	42-Rural: Distant
0352	021	MARSH VALLEY JOINT DISTRICT	MOUNTAIN VIEW ELEMENTARY SCHOOL	McCammon	Yes	Yes	42-Rural: Distant
0020	025	POCATELLO DISTRICT	FRANKLIN MIDDLE SCHOOL	Pocatello	No	No	13-City: Small
0021	025	POCATELLO DISTRICT	HAWTHORNE MIDDLE SCHOOL	Pocatello	No	No	13-City: Small
0022	025	POCATELLO DISTRICT	IRVING MIDDLE SCHOOL	Pocatello	No	No	13-City: Small
0023	025	POCATELLO DISTRICT	ALAMEDA MIDDLE SCHOOL	Pocatello	No	No	13-City: Small
0024	025	POCATELLO DISTRICT	POCATELLO HIGH SCHOOL	Pocatello	No	No	13-City: Small
0025	025	POCATELLO DISTRICT	HIGHLAND HIGH SCHOOL	Pocatello	No	No	13-City: Small
0353	025	POCATELLO DISTRICT	EDAHOW ELEMENTARY SCHOOL	Pocatello	No	No	13-City: Small
0354	025	POCATELLO DISTRICT	GREENACRES ELEMENTARY SCHOOL	Pocatello	No	No	13-City: Small
0355	025	POCATELLO DISTRICT	INDIAN HILLS ELEMENTARY SCHOOL	Pocatello	No	No	13-City: Small
0356	025	POCATELLO DISTRICT	CHUBBUCK ELEMENTARY SCHOOL	Chubbuck	No	No	23-Suburb: Small
0357	025	POCATELLO DISTRICT	GATE CITY ELEMENTARY SCHOOL	Pocatello	No	No	13-City: Small
0358	025	POCATELLO DISTRICT	RULON M ELLIS ELEMENTARY SCHOOL	Chubbuck	No	No	23-Suburb: Small
0359	025	POCATELLO DISTRICT	WASHINGTON ELEMENTARY SCHOOL	Pocatello	No	No	13-City: Small
0360	025	POCATELLO DISTRICT	TYHEE ELEMENTARY SCHOOL	Pocatello	No	No	23-Suburb: Small
0361	025	POCATELLO DISTRICT	SYRINGA ELEMENTARY SCHOOL	Pocatello	No	No	13-City: Small
0362	025	POCATELLO DISTRICT	CLAUDE A WILCOX ELEMENTARY SCHOOL	Pocatello	No	No	13-City: Small
0365	025	POCATELLO DISTRICT	JEFFERSON ELEMENTARY SCHOOL	Pocatello	No	No	13-City: Small
0366	025	POCATELLO DISTRICT	TENDOY ELEMENTARY SCHOOL	Pocatello	No	No	13-City: Small
0368	025	POCATELLO DISTRICT	LEWIS & CLARK ELEMENTARY SCHOOL	Pocatello	No	No	13-City: Small
0565	025	POCATELLO DISTRICT	GATEWAY PROF-TECH SCHOOL	Pocatello	No	No	13-City: Small
0956	025	POCATELLO DISTRICT	CENTURY HIGH SCHOOL	Pocatello	No	Yes	41-Rural: Fringe
1002	025	POCATELLO DISTRICT	KINPORT MIDDLE SCHOOL	Pocatello	No	No	13-City: Small
1141	025	POCATELLO DISTRICT	NEW HORIZON HIGH SCHOOL	Pocatello	No	No	13-City: Small
9033	025	POCATELLO DISTRICT	LINCOLN PRESCHOOL CENTER	Pocatello	No	No	13-City: Small
9034	025	POCATELLO DISTRICT	POCATELLO JUVENILE DETENTION	Pocatello	No	No	13-City: Small
0026	033	BEAR LAKE COUNTY DISTRICT	BEAR LAKE MIDDLE SCHOOL	Montpelier	Yes	Yes	43-Rural: Remote
0027	033	BEAR LAKE COUNTY DISTRICT	BEAR LAKE HIGH SCHOOL	Montpelier	Yes	Yes	43-Rural: Remote
0370	033	BEAR LAKE COUNTY DISTRICT	A J WINTERS ELEMENTARY SCHOOL	Montpelier	Yes	Yes	43-Rural: Remote
0371	033	BEAR LAKE COUNTY DISTRICT	GEORGETOWN ELEMENTARY SCHOOL	Georgetown	Yes	Yes	43-Rural: Remote

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0372	033	BEAR LAKE COUNTY DISTRICT	PARIS ELEMENTARY SCHOOL	Paris	Yes	Yes	43-Rural: Remote
0404	033	BEAR LAKE COUNTY DISTRICT	CLOVER CREEK HIGH SCHOOL	Montpelier	Yes	Yes	43-Rural: Remote
0028	041	ST MARIES JOINT DISTRICT	ST MARIES MIDDLE SCHOOL	St Maries	Yes	No	32-Town: Distant
0029	041	ST MARIES JOINT DISTRICT	ST MARIES HIGH SCHOOL	St Maries	Yes	Yes	41-Rural: Fringe
0254	041	ST MARIES JOINT DISTRICT	HEYBURN ELEMENTARY SCHOOL	St Maries	Yes	No	32-Town: Distant
0374	041	ST MARIES JOINT DISTRICT	UPRIVER ELEMENTARY SCHOOL	Fernwood	Yes	Yes	43-Rural: Remote
1138	041	ST MARIES JOINT DISTRICT	ST MARIES COMMUNITY EDUCATION ALTERNATIVI	St Maries	Yes	Yes	41-Rural: Fringe
0030	044	PLUMMER-WORLEY JOINT DISTRICT	LAKESIDE HIGH SCHOOL	Plummer	Yes	Yes	42-Rural: Distant
0128	044	PLUMMER-WORLEY JOINT DISTRICT	LAKESIDE JR HIGH SCHOOL	Plummer	Yes	Yes	42-Rural: Distant
0752	044	PLUMMER-WORLEY JOINT DISTRICT	LAKESIDE ELEMENTARY SCHOOL	Plummer	Yes	Yes	42-Rural: Distant
0031	052	SNAKE RIVER DISTRICT	SNAKE RIVER JR HIGH SCHOOL	Blackfoot	Yes	Yes	41-Rural: Fringe
0032	052	SNAKE RIVER DISTRICT	SNAKE RIVER HIGH SCHOOL	Blackfoot	Yes	Yes	41-Rural: Fringe
0376	052	SNAKE RIVER DISTRICT	RIVERSIDE ELEMENTARY SCHOOL	Blackfoot	Yes	No	32-Town: Distant
0377	052	SNAKE RIVER DISTRICT	MORELAND ELEMENTARY SCHOOL	Blackfoot	Yes	No	32-Town: Distant
0378	052	SNAKE RIVER DISTRICT	ROCKFORD ELEMENTARY SCHOOL	Blackfoot	Yes	Yes	42-Rural: Distant
0380	052	SNAKE RIVER DISTRICT	SNAKE RIVER MIDDLE SCHOOL	Blackfoot	Yes	Yes	42-Rural: Distant
0033	055	BLACKFOOT DISTRICT	MOUNTAIN VIEW MIDDLE SCHOOL	Blackfoot	Yes	No	32-Town: Distant
0034	055	BLACKFOOT DISTRICT	BLACKFOOT HIGH SCHOOL	Blackfoot	Yes	No	32-Town: Distant
0252	055	BLACKFOOT DISTRICT	VAUGHN HUGIE FAMILY ED CENTER	Blackfoot	Yes	No	32-Town: Distant
0381	055	BLACKFOOT DISTRICT	BLACKFOOT HERITAGE SIXTH GRADE	Blackfoot	Yes	No	32-Town: Distant
0382	055	BLACKFOOT DISTRICT	DONALD D STALKER ELEMENTARY	Blackfoot	Yes	No	32-Town: Distant
0384	055	BLACKFOOT DISTRICT	RIDGE CREST ELEMENTARY SCHOOL	Blackfoot	Yes	No	32-Town: Distant
0385	055	BLACKFOOT DISTRICT	WAPELLO ELEMENTARY SCHOOL	Blackfoot	Yes	Yes	42-Rural: Distant
0386	055	BLACKFOOT DISTRICT	GROVELAND ELEMENTARY SCHOOL	Blackfoot	Yes	No	32-Town: Distant
0387	055	BLACKFOOT DISTRICT	FORT HALL ELEMENTARY SCHOOL	Pocatello	Yes	Yes	41-Rural: Fringe
0388	055	BLACKFOOT DISTRICT	I T STODDARD ELEMENTARY SCHOOL	Blackfoot	Yes	No	32-Town: Distant
9006	055	BLACKFOOT DISTRICT	INDEPENDENCE ALTERNATIVE HIGH SCHOOL	Blackfoot	Yes	No	32-Town: Distant
0036	058	ABERDEEN DISTRICT	ABERDEEN HIGH SCHOOL	Aberdeen	Yes	Yes	42-Rural: Distant
0298	058	ABERDEEN DISTRICT	ABERDEEN ELEMENTARY SCHOOL	Aberdeen	Yes	Yes	42-Rural: Distant
0299	058	ABERDEEN DISTRICT	ABERDEEN MIDDLE SCHOOL	Aberdeen	Yes	Yes	42-Rural: Distant
0038	059	FIRTH DISTRICT	FIRTH HIGH SCHOOL	Firth	Yes	Yes	42-Rural: Distant
0155	059	FIRTH DISTRICT	FIRTH MIDDLE SCHOOL	Firth	Yes	Yes	42-Rural: Distant
0390	059	FIRTH DISTRICT	A W JOHNSON ELEMENTARY SCHOOL	Firth	Yes	Yes	42-Rural: Distant
0035	060	SHELLEY JOINT DISTRICT	SHELLEY SENIOR HIGH SCHOOL	Shelley	Yes	No	31-Town: Fringe
0039	060	SHELLEY JOINT DISTRICT	DONALD J HOBBS MIDDLE SCHOOL	Shelley	Yes	No	31-Town: Fringe
0391	060	SHELLEY JOINT DISTRICT	SUNRISE ELEMENTARY SCHOOL	Shelley	Yes	No	31-Town: Fringe
0392	060	SHELLEY JOINT DISTRICT	HAZEL STUART ELEMENTARY SCHOOL	Shelley	Yes	No	31-Town: Fringe
1251	060	SHELLEY JOINT DISTRICT	RIVERVIEW ELEMENTARY SCHOOL	Shelley	Yes	Yes	41-Rural: Fringe
0042	061	BLAINE COUNTY DISTRICT	WOOD RIVER HIGH SCHOOL	Hailey	Yes	Yes	41-Rural: Fringe
0197	061	BLAINE COUNTY DISTRICT	CAREY PUBLIC SCHOOL	Carey	Yes	Yes	43-Rural: Remote
0394	061	BLAINE COUNTY DISTRICT	BELLEVUE ELEMENTARY SCHOOL	Bellevue	Yes	No	33-Town: Remote
0395	061	BLAINE COUNTY DISTRICT	ERNEST HEMINGWAY STEAM SCHOOL	Ketchum	Yes	No	33-Town: Remote
0396	061	BLAINE COUNTY DISTRICT	HAILEY ELEMENTARY SCHOOL	Hailey	Yes	No	33-Town: Remote
0636	061	BLAINE COUNTY DISTRICT	ALTURAS ELEMENTARY SCHOOL	Hailey	Yes	No	33-Town: Remote
0984	061	BLAINE COUNTY DISTRICT	WOOD RIVER MIDDLE SCHOOL	Hailey	Yes	No	33-Town: Remote
1102	061	BLAINE COUNTY DISTRICT	SILVER CREEK HIGH SCHOOL	Hailey	Yes	No	33-Town: Remote
0274	071	GARDEN VALLEY DISTRICT	GARDEN VALLEY SCHOOL	Garden Valle	Yes	Yes	43-Rural: Remote
0398	071	GARDEN VALLEY DISTRICT	LOWMAN ELEMENTARY SCHOOL	Lowman	Yes	Yes	43-Rural: Remote
0159	072	BASIN SCHOOL DISTRICT	BASIN ELEMENTARY SCHOOL	Idaho City	Yes	Yes	42-Rural: Distant
0183	072	BASIN SCHOOL DISTRICT	IDAHO CITY HIGH SCHOOL	Idaho City	Yes	Yes	42-Rural: Distant
0256	073	HORSESHOE BEND SCHOOL DISTRICT	HORSESHOE BEND ELEMENTARY	Horseshoe B	Yes	Yes	42-Rural: Distant
0278	073	HORSESHOE BEND SCHOOL DISTRICT	HORSESHOE BEND MIDDLE/SR HIGH	Horseshoe B	Yes	Yes	42-Rural: Distant
0044	083	WEST BONNER COUNTY DISTRICT	PRIEST RIVER JR HIGH SCHOOL	Priest River	Yes	Yes	42-Rural: Distant
0048	083	WEST BONNER COUNTY DISTRICT	PRIEST RIVER LAMANNA HIGH	Priest River	Yes	Yes	42-Rural: Distant
0406	083	WEST BONNER COUNTY DISTRICT	PRIEST LAKE ELEMENTARY SCHOOL	Priest Lake	Yes	Yes	43-Rural: Remote
0407	083	WEST BONNER COUNTY DISTRICT	PRIEST RIVER ELEMENTARY SCHOOL	Priest River	Yes	Yes	42-Rural: Distant
0411	083	WEST BONNER COUNTY DISTRICT	IDAHO HILL ELEMENTARY SCHOOL	Oldtown	Yes	Yes	41-Rural: Fringe
0047	084	LAKE PEND OREILLE SCHOOL DISTRICT	SANDPOINT MIDDLE SCHOOL	Sandpoint	Yes	No	32-Town: Distant
0049	084	LAKE PEND OREILLE SCHOOL DISTRICT	CLARK FORK JR/SR HIGH SCHOOL	Clark Fork	Yes	Yes	43-Rural: Remote
0202	084	LAKE PEND OREILLE SCHOOL DISTRICT	SANDPOINT HIGH SCHOOL	Sandpoint	Yes	No	32-Town: Distant
0293	084	LAKE PEND OREILLE SCHOOL DISTRICT	KOOTENAI ELEMENTARY SCHOOL	Kootenai	Yes	No	32-Town: Distant
0401	084	LAKE PEND OREILLE SCHOOL DISTRICT	HOPE ELEMENTARY SCHOOL	Hope	Yes	Yes	43-Rural: Remote
0402	084	LAKE PEND OREILLE SCHOOL DISTRICT	SAGLE ELEMENTARY SCHOOL	Sagle	Yes	Yes	41-Rural: Fringe
0403	084	LAKE PEND OREILLE SCHOOL DISTRICT	FARMIN STIDWELL ELEMENTARY SCHOOL	Sandpoint	Yes	No	32-Town: Distant
0405	084	LAKE PEND OREILLE SCHOOL DISTRICT	SOUTHSIDE ELEMENTARY SCHOOL	Cocolalla	Yes	Yes	42-Rural: Distant
0408	084	LAKE PEND OREILLE SCHOOL DISTRICT	WASHINGTON ELEMENTARY SCHOOL	Sandpoint	Yes	No	32-Town: Distant
0410	084	LAKE PEND OREILLE SCHOOL DISTRICT	NORTHSIDE ELEMENTARY SCHOOL	Sandpoint	Yes	Yes	42-Rural: Distant
0997	084	LAKE PEND OREILLE SCHOOL DISTRICT	SANDPOINT JUVENILE DETENTION	Sandpoint	Yes	No	32-Town: Distant
1045	084	LAKE PEND OREILLE SCHOOL DISTRICT	LAKE PEND OREILLE HIGH SCHOOL	Sandpoint	Yes	No	32-Town: Distant
0050	091	IDAHO FALLS DISTRICT	EAGLE ROCK MIDDLE SCHOOL	Idaho Falls	No	No	13-City: Small
0053	091	IDAHO FALLS DISTRICT	SKYLINE SENIOR HIGH SCHOOL	Idaho Falls	No	No	13-City: Small
0054	091	IDAHO FALLS DISTRICT	IDAHO FALLS SENIOR HIGH SCHOOL	Idaho Falls	No	No	13-City: Small
0199	091	IDAHO FALLS DISTRICT	TAYLORVIEW MIDDLE SCHOOL	Idaho Falls	No	No	13-City: Small
0412	091	IDAHO FALLS DISTRICT	LONGFELLOW ELEMENTARY SCHOOL	Idaho Falls	No	No	13-City: Small
0413	091	IDAHO FALLS DISTRICT	HAWTHORNE ELEMENTARY SCHOOL	Idaho Falls	No	No	13-City: Small
0414	091	IDAHO FALLS DISTRICT	TEMPLE VIEW ELEMENTARY SCHOOL	Idaho Falls	No	No	13-City: Small
0415	091	IDAHO FALLS DISTRICT	A H BUSH ELEMENTARY SCHOOL	Idaho Falls	No	No	13-City: Small
0416	091	IDAHO FALLS DISTRICT	EDGEMONT GARDENS ELEMENTARY SCHOOL	Idaho Falls	No	No	13-City: Small
0419	091	IDAHO FALLS DISTRICT	THERESA BUNKER ELEMENTARY SCHOOL	Idaho Falls	No	No	13-City: Small
0420	091	IDAHO FALLS DISTRICT	ETHEL BOYES ELEMENTARY SCHOOL	Idaho Falls	No	No	13-City: Small
0421	091	IDAHO FALLS DISTRICT	WESTSIDE ELEMENTARY SCHOOL	Idaho Falls	No	No	13-City: Small

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0422	091	IDAHO FALLS DISTRICT	DORA ERICKSON ELEMENTARY SCHOOL	Idaho Falls	No	No	13-City: Small
0423	091	IDAHO FALLS DISTRICT	LINDEN PARK ELEMENTARY SCHOOL	Idaho Falls	No	No	13-City: Small
0566	091	IDAHO FALLS DISTRICT	CAREER & TECHNICAL EDUCATION CENTER	Idaho Falls	No	No	13-City: Small
0667	091	IDAHO FALLS DISTRICT	FOX HOLLOW ELEMENTARY SCHOOL	Idaho Falls	No	No	13-City: Small
0668	091	IDAHO FALLS DISTRICT	SUNNYSIDE ELEMENTARY SCHOOL	Idaho Falls	No	No	13-City: Small
1048	091	IDAHO FALLS DISTRICT	EMERSON HIGH SCHOOL	Idaho Falls	No	No	13-City: Small
1152	091	IDAHO FALLS DISTRICT	3B JUVENILE DETENTION CENTER	Idaho Falls	No	No	13-City: Small
1350	091	IDAHO FALLS DISTRICT	COMPASS ACADEMY	Idaho Falls	No	No	13-City: Small
0424	092	SWAN VALLEY ELEMENTARY DISTRICT	SWAN VALLEY ELEMENTARY SCHOOL	Irwin	Yes	Yes	43-Rural: Remote
0055	093	BONNEVILLE JOINT DISTRICT	SANDCREEK MIDDLE SCHOOL	Idaho Falls	No	No	23-Suburb: Small
0056	093	BONNEVILLE JOINT DISTRICT	BONNEVILLE HIGH SCHOOL	Idaho Falls	No	No	23-Suburb: Small
0200	093	BONNEVILLE JOINT DISTRICT	HILLCREST HIGH SCHOOL	Ammon	No	No	23-Suburb: Small
0219	093	BONNEVILLE JOINT DISTRICT	ROCKY MOUNTAIN MIDDLE SCHOOL	Idaho Falls	No	No	23-Suburb: Small
0425	093	BONNEVILLE JOINT DISTRICT	FALLS VALLEY ELEMENTARY SCHOOL	Idaho Falls	No	No	13-City: Small
0426	093	BONNEVILLE JOINT DISTRICT	AMMON ELEMENTARY SCHOOL	Ammon	No	No	23-Suburb: Small
0427	093	BONNEVILLE JOINT DISTRICT	IONA ELEMENTARY SCHOOL	Iona	No	No	23-Suburb: Small
0428	093	BONNEVILLE JOINT DISTRICT	HILLVIEW ELEMENTARY SCHOOL	Ammon	No	No	23-Suburb: Small
0429	093	BONNEVILLE JOINT DISTRICT	UCON ELEMENTARY SCHOOL	Idaho Falls	No	No	23-Suburb: Small
0431	093	BONNEVILLE JOINT DISTRICT	CLOVERDALE ELEMENTARY SCHOOL	Idaho Falls	No	No	23-Suburb: Small
0432	093	BONNEVILLE JOINT DISTRICT	FAIRVIEW ELEMENTARY SCHOOL	Idaho Falls	No	Yes	41-Rural: Fringe
0501	093	BONNEVILLE JOINT DISTRICT	TIEBREAKER ELEMENTARY SCHOOL	Idaho Falls	No	No	23-Suburb: Small
0637	093	BONNEVILLE JOINT DISTRICT	WOODLAND HILLS ELEMENTARY	Ammon	No	No	23-Suburb: Small
1016	093	BONNEVILLE JOINT DISTRICT	SPECIAL SERVICES CENTER	Idaho Falls	No	No	23-Suburb: Small
1053	093	BONNEVILLE JOINT DISTRICT	LINCOLN HIGH SCHOOL	Idaho Falls	No	No	23-Suburb: Small
1238	093	BONNEVILLE JOINT DISTRICT	BONNEVILLE ONLINE ELEMENTARY	Idaho Falls	No	No	23-Suburb: Small
1250	093	BONNEVILLE JOINT DISTRICT	MOUNTAIN VALLEY ELEMENTARY SCHOOL	Ammon	No	No	23-Suburb: Small
1255	093	BONNEVILLE JOINT DISTRICT	RIMROCK ELEMENTARY	Ammon	No	Yes	41-Rural: Fringe
1319	093	BONNEVILLE JOINT DISTRICT	BONNEVILLE ONLINE SCHOOL	Idaho Falls	No	No	23-Suburb: Small
1357	093	BONNEVILLE JOINT DISTRICT	TECHNICAL CAREERS HIGH SCHOOL	Idaho Falls	No	No	23-Suburb: Small
1360	093	BONNEVILLE JOINT DISTRICT	SUMMIT HILLS ELEMENTARY SCHOOL	Idaho Falls	No	No	23-Suburb: Small
2518	093	BONNEVILLE JOINT DISTRICT	BRIDGEWATER ELEMENTARY SCHOOL	Idaho Falls	No	No	23-Suburb: Small
2519	093	BONNEVILLE JOINT DISTRICT	DISCOVERY ELEMENTARY SCHOOL	Idaho Falls	No	No	23-Suburb: Small
0057	101	BOUNDARY COUNTY DISTRICT	BONNERS FERRY HIGH SCHOOL	Bonners Fer	Yes	No	33-Town: Remote
0201	101	BOUNDARY COUNTY DISTRICT	BOUNDARY COUNTY MIDDLE SCHOOL	Bonners Fer	Yes	No	33-Town: Remote
0433	101	BOUNDARY COUNTY DISTRICT	NAPLES ELEMENTARY SCHOOL	Naples	Yes	Yes	42-Rural: Distant
0434	101	BOUNDARY COUNTY DISTRICT	MOUNT HALL ELEMENTARY SCHOOL	Bonners Fer	Yes	Yes	43-Rural: Remote
0437	101	BOUNDARY COUNTY DISTRICT	VALLEY VIEW ELEMENTARY SCHOOL	Bonners Fer	Yes	No	33-Town: Remote
0059	111	BUTTE COUNTY JOINT DISTRICT	BUTTE COUNTY MIDDLE/HIGH SCHOOL	Arco	Yes	Yes	43-Rural: Remote
0438	111	BUTTE COUNTY JOINT DISTRICT	HOWE ELEMENTARY SCHOOL	Howe	Yes	Yes	43-Rural: Remote
0439	111	BUTTE COUNTY JOINT DISTRICT	ARCO ELEMENTARY SCHOOL	Arco	Yes	Yes	43-Rural: Remote
0060	121	CAMAS COUNTY DISTRICT	CAMAS COUNTY HIGH SCHOOL	Fairfield	Yes	Yes	43-Rural: Remote
0440	121	CAMAS COUNTY DISTRICT	CAMAS COUNTY ELEMENTARY SCHOOL	Fairfield	Yes	Yes	43-Rural: Remote
0061	131	NAMPA SCHOOL DISTRICT	WEST MIDDLE SCHOOL	Nampa	No	No	22-Suburb: Mid-size
0062	131	NAMPA SCHOOL DISTRICT	SOUTH MIDDLE SCHOOL	Nampa	No	No	22-Suburb: Mid-size
0213	131	NAMPA SCHOOL DISTRICT	IOWA ELEMENTARY	Nampa	No	No	22-Suburb: Mid-size
0214	131	NAMPA SCHOOL DISTRICT	SHERMAN ELEMENTARY	Nampa	No	No	22-Suburb: Mid-size
0215	131	NAMPA SCHOOL DISTRICT	PARK RIDGE ELEMENTARY	Nampa	No	No	22-Suburb: Mid-size
0444	131	NAMPA SCHOOL DISTRICT	CENTENNIAL ELEMENTARY SCHOOL	Nampa	No	No	22-Suburb: Mid-size
0447	131	NAMPA SCHOOL DISTRICT	CENTRAL ELEMENTARY	Nampa	No	No	22-Suburb: Mid-size
0450	131	NAMPA SCHOOL DISTRICT	GREENHURST ELEMENTARY SCHOOL	Nampa	No	No	22-Suburb: Mid-size
0527	131	NAMPA SCHOOL DISTRICT	OWYHEE ELEMENTARY SCHOOL	Nampa	No	No	22-Suburb: Mid-size
0528	131	NAMPA SCHOOL DISTRICT	REAGAN ELEMENTARY SCHOOL	Nampa	No	No	22-Suburb: Mid-size
0529	131	NAMPA SCHOOL DISTRICT	ROOSEVELT ELEMENTARY SCHOOL	Nampa	No	No	22-Suburb: Mid-size
0567	131	NAMPA SCHOOL DISTRICT	IDAHO CENTER OF ADVANCED TECHNOLOGY	Nampa	No	No	22-Suburb: Mid-size
0577	131	NAMPA SCHOOL DISTRICT	IDAHO ARTS CHARTER SCHOOL	Nampa	No	No	22-Suburb: Mid-size
0581	131	NAMPA SCHOOL DISTRICT	WILLOW CREEK ELEMENTARY	Nampa	No	No	22-Suburb: Mid-size
0638	131	NAMPA SCHOOL DISTRICT	COLUMBIA HIGH SCHOOL	Nampa	No	No	22-Suburb: Mid-size
0647	131	NAMPA SCHOOL DISTRICT	LAKE RIDGE ELEMENTARY	Nampa	No	Yes	41-Rural: Fringe
0648	131	NAMPA SCHOOL DISTRICT	LONE STAR MIDDLE SCHOOL	Nampa	No	Yes	41-Rural: Fringe
0890	131	NAMPA SCHOOL DISTRICT	ENDEAVOR ELEMENTARY SCHOOL	Nampa	No	No	22-Suburb: Mid-size
0994	131	NAMPA SCHOOL DISTRICT	SKYVIEW HIGH SCHOOL	Nampa	No	No	22-Suburb: Mid-size
0996	131	NAMPA SCHOOL DISTRICT	SNAKE RIVER ELEMENTARY	Nampa	No	No	22-Suburb: Mid-size
0998	131	NAMPA SCHOOL DISTRICT	NAMPA SENIOR HIGH SCHOOL	Nampa	No	No	22-Suburb: Mid-size
1109	131	NAMPA SCHOOL DISTRICT	EAST VALLEY MIDDLE SCHOOL	Nampa	No	No	22-Suburb: Mid-size
1154	131	NAMPA SCHOOL DISTRICT	UNION HIGH SCHOOL	Nampa	No	No	22-Suburb: Mid-size
1386	131	NAMPA SCHOOL DISTRICT	GEM PREP: NAMPA	Nampa	No	Yes	41-Rural: Fringe
1394	131	NAMPA SCHOOL DISTRICT	TREASURE VALLEY LEADERSHIP ACADEMY	Nampa	No	No	22-Suburb: Mid-size
2889	131	NAMPA SCHOOL DISTRICT	NEW HORIZON MAGNET SCHOOL	Nampa	No	Yes	41-Rural: Fringe
0064	132	CALDWELL DISTRICT	JEFFERSON MIDDLE SCHOOL	Caldwell	No	No	22-Suburb: Mid-size
0065	132	CALDWELL DISTRICT	CALDWELL SENIOR HIGH SCHOOL	Caldwell	No	No	22-Suburb: Mid-size
0076	132	CALDWELL DISTRICT	LEWIS AND CLARK ELEMENTARY	Caldwell	No	No	22-Suburb: Mid-size
0281	132	CALDWELL DISTRICT	SYRINGA MIDDLE SCHOOL	Caldwell	No	No	22-Suburb: Mid-size
0289	132	CALDWELL DISTRICT	WILSON ELEMENTARY SCHOOL	Caldwell	No	No	22-Suburb: Mid-size
0448	132	CALDWELL DISTRICT	WASHINGTON ELEMENTARY SCHOOL	Caldwell	No	No	22-Suburb: Mid-size
0449	132	CALDWELL DISTRICT	LINCOLN ELEMENTARY SCHOOL	Caldwell	No	No	22-Suburb: Mid-size
0451	132	CALDWELL DISTRICT	VAN BUREN ELEMENTARY SCHOOL	Caldwell	No	Yes	41-Rural: Fringe
0457	132	CALDWELL DISTRICT	SACAJAWEA ELEMENTARY SCHOOL	Caldwell	No	No	22-Suburb: Mid-size
1087	132	CALDWELL DISTRICT	SOUTHWEST IDAHO JUVENILE DETENTION	Caldwell	No	No	22-Suburb: Mid-size
1090	132	CALDWELL DISTRICT	CANYON SPRINGS HIGH SCHOOL	Caldwell	No	No	22-Suburb: Mid-size
0233	133	WILDER DISTRICT	WILDER HIGH SCHOOL	Wilder	Yes	Yes	42-Rural: Distant
0452	133	WILDER DISTRICT	WILDER ELEMENTARY SCHOOL	Wilder	Yes	Yes	42-Rural: Distant

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1389	133	WILDER DISTRICT	WILDER MIDDLE SCHOOL	Wilder	Yes	Yes	42-Rural: Distant
0067	134	MIDDLETON DISTRICT	MIDDLETON MIDDLE SCHOOL	Middleton	No	No	22-Suburb: Mid-size
0068	134	MIDDLETON DISTRICT	MIDDLETON HIGH SCHOOL	Middleton	No	Yes	41-Rural: Fringe
0453	134	MIDDLETON DISTRICT	MIDDLETON MILL CREEK ELEMENTARY	Middleton	No	No	22-Suburb: Mid-size
0500	134	MIDDLETON DISTRICT	MIDDLETON HEIGHTS ELEMENTARY	Middleton	No	Yes	41-Rural: Fringe
0546	134	MIDDLETON DISTRICT	PURPLE SAGE ELEMENTARY	Caldwell	No	Yes	41-Rural: Fringe
1168	134	MIDDLETON DISTRICT	MIDDLETON ACADEMY	Middleton	No	No	22-Suburb: Mid-size
0234	135	NOTUS DISTRICT	NOTUS JR/SR HIGH SCHOOL	Caldwell	Yes	Yes	41-Rural: Fringe
0520	135	NOTUS DISTRICT	NOTUS ELEMENTARY SCHOOL	Caldwell	Yes	Yes	41-Rural: Fringe
0070	136	MELBA JOINT DISTRICT	MELBA HIGH SCHOOL	Melba	Yes	Yes	42-Rural: Distant
0455	136	MELBA JOINT DISTRICT	MELBA ELEMENTARY SCHOOL	Melba	Yes	Yes	42-Rural: Distant
0072	137	PARMA DISTRICT	PARMA HIGH SCHOOL	Parma	Yes	Yes	42-Rural: Distant
0282	137	PARMA DISTRICT	PARMA MIDDLE SCHOOL	Parma	Yes	Yes	42-Rural: Distant
0456	137	PARMA DISTRICT	MAXINE JOHNSON ELEMENTARY	Parma	Yes	Yes	42-Rural: Distant
0074	139	VALLIVUE SCHOOL DISTRICT	VALLIVUE HIGH SCHOOL	Caldwell	No	No	22-Suburb: Mid-size
0460	139	VALLIVUE SCHOOL DISTRICT	EAST CANYON ELEMENTARY SCHOOL	Nampa	No	Yes	41-Rural: Fringe
0461	139	VALLIVUE SCHOOL DISTRICT	WEST CANYON ELEMENTARY SCHOOL	Caldwell	No	Yes	41-Rural: Fringe
0505	139	VALLIVUE SCHOOL DISTRICT	CENTRAL CANYON ELEMENTARY SCHOOL	Caldwell	No	No	22-Suburb: Mid-size
0519	139	VALLIVUE SCHOOL DISTRICT	BIRCH ELEMENTARY SCHOOL	Nampa	No	No	22-Suburb: Mid-size
0559	139	VALLIVUE SCHOOL DISTRICT	THOMAS JEFFERSON CHARTER	Caldwell	No	No	22-Suburb: Mid-size
0582	139	VALLIVUE SCHOOL DISTRICT	SAGE VALLEY MIDDLE SCHOOL	Caldwell	No	Yes	41-Rural: Fringe
0646	139	VALLIVUE SCHOOL DISTRICT	LAKEVUE ELEMENTARY SCHOOL	Nampa	No	No	22-Suburb: Mid-size
0892	139	VALLIVUE SCHOOL DISTRICT	DESERT SPRINGS ELEMENTARY SCHOOL	Nampa	No	Yes	41-Rural: Fringe
0985	139	VALLIVUE SCHOOL DISTRICT	VALLIVUE MIDDLE SCHOOL	Caldwell	No	Yes	41-Rural: Fringe
1295	139	VALLIVUE SCHOOL DISTRICT	RIVERVUE MIDDLE SCHOOL	Caldwell	No	Yes	41-Rural: Fringe
1380	139	VALLIVUE SCHOOL DISTRICT	RIDGEVUE HIGH SCHOOL	Nampa	No	Yes	41-Rural: Fringe
1397	139	VALLIVUE SCHOOL DISTRICT	SKYWAY ELEMENTARY	Caldwell	No	No	22-Suburb: Mid-size
9017	139	VALLIVUE SCHOOL DISTRICT	VALLIVUE ACADEMY	Caldwell	No	No	22-Suburb: Mid-size
0245	148	GRACE JOINT DISTRICT	GRACE JR/SR HIGH SCHOOL	Grace	Yes	Yes	42-Rural: Distant
0462	148	GRACE JOINT DISTRICT	THATCHER ELEMENTARY SCHOOL	Thatcher	Yes	Yes	43-Rural: Remote
0463	148	GRACE JOINT DISTRICT	GRACE ELEMENTARY SCHOOL	Grace	Yes	Yes	42-Rural: Distant
0077	149	NORTH GEM DISTRICT	NORTH GEM HIGH SCHOOL	Bancroft	Yes	Yes	43-Rural: Remote
0464	149	NORTH GEM DISTRICT	NORTH GEM ELEMENTARY	Bancroft	Yes	Yes	43-Rural: Remote
0078	150	SODA SPRINGS JOINT DISTRICT	TIGERT MIDDLE SCHOOL	Soda Springs	Yes	No	33-Town: Fringe
0079	150	SODA SPRINGS JOINT DISTRICT	SODA SPRINGS HIGH SCHOOL	Soda Springs	Yes	No	41-Rural: Fringe
0466	150	SODA SPRINGS JOINT DISTRICT	HOWARD E THIRKILL PRIMARY SCHOOL	Soda Springs	Yes	No	33-Town: Remote
0080	151	CASSIA COUNTY JOINT DISTRICT	BURLEY JUNIOR HIGH SCHOOL	Burley	Yes	No	33-Town: Remote
0081	151	CASSIA COUNTY JOINT DISTRICT	BURLEY SENIOR HIGH SCHOOL	Burley	Yes	No	33-Town: Remote
0082	151	CASSIA COUNTY JOINT DISTRICT	OAKLEY JR/SR HIGH SCHOOL	Oakley	Yes	Yes	43-Rural: Remote
0083	151	CASSIA COUNTY JOINT DISTRICT	RAFT RIVER JR/SR HIGH SCHOOL	Malta	Yes	Yes	43-Rural: Remote
0084	151	CASSIA COUNTY JOINT DISTRICT	DECLO SENIOR HIGH SCHOOL	Declo	Yes	Yes	42-Rural: Distant
0216	151	CASSIA COUNTY JOINT DISTRICT	WHITE PINE ELEMENTARY	Burley	Yes	No	33-Town: Remote
0238	151	CASSIA COUNTY JOINT DISTRICT	PRESCHOOL CENTER	Burley	Yes	No	33-Town: Remote
0292	151	CASSIA COUNTY JOINT DISTRICT	DECLO JR HIGH SCHOOL	Declo	Yes	Yes	42-Rural: Distant
0468	151	CASSIA COUNTY JOINT DISTRICT	ALMO ELEMENTARY SCHOOL	Almo	Yes	Yes	43-Rural: Remote
0469	151	CASSIA COUNTY JOINT DISTRICT	DECLO ELEMENTARY SCHOOL	Declo	Yes	Yes	42-Rural: Distant
0470	151	CASSIA COUNTY JOINT DISTRICT	MOUNTAIN VIEW ELEMENTARY	Burley	Yes	No	33-Town: Remote
0471	151	CASSIA COUNTY JOINT DISTRICT	RAFT RIVER ELEMENTARY SCHOOL	Malta	Yes	Yes	43-Rural: Remote
0473	151	CASSIA COUNTY JOINT DISTRICT	OAKLEY ELEMENTARY SCHOOL	Oakley	Yes	Yes	43-Rural: Remote
0474	151	CASSIA COUNTY JOINT DISTRICT	DWORSHAK ELEMENTARY SCHOOL	Burley	Yes	No	33-Town: Remote
0475	151	CASSIA COUNTY JOINT DISTRICT	ALBION ELEMENTARY SCHOOL	Albion	Yes	Yes	42-Rural: Distant
0568	151	CASSIA COUNTY JOINT DISTRICT	CASSIA REGIONAL TECHNICAL CENTER	Burley	Yes	No	33-Town: Remote
0990	151	CASSIA COUNTY JOINT DISTRICT	CASSIA JR/SR HIGH SCHOOL	Burley	Yes	No	33-Town: Remote
1377	151	CASSIA COUNTY JOINT DISTRICT	CASSIA COUNTY DAY TREATMENT CENTER	Burley	Yes	No	33-Town: Remote
1395	151	CASSIA COUNTY JOINT DISTRICT	JOHN V EVANS ELEMENTARY	Burley	Yes	Yes	41-Rural: Fringe
0085	161	CLARK COUNTY DISTRICT	CLARK COUNTY JR/SR HIGH SCHOOL	Dubois	Yes	Yes	43-Rural: Remote
0478	161	CLARK COUNTY DISTRICT	LINDY ROSS ELEMENTARY SCHOOL	Dubois	Yes	Yes	43-Rural: Remote
0087	171	OROFINO JOINT DISTRICT	TIMBERLINE HIGH SCHOOL	Weippe	Yes	Yes	43-Rural: Remote
0088	171	OROFINO JOINT DISTRICT	OROFINO HIGH SCHOOL	Orofino	Yes	No	32-Town: Distant
0479	171	OROFINO JOINT DISTRICT	OROFINO ELEMENTARY SCHOOL	Orofino	Yes	No	32-Town: Distant
0481	171	OROFINO JOINT DISTRICT	CAVENDISH-TEAKEAN ELEMENTARY SCHOOL	Lenore	Yes	Yes	42-Rural: Distant
0482	171	OROFINO JOINT DISTRICT	PECK ELEMENTARY SCHOOL	Peck	Yes	Yes	42-Rural: Distant
1361	171	OROFINO JOINT DISTRICT	IDAHO YOUTH CHALLENGE ACADEMY SPRING	Pierce	Yes	Yes	43-Rural: Remote
1362	171	OROFINO JOINT DISTRICT	IDAHO YOUTH CHALLENGE ACADEMY FALL	Pierce	Yes	Yes	43-Rural: Remote
2520	171	OROFINO JOINT DISTRICT	TIMBERLINE ELEMENTARY	Weippe	Yes	Yes	43-Rural: Remote
0089	181	CHALLIS JOINT DISTRICT	CHALLIS JR/SR HIGH SCHOOL	Challis	Yes	Yes	43-Rural: Remote
0486	181	CHALLIS JOINT DISTRICT	STANLEY ELEM/JR HIGH SCHOOL	Stanley	Yes	Yes	43-Rural: Remote
0489	181	CHALLIS JOINT DISTRICT	CHALLIS ELEMENTARY SCHOOL	Challis	Yes	Yes	43-Rural: Remote
0090	182	MACKAY JOINT DISTRICT	MACKAY JR/SR HIGH SCHOOL	Mackay	Yes	Yes	43-Rural: Remote
0490	182	MACKAY JOINT DISTRICT	MACKAY ELEMENTARY SCHOOL	Mackay	Yes	Yes	43-Rural: Remote
0491	191	PRAIRIE ELEMENTARY DISTRICT	PRAIRIE ELEM/JR HIGH SCHOOL	Prairie	Yes	Yes	43-Rural: Remote
0092	192	GLENNS FERRY JOINT DISTRICT	GLENNS FERRY HIGH SCHOOL	Glenns Ferry	Yes	Yes	43-Rural: Remote
0241	192	GLENNS FERRY JOINT DISTRICT	GLENNS FERRY MIDDLE SCHOOL	Glenns Ferry	Yes	Yes	43-Rural: Remote
0492	192	GLENNS FERRY JOINT DISTRICT	GLENNS FERRY ELEMENTARY SCHOOL	Glenns Ferry	Yes	Yes	43-Rural: Remote
0093	193	MOUNTAIN HOME DISTRICT	MOUNTAIN HOME JUNIOR HIGH SCHOOL	Mountain Home	Yes	Yes	41-Rural: Fringe
0095	193	MOUNTAIN HOME DISTRICT	MOUNTAIN HOME SR HIGH SCHOOL	Mountain Home	Yes	No	32-Town: Distant
0493	193	MOUNTAIN HOME DISTRICT	WEST ELEMENTARY SCHOOL	Mountain Home	Yes	No	32-Town: Distant
0494	193	MOUNTAIN HOME DISTRICT	EAST ELEMENTARY SCHOOL	Mountain Home	Yes	No	32-Town: Distant
0495	193	MOUNTAIN HOME DISTRICT	NORTH ELEMENTARY SCHOOL	Mountain Home	Yes	No	32-Town: Distant
0502	193	MOUNTAIN HOME DISTRICT	STEPHENSEN ELEMENTARY SCHOOL	Mountain Home	Yes	No	32-Town: Distant
0517	193	MOUNTAIN HOME DISTRICT	PINE ELEM/JR HIGH SCHOOL	Pine	Yes	Yes	43-Rural: Remote

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0556	193	MOUNTAIN HOME DISTRICT	HACKER MIDDLE SCHOOL	Mountain H.	Yes	No	32-Town: Distant
1317	193	MOUNTAIN HOME DISTRICT	BENNETT MOUNTAIN HIGH SCHOOL	Mountain H.	Yes	No	32-Town: Distant
0096	201	PRESTON JOINT DISTRICT	PRESTON HIGH SCHOOL	Preston	Yes	No	32-Town: Distant
0291	201	PRESTON JOINT DISTRICT	PRESTON JR HIGH SCHOOL	Preston	Yes	No	32-Town: Distant
0497	201	PRESTON JOINT DISTRICT	OAKWOOD ELEMENTARY SCHOOL	Preston	Yes	No	32-Town: Distant
0499	201	PRESTON JOINT DISTRICT	PIONEER ELEMENTARY SCHOOL	Preston	Yes	No	32-Town: Distant
1349	201	PRESTON JOINT DISTRICT	SOUTHEAST IDAHO PROFESSIONAL TECHNICAL SCH	Malad City	Yes	Yes	43-Rural: Remote
8844	201	PRESTON JOINT DISTRICT	FRANKLIN COUNTY HIGH SCHOOOL	Preston	Yes	No	32-Town: Distant
0223	202	WEST SIDE JOINT DISTRICT	BEUTLER MIDDLE SCHOOL	Dayton	Yes	Yes	42-Rural: Distant
0227	202	WEST SIDE JOINT DISTRICT	WEST SIDE SENIOR HIGH SCHOOL	Dayton	Yes	Yes	42-Rural: Distant
0987	202	WEST SIDE JOINT DISTRICT	HAROLD B LEE ELEMENTARY SCHOOL	Dayton	Yes	Yes	42-Rural: Distant
0098	215	FREMONT COUNTY JOINT DISTRICT	SOUTH FREMONT JR HIGH	St Anthony	Yes	Yes	41-Rural: Fringe
0099	215	FREMONT COUNTY JOINT DISTRICT	SOUTH FREMONT HIGH SCHOOL	St Anthony	Yes	Yes	41-Rural: Fringe
0100	215	FREMONT COUNTY JOINT DISTRICT	NORTH FREMONT JR/SR HIGH SCHOOL	Ashton	Yes	Yes	43-Rural: Remote
0290	215	FREMONT COUNTY JOINT DISTRICT	HENRYS FORK ELEMENTARY	St Anthony	Yes	Yes	41-Rural: Fringe
0700	215	FREMONT COUNTY JOINT DISTRICT	PARKER-EGIN ELEMENTARY SCHOOL	St Anthony	Yes	Yes	42-Rural: Distant
0701	215	FREMONT COUNTY JOINT DISTRICT	ASHTON ELEMENTARY SCHOOL	Ashton	Yes	Yes	43-Rural: Remote
0703	215	FREMONT COUNTY JOINT DISTRICT	TETON ELEMENTARY SCHOOL	St Anthony	Yes	Yes	42-Rural: Distant
1271	215	FREMONT COUNTY JOINT DISTRICT	FIVE-COUNTY DETENTION CENTER	St Anthony	Yes	No	32-Town: Distant
0101	221	EMMETT INDEPENDENT DISTRICT	EMMETT HIGH SCHOOL	Emmett	Yes	No	32-Town: Distant
0224	221	EMMETT INDEPENDENT DISTRICT	EMMETT MIDDLE SCHOOL	Emmett	Yes	No	32-Town: Distant
0230	221	EMMETT INDEPENDENT DISTRICT	KENNETH J CARBERRY ELEMENTARY	Emmett	Yes	No	32-Town: Distant
0251	221	EMMETT INDEPENDENT DISTRICT	SHADOW BUTTE ELEMENTARY SCHOOL	Emmett	Yes	Yes	41-Rural: Fringe
0707	221	EMMETT INDEPENDENT DISTRICT	SWEET MONTOUR ELEMENTARY SCHOOL	Sweet	Yes	Yes	42-Rural: Distant
0710	221	EMMETT INDEPENDENT DISTRICT	OLA ELEMENTARY SCHOOL	Ola	Yes	Yes	43-Rural: Remote
1111	221	EMMETT INDEPENDENT DISTRICT	THE PATRIOT CENTER	Emmett	Yes	No	32-Town: Distant
1249	221	EMMETT INDEPENDENT DISTRICT	PAYETTE RIVER TECHNICAL ACADEMY	Emmett	Yes	No	32-Town: Distant
1265	221	EMMETT INDEPENDENT DISTRICT	BLACK CANYON HIGH SCHOOL	Emmett	Yes	No	32-Town: Distant
0102	231	GOODING JOINT DISTRICT	GOODING MIDDLE SCHOOL	Gooding	Yes	Yes	41-Rural: Fringe
0103	231	GOODING JOINT DISTRICT	GOODING HIGH SCHOOL	Gooding	Yes	Yes	41-Rural: Fringe
0711	231	GOODING JOINT DISTRICT	GOODING ELEMENTARY SCHOOL	Gooding	Yes	Yes	41-Rural: Fringe
0104	232	WENDELL DISTRICT	WENDELL MIDDLE SCHOOL	Wendell	Yes	Yes	41-Rural: Fringe
0209	232	WENDELL DISTRICT	WENDELL HIGH SCHOOL	Wendell	Yes	Yes	41-Rural: Fringe
0712	232	WENDELL DISTRICT	WENDELL ELEMENTARY SCHOOL	Wendell	Yes	No	33-Town: Remote
0280	233	HAGERMAN JOINT DISTRICT	HAGERMAN SCHOOL	Hagerman	Yes	Yes	42-Rural: Distant
0714	234	BLISS JOINT DISTRICT	BLISS SCHOOL	Bliss	Yes	Yes	43-Rural: Remote
0111	242	COTTONWOOD JOINT DISTRICT	PRAIRIE JR/SR HIGH SCHOOL	Cottonwood	Yes	Yes	43-Rural: Remote
0722	242	COTTONWOOD JOINT DISTRICT	PRAIRIE ELEMENTARY SCHOOL	Cottonwood	Yes	Yes	43-Rural: Remote
1280	243	SALMON RIVER JOINT SCHOOL DISTRICT	RIGGINS ELEMENTARY SCHOOL	Riggins	Yes	Yes	43-Rural: Remote
1281	243	SALMON RIVER JOINT SCHOOL DISTRICT	SALMON RIVER JR/SR HIGH SCHOOL	Riggins	Yes	Yes	43-Rural: Remote
1283	244	MOUNTAIN VIEW SCHOOL DISTRICT	CLEARWATER VALLEY JR/SR	Kooskia	Yes	Yes	43-Rural: Remote
1284	244	MOUNTAIN VIEW SCHOOL DISTRICT	GRANGEVILLE HIGH SCHOOL	Grangeville	Yes	No	33-Town: Remote
1285	244	MOUNTAIN VIEW SCHOOL DISTRICT	CLEARWATER VALLEY ELEMENTARY	Kooskia	Yes	Yes	43-Rural: Remote
1286	244	MOUNTAIN VIEW SCHOOL DISTRICT	GRANGEVILLE ELEM/MIDDLE SCHOOL	Grangeville	Yes	No	33-Town: Remote
1287	244	MOUNTAIN VIEW SCHOOL DISTRICT	ELK CITY SCHOOL	Elk City	Yes	Yes	43-Rural: Remote
0114	251	JEFFERSON COUNTY JOINT DISTRICT	RIGBY HIGH SCHOOL	Rigby	Yes	Yes	41-Rural: Fringe
0723	251	JEFFERSON COUNTY JOINT DISTRICT	HARWOOD ELEMENTARY SCHOOL	Rigby	Yes	No	31-Town: Fringe
0724	251	JEFFERSON COUNTY JOINT DISTRICT	MIDWAY ELEMENTARY SCHOOL	Menan	Yes	Yes	42-Rural: Distant
0725	251	JEFFERSON COUNTY JOINT DISTRICT	JEFFERSON ELEMENTARY SCHOOL	Rigby	Yes	Yes	41-Rural: Fringe
0726	251	JEFFERSON COUNTY JOINT DISTRICT	ROBERTS ELEMENTARY SCHOOL	Roberts	Yes	Yes	42-Rural: Distant
1110	251	JEFFERSON COUNTY JOINT DISTRICT	SOUTH FORK ELEMENTARY SCHOOL	Rigby	Yes	Yes	41-Rural: Fringe
1143	251	JEFFERSON COUNTY JOINT DISTRICT	JEFFERSON HIGH SCHOOL	Menan	Yes	Yes	42-Rural: Distant
1358	251	JEFFERSON COUNTY JOINT DISTRICT	RIGBY MIDDLE SCHOOL	Rigby	Yes	Yes	41-Rural: Fringe
1359	251	JEFFERSON COUNTY JOINT DISTRICT	PHILO T FARNSWORTH ELEMENTARY SCHOOL	Rigby	Yes	Yes	41-Rural: Fringe
0228	252	RIRIE JOINT DISTRICT	RIRIE JR/SR HIGH SCHOOL	Ririe	Yes	Yes	42-Rural: Distant
0229	252	RIRIE JOINT DISTRICT	RIRIE ELEMENTARY SCHOOL	Ririe	Yes	Yes	42-Rural: Distant
0115	253	WEST JEFFERSON DISTRICT	WEST JEFFERSON HIGH SCHOOL	Terreton	Yes	Yes	43-Rural: Remote
0728	253	WEST JEFFERSON DISTRICT	TERRETON ELEMENTARY SCHOOL	Terreton	Yes	Yes	43-Rural: Remote
0729	253	WEST JEFFERSON DISTRICT	HAMER ELEMENTARY SCHOOL	Hamer	Yes	Yes	43-Rural: Remote
1315	253	WEST JEFFERSON DISTRICT	WEST JEFFERSON MIDDLE SCHOOL	Terreton	Yes	Yes	43-Rural: Remote
0117	261	JEROME JOINT DISTRICT	JEROME MIDDLE SCHOOL	Jerome	Yes	No	33-Town: Remote
0118	261	JEROME JOINT DISTRICT	JEROME HIGH SCHOOL	Jerome	Yes	Yes	41-Rural: Fringe
0297	261	JEROME JOINT DISTRICT	JEROME ACADEMY	Jerome	Yes	No	33-Town: Remote
0516	261	JEROME JOINT DISTRICT	HORIZON ELEMENTARY SCHOOL	Jerome	Yes	No	33-Town: Remote
0731	261	JEROME JOINT DISTRICT	JEFFERSON ELEMENTARY SCHOOL	Jerome	Yes	No	33-Town: Remote
1272	261	JEROME JOINT DISTRICT	FALLS CITY ACADEMY	Jerome	Yes	No	33-Town: Remote
2516	261	JEROME JOINT DISTRICT	SUMMIT ELEMENTARY	Jerome	Yes	No	33-Town: Remote
0119	262	VALLEY DISTRICT	VALLEY SCHOOL	Hazelton	Yes	Yes	43-Rural: Remote
0120	271	COEUR D'ALENE DISTRICT	CANFIELD MIDDLE SCHOOL	Coeur d'Aler	No	No	13-City: Small
0121	271	COEUR D'ALENE DISTRICT	LAKES MAGNET SCHOOL	Coeur d'Aler	No	No	13-City: Small
0122	271	COEUR D'ALENE DISTRICT	COEUR D'ALENE HIGH SCHOOL	Coeur d'Aler	No	No	13-City: Small
0217	271	COEUR D'ALENE DISTRICT	SKYWAY ELEMENTARY SCHOOL	Coeur d'Aler	No	No	13-City: Small
0220	271	COEUR D'ALENE DISTRICT	LAKE CITY HIGH SCHOOL	Coeur d'Aler	No	No	13-City: Small
0246	271	COEUR D'ALENE DISTRICT	WOODLAND MIDDLE SCHOOL	Coeur d'Aler	No	No	13-City: Small
0506	271	COEUR D'ALENE DISTRICT	HAYDEN MEADOWS ELEMENTARY SCHOOL	Hayden Lake	No	No	23-Suburb: Small
0514	271	COEUR D'ALENE DISTRICT	FERNAN STEM ACADEMY	Coeur d'Aler	No	No	13-City: Small
0735	271	COEUR D'ALENE DISTRICT	BORAH ELEMENTARY SCHOOL	Coeur d'Aler	No	No	13-City: Small
0738	271	COEUR D'ALENE DISTRICT	RAMSEY MAGNET SCHOOL OF SCIENCE	Coeur d'Aler	No	No	13-City: Small
0739	271	COEUR D'ALENE DISTRICT	DALTON ELEMENTARY SCHOOL	Dalton Gard	No	No	23-Suburb: Small
0740	271	COEUR D'ALENE DISTRICT	ATLAS ELEMENTARY SCHOOL	Hayden Lake	No	No	23-Suburb: Small
0741	271	COEUR D'ALENE DISTRICT	BRYAN ELEMENTARY SCHOOL	Coeur d'Aler	No	No	13-City: Small

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0742	271	COEUR D'ALENE DISTRICT	SORENSEN MAGNET SCHOOL OF THE ARTS AND HU	Coeur d'Aler	No	No	13-City: Small
0743	271	COEUR D'ALENE DISTRICT	WINTON ELEMENTARY SCHOOL	Coeur d'Aler	No	No	13-City: Small
1037	271	COEUR D'ALENE DISTRICT	VENTURE HIGH SCHOOL	Coeur d'Aler	No	No	13-City: Small
1038	271	COEUR D'ALENE DISTRICT	CDA JUVENILE DETENTION CENTER	Dalton Garde	No	No	13-City: Small
1396	271	COEUR D'ALENE DISTRICT	NORTHWEST EXPEDITION ACADEMY	Hayden	No	No	23-Suburb: Small
0123	272	LAKELAND DISTRICT	LAKELAND JUNIOR HIGH SCHOOL	Rathdrum	Yes	No	31-Town: Fringe
0124	272	LAKELAND DISTRICT	LAKELAND SENIOR HIGH SCHOOL	Rathdrum	Yes	No	31-Town: Fringe
0513	272	LAKELAND DISTRICT	BETTY KIEFER ELEMENTARY SCHOOL	Rathdrum	Yes	No	31-Town: Fringe
0585	272	LAKELAND DISTRICT	TIMBERLAKE JUNIOR HIGH SCHOOL	Spirit Lake	Yes	Yes	42-Rural: Distant
0586	272	LAKELAND DISTRICT	TIMBERLAKE SENIOR HIGH SCHOOL	Spirit Lake	Yes	Yes	42-Rural: Distant
0745	272	LAKELAND DISTRICT	SPIRIT LAKE ELEMENTARY SCHOOL	Spirit Lake	Yes	Yes	42-Rural: Distant
0746	272	LAKELAND DISTRICT	JOHN BROWN ELEMENTARY SCHOOL	Rathdrum	Yes	No	31-Town: Fringe
0747	272	LAKELAND DISTRICT	ATHOL ELEMENTARY SCHOOL	Athol	Yes	Yes	42-Rural: Distant
0761	272	LAKELAND DISTRICT	GARWOOD ELEMENTARY SCHOOL	Rathdrum	Yes	Yes	41-Rural: Fringe
0891	272	LAKELAND DISTRICT	TWIN LAKES ELEMENTARY SCHOOL	Rathdrum	Yes	Yes	41-Rural: Fringe
1104	272	LAKELAND DISTRICT	MOUNTAINVIEW ALTERNATIVE HIGH SCHOOL	Rathdrum	Yes	No	31-Town: Fringe
0125	273	POST FALLS DISTRICT	POST FALLS MIDDLE SCHOOL	Post Falls	No	No	23-Suburb: Small
0126	273	POST FALLS DISTRICT	POST FALLS HIGH SCHOOL	Post Falls	No	No	23-Suburb: Small
0253	273	POST FALLS DISTRICT	MULLAN TRAIL ELEMENTARY SCHOOL	Post Falls	No	No	23-Suburb: Small
0268	273	POST FALLS DISTRICT	RIVER CITY MIDDLE SCHOOL	Post Falls	No	No	23-Suburb: Small
0736	273	POST FALLS DISTRICT	PRAIRIE VIEW ELEMENTARY	Post Falls	No	No	23-Suburb: Small
0748	273	POST FALLS DISTRICT	PONDEROSA ELEMENTARY SCHOOL	Post Falls	No	No	23-Suburb: Small
0749	273	POST FALLS DISTRICT	SELTICE ELEMENTARY SCHOOL	Post Falls	No	No	23-Suburb: Small
0750	273	POST FALLS DISTRICT	FREDERICK POST KINDER CENTER	Post Falls	No	No	23-Suburb: Small
1084	273	POST FALLS DISTRICT	NEW VISION HIGH SCHOOL	Post Falls	No	No	23-Suburb: Small
1388	273	POST FALLS DISTRICT	GREENSFERRY ELEMENTARY SCHOOL	Post Falls	No	Yes	41-Rural: Fringe
2517	273	POST FALLS DISTRICT	WEST RIDGE ELEMENTARY SCHOOL	Post Falls	No	No	23-Suburb: Small
0127	274	KOOTENAI DISTRICT	KOOTENAI JR/SR HIGH SCHOOL	Harrison	Yes	Yes	42-Rural: Distant
0751	274	KOOTENAI DISTRICT	HARRISON ELEMENTARY SCHOOL	Harrison	Yes	Yes	42-Rural: Distant
0129	281	MOSCOW DISTRICT	MOSCOW MIDDLE SCHOOL	Moscow	Yes	No	32-Town: Distant
0130	281	MOSCOW DISTRICT	MOSCOW HIGH SCHOOL	Moscow	Yes	No	32-Town: Distant
0612	281	MOSCOW DISTRICT	PARADISE CREEK REGIONAL HIGH SCHOOL	Moscow	Yes	No	32-Town: Distant
0753	281	MOSCOW DISTRICT	J RUSSELL ELEMENTARY SCHOOL	Moscow	Yes	No	32-Town: Distant
0754	281	MOSCOW DISTRICT	LENA WHITMORE ELEMENTARY SCHOOL	Moscow	Yes	No	32-Town: Distant
0755	281	MOSCOW DISTRICT	WEST PARK ELEMENTARY SCHOOL	Moscow	Yes	No	32-Town: Distant
0756	281	MOSCOW DISTRICT	A B MCDONALD ELEMENTARY SCHOOL	Moscow	Yes	No	32-Town: Distant
0813	281	MOSCOW DISTRICT	MOSCOW CHARTER SCHOOL	Moscow	Yes	No	32-Town: Distant
0269	282	GENESEE JOINT DISTRICT	GENESEE SCHOOL	Genesee	Yes	Yes	42-Rural: Distant
0132	283	KENDRICK JOINT DISTRICT	KENDRICK JR/SR HIGH SCHOOL	Kendrick	Yes	Yes	42-Rural: Distant
0758	283	KENDRICK JOINT DISTRICT	JULIAETTA ELEMENTARY SCHOOL	Juliaetta	Yes	Yes	42-Rural: Distant
0135	285	POTLATCH DISTRICT	POTLATCH JR/SR HIGH SCHOOL	Potlatch	Yes	Yes	43-Rural: Remote
0762	285	POTLATCH DISTRICT	POTLATCH ELEMENTARY SCHOOL	Potlatch	Yes	Yes	43-Rural: Remote
0766	287	TROY SCHOOL DISTRICT	TROY ELEMENTARY SCHOOL	Troy	Yes	Yes	42-Rural: Distant
0772	287	TROY SCHOOL DISTRICT	TROY JR/SR HIGH SCHOOL	Troy	Yes	Yes	42-Rural: Distant
0771	288	WHITEPINE JOINT SCHOOL DISTRICT	BOVILL ELEMENTARY SCHOOL	Bovill	Yes	Yes	43-Rural: Remote
0794	288	WHITEPINE JOINT SCHOOL DISTRICT	DEARY SCHOOL	Deary	Yes	Yes	43-Rural: Remote
0136	291	SALMON DISTRICT	SALMON JR/SR HIGH SCHOOL	Salmon	Yes	No	33-Town: Remote
0764	291	SALMON DISTRICT	SALMON PIONEER PRIMARY SCHOOL	Salmon	Yes	No	33-Town: Remote
1153	291	SALMON DISTRICT	SALMON JUVENILE DETENTION CENTER	Salmon	Yes	No	33-Town: Remote
9014	291	SALMON DISTRICT	SALMON ALTERNATIVE HIGH SCHOOL	Salmon	Yes	Yes	41-Rural: Fringe
0137	292	SOUTH LEMHI DISTRICT	LEADORE SCHOOL	Leadore	Yes	Yes	43-Rural: Remote
0765	292	SOUTH LEMHI DISTRICT	TENDOY ELEMENTARY SCHOOL	Tendoy	Yes	Yes	43-Rural: Remote
0272	302	NEZPERCE JOINT DISTRICT	NEZPERCE SCHOOL	Nezperce	Yes	Yes	43-Rural: Remote
0231	304	KAMIAH JOINT DISTRICT	KAMIAH HIGH SCHOOL	Kamiah	Yes	Yes	43-Rural: Remote
0768	304	KAMIAH JOINT DISTRICT	KAMIAH ELEMENTARY SCHOOL	Kamiah	Yes	Yes	43-Rural: Remote
0285	305	HIGHLAND JOINT DISTRICT	HIGHLAND SCHOOL	Craigmont	Yes	Yes	42-Rural: Distant
0294	312	SHOSHONE JOINT DISTRICT	SHOSHONE MIDDLE SCHOOL	Shoshone	Yes	Yes	43-Rural: Remote
0295	312	SHOSHONE JOINT DISTRICT	SHOSHONE HIGH SCHOOL	Shoshone	Yes	Yes	43-Rural: Remote
0770	312	SHOSHONE JOINT DISTRICT	SHOSHONE ELEMENTARY SCHOOL	Shoshone	Yes	Yes	43-Rural: Remote
0846	312	SHOSHONE JOINT DISTRICT	HIGH DESERT	Shoshone	Yes	Yes	43-Rural: Remote
0143	314	DIETRICH DISTRICT	DIETRICH SCHOOL	Dietrich	Yes	Yes	43-Rural: Remote
0144	316	RICHFIELD DISTRICT	RICHFIELD SCHOOL	Richfield	Yes	Yes	43-Rural: Remote
0145	321	MADISON DISTRICT	MADISON JUNIOR HIGH SCHOOL	Rexburg	Yes	No	32-Town: Distant
0146	321	MADISON DISTRICT	MADISON SENIOR HIGH SCHOOL	Rexburg	Yes	Yes	41-Rural: Fringe
0250	321	MADISON DISTRICT	MADISON MIDDLE SCHOOL	Rexburg	Yes	Yes	41-Rural: Fringe
0773	321	MADISON DISTRICT	KENNEDY ELEMENTARY SCHOOL	Rexburg	Yes	No	32-Town: Distant
0775	321	MADISON DISTRICT	LINCOLN ELEMENTARY SCHOOL	Rexburg	Yes	No	32-Town: Distant
0777	321	MADISON DISTRICT	ADAMS ELEMENTARY SCHOOL	Rexburg	Yes	No	32-Town: Distant
0779	321	MADISON DISTRICT	BURTON ELEMENTARY SCHOOL	Rexburg	Yes	Yes	41-Rural: Fringe
0780	321	MADISON DISTRICT	HIBBARD ELEMENTARY SCHOOL	Rexburg	Yes	Yes	41-Rural: Fringe
1225	321	MADISON DISTRICT	SOUTH FORK ELEMENTARY	Rexburg	Yes	Yes	42-Rural: Distant
9015	321	MADISON DISTRICT	CENTRAL HIGH SCHOOL	Rexburg	Yes	No	32-Town: Distant
0147	322	SUGAR-SALEM JOINT DISTRICT	SUGAR-SALEM HIGH SCHOOL	Sugar City	Yes	No	32-Town: Distant
0225	322	SUGAR-SALEM JOINT DISTRICT	KERSHAW INTERMEDIATE SCHOOL	Sugar City	Yes	No	32-Town: Distant
0226	322	SUGAR-SALEM JOINT DISTRICT	SUGAR-SALEM JUNIOR HIGH SCHOOL	Sugar City	Yes	No	32-Town: Distant
0781	322	SUGAR-SALEM JOINT DISTRICT	CENTRAL ELEMENTARY SCHOOL	Sugar City	Yes	No	32-Town: Distant
0874	322	SUGAR-SALEM JOINT DISTRICT	VALLEY VIEW ALTERNATIVE HIGH SCHOOL	Sugar City	Yes	No	32-Town: Distant
0148	331	MINIDOKA COUNTY JOINT DISTRICT	EAST MINICO MIDDLE SCHOOL	Rupert	Yes	No	33-Town: Remote
0149	331	MINIDOKA COUNTY JOINT DISTRICT	WEST MINICO MIDDLE SCHOOL	Paul	Yes	No	33-Town: Remote
0150	331	MINIDOKA COUNTY JOINT DISTRICT	MINICO SENIOR HIGH SCHOOL	Rupert	Yes	Yes	41-Rural: Fringe
0639	331	MINIDOKA COUNTY JOINT DISTRICT	ARTEC CHARTER SCHOOL	Twin Falls	Yes	Yes	41-Rural: Fringe

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0783	331	MINIDOKA COUNTY JOINT DISTRICT	PAUL ELEMENTARY SCHOOL	Paul	Yes	No	33-Town: Remote
0785	331	MINIDOKA COUNTY JOINT DISTRICT	HEYBURN ELEMENTARY SCHOOL	Heyburn	Yes	No	33-Town: Remote
0786	331	MINIDOKA COUNTY JOINT DISTRICT	ACEQUIA ELEMENTARY SCHOOL	Rupert	Yes	Yes	42-Rural: Distant
0845	331	MINIDOKA COUNTY JOINT DISTRICT	RUPERT ELEMENTARY SCHOOL	Rupert	Yes	No	33-Town: Remote
1046	331	MINIDOKA COUNTY JOINT DISTRICT	MT HARRISON JR/SR HIGH	Heyburn	Yes	No	33-Town: Remote
1100	331	MINIDOKA COUNTY JOINT DISTRICT	MINI-CASSIA JUVENILE DETENTION CENTER	Rupert	Yes	No	33-Town: Remote
1262	331	MINIDOKA COUNTY JOINT DISTRICT	PRESCHOOL CENTER		Yes	No	33-Town: Remote
0151	340	LEWISTON INDEPENDENT DISTRICT	SACAJAWEA JUNIOR HIGH SCHOOL	Lewiston	No	No	13-City: Small
0152	340	LEWISTON INDEPENDENT DISTRICT	JENIFER JUNIOR HIGH SCHOOL	Lewiston	No	No	13-City: Small
0153	340	LEWISTON INDEPENDENT DISTRICT	LEWISTON HIGH SCHOOL	Lewiston	No	No	13-City: Small
0787	340	LEWISTON INDEPENDENT DISTRICT	CENTENNIAL ELEMENTARY SCHOOL	Lewiston	No	No	13-City: Small
0788	340	LEWISTON INDEPENDENT DISTRICT	CAMELOT ELEMENTARY SCHOOL	Lewiston	No	No	13-City: Small
0789	340	LEWISTON INDEPENDENT DISTRICT	MCGHEE ELEMENTARY SCHOOL	Lewiston	No	No	13-City: Small
0790	340	LEWISTON INDEPENDENT DISTRICT	ORCHARDS ELEMENTARY SCHOOL	Lewiston	No	No	13-City: Small
0791	340	LEWISTON INDEPENDENT DISTRICT	MCSORLEY ELEMENTARY SCHOOL	Lewiston	No	No	13-City: Small
0792	340	LEWISTON INDEPENDENT DISTRICT	WHITMAN ELEMENTARY SCHOOL	Lewiston	No	No	13-City: Small
0793	340	LEWISTON INDEPENDENT DISTRICT	WEBSTER ELEMENTARY SCHOOL	Lewiston	No	No	13-City: Small
1034	340	LEWISTON INDEPENDENT DISTRICT	TAMMANY HIGH SCHOOL	Lewiston	No	Yes	41-Rural: Fringe
1266	340	LEWISTON INDEPENDENT DISTRICT	REGION 2 JUVENILE DETENTION CENTER	Lewiston	No	No	13-City: Small
0583	341	LAPWAI DISTRICT	LAPWAI MIDDLE/HIGH SCHOOL	Lapwai	Yes	Yes	42-Rural: Distant
0844	341	LAPWAI DISTRICT	LAPWAI ELEMENTARY SCHOOL	Lapwai	Yes	Yes	42-Rural: Distant
0795	342	CULDESAC JOINT DISTRICT	CULDESAC SCHOOL	Culdesac	Yes	Yes	42-Rural: Distant
0156	351	ONEIDA COUNTY DISTRICT	MALAD SENIOR HIGH SCHOOL	Malad City	Yes	Yes	43-Rural: Remote
0580	351	ONEIDA COUNTY DISTRICT	ONEIDA HIGH SCHOOL	Malad City	Yes	Yes	43-Rural: Remote
0618	351	ONEIDA COUNTY DISTRICT	MALAD MIDDLE SCHOOL	Malad City	Yes	Yes	43-Rural: Remote
0797	351	ONEIDA COUNTY DISTRICT	STONE ELEMENTARY SCHOOL	Stone	Yes	Yes	43-Rural: Remote
0798	351	ONEIDA COUNTY DISTRICT	MALAD ELEMENTARY SCHOOL	Malad City	Yes	Yes	43-Rural: Remote
1390	351	ONEIDA COUNTY DISTRICT	IDAHO HOME LEARNING ACADEMY	Malad City	Yes	Yes	43-Rural: Remote
0157	363	MARSING JOINT DISTRICT	MARSING HIGH SCHOOL	Marsing	Yes	Yes	42-Rural: Distant
0530	363	MARSING JOINT DISTRICT	MARSING MIDDLE SCHOOL	Marsing	Yes	Yes	42-Rural: Distant
0799	363	MARSING JOINT DISTRICT	MARSING ELEMENTARY SCHOOL	Marsing	Yes	Yes	42-Rural: Distant
0800	364	PLEASANT VALLEY ELEMENTARY DISTRICT	PLEASANT VALLEY ELEM/JR HIGH	Jordan Valle	Yes	Yes	43-Rural: Remote
0158	365	BRUNEAU-GRAND VIEW JOINT SCHOOL DI	RIMROCK JR/SR HIGH SCHOOL	Bruneau	Yes	Yes	42-Rural: Distant
0801	365	BRUNEAU-GRAND VIEW JOINT SCHOOL DI	BRUNEAU ELEMENTARY SCHOOL	Bruneau	Yes	Yes	42-Rural: Distant
0802	365	BRUNEAU-GRAND VIEW JOINT SCHOOL DI	GRAND VIEW ELEMENTARY SCHOOL	Grand View	Yes	Yes	43-Rural: Remote
0160	370	HOMEDALE JOINT DISTRICT	HOMEDALE HIGH SCHOOL	Homedale	Yes	No	32-Town: Distant
0260	370	HOMEDALE JOINT DISTRICT	HOMEDALE MIDDLE SCHOOL	Homedale	Yes	Yes	41-Rural: Fringe
0803	370	HOMEDALE JOINT DISTRICT	HOMEDALE ELEMENTARY SCHOOL	Homedale	Yes	No	32-Town: Distant
0161	371	PAYETTE JOINT DISTRICT	MCCAIN MIDDLE SCHOOL	Payette	Yes	Yes	41-Rural: Fringe
0162	371	PAYETTE JOINT DISTRICT	PAYETTE HIGH SCHOOL	Payette	Yes	No	32-Town: Distant
0508	371	PAYETTE JOINT DISTRICT	PAYETTE PRIMARY SCHOOL	Payette	Yes	No	32-Town: Distant
0805	371	PAYETTE JOINT DISTRICT	WESTSIDE ELEMENTARY SCHOOL	Payette	Yes	No	32-Town: Distant
0164	372	NEW PLYMOUTH DISTRICT	NEW PLYMOUTH HIGH SCHOOL	New Plymou	Yes	Yes	42-Rural: Distant
0806	372	NEW PLYMOUTH DISTRICT	NEW PLYMOUTH ELEMENTARY	New Plymou	Yes	Yes	42-Rural: Distant
0986	372	NEW PLYMOUTH DISTRICT	NEW PLYMOUTH MIDDLE SCHOOL	New Plymou	Yes	Yes	42-Rural: Distant
0165	373	FRUITLAND DISTRICT	FRUITLAND MIDDLE SCHOOL	Fruitland	Yes	No	32-Town: Distant
0166	373	FRUITLAND DISTRICT	FRUITLAND HIGH SCHOOL	Fruitland	Yes	No	32-Town: Distant
0807	373	FRUITLAND DISTRICT	FRUITLAND ELEMENTARY SCHOOL	Fruitland	Yes	No	32-Town: Distant
1332	373	FRUITLAND DISTRICT	FRUITLAND PREPARATORY ACADEMY	Fruitland	Yes	No	32-Town: Distant
0167	381	AMERICAN FALLS JOINT DISTRICT	WILLIAM THOMAS MIDDLE SCHOOL	American Fa	Yes	No	32-Town: Distant
0168	381	AMERICAN FALLS JOINT DISTRICT	AMERICAN FALLS HIGH SCHOOL	American Fa	Yes	Yes	41-Rural: Fringe
0261	381	AMERICAN FALLS JOINT DISTRICT	AMERICAN FALLS ACADEMY	American Fa	Yes	No	32-Town: Distant
0808	381	AMERICAN FALLS JOINT DISTRICT	HILLCREST ELEMENTARY SCHOOL	American Fa	Yes	No	32-Town: Distant
0849	381	AMERICAN FALLS JOINT DISTRICT	J.R. SIMPLOT ELEMENTRY SCHOOL	American Fa	Yes	No	32-Town: Distant
0169	382	ROCKLAND DISTRICT	ROCKLAND PUBLIC SCHOOL	Rockland	Yes	Yes	43-Rural: Remote
0810	383	ARBON ELEMENTARY DISTRICT	ARBON ELEMENTARY SCHOOL	Arbon	Yes	Yes	42-Rural: Distant
0170	391	KELLOGG JOINT DISTRICT	KELLOGG MIDDLE SCHOOL	Kellogg	Yes	No	32-Town: Distant
0171	391	KELLOGG JOINT DISTRICT	KELLOGG HIGH SCHOOL	Kellogg	Yes	Yes	41-Rural: Fringe
0811	391	KELLOGG JOINT DISTRICT	PINEHURST ELEMENTARY SCHOOL	Pinehurst	Yes	Yes	41-Rural: Fringe
0812	391	KELLOGG JOINT DISTRICT	CANYON ELEMENTARY SCHOOL	Cataldo	Yes	Yes	42-Rural: Distant
0172	392	MULLAN DISTRICT	MULLAN SCHOOLS	Mullan	Yes	Yes	42-Rural: Distant
0173	393	WALLACE DISTRICT	SILVER HILLS ELEMENTARY SCHOOL	Osburn	Yes	No	33-Town: Remote
0174	393	WALLACE DISTRICT	WALLACE JR/SR HIGH SCHOOL	Wallace	Yes	No	33-Town: Remote
0820	394	AVERY ELEMENTARY DISTRICT	CALDER SCHOOL	Calder	Yes	Yes	43-Rural: Remote
0175	401	TETON COUNTY DISTRICT	TETON HIGH SCHOOL	Driggs	Yes	Yes	43-Rural: Remote
0195	401	TETON COUNTY DISTRICT	TETON MIDDLE SCHOOL	Driggs	Yes	Yes	43-Rural: Remote
0249	401	TETON COUNTY DISTRICT	DRIGGS ELEMENTARY SCHOOL	Driggs	Yes	Yes	43-Rural: Remote
0822	401	TETON COUNTY DISTRICT	TETONIA ELEMENTARY SCHOOL	Tetonia	Yes	Yes	43-Rural: Remote
0823	401	TETON COUNTY DISTRICT	VICTOR ELEMENTARY SCHOOL	Victor	Yes	Yes	43-Rural: Remote
0875	401	TETON COUNTY DISTRICT	BASIN ALTERNATIVE HIGH SCHOOL	Driggs	Yes	Yes	43-Rural: Remote
1236	401	TETON COUNTY DISTRICT	RENDEZVOUS UPPER ELEMENTARY SCHOOL	Driggs	Yes	Yes	43-Rural: Remote
0176	411	TWIN FALLS DISTRICT	ROBERT STUART MIDDLE SCHOOL	Twin Falls	No	No	33-Town: Remote
0177	411	TWIN FALLS DISTRICT	VERA C O'LEARY MIDDLE SCHOOL	Twin Falls	No	No	33-Town: Remote
0178	411	TWIN FALLS DISTRICT	TWIN FALLS HIGH SCHOOL	Twin Falls	No	No	33-Town: Remote
0515	411	TWIN FALLS DISTRICT	OREGON TRAIL ELEMENTARY SCHOOL	Twin Falls	No	No	33-Town: Remote
0824	411	TWIN FALLS DISTRICT	I B PERRINE ELEMENTARY SCHOOL	Twin Falls	No	No	33-Town: Remote
0825	411	TWIN FALLS DISTRICT	MORNINGSIDE ELEMENTARY SCHOOL	Twin Falls	No	No	33-Town: Remote
0826	411	TWIN FALLS DISTRICT	SAWTOOTH ELEMENTARY SCHOOL	Twin Falls	No	No	33-Town: Remote
0827	411	TWIN FALLS DISTRICT	HARRISON ELEMENTARY SCHOOL	Twin Falls	No	No	33-Town: Remote
0828	411	TWIN FALLS DISTRICT	BICKEL ELEMENTARY SCHOOL	Twin Falls	No	No	33-Town: Remote
0829	411	TWIN FALLS DISTRICT	LINCOLN ELEMENTARY SCHOOL	Twin Falls	No	No	33-Town: Remote

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1066	411	TWIN FALLS DISTRICT	MAGIC VALLEY HIGH SCHOOL	Twin Falls	No	No	33-Town: Remote
1147	411	TWIN FALLS DISTRICT	BRIDGE ACADEMY	Twin Falls	No	No	33-Town: Remote
1237	411	TWIN FALLS DISTRICT	CANYON RIDGE HIGH SCHOOL	Twin Falls	No	No	33-Town: Remote
1260	411	TWIN FALLS DISTRICT	SNAKE RIVER JUVENILE DETENTION	Twin Falls	No	Yes	41-Rural: Fringe
1381	411	TWIN FALLS DISTRICT	PILLAR FALLS ELEMENTARY	Twin Falls	No	Yes	41-Rural: Fringe
1382	411	TWIN FALLS DISTRICT	ROCK CREEK ELEMENTARY	Twin Falls	No	Yes	41-Rural: Fringe
1393	411	TWIN FALLS DISTRICT	SOUTH HILLS MIDDLE SCHOOL	Twin Falls	No	No	33-Town: Remote
0179	412	BUHL JOINT DISTRICT	BUHL MIDDLE SCHOOL	Buhl	Yes	Yes	41-Rural: Fringe
0180	412	BUHL JOINT DISTRICT	BUHL HIGH SCHOOL	Buhl	Yes	Yes	41-Rural: Fringe
0830	412	BUHL JOINT DISTRICT	POPPLEWELL ELEMENTARY SCHOOL	Buhl	Yes	Yes	41-Rural: Fringe
0181	413	FILER DISTRICT	FILER HIGH SCHOOL	Filer	Yes	Yes	41-Rural: Fringe
0196	413	FILER DISTRICT	FILER MIDDLE SCHOOL	Filer	Yes	No	33-Town: Remote
0831	413	FILER DISTRICT	FILER ELEMENTARY SCHOOL	Filer	Yes	No	33-Town: Remote
0832	413	FILER DISTRICT	HOLLISTER ELEMENTARY SCHOOL	Twin Falls	Yes	Yes	43-Rural: Remote
1244	413	FILER DISTRICT	FILER INTERMEDIATE SCHOOL	Filer	Yes	No	33-Town: Remote
0182	414	KIMBERLY DISTRICT	KIMBERLY HIGH SCHOOL	Kimberly	Yes	No	33-Town: Remote
0512	414	KIMBERLY DISTRICT	KIMBERLY MIDDLE SCHOOL	Kimberly	Yes	No	33-Town: Remote
0833	414	KIMBERLY DISTRICT	KIMBERLY ELEMENTARY SCHOOL	Kimberly	Yes	No	33-Town: Remote
0620	415	HANSEN DISTRICT	HANSEN JR/SR HIGH SCHOOL	Hansen	Yes	Yes	42-Rural: Distant
0834	415	HANSEN DISTRICT	HANSEN ELEMENTARY SCHOOL	Hansen	Yes	Yes	42-Rural: Distant
0835	416	THREE CREEK JOINT ELEMENTARY DISTRIC	THREE CREEK ELEM/JR HIGH SCHOOL	Rogerson	Yes	Yes	43-Rural: Remote
0185	417	CASTLEFORD DISTRICT	CASTLEFORD SCHOOL	Castleford	Yes	Yes	42-Rural: Distant
1344	418	MURTAUGH JOINT DISTRICT	MURTAUGH SCHOOLS	Murtaugh	Yes	Yes	42-Rural: Distant
0189	421	MCCALL-DONNELLY JOINT SCHOOL DISTRI	MCCALL-DONNELLY HIGH SCHOOL	McCall	Yes	Yes	43-Rural: Remote
0236	421	MCCALL-DONNELLY JOINT SCHOOL DISTRI	PAYETTE LAKES MIDDLE SCHOOL	McCall	Yes	Yes	43-Rural: Remote
0837	421	MCCALL-DONNELLY JOINT SCHOOL DISTRI	BARBARA R MORGAN ELEMENTARY	McCall	Yes	Yes	43-Rural: Small
0988	421	MCCALL-DONNELLY JOINT SCHOOL DISTRI	DONNELLY ELEMENTARY	Donnelly	Yes	Yes	43-Rural: Remote
1264	421	MCCALL-DONNELLY JOINT SCHOOL DISTRI	HEARTLAND HIGH SCHOOL	McCall	Yes	Yes	43-Rural: Remote
0190	422	CASCADE DISTRICT	CASCADE JR/SR HIGH SCHOOL	Cascade	Yes	Yes	43-Rural: Remote
0838	422	CASCADE DISTRICT	CASCADE ELEMENTARY SCHOOL	Cascade	Yes	Yes	43-Rural: Remote
0191	431	WEISER DISTRICT	WEISER MIDDLE SCHOOL	Weiser	Yes	No	33-Town: Remote
0192	431	WEISER DISTRICT	WEISER HIGH SCHOOL	Weiser	Yes	No	33-Town: Remote
0839	431	WEISER DISTRICT	PIONEER PRIMARY SCHOOL	Weiser	Yes	No	33-Town: Remote
0840	431	WEISER DISTRICT	PARK INTERMEDIATE SCHOOL	Weiser	Yes	No	33-Town: Remote
1067	431	WEISER DISTRICT	INDIANHEAD ACADEMY HIGH SCHOOL	Weiser	Yes	No	33-Town: Remote
0193	432	CAMBRIDGE JOINT DISTRICT	CAMBRIDGE MIDDLE/HIGH SCHOOL	Cambridge	Yes	Yes	43-Rural: Remote
0841	432	CAMBRIDGE JOINT DISTRICT	CAMBRIDGE ELEMENTARY SCHOOL	Cambridge	Yes	Yes	43-Rural: Remote
0286	433	MIDVALE DISTRICT	MIDVALE SCHOOL	Midvale	Yes	Yes	43-Rural: Remote
1113	433	MIDVALE DISTRICT	MIDVALE ALTERNATIVE SCHOOL	Midvale	Yes	Yes	43-Rural: Remote
0868	451	VICTORY CHARTER SCHOOL, INC.	VICTORY CHARTER SCHOOL	Nampa	No	Yes	41-Rural: Fringe
0869	452	IDAHO VIRTUAL ACADEMY, INC.	IDAHO VIRTUAL ACADEMY	Meridian	No	No	21-Suburb: Large
1302	452	IDAHO VIRTUAL ACADEMY, INC.	INSIGHT SCHOOL OF IDAHO	Meridian	No	No	21-Suburb: Large
0870	453	IDAHO VIRTUAL HIGH SCHOOL, INC.	RICHARD MCKENNA CHARTER SCHOOL - ONLINE	Mountain H	No	No	32-Town: Distant
0871	453	IDAHO VIRTUAL HIGH SCHOOL, INC.	RICHARD MCKENNA CHARTER SCHOOL - ONLINE A	Mountain H	No	No	32-Town: Distant
1387	453	IDAHO VIRTUAL HIGH SCHOOL, INC.	RICHARD MCKENNA CHARTER SCHOOL - MONTESS	Mountain H	No	No	32-Town: Distant
0574	454	ROLLING HILLS PUBLIC CHARTER SCHOOL,	ROLLING HILLS PUBLIC CHARTER	Boise	No	No	12-City: Mid-size
0575	455	COMPASS PUBLIC CHARTER SCHOOL, INC.	COMPASS PUBLIC CHARTER SCHOOL	Meridian	No	No	21-Suburb: Large
0576	456	FALCON RIDGE PUBLIC CHARTER SCHOOL,	FALCON RIDGE PUBLIC CHARTER	Kuna	No	No	31-Town: Fringe
0578	457	INSPIRE ACADEMICS, INC.	INSPIRE VIRTUAL CHARTER SCHOOL	Boise	No	No	12-City: Mid-size
0587	458	LIBERTY CHARTER SCHOOL, INC.	LIBERTY CHARTER SCHOOL	Nampa	No	Yes	41-Rural: Fringe
0641	460	THE ACADEMY, INC.	CONNOR ACADEMY	Chubbuck	No	Yes	41-Rural: Fringe
0642	461	TAYLOR'S CROSSING PUBLIC CHARTER SCH	TAYLORS CROSSING CHARTER SCHOOL	Idaho Falls	No	Yes	41-Rural: Fringe
2512	462	XAVIER CHARTER SCHOOL, INC.	XAVIER CHARTER SCHOOL	Twin Falls	No	Yes	41-Rural: Fringe
0888	463	VISION CHARTER SCHOOL, INC.	VISION CHARTER SCHOOL	Caldwell	No	No	22-Suburb: Mid-size
2514	464	WHITE PINE CHARTER SCHOOL, INC.	WHITE PINE CHARTER SCHOOL	Ammon	No	No	23-Suburb: Small
0653	465	NORTH VALLEY ACADEMY, INC.	NORTH VALLEY ACADEMY	Gooding	Yes	No	33-Town: Remote
0654	466	ISUCCEED VIRTUAL HIGH SCHOOL, INC.	iSUCCEED VIRTUAL HIGH SCHOOL	Boise	No	No	12-City: Mid-size
1217	468	IDAHO SCIENCE AND TECHNOLOGY CHART	IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHC	Blackfoot	Yes	No	32-Town: Distant
1221	469	IDAHO VIRTUAL EDUCATION PARTNERS, I	IDAHO CONNECTS ONLINE SCHOOL	Nampa	No	No	22-Suburb: Mid-size
1303	469	IDAHO VIRTUAL EDUCATION PARTNERS, I	IDAHO CONNECTS ONLINE ALTERNATIVE SCHOOL	Boise	No	No	12-City: Mid-size
1232	470	THE KOOTENAI BRIDGE ACADEMY, INC.	KOOTENAI BRIDGE ACADEMY	Coeur d'Aler	No	No	13-City: Small
1234	472	PALOUSE PRAIRIE EDUCATIONAL ORGANIZ	PALOUSE PRAIRIE CHARTER SCHOOL	Moscow	Yes	No	32-Town: Distant
1339	473	THE VILLAGE CHARTER SCHOOL, INC.	THE VILLAGE CHARTER SCHOOL	Boise	No	No	12-City: Mid-size
1246	474	MONTICELLO MONTESSORI CHARTER SCH	MONTICELLO MONTESSORI CHARTER SCHOOL	Ammon	No	No	23-Suburb: Small
1248	475	THE SAGE INTERNATIONAL SCHOOL OF BC	SAGE INTERNATIONAL SCHOOL OF BOISE	Boise	No	No	12-City: Mid-size
1247	476	ANOTHER CHOICE VIRTUAL CHARTER SCH	ANOTHER CHOICE VIRTUAL CHARTER	Nampa	No	No	22-Suburb: Mid-size
1294	477	BLACKFOOT CHARTER COMMUNITY LEARM	BLACKFOOT CHARTER COMMUNITY	Blackfoot	Yes	No	32-Town: Distant
1340	478	LEGACY PUBLIC CHARTER SCHOOL, INC.	LEGACY CHARTER SCHOOL	Nampa	No	No	22-Suburb: Mid-size
1341	479	HERITAGE ACADEMY, INC.	HERITAGE ACADEMY	Jerome	Yes	No	33-Town: Remote
1342	480	NORTH IDAHO STEM CHARTER ACADEMY,	NORTH IDAHO STEM CHARTER ACADEMY	Rathdrum	Yes	Yes	41-Rural: Fringe
1343	481	HERITAGE COMMUNITY CHARTER SCHOOI	HERITAGE COMMUNITY CHARTER	Caldwell	No	No	22-Suburb: Mid-size
1346	482	AMERICAN HERITAGE CHARTER SCHOOL, I	AMERICAN HERITAGE CHARTER SCHOOL	Idaho Falls	No	Yes	41-Rural: Fringe
1347	483	CHIEF TAHGEE ELEMENTARY ACADEMY, IN	CHIEF TAHGEE ELEMENTARY ACADEMY	Fort Hall	Yes	Yes	41-Rural: Fringe
1364	485	IDAHO STEM ACADEMY, INC.	BINGHAM ACADEMY	Blackfoot	Yes	No	32-Town: Distant
1366	486	UPPER CARMEN PUBLIC CHARTER SCHOOL	UPPER CARMEN PUBLIC CHARTER SCHOOL	Carmen	Yes	Yes	42-Rural: Distant
1365	487	SANDPOINT CHARTER SCHOOL, INC.	FORREST M BIRD CHARTER SCHOOL	Sandpoint	Yes	No	32-Town: Distant
1367	488	SYRINGA MOUNTAIN SCHOOL, INC.	SYRINGA MOUNTAIN CHARTER SCHOOL	Hailey	Yes	No	33-Town: Remote
1368	489	IDAHO COLLEGE AND CAREER READINESS	IDAHO TECHNICAL CAREER ACADEMY	Meridian	No	No	21-Suburb: Large
1369	490	IDAHO DISTANCE EDUCATION ACADEMY,	IDAHO DISTANCE EDUCATION ACADEMY	Deary	No	Yes	43-Rural: Remote
1370	491	COEUR D'ALENE CHARTER ACADEMY, INC.	COEUR D'ALENE CHARTER ACADEMY SCHOOL	Coeur d'Aler	No	No	13-City: Small
1371	493	NORTH STAR CHARTER SCHOOL, INC.	NORTH STAR CHARTER SCHOOL	Eagle	No	Yes	41-Rural: Fringe

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0623	494	THE POCATELLO COMMUNITY CHARTER SC	POCATELLO COMMUNITY CHARTER	Pocatello	No	No	13-City: Small
1385	495	FORRESTER ACADEMY, INC.	ALTURAS INTERNATIONAL ACADEMY	Idaho Falls	No	No	13-City: Small
1376	496	GEM PREP: POCATELLO, LLC	GEM PREP: POCATELLO SCHOOL	Pocatello	No	No	13-City: Small
1291	555	CANYON-OWYHEE SCHOOL SERVICE AGEN	COSSA ACADEMY	Wilder	Yes	Yes	42-Rural: Distant
9512	NULL	NULL	COSSA REGIONAL TECHNOLOGY & EDUCATIONAL C	Wilder	Yes	Yes	42-Rural: Distant

    Idaho Definition of Rural District
    NCES Definition of Rural and Remote School

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Type	District	School/District Name	Urban-centric Locale [Public School] 2016-17	Number Charter Schools 2016-17	Number Public Schools 2016-17
DistAuthCh	ID-001	ANSER CHARTER SCHOOL	21-Suburb: Large	1-Yes	
District	ID-001	BOISE INDEPENDENT DISTRICT	12-City: Mid-size	1	51
DistAuthCh	ID-002	MERIDIAN MEDICAL ARTS CHARTER	21-Suburb: Large	1-Yes	
DistAuthCh	ID-002	MERIDIAN TECHNICAL CHARTER HIGH	21-Suburb: Large	1-Yes	
District	ID-002	JOINT SCHOOL DISTRICT NO. 2	21-Suburb: Large	2	58
District	ID-003	KUNA JOINT DISTRICT	31-Town: Fringe	0	11
District	ID-011	MEADOWS VALLEY DISTRICT	43-Rural: Remote	0	1
District	ID-013	COUNCIL DISTRICT	43-Rural: Remote	0	2
District	ID-021	MARSH VALLEY JOINT DISTRICT	42-Rural: Distant	0	6
District	ID-025	POCATELLO DISTRICT	13-City: Small	0	25
District	ID-033	BEAR LAKE COUNTY DISTRICT	43-Rural: Remote	0	6
District	ID-041	ST MARIES JOINT DISTRICT	32-Town: Distant	0	5
District	ID-044	PLUMMER-WORLEY JOINT DISTRICT	42-Rural: Distant	0	3
District	ID-052	SNAKE RIVER DISTRICT	41-Rural: Fringe	0	6
District	ID-055	BLACKFOOT DISTRICT	32-Town: Distant	0	11
District	ID-058	ABERDEEN DISTRICT	42-Rural: Distant	0	3
District	ID-059	FIRTH DISTRICT	42-Rural: Distant	0	3
District	ID-060	SHELLEY JOINT DISTRICT	31-Town: Fringe	0	5
District	ID-061	BLAINE COUNTY DISTRICT	33-Town: Remote	0	8
District	ID-071	GARDEN VALLEY DISTRICT	43-Rural: Remote	0	2
District	ID-072	BASIN SCHOOL DISTRICT	42-Rural: Distant	0	2
District	ID-073	HORSESHOE BEND SCHOOL DISTRICT	42-Rural: Distant	0	2
District	ID-083	WEST BONNER COUNTY DISTRICT	42-Rural: Distant	0	6
District	ID-084	LAKE PEND OREILLE SCHOOL DISTRICT	32-Town: Distant	0	12
District	ID-091	IDAHO FALLS DISTRICT	13-City: Small	0	20
District	ID-092	SWAN VALLEY ELEMENTARY DIST	43-Rural: Remote	0	1
District	ID-093	BONNEVILLE JOINT DISTRICT	23-Suburb: Small	0	23
District	ID-101	BOUNDARY COUNTY DISTRICT	33-Town: Remote	0	5
District	ID-111	BUTTE COUNTY JOINT DISTRICT	43-Rural: Remote	0	4
District	ID-121	CAMAS COUNTY DISTRICT	43-Rural: Remote	0	2
DistAuthCh	ID-131	GEM PREP: NAMPA	41-Rural: Fringe	1-Yes	
DistAuthCh	ID-131	IDAHO ARTS CHARTER SCHOOL	22-Suburb: Mid-size	1-Yes	
District	ID-131	NAMPA SCHOOL DISTRICT	22-Suburb: Mid-size	2	26
District	ID-132	CALDWELL DISTRICT	22-Suburb: Mid-size	0	11
District	ID-133	WILDER DISTRICT	42-Rural: Distant	0	3
District	ID-134	MIDDLETON DISTRICT	41-Rural: Fringe	0	6
District	ID-135	NOTUS DISTRICT	41-Rural: Fringe	0	2
District	ID-136	MELBA JOINT DISTRICT	42-Rural: Distant	0	2
District	ID-137	PARMA DISTRICT	42-Rural: Distant	0	3
DistAuthCh	ID-139	THOMAS JEFFERSON CHARTER	22-Suburb: Mid-size	1-Yes	
District	ID-139	VALLIVUE SCHOOL DISTRICT	41-Rural: Fringe	1	15
District	ID-148	GRACE JOINT DISTRICT	42-Rural: Distant	0	3
District	ID-149	NORTH GEM DISTRICT	43-Rural: Remote	0	2
District	ID-150	SODA SPRINGS JOINT DISTRICT	33-Town: Remote	0	3
District	ID-151	CASSIA COUNTY JOINT DISTRICT	33-Town: Remote	0	19
District	ID-161	CLARK COUNTY DISTRICT	43-Rural: Remote	0	2
District	ID-171	OROFINO JOINT DISTRICT	32-Town: Distant	0	8
District	ID-181	CHALLIS JOINT DISTRICT	43-Rural: Remote	0	5
District	ID-182	MACKAY JOINT DISTRICT	43-Rural: Remote	0	2
District	ID-191	PRAIRIE ELEMENTARY DISTRICT	43-Rural: Remote	0	1
District	ID-192	GLENNS FERRY JOINT DISTRICT	43-Rural: Remote	0	3
District	ID-193	MOUNTAIN HOME DISTRICT	32-Town: Distant	0	9
DistAuthCh	ID-201	SOUTHEAST IDAHO PROFESSIONAL TECHNICAL SCHOOL	43-Rural: Remote	1-Yes	
District	ID-201	PRESTON JOINT DISTRICT	32-Town: Distant	1	6
District	ID-202	WEST SIDE JOINT DISTRICT	42-Rural: Distant	0	3
District	ID-215	FREMONT COUNTY JOINT DISTRICT	41-Rural: Fringe	0	8
DistAuthCh	ID-221	PAYETTE RIVER TECHNICAL ACADEMY	32-Town: Distant	1-Yes	
District	ID-221	EMMETT INDEPENDENT DIST	32-Town: Distant	1	9
District	ID-231	GOODING JOINT DISTRICT	41-Rural: Fringe	0	3
District	ID-232	WENDELL DISTRICT	41-Rural: Fringe	0	3
District	ID-233	HAGERMAN JOINT DISTRICT	42-Rural: Distant	0	1
District	ID-234	BLISS JOINT DISTRICT	43-Rural: Remote	0	1
District	ID-242	COTTONWOOD JOINT DISTRICT	43-Rural: Remote	0	3
District	ID-243	SALMON RIVER JOINT SCHOOL DIST	43-Rural: Remote	0	2
District	ID-244	MOUNTAIN VIEW SCHOOL DISTRICT	33-Town: Remote	0	5
District	ID-251	JEFFERSON COUNTY JOINT DISTRICT	41-Rural: Fringe	0	9
District	ID-252	RIRIE JOINT DISTRICT	42-Rural: Distant	0	2
District	ID-253	WEST JEFFERSON DISTRICT	43-Rural: Remote	0	4

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District	ID-261	JEROME JOINT DISTRICT	33-Town: Remote		0	7
District	ID-262	VALLEY DISTRICT	43-Rural: Remote		0	1
District	ID-271	COEUR D'ALENE DISTRICT	13-City: Small		0	18
District	ID-272	LAKELAND DISTRICT	42-Rural: Distant		0	12
District	ID-273	POST FALLS DISTRICT	23-Suburb: Small		0	11
District	ID-274	KOOTENAI DISTRICT	42-Rural: Distant		0	2
DistAuthCh	ID-281	MOSCOW CHARTER SCHOOL	32-Town: Distant	1-Yes		
District	ID-281	MOSCOW DISTRICT	32-Town: Distant		1	8
District	ID-282	GENESEE JOINT DISTRICT	42-Rural: Distant		0	1
District	ID-283	KENDRICK JOINT DISTRICT	42-Rural: Distant		0	2
District	ID-285	POTLATCH DISTRICT	43-Rural: Remote		0	2
District	ID-287	TROY SCHOOL DISTRICT	42-Rural: Distant		0	2
District	ID-288	WHITEPINE JOINT SCHOOL DISTRICT	43-Rural: Remote		0	2
District	ID-291	SALMON DISTRICT	33-Town: Remote		0	4
District	ID-292	SOUTH LEMHI DISTRICT	43-Rural: Remote		0	2
District	ID-302	NEZPERCE JOINT DISTRICT	43-Rural: Remote		0	1
District	ID-304	KAMIAH JOINT DISTRICT	43-Rural: Remote		0	3
District	ID-305	HIGHLAND JOINT DISTRICT	42-Rural: Distant		0	1
District	ID-312	SHOSHONE JOINT DISTRICT	43-Rural: Remote		0	4
District	ID-314	DIETRICH DISTRICT	43-Rural: Remote		0	1
District	ID-316	RICHFIELD DISTRICT	43-Rural: Remote		0	1
District	ID-321	MADISON DISTRICT	41-Rural: Fringe		0	10
District	ID-322	SUGAR-SALEM JOINT DISTRICT	32-Town: Distant		0	5
DistAuthCh	ID-331	ARTEC CHARTER SCHOOL	41-Rural: Fringe	1-Yes		
District	ID-331	MINIDOKA COUNTY JOINT DISTRICT	33-Town: Remote		1	12
District	ID-340	LEWISTON INDEPENDENT DISTRICT	13-City: Small		0	12
District	ID-341	LAPWAI DISTRICT	42-Rural: Distant		0	2
District	ID-342	CULDESAC JOINT DISTRICT	42-Rural: Distant		0	1
District	ID-351	ONEIDA COUNTY DISTRICT	43-Rural: Remote		0	6
District	ID-363	MARSING JOINT DISTRICT	42-Rural: Distant		0	3
District	ID-364	PLEASANT VALLEY ELEMENTARY DISTRICT	43-Rural: Remote		0	1
District	ID-365	BRUNEAU-GRAND VIEW JOINT SCHOOL DISTRICT	42-Rural: Distant		0	3
District	ID-370	HOMEDALE JOINT DISTRICT	32-Town: Distant		0	3
District	ID-371	PAYETTE JOINT DISTRICT	32-Town: Distant		0	6
District	ID-372	NEW PLYMOUTH DISTRICT	42-Rural: Distant		0	3
District	ID-373	FRUITLAND DISTRICT	32-Town: Distant		0	4
District	ID-381	AMERICAN FALLS JOINT DISTRICT	32-Town: Distant		0	5
District	ID-382	ROCKLAND DISTRICT	43-Rural: Remote		0	1
District	ID-383	ARBON ELEMENTARY DISTRICT	42-Rural: Distant		0	1
District	ID-391	KELLOGG JOINT DISTRICT	41-Rural: Fringe		0	4
District	ID-392	MULLAN DISTRICT	42-Rural: Distant		0	2
District	ID-393	WALLACE DISTRICT	33-Town: Remote		0	2
District	ID-394	AVERY SCHOOL DISTRICT	43-Rural: Remote		0	1
District	ID-401	TETON COUNTY DISTRICT	43-Rural: Remote		0	7
District	ID-411	TWIN FALLS DISTRICT	33-Town: Remote		0	18
District	ID-412	BUHL JOINT DISTRICT	41-Rural: Fringe		0	3
District	ID-413	FILER DISTRICT	33-Town: Remote		0	5
District	ID-414	KIMBERLY DISTRICT	33-Town: Remote		0	3
District	ID-415	HANSEN DISTRICT	42-Rural: Distant		0	2
District	ID-416	THREE CREEK JOINT ELEMENTARY DISTRICT	43-Rural: Remote		0	1
District	ID-417	CASTLEFORD DISTRICT	42-Rural: Distant		0	1
District	ID-418	MURTAUGH JOINT DISTRICT	42-Rural: Distant		0	1
District	ID-421	MCCALL-DONNELLY JOINT SCHOOL DISTRICT	43-Rural: Remote		0	6
District	ID-422	CASCADE DISTRICT	43-Rural: Remote		0	2
District	ID-431	WEISER DISTRICT	33-Town: Remote		0	5
District	ID-432	CAMBRIDGE JOINT DISTRICT	43-Rural: Remote		0	2
District	ID-433	MIDVALE DISTRICT	43-Rural: Remote		0	2
Charter	ID-451	VICTORY CHARTER SCHOOL INC.	41-Rural: Fringe		1	1
Charter	ID-452	IDAHO VIRTUAL ACADEMY INC.	21-Suburb: Large		2	2
Charter	ID-453	IDAHO VIRTUAL HIGH SCHOOL INC.	32-Town: Distant		3	3
Charter	ID-454	ROLLING HILLS PUBLIC CHARTER SCHOOL INC.	12-City: Mid-size		1	1
Charter	ID-455	COMPASS PUBLIC CHARTER SCHOOL INC.	21-Suburb: Large		2	2
Charter	ID-456	FALCON RIDGE PUBLIC CHARTER SCHOOL INC.	31-Town: Fringe		1	1
Charter	ID-457	INSPIRE ACADEMICS INC.	12-City: Mid-size		1	1
Charter	ID-458	LIBERTY CHARTER SCHOOL INC.	41-Rural: Fringe		1	1
Charter	ID-460	THE ACADEMY INC.	41-Rural: Fringe		1	1
Charter	ID-461	TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL INC.	41-Rural: Fringe		1	1
Charter	ID-462	XAVIER CHARTER SCHOOL INC.	41-Rural: Fringe		1	1
Charter	ID-463	VISION CHARTER SCHOOL INC.	22-Suburb: Mid-size		1	1
Charter	ID-464	WHITE PINE CHARTER SCHOOL INC.	23-Suburb: Small		1	1
Charter	ID-465	NORTH VALLEY ACADEMY INC.	33-Town: Remote		1	1

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Charter	ID-466	ISUCCEED VIRTUAL HIGH SCHOOL INC.	12-City: Mid-size	1	1
Charter	ID-468	IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL INC.	32-Town: Distant	1	1
Charter	ID-469	IDAHO VIRTUAL EDUCATION PARTNERS INC.	12-City: Mid-size	2	2
Charter	ID-470	THE KOOTENAI BRIDGE ACADEMY INC.	13-City: Small	1	1
Charter	ID-472	PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION INC.	32-Town: Distant	1	1
Charter	ID-473	THE VILLAGE CHARTER SCHOOL INC.	12-City: Mid-size	1	1
Charter	ID-474	MONTICELLO MONTESSORI CHARTER SCHOOL INC.	23-Suburb: Small	1	1
Charter	ID-475	THE SAGE INTERNATIONAL SCHOOL OF BOISE A PUBLIC CHARTER SCH	12-City: Mid-size	1	1
Charter	ID-476	ANOTHER CHOICE VIRTUAL CHARTER SCHOOL INC.	22-Suburb: Mid-size	1	1
Charter	ID-477	BLACKFOOT CHARTER COMMUNITY LEARNING CENTER INC.	32-Town: Distant	1	1
Charter	ID-478	LEGACY PUBLIC CHARTER SCHOOL INC.	22-Suburb: Mid-size	1	1
Charter	ID-479	HERITAGE ACADEMY DISTRICT	33-Town: Remote	1	1
Charter	ID-480	NORTH IDAHO STEM CHARTER ACADEMY INC.	41-Rural: Fringe	1	1
Charter	ID-481	HERITAGE COMMUNITY CHARTER SCHOOL INC.	22-Suburb: Mid-size	1	1
Charter	ID-482	AMERICAN HERITAGE CHARTER SCHOOL INC.	41-Rural: Fringe	1	1
Charter	ID-483	CHIEF TAHGEE ELEMENTARY ACADEMY INC.	41-Rural: Fringe	1	1
Charter	ID-485	IDAHO STEM ACADEMY INC.	32-Town: Distant	1	1
Charter	ID-486	UPPER CARMEN PUBLIC CHARTER SCHOOL INC.	42-Rural: Distant	2	2
Charter	ID-487	SANDPOINT CHARTER SCHOOL INC.	32-Town: Distant	1	1
Charter	ID-488	SYRINGA MOUNTAIN SCHOOL INC.	33-Town: Remote	1	1
Charter	ID-489	IDAHO COLLEGE AND CAREER READINESS ACADEMY INC.	21-Suburb: Large	1	1
Charter	ID-490	GEM INNOVATION SCHOOLS INC.	43-Rural: Remote	2	2
Charter	ID-491	COEUR D'ALENE CHARTER ACADEMY INC.	13-City: Small	1	1
Charter	ID-493	NORTH STAR CHARTER SCHOOL INC.	41-Rural: Fringe	1	1
Charter	ID-494	THE POCATELLO COMMUNITY CHARTER SCHOOL INC.	13-City: Small	1	1
Charter	ID-495	FORRESTER ACADEMY INC.	13-City: Small	1	1
District	ID-496	GEM PREP: POCATELLO INC.	13-City: Small	0 †	
District	ID-555	CANYON-OWYHEE SCHOOL SERVICE AGENCY (COSSA)	42-Rural: Distant	0	2
District	ID-596	IDAHO BUREAU OF EDUCATIONAL SERVICES FOR THE DEAF AND THE BL	33-Town: Remote	0	1
District	ID-641	KTEC - Kootenai Tech Ed Campus	41-Rural: Fringe	0	1
District	ID-671	IDAHO DEPARTMENT OF CORRECTIONS	12-City: Mid-size	0	1
District	ID-709	IDAHO DEPARTMENT OF JUVENILE CORRECTIONS	41-Rural: Fringe	0	3

School Facilities and School Safety	September 25, 2019

Our Kids, Idaho's Future—School Facilities and School Safety Subcommittee Report and Recommendations

Members:

Luke Schroeder, chair	Superintendent, Kimberly School District
Senator Chuck Winder	Majority Leader, Idaho Senate
Senator Janie Ward-Engelking	Joint Finance-Appropriations Committee, Senate Education Committee
Representative Bill Goesling	House Education Committee
Jim Shank	Superintendent, Cassia School District
Andy Grover	Superintendent, Melba School District
Wil Overgaard	Retired Superintendent, Weiser School District
Brian Armes	Office of School Safety and Security
Wally Hedrick	Chair, Meridian Technical Charter School Board
Brad Rice	DA Davidson, and Chairman, Lewiston School Board
Pete McPherson	Idaho State Department of Education
Keith Donahue	Sage International School
Stephanie Myers	Idaho Education Association
Shawn Harper	Meridian PD

School Facilities and School Safety	**September 25, 2019**

Subcommittee Scope and Deliverables:

- What are current state efforts on school safety?
- Bricks and mortar, technology, and social-emotional.
- Review of the state of school district facilities with the Division of Building Safety.
- List and review of current support for school facilities.
- Categorize the challenges with school facilities across Idaho.
- Recommendations for coordinating school safety support to school districts at the state-level.
- Recommendations that would improve the ability of school districts to address different types of challenges with school facilities.

Recommendations:

We recommend minimum statewide protocols for school safety and security.
This would include the following:
  - o We recommend, at a minimum, the use of a standardized common language for school safety and security, consistent with Idaho Standard Command Response for Schools (ISCRS), where first responders that serve the district also utilize ISCRS.
  - o The subcommittee recommends investigating ways LEAs can communicate with parents and patrons on school safety and security issues, which includes staff training and alignment with Office of School Safety and Security (OSS) domains.
  - o We recommend School Resource Officers (SRO) obtain minimal training requirements based on the National Association of School Resource Officers (NASRO) standards or other specific LEA needs. The subcommittee recognizes that this recommendation and additional SRO support requires additional resources.

We recommend standard professional development and access to additional resources around identifying and better serving students facing social and emotional challenges, including trauma and mental illness.
  - o Examples of this type of professional development include Trauma-Informed Teaching and Adverse Childhood Experiences (ACES).
  - o This would be professional development for all district staff and would likely have a fiscal impact.
  - o This support would help with identifying and de-escalating unsafe situations, assisting efforts on school safety and improve conditions for learning in the classroom.

Subcommittee Analysis and Findings:

The subcommittee aligned its efforts to support the task force's goal of developing a five-year plan for greater student achievement in literacy and college and career readiness by focusing on the connection between a safe and secure environment and student success. The subcommittee quickly determined the connection between student achievement and a safe and secure environment for students.

In the course of its work, the subcommittee reviewed different components of state support for school facilities, including the school facilities maintenance matching funds, school facilities funding from the lottery, public schools' facility cooperative funding program, bond levy equalization, and public charter school facilities support.

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School Facilities and School Safety	**September 25, 2019**

The age of Idaho school buildings range from brand new buildings in our fast-growing districts to buildings over 100 years old requiring ongoing maintenance and retrofitting. In districts with older facilities, the age and structure inhibit the ability of the school to take advantage of some of the new learning resources available to students. Additionally, older buildings have classroom structures that were not designed for some of the more project-based and hands-on teaching methodologies used today. These facility challenges can range from HVAC configurations to internet bandwidth limitations preventing all students from synchronously accessing the internet. Districts that are growing fast, which may have some newer buildings, they also face the ongoing challenge of overcrowding which outpaces their ability to build new facilities.

The subcommittee reviewed the latest information from the State Department of Education on the past ten years of bond elections through May 2019. There was a noticeable increase in bonding requests from school districts for the past five years, compared with requests a decade ago. The subcommittee also looked at pass/fail rates. In 2018, of 17 bond requests considered by voters, five passed and 12 failed. Of the 13 requests from the first six months of 2019, 10 failed.

The subcommittee discussed the previous work by the Legislature on this issue. Last year, SCR 111(2019) proposed review of the existing methodology for funding of school construction and maintenance in Idaho to identify any inadequacies in that formula. The Legislature did not establish an interim committee. While this subcommittee made recommendations for school security and student safety, the subcommittee believes that the Legislature should continue of the methodology for funding school facilities. The subcommittee supports the Legislature in its creation of an interim committee during the next session, in line with the language proposed in SCR 111(2019).

Nationally, school safety and security is a priority. School safety has two main components— first, the state of the physical facilities in which students learn and second, the environment within those facilities. Focusing on these two areas, the subcommittee reviewed information around best practices and standards to ensure that facilities are safe, and information on de-escalation, and how to handle student social and emotional issues which might impact school safety.

In discussing facilities, it was quickly recognized that the shortage of financial limit some of the physical improvements that would ideally be made to create a safe and secure physical environment for students and the ability to provide training for staff.

According to the Education Commission of the States (ECS), at least 43 states and the District of Columbia require a school safety plan in statute or regulation. At least 29 states and the District of Columbia require law enforcement agencies to be involved in the creation of a school safety plan. At least 13 states and the District of Columbia have a statutory or regulatory requirement for school safety audits of school facilities. At least five states require law enforcement agencies to be present in conducting this audit. At least 42 states require schools to conduct safety or security drills in state statute or regulation. Other states may require drills through handbooks, guides, or other rules. At least 29 states and the District of Columbia define school resource officers in state statute or regulations. Other states may define school resource officers in handbooks, guides, or other rules. At least 28 states and the District of Columbia require training, either similar to what's required of traditional law enforcement or tailored specifically for school resource officers. In Idaho local boards of trustees are statutorily responsible for ensuring the safety and wellbeing of their students and are required to provide staff training on harassment and bullying. Additionally,

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Section 33-5806, Idaho Code established the Idaho School Safety and Security Advisory Board and tasked the Board with the development and review of school safety and security guidelines for the Office of School Safety and Security. The Office of School Safety and Security is responsible for conducting annual assessments for consistency with the school safety and security guidelines developed by the Idaho School Safety and Security Advisory Board.

Due to limited resources, it would be beneficial for school districts across the state to have foundational support and guidance on school safety and security issues, particularly through common standards and protocols. This would particularly beneficial to small districts facing serious resource challenges. Areas for standardization include: communication with parents and patrons; communication between law enforcement and local school districts and charter schools; guidance and additional resources for School Resource Officers (SROs); and a common set of standards for those responding to many different types of emergency events. The subcommittee discussed the state's Office of School Safety and Security providing a voluntary certificate for schools that met all of their safety protocols. However, additional work would be required to determine how and who would conduct this program, and how to address those schools that did not have this certificate and whether that would be a safety challenge.

The subcommittee heard from school district staff and other experts on the increase of students with mental health issues, the number of children in crisis, and student trauma issues in our schools. Focusing on this ongoing challenge not only helps address efforts on school safety, but also assists efforts to create the right learning conditions for our students in the classroom. States across the country are grappling with this issue and formulating policy to address it through legislation covering school-based mental health services and resources, school staff training, and school curricula.

Dr. Chris Streeter, St. Luke's Pediatric Behavioral Health, and his team discussed mental health and trauma issues in our schools with the subcommittee. Dr. Streeter provided in-depth background on trends and work with local school districts on these issues.

The subcommittee also heard about how schools are coping with these challenges without direct state support or policy. Twin Falls School District, like several others in the state, conducts professional development around Trauma-Informed Teaching for high school staff in order to help students feel safe, supported, and well-taken care of while learning and growing in the classroom.

Tied into these broader issues around social emotional learning there has been increased research on the impact trauma-informed schools have in helping all students to be successful. According to the recent report, "How Trauma-Informed Schools Help Every Student Succeed," more than half of all young people have reported exposure to violence, abuse or poverty, and over two-thirds have experienced a potentially traumatic event by the age 16. These experiences, referred to as adverse childhood experiences (or ACES) impact a student's cognitive abilities and adversely impact their academic achievement. Providing resources and tools for working with these students have been proven to positively impact a student's educational experience.

National research has demonstrated that a student's social and emotional development is closely tied to a student's learning outcomes. Advancements in cognitive learning and social-emotional learning research have identified areas that show improvement in both student behavior and academic outcomes. Social-emotional learning practices help teachers to enhance their skills in

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working with students to help students develop responsible decision-making and relationship skills which directly impact classroom culture and achievement outcomes for all students. With the steep increase in the number of students identified with trauma related behaviors, mental health issues, bullying and other student discipline issues it is critical for teachers and school staff to be trained on effective ways to work with these students. Research shows that teachers who have been trained to assist students with developing self-management and decision-making skills and relationship and team building skills are less likely to have student disciplinary issues such as bullying or other disruptive behavior.

<u>Appendices:</u>

Appendix 1— Summary of Subcommittee Work

Appendix 2— Office of School Safety and Security Domains; Idaho Standard Command Response for Schools (ISCRS)

Appendix 3— Summary of Facilities Dollars— State Department of Education

Appendix 4— To Protect and Educate— Report from the National Association of School Resource Officers (NASRO)

Appendix 5— School Resource Officer (SRO) job description

Appendix 6—Broadband Access for Schools

Appendix 7— Indicators of School Crime and Safety 2018— National Center for Education Statistics

School Facilities and School Safety	**September 25, 2019**

Appendix 1—Summary of Subcommittee Work:

June 26, 2019:

The subcommittee's first meeting focused on a discussion of the objectives of the subcommittee. Greg Wilson, Office of the Governor, provided the scope and deliverables of the Task Force and this subcommittee.

There was a discussion about how work of this subcommittee would support the Task Force focus on student achievement. It was quickly determined that this subcommittee had an important role. The chair, Luke Schroeder, discussed Maslow's Hierarchy of Needs and the environment in which learning and student achievement must happen.

Tim Hill and Julie Oberle, State Department of Education (SDE), presented on the components of state support for school facilities and Idaho code for bonding. Brian Armes, Office of School Safety and Security (OSS) and a member of this subcommittee, provided an overview of OSS, its short history, and its progress on school assessments statewide. OSS is within the Division of Building Safety (DBS). This presentation was followed by a presentation from Gary Barnes, DBS, on the state of school facilities across Idaho and what information DBS tracks for schools. The final presentation was a snapshot of broadband access for schools across Idaho from Will Goodman, Mountain Home SD, and Chris Campbell, SDE.

The subcommittee received reports from four school districts and charters— West Ada SD, Jerome SD, Moscow SD, and Sage International— on the challenges of maintaining school facilities and keeping students safe.

The meeting finished with a brief discussion on some key areas for further consideration, including mental health and social and emotional issues within schools.

July 30, 2019:

Tim Hill and Julie Oberle, SDE, briefed the subcommittee on components of and total amounts for facility funding for LEAs.

Brian Armes, OSS, briefed the subcommittee on School Resource Officers (SROs) and the development and structure of the Idaho Standard Command Response for Schools.

Chair Luke Schroeder asked subcommittee members to bring suggestions for preliminary recommendations that support the task force's main goals.

The subcommittee discussed areas of focus including the subcommittee's approach to facilities. During the 2019 legislature, there was a proposal to create a legislative interim committee to review this issue. Members believed the best approach moving forward was to recommend that a legislative interim committee be created. Luke Schroeder asked staff to draft language on this issue for discussion at the subcommittee's August meeting.

The subcommittee put the state facilities to the side, recommendations on physical security, which helps overall school safety issues, would be discussed. The subcommittee also endorsed pursuing standardized protocols for school safety, though those details would need to be developed. Social

School Facilities and School Safety	September 25, 2019

and emotional issues were also considered as a recommendation, helping with both student achievement and school safety.

August 26, 2019:

The subcommittee began with a quick update on the August 13 main task force's meeting and the plan for the final two meetings.

Brian Armes, OSS, provided the subcommittee a brief on a potential, voluntary, school safety certification for schools and school districts, following OSS's school safety domains.

The subcommittee reviewed and unanimously approved the language for the final report for school facilities, reiterating support for the Idaho Legislature to create an interim committee to discuss this issue.

The subcommittee received additional informational briefings. Rep. Mat Erpelding, who participates on the Task force, invited the Idaho Out of School Network to brief the subcommittee on afterschool programs they conduct across Idaho.

The subcommittee has been considering a recommendation around social and emotional issues, but needed more information. Kelli Schroeder and Cara Joslin, Twin Falls School District presented on Trauma Informed Teaching professional development for all staff at their school district. Dr. Chris Streeter, St. Luke's Pediatric Behavioral Health, and his team briefed on social and emotional issues, trends they are seeing, and their work with local school districts on these issues.

The subcommittee ended the meeting with a discussion around a school safety preliminary recommendation and a preliminary recommendation on social emotional issues. After subcommittee input on what that would look like, Luke Schroder, the chair, directed staff to draft and distribute these preliminary recommendations for review, input, and discussion in the final meeting on September 25.

September 25, 2019:

This was the subcommittee's final meeting. The first order of business was to review the preliminary recommendations from the other subcommittees. Greg Wilson, Office of the Governor, provided an overview of all subcommittee recommendations thus far.

The subcommittee heard from Dr. Jeff Seegmiller and Lachelle Smith at Project ECHO at the University of Idaho. It's a tool for connecting Idaho rural communities to create knowledge-sharing with educators on their social and emotional needs. The subcommittee believed this program or something like it can be a model for distributing information to school staff statewide around mental health and other similar issues.

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The core of the meeting was review, revising, and finalizing the subcommittee's recommendations. The subcommittee focused on two recommendations:

- **We recommend minimum statewide protocols for school safety and security.**

- **We recommend standard professional development around identifying and responding to student social and emotional issues.**

The subcommittee worked with staff to update and revise the recommendations included in this report and voted unanimously to move them forward.

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Appendix 2 - Office of chool Safety and Security Domains; Idaho Standard Command Response for Schools (ISCRS)

White Paper
Idaho Standard Command Responses for Schools (ISCRS)

History of ISCRS:

In May of 2018, first responders (Police and Fire), school district officials (public, charter and private schools) across Ada and Canyon County, the Idaho Office of School Safety and Security, and Ada County Emergency Management formed the Treasure Valley School Safety Committee. The Committee assessed and compared their all-hazards and all-threats based school emergency plans and procedures that were in use throughout the Treasure Valley. This effort coincided and supported the Idaho Office of School Safety and Security's ongoing mission to perform statewide comprehensive threat and vulnerability assessments on school campuses and provide training and support to improve school preparedness.

The Committee quickly determined that virtually every jurisdiction/School District had plans and protocols in place for dealing with school emergencies. However, there were variations in the basic terminology and procedures found in these plans, as well as different priorities and perspectives among responders and emergency services personnel when it came to preparing for and responding to school emergencies. The determination was made that an enduring partnership needed to be in place to facilitate a consistent and multi-disciplinary approach to making our schools safer. A social factor that leads to significate challenges is the high mobility rate of both students and teachers throughout the state. As a result, school staff and students are expected to follow different emergency response procedures in their new school environments, severely limiting their ability to recall and follow emergency procedures when necessary.

As its first order of business, the Committee expanded its reach to additional first responder organizations and school districts across the state to collect their input and enlist their support in developing standardized emergency response procedures for the schools in their districts. Understanding that a long-term engagement of technical support to planning, training and exercising was critical, the Committee decided to start its work with a focus on standardizing protocols and concepts for the initial protective actions a school should take during an emergency situation or heightened threat environment. This focus led to the development of the Idaho Standard Command Responses for Schools (ISCRS), the flexible framework for initial response by a school population. The committee has since developed a training program to support ISCRS as well as a presenters guide to assist those providing training to different school communities in maintaining consistent messaging of concepts, protocols, and terminology.

Purpose of ISCRS:
- Standardizes and share a common group of clear, <u>initial</u> responses applicable to a broad variety of K-12 school environments.
- Provides four (4) limited and unambiguous protocols in a standardized framework which each school, school district, and surrounding community can easily incorporate into their respective school and/or jurisdictional Emergency Operations Plans (EOP).
- Offers distinct operational procedure(s) that may be enacted in series or succession.

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Idaho Standard Command Responses for Schools (ISCRS)

- Accounts for the "in Loco Parentis" responsibilities of school staff, i.e., the legal and ethical responsibility to "stand in the place of the parents" for a child.
- Acknowledges the mobile nature of modern education and student populations.
- Allows for sustainability by providing free training and materials.
- Draws from familiar procedures (examples: Run/Hide/Fight, Avoid/Deny/Defend, CRASE etc), existing training/experience, and prevalent lessons learned from past school-related emergencies.
- Strengthens partnerships among school communities and first responders to build and enhance a culture of safety and preparedness.
- NOTE: ISCRS has been designed for schools and doesn't impact or alter police/fire response.

ISCRS Protocols:

The approach to training schools on the Idaho Standard Command Responses for Schools focuses on training for administrators, teachers and students for the IMMEDIATE response to a threat and/or hazard. The command responses can be enacted in series or succession. The command responses focus on the following:

- EVACUATION
    - Removing students and staff from dangerous situations inside a building.
    - Staff are expected to be aware of their surroundings and make decisions based on active awareness of circumstances
    - Movement must be safe, controlled and intentional.

- REVERSE EVACUATION
    - Removing students and staff from dangerous situations outside a building.
    - This command response can be used for the following:
        - Dangers on the playground or outside,
        - Law enforcement activity or other emergencies.
    - Instituted at the discretion of the principal/designee for any situation that poses a threat to the life safety of students, staff or visitors.

- HALLCHECK
    - Detecting and protecting from potential threats while continuing instruction
    - Procedure for responding to lower level threat inside a school
    - Focus on a high level of active awareness
    - Examples of when this command response would be used:
        - Disruptive person,
        - unknown person on campus,
        - out of control student,
        - medical issue or
        - Any other unknown situation in and/or around a school building.

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White Paper
Idaho Standard Command Responses for Schools (ISCRS)

- ▪ LOCKDOWN - MOVE/SECURE/DEFEND
  - ○ Procedures for staff and student to respond to an imminent threat or active violence <u>inside</u> a school.
  - ○ Options based approach that allows each individual to process information and make a decision.

ISCRS and the Continued Work:

The committee understands that school safety and security is an ongoing process and is continuing to reach out to first responders and their respective school districts around the state to educate them on ISCRS and provide information to those interested in ISCRS. At the same time the committee understands that some jurisdictions or districts are set on using the procedures they have in place, but the committee is available and willing to provide the procedures to anyone who is interested or in need of standardize emergency response procedures for their schools/district. The overall goal is to try and standardize school emergency procedures for the betterment of all Idaho schools and their surrounding communities.

For the upcoming school year (2019-2020), ISCRS will be implemented into schools throughout Ada County, Canyon County, Pocatello, Preston, Cassia County, Bonneville County, Soda Springs and Jerome. In the coming months, members of the consortium will be collaborating with Rexburg, Minidoka County, Cache County (Utah), Idaho Falls and other areas around the state. Also, area PIO's will be sharing information on ISCRS so that all parts of Idaho are aware of the procedures and have the opportunity and/or ability to obtain additional information.

Special thanks to the agencies and school districts that helped or have supported in the development of this project:

Meridian Police Department	Idaho Office of School Safety & Security
Meridian Fire Department	Ada County Emergency Management
Ada County Sheriff's Office	West Ada School District
Nampa Police Department	Nampa School District
Nampa Fire Department	Boise School District
Boise Police Department	Kuna School District
Boise Fire Department	Middleton School District
Eagle Fire & Rescue	Cassia School District
Star Fire Department	Caldwell School District
Caldwell Police Department	Vallivue School District
Canyon County Sheriff's Office	Homedale School District
Pocatello Police Department	Melba School District
Pocatello Fire Department	Soda Springs School District
Cassia County Sheriff's Office	Jerome school district
Preston Police Department	Preston Joint School District
Idaho State Police	Bonneville Joint School District

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Idaho Standard Command Responses for Schools (ISCRS)

Bonneville Sheriff's Office   St. Ignatius Catholic School
Minidoka County Sheriff's Office   Ambrose School

Thank you to our local government leaders for their ongoing support.

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4 COMMAND RESPONSES

E ➡️ Evacuation	**R** ⬅️ Reverse Evacuation
♦ Move participants out of the building ♦ Account for all participants ♦ Prepare for further action	♦ Move participants inside ♦ Account for all participants ♦ Prepare for further action
H ✔️ Hall Check	**L** 🔒 Lockdown
♦ Stop all internal movement ♦ Move students to classrooms ♦ Secure internal doors ♦ Secure perimeter doors ♦ Notify of suspiciousness ♦ Continue instruction ♦ Prepare for further action	♦ Move participants to secure spaces ♦ Secure occupied spaces ♦ Prepare to defend

Idaho Office of School Safety and Security 1090 E. Watertower Street Suite 150, Meridian, ID 83642

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Appendix 3 - Summary of Facilities Dollars -- State Department of Education

Support Program	33-906, Idaho Code	Distributed to eligible school districts by September 1	Bond Levy Equalization payments must be taken into consideration when computing bond and bond interest levies	Received by eligible school districts having qualifying bonds passed on or after September 15, 2002
School Facilities Funding (Lottery)	33-905, Idaho Code	Distributed to school districts and charter schools by August 31 based on prior year average daily attendance	Must use these dollars for purposes authorized in IC 33-1019 (repairs and maintenance of owned student occupied buildings)	All schools in operation the prior year receive funds
Charter School Facilities Funding	33-5208(5), Idaho Code	Distributed in the spring to charter schools based on their fall enrollment	Charter Schools must use these dollars to defray the purchase, fee, loan or lease costs associated with payments for real property used by the students or employees.	Received by all onsite charters based on enrollment; Based on facility expenditures for online charters
School Facilities Maintenance Match	33-1019(1), Idaho Code	Distributed, as needed, to school districts and charter schools in the fall to satisfy the state match requirement	Must use these dollars for purposes authorized in IC 33-1019 (repairs and maintenance of owned student occupied buildings)	Received by all schools whose lottery funding did not satisfy the state match requirement

School Facilities and School Safety   September 25, 2019
FY 2019 Facility Distributions

School District / Charter School	Bond Levy Equalization Support Program	School Facilities Funding (Lottery)	Charter School Facilities Funding	Facilities Maintenance Match	FY 2019 Combined Total
001 Boise Independent	785,201.67	1,582,079.00	-	-	2,367,280.67
002 West Ada	671,841.73	2,405,927.00	-	-	3,077,768.73
003 Kuna Joint	885,427.29	330,986.00	-	-	1,216,413.29
011 Meadows Valley	-	9,522.00	-	4,581.00	14,103.00
013 Council	15,564.50	16,207.00	-	10,116.00	41,887.50
021 Marsh Valley Joint	16,161.08	79,582.00	-	46,371.00	142,114.08
025 Pocatello	-	764,026.00	-	39,133.00	803,159.00
033 Bear Lake County	-	72,974.00	-	21,155.00	94,129.00
041 St. Maries Joint	-	60,695.00	-	18,617.00	79,312.00
044 Plummer / Worley Joint	-	19,668.00	-	8,168.00	27,836.00
052 Snake River	354,557.00	109,661.00	-	92,281.00	556,499.00
055 Blackfoot	-	239,608.00	-	189,083.00	428,691.00
058 Aberdeen	180,773.25	45,223.00	-	75,809.00	301,805.25
059 Firth	-	50,272.00	-	45,328.00	95,600.00
060 Shelley Joint	238,400.47	143,196.00	-	59,215.00	440,811.47
061 Blaine County	-	208,027.00	-	-	208,027.00
071 Garden Valley	-	15,425.00	-	2,090.00	17,515.00
072 Basin	-	21,090.00	-	6,498.00	27,588.00
073 Horseshoe Bend	25,864.45	13,969.00	-	26,154.00	65,987.45
083 West Bonner County	-	64,495.00	-	-	64,495.00
084 Lake Pend Oreille	-	222,050.00	-	-	222,050.00
091 Idaho Falls	374,515.55	621,517.00	-	29,841.00	1,025,873.55
092 Swan Valley Elementary	-	2,556.00	-	303.00	2,859.00
093 Bonneville Joint	1,890,452.68	775,971.00	-	7,733.00	2,674,156.68
101 Boundary County	-	89,057.00	-	18,975.00	108,032.00
111 Butte County	14,189.45	26,158.00	-	20,374.00	60,721.45
121 Camas County	6,140.85	9,831.00	-	15,147.00	31,118.85
131 Nampa	2,151,190.05	864,499.00	-	353,103.00	3,368,792.05
132 Caldwell	951,701.98	387,839.00	-	132,541.00	1,472,081.98
133 Wilder	121,219.40	31,071.00	-	25,454.00	177,744.40
134 Middleton	1,162,792.32	247,880.00	-	117,243.00	1,527,915.32
135 Notus	117,090.61	26,151.00	-	8,720.00	151,961.61
136 Melba Joint	193,329.28	52,292.00	-	42,617.00	288,238.28
137 Parma	241,178.75	69,415.00	-	61,177.00	371,770.75
139 Vallivue	3,212,524.15	536,876.00	-	215,762.00	3,965,162.15
148 Grace Joint	172,783.39	32,879.00	-	40,362.00	246,024.39
149 North Gem	-	10,307.00	-	14,181.00	24,488.00
150 Soda Springs Joint	19,728.86	52,521.00	-	-	72,249.86
151 Cassia County Joint	487,873.72	337,095.00	-	176,208.00	1,001,176.72
161 Clark County Joint	-	8,203.00	-	24,175.00	32,378.00
171 Orofino Joint	-	76,723.00	-	39,018.00	115,741.00
181 Challis Joint	-	21,569.00	-	6,175.00	27,744.00
182 Mackay Joint	-	13,075.00	-	13,673.00	26,748.00
191 Prairie Elementary	-	252.00	-	408.00	660.00
192 Glenns Ferry Joint	5,281.40	25,843.00	-	20,381.00	51,505.40
193 Mountain Home	-	238,035.00	-	39,793.00	277,828.00
201 Preston Joint	-	145,700.00	-	33,136.00	178,836.00
202 West Side Joint	-	43,435.00	-	38,495.00	81,930.00
215 Fremont County Joint	32,057.22	133,670.00	-	21,020.00	186,747.22

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School Facilities and School Safety

September 25, 2019

School District / Charter School		Bond Levy Equalization Support Program	School Facilities Funding (Lottery)	Charter School Facilities Funding	Facilities Maintenance Match	FY 2019 Combined Total
221	Emmett Independent	-	147,271.00	-	40,417.00	187,688.00
231	Gooding Joint	-	82,743.00	-	-	82,743.00
232	Wendell	48,507.11	68,500.00	-	9,623.00	126,630.11
233	Hagerman Joint	-	21,416.00	-	15,816.00	37,232.00
234	Bliss Joint	2,935.89	8,380.00	-	9,854.00	21,169.89
242	Cottonwood Joint	-	25,113.00	-	41,355.00	66,468.00
243	Salmon River Joint	-	7,003.00	-	16,166.00	23,169.00
244	Mountain View	-	78,187.00	-	55,905.00	134,092.00
251	Jefferson County Joint	1,136,477.49	361,121.00	-	86,869.00	1,584,467.49
252	Ririe Joint	319,541.80	43,610.00	-	52,026.00	415,177.80
253	West Jefferson	29,606.72	36,563.00	-	49,949.00	116,118.72
261	Jerome Joint	659,444.43	246,351.00	-	59,496.00	965,291.43
262	Valley	-	36,634.00	-	3,471.00	40,105.00
271	Coeur d' Alene	218,722.70	654,193.00	-	-	872,915.70
272	Lakeland	39,418.45	268,693.00	-	-	308,111.45
273	Post Falls	74,939.46	359,943.00	-	-	434,882.46
274	Kootenai Joint	-	8,654.00	-	3,633.00	12,287.00
281	Moscow	22,178.72	145,304.00	-	-	167,482.72
282	Genesee Joint	11,080.91	19,456.00	-	11,335.00	41,871.91
283	Kendrick Joint	7,614.95	14,485.00	-	19,987.00	42,086.95
285	Potlatch	-	27,647.00	-	12,496.00	40,143.00
287	Troy	-	16,406.00	-	17,294.00	33,700.00
288	Whitepine Joint	-	14,814.00	-	10,648.00	25,462.00
291	Salmon	-	48,235.00	-	-	48,235.00
292	South Lemhi	-	6,514.00	-	12,697.00	19,211.00
302	Nezperce Joint	4,862.04	9,085.00	-	19,233.00	33,180.04
304	Kamiah Joint	-	26,606.00	-	33,372.00	59,978.00
305	Highland Joint	-	11,068.00	-	10,695.00	21,763.00
312	Shoshone Joint	-	32,825.00	-	16,201.00	49,026.00
314	Dietrich	58,159.36	12,833.00	-	17,001.00	87,993.36
316	Richfield	-	11,571.00	-	9,941.00	21,512.00
321	Madison	1,050,953.57	326,465.00	-	36,093.00	1,413,511.57
322	Sugar-Salem Joint	378,409.85	101,905.00	-	34,161.00	514,475.85
331	Minidoka County Joint	251,965.79	256,722.00	-	47,838.00	556,525.79
340	Lewiston Independent	283,602.16	288,161.00	-	-	571,763.16
341	Lapwai	45,889.19	29,349.00	-	43,555.00	118,793.19
342	Culdesac Joint	-	5,964.00	-	16,301.00	22,265.00
351	Oneida County	-	88,965.00	-	30,139.00	119,104.00
363	Marsing Joint	502,257.45	51,381.00	-	17,060.00	570,698.45
364	Pleasant Valley Elementary	-	646.00	-	960.00	1,606.00
365	Bruneau-Grand View Joint	39,358.30	18,713.00	-	34,734.00	92,805.30
370	Homedale Joint	-	75,222.00	-	57,913.00	133,135.00
371	Payette Joint	-	92,444.00	-	70,711.00	163,155.00
372	New Plymouth	81,883.18	61,668.00	-	38,901.00	182,452.18
373	Fruitland	193,223.81	110,580.00	-	32,797.00	336,600.81
381	American Falls Joint	17,541.09	90,293.00	-	51,815.00	159,649.09
382	Rockland	23,290.70	11,018.00	-	46,224.00	80,532.70
383	Arbon Elementary	-	1,104.00	-	-	1,104.00
391	Kellogg Joint	103,840.73	66,235.00	-	68,309.00	238,384.73
392	Mullan	-	6,624.00	-	52,255.00	58,879.00

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School District / Charter School	Bond Levy Equalization Support Program	School Facilities Funding (Lottery)	Charter School Facilities Funding	Facilities Maintenance Match	FY 2019 Combined Total
393	Wallace	-	29,441.00	-	30,751.00	60,192.00
394	Avery	-	1,033.00	-	-	1,033.00
401	Teton County	-	108,574.00	-	-	108,574.00
411	Twin Falls	1,719,237.43	586,848.00	-	85,625.00	2,391,710.43
412	Buhl Joint	22,964.62	80,556.00	-	22,064.00	125,584.62
413	Filer	221,534.99	101,974.00	-	41,909.00	365,417.99
414	Kimberly	467,888.67	120,627.00	-	11,125.00	599,640.67
415	Hansen	15,785.10	20,173.00	-	25,053.00	61,011.10
416	Three Creek Joint Elementary	-	532.00	-	639.00	1,171.00
417	Castleford Joint	-	19,373.00	-	13,396.00	32,769.00
418	Murtaugh Joint	28,806.63	22,075.00	-	7,255.00	58,136.63
421	McCall-Donnelly Joint	-	73,887.00	-	-	73,887.00
422	Cascade	-	13,713.00	-	2,645.00	16,358.00
431	Weiser	-	95,138.00	-	78,059.00	173,197.00
432	Cambridge Joint	-	7,975.00	-	16,183.00	24,158.00
433	Midvale	-	6,912.00	-	10,918.00	17,830.00
001.1	Anser Charter School	-	22,800.00	156,440.88	-	179,240.88
002.1	Meridian Technical Charter H	-	12,435.00	84,108.00	N/A- Lease	96,543.00
002.3	Meridian Medical Arts Charte	-	12,048.00	81,584.76	N/A- Lease	93,632.76
131.1	Idaho Arts Charter School	-	69,307.00	494,555.04	-	563,862.04
131.3	Gem Prep: Nampa	-	17,823.00	152,656.02	N/A- Lease	170,479.02
139.1	Thomas Jefferson Charter Sc	-	23,726.00	161,066.82	-	184,792.82
201.1	SEI Tec	-	12,886.00	82,846.38	N/A- Lease	95,732.38
221.1	Payette River Technical Acad	-	12,690.00	82,005.30	N/A- Lease	94,695.30
281.1	Moscow Charter School	-	10,535.00	74,015.04	-	84,550.04
331.1	ARTEC Charter School	-	12,953.00	84,108.00	N/A- Lease	97,061.00
451	Victory Charter School	-	25,494.00	170,739.24	-	196,233.24
452	Idaho Virtual Academy	-	121,641.00	165,896.00	N/A- Lease	287,537.00
453	McKenna Charter School	-	28,071.00	54,504.12	-	82,575.12
454	Rolling Hills Charter School	-	16,373.00	103,452.84	-	119,825.84
455	Compass Public Charter Sch	-	57,434.00	454,183.20	-	511,617.20
456	Falcon Ridge Public Charter S	-	17,290.00	114,807.42	-	132,097.42
457	INSPIRE Connections Acade	-	55,721.00	45,536.43	N/A- Lease	101,257.43
458	Liberty Charter School	-	26,133.00	173,683.02	-	199,816.02
460	Connor Academy	-	34,666.00	232,138.08	-	266,804.08
461	Taylor's Crossing Public Chart	-	24,434.00	154,338.18	-	178,772.18
462	Xavier Charter School	-	45,760.00	294,378.00	-	340,138.00
463	Vision Charter School	-	43,341.00	302,368.26	-	345,709.26
464	White Pine Charter School	-	28,804.00	223,727.28	-	252,531.28
465	North Valley Academy	-	13,984.00	93,780.42	94.00	107,858.42
466	iSucceed Virtual High School	-	28,836.00	51,428.48	N/A- Lease	80,264.48
468	Idaho Science & Technology	-	13,842.00	117,751.20	1,265.00	132,858.20
469	Idaho Connects Online Schoo	-	12,751.00	21,270.47	N/A- Lease	34,021.47
470	Kootenai Bridge Academy	-	13,437.00	75,276.66	-	88,713.66
472	Palouse Prairie Charter Scho	-	11,793.00	76,958.82	N/A- Lease	88,751.82
473	The Village Charter School	-	25,911.00	204,802.98	-	230,713.98
474	Monticello Montessori Charte	-	12,064.00	97,565.28	-	109,629.28
475	Sage International School of	-	62,347.00	417,596.22	-	479,943.22
476	Another Choice Virtual Charte	-	31,106.00	126,387.01	N/A- Lease	157,493.01
477	Blackfoot Charter Community	-	38,006.00	267,883.98	-	305,889.98

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School District / Charter School		Bond Levy Equalization Support Program	School Facilities Funding (Lottery)	Charter School Facilities Funding	Facilities Maintenance Match	FY 2019 Combined Total
478	Legacy Charter School	-	19,668.00	125,741.46	-	145,409.46
479	Heritage Academy	-	9,879.00	72,332.88	-	82,211.88
480	STEM Charter Academy	-	29,908.00	222,045.12	-	251,953.12
481	Heritage Community Charter	-	32,015.00	207,326.22	-	239,341.22
482	American Heritage Charter S	-	21,440.00	152,235.48	-	173,675.48
483	Chief Tahgee Elementary Aca	-	5,415.00	36,166.44	N/A- Lease	41,581.44
485	Bingham Academy	-	7,220.00	49,623.72	-	56,843.72
486	Upper Carmen Charter Schoo	-	7,060.00	42,474.54	-	49,534.54
487	Forrest M. Bird Charter Schoo	-	21,136.00	133,311.18	-	154,447.18
488	Syringa Mountain School	-	7,914.00	46,679.94	-	54,593.94
489	Idaho Technical Career Acad	-	7,304.00	25,785.00	N/A- Lease	33,089.00
490	Idaho Distance Education Ac	-	36,015.00	46,114.84	-	82,129.84
491	Coeur d' Alene Charter Acade	-	43,854.00	289,331.52	-	333,185.52
493	North Star Charter School	-	60,057.00	410,026.50	-	470,083.50
494	Pocatello Community Charter	-	21,323.00	145,086.30	-	166,409.30
495	Alturas International Academ	-	25,760.00	195,551.10	N/A- Lease	221,311.10
496	Gem Prep: Pocatello	-	9,258.00	77,379.36	N/A- Lease	86,637.36
497	Pathways in Education - Nam	-	8,925.00	80,323.14	N/A- Lease	89,248.14
498	Gem Prep: Meridian	-	-	113,125.26	N/A- Lease	113,125.26
499	Future Public School, Inc	-	-	95,462.58	N/A- Lease	95,462.58
511	Peace Valley Charter, Inc.	-	-	115,227.96	N/A- Lease	115,227.96
513	Project Impact STEM Academ	-	-	107,237.70	N/A- Lease	107,237.70
518	ARTEC-I Charter School	-	-	84,949.08	N/A- Lease	84,949.08
555	COSSA Academy	-	7,282.00	-	26,665.00	33,947.00
	IESDB	-	6,009.00	-	-	6,009.00
	Combined Total	22,409,764.39	18,562,500.00	8,367,377.15	3,849,506.00	53,189,147.54

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Appendix 4 - To Protect and Educate - Report from the National Association of School Resource Officers (NASRO)

TO PROTECT & EDUCATE:

The School Resource Officer and the Prevention of Violence in Schools

NASRO
National Association of
School Resource Officers

THE world's leader in school-based policing

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ABOUT NASRO
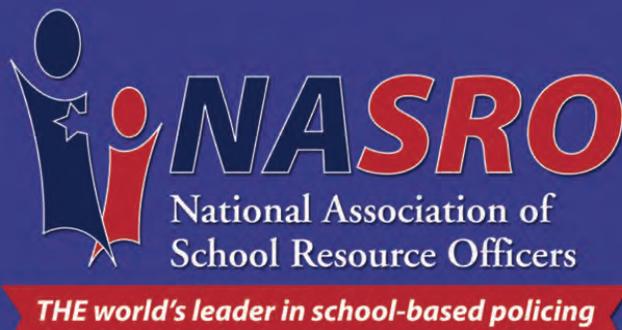
NASRO's Mission

The mission of the National Association of School Resource Officers (NASRO) is to provide the highest quality of training to school-based law enforcement officers in order to promote safer schools and safer kids. NASRO is an organization for school-based law enforcement officers, school administrators, and school security/safety professionals working as partners to protect students, faculty and staff, and their school community. NASRO, the world's leader in school-based policing, is a not-for-profit organization founded in 1991 with a solid commitment to our nation's youth.

NASRO was founded on the "triad" concept of school-based policing which is the true and tested strength of the School Resource Officer (SRO) program. The triad concept divides the SRO's responsibilities into three areas: *Educator, Informal Counselor, and Law Enforcement Officer.* By training law enforcement to educate, counsel, and protect our school communities, the men and women of NASRO continue to lead by example and promote a positive image of law enforcement to our nation's youth.

SRO programs across the nation are founded as collaborative efforts by police agencies, law enforcement officers, educators, students, parents, and communities. The goal of NASRO and SRO programs is to provide safe learning environments in our nation's schools, provide valuable resources to school staff, foster a positive relationship with our nation's youth, and develop strategies to resolve problems affecting our youth with the objective of protecting every child so they can reach their fullest potential.

School-based policing is one of the fastest growing area of law enforcement. With thousands of NASRO members around the globe, NASRO takes great pride in being the first and most recognized organization for law enforcement officers assigned in our school communities. NASRO is available to assist communities and schools districts around the world that desire safe schools and successful community partnerships in developing the most effective program for their community.

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Maurice "Mo" Canady holds a Bachelors degree in Criminal Justice from Jacksonville State University. He is a former Lieutenant with the City of Hoover Police Department in Hoover, Alabama. After a 25-year career, Mo retired from the Hoover Police Department in 2011. The last 12 years of his career were spent as the commander of the School Services Division which provided services to over 13,000 students. Mo has been a Law Enforcement Instructor since 1993. He has taught such courses as Evidence Photography, Fingerprinting and Tactical Response to School Shootings and Student Violence. He is also a former member of the Hoover Police Department's Special Response Team. Mo was appointed as an instructor for the National Association of School Resource Officers in 2001 and a NASRO board member in 2005. He is a past President of the Alabama Association of School Resource Officers. On February 1, 2011, Mo became the Executive Director for the National Association of School Resource Officers.

Bernard James is a professor of law at Pepperdine University School of Law in Malibu, California, where he specializes in Civil Rights, Constitutional Law, and Education Law. He joined the Pepperdine faculty in 1984 after serving in Michigan as a judicial clerk for the Honorable Judge Myron Wahls on the Court of Appeals. Professor James is author of the textbook *Education Policy and the Law: Cases and Commentary* and numerous articles on law, education and religion. He is a contributing editor to the NASRO *Journal of School Safety* where he writes on school safety reform and student rights.

Dr. Janet Nease has been a member of NASRO's Board since 2002 serving as SRO/administrator relations advisor, curriculum development and conference planning. In addition to these roles, Dr. Nease has served as the Editorial Chair for NASRO's quarterly training publication, *Journal of School Safety*. Dr. Nease's earned her doctorate at St. Louis University in Educational Leadership. Her professional background includes 34 years in public education as a teacher, mentor, grant author/supervisor, instructional trainer, school principal and district level administrator. She successfully led many school-level and district level reforms, established the district's safe schools program including the district's first school resource officer, as well as supervised numerous federal programs, student wellness programs, career and technical education programs and guidance counseling programs. During her tenure, she additionally served on many state education committees focused on statewide instructional improvement. Dr. Nease's many responsibilities prepared her to present at state and national conferences and to assist NASRO in its on-going efforts to design and deliver nationally-recognized training. Dr. Nease is now an independent curriculum consultant and trainer often requested by Dr. Grant Wiggins' consulting organization, Authentic Education, to provide national and international consulting and training.

The SRO & the Prevention of Violence in Schools

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SUMMARY: TO PROTECT & EDUCATE

Summary

"Overwhelmingly, individuals in the law enforcement community got into this profession to help people; there is no greater opportunity to help someone than in the role of school resource officer. These law enforcement officers are presented with opportunities on a daily basis to help a child out of a bad situation or to help a child turn their lives around." [1]

This Report, *To Protect and Educate: The School Resource Officer and the Prevention of Violence in Schools*, addresses recent criticism of policies by public school officials to fashion campus safety plans around interagency partnerships, not the least of which involve the use of law enforcement personnel known as school resource officers (SRO). This aspect of education law, now commonly known as "school safety law," has been the subject of considerable and thoughtful development over the last thirty years. However, recent criticism has called into question the fairness and effectiveness of this type of interagency collaboration in the school context. By focusing on child welfare reform, student rights, victim's rights, and liability, the Report corrects misimpressions about the purpose and use of school resource officers as an integral part of school safety teams, primarily by documenting the success of public educators maintaining a safe campus climate using the team approach.

The goal of the Report is to provide uncluttered reference points for school policymakers as they conduct needs-assessments in response to legitimate, local safety incidents. The arguments set forth by the critical commentary muddle policymaking, suffering from an inherently superficial and flawed methodology. Therefore, the focus of this Report is to more accurately explain school resource officers and the role they play in supporting educational objectives. School resource officers experience a distinctive and welcomed role in the campus community and enjoy an effective relationship with the school officials with whom they serve. The main points addressed are straightforward:

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- Educators are succeeding in maintaining a safe campus climate;

- Local interagency partners are all in on the goal of balancing campus safety alongside student rights and the rights of victims;

- Attacks against the school resource officer are superficial and polemical; and

- SROs are effective in reducing campus disruptions while enhancing feelings of school safety by educators, parents, and students.

The emphasis herein is pragmatic: public educators are too purposeful and committed to child welfare to confuse juvenile justice with the education mission. Therefore, campus safety policies are dependent on and interactive with the education mission. The collaborative approach to campus safety is a proven means to fulfill the statutory and constitutional duty to maintain a safe and effective learning environment.

The language of the Report is evidentiary: it presents the history of community-oriented, collaborative reform as a context for seeing its school-based component as a successful model, tailored to preserve the educational climate while looking after the needs of all students. The interagency model is not itself a substantive policy. Rather, it combines core competencies logically and proactively, enhancing both assessments and decision-making. Seen in this way, the effective use of the school resource officer is an object lesson in the public school context: merging information and resources to eliminate disruptions, reduce victimization, increase school attendance, and improve the learning environment.

This school safety law model does not foster a "school-to-jail pipeline." Interagency team-work does not divest any participating agency of functions and duties given by law that enable its specific mission. Nor does it foster aggrandizement of the authority of other agencies. This criticism of school resource officers reflects a fundamental misunderstanding of comprehensive interagency reform.

The "school-to-jail pipeline" rhetoric is also misled as to juvenile law and victims' rights, giving insufficient weight to the truth that as the gravity of a campus incident increases, the authority of collaborating agencies to exercise discretion decreases sharply. Therefore, future discussions of school safety policy reform should proceed along two predictable, but separate branches of inquiry. The first branch looks at the degree to which the campus team applies the interventions, remedies, and consequences required by law for serious misconduct on campus. This is a ministerial duty of the highest order. Should this branch fail to hold its weight, then the campus safety enterprise collapses for lack of sincerity, commitment, and goodwill. The second branch looks to the firm science of child-welfare reform law: how well the team collaborates to produce outcomes that balance the duty to preserve the campus from disruptive forces while nurturing and protecting youth who are compelled to attend school. The welfare of children compelled to attend public schools is not compromised by school resource officers, but is at-risk without them.

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Introduction

"Our nation's schools should be safe havens for teaching and learning, free of crime and violence. Any instance of crime or violence at school not only affects the individuals involved, but also may disrupt the educational process and affect bystanders, the school itself, and the surrounding community."[2]

Over the past two decades, America's public schools have become safer and safer. All indicators of school crime continue on the downward trend first reported when data collection began around 1992. In 2011, incidences of school-associated deaths, violence, nonfatal victimizations, and theft all continued their downward trend.[3] This trend mirrors that of juvenile arrests in general, which fell nearly 50% between 1994 and 2009—17% between 2000 and 2009 alone.[4]

This period of time coincides with the expansion of School Resource Officer programs as part of a comprehensive, community-oriented strategy to address the range of real and perceived challenges to campus safety. The "school resource officer," (SRO) also known as a "school safety liaison," or "campus police," refers to commissioned law-enforcement officers selected, trained, and assigned to protect and serve the education environment. The first SRO program was instituted in 1953 in Flint, Michigan,[5] and later spread, in 1968, to Fresno, California.[6] Programs expanded slowly at first, then more quickly during the 1990s. For some school officials, this expansion was prompted by the 15 deadly, highly-publicized campus rampages that occurred from 1993–1999.[7] Other educators had equally compelling data in hand to influence the decision: their own campus incident reports and the perceptions of school personnel, students, and parents.

In the year of this Report, school resource officers have become a vital component in school safety planning. The SROs are seen as effective resources in reducing campus disruptions and in enhancing educators' and students' feelings of safety while at school. Today, the school

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safety team is an established partnership that is expanding its focus beyond low-probability/high-consequence shootings, to new data that highlight the current challenges to preserving the educational climate.[8]

- There were 33 school-associated violent deaths during the 2009-10 school year. In 2010, among students ages 12–18, there were about 828,000 nonfatal victimizations at school, including 470,000 victims of theft, and 359,000 victims of violence. In 2009–10, about 74% of public schools recorded one or more violent incidents of crime, 16% recorded one or more serious violent incidents, and 44% recorded one or more thefts.[9] The National School Safety Center reports that as to violent deaths on campus from 1999–2008, no clear trend up or down is evident.[10]

- The Centers for Disease Control reports that in 2009, the most recent year for which statistics are available, 5.6% of children nationwide carried a weapon on to school property at least one day in the 30 days before the survey, 7.7% were threatened or injured with a weapon on school property during the 12 months before the survey, 11.1% were in a physical fight on school property during the 12 month period, 19.9% were bullied, 5% did not go to school at least one day in the month before the survey because they felt it was unsafe to be at school or to travel to and from school, 4.5% drank alcohol and 4.6% used pot on school property at least once in the 30 days before the survey, and 22.7% were offered, sold, or were given illegal drugs on school property in the 12 months before the survey.[11]

- The National Center for Education Statistics reports that 28% of 12 to 18 year-old students reported having been bullied at school during the previous 6 months.[12] This compliments an independent study that reports a 50% increase in the percentage of youth who were victims of online harassment from 2000 to 2005.[13]

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It is the thesis of this Report that a proper assessment of school resource officers and the implications of their participation on the campus safety team is dependent on a knowledge of comprehensive interagency reform, now deeply-rooted at the state and local level. Since 1980, public policies on child welfare and juvenile justice have been carefully studied and revised around the collaborative theme, including:

- Interstate compacts and intrastate agency collaboration on missing, endangered, and exploited children;[14]

- State and local multi-jurisdictional and multi-disciplinary teams on delivery of services to children and families;[15]

- Local jurisdictional interagency agreements on juvenile delinquency and at-risk youth;[16] and

- Collaborative campus safety plans for public schools and universities.[17]

The successes of interagency collaboration, in all of its applications, are well-documented, including its downstream effect on reform in other areas of law. Most notable in this regard are the changes in federal and state records-privacy laws, amended to authorize and promote more effective communication by agencies with a common interest in child protection.[18] The school safety team is an object lesson of this collaborative approach. By now, all 50 states as well as local authorities authorize—and often mandate—a version of the team approach to insure that public schools are safe, secure environments where educators can teach and students can learn.[19]

In recent years, criticism has called into question the fairness and effectiveness of interagency collaboration in the school context. The sole focus of much of the analysis has been the school resource officer.[20] The SRO has been impugned for being ill-suited to the education environment, a source of confusion and intimidation on campus, and responsible for an increase in the number of referrals from schools to the juvenile justice system. Critics dispute any correlation between the presence of an SRO on campus and crime reduction and go so far as to associate the presence of the SRO with an increase in crime on campus.

Representative of this commentary is a 2011 report by the Justice Policy Institute (JPI) in which it is argued that use of the SRO is a failed enterprise that has resulted in a "school-to-prison pipeline" that is a direct result of SRO programs.[21] JPI's specific criticisms of public educators' use of school resource officers include charges that "SROs directly send youth into the justice system, which carries with it a lifetime of negative repercussions and barriers to education and employment"[22] and "SROs create the fearful environment that they are supposed to prevent."[23]

It is the intention of the Report to address commentary of this type. Seen as a cohort, the commentaries suffer, as does the JPI report, from an inherently superficial and flawed methodology. The proposition that a dozen randomly selected cities can render conclusive evidence on decades of policymaking by thousands of school districts in 50 States strains credulity. Not

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only does this methodology raise questions of statistical significance, it also reveals a latent assumption by critics that the safety needs of local school districts are basically fungible.

In the case of the JPI commentary, this methodological flaw is evident in its choice of a single school district in one state, Philadelphia, Pennsylvania, to represent the diversity of all school districts when it concludes that SRO's foster violent crime.[24] Its conclusion that three urban school districts, New York City, Philadelphia, and Los Angeles can effectively represent all school districts for the assertion that there are too many police in schools is surpassed in reductionism only by JPI's assumption that five selected factors can account for all school safety variations among the states.[25] Additionally, it is somewhat incongruous that the JPI commentary ignores correlations and perceptions in studies and reports that attempt to objectively measure the impact of the current interagency school safety model, while JPI, at the same time, presents no data showing that its alternative school safety approaches are incompatible with SRO programs.[26] Finally, JPI's assertions are counterproductive to the policy debate when it levels charges of race-biased, disparate juvenile arrests only to admit to lacking data that correlates this to SROs.[27]

This Report addresses this and other weaknesses in the critical commentary by letting the data speak for itself, in detail, in order to demonstrate numerous rebuttals to the ultimate conclusion that the use of school resource officers is a failure. By examining court decisions and legislation, along with the correlations and perceptions of published reports and studies, the materials contained within this Report will demonstrate that school resource officers are more likely to experience a distinctive and welcomed role in the campus community and enjoy an effective relationship with the school officials with whom they serve. The Report will illustrate that the team model of school safety is a positive development in which dedicated professionals are engaged in a balanced discourse about student rights and the education mission in the public schools. It will accomplish this objective by examining four areas of education law reform: interagency child welfare reform, student rights, victim's rights, and liability.

Part I of the Report is historical. It traces the deep roots of child-welfare interagency reform and points forward to the branch that pertains to school safety and the school resource officer. It defends the premise that any discussion about reform in school-safety law has to take into proper account the model by which communities and institutions share their duties and responsibilities to children, right down to the public school campus and the school resource officer. Part I proves the truth that child-welfare reform law has fundamentally changed the

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nature of the juvenile-justice and child-welfare systems from a solitary task to a collaborative process that improves assessments and outcomes.

Part II of the Report analyzes the scope of involvement by the school resource officer in campus safety, as a matter of law and policy, and science. Of particular significance is the relationship between courts and legislators, whose scrutiny of the school resource officer has sped its acceptance as a best practice that enhances good results. The science is reflected in the studies on school safety, the critical mass of which reinforces the views held by judges and policymakers. Part II also introduces the NASRO triad of SRO responsibility in which officers ensure a safe and secure campus, educate students about law-related topics, and mentor students as counselors and role models.

Part III of the Report concludes that the policy reforms under consideration in school safety law are dynamic and deserve more than a superficial attack on school resource officers as the lower-hanging fruit in a perennial debate on law and order in America. The proper starting point for making assessments should focus on the fairness of outcomes in light of legitimate, concurrent interests in which the welfare of all children—both victims and actors—is paramount. For example, research has identified a legitimate issue regarding the training of teachers and administrators on the uses to which an SRO should be put in the resolution of subjective disorderly conduct incidents, to which an arrest is not the only option. The scholarship on this matter suggests that the school safety team must exercise better discretion for these offenses given the wide range of interventions that the education mission and resources of other local agencies place in-hand.

The Report does not attempt to resolve this matter, nor other policy debates on the numerous legitimate local issues confronting our public schools. Instead, the Report concludes that coherent solutions to unique, local needs should emerge from the existing interagency model in which the school resource officer is an essential asset. Child welfare on campus is not compromised by school resource officers, but is at-risk without them. Erection of the ancient barriers would be catastrophic and debilitating to the interests of children: creating the appearance of deliberate indifference to student victims, formalizing selective enforcement of conduct codes, violating the right of students to an education, and inducing obstruction of justice whenever crimes are covered up on campus.

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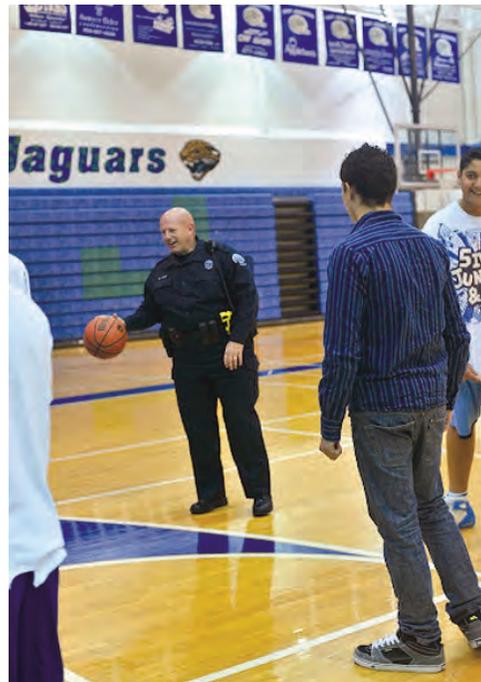
Interagency Collaboration:

From Child Welfare Reform Law to the School Safety Team

"Community policing and the presence of school resource officers on school campuses serve a vital role fostering a safe learning environment for pupils, faculty and staff."[28]

The major experience of public schools in the last quarter-century in America has been about relationships—from isolation to involvement—through interagency reform. The integration of this model of assessing and providing for the needs of students, including their safety, is a version of comprehensive child welfare reform law. When critics of school disciplinary policies attempt to link their criticism to the mere inclusion of an interagency partner, it reflects a fundamental misunderstanding of both child welfare law and education law. Therefore, any discussion about reform in school safety law has to take into proper account the model by which communities and institutions share their duties and responsibilities to children, right down to the public school campus and the school resource officer.

Evolution of the Collaborative Model of Child-Welfare Law

Early development of the interagency model focused on child victimization, neglect and abuse. In 1984, the United States Department of Justice began to encourage coordination of units of state and local government.[29] Shortly thereafter, Congress added its voice by passing The Child Abuse Prevention and Treatment Act, which conditioned federal funding on the effective use by states of multidisciplinary teams and coordinating councils.[30] The focus of collaborative programs on child victimization, abuse and endangerment remains the most compelling feature of child welfare reform law and, understandably, heavily influence school safety programs.[31]

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State legislators quickly embraced this focus to expand reform to the juvenile justice and child welfare systems, creating a comprehensive model for improving assessments. First, concepts and terminology began to change. Terms like "child victimization," "abuse," "at-risk," and "neglect" broadened to empower the efforts of a wider range of public and private community-based, interagency programs.[32] In this manner, agencies were encouraged to overcome barriers that separated the juvenile-justice and child-welfare systems. In place of barriers, state legislation authorized collaboration with the goal of improving outcomes in light of the risk factors and the protective factors of children.[33]

By now, the collaborative emphasis in child welfare reform law is comprehensive in the sense that few, if any, area of child welfare is left unaffected. Interagency collaboration is expressed through:

- Interstate compacts and intrastate agency collaboration on missing, endangered, and exploited children;[34]

- State and local multi-jurisdictional and multi-disciplinary teams on delivery of services to children and families;[35]

- Local jurisdictional interagency agreements on juvenile delinquency and at-risk youth;[36] and

- Collaborative campus safety plans for public schools and universities.[37]

The various branches of this reform have a common root: to improve the lives of children through a continuum of alternatives based on communication across the child welfare and juvenile justice systems. The focus on appropriate outcomes is the bridge that merges different traditions and interests, particularly between juvenile justice and child welfare agencies.[38]

The Child-Welfare Team's Focus on Collaborative Assessments and Improving Outcomes

Child-welfare reform law has fundamentally changed the nature of the juvenile-justice and child-welfare systems from solitary ritual to an integrated process based on collaborative assessments. If ever an approach to protecting children has fallen from grace, it is the idea of autonomous, self-directed agency action. Two decades of scholarship before and after 9/11 underscore the connection between the failure of agencies to collaborate and adverse outcomes.[39]

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INTERAGENCY COLLABORATION

Today, in place of isolation and barriers, the collaborative model thrives in the numerous statutory provisions relating to the welfare of children. These laws authorize or require some aspect of interagency teamwork in providing services to children and their families. While each public or private agency on the "team" remains distinct as to its statutory obligations, each operates upon the science that, when collaborating, children have much better outcomes.[40]

The shift occurred after years of debate about the benefits and harms of interagency collaboration, agency accountability, and privacy of youth records.[41] Its success is reflected everywhere: in the revisions of program titles, mission statements, and daily procedures, shifting the focus to the quality of assessments by local agencies that share an active and common interest in improving outcomes.[42]

Interagency collaboration should not be confused with substantive policy. It is a proven, effective procedure by which policymakers gather information as a means to improve assessments and outcomes. Therefore, perfect outcomes are not self-executing because of interagency cooperation. However, the science of improving outcomes through multi-disciplinary assessments is, by now, so well established that all studies and reports assessing the merits of government performance presume it to be a best practice.[43] Autonomous, self-directed agency action is so soundly discredited, that it would be odd, if not fatal, for a policymaker—for any reason—to reject the proven, community-oriented approach to serving and protecting children.

A recent study notes:

> The biggest variance between the juvenile justice and child welfare systems rests in each system's view of the young person and whose interest the agency seeks to serve. In the juvenile justice system, the young person is often seen as a perpetrator or someone who puts society at risk, and historically, the services provided seek to remediate the delinquent behavior. On the other hand, the child welfare system views the young person as a victim and works to nurture and protect him or her. This difference in views often translates into the organizational culture—affecting how an agency functions, how youth and families are engaged, and how services are provided. The reality is that [children] need to be protected and their behavior needs to change so that they do not harm others. At issue is not how we label the youth—as "victim" or "perpetrator"—but how we serve the youth both to protect them and effect behavioral change.[44]

The success of this merger of interests is well documented.[45] It has prompted significant downstream reform, most notably in amendments to federal and state records-privacy laws.[46] The significance of privacy law reform-mandated interagency reporting and disclosure requirements is difficult to overstate and impossible to ignore. The information sharing provisions operate as exceptions to the typical confidentiality of agency records, enacted solely for the purpose of improving multi-disciplinary needs assessments. Records-privacy laws continue to serve as the fuel for on-going development of child welfare reform law.[47]

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The School-Safety Team: A Collaboration That Protects Child Welfare and Supports Public Schools' Education Mission

School-safety law represents an object lesson on the successes of the child welfare reform model. Using collaborative tools, today's safe-schools team avoids the demise that befell their isolated predecessors. Previous educators found themselves stuck in the middle of the juvenile-justice and child-welfare systems' efforts to serve and protect children. Without collaboration, these secluded educators accepted the risk of rampages by, and victimization of, students without any hope of prior notice. Even the identities of children purposefully placed into classrooms by juvenile-justice and child-welfare officials were routinely kept private from school officials. With collaboration, the cloud that forced school officials to peer into the dark and assume risks without information has been removed. Today's educators have the tools to implement a version of the child welfare reform model that nurtures and protects students as well as prevents disruptive behavior.

The school safety law model evolved quickly during the 1990s, prompted by 15 deadly, highly publicized campus rampages from 1993–1999.[48] Most public educators had equally compelling data in-hand to recommend the model: their own campus incident reports and the perceptions of school personnel, students, and parents. This period of time coincides with the addition of school resource officers as part of a comprehensive, community-oriented strategy to address the range of real and perceived challenges to campus safety. The school safety law model is designed to adapt to the unique variety of special needs on the local campus. Today, the school resource officer is an established partner on the campus safety team whose focus has broadened well beyond the low probability/high consequence shootings, to the array of challenges to the educational climate.

Critics of school safety who disagree with specific policy outcomes are mistaken when the interagency model is selected as the lower-hanging fruit in the debate. This is particularly true when critics who traditionally target law enforcement for criticism stumble upon the school resource officer. Child welfare on campus is not compromised by school resource officers, but is at-risk without them. Erection of the ancient barriers would be catastrophic and debilitating to the interests of children: creating the appearance of deliberate indifference to student victims, formalizing selective enforcement of conduct codes, violating the right of students to an education, and inducing obstruction of justice when crimes are covered up on campus.

School resource officers assist educators in protecting students and the education mission by being an active part of at least three educator-initiated strategies:

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INTERAGENCY COLLABORATION

- Safe School Crisis Training: Planning and implementing procedures that (1) train and drill all campus personnel to respond to crisis events; (2) control access to the school during the school day; and (3) close or partially close the campus after students arrive.

- Purposeful Use of Technology: Integration of metal detectors, surveillance video, and other devices to cover and document more real-time activities. This policy lawfully enhances supervision of events occurring in parking lots, hallways, classrooms, auditoriums, and open areas that do not involve reasonable expectations of privacy.

- Effective Use of Interagency Partners: Sharing information to (1) identify risk and protective factors of students (2) coordinate nurturing, intervention, and prevention efforts; and (3) designate "first" and "primary" responders to incidents and threats to school safety.

The weight of the evidence show that collaboration between school officials and school resource officers is an example of these strategies put to effective use in preserving the campus from disruptive forces while nurturing and protecting youth who are compelled to attend school. When critics accuse educators of being indifferent to, or hostile toward, the rights of students under the banner of school safety, it is not surprising that the data fail to support the assertion. This is not because of an absence of data. Data on school safety are inherent in the activity. School safety is incident-driven. The record speaks for itself. What the data of school discipline under the school-safety model reflect is the exercise of discretion by educators in light of both their heightened legal duties and broadened legal authority. And while there are many uses to which the data may be put in assessing the correctness of outcomes in light of this discretion, one assertion has been taken away from the debate by the data itself: collaboration between school officials and school resource officers is an effective component to preserving the right of boys and girls to attend schools that are secure and peaceful.

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The SRO & the Prevention of Violence in Schools

The SRO's Role on Campus:

Keeping Students Safe and Supporting the Education Mission as Law Enforcement Officer, Teacher and Counselor

"Sometimes when kids grow up they are taught cops aren't there to help them, but having school resource officers like Bill Rosario in the schools makes it really easy to see they are there to give us guidance and show that you can change your life."[49]

The Triad of SRO Responsibility

Effective SRO programs recognize and utilize the special training and expertise law-enforcement officers possess that is well suited to effectively protect and serve the school community. SROs contribute to the safe-schools team by ensuring a safe and secure campus, educating students about law-related topics, and mentoring students as counselors and role models. This is the Triad Model of SRO responsibility: *educator, informal counselor, and law enforcer*.

Just as it would be difficult to describe all the tangible and intangible ways an experienced, caring teacher or administrator contributes to his or her school; it is also difficult to inventory all that an SRO can do for a campus and its surrounding community. Law enforcement's specialized knowledge of the law, local and national crime trends and safety threats, people and places in the community, and the local juvenile-justice system combine to make them critical members of schools' policy-making teams when it comes to environmental safety planning and facilities management, school-safety policy, and emergency response preparedness.

Officers' law-enforcement knowledge and skill combine with specialized SRO training for their duties in the education setting. This training focuses on the special nature of school campuses, student needs and characteristics, and the educational and custodial interests of school personnel. SROs, as a result, possess a skill set unique among both law enforcement and education personnel that enables SROs to protect the community and the campus while supporting the educational mission. In addition to traditional law-enforcement tasks, such as searching a student suspected of carrying a weapon or investigating whether drugs have been

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brought onto campus, SROs' activities can include a wide range of supportive activities and programs depending upon the type of school to which an SRO is assigned:

- Meeting with principals each morning to exchange information gathered from parents, community members, and social media to detect potential spill-over of threats, drug activity, and other behavior onto campus.

- Meeting with campus and community social workers to understand when and how at-home issues may be motivating a student's disruptive behavior in order to work with school staff to ensure effective and supportive responses.

- Carrying two radios: one for school and one for the sheriff's department to watch for spill-over onto campus and be a familiar face if one of their students is involved in an incident off campus.

- Listening to students' concerns about bullying by other students and taking those problems to school administrators to help develop solutions.

- Providing counseling and referrals when sex-abuse victims turn to them for help because of the relationship of trust officers have built with the students.

- Coordinating additional law enforcement resources to assist with large public events on school campuses such as athletic events, dances and community functions.

- Working with school administrators to keep the Schools Emergency Management Plan updated.

- Scheduling emergency drills in conjunction with other local agencies.

- Coordinating a Crime Scene Investigator to speak to Biology classes.

- Instructing students on technology awareness, domestic violence, traffic-stop education, and bullying.

- Developing intervention, skills-development, and healthy-lifestyle programs for elementary and middle-school students so they are prepared to succeed in high school.

- Conducting home visits to contact parents of at-risk students and assisting those families.

- Helping students with their homework, playing basketball, and sharing dinner together during extended school-day programs.

- Creating and conducting a distracted driving course for students in the school district.

- Hosting summer "bike rodeos" for students that includes the donation of bicycles by local merchants and the police department.

- Implementing a "Doing the Right Thing" program where educators select one student each month for lunch with the SRO and a photo in the local paper in recognition of their leadership skills.

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- Hosting summer "Jr. Police Academies": free programs that give students something positive to do after the school day and during their summer vacation, including camping, bull riding, archery, baseball, life-skills, and musical theatre.

- Conducting intervention programs for the purpose of counseling victims and friends of victims of campus violence.

- Providing unique classroom instruction to students in programs such as the "Eddie Eagle Gun Safe" Program, the "Too Good for Drugs & Violence Program," and the "Protecting Kids Online" Program.

- Coordinating and funding programs for students-in-need that provide rides to school, school uniforms, school lunches, supplies for the home, food, and holiday gifts.

- Coordinating a variety of community service activities with students that include spending time with the elderly at local nursing homes, running soup kitchens for the needy, hosting dances with student groups, and weekend field trips.

The SRO's Role in Creating A Safe and Secure School Environment and Community

Bringing Specialized Skills to Bear on School Safety

SROs are sworn police officers trained to serve and protect the community. As such, they have a duty to serve and protect schools within their jurisdiction as part of a total community-policing strategy. This duty persists and remains paramount when an officer is assigned to a school.

Most of an SRO's time is typically spent on school-safety and law-enforcement activities, from assisting with their school's emergency-response plan to arresting students selling illegal drugs on campus to monitoring the school entrance and parking lot before and after school. As to school discipline, the particulars of the essential Memorandum of Understanding between the local law-enforcement agency and school district defines the role the SRO will play in assisting school personnel with discipline issues that do not involve law violations or threaten campus security. A best practice for discipline issues has emerged nationally over the past decade and has been endorsed by the courts: an SRO who observes a violation of the school code of conduct, preserves a safe and orderly environment by taking the student(s) to where school discipline can be determined solely by school officials.[50]

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As law-enforcement specialists, SROs bring a level of expertise to the school setting that promotes effective and efficient investigation and resolution of crimes occurring on campus. For example, when rumors spread that a student is carrying a weapon, the SRO puts his or her investigative expertise to use to recognize any suspicious behavior the student may be engaged in, interview staff and students who might have knowledge of the situation, and check the student's record. The SRO's training in searches and weapons-neutralization then allows the weapon to be confiscated in the safest way possible, protecting the student, classmates, and staff. Additionally, the SRO's familiarity with the law allows the search, seizure, and any corresponding interrogation and arrest to be conducted according to applicable legal standards, thereby protecting the students' rights and the school from liability.

The SRO's coordination of community resources can be invaluable when threats larger than an isolated fight or theft threaten a school. As a conduit for information sharing between social services agencies, juvenile justice departments, and community organizations, the SRO stays apprised of a student's activities and challenges in a variety of settings and can step in when a pattern of suspicious behavior emerges—a pattern that would not be seen by a social worker or teacher alone. This early identification of safety threats is the key to preventing both small and large-scale incidences on campus.

The presence of an SRO, as a result of their law-enforcement activities and day-to-day visibility to and interaction with students and staff, supports a safe and orderly environment where students can feel safe and educators can feel supported in their determination to protect their students during the school day. As opportunities for violence are greater in disorderly environments, the SRO's contributions to the general order of the school cannot be overlooked.

Reducing Crime and Disciplinary Infractions on Campus and Beyond

Drops in the number of school-based arrests and disciplinary infractions have paralleled the establishment of SRO programs in school districts around the country. Varied structures of SRO programs and the inconsistency in local record-keeping practices prevent review of the impact of every SRO program nationwide; however, national juvenile-crime and school-based crime statistics, as well as state statistics and studies of county and local SRO programs show how dramatically SROs can reduce crime on campus and beyond.

As SRO programs came to prominence in the early 2000s, juvenile arrests declined 17% across-the-board between 2000–2009 (the most recent year for which data was available).[51] The violent-crime index fell 13% and the property-crime index fell 19% during this period.

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And other assaults, vandalism, weapons, drug, DUI, and curfew and loitering offenses all fell as well. In 2011, incidences of school-associated deaths, violence, nonfatal victimizations, and theft all continued their downward trend that began in 1992.[52]

Supporting these national statistics is a 2009 study by Matthew T. Theriot, comparing 13 high and middle schools that had an SRO and 15 schools without an SRO within one school district in the Southeastern United States over a three-year period—2003-04, 2004-05, and 2005-06.[53] When the results were controlled for economic disadvantage, the presence of an SRO led to a 52.3% decrease in the arrest rate for assaults and a 72.9% decrease in arrests involving possession of a weapon on school property.

Theriot observed that these dramatic reductions in assaults and weapons offenses may be attributable to SROs' deterrence of delinquent behaviors and because SROs may make students feel safer so they don't feel the need to carry a weapon. He opines, "These enhanced feelings of safety also might contribute to better feelings about school in general, a stronger sense of connection to the school, and a better school environment that could lead to decreased aggression and fewer fights among students."[54] In fact, when significant in the analyses, regression coefficients for the interaction showed that arrest rates declined as poverty increased at schools with an SRO.[55]

Beyond issues of statistical significance, other studies and reports confirm a range of positive outcomes when school safety programs actively involve SROs. At Kettering Fairmont High School in Ohio, disruptive behavior, expulsions, suspensions, office referrals, and arrests all decreased over two-year study relative to pre-SRO data. Further, the SRO program's development of better relationships with students resulted in more attention being paid to crime and more tips being reported by young people outside of school—leading to more arrests in the community.[56] In a southern city, intermediate and major offenses in high and middle schools decreased, as well as suspensions between the 1994-95 and 1995-96 school years after an SRO was permanently assigned to the schools.[57]

A study that interviewed police chiefs and SROs in 16 Massachusetts school districts during 2008-2009 found that placement of officers in school rather than keeping them on-call, in the opinion of law enforcement, will reduce the number of school-based arrests over time because it allows the SRO, students, and administrators to become more familiar and comfortable with one another.[58] Law enforcement officials have found this decreases school-based arrests, sometimes dramatically. The SROs found that referral to clerk-magistrate hearings or other diversion programs were more effective in changing student behavior than referrals to juvenile court.[59]

In North Carolina, 98% of Local Education Agencies have SRO programs in at least one of their schools as of the 2008-09 school year, which represents a 4.42% increase over the 2007-08 year. At the same time, school-based offenses have fallen every year since 2007.[60] In Kentucky, 128 principals surveyed believed that SROs reduced the amount of misbehavior on their campuses, making them important parts of their school-safety plans. The principals found that the SROs had the greatest impact on reducing fighting in their schools, followed by reducing the presence of marijuana and occurrences of theft.[61] Student perceptions are, in the main consistent with these reports.[62]

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Collaboration between school officials and school resource officers is an essential component to preserving the right of boys and girls to attend schools that are secure and peaceful. The personal experience of SROs working the school beat reinforce these findings: "'The greatest impact? The bonds and friendships we've formed with these students,' says [Mel] Ray [Klamath County SRO coordinator]. 'There is just no way to measure that. I think we prevented a tremendous amount of crime. Everyone here has the same goal—to see these kids graduate.'"[63] Another SRO reported:

> "As far as South Charleston High School goes, we have noticed a decrease in violence and disturbances since I was assigned here. We have developed a relationship with most students allowing them to now feel comfortable coming to the office before a problem escalates."[64]

Reductions in school-based crime, as well as the other aspects of the SRO's triad of responsibility, benefit the larger law-enforcement community as well. Strong SRO programs have been found to reduce the workload of patrol officers, including preventing problems that would have escalated to 911 calls from schools, improving law enforcement's image with juveniles, which leads to increased crime reporting, creating and maintaining better relationships with schools, and enhancing the law-enforcement agency's reputation in the community. As the SRO serves both law-enforcement and educational interests, the officer's work benefits both communities.

The SRO's Role in Teaching Students About Safety and the Law

While an SRO's primary responsibility is safety, his or her regular duties can and should include service as a teacher of law-related topics. Through regular teaching, the SRO imparts valuable, specialized knowledge to students and staff, builds relationships with students as they come to understand and respect the officer's knowledge and commitment, and improves students' perceptions of law enforcement in general. Indeed, even when an SRO program's initial focus is on law enforcement, programs often evolve to include formal teaching and counseling as the value of the SRO as a resource for education and mentoring becomes clear.

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SROs regularly teach classes on a broad range of topics: bullying, aggression, dating violence, gang violence, driving safety, underage drinking, drinking and driving, drug use, peer pressure, fingerprint evidence, Internet safety, search and seizure laws, sex crimes, the rights of victims of crime, and more. These topics compliment standard classroom subjects by providing "real world" information and advice to help students understand and confront issues common to their childhood experience. As students are better able to deal with issues outside the classroom, they are better prepared to excel inside the classroom. And while teachers appreciate the importance of these topics, they often lack the training to provide more than a standard curriculum. With SROs in the lead, these topics are brought to life through tales from the SRO's personal experience and their nuanced understanding of the threats and consequences confronting students every day.

The SRO's Role as Informal Counselor and Role Model

Everyone involved in children's services agrees that the presence of responsible, caring adults in a child's life is critical to his or her ability to avoid destructive behaviors, make good choices, and survive the challenges that family, socio-economic, racial, and other circumstances can present. An SRO is one of these adults, and students and educators are well-aware of how much they help students navigate challenging situations on and off campus.

SROs maintain "open-door" policies towards students, engage in counseling sessions, and refer students to social-services, legal-aid, community-services, and public-health agencies as part of their role as counselor and mentor. Like the educators, administrators, nurses, social workers, coaches, and counselors they work with on campus, SROs work to establish rapport with students by keeping up with their academic and extra-curricular activities, chatting about mutual interests, and providing an attentive ear for whatever is on the student's mind. In this role, the SRO functions much as a community police officer would on his or her beat—getting to know the locals and getting involved with their daily lives. At schools, as in the community, this is a mutually beneficial relationship. Students come to understand that someone cares and will listen, and SROs come to understand where students' concerns lie and what might be threatening their and others' safety.

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Community-Wide Recognition of the Importance of SRO Programs

In communities across America, all stakeholders—educators, parents, students, lawmakers, courts, and community organizations—welcome the SRO onto the child-welfare team to provide unique expertise in service of school and community safety.

Educators' Duty to Provide a Safe and Secure Learning Environment Motivates Their Collaboration with SROs

Educators have a compelling interest in maintaining a safe and effective learning environment as a part of the total strategy of achieving the educational mission.[65] The modern range of foreseeable misconduct by students and others on campus makes a clear relationship with local law enforcement essential. Educators who desire to avoid liability collaborate with law enforcement to implement triad-model SRO programs that utilize law enforcement's expertise and experience to complement the educational mission by establishing order and quickly responding to threats.

Fulfillment of the duty to provide a safe learning environment requires educators to keep students safe while respecting their constitutional rights. A failure to fulfill either component of the duty results in injury to students and legal liability for the school. Because the line between securing a campus and protecting student rights can be difficult to walk, trained SROs are a vital component in school-safety plans.

As law-enforcement officers trained and experienced in community protection through appropriate techniques that respect individual rights, SROs are well-prepared to walk that line. When they collaborate with educators, SROs' law-enforcement expertise supports school officials' roles as keepers of the peace. As explained above, SROs' specialized knowledge in investigative techniques, search-and-seizure procedures, weapons neutralization, facilities security, and the like make them the preferred personnel for addressing safety threats on campus.

Threats to school safety can also be bigger than the schools themselves. Community issues such as gang-violence and drug-trafficking manifest on campus in the form of assaults, theft, drug sales and possession, and many other disruptions. Disruptive youths can be placed back onto campuses and into classrooms as a condition of court-ordered supervision. Notice of their presence and a proper assessment of their needs, which can involve problems far beyond the expertise found in the traditional curriculum, is essential to a safe campus and orderly learning environment. The SROs service as an information-sharing link between law-enforcement and juvenile-justice agencies and educators is a key component of school safety. And the SRO's knowledge of how to identify and respond to these threats as they manifest on campus is critical.

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Teachers and school administrators welcome the addition of law-enforcement expertise and support to campus as part of the school-safety team. Administrators find that collaborating with an SRO protects them in situations that may be dangerous, brings an expertise they do not have to potentially dangerous situations, and provides a quick response time in dangerous situations. Further, administrators report that SROs routinely prevent crimes and violence, which can help reduce their school's legal liability, and that SROs help students feel safe. Of principals surveyed in Kentucky, over 98% felt that high schools should have an SRO and over 93% felt middle schools should have an SRO. Administrators see SROs as effective in their law-enforcement, as well as their teaching and counseling, roles. "The SRO possesses the specific training that school administrators lack related to properly responding to possible threats. As a result, schools with an SRO appear to be better equipped to effectively address any threatening situation that might arise in the course of the day."[66] As a national best practice, the National Education Association recognizes that relationships are key to school safety and advises its members to foster safe schools by creating partnerships with law enforcement and social-services agencies.[67]

Teachers overwhelmingly recommend SRO programs to other schools. Teachers perceive school safety as accomplished through the collaboration between administrators, teachers, and SROs, and find that the collaboration has a positive effect on the educational environment. They report that SROs have a positive effect on: school climate, teacher and student morale, safety and security, and creating an atmosphere of caring, respect, and trust. In a study of 19 schools, diversified for size of school and age of SRO program, the vast majority of schools expressed satisfaction with their SRO programs.[68]

Modern threats to school safety and an orderly educational process, coupled with our understanding of how important community-wide collaboration is to the welfare of all young people, particularly at-risk youth, make an effective SRO program critical to educators' ability to fulfill their duty to educate children in a safe and secure environment. Educators' positive experiences with their SROs is a testament to these officers' unique ability to effect positive change in the school environment.

Parents Share Educators' Interest in the SRO's Protection of Their Children

Educators' custodial interest in their students' welfare is a derivative of the parental interest in their children's safety and education. The interest of parents is woven throughout public education. The range of activities, from policymaking to the implementation of the education mission reflects what has been called "democracy in a microcosm," in which the "school board is not a giant bureaucracy far removed from accountability for its actions."[69] Educators are responsible for fulfilling parents' custodial and tutelary interests when children are entrusted to educators' care. The duty of school officials to take reasonable steps to protect students is firmly linked to notions of *in loco parentis.*

Prior to the late-twentieth century, educators were deemed to stand *in loco parentis* in an absolute sense. However, this carried with it two unintended consequences. First, students had no

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rights on campus unless parents and educators agreed. Second, school officials were subject to few, if any legal limits, receiving immunity from liability because they were seen as acting on behalf of parents. This type of *in loco parentis* was repudiated in the landmark student search case of *New Jersey v. T. L. O.*[70] In *T.L.O.*, the Court summarized the common law notion and declared it inconsistent with the Bill of Rights: "In carrying out searches and other disciplinary functions pursuant to such policies, school officials act as representatives of the State, not merely as surrogates for the parents, and they cannot claim the parents' immunity from the strictures of the Fourth Amendment."[71]

However, the modern version of *in loco parentis*—the duty to take reasonable steps to provide for the safety of students—remains very broad. The U.S. Supreme Court announced the new version in the landmark suspicionless drug testing case, decided in favor of educators. The Court ruled that: "[a]lthough public school officials do not stand entirely [*in loco parentis*] with respect to the students, they do exercise a 'custodial and tutelary' authority that permits 'a degree of supervision and control that could not be exercised over free adults' and that cannot be ignored in conducting a 'reasonableness' inquiry."[72]

As part of the school safety team, SROs support the educational mission and custodial responsibilities of educators as the team makes assessments in the best interest of children as would their parents. In the limited research on the opinions of adults, it is no surprise that parents who have been surveyed approve of SRO programs. Brad Myrstol examined the extent that adults were aware of an SRO program and surveyed their opinions. The results suggest that parental interests are aligned with the goals and outcomes of SRO programs. Clear majorities of adults reported their belief that the SRO would improve community relations with police (75%), improve students' attitudes toward police (70.4%), reduce crime/delinquency, and improve the environment within schools (80%).[73]

When parents and educators agree on school policy courts tend to give weight to the result of the "democracy in a microcosm." This judicial deference is consistently expressed by the courts in the following manner: "education of the Nation's youth is primarily the responsibility of parents, teachers, and state and local school officials, and not of federal judges."[74]

SROs' Role in Protecting the Rights of Others to Be Free From Victimization at School

Victimization in schools is a prominent basis for resisting the removal or marginalizing of collaborative SRO programs. School resource officer programs are part of a community-oriented, collaborative strategy tailored to preserve the educational climate while looking after the needs of all students. It is not incidental that the growth of the Safe Schools Movement coincides with the Crime Victims' Rights Movement in both time and urgency. Both are deeply rooted in human rights. The National Center for Education Statistics and Bureau of Justice Statistics made these findings in 2011:

"For both students and teachers, victimization at school can have lasting effects. In addition to experiencing loneliness, depression, and adjustment difficulties, victim-

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ized children are more prone to truancy, poor academic performance, dropping out of school, and violent behaviors. For teachers, incidents of victimization may lead to professional disenchantment and even departure from the profession altogether."[75]

The law on the role of school officials to protect victims is grounded in these statistics. Courts in America follow the lead of the U.S. Supreme Court on the authority of educators to protect the rights of others to be free from victimization at school. The standard has been consistently rigorous since its announcement in the1985 decision of *New Jersey v. T.L.O.*[76]

"Without first establishing discipline and maintaining order, teachers cannot begin to educate their students. And apart from education, the school has the obligation to protect pupils from mistreatment by other children, and also to protect teachers from violence by the few students whose conduct in recent years has prompted national concern."[77]

The Victims Rights Movement has surpassed its education reform twin in prominence and this urgency goes all the way to the public school campus; 33 states have enacted constitutional amendments codifying the right. Although each states' victims' rights amendments (VRAs) differ in scope, substance, and length, the constitutional changes made by these states evidence the importance of the right. There is no federal VRA, but Congress has passed a number of legislative acts aimed at protecting victims' rights, including: the Victims of Crime Act of 1984[78], the Victim's Rights and Restitution Act of 1990[79], the Victims Rights Clarification Act of 1997[80], and the Crime Victims' Rights Act of 2004.[81]

As for students, victims' rights laws simply formalize what is already assumed—a human right to be free from abuse on campus. This right extends to children because they are compelled by state law to attend public schools. Some state constitutions specifically protect student victims of harassment and violence through both VRAs and other legislation. For example, in Alabama, victims of harassment, intimidation, violence or threats of violence on school property may file a complaint on an authorized form and submit the form to the official of the designated local board. Arkansas and California have expanded these rights to protect victims from cyber bullying, in response to technological changes and the growth of social networking.[82] Although these states are careful not to impede students' constitutional rights to free speech,[83] policy makers recognize the importance of protecting the rights of student victims.[84]

In addition to state VRAs, state law firmly establishes that educators are liable when students are not protected from routine and foreseeable risks of harm. Today, lawsuits brought by student-victims are successful upon a showing of deliberate indifference under rules similar to that which applies to claims brought against educators for intentional and maliciously inflicted injuries.[85] Federal and state legislatures are now clarifying these rules to encourage student-victim claims. The theme for this emerging liability law for failure to protect victims is called "selective enforcement."

Selective enforcement liability focuses squarely on the failure of educators to implement campus safety rules fairly. Victimized students may challenge either a discriminatory policy

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or the flawed manner in which an evenhanded policy is implemented. In other words, in the selective enforcement lawsuit, the student accuses the school of indifference or of playing favorites among the student body such that the disciplinary process creates a bias in favor of some students and against others.

There is nothing but trouble for educators who implement policies that expose students to greater risks of victimization. Juveniles who commit crimes on campus in self-defense or who inflict harm on themselves, often speak of the selective enforcement as a factor in their desperateness to have school rules enforced fairly for the benefit of all students. The expansion of the selective enforcement lawsuit to include claims beyond historical race and gender is designed to protect all students from discrimination. The U.S. Supreme Court says about such cases that, "'the purpose ...is to [protect] every person within the State's jurisdiction against intentional and arbitrary discrimination, whether occasioned by express terms of a statute or by its improper execution through duly constituted agents."[86] A variety of federal statutes (and an equal number of state laws) may be brought to bear against school officials and SROs.

Section 1981 Lawsuits

Selective enforcement lawsuits brought under 42 U.S.C. § 1981 involve race discrimination. Educators will be liable to a student-victim when a racial bias is intentional and involves the selective application of a school policy. Proof of the bias may be shown by direct evidence or through circumstantial evidence. For example, statements made to a student by an educator that contain racial invective will support such a claim. In addition, a disparity in discipline establishes an unlawful bias if a student identifies arbitrary, undeserved, or unreasonable punishment of students based on race, or the failure to discipline students for similar misconduct based on race. When this is shown the burden shifts to the school or the police to explain what happened. The explanation must be a legitimate, non-discriminatory reason for the challenged action. However, even when such a reason is offered, the student can rebut it by convincing the court that the explanation is a pretext for unlawful racial discrimination. Courts are allowed to impose liability when the explanation by the educator appears to be a coverup for a discriminatory act.

Section 1983 Lawsuits

Selective enforcement claims under 42 U.S.C. §1983 are lawsuits based on violations of the Equal Protection Clause of the Fourteenth Amendment to the United States Constitution. Like the section 1981 claim, the student must show that he was treated differently from similarly situated pupils and that the unequal treatment can only be explained by discriminatory intent.

Unlike section 1981 claims, students have three ways of establishing improper intent in selective enforcement claims based on the Equal Protection Clause. First, the student can link the discrimination to race, gender, alienage, national origin, illegitimacy or show that selective enforcement of school policies denied him a fundamental right. This is not as difficult to do as one might suppose. For example, a student can point to an official school policy or a re-

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peated practice that is so common as to constitute a custom of the school. When proven, courts apply strict judicial scrutiny and quickly impose liability on school officials. Second, a student can prove discriminatory intent without pointing to a policy if a single discriminatory act is committed by a principal, teacher, or staff member who has final policymaking authority over discipline. When proven, courts apply strict judicial scrutiny and quickly impose liability on school officials.

Title VI of the Civil Rights Act

Title VI of the Civil Rights Act (42 U.S.C.A. § 2000d), represents another claim that may be brought against schools for selective enforcement. Title VI forbids discrimination by any person or institution that receives federal funds on the basis of race, color, or national origin. Students who successfully assert a claim under Title VI are entitled to money damages from the school district by showing that educators intentionally discriminated against them. In this type of action, intent can be inferred by deliberate indifference to an environment hostile to students based on race, color, or national origin. Title VI is a fertile tool for students in schools where a racially hostile environment exists or has been allowed to fester with foreseeable consequences.[87] The student-victim will succeed by showing that educators had actual or constructive notice of pervasive racial discrimination at the school and allowed these conditions to persist creating a hostile environment.[88] Moreover, where a school district has actual knowledge that its corrective measures are ineffective, and it continues to use those same methods to no avail, the educators have violated Title VI.

Title IX Claims

Title IX claims are identical to Title VI lawsuits for selective enforcement, except that it prohibits gender discrimination, not race, color, or national origin discrimination. It applies to all education programs receiving federal funds. The law declares that, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."[89] Under Title IX, a school's deliberate indifference to a hostile environment, teacher-on-student or, student-on-student harassment, is a violation of the law.[90]

The U.S. Supreme Court has held that Title IX lawsuits cover, "intentional sex discrimination in the form of a [school official's] deliberate indifference to a teacher's sexual harassment of a student, or to sexual harassment of a student by another student."[91] As with Title VI, a student in a Title IX selective enforcement case must prove that severe, pervasive, and objectively offensive harassment occurred; that the harassment deprived her of educational opportunities or benefits; that the educational institution had actual knowledge of the harassment; and, finally, that the institution's deliberate indifference caused the student to be subjected to the harassment. Title IX protects students against same-sex harassment.[92] Finally, Title IX also allows parents to file retaliation claims against schools.[93]

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"Class of One" Lawsuit

Finally, the courts are beginning to permit a new kind of section 1983 claim that is specifically useful for students who believe they are victims of selective enforcement. Under a "class of one" lawsuit, a student does not claim that he is a member of a "suspect" class or that he was denied any fundamental right. Instead, the student must only show that (1) educators intentionally treated him differently from others similarly situated; and (2) this different treatment was not rationally related to a legitimate educational objective. The courts have created this type of claim to allow a student to show that an educator's official reasons given for selectively enforcing a school policy is a pretext for an irrational bias. A student will establish such a case when he presents evidence that other students, who are identical or comparable to him/her, have been treated more favorably. The U.S. Supreme Court explained the reason for such a lawsuit by stating, "[o]ur cases have recognized successful equal protection claims brought by a "class of one," where the plaintiff alleges that she has been intentionally treated differently from others similarly situated and that there is no rational basis for the difference in treatment."[94]

Selective Enforcement and Disciplinary Reform

Critics of SRO programs encourage schools to selectively enforce disciplinary policies in a good-faith attempt to convert some violations of law and school rules into teachable moments and educational opportunities. Under such a policy, no student is similarly situated to another. Unwittingly, the seeds of selective enforcement are planted. Without proper training and frequent assessments, this type of disciplinary policy will create the appearance of deliberate indifference to student victims. Educators will find themselves at-risk of a lawsuit.

Selective enforcement of the school code of conduct may also lead to criminal liability for obstruction of justice. For example, as the gravity of student misconduct increases, affirmative duties to report the incident to various agencies for investigation and intervention are triggered. Therefore, even though school officials maintain independent authority to address even these offenses through their disciplinary process, the failure to comply with their statutory duties not only violate the rights of victims, but is itself a violation of the law.

School resource officers are an important element in meeting statutory obligations and creating expectations by student for consistent enforcement. In response, students report positive perceptions of the SRO as consistency creates trust and feelings of safety and decreased victimization. One study concludes that as students' contact with the SRO increases, so does positive perceptions of SROs and likelihood of taking more ownership for maintaining a safe campus by reporting a crime.[95]

State Legislatures' Incorporation of the SRO Into the School-Safety Team

State legislatures across the country incorporate the SRO into school-safety legislation, recognizing the importance of the educator-SRO collaboration to ensure a safe learning environ-

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ment. These statutory provisions show that legislatures appreciate that SROs are an important component in school-safety planning and the day-to-day protection of schoolchildren. How this recognition takes shape varies from state-to-state.

Many states define what a school resource officer is, codify parameters for SRO programs, set requirements for SRO training, promote or require inclusion of SROs in school-safety planning, and/or treat SROs as school officials in various situations.[96] Arizona, for example, requires applicants for its school-safety programs to incorporate an SRO into their plans.[97] The District of Columbia's Gang and Crew Intervention Joint Working Group is required to coordinate community resources, including SROs, in its response to high-profile youth violence.[98] Tennessee includes an SRO representative on the state-level safety team charged with establishing templates for district- and building-level emergency response teams.[99]

The Courts' Approval of the SRO/Educator Collaboration

For over forty years, the United States Supreme Court has recognized and respected the unique position in which educators find themselves—in charge of teaching students how to be citizens in a free society and, at the same time, maintaining the order and discipline that a safe and productive learning environment requires.

In *Tinker v. Des Moines Independent School District*,[100] the Court found that while students retain their constitutional rights when in school, those rights must be balanced with educators' duty to provide a safe and orderly learning environment. And in *New Jersey v. T.L.O.*, the Supreme Court relaxed Fourth Amendment standards to allow educators to search based not on probable cause, but on the suspicion "that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school."[101]

Under this line of cases, the Constitution allows educators to set aside the probable-cause standard and focus instead on individual students and group juvenile behavior that is incompatible with the educational mission. In some cases the educator must have reasonable suspicion before acting, as in *T.L.O.*, and in other situations no suspicion is required, as in many drug-testing cases involving categories of students and an educator's special interest in health and safety.[102] This lower standard applies even when the code-of-conduct violations the educator is investigating are also violations of the law that may result in arrest.

When an SRO acts in routine-response mode, he or she engages in routine law-enforcement activities indistinguishable from duties performed off campus. The SRO may respond to events and persons who are on campus that would involve members of law enforcement had they not happened on a public-school campus, such as an auto collision, an assault, property theft, or drug sale. The SRO might be responding to a crisis situation that occurs on campus requiring the expertise of law enforcement in restoring the peace, conducting an investigation, and determining whether crimes have been committed.

In routine-response mode, the legal standards to which a police officer must conform are no different than they are anywhere in the community. Standard Fourth Amendment requirements govern how an investigation is conducted, how custodial stops proceed, when searches are initiated, and when persons are subject to arrest.

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When the SRO assists in activities that are initiated by the educator and primarily involve efforts to apply the school's code of conduct to maintain a safe campus, the SRO acts in educator-support mode. In these situations, the educator's special constitutional standard from the *T.L.O.* line of cases applies.

Under the direction of the educator, the SRO may join the team of specialists that work together to achieve the education mission. These tasks may include enforcing the code of conduct and referring serious violators to the juvenile-justice system. "[W]hen school officials, who are responsible for the welfare and education of all of the students within the campus, initiate an investigation and conduct it on school grounds in conjunction with police, the school has brought the police into the school-student relationship."[103]

The courts recognize that law-enforcement officials' training and expertise is better suited to investigating and quelling behavior that threatens campus safety and is often dangerous. State and federal courts agree that educators may delegate their special authority and ask the SRO to perform an act, be present as a witness when the educator acts, and generally lend support and provide assistance in maintaining a proper learning environment. For example, in *State of Wisconsin v. Angelia D.B.*,[104] a student told a school administrator that Angelia had a knife in her backpack. Another administrator and the SRO confronted Angelia and the SRO searched her backpack and conducted a pat-down search of her clothing. The administrator searched her locker. When nothing was found, the administrator and SRO brought Angelia to the SRO's office. The SRO searched Angelia and found a knife tucked in the waistband of her pants. Finding that the *T.L.O.* reasonable-suspicion standard applied, the Wisconsin Supreme Court recognized that a dangerous weapon at school poses a significant and imminent threat of danger to staff and students compelled to be at school.

> "Were we to conclude otherwise, our decision might encourage teachers and school officials, who generally are untrained in proper pat down procedures or in neutralizing dangerous weapons, to conduct a search of a student suspected of carrying a dangerous weapon on school grounds without the assistance of [an SRO] . . . . While the *T.L.O.* court adopted the less stringent reasonable grounds standard in part because of the need of teachers to 'maintain swift and informal disciplinary procedures,' it could be hazardous to discourage school officials from requesting the assistance of available trained police resources."[105]

The court in *In re William* similarly focused on the SRO's function at the school and the special nature of the public-school environment to determine whether the SRO would be considered a school official to whom the reasonable-suspicion standard applied.[106] In that case, the SRO, while walking the school saw a student standing alone in the hallway displaying a red bandanna from the back pocket of his pants. Possession of a bandanna on campus was a violation of school rules because colored bandannas commonly indicated gang affiliation. The SRO approached the student and asked him to remove the bandanna. The SRO then decided to take the student to the principal's office for the violation. Before doing so, the officer conducted a patdown for weapons and discovered a knife. Adopting the *T.L.O.* rationale, the

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court validated the search as reasonably related to the educators' interests in school safety and appropriate in scope given the facts of the case.

The legal issue in these cases is simply whether the team employed proper techniques and responses to the safety concerns at hand, and whether the SRO action stemmed from educational and school-safety interests or purely law-enforcement interests.[107] When an SRO acts in collaboration with educators, at their direction and in the interests of school safety, the educator's standard applies. The consistency of the courts' adoption and approval of this approach demonstrates that the SRO is a proper and important component of the school-safety collaboration.

SRO Programs Are Not Tracks to the Juvenile Justice System

Critics of modern juvenile-justice reforms and of the school-safety movement since the late 1990s are now setting their sights on SRO programs. Ignoring the importance and widespread success of the SRO's role on the child-welfare team, advocacy groups pluck inflammatory anecdotes and vague statistics from the headlines to allege that there is an epidemic of juvenile arrests in this country, which disproportionately affect minority students, for which SROs' presence on campus is responsible.[108]

But there is no epidemic of juvenile arrests. Critics can point to few modern connections between local bumps in arrest rates and SRO programs. And the demographics of school-based arrests mirror those of juvenile arrests generally.

Significant Declines in School-Based and Juvenile Arrest Rates Have Accompanied the Proliferation of SRO Programs Across the Country

As previously explained, two parallel trends have continued during the last decade of school-safety reform—falling rates of juvenile arrests and proliferation of SRO programs across the country. If the entry of SROs onto America's campuses built a track to juvenile arrests, where are all the arrests? How can all indicators of school-based crime continue to fall and juvenile arrest rates fall 17% since 2000 if the presence of SROs on campus has opened up a pipeline to the juvenile-justice system?[109]

Further, national statistics show that far fewer incidents of school-based crime are reported to the police than occur. In school year 2009-10, only 15 of every 40 school-based crimes per 1,000 students, for example, were reported to the police.[110] If SROs are criminalizing student

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behavior that educators once dealt with on their own, how can school-based crime remain so significantly underreported? Even "lesser" crimes that critics allege should be handled by educators without law enforcement involvement fail to support the track allegations as all crimes are on the decline. For example, a crime critics decry as mere prank playing that is now improperly criminalized—disorderly conduct—fell 17% between 2005-09. In California, juvenile arrest rates fell 22% between 2007–2010.[111] In Georgia, juvenile arrest rates fell 19% between 2008–2010.[112]

SRO Programs Are Not Connected to Persistent Increases in Local Arrest Rates, Nor Do SRO Arrest Demographics Differ from Those of Juvenile Arrests Overall

Analysis of the critics' most-often-cited reports shows that they cannot clearly link SRO programs with persistent increases in local arrest rates or demographic disparities in arrest rates. The 2009 paper by Matthew T. Theriot discussed above, for example, is frequently cited for its finding that disorderly conduct arrests rose with the initiation of SRO programs in one Southeastern school district. He found also, however, that SROs' presence decreased arrests for assault and weapons charges and, overall, after controlling for economic disadvantage "having an SRO ceases to be a significant predictor of arrests."[113] Further, the data "did not support that SROs discriminate against lower socioeconomic status students. . . . [A]rrest rates declined as poverty increased at schools with an SRO."[114] Theriot concluded that the findings that SROs did not cause an increase in total arrests "are contrary to the criminalization hypothesis."[115]

A 2010 paper "Juvenile Court Referrals and the Public Schools: Nature and Extent of the Practice in Five States," by Michael P. Krezmien and others, found small increases in juvenile-justice referrals originating in schools between 1995 and 2004.[116] Four of the states surveyed saw referrals increase, by 6% at most over the nine-year period, and the fifth state found a decrease in referrals.[117] The data did not account for SROs at all—it makes no conclusions regarding the effect of SRO programs on referrals. "[I]t is possible that the reliance on zero-tolerance policies for school misbehavior and the increased use of SROs to manage school misbehavior may also be related to the increases in [school-based referrals] to juvenile courts. However, these interpretations should be accepted with considerable caution. The variability

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in the states may suggest that state education and juvenile justice policies and practices may have important implication for understanding the referral rates."[118]

Two widely cited articles published by advocacy groups opposed to zero-tolerance legislation fail to make any statistical connection between the initiation and/or ongoing activities of SRO programs and increases in arrests. In 2003, Judith A. Browne, in "Derailed! The Schoolhouse to Jailhouse Track,"[119] chronicled the rise of zero-tolerance legislation and accompanying district-level policies. Her report acknowledges that states and local school districts followed federal mandates to enact the school-safety laws the article argues against. Nowhere does she attempt to show that SROs were somehow responsible for the policy decisions that increased the severity of punishment for certain school-based offenses that she opposes. Relying on data from 1995, Browne offers statistics on the increase in juvenile arrests in two Florida counties, Baltimore City Public Schools, and Houston Independent School District.

Over 10 years old, the Florida statistics do not state whether the arrests were all made by SROs at school or officers arresting juveniles in general, nor does the article explain whether the changes in data paralleled the initiation of new school-safety laws, school district policies, and/or an SRO program.[120] And, as presented above and repeated below, Florida is currently experiencing a significant decrease in school-based and juvenile arrests.

Browne's statistics from Baltimore City Public Schools and the Houston Independent School District are also over ten years old and fail to specify the origins of the arrests as school-based, linked to changes in SRO policies, or otherwise.[121] Even so, these statistics show marked decreases in arrests during the three years of data assessed in both counties—lending no support to SRO critics.[122]

Current data also shows declining arrests rates in Baltimore. Juvenile justice referrals for Baltimore City were down a total of 15.7% between 2008 and 2010, which was characteristic of Maryland as a whole, whose total decreased 15.9% in those years.[123] Juvenile justice referrals also declined in Texas in 2010, where the state saw an 8% decrease from 2009 in referrals for delinquent offenses.[124]

Finally, Browne admits that the disparate impact on racial minorities of school-based arrests follows that of the overall juvenile arrest rate.[125] She presents no evidence of any increase in disparate racial impact at the hands of SRO programs.[126]

A more recent anti-zero-tolerance article often-cited by SRO critics is "Zero Tolerance in Philadelphia" by Youth United for Change and the Advancement Project.[127] This policy paper takes aim at the implementation and ramifications of zero-tolerance and other disciplinary measures in Philadelphia schools by legislators and school personnel and the high number of SROs assigned to Philadelphia schools.

The paper makes no empirical connection between the higher arrest rates in Philadelphia schools, relative to other Pennsylvania schools, and the implementation of SRO programs or the number of SROs assigned to schools. The arrest data used does not specify whether SROs are making the arrests or whether the changes in arrest rates coincide with implementation or expansion of SRO programs. Indeed, all of the report's SRO-related conclusions are couched in speculative terms of what "may be due in significant part," "may be the case," and that "[i]t

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appears that both of these dynamics may be at work in Philadelphia."[128] Finally, the paper's assertion that SROs create a hostile environment and a negative impression of law enforcement in the schools is based on one unpublished survey of one unnamed school and focus-group interviews in the district conducted by the Youth United for Change advocacy group.[129]

The weakness in the critical commentary is not in its point of view. Rather, its flaw is in refusing to let the data speak for itself. The data demonstrate at least one clear exception to the conclusion that the use of school resource officers is a failure. In fact, a list of model states could easily be presented.[130] For purposes of this rebuttal, the state of Florida represents that one clear exception. The School Resource Officer (SRO) program in Florida encompasses 100 percent of the state with some form of interagency collaboration with schools in every county.

The Florida Attorney General's Office, in 1985, developed the first 40-hour Basic Training Course that has been formalized by the Florida State Department of Law Enforcement (FDLE) to train SRO's, "with the basic knowledge and skills necessary to implement crime prevention programming in a school setting."[131] The SRO training curriculum is a collaborative venture, involving the Attorney General's Office, the Florida Association of School Resource Officers (FASRO), the Florida Department of Law Enforcement (FDLE), and the Florida Department of Education (FDOE). The strategic vision for the use of the SRO in campus safety has three elements: "law enforcement, education, and counseling, which is a pro-active approach to law enforcement through positive role modeling. These three components allow the SRO to promote positive relations between youth and law enforcement, which encourages school safety and deters juvenile delinquency."[132]

In Florida, over a seven-year period ending in 2010-11, statewide delinquency on school grounds in Florida fell 42%. During that period, 39% fewer youth were arrested in schools.[133] Further, school-related delinquency referrals that were ultimately dismissed, not filed, or received some type of diversion service totaled 67% in 2011—44% were referred to diversion services.[134] The City of Miami, Florida lays claim to the first use of the title "school resource officer,"[135] and each jurisdiction promotes and utilizes the SRO within the team concept. The City of Cocoa, Florida illustrates this:

> "One of the most important aspects of the SRO program is the ability of the officer to develop teamwork in fighting many problems that students of today are facing. The SRO works with many agencies such as school based-youth programs, HRS, Crosswinds, the Department of Juvenile Justice, and others to provide teen health services, substance abuse counseling, mental health counseling, and parent, student, and staff counseling.

> The basic outline of duties for the SRO includes investigating crimes that occur within the school and on school property, creating a positive role model for students, creating a link between law enforcement and the students, and being a resource for parents, staff, administration, and students in regards to law enforcement and community problems.

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Today, with two SROs, the program has become a valuable asset to the police department, school district, and the community.

The SRO program works much the same way with each school in Cocoa. At Cocoa High School and Clearlake Middle School, the SROs work with the administration, educators, and counselors. The role each plays is dependent on the needs of the situation. Cocoa High School and Clearlake Middle School are dedicated to providing an education to all of their students. With this goal in mind, all assets and services are pledged to this end.

A student with a suspected substance abuse problem is a different concern than a student being harassed or a student suspected of being involved in gang activity.

No one person has the "final" say as to the solution to a situation, as each has a differing role, authority, and approach. The primary concern is that of the student."[136]

In sum, these sources do not support the critics' assertion that SRO programs have created a track to the juvenile-justice system or a unique impact on minority students. The academic studies find no widespread association between SROs and increased arrests and caution against concluding otherwise. The policy papers simply fail to present statistical evidence of any causal relationship between SRO programs and increased arrests or any demographic arrest patterns unique to the school setting.

Educators, As Members of the Child Welfare Team, Have A Duty to Report Crime on Campus

Those who decry SROs' presence on campus would prefer that educators deal with dangerous and disruptive students on their own, calling in law enforcement only for what critics would deem serious offenses. These arguments forget, however, educators' legal duty to report evidence of abuse and neglect and other crimes that they witness as part of their daily interaction with students. Removing SROs from campus would not relieve educators of their duty to report crime, and so would not somehow prevent students from being arrested for illegal behavior on campus.

State law requires all members of the child-welfare team to report incidents of suspected abuse and neglect. Many states go beyond this traditional duty to require reporting of campus

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crime to district and law-enforcement officials.[137] For example, Arkansas requires educators to report any crime or threat of crime they observe directly to law enforcement.[138] California requires reporting of drug-related crimes and all crimes and probation violations by serious habitual offenders to law enforcement.[139] And Illinois requires reporting of all batteries against school officials.[140]

SROs Are But One Component of School Discipline and the Juvenile Justice System

While it may be easy to blame school-based arrests, suspensions, and expulsions on SROs because of their highly visible role in campus protection and the investigation of misconduct, they are but one component in a community-wide response to juvenile crime and misbehavior. SROs do not draft and ratify juvenile-justice laws. They do not decide whether a juvenile should be charged as delinquent. They do not force educators to allow them onto campus, and they do not decide whether a student should be suspended or expelled from school.

Much venom is directed at zero-tolerance laws. Because they oppose punishment according to these policies, critics oppose SROs' presence on campus. This position forgets, however, that

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zero-tolerance policies prohibit certain conduct and prescribe certain penalties independent of who the investigating or arresting party is. Whether or not a school operates under a zero-tolerance policy has nothing to do with whether or not that school also has an SRO program.

Legislators and educators decide what conduct is permissible and when a student will be disciplined for it. SROs collaborate with educators, at the educators' invitation and discretion, in investigating campus behavior—not in punishing it.

SROs do not determine the consequences of illegal behavior that occurs on campus. The Juvenile Offenders and Victims 2011 report shows that, in 2009, juvenile arrests were referred as follows: 22% were handled by law enforcement and released, 67% were referred to juvenile court, 9% were referred to criminal court, and the rest were referred to welfare or other police agencies.[141] When an SRO arrests a student, the entire juvenile-justice team works together to determine the child's placement.

As experienced law-enforcement officers specially trained to serve and protect the educational environment, SROs can be helpful components of whatever kind of disciplinary approach a particular district or school determines is best for its students. For example, critics of zero-tolerance legislation and SRO programs often propose restorative-discipline models to deal with student misconduct.[142] These kinds of programs have been found to be compatible with SRO programs that incorporate the triad approach to campus safety.[143] Because restorative-justice techniques involve members of the child-welfare team in a collaborative approach to redirect offending students and make victims whole, SROs' relationships of trust with students, experience with the juvenile justice system, and understanding of conflict-resolution techniques make them valuable members of the team.

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The SRO & the Prevention of Violence in Schools

Moving Forward:

Affirming the Value of SROs on the Child Welfare Team & Ensuring the Effectiveness of SRO Programs in Our Schools

"Through the activities they carry out and the roles they fill, School Resource Officers become an additional resource to which everyone associated with the school can turn. Those who are familiar with what they are doing see them not only as a resource, but as a fundamental resource which schools will not be able to do without in the future."[144]

SROs are critical components of modern school-safety plans, as instances of terrible violence on a scale unknown before the late 1990s remain rare but real threats to school communities. There are fewer school-associated violent deaths on record today, but these incidents always have defining consequences for children, families and communities. The number of nonfatal victimizations at school, including theft and violence are increasing.[145] The perceptions of students on the safety of the campus climate, is on the brink. As stated above, the Centers for Disease Control reports that in 2009, the most recent year for which statistics are available, 5.6% of children nationwide carried a weapon on to school property at least on day in the 30 days before the survey, 7.7% were threatened or injured with a weapon on school property during the 12 months before the survey, 11.1% were in a physical fight on school property in the last 12 months, 19.9% were bullied on school property in the last 12 months, 5% did not go to school at least one day in the 30 before the survey because they felt it was unsafe to be at school or to travel to and from school, 4.5% drank alcohol and 4.6% used pot on school property at least once in the 30 days before the survey, and 22.7% were offered, sold, or were given illegal drugs on school property in the 12 months before the survey.[146]

How are we keeping our schoolchildren safe in the face of these persistent threats? The new norm is a child-welfare team, providing a thorough, community-based response to school safety. The team is comprised of educators, law enforcement, parents, juvenile-justice agencies,

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social-services agencies, and community organizations. Each agency serves its own part of the behavioral puzzle that it is specially suited to solve for at-risk and delinquent children. School boards, legislatures, and courts recognize—and often mandate—that the team function to insure that public schools are safe, secure environments where educators can teach and students can learn. Committed to the state's care for the majority of each school day, the child-welfare team cannot turn a blind eye to what happens on school campuses.

The school safety law model does not foster a "school-to-jail pipeline." Interagency teamwork does not divest any participating agency of the functions and duties given by the law that enables its specific mission. Nor does it allow aggrandizement of the authority to exercise discretion by other agencies in a manner that would have to occur to prove the claims of the critics. This criticism of school disciplinary policies reflects a fundamental misunderstanding of interagency teamwork. In the child-welfare context, the term "exercising discretion" is code for the duty of each agency to manage the relationship with its partners in a manner that distinguishes the legitimate, concurrent interests in determining outcomes for children. For the public educator, this translates into a goal to make decisions in the best interest of a child in light of the incident and the education mission. The goal is the same for each member agency in light of its legal duties. The interests do not compete. But rather, they compliment the compilation of a complete assessment of (1) the needs of a child, (2) the nature of the incident, and (3) the best outcome(s) in light of the services at-hand.

The "school-to-jail pipeline" rhetoric is misled by reason of giving insufficient weight to the fact that as the gravity of a campus incident increases, the ability of all partner agencies to exercise discretion decreases as a matter of law. Therefore, competent discussions of school safety policy reform proceed along two predictable, but separate branches of inquiry. The first branch looks at the degree to which the campus team applies interventions, remedies, and consequences required by law for serious misconduct on campus. This is a ministerial duty of the highest order. Should this branch fail to hold its weight, then the campus safety enterprise collapses for lack of sincerity, commitment, and goodwill. The second branch is the broader inquiry that the science of child-welfare reform law dictates: how well the team collaborates to produce outcomes that balance the duty to preserve the campus from disruptive forces while nurturing and protecting youth who are compelled to attend school. The data, laws, court decisions, and campus perceptions speak for themselves on school safety and the role of school resource officers: School resource officers do not micromanage the school disciplinary function under pretense as a collaborator.

Modern SRO programs implementing a triad approach represent essential pathways to safer schools, not pipelines to the juvenile-justice system. Recent criticisms of school disciplinary policies that utilize the SRO reflect a fundamental misunderstanding of the interagency teamwork. Arguing against SRO programs because they promote school safety and contribute to effective outcomes of student misconduct on campus is like arguing against great police work because it stops crime on the street. School resource officers do not micromanage the school disciplinary function under pretense as a collaborator. School resource officers assist educators in protecting students and the education mission by being an active part of educator-imple-

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mented strategies to assess the needs of children for which an arrest is not the only, or preferred, outcome.

The Interagency Agreement

A commitment to proper training is the key to success in SRO programs. The campus child-welfare team must insure that each member is operating within clearly defined parameters so that each party's resources are effectively utilized and outcomes are seen as a reasonable, evenhanded implementation of the safe schools plan. An interagency agreement is essential, specifying the role of the SRO in enforcing the law, making referrals to administrators for school discipline, teaching, counseling, and mentorship responsibilities.

The memorandum of understanding (MOU) is sometimes called the "interagency agreement" or the partnership guide. Its chief utility is to provide structure to, and contact persons for, routine cooperation between agencies that share a common interest on a particular theme.

The MOU serves as both a liability insurance policy for local government agencies as well as a policy instrument. The interagency agreement provides a basis for on-going assessments and helps maintain a clear understanding of what is working and what is not. The cooperative structure carved into an MOU has a better opportunity to be understood, consistently implemented, and passed down to future personnel. As a policy instrument, the MOU operates within the context created by federal and state laws, setting boundaries to avoid liability by helping the interagency team maintain an awareness of what the law allows and what it forbids.

The case for an MOU in a safe schools program is easy to state. It sets forth the nature of the tasks to be performed by the SRO when assisting school officials in providing a safe and effective learning environment. It allows both the schools and law enforcement to find balance and a zone of comfort in the unique tasks that are performed when an SRO works on a public school campus. For example, it is assumed that SROs are already operating within the scope of their legal duties as a sworn law enforcement officer. What additional roles, if any, will the SRO fill as the safe schools plan is implemented? Will the SRO assist in enforcing the school code of conduct? Will the SRO teach classes or supervise school-sponsored

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events? Will the SRO be an extension of the police department when assigned to the school, or considered an independent contractor? To whom will the SRO report, the school administrator, or the law enforcement commander? These issues must be clearly spelled out in the MOU so that legal rules can be rigorously applied to protect the rights of students and other school personnel.

The courts now take the contents of the MOU very seriously when resolving the issues that arise from the presence of a SRO on campus. Every jurisdiction with a school-law enforcement partnership should have such an agreement. The key to the resolution of many of the legal disputes has been found in the language of the MOU itself. As a result, it is also wise for agencies to reassess the contents of a pre-existing interagency agreement to make sure the document does not compromise the effectiveness of the safe schools plan.

Model Provisions in the MOU

Judges look for evidence in the language of the MOU for clear intent by both the police department and the school district as to specific role of the SRO. Emerging from recent court decisions is a checklist:

❶ Does the MOU clearly describe the tasks that require the SRO to be fully engaged in the lawful execution of his legal duty as a law enforcement officer and those situations that require the SRO to act as or perform the duties of a school official?

❷ Is it clear when, if at all, the SRO will be acting at the direction of educators who are attempting to enforce a school policy?

❸ Does the MOU spell out the circumstances when, if at all, the SRO should immediately intervene in potential campus disruptions as they occur without waiting first for direction by either the police or school officials?

❹ Is the SRO working as a police officer working in his off-time as a security guard for a school district, or has the school district contracted directly with a law enforcement body to assign an officer assigned to the school?

A flawed MOU is either one that does not accurately state the intentions of the safe schools team, or one that has not kept up with the changing duties of the SRO after its original implementation. Both instances can create liability for the team or the individuals implementing the plan. For example, an MOU that states, "the SRO is at the school as a law enforcement presence and is not responsible for discipline at the school," has been held to prevent the SRO from being considered a "school official" and assisting educators under the lower standards of reasonableness under the Fourth Amendment.[147] In another case, the court held that the tasks performed by the school safety team that were not written in the MOU would not be treated as part of the agreement.[148] In addition, under the clear terms of an MOU, courts extend deference to school resource officers in the performance of day-to-day duties, even decisions based in the initiative of the SRO without the presence of educators.[149]

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The following court decision sets forth the importance of the MOU:

> School resource officers perform a unique mission. They are certified law enforcement officers who are assigned to work at schools under cooperative agreements between their law enforcement agencies and school boards. They [may be] bound to abide by district school board policies and consult with and coordinate activities through the school principal. In this capacity, resource officers are called upon to perform many duties not traditional to the law enforcement function, such as instructing students, serving as mentors and assisting administrators in maintaining decorum and enforcing school board policy and rules.[150]

One of the lessons that emerge from these cases is that a well-written MOU will focus on duties with specific outcomes as the controlling theme. The intervention that results when implementing this language will make the SRO and educators more effective.

Safe Schools as a Duty and Human Right

The public school campus is a unique place, "in which serious and dangerous wrongdoing is intolerable. The state, having compelled students to attend school and thus associate with the criminal few-or perhaps merely the immature and unwise few-closely and daily, thereby owes those students a safe and secure environment."[151] Threats to school safety are bigger than the schools themselves because they are manifestations of community issues, such as gang violence and drug culture, from which children must be protected during the significant portion of their lives spent on campus.[152]

The misconduct on campus, now called by various new terms, is well known by prior generations of educators and law enforcement as merely delinquency in its traditional forms, often involving groups or enhanced by technology. The current victims of harassment, assaults, and property destruction are as desperate for help as those of prior generations. These students do not care what label is given to the misconduct as long as the local officials monitor and prevent it. The focus should be on preventing the violation of the rights of those who become targets in an unsafe climate.

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The term "school safety" is not a complex legal issue. The term adds nothing to long-standing prohibitions against the many forms of campus misconduct. Courts and local child-welfare agencies stand ready to serve the needs of children. Educators, students, parents, law-enforcement, social-services agencies, legislators, and courts recognize the unique role SROs play in improving community safety and educational quality across the country.

However, as a matter of policy, "school safety" presents an enormous challenge to educators to find the right formula for preserving campus in a manner that protects students and the school climate without making every disruption a criminal case. Legislators, federal and state, have recently began to show impatience with educators by passing laws that dictate rules for addressing misconduct such as bullying, cyber bullying, suspensions, and expulsions. This reform suggests that if campuses are to be free from an unsafe climate (the primary mission of the school safety movement), then misconduct in all forms should be treated as a violation of the rights of students to a public education and trigger a prompt, consistent, documented response.

When campus threats and violence thrive, it is usually because the safe schools team has lost its resolve to intervene or has become timid about its assessments in the face of debates about what the laws allows. But the right to a safe school is a human rights issue, not to be trivialized by polemics that have forgotten what it is like to be a child in school without protection. Delaying or interfering with a response to nurturing a child—even one at-risk or involved in delinquency—is itself a criminal matter. It should be seen as an abuse of discretion at best and, at worst, obstruction of justice and a violation of the victim's right to an education.

The decision to place SROs on campus is a community-based response to the need to keep our children safe and provide an orderly learning environment. Educators, students, parents, legislators, and courts all welcome the collaboration, which has proven successful across the country. And good school safety is based on trust and positive relationships including those between faculty, school administrators, parents, and law enforcement.[153]

As public-school budgets shrink, communities must not lose sight of the value of SRO programs in their schools. The long-term costs of discontinuing SRO programs far outweigh the savings. It goes without saying that a cost cannot be placed on keeping children safe and secure at school. Improvements in campus-safety and juvenile-crime statistics that have accompanied the proliferation of SRO programs must be kept in mind when valuing every local SRO program. Eliminating or marginalizing SRO programs merely shift the burden and raise the risk of victimization; significant staff time must still be dedicated to safety planning, investigations of misconduct, student discipline, and campus security. And the efficiency of a trained law-enforcement professional familiar with the school and engaged with its students is lost when an SRO is lost. Significant, costly liability issues can also arise; there is nothing but trouble for educators who implement policies that expose students to greater risks of victimization.

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The weight of the evidence show that collaboration between school officials and school resource officers is an example of these strategies put to effective use in preserving the campus from disruptive forces while nurturing and protecting youth who are compelled to attend school. Collaboration between school officials and school resource officers is an essential component to preserving the right of boys and girls to attend schools that are secure and peaceful.

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Endnotes

Summary

1   Debbit Vaught, *School Resource Officers Make a Difference,* HERALD AND NEWS (March 31, 2012), *available at* http://www.heraldandnews.com/members/forum/guest_commentary/article_2c4c7532-7b9f-11e1 9b27001a4bcf887a.html (quoting Klamath County Sheriff's Detective, former SRO, and juvenile justice specialist Bill Rosario).

Introduction

2   NATIONAL CENTER FOR EDUCATION STATISTICS & BUREAU OF JUSTICE STATISTICS, *Indicators of School Crime and Safety: 2011* (2011), http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012002 [hereinafter Indicators].

3   *Id.*

4   U.S. DEPT. OF JUSTICE, OFFICE OF JUSTICE PROGRAMS, OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVEN-TION, *Juvenile Offenders and Victims: National Report Series, Juvenile Arrests 2009* (Dec. 2011), http://www.ojjdp.gov/pubs/236477.pdf [hereinafter *Juvenile Offenders and Victims*].

5   Connie Mulqueen, "*School Resource Officers More Than Security Guards,*" American School & University, July 1999, v71 i11 pSS17.

6   Marty L. West & John M. Fries, *Campus-Based Police/Probation Teams -- Making Schools Safer*, CORRECTIONS TODAY, Aug. 1995, at 144.

7   During the 1990s the trial of campus rampages included: Grayson, Kentucky (1993), Lynnville, Tennessee (1995), Blackville, South Carolina (1995), Redlands, California (1995), Moses Lake, Washington (1996), Bethel, Alaska (1997), Pearl, Mississippi (1997), West Paducah, Kentucky (1997), Jonesboro, Arkansas (1998), Edinboro, Pennsylvania (1998), Fayetteville, Tennessee (1998), Springfield, Oregon (1998), Richmond, Virginia (1998), Deming, New Mexico (1999), and Littleton, Colorado (1999). *See* Robert C. Cloud, *Federal, State, and Local Responses to Public School Violence*, 120 ED. LAW REP. 877 (1997). *See also*, Landra Ewing, *When Going to School Becomes an Act of Courage: Students Need Protection from Violence*, 36 BRANDEIS J. FAM. L. 627 (1997-98).

8   *See generally, Ten Years after Columbine: 1999 – 2009, School Violence-Prevention Report Card*, COMMUNITY MATTERS (2009), http://www.community-matters.org/downloads/ColumbineSchoolViolenceReportCardExecutiveSummary.pdf.

9   *Juvenile Offenders and Victims, supra* note 4.

10 NATIONAL SCHOOL SAFETY CENTER, *Report on School Associated Violent Deaths* (2009), http://www.schoolsafety.us/media-resources/school-associated-violent-deaths.

11 *Youth Risk Behavior Surveillance--United States 2009*, MORBIDITY AND MORTALITY WEEKLY REPORT (June 4, 2010), www.cdc.gov/mmwr/pdf/ss/ss5905.pdf.

12 *Indicators, supra* note 2.

13 David-Ferdon C, Hertz MF. "*Electronic Media, Violence, and Adolescents: An Emerging Public Health Problem.*" Journal Adolesc Health, 2007, v41(6 Suppl 1):S1–5.

14 *See infra* citations and text accompanying note 34.

15 *See infra* citations and text accompanying note 35.

16 *See infra* citations and text accompanying note 36.

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17 *See infra* citations and text accompanying note 37.

18 *See infra* citations and text accompanying notes 46 and 47.

19 *See infra* citations and text accompanying notes 45.

20 *See Education Under Arrest: The Case Against Police in Schools*, JUSTICE POLICY INSTITUTE (Nov. 2011), http://www.justice-policy.org/research/3177, at 17-20 [hereinafter *The JPI Report*]; *Zero Tolerance in Philadelphia*, YOUTH UNITED FOR CHANGE & ADVANCEMENT PROJECT (2011), http://www.advancementproject.org/digital-library/publications/zero-tolerance-in-philadelphia-denying-educational-opportunities-and-cr, [hereinafter "Zero Tolerance in Philadelphia"]; *Reclaiming Michigan's Throwaway Kids: Students Trapped in the School-to-Prison Pipeline*, ACLU OF MICHIGAN (2009), http://aclumich.org/issues/student-rights/2009-06/1379, accessed 5/31/2012.

21 *The JPI Report* at 17.

22 *Id.*

23 *Id.* at 19.

24 *Id.* at 19-20 (relying on Zero Tolerance in Philadelphia).

25 The branches of the JPI whipping stick contain only the following assessment themes: (1) There are too many police in schools; (2) SROs result in increased referral rates to the juvenile justice system; (3) School crime is lower without SROs; (4) SROs foster a violent climate; and (5) School violence will improve without SROs.

26 *See The JPI Report* at 9-12 (focusing on models that promote high structure and reliance on supportive adults, both of which SRO programs provide, as discussed in Part II below).

27 *Id.* at 21 ("No data exists showing that SROs arrest youth of color more often than white students.").

Part I: Interagency Collaboration: From Child Welfare Reform Law to the School-Safety Team

28 See R.I. Gen Laws §16-21.5-1 (2012). This section contains the intent of the legislature on encouraging a balanced use of school resource officers in maintaining school safety. Subsection (b) of the law states that; "it is the intent of the legislature to encourage [SROs] to form positive relationships with both parents and pupils who are part of the school community."

29 "Intervention in family violence cases cannot be limited to the criminal justice system. There must be a strong, coordinated effort by the criminal justice system, victim assistance agencies and the entire community….the efforts of health facilities, educational institutions and service providers from numerous fields must be carefully coordinated." Hart, et. al., *Family Violence: Attorney General's Task Force Final Report*, U.S. DEP'T OF JUSTICE, 14-15 (1984).

30 *See*, 42 U.S.C. § 5106a(b)(3)(E) (2010). The Child Abuse Prevention and Treatment Act (CAPTA) was enacted in 1974. *See* P.L. 93-247 (1974). The interagency emphasis has prompted successive amendments, beginning in the Child Abuse Prevention, Adoption and Family Services Act of 1988. P.L.100-294 (1988). It has been reauthorized and expanded over time.   Congressional findings state: "The problem of child abuse and neglect requires a comprehensive approach that:
A. integrates the work of social service, legal, health, mental health, education, and substance abuse agencies and organizations;
B. strengthens coordination among all levels of government, and with private agencies, civic, religious, and professional organizations, and individual volunteers;
C. emphasizes the need for abuse and neglect prevention, assessment, investigation, and treatment at the neighborhood level;
D. ensures properly trained and support staff with specialized knowledge, to carry out their child protection duties; and
E. is sensitive to ethnic and cultural diversity.

31 *See*, Sedlak, A.J., Gragg, F., Schultz, D.J., and Wells, S.J. (1996): *Detailed case tracking study. In Justice System Processing of Child Abuse and Neglect Cases: Final Report* (Prepared under a grant from the National Institute of Justice and the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice). Washington, DC: American Bar Association. *See also*, Zellman, G. L. (1990). *Child Abuse Reporting and Failure to Report Among Mandated Reporters: Prevalence, Incidence, and*

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Reasons. Journal of Interpersonal Violence, 5, 3-22. As to the impact of this reform on public school Mission Statements, see, this example in the Robert Abbott Accelerated Middle School in Waukegan, IL:

> The multi-ethnic community, parents, business partners, administrators, students, and staff work together to create an academic, physical, emotional, social, and safe environment where everyone can learn and respect one another. We Care about ourselves and others to create, support and maintain powerful, engaged learning in the Arts and Sciences. We Dare to use innovative techniques to enhance lifelong learning through technology, the multiple intelligences, varied instructional strategies, and interdisciplinary units. We Share our cultural backgrounds to nurture growth, responsibility, and productivity by celebrating our diversity within a positive school-wide atmosphere and by promoting sportsmanship, school spirit, and pride in ourselves through our daily studies and our educational accomplishments.

School Mission, ROBERT ABBOTT MIDDLE SCHOOL (July 7 2012), http://schools.wps60.org/abbott/mission.html. Another example of a child welfare-focused Mission Statement is from the Freeport Maine Public Schools:

> The Freeport Middle School exists to serve the unique academic, physical, social, and emotional needs of students who are in a special and critical period of their lives as they change from childhood to adolescence. The staff of Freeport Middle School is committed to creating and maintaining an orderly, trusting, and caring environment where teaching and learning are exciting and students are assisted as they develop responsibility. All aspects of the school's organization, curricular, and cocurricular activities are child centered and designed to accommodate individual learning styles so that all may experience success.

FREEMONT MIDDLE SCHOOL, http://fms.rsu5.org/ (last visited July 7, 2012).

32 See, Sedlak, A.J., Gragg, F., Schultz, D.J., and Wells, S.J., *supra* note 4. Every state now addresses child welfare on the broadest possible terms. For example, California law, defines "child abuse" broadly enough to support the efforts of a wide range of community based, interagency programs.   The term "child abuse" includes: Serious physical injury inflicted upon the child by other than accidental means; harm by reason of intentional neglect or malnutrition or sexual abuse; going without necessary and basic physical care; willful mental injury, negligent treatment, or maltreatment of a child under the age of 18 by a person who is responsible for the child's welfare under circumstances which indicate that the child's health or welfare is harmed or threatened thereby, as determined in accordance with regulations prescribed by the Director of Social Services; and any condition which results in the violation of the rights or physical, mental, or moral welfare of a child or jeopardizes the child's present or future health, opportunity for normal development or capacity for independence. CAL WEL & INST CODE § 18951(e) (2012). The term "abuse" as used in the Texas law includes: "(A) mental or emotional injury to a child that results in an observable and material impairment in the child's growth, development, or psychological functioning; (B) causing or permitting the child to be in a situation in which the child sustains a mental or emotional injury that results in an observable and material impairment in the child's growth, development, or psychological functioning; (C) physical injury that results in substantial harm to the child, or the genuine threat of substantial harm from physical injury to the child, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline by a parent, guardian, or managing or possessory conservator that does not expose the child to a substantial risk of harm; (D) failure to make a reasonable effort to prevent an action by another person that results in physical injury that results in substantial harm to the child; (E) sexual conduct harmful to a child's mental, emotional, or physical welfare; (F) failure to make a reasonable effort to prevent sexual conduct harmful to a child; (G) compelling or encouraging the child to engage in sexual conduct as defined by Section 43.01, Penal Code; (H) causing, permitting, encouraging, engaging in, or allowing the photographing, filming, or depicting of the child if the person knew or should have known that the resulting photograph, film, or depiction of the child is obscene as defined by Section 43.21, Penal Code, or pornographic; (I) the current use by a person of a controlled substance as defined by Chapter 481, Health and Safety Code, in a manner or to the extent that the use results in physical, mental, or emotional injury to a child; or (J) causing expressly permitting, or encouraging a child to use a controlled substance as defined by Chapter 481, Health and Safety Code." Tex. Fam. Code § 261.001 (2012).

33 For example, *see*, REV. CODE WASH. § 43.70.545:

> The department of health shall develop, based on recommendations in the public health services improvement plan and in consultation with affected groups or agencies, comprehensive rules for the collection and reporting of data relating to acts of violence, at-risk behaviors, and risk and protective factors. The data collection and reporting rules shall be used by any public or private entity that is required to report data relating to these behaviors and conditions. The department may require any agency or program that is state-funded or that accepts state funds and any licensed or regulated person or professional to report these behaviors and conditions. To the extent possible the department shall require the reports to be filed through existing data systems. The department may also require reporting of attempted acts of violence and of nonphysical injuries. For the purposes of this section

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"acts of violence" means self-directed and interpersonal behaviors that can result in suicide, homicide, and nonfatal intentional injuries. "At-risk behaviors," "protective factors," and "risk factors" have the same meanings as provided in RCW 70.190.010. A copy of the data used by a school district to prepare and submit a report to the department shall be retained by the district and, in the copy retained by the district, identify the reported acts or behaviors by school site.

See also, *The California Gang, Crime, and Violence Prevention Partnership Program*, CAL PEN CODE §13825.4:

[I]n carrying out a program of prevention and intervention services and activities with funds received under this chapter, community-based organizations and nonprofit agencies shall… (1) Collaborate with other local community-based organizations, nonprofit agencies or local agencies providing similar services, local schools, local law enforcement agencies, residents and families of the local community, private businesses in the local community, and charitable or religious organizations, for purposes of developing plans to provide a program of prevention and intervention services and activities,…(3) Follow the public health model approach in developing and carrying out a program to prevent, deter or reduce youth gangs, crime or violence by (A) identifying risk factors of the particular population to be targeted, (B) implementing protective factors to prevent or reduce gangs, crime or violence in the particular community to be serviced, and (C) designing community guidelines for prevention and intervention.

Finally, see A.I. Melaville & M.J. Blank, Washington, DC: Education and Human Services Consortium, *"What It Takes: Structuring Interagency Partnerships To Connect Children and Families With Comprehensive Services."* (1991).

34 An interstate compact is a congressionally approved agreement between two or more States. *See* U.S. CONST. Art. I, § 10. The compact serves as memorandum of understanding and administrative guide to coordinate activities between the officials of the agencies of the member States. The Interstate Compact for Juveniles, enacted in 1955 and reauthorized in 2000 and 2008, coordinates interstate and interagency activities for all 50 states and the territories. Each state has passed legislation to formalize its collaboration. The Council of State Governments, in cooperation with the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention, supervises the compact. Its scope includes (1) the monitoring, supervision, and return of juveniles who have run away from home, (2) delinquents and status offenders who are on probation or parole and who have absconded, escaped, or run away. The National Center for Missing & Exploited Children (NCMEC) is authorized by Congress to coordinate much of this activity. *See* 42 U.S.C. § 5773.

35 Jurisdictions in all 50 states have implemented child and family welfare programs under the multi-disciplinary theme. For example, see Massachusetts child welfare law reform emphasis in its Office of the Child Advocate:

The comprehensive plan shall examine the status of and address the following issues:-- (6) the identification, assessment, and treatment of physical abuse, sexual abuse, neglect, emotional abuse and neglect and factitious illness by proxy; multi-disciplinary training with law enforcement, state and local agencies and child advocacy centers; collection of forensic evidence; court testimony; research; and child advocacy.

Mass. Ann. Laws ch. 18C sec. 11 (d).

See also, Tennessee child welfare law reform:

All recipients of funding from the child abuse fund and its subsidiary funds, the child advocacy centers fund, the CASA fund and the child abuse prevention fund, shall collaborate with each other and also with the department of children's services, the department of children's services' child abuse prevention advisory committee, the child sexual abuse task force established by § 37-1-603(b)(1), the commission on children and youth, the governor's office of children's care coordination, and other appropriate state and local service providers in the planning and implementation of multi-disciplinary, multi-agency approaches to address child abuse, including primary, secondary and tertiary child abuse prevention, investigation and intervention in child abuse cases, and needed treatment and timely permanency for victims of child abuse.

TENN. CODE ANN. § 39-13-530(i).

For a compelling proposal to extend the collaborative model to elderly care law reform, see, Senator John B. Breaux & Senator Orrin G. Hatch, *Confronting Elder Abuse, Neglect, and Exploitation: The Need for Elder Justice Legislation*, 11 ELDER L.J. 207 (2003).

[B]ecause each state has its own distinct way of approaching … mistreatment issues, it is equally important that there be coordination at the state level, and often at the local level as well.

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…. Cross-training or multi-disciplinary training permits individuals from a variety of fields to learn together. …. Cross-training also fosters communication and coordinated efforts and lays the foundation for collaboration among diverse individuals and groups.

See also, Marcia Sprague, Mark Hardin, *Coordination Of Juvenile And Criminal Court Child Abuse And Neglect Proceedings*, 35 U. of Louisville J. of Fam. L. 239 (1996/1997). See, Victor I. Vieth, *When the Child Abuser is a Child: Investigating, Prosecuting and Treating Juvenile Sex Offenders in the New Millennium*, Fall, 25 Hamline L. Rev. 47 (2001). See, Nancy Ver Steegh, *Differentiating Types of Domestic Violence: Implications for Child Custody*, 65 La. L. Rev. 1379 (2005). See, Patrick Geary, *Juvenile Mental Health Courts and Therapeutic Jurisprudence: Facing the Challenges Posed by Youth with Mental Disabilities in the Juvenile Justice System*, 5 Yale J. Health Pol'y L. & Ethics 671 (2005). Finally, see B. Kahn, P. O'Donnell, J. Wernsman, L. Bushell, and A. Kavanaugh, *The American Bar Association's Youth At Risk Initiative: Making The Connection: Legal Advocacy and Mental Health Services*, 45 Fam. Ct. Rev. 486 (2007).

36 For example, see the Kentucky Local juvenile delinquency prevention council statute:

The duties and responsibilities of a juvenile delinquency prevention council shall include but not be limited to: (a) Developing a local juvenile justice plan based upon utilization of the resources of law enforcement, the school system, the Department of Juvenile Justice, the Department for Community Based Services, the Administrative Office of the Courts, and others in a cooperative and collaborative manner to prevent or discourage juvenile delinquency and to develop meaningful alternatives to incarceration; (b) Entering into a written local interagency agreement specifying the nature and extent of contributions that each signatory agency will make in achieving the goals of the local juvenile justice plan; (c) Sharing of information as authorized by law to carry out the interagency agreements.

KY. REV. STAT. ANN. §15A.300 (LexisNexis 2012).

See also, the Louisiana Juvenile Delinquency and Gang Prevention Council:

Each gang prevention council shall have the following powers and duties: (1) Develop and implement a delinquency prevention plan for the provision and coordination of delinquency programs and services to meet the needs of the communities represented in the district. (2) Advise and assist the judicial administrators or other local officials in the provision of optional, innovative delinquency services in the district to meet the unique needs of delinquent children. (3) Develop, in consultation with the Law Enforcement Planning District Advisory Council, funding sources external to the commission for the provision and maintenance of additional programs and services in the district for delinquent children and their families in consultation with the Juvenile Justice and Delinquency Prevention and Advisory Board. The Juvenile Delinquency and Gang Prevention Advisory Board may apply for and receive funds, under contract or other funding arrangement, from federal, state, parish, city, and other public agencies, and from public and private foundations, agencies, and charities for the purpose of funding optional, innovative prevention, diversion, or treatment services in the district to meet the unique needs of delinquent children."

LA. REV. STAT. ANN. § 15:1426 (2012).

See finally, the New Jersey Juvenile Justice Commission:

The commission shall have the following powers, duties and responsibilities: (4) To enter into contracts and agreements with State, county and municipal governmental agencies and with private entities for the purpose of providing services and sanctions for juveniles adjudicated or charged as delinquent and programs for prevention of juvenile delinquency.

N.J. REV. STAT. §§ 52:17B-170 (2012).

See, G. Resnick & M.R. Burt, *Youth at-Risk: Definitions and Implications for Service Delivery*. 66 AM. J. OF ORTHOPSYCHIATRY 172–88 (1996). See also, B. James, *School Violence and the Law: The Search for Suitable Tools*, 23(2) SCH. PSYCHOL. REV. 190–203 (1994).

37 For examples, *see* Alabama: ALA. CODE § 16-1-44 (2012); Arizona: ARIZ. REV. STAT. § 15-154 (2012); California: CAL ED CODE § 32281 (2012); Colorado: COL. REV. STAT. §§ 22-32-109.1 and 24-33.5-1213.4 (2012); District of Columbia: D.C. CODE § 5-132.02 (2012); Georgia: GA. CODE ANN. § 20-2-1185 (2012); Illinois: 105 ILL. COMP. STAT. 128/25 (2012); In-

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diana: IND. CODE § 5-2-10.1-10 (2012); Kentucky: KY. REV. STAT. ANN. § 158.445 (2012); Louisiana: LA. REV. STAT. ANN. 17:416.16 (2012); Michigan: MICH. COMP. LAWS § 380.1310a (2012); Mississippi: MISS. CODE ANN. § 37-3-83 (2012); New York: N.Y. EDUC. LAW § 2801-a (McKinney 2012); Rhode Island: R.I. GEN. LAWS § 16-21-24 (2012); South Carolina: S.C. CODE ANN. § 59-5-65; Tennessee: TENN. CODE ANN. § 49-6-804; Virginia: Va. Code Ann. § 22.1-279.8; Washington: ARCW § 28A.320.125; Wisconsin: Wis. Stat. § 118.07.

See also, Washington State law on campus safety plans for higher education:

> The campus safety plan shall include, for the most recent academic year: (i) A description of programs and services offered by the institution and student-sponsored organizations that provide for crime prevention and counseling. (4) (a) Each institution shall enter into memoranda of understanding that set forth responsibilities for the various local jurisdictions in the event of a campus emergency. (b) Each institution shall enter into mutual aid agreements with local jurisdictions regarding the shared use of equipment and technology in the event of a campus emergency. (c) Memoranda of understanding and mutual aid agreements shall be updated and included in campus safety plans.

WASH. REV. CODE § 28B.10.569 (2012).

See California Welfare and Institution Code § 830.1, which authorizes collaboration by a community safety multi-disciplinary team. School administrators legally exchange information with other agencies in the prevention, identification, control of juvenile crime or criminal street gang activity for the purpose of school safety.

See finally, the San Jose, California Safe School Campus Initiative - a city-wide collaborative effort to assist schools in the prevention, the identification and the control of juvenile crime and criminal street gang activities. Joe M. Nguyen, *Safe School Campus Initiative: A Collaborative Effort On-line at Hamilton Fish Institute* (July 9, 2012), http://gwired.gwu.edu/hamfish/AnnualConference/2007/.

38 *See* J.K. Wiig, with J.A. Tuell, *Guidebook for Juvenile Justice and Child Welfare System Coordination and Integration: Framework for Improved Outcomes*, CHILD WELFARE LEAGUE OF AMERICA (2008). *See* John A. Tuell, *Promoting a Coordinated and Integrated Child Welfare and Juvenile Justice System: An Action Strategy for Improved Outcomes*, CHILD WELFARE LEAGUE OF AMERICA (2003). *See also*, Herz et al, *Addressing the Needs of Multi-System Youth: Strengthening the Connection between Child Welfare and Juvenile Justice*, GEORGETOWN PUBLIC POLICY INSTITUTE'S CENTER FOR JUVENILE JUSTICE REFORM (2012).

39 *See* Harland & Harris, *Prison Crowding: Developing and Implementing Alternatives to Incarceration: A Problem of Planned Change In Criminal Justice*, 1984 U. ILL. L. REV. 319 (1984) ("Clear preference is given for broad participation in initiating the change process, deciding the characteristics of the innovation, and controlling the changes to be made. [C]ollaborative decision making leads to more effective implementation."). *See also*, Waugh Jr., *The Political Costs of Failure in the Katrina and Rita Disasters*, 604 ANNALS 10,11 (2006) ("Poor implementation of emergency plans, poor communication, and poor decision processes were evident in the lack of congruence between conditions "on the ground" in the disaster areas and local, state, and national decision making."); Rosenzweig, *Civil Liberty and the Response to Terrorism*, 42 DUQ. L. REV. 663, 687 (2004) ("[Collaboration] in effect, tear[s] down an artificial "wall" that existed between law enforcement and intelligence agencies and permit their cooperation. … The wall had some very negative real-world consequences."); McCarthy-Brown & Waysdorf, *Katrina Disaster Family Law: The Impact of Hurricane Katrina on Families and Family Law*, 42 IND. L. REV. 721, 765 (2009) ("[I]n the future courts and judges across the nation should aim to be deliberate and empathetic in flexibly applying existing family laws in the wake of a disaster. They should plan on closely collaborating with social service and relief agencies during and after the disaster. Legislatures should also plan ahead for such a crisis that necessarily will involve the judicial system."); Moore & Tonry, *Youth Violence in America*, 24 CRIME & JUST. 1, 24 (1998) ("It is also discouraging to learn how crippled and uncertain are two social institutions that should be on the front line of the battle: namely, schools and the juvenile justice system.); D. Mendonca & W. Wallace, *Studying Organisationally-Situated Improvisation in Response of Extreme Events*, 22 Int. J. of Mass Emergencies and Disasters 2 (2004); A. Dantas et al., *Information Sharing During Disaster: Can We Do Better?*, FOUNDATION FOR RESEARCH SCIENCE AND TECHNOLOGY (2006).

40 P.H. Tolan et al., *A Developmental-Ecological Perspective On Antisocial Behavior in Children and Adolescents: Toward a Unified Risk and Intervention Framework*, 63 J. of Consulting and Clinical Psy. 4 (1995). John J. Wilson & James C. Howell, *Serious and Violent Juvenile Crime: A Comprehensive Strategy*, 45 JUV. & FAM. CT. J. 2 (1994). MICHAEL D. NEWCOMB & PETER M. BENTLER, CONSEQUENCES OF ADOLESCENT DRUG USE: IMPACT ON THE LIVES OF YOUNG ADULTS (1988). D. Prothrow-Stith & S. Quaday, *Hidden Casualties: The Relationship Between Violence and Learning*, WASHINGTON, DC: NATIONAL HEALTH & EDUCATION CONSORTIUM AND NATIONAL CONSORTIUM FOR AFRICAN AMERICAN CHILDREN, INC. ED 390, 552 (1995).

41 JAMES Q. WILSON, BUREAUCRACY: WHAT GOVERNMENT AGENCIES DO AND WHY THEY DO IT (2006). I.J. Sagatun & L. P. Edwards, *The Disposition of Juvenile Records: An Interagency Comparison*, 39 JUV. & FAM. CT. J. 37–45. (1988).

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HAROLD SEIDMAN, COORDINATION: THE SEARCH FOR THE PHILOSOPHER'S STONE, POLITICS, POSITION, AND POWER: THE DYNAMICS OF FEDERAL ORGANIZATION (5th ed. 1998). John M. Kamensky, *Regulatory Partnerships: Good or Bad?*, THE BUSINESS OF GOVERNMENT (2010). UNLOCKING THE POWER OF NETWORKS: KEYS TO HIGH- PERFORMANCE GOVERNMENT (Goldsmith et al., eds., 2009). Allen Schick, The Coordination Option, FEDERAL REORGANIZATION: WHAT HAVE WE LEARNED? 85-113 (Peter Szanton, ed., 1981). David G. Twitchell et al., Overcoming Challenges to Successful Interagency Collaboration, 46 PERFORMANCE IMPROVEMENT 8-15 (2007).

42 *See Mission Statement*, MASSACHUSETTS EDUCATIONAL COLLABORATIVE OF GREATER BOSTON (July 6, 2010), http://www.edcollab.org/about_us/about_edco.html ("Improving education through interdistrict and interagency collaboration; Providing high quality education and related services to students-at-risk; and Enhancing equity, intercultural understanding and equal opportunity in education."). *See Mission Statement*, OREGON SALEM-KEIZER PUBLIC SCHOOLS STUDENT SERVICES TEAM (July 7, 2012), http://ssc.salkeiz.k12.or.us/Prevent/YST.htm ("[t]he Salem-Keizer Youth Services Team provides a coordinated, community-based delivery system of crisis intervention, counseling, consultation, referral and training to youth, their families and community. The Team also promotes cooperation and understanding among different agencies. The system is directed toward aiding in prevention and early intervention of delinquency and social problems among students"). *See Mission Statement*, NEW JERSEY SALEM COUNTY "BRIDGING THE GAP" COLLABORATIVE (July 7, 2012), http://www.sc-iac.org/39001/39022.html ("The mission of the "Bridging the Gap" collaborative is to develop and enhance service delivery between the schools, mental health, juvenile justice, behavioral health, child protective services, and parents/guardians to improve the well being of the children in Salem County"). *See Mission Statement* MINNESOTA CHILDREN'S MENTAL HEALTH RESOURCE CENTER OF ROCHESTER (July 7, 2012), http://www.co.olmsted.mn.us/cs/cfs/cmh/Pages/default.aspx ("The Children's Mental Health Resource Center is an interagency team that offers comprehensive, innovative, family focused services in order to support, empower and preserve families who have children with severe emotional and behavioral issues. The Resource Center was formed to sup- port and preserve families and is commit- ted to providing child-centered, family focused community based services in the least restrictive setting possible."). *See also, Mission Statement* FLORIDA INTERAGENCY COUNCIL OF BREVARD COUNTY (July 6, 2010), http://www.DisabilityBrevard.org ("Through interagency collaboration, enhance the quality of life for all individuals with disabilities in Brevard County." Four task forces and their members facilitate the main goal setting and goal attainment for the council. The task force committees are: • Legislative, • Transition, • Employment, and • Marketing and Membership."). *See Mission Statement* VIRGINIA SHENANDOAH VALLEY JUVENILE CENTER (July 6, 2010), http://www.svjc.org/Home.aspx ("The Mission of Shenandoah Valley Juvenile Center is to provide a safe, secure, and clean environment for youth placed in our temporary care. SVJC will provide an environment with an emphasis on continuing and expanding the youth's education and providing proper physical and mental health services and support. The youth will have an opportunity to participate in daily physical fitness activities and be provided with nutritional meals. In meeting its mission objectives SVJC will encourage and foster interagency collaboration in support of transitioning the youth to their community or appropriate placement."). *See Mission Statement* CALIFORNIA SAN BERNARDINO COUNTY HOMELESS PARTNERSHIP (July 6, 2010), http://www.sbcounty.gov/SBCHP/ ("The mission of the San Bernardino County Homeless Partnership is to provide a system of care that is inclusive, well planned, coordinated and evaluated and is accessible to all who are homeless or at-risk of becoming homeless. The Partnership consists of community and faith-based organizations, educational institutions, non profit organizations, private industry, and federal, state, and local governments."). *See Mission Statement* MINNESOTA HENNEPIN COUNTY CHILDREN'S MENTAL HEALTH COLLABORATIVE (July 6, 2010), http://www.hccmhc.com/ ("The Children's Mental Health Collaborative (HCCMHC) is a catalyst for improving children's lives by serving as convener, coordinator, advisor and advocate for community efforts to increase access to and resources for high quality mental health services for children and families."). *See* Georgia local Interagency Children's Committees statute (GA. CODE ANN. § 49-5-221(2) (2012)): "As used in this article, the term: ..."Case management" means assuring continuity of services for the child and family, coordinating of services for the child and family, coordinating the interagency assessment of the child and family's needs, arranging for needed services, and linking various services and agencies." *See* Illinois County Juvenile Justice Councils statute (705 ILL. COMP. STAT. 405/6-12(2) (2012)): "The purpose of a county juvenile justice council is to provide a forum for the development of a community-based interagency assessment of the local juvenile justice system, to develop a county juvenile justice plan for the prevention of juvenile delinquency, and to make recommendations to the county board, or county boards, for more effectively utilizing existing community resources in dealing with juveniles who are found to be involved in crime, or who are truant or have been suspended or expelled from school. The county juvenile justice plan shall include relevant portions of local crime prevention and public safety plans, school improvement and school safety plans, and the plans or initiatives of other public and private entities within the county that are concerned with dropout prevention, school safety, the prevention of juvenile crime and criminal activity by youth gangs." See Tennessee Children's Mental Health Initiative (TENN. CODE ANN. §33-1-308 (2012)): "The commissioner shall initiate the development of and enter into interagency agreements on services and supports for children. ...The agreements shall include, without limitation: the intersection of services and supports among all state agencies that have any responsibility for mental health, developmental disabilities, alcohol dependence, drug dependence, education, health, social services, housing, transportation, employment, justice, habilitation, rehabilitation, correction, or public funding of services and supports; transition between services to different age groups; information sharing, including records, data, and service; and interagency training."

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43 *See* Deborah Prothrow-Stith, *Strengthening the Collaboration Between Public Health and Criminal Justice to Prevent Violence*, 32 J.L. MED. & ETHICS 82, 85 (2004). ("More effective collaboration beyond the existing silos of activity and competitive strategies would greatly improve society's capacity to save children from the devastating impact of interpersonal violence. … This tension between public health and criminal justice is unproductive. It threatens effective collaboration and frustrates the opportunity to pool resources and expertise at a time when resources are seriously inadequate and the problem is increasing. Healing this rift requires a more collaborative spirit"). *See* Barbara J. Zabawa, *Making the Health Insurance Flexibility and Accountability (HIFA) Waiver Work Through Collaborative Governance*, 12 ANN. HEALTH L. 367 (2003). ("Health system stakeholders have a wealth of information to offer each other in a collaborative scheme. The HIFA waiver's flexibility and emphasis on public-private coordination offers states a perfect opportunity to learn with other stakeholders and the best chance of closing the health coverage gap."). *See*, Hurtz et al., *Addressing the Needs of Multi-System Youth: Strengthening the Connection between Child Welfare and Juvenile Justice*, CENTER FOR JUVENILE JUSTICE REFORM AT GEORGETOWN UNIVERSITY AND ROBERT F. KENNEDY CHILDREN'S ACTION CORPS (2012). *See also* JUVENILE LAW CENTER *Innovation Brief: Using Diversion Fairly, Consistently, and Effectively, Models for Change* (2011).

44 *Id., See* Herz et al., at18.

45 *See* Janet K. Wiig & John A. Tuell, *supra*, note 38. *See also*, OREGON SCHOOL SAFETY COALITION, *How safe are Oregon schools?* (2001). *See* A. W. Todd et al., *Effective Behavior Support: Strengthening School-Wide Systems Through a Team-Based Approach*, EFFECTIVE SCHOOL PRACTICES 17(4) (1999). *See also*, Centers for Disease Control and Prevention, *The Effectiveness of Universal School-Based Programs for the Prevention of Violent and Aggressive Behavior: A Report on Recommendations of the Task Force on Community Preventive Services,* MMWR 56, RR-7 (2007).

46 All 50 states have amended the provisions on juvenile records to compliment the comprehensive reform. The declaration of the California legislature is typical:

> While the Legislature reaffirms its belief that juvenile court records, in general, should be confidential, it is the intent of the Legislature in enacting this subdivision to provide for a limited exception to juvenile court record confidentiality to promote more effective communication among juvenile courts, law enforcement agencies, and schools to ensure the rehabilitation of juvenile criminal offenders as well as to lessen the potential for drug use, violence, and other forms of delinquency.

> CAL WEL & INST CODE § 827 (b)(1) (1999)).

See also, Illinois law:

> (a) The General Assembly finds that a substantial and disproportionate amount of serious crime is committed by a relatively small number of juvenile offenders, otherwise known as serious habitual offenders. By this amendatory Act of 1992, the General Assembly intends to support the efforts of the juvenile justice system comprised of law enforcement, state's attorneys, probation departments, juvenile courts, social service providers, and schools in the early identification and treatment of habitual juvenile offenders. The General Assembly further supports increased interagency efforts to gather comprehensive data and actively disseminate the data to the agencies in the juvenile justice system to produce more informed decisions by all entities in that system; (b) The General Assembly finds that the establishment of a Serious Habitual Offender Comprehensive Action Program throughout the State of Illinois is necessary to effectively intensify the supervision of serious habitual juvenile offenders in the community and to enhance current rehabilitative efforts. A cooperative and coordinated multi-disciplinary approach will increase the opportunity for success with juvenile offenders and assist in the development of early intervention strategies.

> ILL. REV. STAT. 405/1-8.1.

47 Significantly, federal law has kept pace with juvenile records reform. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C.S. §1232g, has been amended to broaden the role of educators as information providers on interagency teams. See the Improving America's School Act of 1994 and the State law exception to FERPA, (34 CFR 99.31(a)(5) and 34 CFR 99.38). *See also*, J. Slayton, *Establishing and Maintaining Interagency Information Sharing*, JUVENILE ACCOUNTABILITY INCENTIVE-JAIBG BULLETIN, BLOCK GRANTS PROGRAM (2000). *See* M.L. Medaris et al., *Sharing Information: A Guide to the Family Educational Rights and Privacy Act and Participation in Juvenile Justice Programs*, PROGRAM REPORT (1997). *See also*, B. James, *School Violence and the Law: The Search For Suitable Tools*. 23(2) School Psy. Rev. 190–203 (1994).

48 During the 1990s the trial of campus rampages included Grayson, Kentucky (1993), Lynnville, Tennessee (1995), Blackville, South Carolina (1995), Redlands, California (1995), Moses Lake, Washington (1996); Bethel, Alaska (1997), Pearl, Mississippi (1997), West Paducah, Kentucky (1997), Jonesboro, Arkansas (1998), Edinboro, Pennsylvania (1998),

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Fayetteville, Tennessee (1998), Springfield, Oregon (1998), Richmond, Virginia (1998), Deming, New Mexico (1999), and Littleton, Colorado (1999). See Robert C. Cloud, *"Federal, State, and Local Responses to Public School Violence,"* 120 ED. LAW REP. 877 (1997). *See also*, Landra Ewing, *When Going to School Becomes an Act of Courage: Students Need Protection from Violence* 36 BRANDEIS J. FAM. L. 627 (1997-98).

Part II: The SRO's Role on Campus: Keeping Students Safe and Supporting the Education Mission as Law-Enforcement Officer, Teacher, and Counselor

49 Debbie Vought, *supra* note 1 (quoting Danielle Bilderback, a Klamath County Mazama High School graduate).

50 This best practice is a modest step toward the more generous collaboration that State and Federal courts now allow between educators and school resource officers. Courts have been less concerned about the issue of agency (whether collaboration makes the educator an agent of law enforcement). Instead, the controlling factor is whether "school officials" are acting to further legitimate educational interests when supervising student activity. In all but two States, the SRO is now seen as a "school official" - having been brought into the safe school environment, not as an outsider, but as a core part of the educational family. A police officer on assignment to the school as a resource officer is a school official when furthering legitimate educational interests. For example, a search of a student on school grounds by an SRO, either at the request of educators or on the officer's own initiative, is deemed an act by a school official. The courts have made it clear that this assistance neither makes the school the agent of law enforcement, not does it violate student rights of any kind. *See Wilson v. Cahokia Sch. Dist.* # 187, 470 F. Supp. 2d 897, 910 (S.D. Ill. 2007) ("[T]he weight of authority holds… that a search of a student on school grounds by a school resource officer at the request of school officials should be deemed a search by a school employee."). *See, State of Wisconsin v. Angelia D.B.*, 211 Wis. 2d 140, 155; 564 N.W.2d 682, 688 (1997) ("Were we to conclude otherwise, our decision might serve to encourage teachers and school officials, who generally are untrained in proper pat down procedures or in neutralizing dangerous weapons, to conduct a search of a student suspected of carrying a dangerous weapon on school grounds without the assistance of a school liaison officer or other law enforcement official."). *See also, D.L. v. State*, 877 N.E.2d 500 (2007); *In re William V.*, 111 Cal. App. 4th 1464, 4 Cal. Rptr. 3d 695, 699-700 (Cal. Ct. App. 2003); Russell v. State, 74 S.W.3d 887, 892-93 (Tex. App. 2002); *New York v. Jameel Butler*, 725 N.Y.S.2d 534 (2001). *In re Josue T.*, 1999 NMCA 115, 128 N.M. 56, 989 P.2d 431, 436-37 (N.M. Ct. App. 1999). *See* slight variation of this rule in Oregon, (*State ex rel. Juvenile Dep't v. M.A.D.*, 348 Ore. 381; 233 P.3d 437 (OR 2010)). *See* rejection of this rule in Georgia and Washington State, the only States to place students and educators at-risk. (*State v. Scott*, 279 Ga. App. 52; 630 S.E.2d 563 (2006) and *State v. Meneese*, 174 Wn.2d 937 (2012). The result in State v. Meneese is influenced heavily by the interagency Memorandum of Understanding (MOU) that did not authorize the school resource officers to assist with school discipline. See discussion of the MOU, *infra*.

51 *Indicators*, *supra* note 2.

52 *Juvenile Offenders and Victims*, *supra* note 4.

53 M.T. Theriot, *School Resource Officers and the Criminalization of Student Behavior*, 37 J. CRIM. JUST. 280-287 (2009).

54 *Id.*, at 285. *See also*, R.A. Astor et al., *Unowned Places and Times: Maps and Interviews About Violence in High Schools*, 36 AM. ED. RES. J. 3–42 (1999). For a general assessment *see*, B. Brown, *Understanding and assessing school police officers: A conceptual and methodological comment*, 34 J. CRIM. JUS. 591–604 (2006).

55 *Id.*, at 284. Professor Theroit's conclusions about the role of the SRO were not positive in relation to arrests involving subjective disorderly conduct by students. However, as the objectivity and severity of the misconduct increased the impact of the presence of the SRO was significant. See comment on page 285 ("the presence of SROs at schools might deter certain behaviors").

56 Kyle Ramey, *Partners for Safety*, AM. SCH. BOARD J. 71-72. (2004).

57 I. M. Johnson, *School Violence: The Effectiveness of a School Resource Officer Program in a Southern City*, 27 J. CRIM. JUS. 173–192 (1999). ("The SRO program is fulfilling its goals and objectives, and thus, should be maintained. Considering the problem of school violence, the SRO program is one that is greatly needed. If SROs are taken out of the high schools and middle schools, there may be a sharp increase in the number of school suspensions for Class I, Class II, and Class III offenses."). *Id.*, at 190.

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58 Johanna Wald & Lisa Thurau, *First, Do No Harm: How Educators and Police Can Work Together More Effectively to Preserve School Safety and Protect Vulnerable Students*, Charles Hamilton Institute for Racial Justice, March 2010, p. 7-8.

59 *Ibid.*

60 NORTH CAROLINA DEPT. OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION, CENTER FOR THE PREVENTION OF SCHOOL VIOLENCE, *Annual School Resource Officer Census* http://www.ncdjjdp.org/cpsv/school_resource_officer.html (last visited July 11, 2012).

61 David C. May et al., *Predictors of Principals' Perceptions of School Resource Officer Effectiveness in Kentucky*, 29 AMER. J. CRIM. JUST. 1 (2004).

62 *See*, N. Hopkins, *School Pupils' Perceptions of the Police That Visit Schools: Not All Police Are "Pigs."*, 4 J. CMTY. & APPLIED SOC. PSY. 189–207 (1994). *Compare with*, N. Hopkins et al., *Police-school Liaison and Young People's Image of the Police: An Intervention Evaluation*, 83 British J. Psy. 203–220 (1992). I.M. Johnson, *supra* note 57, at 173-192. *See* Brad A. Myrstol, *Police in Schools: Public Perceptions*, 27(3) ALASKA J. FORUM 1, 5–8 (Fall 2010). However, *see contra*, Arrick Jackson, (2002) *Police-School Resource Officers' and Students' Perception of the Police and Offending*, 25 POLICING: AN INTERNATIONAL JOURNAL OF POLICE STRATEGIES & MANAGEMENT 631 – 650 (2002).

63 Debbie Vought, *supra* note 1.

64 Lt./PRO Stan Miller, South Charleston (WV) Police Dept., *Prevention, Mentoring & Safety: West Virginia's Prevention Resource Officers (PROs) Take SRO Duties a Few Steps Further,* J. SCH. SAFETY 17 (2012).

65 The compelling interest to maintain a safe campus corresponds to the duty to keep students safe. See *King v. Northeast Sec., Inc.*, 790 N.E.2d 474, 479 (Ind. 2003), ("the school district has a duty to take reasonable steps for the protection of its students. In immunity terms, failure to take reasonable safety precautions is not within the common law immunity for failure to prevent crime"). *See also*, *Travis v. Bohannon*, 128 Wn. App. 231 (Wash. Ct. App., 2005. See, *M W v Panama Buena Vista Union Sch Dist*, 110 Cal App 4th, 508, 517, 518 (2003), ("a school district has an "affirmative duty to take all reasonable steps to protect its students"). *See, Jerkins v. Anderson*, 191 N.J. 285, 306 (2007). ("Even if parents or guardians overlook their responsibility, educators have a duty of reasonable care that includes the implementation of appropriate dismissal procedures."). *See Dunn v. Unified Sch. Dist*. No. 367, 30 Kan. App. 2d 215, (2002). *Cleveland v. Blount County Sch. District*, 2008 U.S. Dist. LEXIS 6011 (D. Tenn. 2008). *Williams ex rel. Hart. v. Paint Valley Local Sch. Dist.*, 400 F.3d 360, 364 (6th Cir. 2005)("Where a school district has actual knowledge that its efforts to remediate are ineffective, and it continues to use those same methods to no avail, such district has failed to act reasonably in light of the known circumstances.").

66 David C. May et al., *Predictors of Principals' Perceptions of School Resource Officer Effectiveness in Kentucky*, 29 AMER. J. CRIM. JUSTICE, 1 (2004).

67 See NEA: SAFE SCHOOLS, http://www.nea.org/home/16364.htm (last visited July, 12, 2012).

68 Peter Finn & Jack McDevitt, *National Assessment of School Resource Officer Programs Final Project Report* (2005), *available at* https://www.ncjrs.gov/pdffiles1/nij/grants/209273.pdf.

69 Chief Justice Burger coined this term in his famous dissent in *Board of Education v. Pico*, 457 U.S. 853 (1982). In *Pico*, the Court struggled to determine how to review a decision made by school officials to remove certain books from school libraries. The Court decided to remand the case with instructions to the lower court on how to determine whether the school board was acting in good faith. The justices wrote a plurality of opinions, each acknowledging the degree of difficulty presented by such cases. In his view the challenge was a result of trying to harness local democratic processes:

> [T]he people elect school boards, who in turn select administrators, who select the teachers, and these are the individuals best able to determine the substance of that policy. The plurality fails to recognize the fact that local control of education involves democracy in a microcosm. In most public schools in the United States the parents have a large voice in running the school. Through participation in the election of school board members, the parents influence, if not control, the direction of their children's education. A school board is not a giant bureaucracy far removed from accountability for its actions; it is truly "of the people and by the people." A school board reflects its constituency in a very real sense and thus could not long exercise unchecked discretion in its choice to acquire or remove books. If the parents disagree with the educational decisions of the school board, they can take steps to remove the board members from office. Finally, even if parents and students cannot convince the

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school board that book removal is inappropriate, they have alternative sources to the same end. *Id.* at 891-892 (Burger, J., dissenting) (citations omitted).

70 *New Jersey v. T. L. O.*, 469 U.S. 325, 336-37 (1985).

71 *Ibid.*

72 *Vernonia Sch. Dist. 47J v. Acton*, 515 U.S. 646, 655-56 (1995). *See also*, Board of Education v. Earls, 536 U.S. 822 (2002). For a critical review of the law and literature on *in loco parentis, see* Susan Stuart, *In Loco Parentis In The Public Schools: Abused, Confused, and in Need Of Change*, 78 UNIV. CIN. L. REV. 969 (2010).

73 Brad A. Myrstol, *Police in Schools: Public Perceptions*, 1 ALASKA JUST. FORUM 27(3): 1 5–8 (Fall 2010). The data also revealed that 58.8 percent of the adults disagreed or strongly disagreed with the notion that an SRO program would create additional barriers between students and police. 66.6 percent doubted that the introduction of police into schools would increase fear among students, faculty, and staff. 67.9 percent disagreed or strongly disagreed that the presence of SROs would conflict with the authority of school officials.

74 *Hazelwood School District v. Kuhlmeier*, 484 U.S. 260, 273 (1988). For more on the connection between school safety and parental rights, see Todd A. DeMitchell, *The Duty to Protect: Blackstone's Doctrine of In Loco Parentis: A Lens for Viewing the Sexual Abuse of Students*, 2002 BYU EDUC. & L. J. 17 (2002).

75 *Indicators, supra* note 2.

76 *New Jersey v. T. L. O.*, 469 U.S. 325 (1985).

77 *Bd. of Educ. v. Earls*, 536 U.S. 822, 830-31 (quoting New Jersey v. T.L.O., 469 U.S. 325, 350 (1985)).

78 Pub. L. No. 98-473, 98 Stat. 1837 (1984).

79 Pub. L. No. 101-647, 104 Stat. 4789 (1990).

80 Pub. L. No. 105-6, 111 Stat. 12 (1997).

81 Pub. L. No. 108-405, 118 Stat. 2260 (2004).

82 *See* ARK. CODE ANN. § 6-18-514 (West 2012) (providing anti-bullying policies for public schools including both physical and electronic harassment); *see also* CAL. EDUC. CODE § 32261 (West 2012) (allowing school officials to suspend or expel students for electronic acts of bullying).

83 Jaffe, Elizabeth M. & Robert J. D'Agostino, *Bullying in Public Schools: The Intersection Between the Student's Speech Rights and the School's Duty to Protect*, 62 MERCER L. REV. 407 (2011) (discussing the balance between students' constitutional rights and the duties of educational institutions).

84 As of 2012, all states, with the exception of Montana, have passed some type of bullying law, aiming to protect victims of bullying and help prevent incidences of harassment and violence. Further, 42 states include electronic harassment as a form of bullying, with 3 other states having recently proposed legislation. While there is no federal bullying law, policy changes have been proposed. *See* Hinuja, Sameer et al. *State Cyberbullying Laws: A Brief Review of State Cyberbullyng Laws and Policies*, CYBERBULLYING RESEARCH CENTER (June, 2012), http://www.cyberbullying.us/Bullying_and_Cyberbullying_Laws.pdf.

85 For example, to make out a proper danger-creation claim, a student must demonstrate that (1) the school and the charged individual educators created the danger or increased the student's vulnerability to the danger in some way; (2) the student was a member of a limited and specifically definable group; (3) the school officials' conduct put the student at substantial risk of serious, immediate, and proximate harm; (4) the risk was obvious or known; (5) defendants acted recklessly in conscious disregard of that risk; and (6) such conduct, when viewed in total, is conscience shocking. *See generally*, the danger creation cases, supra note 276; *Frances-Colon v. Ramirez*, 107 F.3d 62, 64 (1st Cir. 1997); *Dwares v. City of New York*, 985 F.2d 94, 99 (2d Cir. 1993); *Kneipp v. Tedder*, 95 F.3d 1199, 1201 (3d Cir. 1996); *Pinder v. Johnson*, 54 F.3d 1169, 1175-77 (4th Cir. 1995) (en banc); *Johnson v. Dallas Indep. Sch. Dist.*, 38 F.3d 198, 200-01 (5th Cir. 1994); *Kallstrom v. City of Columbus*, 136 F.3d 1055, 1066-67 (6th Cir. 1998); *Reed v. Gardner*, 986 F.2d 1122, 1125 (7th Cir. 1993); *Gregory v. City of Rogers*, 974 F.2d 1006, 1010 (8th Cir. 1992) (en banc); *Wood v. Ostrander*, 879 F.2d 583, 589-90 (9th Cir. 1989) *Uhlrig v. Harder*, 64 F.3d 567, 572 & n. 7 (10th Cir. 1995); *Wyke v. Polk County Sch. Bd.*, 129 F.3d 560, 567 (11th Cir. 1997); *Gonza-*

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les v. City of Castle Rock, 307 F.3d 1258, 1263 (10th Cir. 2002); *Christiansen v. City of Tulsa*, 2003 U.S. App. LEXIS 11858 (10th Cir.June 16, 2003).

86 *Village of Willowbrook v. Olech*, 528 U.S. 562, 564 (2000).

87 *See Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance*, 59 FED. REG. 11448, 11449 (March 10, 1994). A school violates Title VI when: (1) There is a racially hostile environment; (2) The district had actual or constructive notice of the problem; and (3) The district failed to respond adequately to redress the racially hostile environment.

88 A racially hostile environment is one in which racial harassment is "severe, pervasive or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from [an education]." *Id.* at 11449.   The courts have held that, it is not necessary to show physical absence from school to prove a violation of student rights. Instead, the student must show that the learning environment has been compromised such that "victim-students are effectively denied equal access to an institution's resources and opportunities." *Davis v. Monroe County Bd. of Educ.*, 526 U.S. 629, 651 (1999). *See also Zeno v. Pine Plains Cent. Sch. Dist.*, 2009 U.S. Dist. LEXIS 42848 (S.D.N.Y. May 19, 2009).

89 20 U. S. C. § 1681(a).

90 See *Davis v. Monroe County Bd. of Educ.*, 526 U.S. 629 (1999).

91 *Jackson v. Birmingham Board of Education*, 544 U.S. 167, 173 (2005).

92 *See Frazier v. Fairhaven Sch. Comm.*, 276 F.3d 52 (1st Cir. 2002) (Same-sex stalking at a high school). *See Doe v. D'Agostino*, 367 F. Supp. 2d 157 (D. Mass. 2005) (Same-sex harassment by teacher toward a student in class). *See Doe v. E. Haven Bd. of Educ.*, 430 F. Supp. 2d 54 (D. Conn. 2006) (group harassment from students of both genders). Finally, Title IX also allows parents, educators and SROs to file retaliation claims against schools when attempts to eliminate a hostile environment backfire upon them.

93 *See Jackson v. Birmingham Board of Education*, 544 U.S. 167, 173 (2005). *See also, Dawn L. v. Greater Johnstown Sch. Dist.*, 2008 U.S. Dist. LEXIS 51411 (W.D. Pa. July 2, 2008) (parents allege retaliation by school officials after reporting sexual harassment of their daughter by a teacher).

94 *Village of Willowbrook v. Olech*, 528 U.S. 562, 564 (2000).

95 Peter Finn & Jack McDevitt, *supra* note 20 at 42.

96 Defining what an SRO is and/or setting parameters of SRO programs, see, e.g., D.C. CODE § 5-132.01-.02 (2012), FLA. STAT. § 1006.12 (2012), K.R.S. § 158.441 (2012), LA. R.S. § 17:416.19 (2012), MD. EDUC. CODE ANN. § 26-102, TENN. CODE ANN. § 49-6-4202 (2012), TEX. EDUC. CODE § 1701.601 (2012), VA. CODE ANN. § 9.1-101, 9.1-110 (2012). Requirements for SRO training, see, e.g., LA. R.S. § 17:416.19 (2012), MISS. CODE ANN. § 37-7-321 (2012), N.J. STAT. § 18A:17-43.1 (2012), TENN. CODE ANN. § 49-6-4217 (2012), TX. EDUC. CODE § 37.205 (2012). Requiring or encouraging SRO role in school-safety planning, see, e.g., A.R.S. § 15-154 (2011), D.C. CODE § 2-1531.01 (2012), FLA. STAT. § 1006.13 (2012), BURNS IND. CODE ANN. § 5-2-6.9-10, 24 P.S. § 13-1302-A (2012), TENN. CODE ANN. § 49-6-801 et seq. (2012), UTAH CODE ANN. § 67-5-20 (2012), REV. CODE WASH. § 28A.300.2851 (2012). Treating SRO as a school official in some situations, see, e.g., A.C.A. § 6-18-513 (2012), FLA. STAT. § 856.022 (2012), 105 I.L.C.S. 5/27-23.7 (2012), R.R.S. NEB. § 79-527 (2012), N.C. GEN. STAT § 14-27.7 (2012), TEX. EDUC. CODE § 37.0021 (2012).

97 A.R.S. § 15-154 (2011).

98 D.C. CODE § 2-1531.01 (2012).

99 TENN. CODE ANN. § 49-6-802 (2012).

100 *Tinker v. Des Moines Independent Community School Dist.*, 393 U.S. 503 (1969).

101 *New Jersey v. T. L. O.*, 469 U.S. 325 (1985).

102 *Bd. of Educ. v. Earls*, 536 U.S. 822 (2002).

103 *State of Wisconsin v. Angelia D.B.*, 564 N.W.2d 682 (Wisc. 1997).

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ENDNOTES: TO PROTECT & EDUCATE

104   *Ibid.*

105   *Id.*, at 690.

106   *In re William V.*, 111 Cal. App. 4th 1464, 4 Cal. Rptr. 3d 695 (Ct. App. 2003), cert. den. 541 U.S. 1051 (2004).

107   For a sampling of decisions applying the T.L.O. standard to actions by SROs, *see, e.g., Cason v. Cook*, 810 F.2d 188 (8th Cir. 1987); *State v. Alaniz*, 2012 WL 1173764 (N.D. 2012); *In re Josue T.*, 989 P.2d 431 (N.M.App. 1999); *R.D.S. v. State*, 245 S.W.3d 356 (Tenn. 2008); *Myers v. State*, 839 N.E.2d 1154 (Ind. 2005); *In re Randy G.*, 110 Cal. Rptr.2d 516 (Cal. 2001); *State v. C.D.*, 947 N.E.2d 1018 (Ind. App. 2011); *M.D. v. State*, 65 So.3d 563 (Fl. App. 2011); *Wilson ex rel Adams v. Cahokia Sch. Dist.*, 470 F.S.2d 897 (S.D. Ill. 2007); *In re D.E.M. v. Commonwealth of Pennsylvania*, 727 A.2d 570 (P.A. Super. 1999). For examples finding that the SRO acted independently or purely for law-enforcement purposes, see, e.g., *Doe v. Little Rock Sch. Dist.*, 380 F.3d 349 (8th Cir. Ark. 2004); *Pacheco v. Hopmeier*, 770 F.Supp.2d 1174 (D.N.M. 2011); *In re T.A.S.*, 713 S.E.2d 211 (N.C. Ct. App. 2011).

108   *The JPI Report*, *supra*, Summary, note 19. The JPI report offers no statistical data of its own to support any of its arguments.

109   Even "lesser" crimes that critics allege should be handled by educators without law-enforcement involvement fail to support the track allegations as all crimes are on the decline. For example, a crime critics decry as mere prank playing that is now improperly criminalized--disorderly conduct--fell 17% between 2005-09. In California, juvenile arrest rates fell 22% between 2007-2010. *Juvenile Justice in California 2010, 2009, 2008, 2007*,CALIFORNIA DEPT. OF JUSTICE, *available at* http://ag.ca.gov/cjcs/pubs.php#juvenilejustice (last visited 5/17/2012). In Georgia, juvenile arrest rates fell 19% between 2008-2010. *2010 Summary Report Uniform Crime Reporting (UCR) Program*, GEORGIA CRIME INFORMATION CENTER, *available at* http://juveniledata.georgia.gov/UCRReports.aspx, (last visited 5/17/2012).

110   *Indicators*, *supra* note 2.

111   *Juvenile Justice in California 2010, 2009, 2008, 2007*, *supra* note 109.

112   *2010 Summary Report Uniform Crime Reporting (UCR) Program*, *supra* note 109.

113   Theriot at 284.

114   Theriot at 286.

115   Theriot at 286.

116   Michael P. Krezmien et al., *Juvenile Court Referrals and the Public Schools: Nature and Extent of the Practice in Five States*, 26(3) J. OF CONTEMPORARY CRIM. JUST. 273-293(2010).

117   *Id.*, p. 283.

118   *Id.*, p. 287. Two other papers are also widely cited in this debate. The Wald & Thurau paper discussed above (see footnotes 10 and 11 of this Section, is sometimes cited for the notion that SROs lack effective training and/or that their presence increases student hostility. The paper, however, merely noted that, in the opinion of the SROs and police chiefs surveyed, gaps in training can be problematic in some situations. Student attitudes were not surveyed and there was no finding regarding any cycle of hostility. In fact, the authors found that placement of SROs in schools leads to a relationship of understanding and trust that can decrease arrests. Further, the authors observed that SROs found that referrals to clerk-magistrate hearings or other forms of diversion programs more effective in changing student behavior than referrals to juvenile court.

    Additionally, Mayer & Leone have been relied upon to assert that SROs lead to more disorder on campus. Matthew J. Mayer & Peter E. Leone, *A Structural Analysis of School Violence and Disruption: Implications for Creating Safer Schools, Education and Treatment of Children*, Vol. 22 No. 3 (Aug. 1999) p. 333-356. Their study analyzed data from the 1995 School Crime Supplement to the National Victimization Survey—a period well before modern SRO programs were implemented. The data analyzed does not mention SROs, but instead tracks actions of "security guards." The authors found that an approach to school safety that focused on metal detectors, locked doors, locker checks, security guards, hallway supervision by staff, and visitor sign-in procedures resulted in more disorder than a model based on student knowledge of school rules and consequences for infractions. The study did not find that security guards alone increased disorder and could not, because of its age, analyze how the modern triad approach affects levels of disorder. This approach, as previously discussed, relies heavily on the aspects of the study that were found to result in less disorder.

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119 Judith A. Browne, Derailed! *The Schoolhouse to Jailhouse Track*, ADVANCEMENT PROJECT (2003), http://www.advancementproject.org/digital-library/publications/derailed-the-schoolhouse-to-jailhouse-track (last visited June 30, 2012).

120 *Id.*, at 14-15, 22-28.

121 *Id.*, at 15-16.

122 *Ibid.*

123 *FY 2010 Annual Statistical Report*, MARYLAND DEPT. OF JUVENILE SERVICES at 7, www.djs.state.md.us/pdf/2010stat_report-section1.pdf (last visited June 4, 2012).

124 *The State of Juvenile Probation Activity in Texas*, TEXAS JUVENILE PROBATION COMMISSION (2011) at 9, http://www.tjjd.texas.gov/publications/reports/RPTSTAT2010.pdf (last visited June 4, 2012).

125 Browne, *supra* note 119 at 18.

126 The JPI Report agrees: "No data exists showing that SROs arrest youth of color more often than white students." *The JPI Report*, *supra* note 20 at 21.

127 *Zero Tolerance in Philadelphia*, *supra* note 20.

128 *Id.* at 12.

129 *Id.* at 12-14.

130 The following states are models for both child welfare law reform as well interagency collaboration through statutory authorization: California, Colorado, Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Montana, Oklahoma, Oregon, S. Carolina, Texas, Virginia, Washington, W. Virginia, Wisconsin, and Wyoming.

131 *See* FLORIDA CRIME PREVENTION TRAINING INSTITUTE, http://www.fcpti.com/fcpti.nsf/pages/SROPD (last visited July 10, 2012).

132 *Ibid.*

133 *Delinquency in Florida's Schools: A Seven-Year Study*, FLORIDA DEPARTMENT OF JUVENILE JUSTICE at iv, www.djj.state.fl.us/Research/index.html (last visited Nov. 2011).

134 *Id.* at 1

135 *See School Resource Officers: What We Know, What We Think We Know, What We Need To Know*, CENTER FOR THE PREVENTION OF SCHOOL VIOLENCE, www.ncdjjdp.org/cpsv/pdf_files/nij_sro_rpt.pdf (last visited July 11, 2012).

136 *See* CITY OF COCOA, http://www.cocoafl.org/FAQ.aspx?QID=120, (last visited July 11, 2012) (discussing school safety in Cocoa, Florida).

137 *See, e.g.*, ALASKA STAT. § 14.33.130 (2012) (any person responsible for students, including teachers and principals, shall report student crime to law enforcement); A.R.S. § 15-515 (all school personnel shall report certain violations to law enforcement); A.C.A. § 6-17-113 (2012) (Arkansas principals weapons violations and threats to law enforcement); CAL. WEL. & INST. CODE § 503 (2012) (school districts shall report all crimes and probation violations by serious habitual offenders); CAL. ED. CODE § 48902 (2012) (principals shall notify of drug-related crimes); CAL. ED. CODE § 49602 (school counselors shall disclose information to law enforcement to aid in crime investigation); 14 DEL. C. § 4112 (2011) (requiring school employees to notify law enforcement and victim's parents of crimes); FLA. STAT. § 1006.13 (2012) (zero-tolerance law requires notification of violations to law enforcement); O.C.G.A. § 20-984.2 (2011) (requires reporting of certain crimes to school board for determination of follow-up action); 105 I.L.C.S. § 5/10-21.7 (2012) (requires reporting of all battery against school officials to law enforcement); K.S.A. § 72-89b03 (2011) (requires school boards in Kansas to report certain offenses to law enforcement); MISS. CODE ANN. § 37-11-29 (2012) (school boards to report certain crimes annually); 160.261 R.S.MO. (2012) (school administrators shall report certain crimes to law enforcement); S.C. CODE ANN. § 59-63-310 (2011) (establishing school-crime reporting form, through which law enforcement must immediately notify state attorney general of some serious crimes); VA. CODE ANN. § 22.1-279.3:1 (2012) (requires annual reporting of crime by principal to law enforcement).

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138 A.C.A. § 6-17-113 (2012).

139 CAL. WEL. & INST. CODE § 503 (2012); CAL. ED. CODE § 48902 (2012).

140 105 I.L.C.S. § 5/10-21.7 (2012).

141 *Juvenile Offenders and Victims*, *supra* note 4.

142 Despite their popularity with critics of SRO programs, because few restorative discipline programs have been assessed, they suffer from a lack of statistical analysis similar to the lack of analysis SRO programs can suffer from. See Cheryl Swanson & Michelle Owen, *Building Bridges: Integrating Restorative Justice With the School Resource Officer Model*, INTERNATIONAL POLICE EXECUTIVE FORUM, (2007), available at http://www.restorativejustice.org/10fulltext/swansoncheryl/view (last visited June 30, 2012).

143 *Id*. at 20-25 (explaining how restorative cautioning and restorative conferencing with police officers can reduce recidivism and play a key role in restorative justice models).

Part III: Moving Forward: Affirming the Value of SROs on the Child-Welfare Team and Ensuring the Effectiveness of SRO Programs in Our Schools

144 NORTH CAROLINA DEPT. OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION, CENTER FOR THE PREVENTION OF SCHOOL VIOLENCE, *What School Resource Officers do in Schools* http://www.ncdjjdp.org/cpsv/sro/sros_in_schools.html (last visited May 4, 2012).

145 Juvenile Offenders and Victims, *supra* note 4.

146 Morbidity And Mortality Weekly Report, Vol. 59 No. Ss-5, *Youth Risk Behavior Surveillance*--United States 2009, www.cdc.gov/mmwr/pdf/ss/ss5905.pdf (last visited June 4, 2012).

147 See *State v. R.D.S.*, 2009 Tenn. App. LEXIS 440 (Tenn. Ct. App. 2009).

148 See *State v. Heirtzler*, 147 N.H. 344, 789 A.2d 634 (2001).

149 See *Hill v. Sharber*, 544 F. Supp. 2d 670 (M.D. Tenn. 2008).

150 See *C.M.M. v. State*, 983 So. 2d 704 (Fla. Dist. Ct. App. 5th Dist. 2008).

151 4 W. LaFave, Search & Seizure § 10.11(a), at 802-06 (3d ed. 1996).

152 9 See Spencer C. Weiler & Martha Cray, *Police at School: A Brief History and Current Status of School Resource Officers*, The Clearing House: A Journal of Educational Strategies, Issues and Ideas (2011) p. 162.

153 Kyle Ramey *Partners for Safety*, American School Board Journal (2004) p. 70.

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<u>**Appendix 5 - School Resource Officer (SRO) Job Description**</u>

What is a School Resource Officer?

A school resource officer, by federal definition, is a career law enforcement officer with sworn authority who is deployed by an employing police department or agency in a community oriented policing assignment to work in collaboration with one or more schools. NASRO recommends that agencies select officers carefully for SRO assignments (see question below) and that officers received at least <u>40 hours of specialized training</u> in school policing before being assigned.

- *The NASRO Basic School Resource Officer Course is a forty-hour (40) block of instruction designed for law enforcement officers and school safety professionals working in an educational environment and with school administrators. The course provides tools for officers to build positive relationships with both students and staff.*
- *The course is also beneficial for educational professionals dedicated to providing a safe learning environment and provides a more in-depth understanding of the role and functions of an SRO.*
- *The course emphasizes three main areas of instructions:*
  - *Function of Law Enforcement – Instruction on the differences between law enforcement when conducted inside a school environment including understanding the teen brain and de-escalation techniques.*
  - *Mentoring Students – Instruction designed to provide tools to be a positive role model for youth, including informal counseling techniques.*
  - *Guest Speaking – Instruction on a variety of instructional techniques as well as classroom management tools to provide law-related education to students.*
  - *Attendees will gain a solid working knowledge of the School Resource Officer concept and how to establish a lasting partnership with their schools.*
  - *THIS IS NOT A CERTIFICATION*

How should school resource officers be selected?

School police work is not for every law enforcement officer. Officers considered for the job should have at least three years of law enforcement experience. They should have a strong desire to develop positive relationships with youth on a daily basis. Their service records should contain no disciplinary actions or complaints involving youth. They should volunteer for the position; no officer who doesn't desire an SRO position should be assigned.

What evidence exists that school resource officers are valuable?

Research and studies have been done as recently as 2018 that found the following:
- Prevention or minimization of property damage in the school and surrounding areas.
- Prevention of student injuries and even death due to violence, drug overdoses, etc.
- Reduction of the need for schools to call 911.
- Reduction of the likelihood that a student will get a criminal record.
- Increase of the likelihood that students (particularly those with mental health issues) will get the help they need from the social service and health care systems.
- Increase in feelings of safety among students and staff.

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The SRO's Role on Campus:
Keeping Students Safe and Supporting the Education
Mission as Law Enforcement Officer, Teacher and Counselor

Effective SRO programs recognize and utilize the special training and expertise law-enforcement officers possess that is well suited to effectively protect and serve the school community. SROs contribute to the safe-schools team by ensuring the following:

- A safe and secure campus,
- Educating students about law-related topics, and
- Mentoring students as counselors and role models. This is the Triad Model of SRO responsibility: *educator, informal counselor, and law enforcer*.

SRO Responsibilities

Law enforcement's specialized knowledge of the law, local and national crime trends and safety threats, people and places in the community, and the local juvenile-justice system combine to make them critical members of schools' policy-making teams when it comes to environmental safety planning and facilities management, school-safety policy, and emergency response preparedness.

Officers' law-enforcement knowledge and skill combine with specialized SRO training for their duties in the education setting. This training focuses on:

- the special nature of school campuses, student needs and characteristics, and the educational and custodial interests of school personnel. SROs, as a result, possess a skill set unique among both law enforcement and education personnel that enables SROs to protect the community and the campus while supporting the educational mission.
- In addition to traditional law-enforcement tasks, such as searching a student suspected of carrying a weapon or investigating whether drugs have been brought onto campus, SROs' activities can include a wide range of supportive activities and programs depending upon the type of school to which an SRO is assigned.
- Meeting with principals each morning to exchange information gathered from parents, community members, and social media to detect potential spill-over of threats, drug activity, and other behavior onto campus.
- Meeting with campus and community social workers to understand when and how at home issues may be motivating a student's disruptive behavior in order to work with school staff to ensure effective and supportive responses.
- Carrying two radios: one for school and one for the department to watch for spill-over onto campus and be a familiar face if one of their students is involved in an incident off campus.
- Listening to students' concerns about bullying by other students and taking those problems to school administrators to help develop solutions.
- Providing counseling and referrals when sex-abuse victims turn to them for help because of the relationship of trust officers have built with the students.
- Coordinating additional law enforcement resources to assist with large public events on school campuses such as athletic events, dances and community functions.
- Working with school administrators to keep the Schools Emergency Management Plan updated.
- Scheduling emergency drills in conjunction with other local agencies.
- Instructing students on technology awareness, domestic violence, traffic-stop education, and bullying.

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- Developing intervention, skills-development, and healthy-lifestyle programs for elementary and middle-school students so they are prepared to succeed in high school.
- Conducting home visits to contact parents of at-risk students and assisting those families.
- Helping students with their homework, playing basketball, and sharing dinner together during extended school-day programs.
- Creating and conducting courses focused around safety etc
- Implementing a "Doing the Right Thing" program where educators select one student each month for lunch with the SRO and a photo in the local paper in recognition of their leadership skills.
- Conducting intervention programs for the purpose of counseling victims and friends of victims of campus violence.
- Providing unique classroom instruction to students in programs
- Coordinating a variety of community service activities with students that includes spending time with the elderly at local nursing homes, running soup kitchens for the needy, hosting dances with student groups, and weekend field trips.

Bringing Specialized Skills to Bear on School Safety
Most of an SRO's time is typically spent on school-safety and law-enforcement activities, from assisting with their school's emergency response plan to arresting students selling illegal drugs on campus to monitoring the school entrance and parking lot before and after school.

As to school discipline, the particulars of the essential Memorandum of Understanding (MOUs) between the local law-enforcement agency and school district defines the role the SRO will play in assisting school personnel with discipline issues that do not involve law violations or threaten campus security.

- A best practice for discipline issues has emerged nationally over the past decade and has been endorsed by the courts: an SRO who observes a violation of the school code of conduct, preserves a safe and orderly environment by taking the student(s) to where school discipline can be determined solely by school officials.

As law-enforcement specialists, SROs bring a level of expertise to the school setting that promotes effective and efficient investigation and resolution of crimes occurring on campus.

The SRO's training in searches and weapons-neutralization then allows the weapon to be confiscated in the safest way possible, protecting the student, classmates, and staff.

Additionally, the SRO's familiarity with the law allows the search, seizure, and any corresponding interrogation and arrest to be conducted according to applicable legal standards, thereby protecting the students' rights and the school from liability.

The SRO's coordination of community resources can be invaluable when threats larger than an isolated fight or theft threaten a school. As a conduit for information sharing between social services agencies, juvenile justice departments, and community organizations, the SRO stays apprised of a student's activities and challenges in a variety of settings and can step in when a pattern of suspicious behavior emerges—a pattern that would not be seen by a social worker or teacher alone. This early identification of safety threats is the key to preventing both small and large-scale incidences on campus.

The presence of an SRO, as a result of their law-enforcement activities and day-to-day visibility

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to and interaction with students and staff, supports a safe and orderly environment where students can feel safe and educators can feel supported in their determination to protect their students during the school day. As opportunities for violence are greater in disorderly environments, the SRO's contributions to the general order of the school cannot be overlooked.

Reducing Crime and Disciplinary Infractions on Campus and Beyond
Drops in the number of school-based arrests and disciplinary infractions have paralleled the establishment of SRO programs in school districts around the country.

SROs Role as Informal Counselor & Role Model
Everyone involved in children's services agrees that the presence of responsible, caring adults in a child's life is critical to his or her ability to avoid destructive behaviors, make good choices, and survive the challenges that family, socio-economic, racial, and other circumstances can present. An SRO is one of these adults, and students and educators are well-aware of how much they help students navigate challenging situations on and off campus.

- SROs maintain "open-door" policies towards students, engage in counseling sessions, and refer students to social-services, legal-aid, community-services, and public-health agencies as part of their role as counselor and mentor.
- In this role, the SRO functions much as a community police officer would on his or her beat getting to know the locals and getting involved with their daily lives. At schools, as in the community, this is a mutually beneficial relationship.
- Students come to understand that someone cares and will listen, and SROs come to understand where students' concerns lie and what might be threatening their and others' safety.

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SRO Job Description and Expectations

SRO Duties:

1. School Resource Officer (SROs) services at designated campuses include but are not limited to the following:
   a. Investigating and preventing crimes against persons or property;
   b. Identifying and arresting violators of state and local laws;
   c. Filing investigative reports and other required reports or documents;
   d. Patrolling; and, to a limited extent, maintaining building security, controlling traffic, and enforcing traffic laws.
2. The SRO shall endeavor to maintain open and regular communication with the assigned school principal and shall positively promote the school, staff, students, and administration to the community.
3. The Meridian Police Department will communicate to the assigned school principal whenever concerns or problems regarding scheduling, duties, or other job related functions.
4. The interiors of buildings will not be patrolled by SRO's except as is necessary to investigate crimes and apprehend criminal suspects; however, the SRO's shall maintain high visibility with students during break and lunch periods.
5. Special Events
   a. The District and/or respective school shall provide the Meridian Police Department with a list of special events and scheduled after-school activities for all schools within the city limits of Meridian at which the District and/or respective school is requesting law enforcement officers to be present. The Meridian Police Department shall provide a minimum of two police officers at each event (ie. Sporting events)

SRO Expectations Above and Beyond Duties:

1. **RESPONSIBILITIES:**
   a. SROs are ultimately responsible for their designated school as well as their feeder schools (elementary schools).
      ▪ SROs are expected to frequent their feeder schools so that the students get used to seeing and interacting with an officer in uniform and the admin establishes a rapport.

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- Handle all pertinent reports, H&W referrals and programming for assigned feeder schools
b. SROs will assist with educational opportunities (ie. Internet safety presentations, spring safety flings, law enforcement education, drug awareness, etc)
  - Work with MADC (Mayor's Anti-Drug Coalition), MYAC (Mayor's Youth Advisory Committee) and other youth organizations
c. Enjoy their job, make a difference and set the example.
d. CARE – Customer Service, Accountability, Respect and Excellence.
e. Provide the highest quality of service, in partnership with our community to preserve and protect life and property through education, prevention and enforcement.
f. Proactivity
  - During free time NCO/SROs shall:
    - Patrol around designated school(s),
    - Interact with local businesses and be visible trying to handle any juvenile related matters around their school, but their school and feeder schools (elementary schools) come FIRST.
    - Interact with students and staff on a regular basis so that students and staff get to know their SRO and understand his/her role and functions within the school.

2. **CALLS FOR SERVICE:**
a. SROs will handle all or most of the calls related to matters/incidents happening at their school(s) and in the community around their schools <u>especially</u> related to juveniles and overall safety.

3. **COMMUNICATION:**
a. Each NCO/SRO shall meet with their school administration to make sure EXPECTATIONS are clear.
b. Verbalize to ALL pertinent staff when you are leaving the building and/or send an email to all staff to make sure everyone is aware of your departure.
c. Give ALL school staff plenty of notice if possible of upcoming training or vacation.
  - The SRO Sergeant will be providing ALL administrative staff with a monthly NCO/SRO calendar to keep a quality and open line of communication.

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Appendix 6 - Broadband Access for Schools

UPDATE:
Broadband Access for Schools Across Idaho

Will Goodman
Mountain Home School District
Vice-Chair, EORC

Christopher Campbell
Idaho State Department of Education
Chair, EORC

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

06/26/2019

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Infrastructure

- Switches
- Cable
- Wireless
- WAN
- Internet
- Power

- Cameras
- Doors
- Alarms
- Phones
- Computers
- Emergency Notification
- Intercoms/Screens/Flashers

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IEN → HSBP → EORC

- IEN (2008 – Spring 2015)
  - Idaho Education Network
- HSBP (Spring 2015 – June 2016)
  - High School Broadband Program
- EORC/Broadband Program (July 2016 – Present)
  - Education Opportunity Resource Committee
- BIIG (July 2016 - Present)
  - Broadband Infrastructure Improvement Grant

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Bandwidth vs Cost

Bandwidth Reimbursed vs. Cost per Mbps
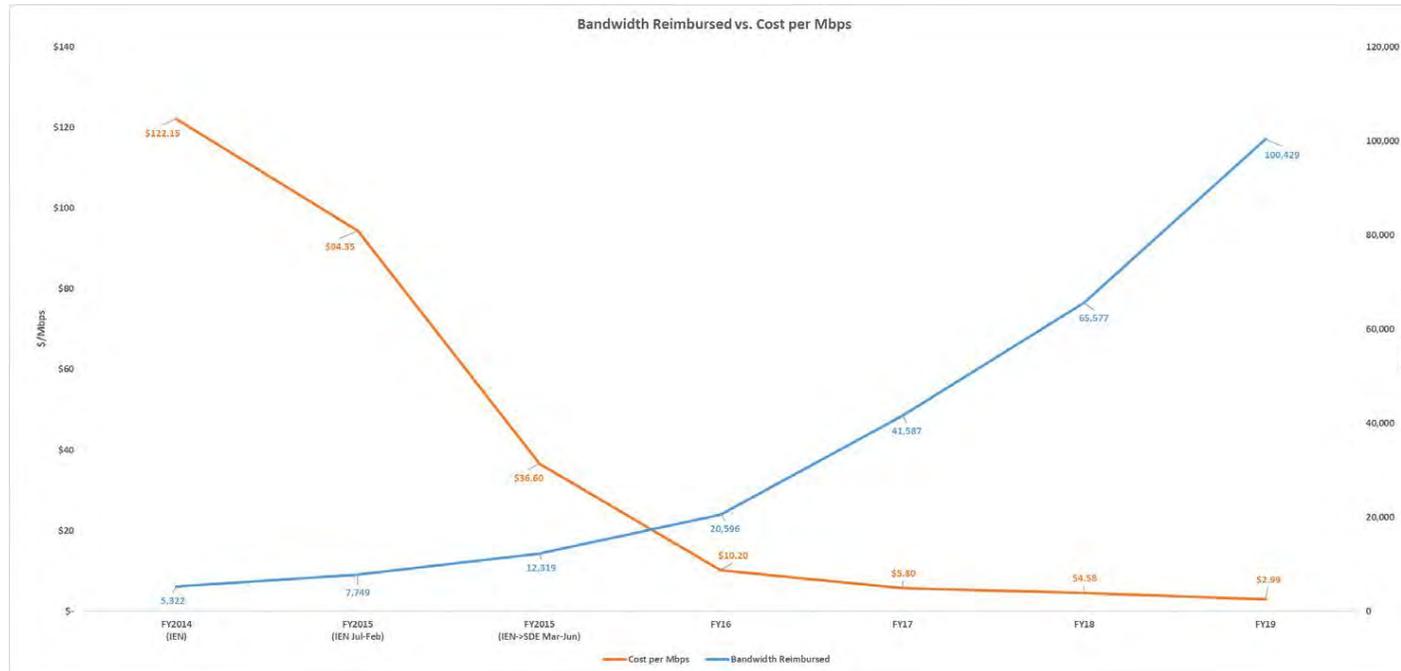
Broadband Access for Schools | 4

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E-rate

2019 – 2020 Requested	E-rate	Total
Category 1 (Internet/WAN)	$ 14,522,085	$ 18,551,587
Category 2	$ 4,938,976	$ 7,078,888

2018 – 2019 Funded	E-rate	Total
Category 1 (Internet/WAN)	$ 8,430,328	$ 11,332,832
Category 2	$ 3,938,149	$ 5,829,801

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Education Opportunity Resource Committee (EORC)

- Idaho Code §33-5601 - §33-5605
- Broadband program oversight committee
- Broadband program covers cost of internet/WAN not discounted by E-rate
- Serve schools' broadband needs
  - Technical guidance, security guidance, E-rate guidance, procurement guidance, funding
  - 1 Gbps per 1,000 Students/Staff (expandable)

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Education Opportunity Resource Committee (EORC)

- Serves K-12
- Internet ~$1,000,000
- WAN ~$1,800,000
- Related Services $700,000
  - Content Filter, Firewall, Security

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Broadband Infrastructure Improvement Grant (BIIG)

❖ Idaho Code §33-910

❖ Number of approved projects to date: 19

❖ Total cost of projects: $ 10,664,274

❖ BIIG funds committed: $ 884,209

❖ Anticipated cost to LEAs for these projects: $ 0

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Questions?

Christopher Campbell | Chief Technology Officer

Idaho State Department of Education

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208 332 6800

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www.sde.idaho.gov/tech-services/broadband

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

06/26/2019

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Appendix 7 - Indicators of School Crime and Safety 2018 -- National Center for Education Statistics

:ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

Indicators of School Crime and Safety: 2018

NCES 2019-047
NCJ 252571

U.S. DEPARTMENT OF EDUCATION
U.S. DEPARTMENT OF JUSTICE OFFICE OF JUSTICE PROGRAMS

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 13, 2020

ATTACHMENT 2
OUR KIDS, IDAHO'S FUTURE FINAL REPORT - APPENDIX 3

School Facilities and School Safety

| September 25, 2019

![ies NATIONAL CENTER FOR EDUCATION STATISTICS Institute of Education Sciences]

![BJS]

Indicators of
School Crime and Safety: 2018

APRIL 2019

Lauren Musu
Project Officer
National Center for Education Statistics

Anlan Zhang
Ke Wang
Jizhi Zhang
American Institutes for Research

Barbara A. Oudekerk
Bureau of Justice Statistics

School Facilities and School Safety   **| September 25, 2019**

U.S. Department of Education
Betsy DeVos
Secretary

Institute of Education Sciences
Mark Schneider
Director

National Center for Education Statistics   **Bureau of Justice Statistics**
James L. Woodworth   Jeffrey H. Anderson
Commissioner   *Director*

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

The Bureau of Justice Statistics (BJS) is the primary federal entity for collecting, analyzing, publishing, and disseminating statistical information about crime, its perpetrators and victims, and the operation of the justice system at all levels of government. It fulfills a congressional mandate to provide valid statistics on crime and justice systems, support improvement to justice information systems, and participate with national and international organizations to develop and recommend national standards for justice statistics.

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> NCES, IES, U.S. Department of Education
> Potomac Center Plaza
> 550 12th Street SW
> Washington, DC 20202

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Executive Summary

Introduction

Our nation's schools should be safe havens for teaching and learning, free of crime and violence. Any instance of crime or violence at school not only affects the individuals involved but also may disrupt the educational process and affect bystanders, the school itself, and the surrounding community (Brookmeyer, Fanti, and Henrich 2006; Goldstein, Young, and Boyd 2008).

Establishing reliable indicators of the current state of school crime and safety across the nation and regularly updating and monitoring these indicators are important in ensuring the safety of our nation's students. This is the aim of *Indicators of School Crime and Safety*.

This report is the 21st in a series of annual publications produced jointly by the National Center for Education Statistics (NCES), Institute of Education Sciences (IES), in the U.S. Department of Education, and the Bureau of Justice Statistics (BJS) in the U.S. Department of Justice. This report presents the most recent data available on school crime and student safety. The indicators in this report are based on information drawn from a variety of data sources, including national surveys of students, teachers, principals, and postsecondary institutions. Sources include results from the School-Associated Violent Death Surveillance System, sponsored by the U.S. Department of Education, the U.S. Department of Justice, and the Centers for Disease Control and Prevention (CDC); the National Vital Statistics System, sponsored by CDC; the National Crime Victimization Survey and School Crime Supplement to that survey, sponsored by BJS and NCES, respectively; the Youth Risk Behavior Survey, sponsored by CDC; the Schools and Staffing Survey, National Teacher and Principal Survey, School Survey on Crime and Safety, Fast Response Survey System, and ED*Facts*, all sponsored by NCES; the Studies of Active Shooter Incidents, sponsored by the Federal Bureau of Investigation; the Campus Safety and Security Survey, sponsored by the U.S. Department of Education; and the Monitoring the Future Survey, sponsored by the National Institute on Drug Abuse of the U.S. Department of Health and Human Services. The most recent data collection for each indicator varied by survey, from 2015 to 2017. Each data source has an independent sample design, data

collection method, and questionnaire design, or is the result of a universe data collection. Findings described in this report with comparative language (e.g., higher, lower, increase, and decrease) are statistically significant at the .05 level. Additional information about methodology and the datasets analyzed in this report may be found in appendix A.

This report covers topics such as victimization, teacher injury, bullying and electronic bullying, school conditions, fights, weapons, availability and student use of drugs and alcohol, student perceptions of personal safety at school, and criminal incidents at postsecondary institutions. Indicators of crime and safety are compared across different population subgroups and over time. Data on crimes that occur away from school are offered as a point of comparison where available.

Key Findings

Preliminary data show that there were 38 school-associated violent deaths[1] from July 1, 2015, through June 30, 2016 (*Indicator 1*). In 2017, among students ages 12–18, there were about 827,000 total victimizations (theft[2] and nonfatal violent victimization[3]) at school[4] and 503,800 victimizations away from school (*Indicator 2*). In 2017, about 20 percent of students ages 12–18 reported being bullied at school during the school year (*Indicator 10*). Also in 2017, about 16 percent of students in grades 9–12 reported that they had carried a weapon such as a gun, knife, or club anywhere at least 1 day during the previous 30 days, and 4 percent reported carrying a weapon on school property at least 1 day during the previous 30 days (*Indicator 13*).

---

[1] A school-associated violent death is defined as a homicide, suicide, or legal intervention death (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States, while the victim was on the way to or from regular sessions at school, or while the victim was attending or traveling to or from an official school-sponsored event. Victims may include not only students and staff members, but also others at school, such as students' parents and community members.

[2] "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime.

[3] "Violent victimization" includes serious violent crimes and simple assault.

[4] "At school" includes in the school building, on school property, and on the way to or from school.

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The following key findings are drawn from each section of the report.

Spotlights

- The percentage of 8th-graders who reported using heroin during the past 12 months decreased from 1.4 percent in 1995 to 0.3 percent in 2017. This percentage also decreased from 1.1 to 0.2 percent for 10th-graders and from 1.1 to 0.4 percent for 12th-graders during the same period (*Spotlight 1*).

- Among 8th-, 10th-, and 12th-graders, those who had no plans to complete 4 years of college consistently reported higher rates of heroin use and use of OxyContin and Vicodin,[5] two commonly prescribed narcotics, during the past 12 months than students who had plans to complete 4 years of college (*Spotlight 1*).

- The percentages of students who reported that heroin and narcotics other than heroin would be fairly easy or very easy to get generally decreased between 1995 and 2017 among 8th-, 10th-, and 12th-graders (*Spotlight 1*).

- In 2017, of students ages 12–18 who reported being bullied, about 41 percent reported that they thought the bullying would happen again. A higher percentage of White students (47 percent) than of Hispanic (33 percent) and Black (32 percent) students who reported being bullied thought the bullying would happen again (*Spotlight 2*).

- A higher percentage of students in private schools (72 percent) than of students in public schools (55 percent) who reported being bullied thought those who bullied them had the ability to influence what other students thought of them in 2017. In addition, a higher percentage of female students (62 percent) than of male students (48 percent) reported that those who bullied them had the ability to influence what other students thought of them (*Spotlight 2*).

- Higher percentages of 9th-graders (40 percent) and 10th-graders (38 percent) than of 7th-graders (27 percent), 8th-graders (26 percent), and 6th-graders (25 percent) who reported being bullied thought that those who bullied them had more money (*Spotlight 2*).

- From 2000 to 2017, there were 37 active shooter incidents at elementary and secondary schools and 15 active shooter incidents at postsecondary institutions (*Spotlight 3*).

[5] Only drug use not under a doctor's orders is included.

- A single gun was used in the majority of active shooter incidents at education settings from 2000 to 2017, and two-thirds of guns used were handguns (*Spotlight 3*).

- Each of the active shooter incidents at education settings from 2000 to 2017 involved a single shooter. All 37 active shooters at elementary and secondary schools were male. At postsecondary institutions, 13 of the active shooters were male, and the other 2 were female (*Spotlight 3*).

Violent Deaths

- A total of 38 student, staff, and nonstudent school-associated violent deaths occurred between July 1, 2015, and June 30, 2016, which included 30 homicides, 7 suicides, and 1 legal intervention death[6] (*Indicator 1*).

- Between July 1, 2015, and June 30, 2016, a total of 18 of the 1,478 homicides of school-age youth (ages 5–18) occurred at school.[7] During the same period, 3 of the 1,941 total suicides of school-age youth occurred at school (*Indicator 1*).

Nonfatal Student and Teacher Victimization

- In 2017, students ages 12–18 experienced 827,000 total victimizations (i.e., theft and nonfatal violent victimization) at school and 503,800 total victimizations away from school.[8] These figures represent total victimization rates of 33 victimizations per 1,000 students at school, compared to 20 victimizations per 1,000 students away from school (*Indicator 2*).

- From 1992 to 2017, the total victimization rate and rates of specific crimes—thefts, violent victimizations, and serious violent victimizations—declined for students ages 12–18, both at school and away from school (*Indicator 2*).

- In 2017, about 2 percent of students ages 12–18 reported being victimized at school

[6] A legal intervention death is defined as a death caused by a law enforcement agent in the course of arresting or attempting to arrest a lawbreaker, suppressing a disturbance, maintaining order, or engaging in another legal action.
[7] This finding is drawn from the School-Associated Violent Death Surveillance System, which defines deaths "at school" as those that occur on the property of a functioning elementary or secondary school, on the way to or from regular sessions at school, or while attending or traveling to or from a school-sponsored event.
[8] "Students" refers to youth ages 12–18 whose educational attainment did not exceed grade 12 at the time of the survey. An uncertain percentage of these persons may not have attended school during the survey reference period. These data do not take into account the number of hours that students spend at school or away from school.

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during the previous 6 months. One percent of students reported theft, 1 percent reported violent victimization, and less than one-half of 1 percent reported serious violent victimization (*Indicator 3*).

- Between 2001 and 2017, the overall percentage of students ages 12–18 who reported being victimized at school during the previous 6 months decreased (from 6 to 2 percent). During this period, the percentage of students who reported being victimized at school decreased for both male (from 6 to 3 percent) and female (from 5 to 2 percent) students, as well as for White (from 6 to 2 percent), Black (from 6 to 3 percent), and Hispanic (from 5 to 2 percent) students (*Indicator 3*).

- The percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property[9] during the previous 12 months decreased from 9 percent in 2001 to 6 percent in 2017 (*Indicator 4*).

- In each survey year from 2001 to 2017, a lower percentage of female students than of male students in grades 9–12 reported being threatened or injured with a weapon on school property during the previous 12 months (*Indicator 4*).

- During the 2015–16 school year, a higher percentage of elementary public school teachers than of secondary public school teachers reported being threatened with injury (11 vs. 9 percent) or being physically attacked (9 vs. 2 percent) by a student (*Indicator 5*).

- The percentage of public school teachers reporting that they had been physically attacked by a student from their school in 2015–16 (6 percent) was higher than in all previous survey years (around 4 percent in each survey year) except in 2011–12, when the percentage was not measurably different from that in 2015–16 (*Indicator 5*).

School Environment

- During the 2015–16 school year, 79 percent of public schools recorded that one or more incidents of violence,[10] theft, or other crimes[11] had taken place, amounting to 1.4 million crimes. During

the same year, 47 percent of schools reported one or more crime incidents to the police, amounting to 449,000 crimes (*Indicator 6*).

- The percentages of public schools recording incidents of crime and reporting incidents to the police were lower in 2015–16 than in every prior survey year (*Indicator 6*).

- The percentage of public schools that reported that student bullying occurred at least once a week decreased from 29 percent in 1999–2000 to 12 percent in 2015–16 (*Indicator 7*).

- In 2015–16, about 12 percent of public schools reported that cyberbullying had occurred among students at least once a week at school or away from school. Seven percent of public schools also reported that the school environment was affected by cyberbullying, and 6 percent of schools reported that staff resources were used to deal with cyberbullying (*Indicator 7*).

- Between 2001 and 2017, the percentage of students ages 12–18 who reported that gangs were present at their school during the school year decreased overall (from 20 to 9 percent), as well as for students from urban areas (from 29 to 11 percent), suburban areas (from 18 to 8 percent), and rural areas (from 13 to 7 percent; *Indicator 8*).

- In 2017, a higher percentage of students ages 12–18 from urban areas (11 percent) than of students from suburban (8 percent) and rural areas (7 percent) reported a gang presence at their school during the school year. Additionally, a higher percentage of students ages 12–18 attending public schools (9 percent) than of those attending private schools (2 percent) reported that gangs were present at their school (*Indicator 8*).

- In 2017, about 6 percent of students ages 12–18 reported being called hate-related words at school during the school year, representing a decrease from 12 percent in 2001. This percentage also decreased between 2001 and 2017 for male and female students as well as for White, Black, and Hispanic students (*Indicator 9*).

- In 2017, about 23 percent of students reported seeing hate-related graffiti at school during the school year, representing a decrease from 36 percent in 2001. This percentage also decreased between 2001 and 2017 for male and female students as well as for White, Black, and Hispanic students (*Indicator 9*).

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[9] "On school property" was not defined for survey respondents in the Youth Risk Behavior Survey.
[10] "Violent incidents" include rape, sexual assault other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.
[11] "Other incidents" include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; inappropriate distribution, possession, or use of prescription drugs; and vandalism.

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- In 2017, about 20 percent of students ages 12–18 reported being bullied at school during the school year. A declining trend between 2005 and 2017 in the percentage of students who reported being bullied at school was observed for both bullying overall and for most of the student and school characteristics examined (*Indicator 10*).

- In 2017, about 15 percent of students in grades 9–12 reported being electronically bullied during the previous 12 months. This percentage was higher for female students than for male students (20 vs. 10 percent; *Indicator 10*).

- During the 2015–16 school year, 67 percent of public school teachers agreed or strongly agreed that other teachers at their school enforced the school rules, and 84 percent agreed or strongly agreed that the principal enforced the school rules (*Indicator 11*).

- The percentage of teachers who reported that student misbehavior interfered with their teaching fluctuated between 1993–94 and 2015–16; however, the percentage of teachers reporting that student tardiness and class cutting interfered with their teaching increased over this time period (from 28 to 38 percent; *Indicator 11*).

Fights, Weapons, and Illegal Substances

- The percentage of students in grades 9–12 who reported having been in a physical fight anywhere in the previous 12 months decreased between 2001 and 2017 (from 33 to 24 percent), as did the percentage of students in these grades who reported having been in a physical fight on school property (from 13 to 9 percent; *Indicator 12*).

- A higher percentage of male than of female 9th- to 12th-graders reported having been in a physical fight anywhere (30 vs. 17 percent) and on school property (12 vs. 6 percent) during the previous 12 months in 2017 (*Indicator 12*).

- In 2017, about 16 percent of students in grades 9–12 reported that they had carried a weapon anywhere at least 1 day during the previous 30 days, and 4 percent reported carrying a weapon on school property at least 1 day during the previous 30 days (*Indicator 13*).

- Between 2007 and 2017, the percentage of students ages 12–18 who reported that they had access to a loaded gun without adult permission, either at school or away from school,

during the school year decreased overall (from 7 to 3 percent), as well as for male (from 8 to 4 percent) and female (from 5 to 3 percent) students (*Indicator 13*).

- The percentage of students in grades 9–12 who reported using alcohol on at least 1 day during the previous 30 days decreased from 47 to 30 percent between 2001 and 2017 (*Indicator 14*).

- In 2017, a higher percentage of female than of male students reported using alcohol on at least 1 of the previous 30 days (32 vs. 28 percent). While the percentage of students who reported using alcohol decreased for both male and female students between 2001 and 2017, the decrease was larger for male students than for female students (*Indicator 14*).

- In 2017, about 7 percent of students in grades 9–12 reported using marijuana 1 or 2 times during the previous 30 days, 9 percent reported using marijuana 3 to 39 times during the previous 30 days, and 4 percent reported using marijuana 40 or more times during the previous 30 days (*Indicator 15*).

- The percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property in the last 12 months decreased from 29 percent in 2001 to 20 percent in 2017 (*Indicator 15*).

Fear and Avoidance

- Between 2001 and 2017, the percentage of students ages 12–18 who reported being afraid of attack or harm at school during the school year decreased from 6 percent to 4 percent, and the percentage who reported being afraid of attack or harm away from school during the school year decreased from 5 percent to 3 percent (*Indicator 16*).

- In 2017, higher percentages of female students ages 12–18 than of male students ages 12–18 reported being afraid of attack or harm at school (5 vs. 3 percent) and away from school (3 vs. 2 percent) during the school year. A higher percentage of students in urban areas (5 percent) than of students in suburban areas (4 percent) reported being afraid of attack or harm at school (*Indicator 16*).

- In 2017, about 6 percent of students ages 12–18 reported avoiding school activities or classes or

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one or more places in school[12] during the previous school year because they thought someone might attack or harm them. This percentage was higher than the percentage in 2015 (5 percent; *Indicator 17*).

- In 2017, a higher percentage of students in urban areas than of students in rural areas reported avoiding one or more places in school (6 vs. 4 percent). In addition, a higher percentage of public school students than of private school students reported avoiding one or more places in school (5 vs. 3 percent; *Indicator 17*).

Discipline, Safety, and Security Measures

- During the 2015–16 school year, 37 percent of public schools (31,100 schools) took at least one serious disciplinary action—including out-of-school suspensions lasting 5 days or more, removals with no services for the remainder of the school year, and transfers to specialized schools— for specific offenses (*Indicator 18*).

- The percentage of public schools taking at least one serious disciplinary action was lower in 2015–16 than in 2003–04 across all specific offense types except the distribution, possession, or use of alcohol, for which there was no measurable difference between the two years (*Indicator 18*).

- The percentage of public schools reporting the use of security cameras increased from 19 percent in 1999–2000 to 81 percent in 2015–16. Similarly, the percentage of public schools reporting that they controlled access to school buildings increased from 75 percent to 94 percent during this period (*Indicator 19*).

- The percentage of public schools that had a plan in place for procedures to be performed in the event of a shooting increased over time, from 79 percent in 2003–04 to 92 percent in 2015–16 (*Indicator 19*).

- In 2017, about 99 percent of students ages 12–18 reported that they observed the use of at least one of the selected safety and security measures at their schools. The three most commonly observed safety and security measures were a written code of student conduct (95 percent), a requirement that visitors sign in and wear visitor badges or stickers (90 percent), and the presence of school staff (other than security guards or assigned police officers) or other adults supervising the hallway (88 percent; *Indicator 20*).

- The percentage of students who reported observing the use of one or more security cameras to monitor the school increased between 2001 and 2017 (from 39 to 84 percent), as did the percentages of students who reported observing the use of locked entrance or exit doors during the day (from 49 to 79 percent) and who reported observing the presence of security guards or assigned police officers (from 64 to 71 percent; *Indicator 20*).

Postsecondary Campus Safety and Security

- In 2016, about 28,400 criminal incidents on campuses at postsecondary institutions were reported to police and security agencies, representing a 3 percent increase from 2015, when 27,600 criminal incidents were reported. The number of on-campus crimes reported per 10,000 full-time-equivalent students also increased, from 18.7 in 2015 to 19.2 in 2016 (*Indicator 21*).

- The number of on-campus crimes reported in 2016 was lower than the number reported in 2001 for every category except forcible sex offenses and negligent manslaughter offenses.[13] The number of reported forcible sex offenses on campus increased from 2,200 in 2001 to 8,900 in 2016 (a 305 percent increase; *Indicator 21*).

- In 2016, out of the 1,070 total hate crimes reported on college campuses, the most common type of hate crime was destruction, damage, and vandalism (464 incidents), followed by intimidation (421 incidents) and simple assault (99 incidents). These were also the three most common types of hate crimes reported by institutions from 2010 to 2015 (*Indicator 22*).

- Race, religion, and sexual orientation were the categories of motivating bias most frequently associated with hate crimes at postsecondary institutions in 2016 (*Indicator 22*).

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[12] "Avoided school activities or classes" includes avoiding any (extracurricular) activities, avoiding any classes, and staying home from school. Students who reported more than one type of avoidance of school activities or classes were counted only once in the total for avoiding activities or classes. "Avoided one or more places in school" includes avoiding entrance to the school, hallways or stairs in school, parts of the school cafeteria, any school restrooms, and other places inside the school building. Students who reported avoiding multiple places in school were counted only once in the total for students avoiding one or more places. In the total for any avoidance, students who reported both avoiding one or more places in school and avoiding school activities or classes were counted only once.

[13] The number of negligent manslaughter offenses was the same in 2001 and 2016 (2 incidents).

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Foreword

Indicators of School Crime and Safety: 2018 provides the most recent national indicators on school crime and safety. The information presented in this report serves as a reference for policymakers and practitioners so that they can develop effective programs and policies aimed at violence and school crime prevention. Accurate information about the nature, extent, and scope of the problem being addressed is essential for developing effective programs and policies.

This is the 21st edition of *Indicators of School Crime and Safety,* a joint publication of the Bureau of Justice Statistics (BJS) and the National Center for Education Statistics (NCES). This report provides detailed statistics to inform the nation about current aspects of crime and safety in schools.

The 2018 edition of *Indicators of School Crime and Safety* includes the most recent available data, compiled from a number of statistical data sources supported by the federal government. Such sources include results from the School-Associated Violent Death Surveillance System, sponsored by the U.S. Department of Education, the U.S. Department of Justice, and the Centers for Disease Control and Prevention (CDC); the National Vital Statistics System, sponsored by CDC; the National Crime Victimization Survey

and School Crime Supplement to the survey, sponsored by BJS and NCES, respectively; the Youth Risk Behavior Survey, sponsored by CDC; Schools and Staffing Survey, National Teacher and Principal Survey, School Survey on Crime and Safety, Fast Response Survey System, and ED*Facts*, all sponsored by NCES; the Studies of Active Shooter Incidents, sponsored by the Federal Bureau of Investigation; the Campus Safety and Security Survey, sponsored by the U.S. Department of Education; and the Monitoring the Future Survey, sponsored by the National Institute on Drug Abuse of the U.S. Department of Health and Human Services.

The entire report is available on the Internet (http://nces.ed.gov/programs/crimeindicators/). BJS and NCES continue to work together in order to provide timely and complete data on the issues of school-related violence and safety.

James L. Woodworth
Commissioner
National Center for Education Statistics

Jeffrey H. Anderson
Director
Bureau of Justice Statistics

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Acknowledgments

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Introduction

Our nation's schools should be safe havens for teaching and learning free of crime and violence. Any instance of crime or violence at school not only affects the individuals involved but also may disrupt the educational process and affect bystanders, the school itself, and the surrounding community (Brookmeyer, Fanti, and Henrich 2006; Goldstein, Young, and Boyd 2008). For both students and teachers, victimization at school can have lasting effects. In addition to experiencing loneliness, depression, and adjustment difficulties (Crick and Bigbee 1998; Crick and Grotpeter 1996; Nansel et al. 2001; Prinstein, Boergers, and Vernberg 2001; Storch et al. 2003), victimized children are more prone to truancy (Ringwalt, Ennett, and Johnson 2003), poor academic performance (MacMillan and Hagan 2004; Wei and Williams 2004), dropping out of school (Beauvais et al. 1996; MacMillan and Hagan 2004), and violent behaviors (Nansel et al. 2003). For teachers, incidents of victimization may lead to professional disenchantment and even departure from the profession altogether (Karcher 2002; Smith and Smith 2006).

For parents, school staff, and policymakers to effectively address school crime, they need an accurate understanding of the extent, nature, and context of the problem. However, it is difficult to gauge the scope of crime and violence in schools given the large amount of attention devoted to isolated incidents of extreme school violence. Measuring progress toward safer schools requires establishing good indicators of the current state of school crime and safety across the nation and regularly updating and monitoring these indicators; this is the aim of *Indicators of School Crime and Safety.*

Purpose and Organization of This Report

Indicators of School Crime and Safety: 2018 is the 21st in a series of reports produced since 1998 by the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS) that present the most recent data available on school crime and student safety. Although the data presented in this report are the most recent available at the time of publication, the most recent two or more school years are not covered due to data processing timelines. The report is not intended to be an exhaustive compilation of school crime and safety information, nor does it attempt to explore reasons for crime and violence in schools. Rather, it is designed to provide a brief summary of information from an array of data sources and to make data on national school crime and safety accessible to policymakers, educators, parents, and the general public.

Indicators of School Crime and Safety: 2018 is organized into sections that delineate specific concerns to readers. The sections cover violent deaths; nonfatal student and teacher victimization; school environment; fights, weapons, and illegal substances; fear and avoidance; discipline, safety, and security measures; and campus safety and security. This year's report also includes a spotlight section on topics related to youth opioid use, perceptions of bullying, and active shooter incidents in educational settings. Each section contains a set of indicators that, taken together, describe a distinct aspect of school crime and safety. Where available, data on crimes that occur outside of school grounds are offered as a point of comparison.[1] Supplemental tables for each indicator provide more detailed breakouts and standard errors for estimates. A reference section and a glossary of terms appear at the end of the report.

This edition of the report contains updated data for 16 indicators: violent deaths at school and away from school (*Indicator 1*); incidence of victimization at school and away from school (*Indicator 2*); prevalence of victimization at school (*Indicator 3*); threats and injuries with weapons on school property (*Indicator 4*); students' reports of gangs at school (*Indicator 8*); students' reports of being called hate-related words and seeing hate-related graffiti (*Indicator 9*); bullying at school and electronic bullying (*Indicator 10*); physical fights on school property and anywhere (*Indicator 12*); students carrying weapons on school property and anywhere and students' access to firearms (*Indicator 13*); students' use of alcohol (*Indicator 14*); marijuana use and illegal drug availability (*Indicator 15*); students' perceptions of personal safety at school and away from school (*Indicator 16*); students' reports of avoiding school activities or classes or specific places in school (*Indicator 17*); students' reports of safety and security measures observed at school (*Indicator 20*); criminal incidents at postsecondary institutions (*Indicator 21*); and hate crime incidents at postsecondary institutions (*Indicator 22*). In addition, this report includes three spotlight indicators: use, availability, and

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[1] Data in this report are not adjusted to reflect the number of hours that youth spend on school property versus the number of hours they spend elsewhere.

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perceived harmfulness of opioids among youth (*Spotlight 1*); perceptions of bullying among students who reported being bullied: repetition and power imbalance (*Spotlight 2*); and active shooter incidents in educational settings (*Spotlight 3*).

Also included in this year's report are references to publications relevant to each indicator that the reader may consult for additional information or analyses. These references can be found in the "For more information" sidebars at the bottom of each indicator.

Data

The indicators in this report are based on information drawn from a variety of independent data sources, including national surveys of students, teachers, principals, and postsecondary institutions and universe data collections from federal departments and agencies. The sources include BJS, NCES, the Federal Bureau of Investigation, the Centers for Disease Control and Prevention, the Office of Postsecondary Education, and the National Institute on Drug Abuse of the U.S. Department of Health and Human Services. Each data source has an independent sample design, data collection method, and questionnaire design, or is the result of a universe data collection.

The combination of multiple, independent sources of data provides a broad perspective on school crime and safety that could not be achieved through any single source of information. However, readers should be cautious when comparing data from different sources. While every effort has been made to keep key definitions consistent across indicators, differences in sampling procedures, populations, time periods, and question phrasing can all affect the comparability of results. For example, both *Indicators 19* and *20* report data on selected security and safety measures used in schools. *Indicator 19* uses data collected from a survey of public school principals about safety and security practices used in their schools during the 2015–16 school year. The schools range from primary through high schools. *Indicator 20,* however, uses data collected from 12- through 18-year-old students residing in a sample of households. These students were asked whether they observed selected safety and security measures in their school in 2017; however, they may not have known whether, in fact, the security measure was present. In addition, different indicators contain various approaches to the analysis of school crime

data and, therefore, will show different perspectives on school crime. For example, both *Indicators 2* and *3* report data on theft and violent victimization at school based on the National Crime Victimization Survey and the School Crime Supplement to that survey, respectively. While *Indicator 2* examines the number of incidents of victimization, *Indicator 3* examines the percentage or prevalence of students who reported victimization. Finally, some indicators in this report are based on data from different sources than have been used in previous *Indicators* reports. This is due to data availability or efforts to improve analytic methodology or comparability. Table A provides a summary of some of the variations in the design and coverage of sample surveys used in this report.

Several indicators in this report are based on self-reported survey data. Readers should note that limitations inherent to self-reported data may affect estimates (Addington 2005; Cantor and Lynch 2000). First, unless an interview is "bounded" or a reference period is established, estimates may include events that exceed the scope of the specified reference period. This factor may artificially increase reported incidents because respondents may recall events outside of the given reference period. Second, many of the surveys rely on the respondent to "self-determine" a condition. This factor allows the respondent to define a situation based upon his or her own interpretation of whether the incident was a crime or not. On the other hand, the same situation may not necessarily be interpreted in the same way by a bystander or the perceived offender. Third, victim surveys tend to emphasize crime events as incidents that take place at one point in time. However, victims can often experience a state of victimization in which they are threatened or victimized regularly or repeatedly. Finally, respondents may recall an event inaccurately. For instance, people may forget the event entirely or recall the specifics of the episode incorrectly. These and other factors can affect the precision of the estimates based on these surveys.

Data trends are discussed in this report when possible. Where trends are not discussed, either the data are not available in earlier surveys or the wording of the survey question changed from year to year, making it impossible to discuss any trend. A number of considerations influence the selection of the data years to present in *Indicators of School Crime and Safety*. Base years for the presentations typically are selected

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to provide 10 to 20 years of trend data when available. In the case of surveys with long time frames, such as the School Crime Supplement to the National Crime Victimization Survey and the Youth Risk Behavior Survey, a decade's beginning year (i.e., 2001) often starts the trend line. The narrative for the indicators compares the most recent year's data with those from the established base year, often including analyses for intervening data points and the immediately preceding survey administration. In the tables for the indicators, data from selected earlier and intervening years are presented with the base year and most recent data to show a more complete trend.

Where data from samples are reported, as is the case with most indicators in this report, the standard error is calculated for each estimate provided in order to determine the "margin of error" for these estimates. The standard errors of the estimates for different subpopulations in an indicator can vary considerably and should be taken into account when making comparisons. With the exception of *Indicator 2,* in this report, in cases where the standard error was between 30 and 50 percent of the associated estimate, the estimates were noted with an "!" symbol (Interpret data with caution. The coefficient of variation [CV] for this estimate is between 30 and 50 percent). In *Indicator 2,* the "!" symbol cautions the reader that marked estimates indicate that the reported statistic was based on 10 or fewer cases or the coefficient of variation was greater than 50 percent. With the exception of *Indicator 2,* in cases where the standard error was 50 percent or greater of the associated estimate, the estimate was suppressed, with a note stating, "Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater." See appendix A for more information.

The appearance of an "!" symbol (Interpret data with caution) in a table or figure indicates a data cell with a high ratio of standard error to estimate, alerting the reader to use caution when interpreting such data. These estimates are still discussed, however, when statistically significant differences are found despite large standard errors.

Comparisons in the text based on sample survey data have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variation. Findings described in this report with comparative language (e.g., higher, lower, increase, and decrease) are statistically significant at the .05 level. Comparisons based on universe data do not require statistical testing, with the exception of linear trends. Several test procedures were used, depending upon the type of data being analyzed and the nature of the comparison being tested. The primary test procedure used in this report was Student's t statistic, which tests the difference between two sample estimates. The t test formula was not adjusted for multiple comparisons. Linear trend tests were used to examine changes in percentages over a range of values such as time or age. Linear trend tests allow one to examine whether, for example, the percentage of students who reported using drugs increased (or decreased) over time or whether the percentage of students who reported being physically attacked in school increased (or decreased) with age. When differences among percentages were examined relative to a variable with ordinal categories (such as grade), analysis of variance (ANOVA) was used to test for a linear relationship between the two variables. Results of significance testing might differ slightly from those published elsewhere based on differences in how the testing was performed.

Percentages reported in the tables and figures are generally rounded to one decimal place (e.g., 76.5 percent), while percentages reported in the text are generally rounded from the original number to whole numbers (with any value of 0.50 or above rounded to the next highest whole number). While the data labels on the figures have been rounded to one decimal place, the graphical presentation of these data is based on the unrounded estimates.

Appendix A of this report contains descriptions of all the datasets used in this report and a discussion of how standard errors were calculated for each estimate.

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Table A.   Nationally representative sample and universe surveys used in this report

Survey	Sample	Year of survey	Reference time period	Indicators
Campus Safety and Security Survey	All postsecondary institutions that receive Title IV funding	2001 through 2016 annually	Calendar year	21, 22
ED*Facts*	All students in K–12 schools	2009–10 through 2016–17 annually	Incidents during the school year	13
Fast Response Survey System (FRSS)	Public primary, middle, and high schools[1]	2013–14	2013–14 school year	6, 7, 19
Monitoring the Future Survey	8th-, 10th-, and 12th-graders in public and private schools	1995 through 2017 annually	Drug use in lifetime, during the previous 12 months, and during the previous 30 days	Spotlight 1
National Crime Victimization Survey (NCVS)	Individuals ages 12 or older living in households and group quarters	1992 through 2017 annually	Interviews conducted during the calendar year[2]	2
National Teacher and Principal Survey (NTPS)	Public school K–12 teachers	2015–16	Incidents during the previous 12 months	5, 11
National Vital Statistics System (NVSS)	Universe	1992 through 2016 continuous	July 1 through June 30	1
The School-Associated Violent Death Surveillance System (SAVD-SS)	Universe	1992 through 2016 continuous	July 1 through June 30	1
School Crime Supplement (SCS) to the National Crime Victimization Survey	Students ages 12–18 enrolled in public and private schools during the school year	1995, 1999, and 2001 through 2017 biennially	Incidents during the previous 6 months	3
			Incidents during the school year[3]	8, 9, 10, 13, 16, 17, 20, Spotlight 2
School Survey on Crime and Safety (SSOCS)	Public primary, middle, and high schools[1]	1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16	1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16 school years	6, 7, 18, 19
Schools and Staffing Survey (SASS)	Public and private school K–12 teachers	1993–94,1999–2000, 2003–04, 2007–08, and 2011–12	Incidents during the previous 12 months	5, 11
Studies of Active Shooter Incidents	Universe	2000 through 2017 annually	Calendar year	Spotlight 3
Youth Risk Behavior Surveillance System (YRBSS)	Students enrolled in grades 9–12 in public and private schools at the time of the survey	1993 through 2017 biennially	Incidents during the previous 12 months	4, 10, 12
			Incidents during the previous 30 days	13, 14, 15

[1] Either school principals or the person most knowledgeable about discipline issues at school completed the questionnaire.
[2] The NCVS is a self-reported survey that is administered from January to December. Respondents are asked about the number and characteristics of crimes they have experienced during the prior 6 months. Crimes are classified by the year of the survey and not by the year of the crime.
[3] For data collections prior to 2007, the reference period was the previous 6 months. The reference period for 2007 and beyond was the school year. Cognitive testing showed that estimates from 2007 and beyond are comparable to previous years. For more information, see appendix A.

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Spotlights

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Spotlight 1

Use, Availability, and Perceived Harmfulness of Opioids Among Youth

The percentage of 8th-graders who reported using heroin during the past 12 months decreased from 1.4 percent in 1995 to 0.3 percent in 2017. This percentage also decreased from 1.1 to 0.2 percent for 10th-graders and from 1.1 to 0.4 percent for 12th-graders during the same period.

The current opioid epidemic is an increasingly recognized national crisis that affects public health as well as social and economic welfare. In 2016, over 130 people were estimated to die from opioid-related drug overdose every day, and over 2 million suffered from at least one opioid use disorder, such as dependence on pain relievers, during the year (U.S. Department of Health and Human Services 2018). The crisis resulted in a total economic loss of $504 billion in 2015, through the economic cost of fatalities resulting from overdoses and the nonfatal costs of opioid misuse, including healthcare spending, criminal justice costs, and lost productivity (The Council of Economic Advisers 2017).

Young adolescents are particularly susceptible to harm from the misuse of opioids. Not only do opioid use disorders impact all aspects of adolescents' lives, including family, school, and their transition into adulthood (Martins et al. 2017), but also youth residing in homes with opioid-dependent parents are at higher risk of exhibiting emotional problems, engaging in risky sexual practices, exhibiting impaired social functioning, and becoming involved in substance misuse (Morton and Wells 2018). Ease of access to and favorable attitudes toward illicit drugs are among the risk factors associated with youth opioid use (Nargiso, Ballard, and Skeer 2015; Sung et al. 2005).

Using data from the Monitoring the Future (MTF) survey,[2] this spotlight examines the national trends

in opioid use among 8th-, 10th-, and 12th-graders from 1995 to 2017, as well as by student and family characteristics in 2017. In addition, it looks at trends in students' reported ease of access to opioids and their perceived harmfulness of opioid use over time. Two main categories of opioids (heroin and narcotics other than heroin) and three time intervals during which drug use occurred (ever used, used during the past 12 months, and used during the past 30 days) are discussed in this spotlight.[3] Only drug use not under a doctor's orders is included in the use of narcotics other than heroin and the use of OxyContin and Vicodin, two commonly prescribed narcotics.

In 2017, about 0.7 percent of 8th-graders reported ever using heroin, 0.3 percent reported using heroin during the past 12 months, and 0.2 percent reported using heroin during the past 30 days (table S1.1). Among 10th-graders, 0.4 percent reported ever using heroin, 0.2 percent reported using heroin during the past 12 months, and 0.1 percent reported using heroin during the past 30 days. While these overall rates were low, they nevertheless represented, for the year 2017, approximately 28,900 8th-graders and 16,600 10th-graders who had ever used heroin, 12,400 8th-graders and 8,300 10th-graders who had used heroin during the past 12 months, and 8,300 8th-graders and 4,200 10th-graders who had used heroin during the past 30 days.[4]

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[2] The Monitoring the Future (MTF) survey is a nationally representative sample of 8th-, 10th-, and 12th-graders designed to provide estimates of the beliefs, attitudes, and behavior regarding drug use for students at each grade level. By providing students in the same grade level with the same set of questions over a period of years, the survey is particularly suited for the purpose of studying changes in student responses over time.

[3] Questions administered to 8th- and 10th-graders sometimes differed slightly from those administered to 12th-graders, and the points in time at which some questions were introduced also sometimes differed. Readers should take note of the grade(s) and year span(s) specified at each stage of the discussion.
[4] These counts, as well as counts for 12th-graders in the following paragraph, are all based on projected fall 2017 public school enrollment (see table 203.10 in Snyder, de Brey, and Dillow 2019) and actual fall 2015 private school enrollment (see table 205.15 in Snyder, de Brey, and Dillow 2019). Fall 2015 private school enrollment is used as proxy for fall 2017 enrollment because projected private school enrollment is not available by grade.

This spotlight indicator features data on a selected issue of current policy interest. For more information: Tables S1.1, S1.2, and S1.3, and http://monitoringthefuture.org/.

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Figure S1.1. Percentages of 8th- and 10th-graders reporting heroin use, by grade and recency of use: Selected years, 1995 through 2017
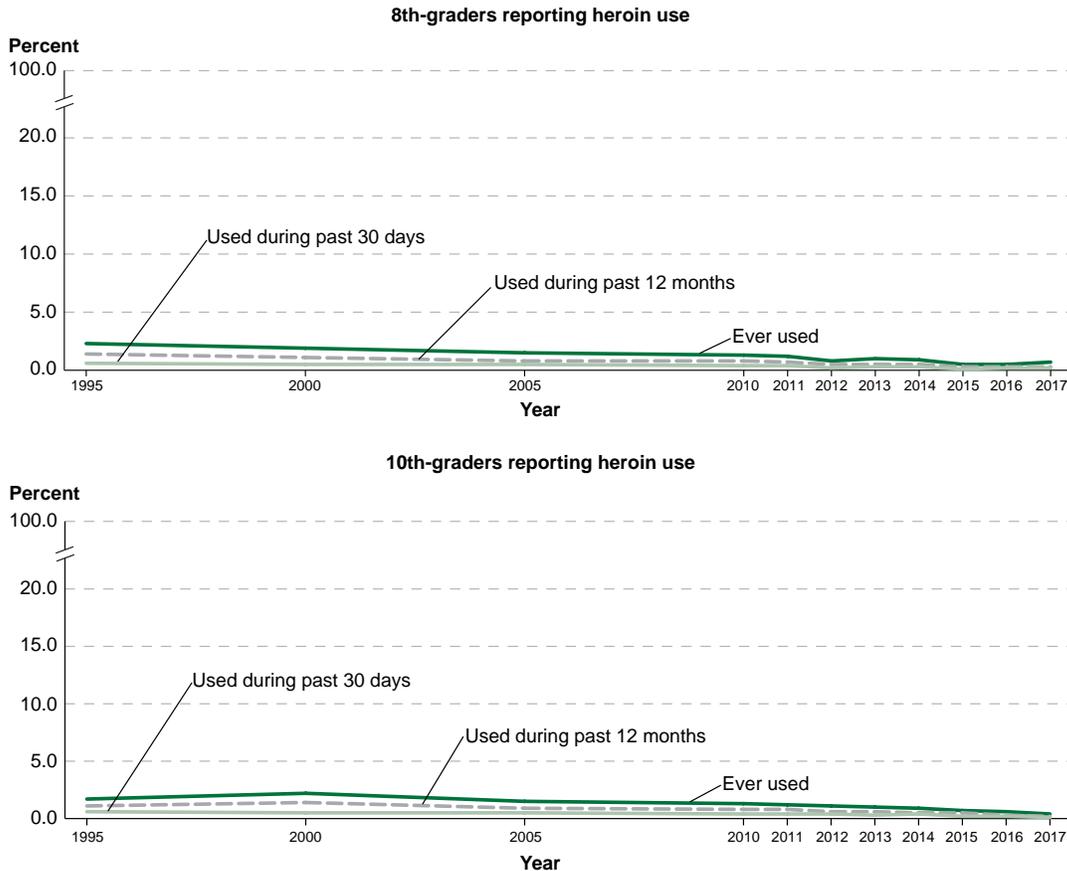
SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, selected years, 1995 through 2017.

Also in 2017, about 0.7 percent of 12th-graders reported ever using heroin, 0.4 percent reported using heroin during the past 12 months, and 0.3 percent reported using heroin during the past 30 days. These rates translated to approximately 27,800 12th-graders in 2017 who had ever used heroin, 15,900 who had used heroin during the past 12 months, and 11,900 who had used heroin during the past 30 days. Data on the use of narcotics other than heroin not under a doctor's orders were also available for 12th-graders. Compared to 12-graders' use of heroin, 12th-graders'

use of narcotics other than heroin was more common: 6.8 percent of 12th-graders reported ever using narcotics other than heroin, 4.2 percent reported using narcotics other than heroin during the past 12 months, and 1.6 percent reported using narcotics other than heroin during the past 30 days. These rates translated to approximately 269,600 12th-graders in 2017 who had ever used narcotics other than heroin, 166,500 who had used narcotics other than heroin during the past 12 months, and 63,400 who had used narcotics other than heroin during the past 30 days.

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Figure S1.2. Percentages of 12th-graders reporting heroin use and use of narcotics other than heroin, by recency of use: Selected years, 1995 through 2017

Heroin use

Use of narcotics other than heroin
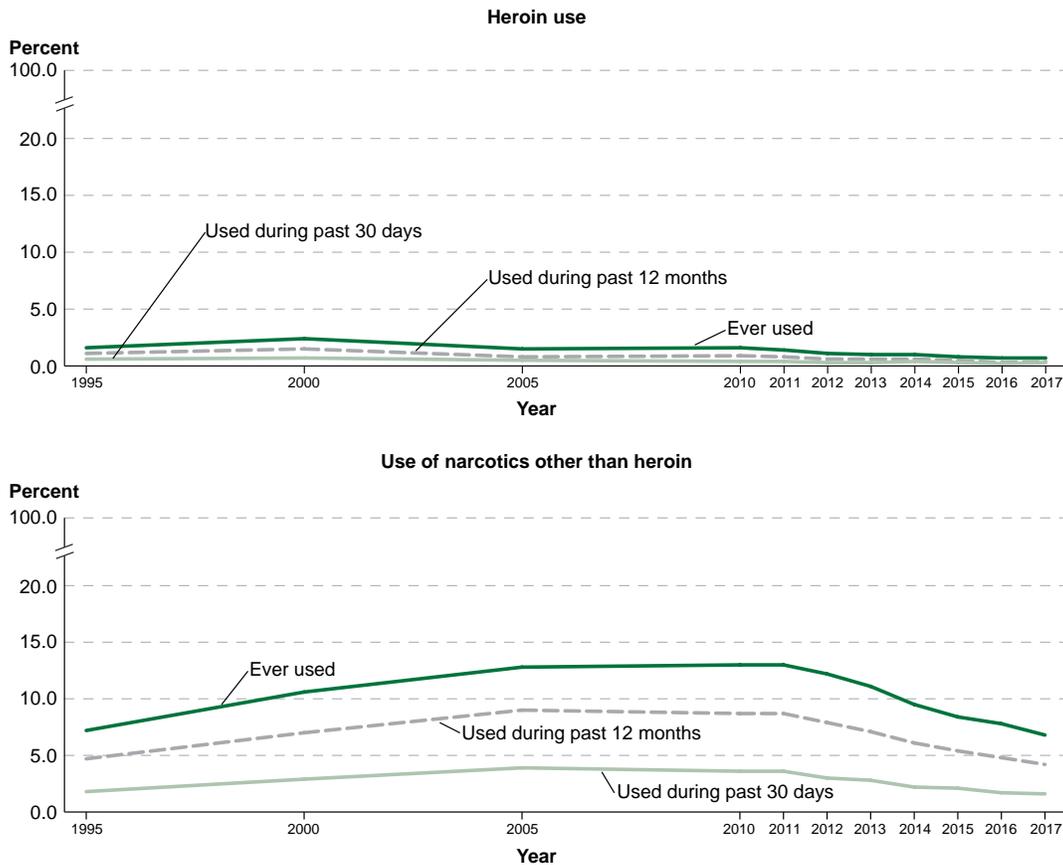
NOTE: Use of narcotics other than heroin only includes drug use not under a doctor's orders.
SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, selected years, 1995 through 2017.

Between 1995 and 2017, heroin use among 8th-, 10th-, and 12th-graders decreased across all use intervals. For instance, the percentage of 8th-graders who reported using heroin during the past 12 months decreased from 1.4 percent in 1995 to 0.3 percent in 2017 (figure S1.1 and table S1.1). This percentage also decreased from 1.1 to 0.2 percent for 10th-graders and from 1.1 to 0.4 percent for 12th-graders during the same period (figure S1.2 and table S1.1). Although the percentages of 12th-graders in 2017 who reported ever using narcotics other than heroin,

using narcotics other than heroin during the past 12 months, and using narcotics other than heroin during the past 30 days were not measurably different from the corresponding percentages in 1995, they all represented decreases from their corresponding percentages in 2005. The use of OxyContin and Vicodin during the past 12 months also generally decreased for 8th-, 10th-, and 12th-graders between 2005 (the first year of data collection for these survey items) and 2017.

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Figure S1.3. Percentages of 8th-, 10th-, and 12th-graders reporting heroin use and use of narcotics other than heroin during the past 12 months, by grade and college plans: 2017
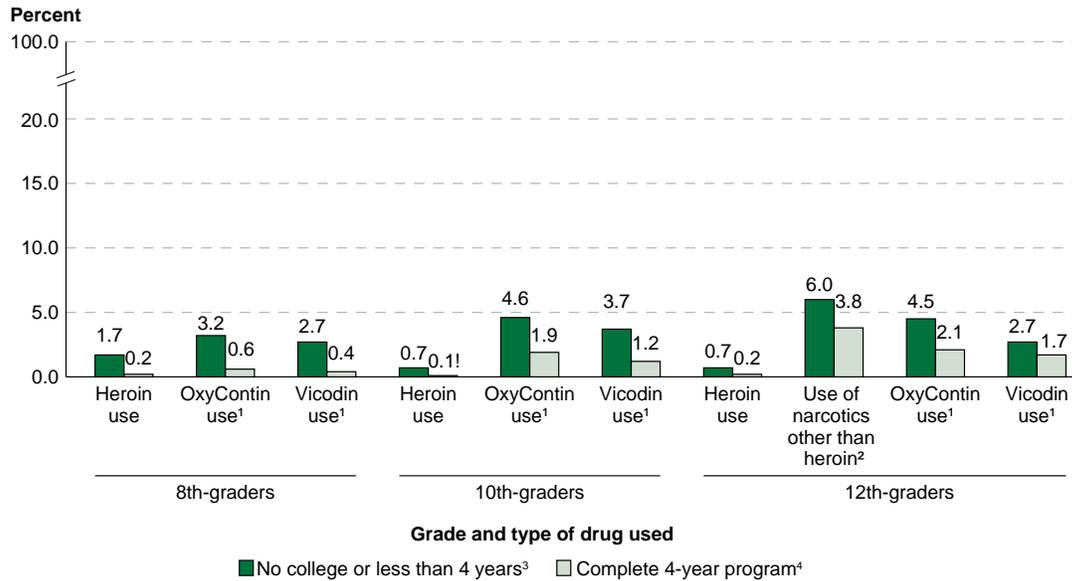
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1] Only includes drug use not under a doctor's orders.
[2] Only includes drug use not under a doctor's orders. In addition to OxyContin and Vicodin, includes other types of narcotics not shown separately.
[3] Students who reported they probably won't or definitely won't graduate from a 4-year college program.
[4] Students who reported they probably will or definitely will graduate from a 4-year college program.
NOTE: Data on narcotics other than heroin were not available for 8th- and 10th-graders.
SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, 2017.

In 2017, differences in opioid use were found by student characteristics such as whether the student had a 4-year college plan and the education of the student's parents. Among 8th-, 10th-, and 12th-graders, those who had no plans to complete 4 years of college consistently reported higher rates of heroin use, use of OxyContin and Vicodin, and use of all narcotics other than heroin[5] during the past 12 months than students who had plans to complete 4 years of college. For instance, 1.7 percent of 8th-graders with no 4-year college plans reported using heroin during the past 12 months, compared with 0.2 percent of 8th-graders with college plans (figure S1.3 and table S1.2). The rates of heroin use for students without college plans versus students with college plans were 0.7 percent versus 0.1 percent among 10th-graders and 0.7 percent versus 0.2 percent among 12th-graders.

Across all grades and types of opioids used, opioid use was generally more prevalent among students whose parents had the lowest educational attainment than among students whose parents had the highest educational attainment.[6] However, the percentage of 12th-graders who reported using narcotics other than heroin during the past 12 months was higher among students whose parents had the highest educational attainment than among students whose parents had the lowest educational attainment (4.6 vs. 3.3 percent).

With respect to differences in the prevalence of opioid use by students' sex and race/ethnicity, different patterns emerged depending upon the type of opioid used. In 2017, a higher percentage of female than of male 8th-graders reported using heroin during the

[5] Data for use of all narcotics other than heroin are only available for 12th-graders.

[6] In this indicator, a student's parents have the lowest educational attainment if (1) both parents (or the single parent) have not completed any high school; (2) both parents (or the single parent) have completed some high school only; or (3) one parent has not completed any high school and one parent has completed some high school only. Parents have the highest educational attainment if (1) both parents (or the single parent) have completed graduate or professional school after college or (2) one parent has completed graduate or professional school after college and one parent has completed college only.

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past 12 months (0.4 vs. 0.2 percent). In contrast, higher percentages of male than of female 8th-graders reported using OxyContin (1.0 vs. 0.6 percent) and Vicodin not under a doctor's orders (0.9 vs. 0.4 percent) during the past 12 months. Among 10th-graders, a higher percentage of Black students than of White students reported using heroin during the past 12 months (0.4 vs. 0.2 percent), while higher percentages of White students than of Black students reported using OxyContin (2.3 vs. 1.6 percent) and Vicodin (1.8 vs. 1.2 percent) during the past 12 months. Similarly, the percentage of 12th-graders reporting heroin use during the past 12 months was higher for Black (0.5 percent) and Hispanic (0.4 percent) students than for White students (0.2 percent), while the percentage reporting using narcotics other than heroin during the past 12 months was higher for White students (5.0 percent) than for Black (3.2 percent) and Hispanic (3.8 percent) students.

Ease of access to opioids is one of the risk factors associated with youth opioid use. To assess the availability of opioids, the MTF survey asked students how difficult it would be for them to get heroin or narcotics other than heroin if they had wanted some. The percentage of students who reported that heroin would be fairly easy or very easy to get decreased between 1995 and 2017 among 8th-graders (from 21.1 to 8.1 percent), 10th-graders (from 24.6 to 10.6 percent), and 12th-graders (from 35.1 to 19.1 percent; figure S1.4 and table S1.1). The percentage of students who reported that narcotics other than heroin would be fairly easy or very easy to get also decreased during this period among 8th-graders (from 20.3 to 8.9 percent) and 10th-graders (from 27.8 to 17.7 percent). While the percentage of 12th-graders who reported that narcotics other than heroin would be fairly easy or very easy to get did not measurably differ between 1995 and 2017, it did decrease from a peak of 54.2 percent in 2010 to 35.8 percent in 2017.

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Figure S1.4. Percentages of 8th-, 10th-, and 12th-graders reporting that heroin and narcotics other than heroin would be fairly easy or very easy to get, by grade: Selected years, 1995 through 2017
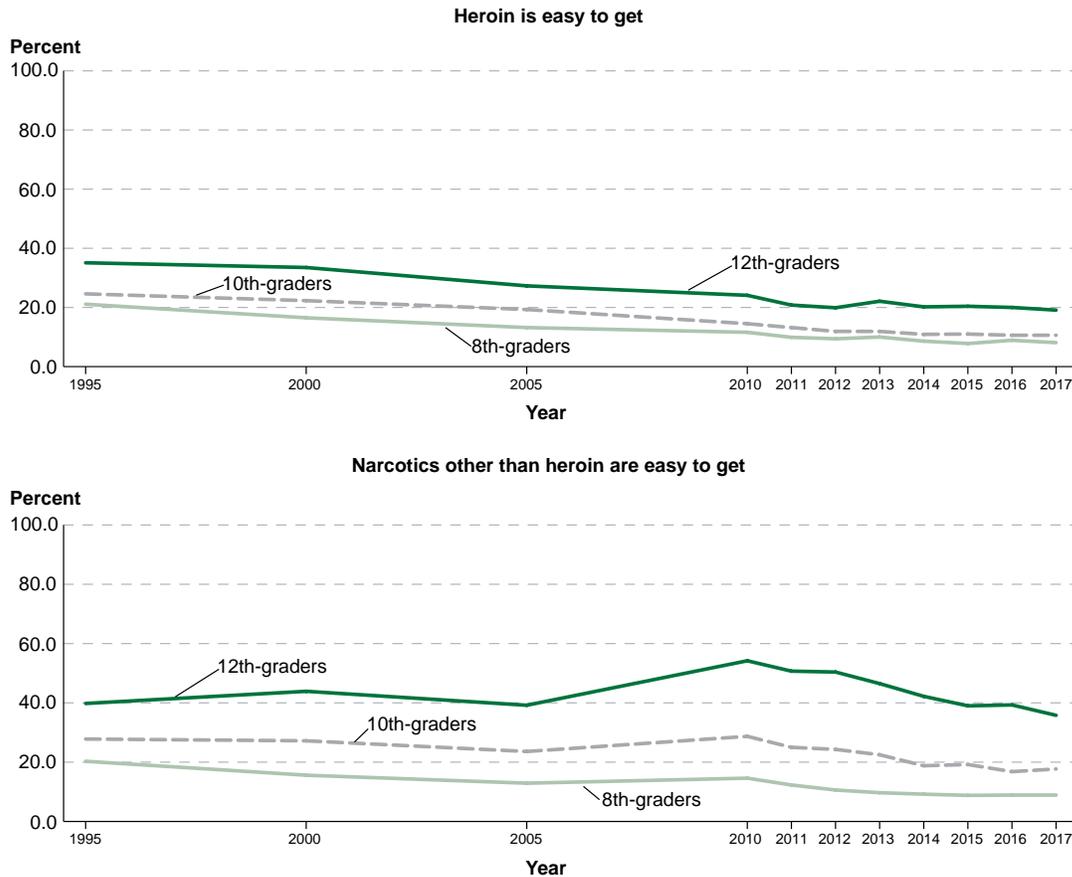
Heroin is easy to get

Narcotics other than heroin are easy to get

SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, selected years, 1995 through 2017.

In 2017, as well as in 1995, the percentages of 10th- and 12th-graders who reported that they could get narcotics other than heroin fairly easily or very easily were higher than the percentages who reported that they could get heroin fairly easily or very easily. However, the differences between these percentages were greater in 2017, indicating that it might be relatively easier to get narcotics other than heroin as compared to getting heroin in 2017 than in 1995. Specifically, in 1995, the difference between the percentages of students who reported they could fairly easily or very easily get narcotics other than heroin and students who reported they could fairly easily or very

easily get heroin was 3.2 percentage points for 10th-graders and 4.7 percentage points for 12th-graders. In 2017, in comparison, the difference between the percentages of students who reported they could fairly easily or very easily get narcotics other than heroin and students who reported they could fairly easily or very easily get heroin was 7.1 percentage points for 10th-graders and 16.7 percentage points for 12th-graders. These larger differences in 2017 were mostly driven by the decrease between 1995 and 2017 in the percentage of students who reported they could get heroin fairly easily or very easily.

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Figure S1.5. Percentages of 8th-, 10th-, and 12th-graders who reported thinking that people risked harming themselves greatly by trying heroin once or twice without using a needle and by taking heroin occasionally without using a needle, by grade: Selected years, 1995 through 2017
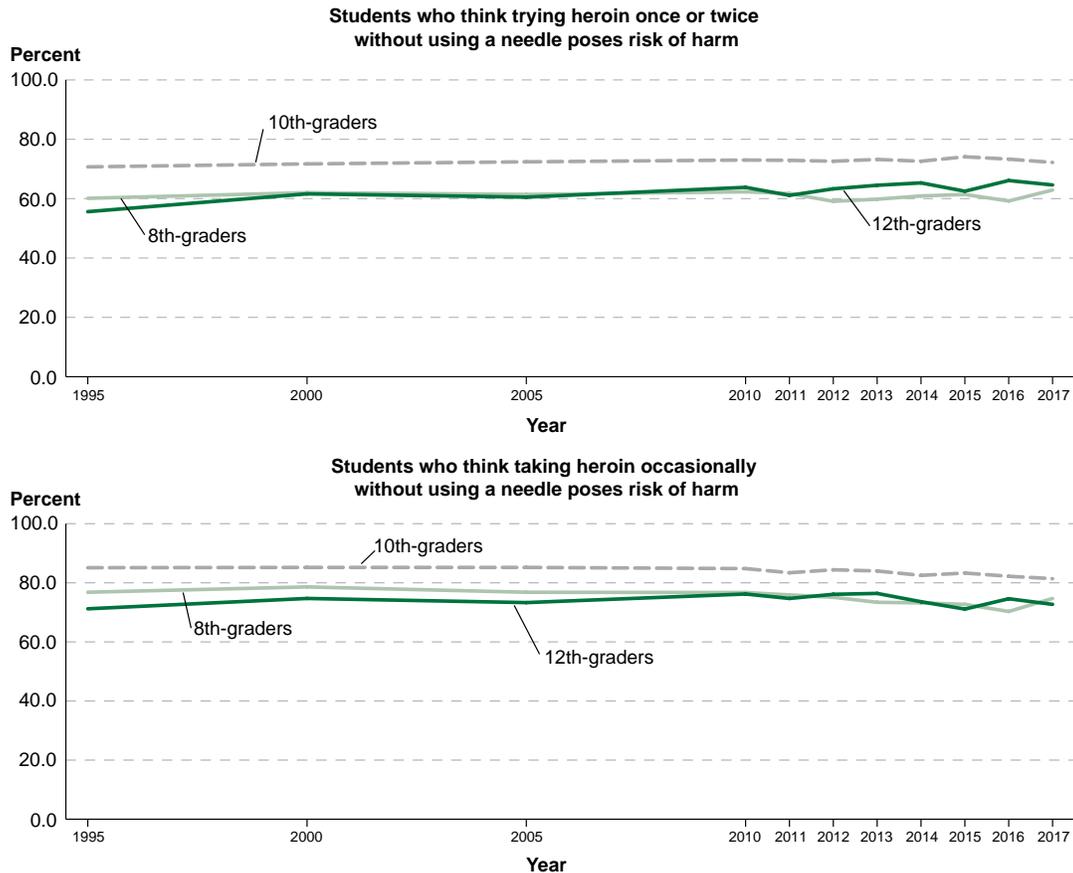
Students who think trying heroin once or twice without using a needle poses risk of harm

Students who think taking heroin occasionally without using a needle poses risk of harm

SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, selected years, 1995 through 2017.

Attitudes toward opioid use are also correlated with actual use (Sung et al. 2005). The MTF survey asked students how much they thought people risked harming themselves (physically or in other ways) if they were to engage in a given activity related to opioid use. Between 1995 and 2017, the percentage of students who thought people risked harming themselves greatly by taking heroin occasionally without using a needle decreased for both 8th-graders (from 76.8 to 74.7 percent) and 10th-graders (from 85.1 to 81.4 percent; figure S1.5 and table S1.3). Additionally, the percentages of 10th-graders who thought that people risked harming themselves greatly by trying OxyContin once or twice, by taking

OxyContin occasionally, and by taking Vicodin occasionally all decreased between 2012 (the first year of data collection for these survey items) and 2017. Among 12th-graders, the percentages who thought people risked harming themselves greatly by trying heroin once or twice and by trying heroin once or twice without using a needle both increased between 1995 and 2017 (from 51 to 63 percent and from 56 to 65 percent, respectively), while the percentage who thought people risked harming themselves greatly by regularly taking any narcotic other than heroin decreased between 2010 (the first year of data collection for this survey item) and 2017 (from 75 to 71 percent).

In 2017, higher percentages of 10th-graders than of 8th- or 12th-graders reported thinking that people risked harming themselves greatly by trying heroin once or twice without using a needle (72 vs. 63 and 65 percent, respectively) and by taking heroin occasionally without using a needle (81 vs. 75 and 73 percent, respectively). Higher percentages of 10th-graders than of 8th-graders also reported thinking that people risked harming themselves greatly by trying OxyContin once or twice (28 vs. 21 percent), trying Vicodin once or twice (22 vs. 17 percent), taking OxyContin occasionally (41 vs. 33 percent), and taking Vicodin occasionally (32 vs. 27 percent).

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Spotlight 2

Perceptions of Bullying Among Students Who Reported Being Bullied: Repetition and Power Imbalance

In 2017, of students ages 12–18 who reported being bullied, 56 percent reported that they thought those who bullied them had the ability to influence what other students thought of them; 50 percent reported that those who bullied them were socially more popular; 40 percent reported that those who bullied them were physically bigger or stronger; 31 percent reported that those who bullied them had more money; and 24 percent reported that those who bullied them had more power in another way.

Bullying is prevalent and often has significant negative effects on individuals, families, and schools. For example, students who are bullied are more likely to experience depression and anxiety, have more health complaints, and are more likely to skip or drop out of school (Swearer and Hymel 2015; Hornor 2018). The involvement of young bullying victims in recent suicides and school shootings has heightened concerns regarding the public health problem of bullying (Hornor 2018). It is important to understand youths' perceptions of bullying in order to design anti-bullying programs as well as assistance programs that can mitigate the negative effects of bullying. Bullying is often defined as containing three elements: repetition, power imbalance, and intent to hurt.[7] Repetition is defined as the recurrence of bullying behaviors. Power imbalance means that "the power is in favor of the aggressor, with the victim of bullying finding him- or herself in an inferior status that makes it very difficult to put up any defense" (Cuadrado-Gordillo 2012). Intent to hurt refers to the injurious effects of bullying: it inflicts physical, social, or psychological harm on the individuals who are bullied.

Using the 2017 School Crime Supplement (SCS) to the National Crime Victimization Survey, this spotlight examines youths' perceptions of bullying regarding the elements of repetition and power imbalance in bullying and whether these perceptions vary according to student and school characteristics. The 2017 SCS asked students who reported being bullied whether they thought the bullying would happen again and what type of power imbalance they perceived between themselves and the person who bullied them. Five types of power imbalance are investigated in this spotlight: (1) the person who bullied the student was physically bigger or stronger; (2) the person who bullied the student was socially more popular; (3) the person who bullied the student had more money; (4) the person who bullied the student had the ability to influence what other students thought of the bullied student; and (5) the person who bullied the student had more power in another way.

In 2017, about 20 percent of students ages 12–18 reported being bullied at school during the school year. Of the students who reported being bullied, 41 percent reported that they thought the bullying would happen again (figure S2.1 and table S2.1).

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[7] Bullying is defined, by the U.S. Department of Education and the Centers for Disease Control and Prevention, as any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth, including physical, psychological, social, or educational harm (Gladden et al. 2014).

This spotlight indicator features data on a selected issue of current policy interest. For more information: Table S2.1, and https://nces.ed.gov/programs/crime/.

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Figure S2.1. Among students ages 12–18 who reported being bullied at school during the school year, percentage who thought the bullying would happen again, by selected student and school characteristics: 2017
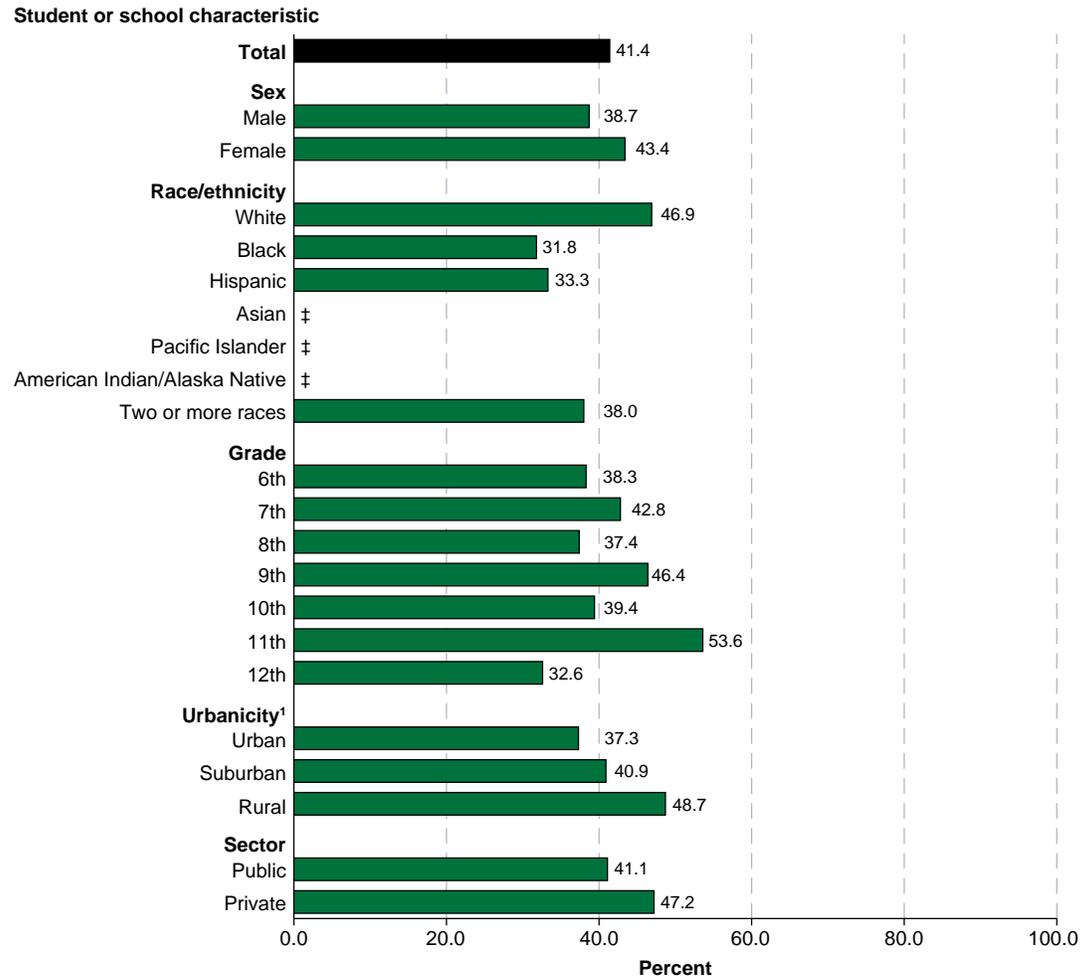
Student or school characteristic

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

Whether students felt the bullying would happen again varied by student characteristics. In 2017, of students ages 12–18 who reported being bullied at school, a higher percentage of White students (47 percent) than of Hispanic (33 percent) and Black students (32 percent) thought the bullying would happen again. In addition, a higher percentage of 11th-graders (54 percent) than of 6th-graders (38 percent), 8th-graders (37 percent), and 12th-graders (33 percent) thought the bullying would happen again. Moreover, a higher percentage of students in rural areas (49 percent) than of students in urban areas (37 percent) thought the bullying would happen again. No measurable differences by sex or between students in public and private schools were observed in the percentages of students' perceptions of whether the bullying would be repeated.

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Figure S2.2. Among students ages 12–18 who reported being bullied at school during the school year, percentage reporting various types of power imbalances in favor of the person who bullied them: 2017

Percent
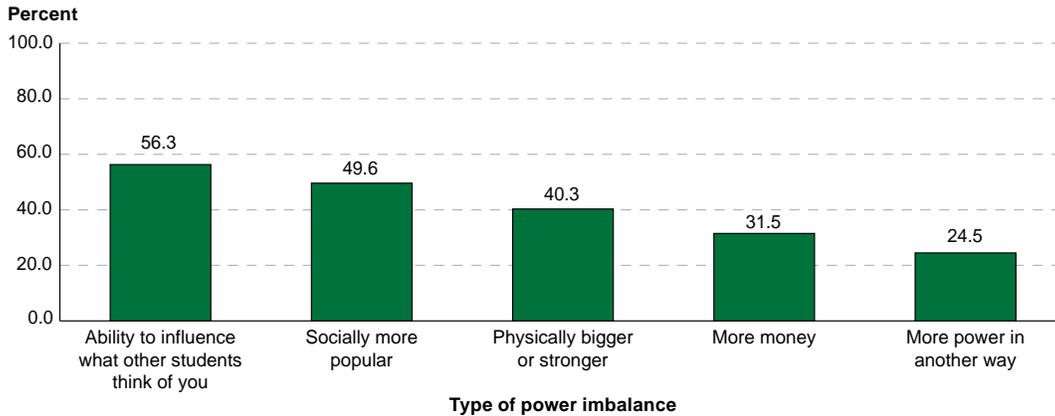
NOTE: Students could report more than one type of power imbalance.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

The perception of a power imbalance is a core element in the definition of bullying. Students who are bullied usually perceive aggressors (students who bully them) as being more powerful than them in some way (Cuadrado-Gordillo 2012). In 2017, of students ages 12–18 who reported being bullied at school, 56 percent reported that they thought those who bullied them had the ability to influence what other students thought of them; 50 percent reported those who bullied them were socially more popular; 40 percent reported those who bullied them were physically bigger or stronger; 31 percent reported those who bullied them had more money; and 24 percent reported those who bullied them had more power in another way (figure S2.2 and table S2.1).

In 2017, of students ages 12–18 who reported being bullied at school, the type of power imbalance that they reported most often was the ability of students who bullied them to influence what other students thought of them. A higher percentage of female students (62 percent) than of male students (48 percent) reported that those who bullied them had the ability to influence what other students thought of them. Higher percentages of White (60 percent) and Hispanic students (57 percent) than of Black students (43 percent) reported that those who bullied them had the ability to influence what other students thought of them (figure S2.3 and table S2.1). Also, a higher percentage of 12th-graders (70 percent) than of 7th-graders (54 percent), 6th-graders (52 percent), and 8th-graders (50 percent) reported that those who bullied them had the ability to influence what other students thought of them.[8] In addition, a higher percentage of students in private schools (72 percent) than of students in public schools (55 percent) thought those who bullied them had the ability to influence what other students thought of them. The percentages of students who perceived that the person who bullied them had the ability to influence what others thought of them did not differ measurably by urbanicity.

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[8] The seemingly large differences between grade 12 and grades 9, 10, and 11 were not measurably significant, due to large standard errors.

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Figure S2.3. Among students ages 12–18 who reported being bullied at school during the school year, percentage who thought those who bullied them had the ability to influence what other students thought of them, by selected student and school characteristics: 2017

Student or school characteristic

Student or school characteristic	Percent
Total	56.3
Sex	
Male	48.2
Female	62.2
Race/ethnicity	
White	59.7
Black	43.1
Hispanic	57.1
Asian	‡
Pacific Islander	‡
American Indian/Alaska Native	‡
Two or more races	52.4
Grade	
6th	52.3
7th	53.6
8th	49.9
9th	60.7
10th	60.2
11th	55.0
12th	70.2
Urbanicity[1]	
Urban	55.7
Suburban	58.2
Rural	51.6
Sector	
Public	55.4
Private	71.9

Percent

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

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In 2017, of students ages 12–18 who reported being bullied at school, one-half perceived those who bullied them as being socially more popular. No measurable differences by any student or school characteristics were observed in the percentages of students who reported that those who bullied them were socially more popular.

Two out of five of students ages 12–18 who reported being bullied at school perceived those who bullied them as being physically bigger or stronger in 2017. There were no measurable differences by most student and school characteristics in the percentages of students who perceived that those who bullied them were physically bigger or stronger. The only characteristic that was an exception was urbanicity: a higher percentage of students in urban areas (46 percent) than of students in suburban areas (38 percent) reported those who did the bullying had more physical power.[9]

In 2017, of students ages 12–18 who reported being bullied at school, about one-third perceived that those who bullied them had more money. Bullied students' perception of this financial power imbalance differed by race/ethnicity and grade level. Specifically, a higher

percentage of White students (34 percent) than of Black students (24 percent) reported that those who bullied them had more money. Additionally, higher percentages of 9th-graders (40 percent) and 10th-graders (38 percent) than of 7th-graders (27 percent), 8th-graders (26 percent), and 6th-graders (25 percent) reported that those who bullied them had more money (figure S2.4 and table S2.1). However, no measurable differences were observed by sex, urbanicity, or control of school in the percentage of bullied students who perceived an imbalance of financial power between themselves and those who bullied them.

In 2017, of students ages 12–18 who reported being bullied at school, about one-quarter thought that those who bullied them had more power in another way. For the most part, there were no measurable differences by student and school characteristics in the percentages of students who reported that those who bullied them had more power in another way; however, higher percentages of White (26 percent) and Hispanic students (26 percent) than of Black students (16 percent) reported that those who bullied them had more power in another way.

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[9] The seemingly large differences by race/ethnicity and grade level were not measurably significant, due to large standard errors.

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Figure S2.4. **Among students ages 12–18 who reported being bullied at school during the school year, percentage who thought those who bullied them had more money, by selected student and school characteristics: 2017**
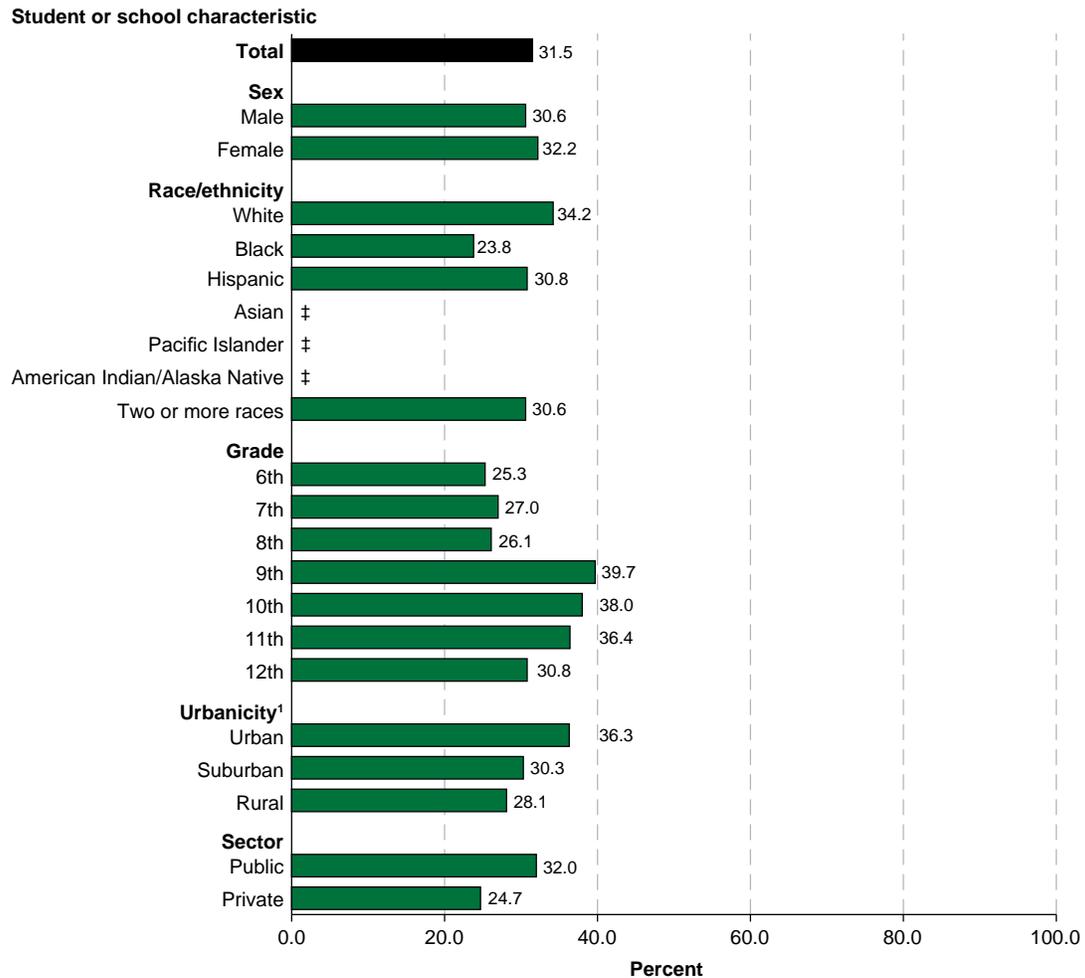
Student or school characteristic

Student or school characteristic	Percent
Total	31.5
Sex	
Male	30.6
Female	32.2
Race/ethnicity	
White	34.2
Black	23.8
Hispanic	30.8
Asian	‡
Pacific Islander	‡
American Indian/Alaska Native	‡
Two or more races	30.6
Grade	
6th	25.3
7th	27.0
8th	26.1
9th	39.7
10th	38.0
11th	36.4
12th	30.8
Urbanicity[1]	
Urban	36.3
Suburban	30.3
Rural	28.1
Sector	
Public	32.0
Private	24.7

Percent

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

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Spotlight 3

Active Shooter Incidents in Educational Settings

From 2000 to 2017, there were 37 active shooter incidents at elementary and secondary schools and 15 active shooter incidents at postsecondary institutions.

The *Indicators of School Crime and Safety* report aims to capture a wide range of student experiences, from more common occurrences to rarer events. Active shooter incidents are a rare occurrence and represent a small subset of the possible violent incidents that occur at schools. While rare, these events are of high concern to all those interested in the safety of our nation's students.

In 2014, the Federal Bureau of Investigation (FBI) released its first in a series of reports that covered active shooter incidents in the United States, following the signing of the Investigative Assistance for Violent Crimes Act of 2012 (Blair and Schweit 2014). These reports cover active shooter incidents in all types of settings, but this spotlight focuses on those incidents that occurred in educational settings. Educational settings were the second-most common location for active shooter incidents to occur, behind incidents in commerce settings.[10] This spotlight focuses on active shooter incidents at elementary and secondary schools and at postsecondary institutions from 2000 to 2017. It presents data on the frequency of incidents, the number of casualties, characteristics of the incidents, and characteristics of the shooters.

"Active shooter" is a law enforcement term describing a shooting in progress. The FBI defines an active shooter as "one or more individuals actively engaged in killing or attempting to kill people in a populated area." Because the situation is active, law enforcement and citizens involved in the incident have the potential to affect the outcome. Due to the specific definition used to determine an active shooter incident, this spotlight is not a comprehensive overview of gun violence or serious violent incidents in U.S. education settings. Data in this spotlight should be considered in conjunction with other indicators in the report to gain a broader picture of violent incidents in our nation's schools.[11]

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[10] The other locations coded for were government, open space, residence, healthcare, and house of worship.

[11] At the elementary and secondary school level, the indicator *Violent Deaths at School and Away From School* reports on the homicides and suicides of students ages 5–18 while at school in comparison to those away from school. *Students Carrying Weapons on School Property and Anywhere and Students' Access to Firearms* provides a look at the numbers of public school students involved in firearms incidents at school by state, as well as students' access to firearms at school and away from school. At the postsecondary level, *Criminal Incidents at Postsecondary Institutions* provides data on the number of disciplinary actions for and arrests related to illegal weapons possession on campus as well as the number of murders that occurred on postsecondary campuses. Taken together with the data found in this spotlight, these indicators give a more comprehensive picture of the frequency of weapons-related incidents, active shooter incidents, and homicides and suicides that occur in education settings.

> This spotlight indicator features data on a selected issue of current policy interest. For more information: Tables S3.1 and S3.2, and https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources.

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Figure S3.1. Number of active shooter incidents, by level of institution: 2000 through 2017

Number of incidents
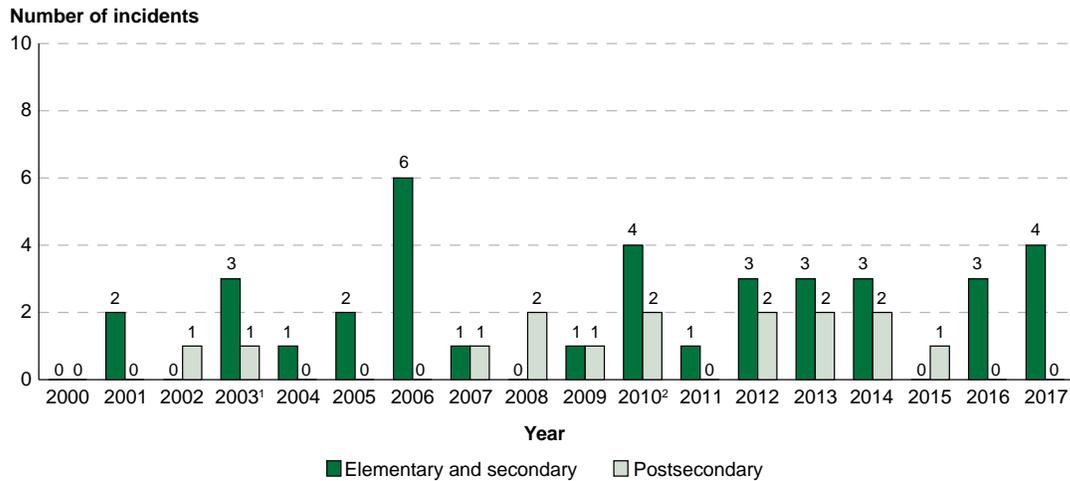
¹ The elementary and secondary schools count includes one active shooter incident at a county board of education meeting.
² The elementary and secondary schools count includes one active shooter incident at a city school board meeting.
NOTE: The Federal Bureau of Investigation (FBI) defines an active shooter as "one or more individuals actively engaged in killing or attempting to kill people in a populated area."
SOURCE: U.S. Department of Justice, Federal Bureau of Investigation, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013, Active Shooter Incidents in the United States in 2014 and 2015*, and *Active Shooter Incidents in the United States in 2016 and 2017*, retrieved August 10, 2018, from https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources.

From 2000 to 2017, there were 37 active shooter incidents at elementary and secondary schools[12] and 15 active shooter incidents at postsecondary institutions. The annual number of active shooter incidents at elementary and secondary schools per year ranged from 0 to 6 during this time span (figure S3.1 and table S3.1). There were 4 years from 2000 to 2017 in which 0 active shooter incidents occurred, 6 years in which 1–2 active shooter incidents occurred, 7 years in which 3–4 active shooter incidents occurred, and 1 year in which 6 active shooter incidents occurred. At postsecondary institutions, the annual number of active shooter incidents per year ranged from 0 to 2 from 2000 to 2017. There were 8 years during this time span in which 0 active shooter incidents occurred and 10 years in which 1–2 active shooter incidents occurred.

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[12] Includes 1 incident that occurred at a county board of education meeting and 1 incident that occurred at a city school board meeting.

Figure S3.2. Number of active shooter incident casualties, by level of institution: 2000 through 2017
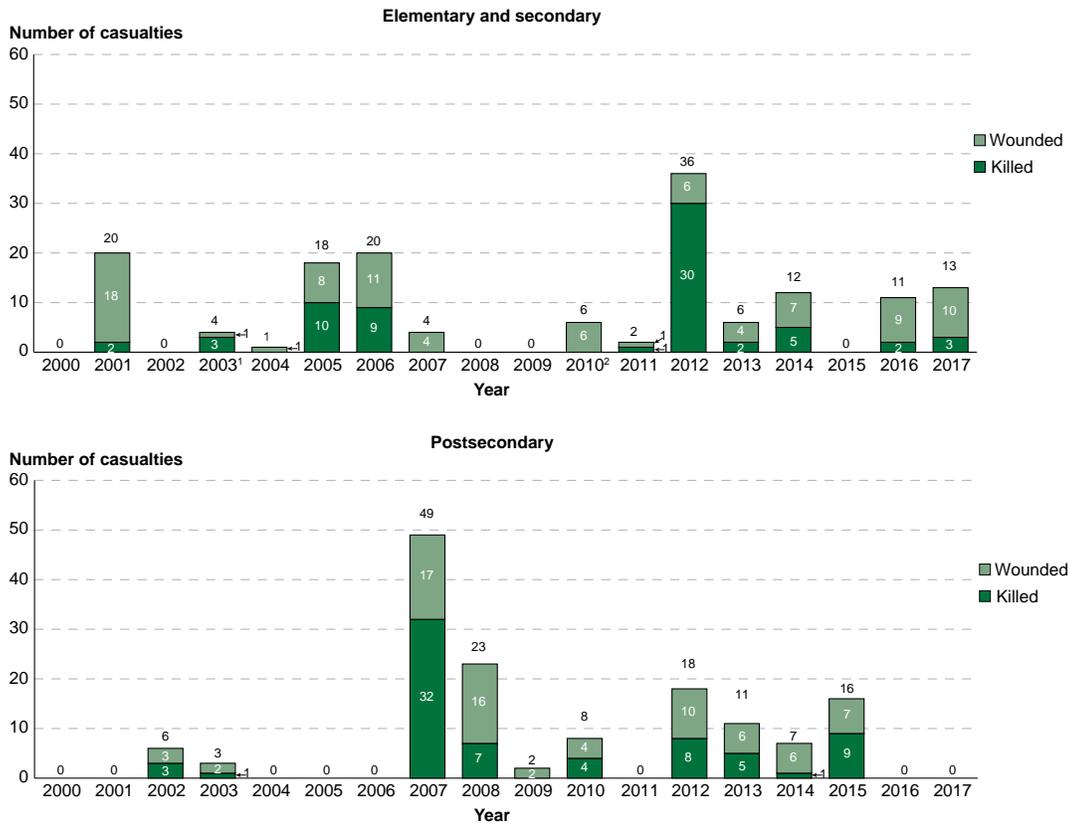
Elementary and secondary

Postsecondary

[1] Includes one active shooter incident at a county board of education meeting.
[2] Includes one active shooter incident at a city school board meeting.
NOTE: The Federal Bureau of Investigation (FBI) defines an active shooter as "one or more individuals actively engaged in killing or attempting to kill people in a populated area." Number of casualties excludes active shooters.
SOURCE: U.S. Department of Justice, Federal Bureau of Investigation, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013*, *Active Shooter Incidents in the United States in 2014 and 2015*, and *Active Shooter Incidents in the United States in 2016 and 2017*, retrieved August 10, 2018, from https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources.

From 2000 to 2017, there were 153 casualties (67 killed and 86 wounded) in active shooter incidents at elementary and secondary schools, and 143 casualties (70 killed and 73 wounded) in active shooter incidents at postsecondary institutions.[13] At the elementary and secondary level, the number of casualties as a result of active shooter incidents per year ranged from 0 to 36 from 2000 to 2017 (figure S3.2 and table S3.1). The number of casualties per year at the postsecondary level ranged from 0 to 49. At both the elementary and secondary level and the postsecondary level, there were more years in which the number wounded was higher than the number killed.

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[13] Number of casualties excludes active shooters.

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Figure S3.3. Number of active shooter incidents by number of guns used in incident and number of guns used by gun type, by level of institution: 2000 through 2017

Number of incidents

Total number

Number of guns used in incident

■ Elementary and secondary   □ Postsecondary

Number of guns used

Total number

Gun type

■ Elementary and secondary   □ Postsecondary

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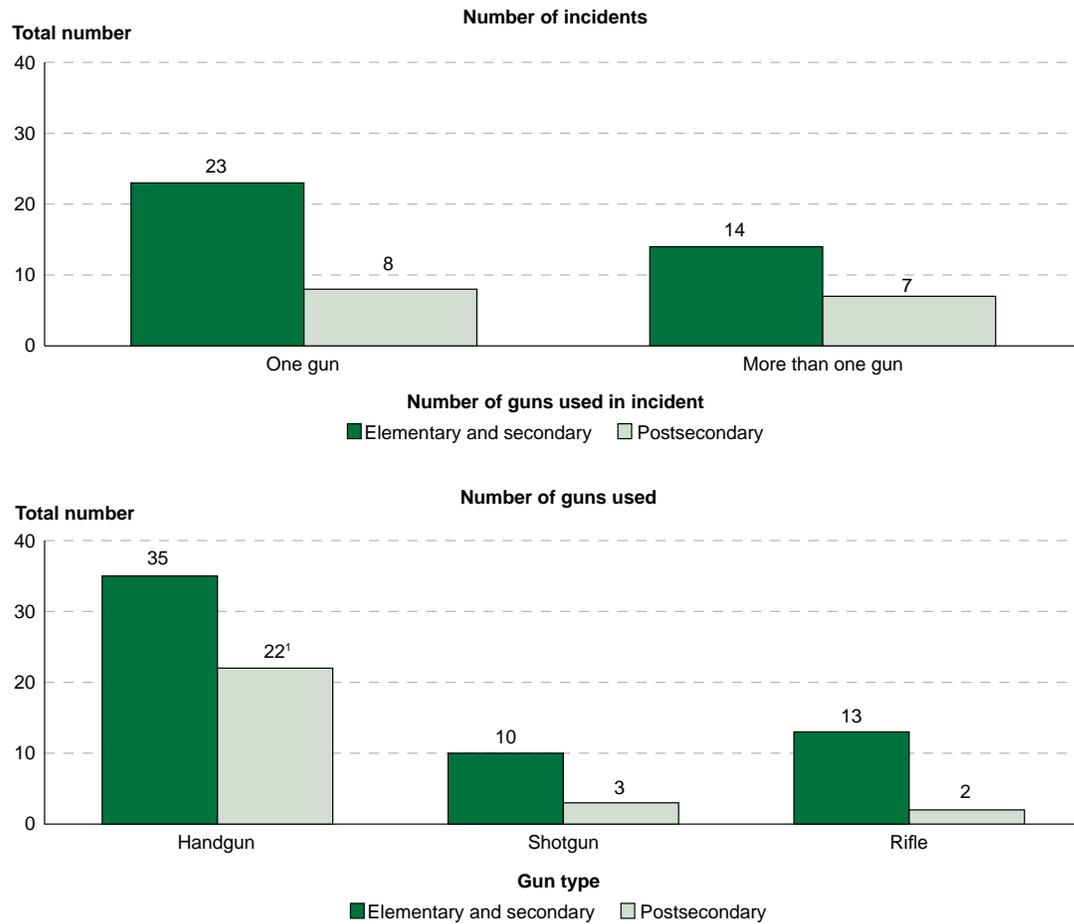
[1] One shooter was reported to have used "several handguns," which was counted as 3 for the total.
NOTE: The Federal Bureau of Investigation (FBI) defines an active shooter as "one or more individuals actively engaged in killing or attempting to kill people in a populated area."
SOURCE: U.S. Department of Justice, Federal Bureau of Investigation, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013*, *Active Shooter Incidents in the United States in 2014 and 2015*, and *Active Shooter Incidents in the United States in 2016 and 2017*, retrieved August 10, 2018, from https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources.

A single gun was used in the majority of active shooter incidents at education settings from 2000 to 2017, and two-thirds of guns used were handguns. Of the 37 active shooter incidents at elementary and secondary schools from 2000 to 2017, the shooter used a single gun in 23 of the incidents and more than one gun in the other 14 incidents (figure S3.3 and table S3.2). A total of 35 handguns, 10 shotguns, and 13 rifles were used. Of the 15 active shooter incidents at postsecondary institutions from 2000 to 2017, the shooter used a single gun in 8 incidents and more than

one gun in 7 incidents. A total of 22 handguns,[14] 3 shotguns, and 2 rifles were used.

Each of the active shooter incidents at education settings from 2000 to 2017 involved a single shooter. All 37 active shooters at elementary and secondary schools were male. At postsecondary institutions, 13 of the active shooters were male, and the other 2 were female. Of the 37 active shooters at elementary and secondary schools, the majority (26) were 12 to 18 years old, 3 of the shooters were 19 to 24 years old

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[14] One shooter was reported to have used "several handguns," which was counted as 3 for the total.

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Figure S3.4. Number of active shooters, by age and level of institution: 2000 through 2017
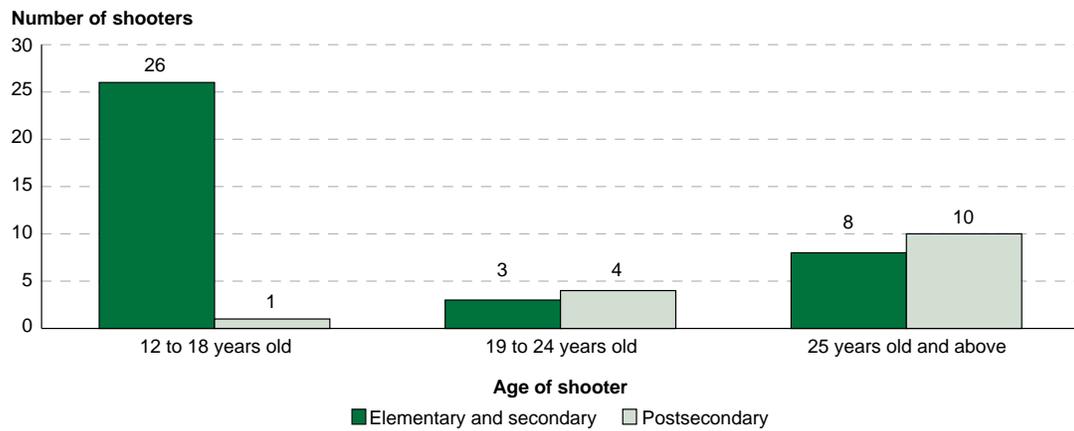
Number of shooters

Age of shooter

■ Elementary and secondary   ☐ Postsecondary

NOTE: The Federal Bureau of Investigation (FBI) defines an active shooter as "one or more individuals actively engaged in killing or attempting to kill people in a populated area."
SOURCE: U.S. Department of Justice, Federal Bureau of Investigation, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013*, *Active Shooter Incidents in the United States in 2014 and 2015*, and *Active Shooter Incidents in the United States in 2016 and 2017*, retrieved August 10, 2018, from https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources.

Figure S3.5. Number of active shooters, by shooter outcome on the scene and level of institution: 2000 through 2017
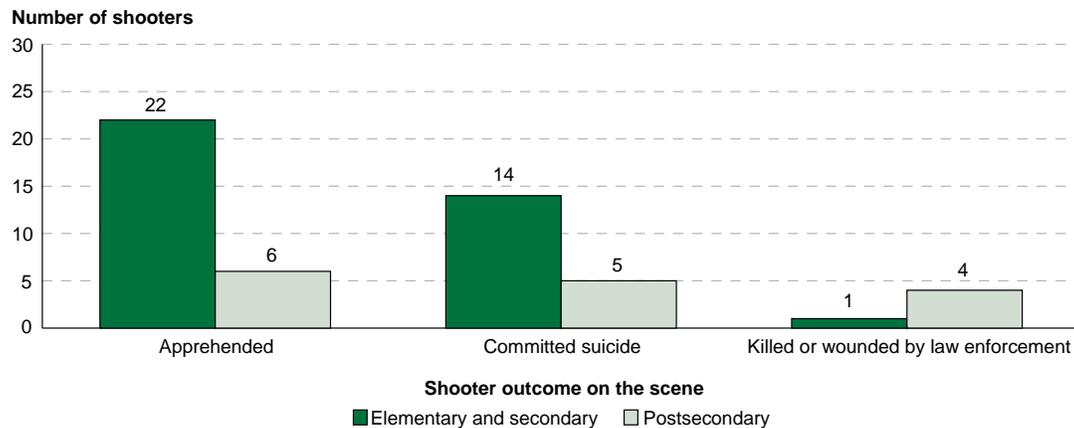
Number of shooters

Shooter outcome on the scene

■ Elementary and secondary   ☐ Postsecondary

NOTE: The Federal Bureau of Investigation (FBI) defines an active shooter as "one or more individuals actively engaged in killing or attempting to kill people in a populated area."
SOURCE: U.S. Department of Justice, Federal Bureau of Investigation, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013*, *Active Shooter Incidents in the United States in 2014 and 2015*, and *Active Shooter Incidents in the United States in 2016 and 2017*, retrieved August 10, 2018, from https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources.

and 8 were 25 years old and above (figure S3.4 and table S3.2). At the postsecondary level, 1 shooter was 12 to 18 years old, 4 were 19 to 24 years old, and 10 were 25 years old and above. Most of the shooters were current or former students of the school at both the elementary and secondary level and the postsecondary level (Blair and Schweit 2014).

Roughly half of active shooters at education settings from 2000 to 2017 were apprehended by

law enforcement. At the elementary and secondary school level, 22 shooters were apprehended by law enforcement, 14 committed suicide, and 1 was killed or wounded by law enforcement (figure S3.5 and table S3.2). At the postsecondary level, 6 shooters were apprehended by law enforcement, 5 committed suicide, and 4 were killed or wounded by law enforcement.

Violent Deaths

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Indicator 1

Violent Deaths at School and Away From School

Between 1992–93 and 2015–16, the percentage of youth homicides occurring at school each year remained at less than 3 percent of the total number of youth homicides, and the percentage of youth suicides occurring at school each year remained at less than 1 percent of the total number of youth suicides.

Violent deaths at schools are rare but tragic events with far-reaching effects on the school population and surrounding community. This indicator presents data on school-associated violent deaths that were collected through the School-Associated Violent Death Surveillance System (SAVD-SS), as well as data on total homicides and suicides by school year identified through the National Vital Statistics System. The SAVD-SS defines a school-associated violent death as "a homicide, suicide, or legal intervention death (involving a law enforcement officer),[15] in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States." School-associated violent deaths also include those that occurred while the victim was on the way to or returning from regular sessions at school or while the victim was attending or traveling to or from an official school-sponsored event. Victims of school-associated violent deaths may include not only students and staff members, but also others at school,[16] such as students' parents and community members.

The most recent data released by the SAVD-SS cover the period from July 1, 2015 through June 30, 2016. During this period, there were a total of 38 student, staff, and other nonstudent school-associated violent deaths in the United States, which included 30 homicides, 7 suicides, and 1 legal intervention death (figure 1.1 and table 1.1).[17] Of these

38 school-associated violent deaths, 18 homicides and 3 suicides involved school-age youth (ages 5–18; also referred to as "youth" in this indicator). When these incidents of homicide and suicide of school-age youth at school were combined, there was approximately 1 youth violent death at school for every 2.7 million students enrolled.[18]

Data for all violent deaths, including those occurring both at school and away from school, are included as a point of comparison for violent deaths occurring at school. As with the SAVD-SS data on school-associated violent deaths, the most recent data available for total homicides and suicides of school-age youth are for the 2015–16 school year. During this period, there were 1,478 youth homicides and 1,941 youth suicides[19] in the United States (figure 1.2 and table 1.1).

The percentage of youth homicides occurring at school each year remained at less than 3 percent of the total number of youth homicides between 1992–93 (when data collection began) and 2015–16, even though the absolute number of homicides of school-age youth at school varied across the years.[20] Between 1992–93 and 2015–16, the number of school-age youth who died by suicide at school fluctuated each year and ranged from 1 to 10. The percentage of youth suicides occurring at school each year remained at less than 1 percent of the total number of youth suicides over these years.

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[15] A legal intervention death is defined as a death caused by a law enforcement agent in the course of arresting or attempting to arrest a lawbreaker, suppressing a disturbance, maintaining order, or engaging in another legal action.
[16] "At school" includes on the property of a functioning elementary or secondary school, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. In this indicator, the term "at school" is comparable in meaning to the term "school-associated."
[17] Data from 1999–2000 onward are subject to change until law enforcement reports have been obtained and interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. For more information on this survey, see appendix A.

[18] The total number of students enrolled in prekindergarten through 12th grade during the 2015–16 school year was 56,188,564 (see table 105.30 in Snyder, de Brey, and Dillow 2019).
[19] Total youth suicides exclude self-inflicted deaths among 5- to 9-year-olds because determining suicidal intent in younger children can be difficult. The number of self-inflicted deaths among 5- to 9-year olds was generally less than 7 in each year between 1992–93 and 2015–16.
[20] Single incidents occurring at school with a large number of school-age victims could result in large variations in the number of homicides of school-age youth at school between two years. Please use caution when making comparisons over time.

This indicator has been updated to include 2015–16 data for school-associated violent deaths and for total homicides and suicides among youth in the United States. For more information: Table 1.1, and http://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/SAVD.html.

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28   Violent Deaths

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Figure 1.1. **Number of student, staff, and other nonstudent school-associated violent deaths, and number of homicides and suicides of youth ages 5–18 at school: School years 1992–93 to 2015–16**

Number of student, staff, and other nonstudent school-associated violent deaths[2]
Homicides of youth ages 5–18 at school
Suicides of youth ages 5–18 at school
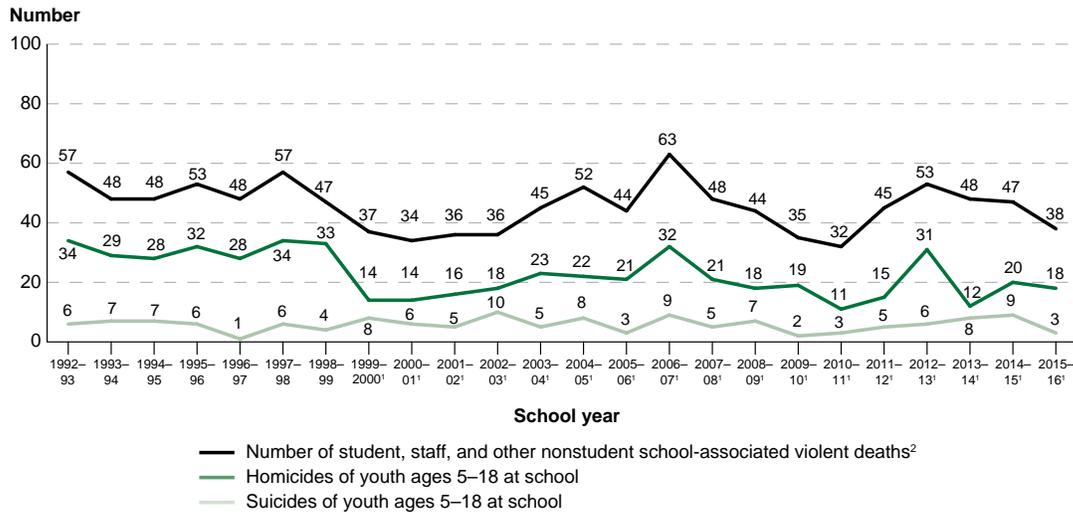
[1] Data from 1999–2000 onward are subject to change until law enforcement reports have been obtained and interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. For more information on this survey, see appendix A.
[2] A school-associated violent death is defined as "a homicide, suicide, or legal intervention death (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States," while the victim was on the way to or from regular sessions at school, or while the victim was attending or traveling to or from an official school-sponsored event. Victims may include not only students and staff members, but also others at school, such as students' parents and community members.
NOTE: "At school" includes on the property of a functioning elementary or secondary school, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. In this indicator, the term "at school" is comparable in meaning to the term "school-associated." All data are reported for the school year, defined as July 1 through June 30.
SOURCE: Centers for Disease Control and Prevention (CDC), 1992–2016 School-Associated Violent Death Surveillance System (SAVD-SS) (partially funded by the U.S. Department of Education, Office of Safe and Healthy Students), unpublished tabulation (October 2018).

Figure 1.2. **Percentage distribution and number of homicides and suicides of youth ages 5–18, by location: School year 2015–16**
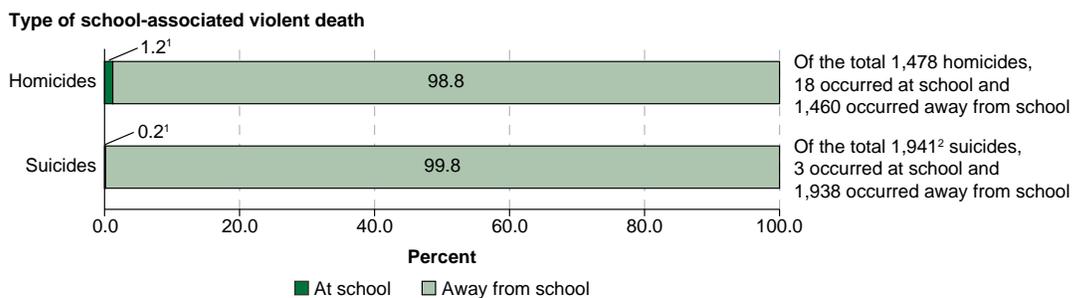
[1] Data from the School-Associated Violent Death Surveillance System (SAVD-SS) are subject to change until interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. For more information on this survey, see appendix A.
[2] Total youth suicides exclude self-inflicted deaths among 5- to 9-year-olds. The number of self-inflicted deaths among 5- to 9-year-olds was less than 7 in 2015–16.
NOTE: "At school" includes on the property of a functioning elementary or secondary school, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. All data are reported for the school year, defined as July 1 through June 30.
SOURCE: Data on homicides and suicides of youth ages 5–18 at school are from the Centers for Disease Control and Prevention (CDC), 2016 School-Associated Violent Death Surveillance System (SAVD-SS) (partially funded by the U.S. Department of Education, Office of Safe and Healthy Students), unpublished tabulation (October 2018); and data on total homicides and suicides of youth ages 5–18 are from the CDC, National Center for Health Statistics, 2016 National Vital Statistics System (NVSS), previously unpublished tabulation prepared by CDC's National Center for Injury Prevention and Control (October 2018).

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Nonfatal Student and Teacher Victimization

Indicator 2

Incidence of Victimization at School and Away From School[21]

For students ages 12–18, the rate of violent victimization reported in 2017 was higher at school than away from school. The 2017 violent victimization rates were 21 victimizations per 1,000 students at school, compared to 12 victimizations per 1,000 students away from school.

Data from the 2017 National Crime Victimization Survey (NCVS) estimated that students ages 12–18 experienced 827,000 total victimizations (i.e., theft[22] and nonfatal violent victimization[23]) at school and 503,800 total victimizations away from school (table 2.1).[24] The total victimization rates were 33 victimizations per 1,000 students at school, compared to 20 victimizations per 1,000 students away from school.

The NCVS is a self-reported survey that is administered from January to December. Respondents are asked about the number and characteristics of crimes they have experienced during the prior 6 months. Crimes are classified by the year of the survey and not by the year of the crime.

From 1992 to 2017, the total victimization rate and rates of specific crimes—thefts, violent victimizations, and serious violent victimizations[25]—declined for students ages 12–18, both at school and away from school (figure 2.1).[26]

In most years between 1992 and 2008 and in 2012, the rate of theft was higher at school than away from school for students ages 12–18. In every year between 2009 and 2015 (except 2012), there were no statistically significant differences between the rates of theft at school and away from school. Similar to earlier years, the rate of theft reported in 2017 was higher at school (12 thefts per 1,000 students) than away from school (7 thefts per 1,000 students).

Between 1992 and 2000, the rate of violent victimization at school was either lower than or not measurably different from the rate away from school among students ages 12–18. From 2001 to 2017, the rate of violent victimization at school was generally higher than or not measurably different from the rate away from school. Based on the 2017 survey, the rate of violent victimization at school (21 victimizations per 1,000 students) was higher than the rate of violent victimization away from school (12 victimizations per 1,000 students). This difference was driven primarily by a higher rate of simple assault[27] at school (16 victimizations per 1,000 students) than away from school (7 victimizations per 1,000).

The rate of serious violent victimization among students ages 12–18 was lower at school than away from school in most years between 1992 and 2008. Between 2009 and 2015 and in 2017, there was no statistically significant difference between the rate of serious violent victimizations at school and away from school. The serious violent victimization rates reported in 2017 were 4 victimizations per 1,000 students at school and 6 victimizations per 1,000 students away from school.

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[21] Although *Indicators 2* and *3* present information on similar topics, *Indicator 2* is based solely on data collected in the National Crime Victimization Survey (NCVS), whereas *Indicator 3* is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. *Indicator 2* uses data from all students ages 12–18 who responded to the NCVS, while *Indicator 3* uses data from all students ages 12–18 who responded to both the NCVS and the SCS. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS.

[22] "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime.

[23] "Violent victimization" includes serious violent crimes (rape, sexual assault, robbery, and aggravated assault) and simple assault.

[24] "Students" refers to youth ages 12–18 whose educational attainment did not exceed grade 12 at the time of the survey. An uncertain percentage of these persons may not have attended school during the survey reference period. These data do not take into account the number of hours that students spend at school or away from school. "At school" includes in the school building, on school property, and on the way to or from school.

[25] "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault.

[26] Due to a sample increase and redesign in 2016, victimization estimates among youth in 2016 were not comparable to estimates for other years.

[27] "Simple assault" is the difference between total violent victimizations and serious violent victimizations. It includes threats and attacks without a weapon or serious injury.

This indicator has been updated to include 2017 data. For more information: Tables 2.1 and 2.2.

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Figure 2.1.   Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by type of victimization and location: 1992 through 2017
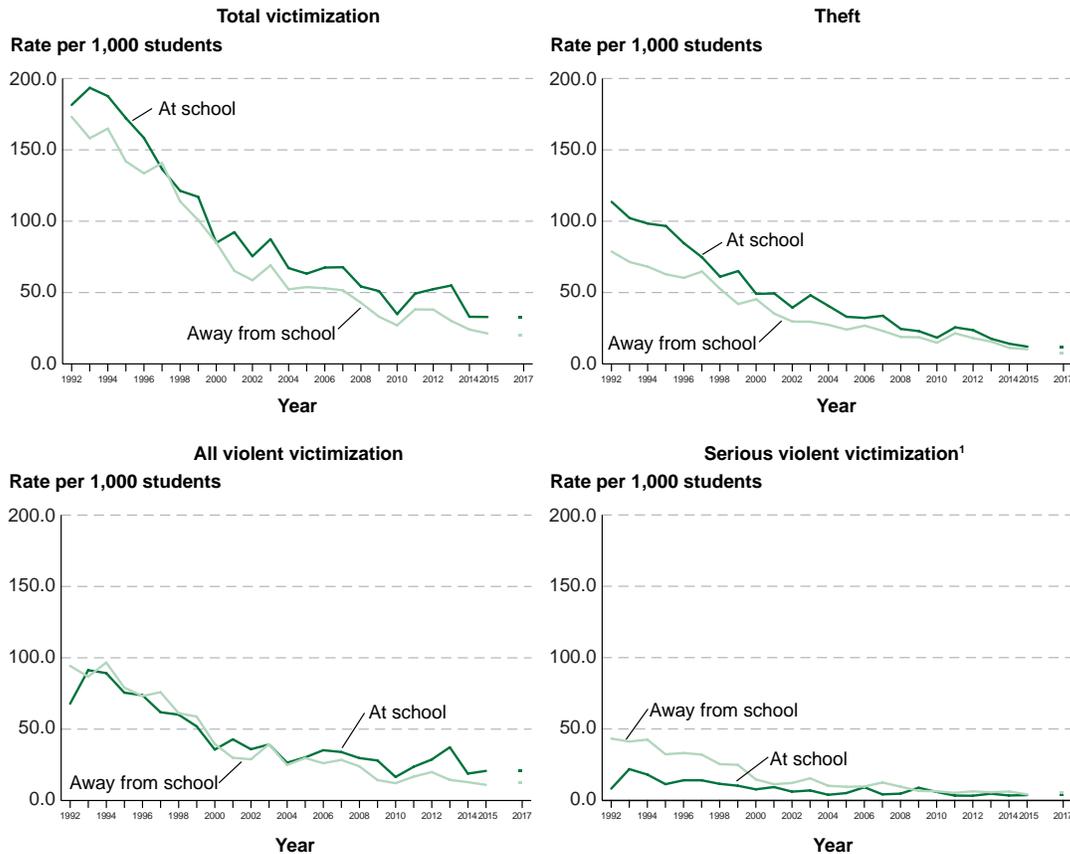
¹ Serious violent victimization is also included in all violent victimization.
NOTE: Every 10 years, the National Crime Victimization Survey (NCVS) sample is redesigned to reflect changes in the population. Due to the sample redesign and other methodological changes implemented in 2006, use caution when comparing 2006 estimates to other years. Due to a sample increase and redesign in 2016, victimization estimates among youth in 2016 were not comparable to estimates for other years. "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "All violent victimization" includes serious violent crimes as well as simple assault. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes thefts and violent crimes. "At school" includes in the school building, on school property, and on the way to or from school. Although Indicators 2 and 3 present information on similar topics, Indicator 2 is based solely on data collected in the NCVS, whereas Indicator 3 is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. Indicator 2 uses data from all students ages 12–18 who responded to the NCVS, while Indicator 3 uses data from all students ages 12–18 who responded to both the NCVS and the SCS. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS. The population size for students ages 12–18 was 25,324,200 in 2017. Detail may not sum to totals due to rounding. Estimates may vary from previously published reports.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992 through 2017.

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Figure 2.2.   Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location, type of victimization, and sex: 2017

At school

Rate per 1,000 students

Type of victimization
■ Male   □ Female

Away from school

Rate per 1,000 students

Type of victimization
■ Male   □ Female

NOTE: "Violent victimization" includes serious violent crimes (rape, sexual assault, robbery, and aggravated assault) as well as simple assault. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes thefts and violent crimes. "At school" includes in the school building, on school property, and on the way to or from school. Although *Indicators 2* and *3* present information on similar topics, *Indicator 2* is based solely on data collected in the National Crime Victimization Survey (NCVS), whereas *Indicator 3* is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. *Indicator 2* uses data from all students ages 12–18 who responded to the NCVS, while *Indicator 3* uses data from all students ages 12–18 who responded to both the NCVS and the SCS. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS. The population size for students ages 12–18 was 25,324,200 in 2017. Detail may not sum to totals due to rounding and missing data on student characteristics.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2017.

34   Nonfatal Student and Teacher Victimization

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Based on the 2017 survey, the rate of total victimization, as well as the rates of theft and serious violent victimization at school did not differ measurably for male and female students ages 12–18 (figure 2.2 and table 2.2). The rate of violent victimization at school was higher for male students ages 12–18 (25 victimizations per 1,000 students) than for female students ages 12–18 (16 victimizations per 1,000 students). Away from school, the rates of total victimization and theft for male students did not differ measurably from the rates for female students. The rate of violent victimization away from school was higher for male students (16 victimizations per 1,000 students) than for female students (9 victimizations per 1,000 students), and the rate of serious violent victimization away from school was higher for male students (8 victimizations per 1,000 students) than for female students (3 victimizations per 1,000 students).

Based on the 2017 survey, the total victimization rate and theft rate at school did not differ measurably between students ages 12–14 and students ages 15–18. However, the rate of violent victimization at school was higher for students ages 12–14 (27 victimizations per 1,000 students) than for students ages 15–18 (14 victimizations per 1,000 students; figure 2.3 and table 2.2). Away from school, the rates of total victimization, theft, and violent victimization for students ages 12–14 did not differ measurably from the rates for students ages 15–18.

At school, there were no statistically significant differences in the rates of total victimization, theft, or violent victimization of students ages 12–18 by race/ethnicity reported in 2017 (table 2.2). Away

from school, however, the rate of total victimization was higher for White students (25 victimizations per 1,000 students) than for Black students (13 victimizations per 1,000 students).

Rates of total victimization reported in 2017 for students ages 12–18 differed by urbanicity, both at school and away from school (table 2.2). At school, the rate of total victimization was lower for students residing in suburban areas (25 victimizations per 1,000 students) and rural areas (29 victimizations per 1,000 students) than in urban areas (49 victimizations per 1,000 students). The theft rate at school was lower for students residing in suburban areas (10 victimizations per 1,000 students) than in urban areas (17 victimizations per 1,000 students). In addition, the violent victimization rate at school was lower for students residing in suburban areas (15 victimizations per 1,000 students) than in urban areas (32 victimizations per 1,000 students).

Away from school, the rate of total victimization was lower for students residing in suburban areas (15 victimizations per 1,000 students) than in rural areas (32 victimizations per 1,000 students), and the rate of theft was lower for students residing in suburban areas (5 thefts per 1,000 students) than in rural areas (15 thefts per 1,000 students). Among students living in urban areas, rates of total victimization away from school (23 victimizations per 1,000 students) and theft away from school (9 thefts per 1,000 students) did not differ significantly from students living in other areas. There were no statistically significant differences between the rates of violent victimization away from school by urbanicity.

Indicators of School Crime and Safety: 2018   **35**

Figure 2.3.   Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location, type of victimization, and age: 2017

NOTE: "Violent victimization" includes serious violent crimes (rape, sexual assault, robbery, and aggravated assault) as well as simple assault. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes thefts and violent crimes. "At school" includes in the school building, on school property, and on the way to or from school. Although *Indicators 2* and *3* present information on similar topics, *Indicator 2* is based solely on data collected in the National Crime Victimization Survey (NCVS), whereas *Indicator 3* is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. *Indicator 2* uses data from all students ages 12–18 who responded to the NCVS, while *Indicator 3* uses data from all students ages 12–18 who responded to both the NCVS and the SCS. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS. The population size for students ages 12–18 was 25,324,200 in 2017. Detail may not sum to totals due to rounding and missing data on student characteristics.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2017.

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Indicator 3

Prevalence of Victimization at School

In 2017, about 2 percent of students ages 12–18 reported being victimized at school during the previous 6 months. One percent of students reported theft, 1 percent reported violent victimization, and less than one-half of 1 percent reported serious violent victimization. Between 2001 and 2017, the overall percentage of students ages 12–18 who reported being victimized at school decreased, as did the percentages of students who reported theft and violent victimization.

The School Crime Supplement (SCS)[28] to the National Crime Victimization Survey (NCVS) allows for the comparison of victimization rate data across student demographic characteristics (e.g., grade, sex, and race/ethnicity). Results from the most recent data collection show that in 2017 about 2 percent of students ages 12–18 reported being victimized at school[29] during the previous 6 months (figure 3.1 and table 3.1). One percent of students reported theft,[30] 1 percent reported violent victimization,[31] and less than one-half of 1 percent reported serious violent victimization.[32]

Between 2001 and 2017, the overall percentage of students ages 12–18 who reported being victimized at school during the previous 6 months decreased (from 6 to 2 percent), as did the percentages of students who reported theft (from 4 to 1 percent) and violent victimization (from 2 to 1 percent). The percentage of students who reported serious violent victimization fluctuated during this period, but the percentage was less than one-half of 1 percent lower in 2017 than in 2001.

The percentage of students ages 12–18 who reported being victimized at school during the previous 6 months decreased between 2001 and 2017 for both male (from 6 to 3 percent) and female (from 5 to 2 percent) students, as well as for White (from 6 to 2 percent), Black (from 6 to 3 percent), and Hispanic (from 5 to 2 percent) students. In addition, the percentages of students who reported being victimized decreased between 2001 and 2017 for students in all grades 6 through 12.

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[28] Although *Indicators 2* and *3* present information on similar topics, *Indicator 2* is based solely on data collected in the National Crime Victimization Survey (NCVS), whereas *Indicator 3* is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. *Indicator 2* uses data from all students ages 12–18 who responded to the NCVS, while *Indicator 3* uses data from all students ages 12–18 who responded to both the NCVS and the SCS. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS. Thus, the calculation of estimates presented here is based on a subset of the student sample used to calculate the estimates presented in *Indicator 2*.
[29] "At school" includes in the school building, on school property, on a school bus, and going to and from school.
[30] "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime.
[31] "Violent victimization" includes serious violent crimes and simple assault.
[32] "Serious violent victimization" includes rape, sexual assault, robbery, and aggravated assault.

This indicator has been updated to include 2017 data. For more information: Table 3.1, and https://nces.ed.gov/programs/crime/.

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Figure 3.1.   **Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization: Selected years, 2001 through 2017**
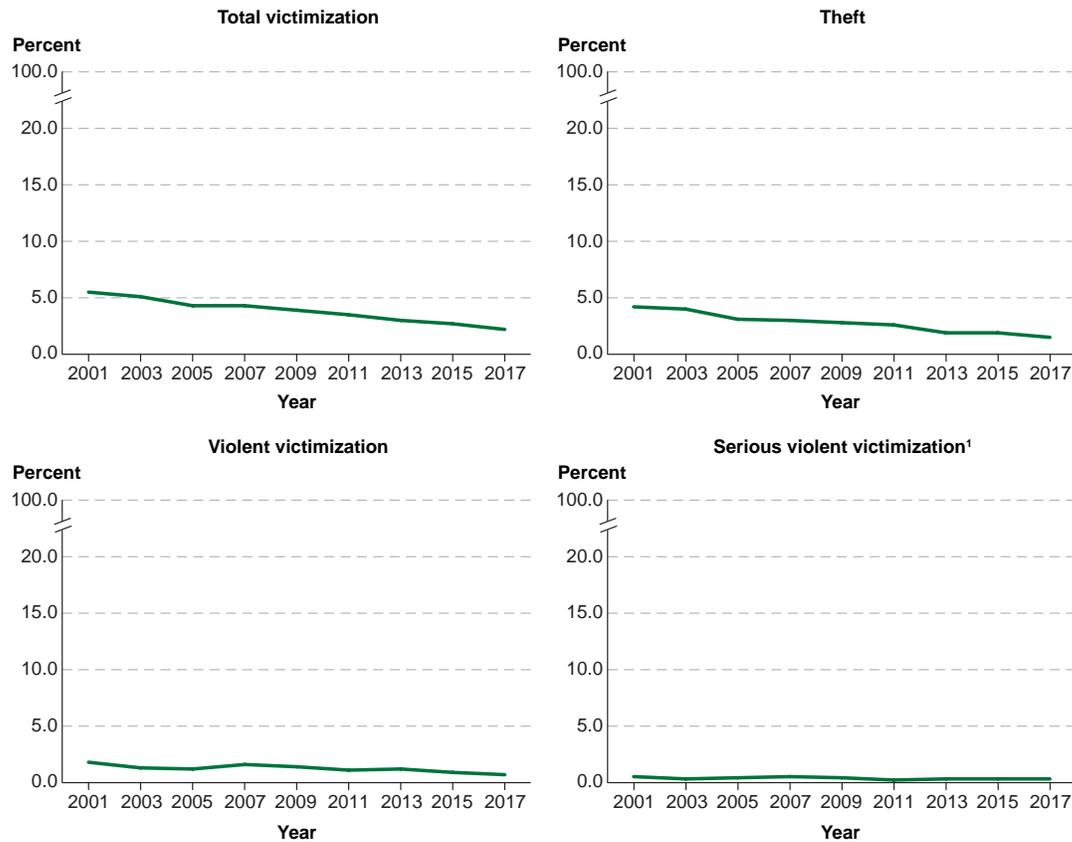
[1] Serious violent victimization is also included in violent victimization.
NOTE: "Total victimization" includes theft and violent victimization. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "Violent victimization" includes the serious violent crimes as well as simple assault. "At school" includes in the school building, on school property, on a school bus, and going to and from school. Detail may not sum to totals because of rounding and because students who reported both theft and violent victimization are counted only once in total victimization. Although *Indicators 2* and *3* present information on similar topics, *Indicator 2* is based solely on data collected in the National Crime Victimization Survey (NCVS), whereas *Indicator 3* is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. *Indicator 2* uses data from all students ages 12–18 who responded to the NCVS, while *Indicator 3* uses data from all students ages 12–18 who responded to both the NCVS and the SCS. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 through 2017.

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A decrease between 2001 and 2017 in the percentage of students ages 12–18 who reported being victimized during the previous 6 months also occurred across urbanicity types and for public school students. The percentage of students who reported being victimized decreased between 2001 and 2017 for students from urban areas (from 6 to 3 percent), suburban areas (from 6 to 2 percent), and rural areas (from 5 to 2 percent). About 6 percent of public school students reported being victimized at school in 2001; the percentage decreased to 2 percent of public school students in 2017.

In 2017, the percentage of students ages 12–18 who reported being victimized at school during the previous 6 months was higher for 6th- and 10th-graders (3 percent each) than for 11th- and 12th-graders (1 percent each; figure 3.2 and table 3.1). In addition, the percentage of students who reported violent victimization was higher for 6th-graders (2 percent) than for 8th- and 10th-graders (1 percent each). Also, in 2017 a higher percentage of male students than of female students reported violent victimization (1 percent vs. one-half of 1 percent). There were no measurable differences by students' race/ethnicity or their household's urbanicity in reporting victimization overall or reporting specific types of victimization.

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Figure 3.2.   Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by selected student and school characteristics: 2001 and 2017
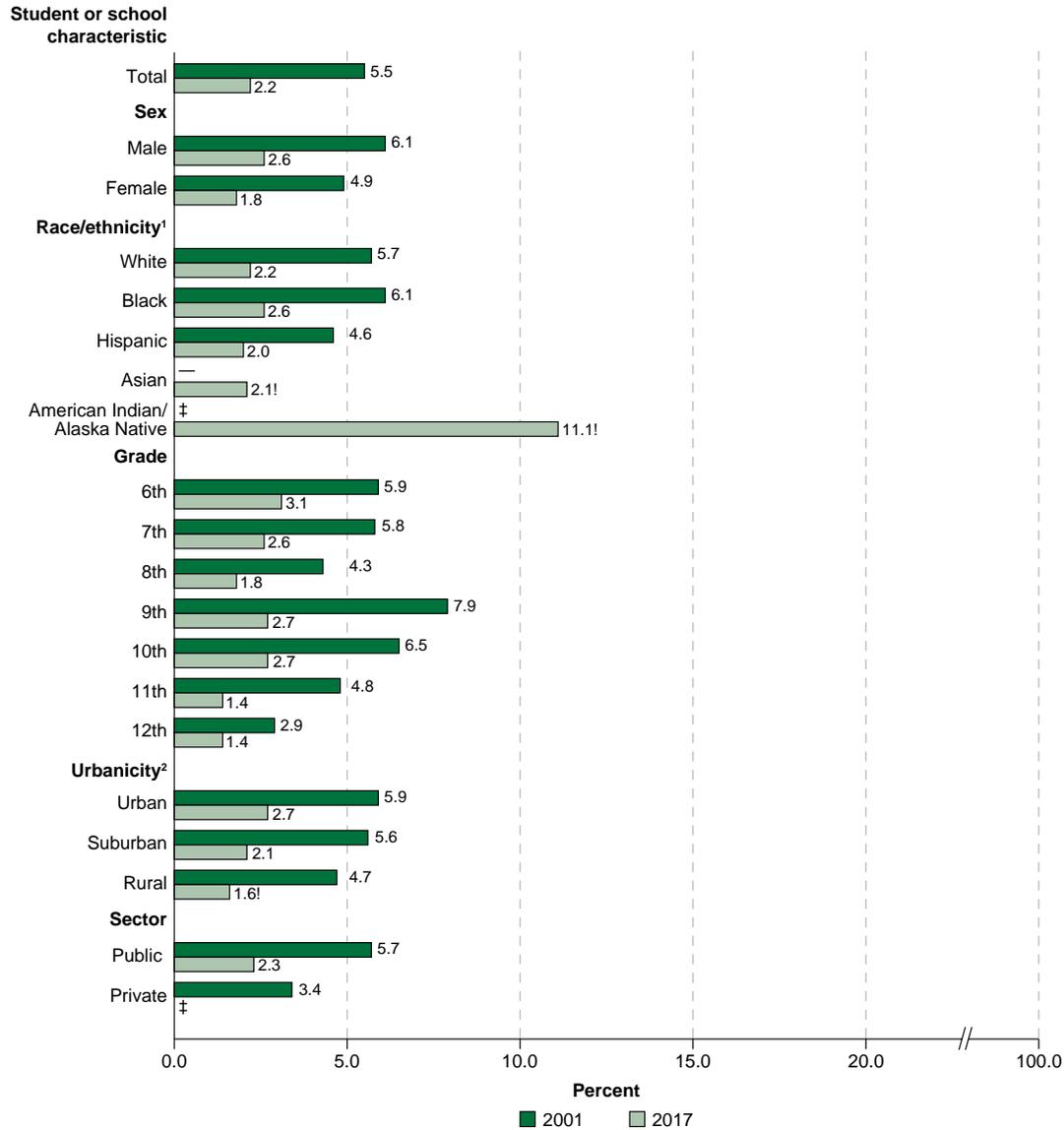
— Not available.
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1] Race categories exclude persons of Hispanic ethnicity. Data for Pacific Islander students and students of Two or more races were not available in 2001 and did not meet reporting standards in 2017; therefore, data for these two groups are not shown.
[2] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "Total victimization" includes theft and violent victimization. "At school" includes in the school building, on school property, on a school bus, and going to and from school. Although *Indicators 2* and *3* present information on similar topics, *Indicator 2* is based solely on data collected in the National Crime Victimization Survey (NCVS), whereas *Indicator 3* is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. *Indicator 2* uses data from all students ages 12–18 who responded to the NCVS, while *Indicator 3* uses data from all students ages 12–18 who responded to both the NCVS and the SCS. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 and 2017.

Indicators of School Crime and Safety: 2018   **41**

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Indicator 4

Threats and Injuries With Weapons on School Property

The percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months decreased from 9 percent in 2001 to 6 percent in 2017. In each survey year from 2001 to 2017, a lower percentage of female students than of male students reported being threatened or injured with a weapon on school property.

In the Youth Risk Behavior Survey (YRBS), students in grades 9–12 were asked whether they had been threatened or injured "with a weapon such as a gun, knife, or club on school property"[33] during the 12 months preceding the survey. In 2017, about 6 percent of students in grades 9–12 reported that they had been threatened or injured with a weapon on school property during the previous 12 months: 3 percent reported being threatened or injured with a weapon on school property once, and 1 percent each reported being threatened or injured with a weapon on school property 2 or 3 times, 4 to 11 times, and 12 or more times (tables 4.1 and 4.2).

The percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months decreased from 9 percent in 2001 to 6 percent in 2017 (figure 4.1 and table 4.1). The percentage also decreased between 2001 and 2017 for both male students (from 12 to 8 percent) and female students (from 7 to 4 percent). In each survey year from 2001 to 2017, a lower percentage of female students than of male students reported being threatened or injured with a weapon on school property. For instance, in 2017, approximately 4 percent of female students reported being threatened or injured with a weapon on school property, compared with 8 percent of male students.

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[33] "On school property" was not defined for survey respondents.

This indicator has been updated to include 2017 data. For more information: Tables 4.1, 4.2, and 4.3, and Centers for Disease Control and Prevention (2018), (https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf).

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Figure 4.1.   **Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by sex: Selected years, 2001 through 2017**
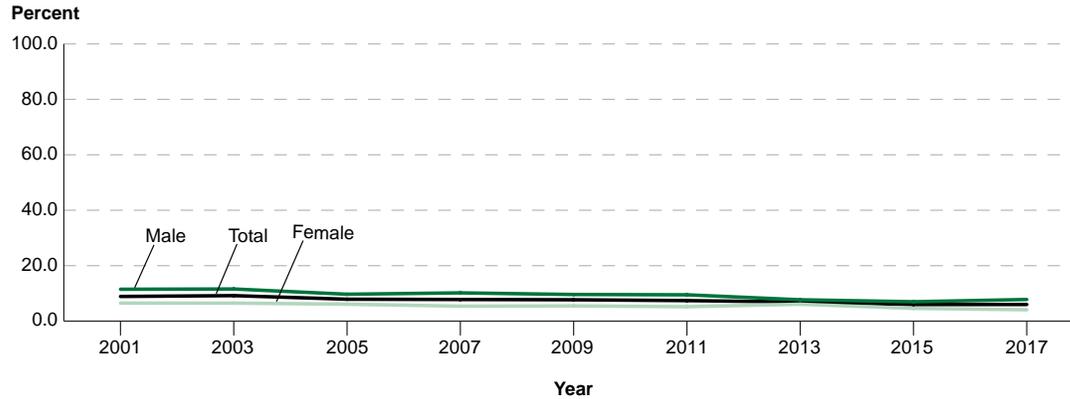
NOTE: Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property." "On school property" was not defined for respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2001 through 2017.

In 2017, the percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months differed by race/ethnicity and grade level. Lower percentages of Asian students (4 percent) and White students (5 percent) than of Black students (8 percent), students of Two or more races (8 percent), and American Indian/Alaska Native students (14 percent) reported being threatened or injured with a weapon on school property (figure 4.2 and table 4.1). The percentage of Hispanic students (6 percent) who reported being threatened or injured with a weapon on school property was lower than the percentages for Black students and American Indian/Alaska Native students. In 2017, lower percentages of 11th- and 12th-graders (5 percent each) than of

9th- and 10th-graders (7 percent each) reported being threatened or injured with a weapon on school property.

Since 2015, the YRBS has included a question to identify students' sexual orientation by asking students in grades 9–12 which of the following best described them—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure."[34] In 2017, the percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months was higher for students who were not sure about their sexual orientation (11 percent) and gay, lesbian, or bisexual students (9 percent) than for heterosexual students (5 percent; table 4.1).

[34] In this indicator, students who identified as "gay or lesbian" or "bisexual" are discussed together as the "gay, lesbian, or bisexual" group. Although there are likely to be differences among students who identify with each of these orientations, small sample sizes preclude analysis for each of these groups separately. Students were not asked whether they identified as transgender on the YRBS.

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Figure 4.2.	Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by race/ethnicity: 2017
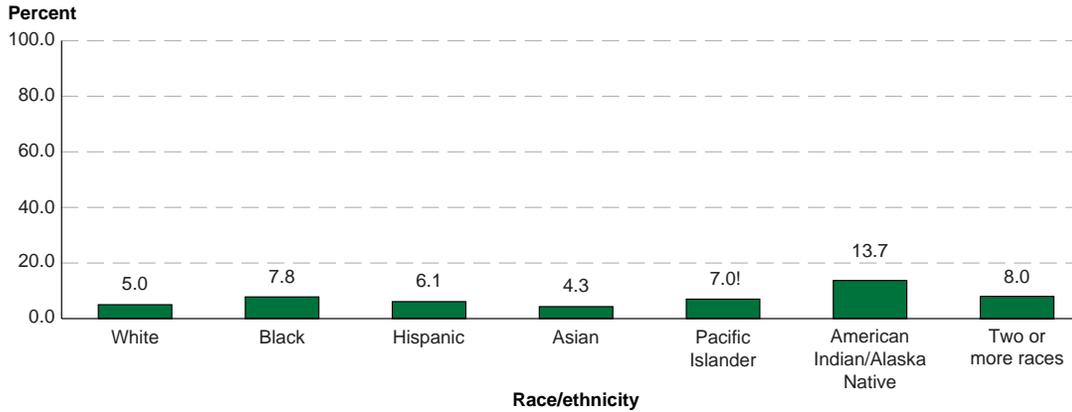
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: Race categories exclude persons of Hispanic ethnicity. Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property." "On school property" was not defined for respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2017.

In 2017, data on the percentage of public school students who reported being threatened or injured with a weapon on school property during the previous 12 months were available for 33 states and the District of Columbia.[35] Among these jurisdictions, the percentages of students who reported being threatened or injured with a weapon on school property ranged from 5 percent in Oklahoma, Massachusetts, Vermont, California, and Pennsylvania to 13 percent in Louisiana (table 4.3).

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[35] U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data were collected through a separate national survey rather than being aggregated from state-level data.

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Indicator 5

Teachers Threatened With Injury or Physically Attacked by Students

During the 2015–16 school year, a higher percentage of elementary public school teachers than of secondary public school teachers reported being threatened with injury (11 vs. 9 percent) or being physically attacked (9 vs. 2 percent) by a student.

Students are not the only victims of intimidation and violence in schools. Teachers are also subject to threats and physical attacks, and students from their schools sometimes commit these offenses. In 2015–16, the National Teacher and Principal Survey (NTPS) asked public school teachers[36] whether they were threatened with injury or physically attacked by a student from their school in the previous 12 months. These questions were also asked in the Schools and Staffing Survey (SASS) administered between 1993–94 and 2011–12. The NTPS was designed to allow comparisons with SASS data. However, because the 2015–16 NTPS was administered only to public school teachers whereas the SASS was administered to both public and private school teachers, this indicator focuses on public school teachers only.

During the 2015–16 school year, 10 percent of public school teachers reported being threatened with injury by a student from their school (figure 5.1 and table 5.1). This percentage was lower than in 1993–94 (13 percent), but higher than in 2003–04 (7 percent) and 2007–08 (8 percent). There was no measurable difference between the percentages of public school teachers who reported being threatened with injury by a student in 2011–12 and 2015–16. The percentage of public school teachers reporting that they had been physically attacked by a student from their school in 2015–16 (6 percent) was higher than in all previous survey years (around 4 percent in each survey year) except in 2011–12, when the percentage was not measurably different from that in 2015–16.

During the 2015–16 school year, there was no measurable difference between the percentages of male and female public school teachers who reported being threatened with injury by a student (10 percent each; figure 5.2 and table 5.1). However, a higher percentage of female public school teachers than of

male public school teachers reported being physically attacked by a student (6 percent vs. 4 percent).

There were some differences in the percentages of public school teachers who reported being threatened by a student or being physically attacked by the race/ethnicity of the teacher. In the 2015–16 school year, a higher percentage of Black public school teachers (12 percent) than of White (10 percent) and Hispanic (8 percent) public school teachers reported being threatened by a student. A higher percentage of public school teachers of other racial/ethnic groups[37] (7 percent) than of Hispanic public school teachers (5 percent) reported being physically attacked by a student.

The percentages of public school teachers who reported being threatened with injury or being physically attacked by a student also varied by the instructional level of the teacher. During the 2015–16 school year, a higher percentage of elementary public school teachers than of secondary public school teachers reported being threatened with injury (11 vs. 9 percent) or being physically attacked (9 vs. 2 percent) by a student (figure 5.3 and table 5.1).

The 2011–12 school year was the most recent survey year for which state-level data on public school teachers' reports of being threatened with injury or physically attacked by a student were available. During the 2011–12 school year, the percentage of public school teachers who reported being threatened with injury by a student ranged from 5 percent in Oregon to 18 percent in Louisiana (table 5.2). The percentage who reported being physically attacked by a student ranged from 3 percent in Mississippi, Alabama, Tennessee, North Dakota, and Oregon to 11 percent in Wisconsin.

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[36] Includes teachers in both traditional public schools and public charter schools.

[37] Includes teachers who were American Indian/Alaska Native, Asian, Pacific Islander, and of Two or more races.

This indicator repeats information from the *Indicators of School Crime and Safety: 2017* report. For more information: Tables 5.1 and 5.2, appendix B for definitions of instructional levels, and Taie and Goldring (2017), (https://nces.ed.gov/pubs2017/2017072rev.pdf).

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Figure 5.1. Percentage of public school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months: Selected school years, 1993–94 through 2015–16
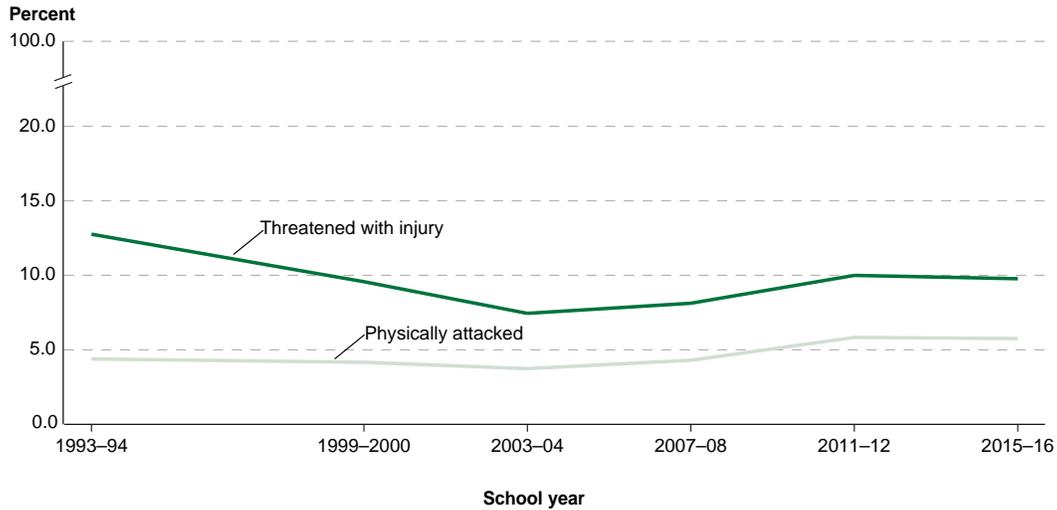
NOTE: Includes teachers in both traditional public schools and public charter schools.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; "Charter School Teacher Data File," 1999–2000; and National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16.

Figure 5.2. Percentage of public school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months, by sex: School year 2015–16
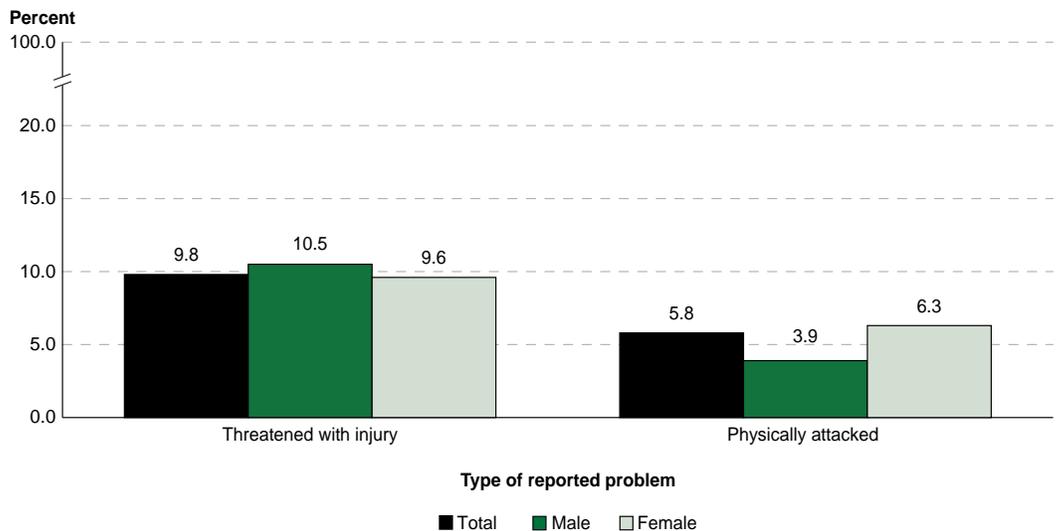
NOTE: Includes teachers in both traditional public schools and public charter schools.
SOURCE: National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16.

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Figure 5.3. **Percentage of public school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months, by instructional level: School year 2015–16**
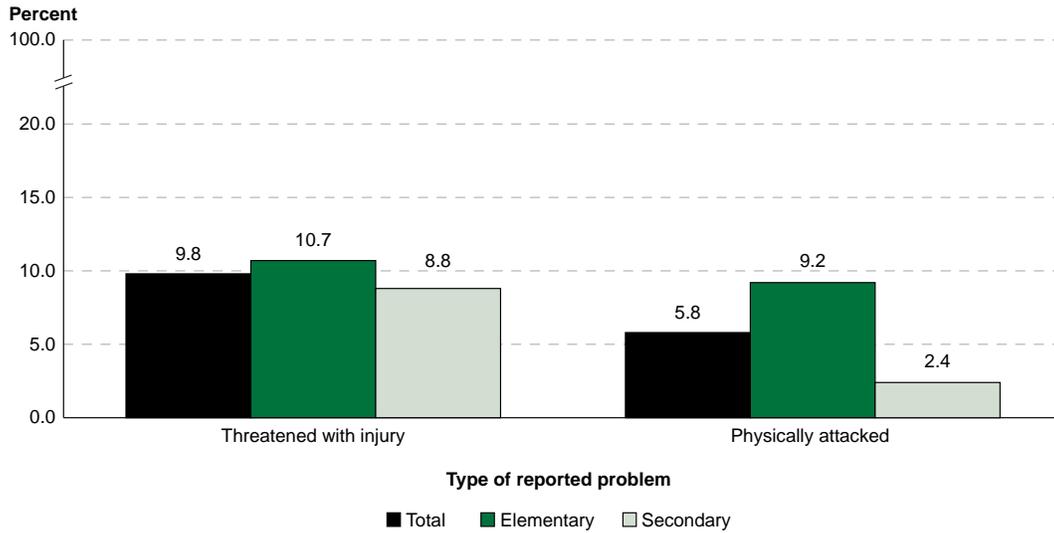
NOTE: Includes teachers in both traditional public schools and public charter schools. Instructional level divides teachers into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of the teachers' class(es). See appendix B for a more detailed definition.
SOURCE: National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16.

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Indicator 6

Violent and Other Criminal Incidents at Public Schools, and Those Reported to the Police

In 2015–16, about 69 percent of public schools recorded one or more violent incidents, 15 percent recorded one or more serious violent incidents, and 39 percent recorded one or more thefts.

Between 1999–2000 and 2009–10, as well as in 2015–16, the School Survey on Crime and Safety (SSOCS) asked public school principals to provide the number of violent incidents,[38] serious violent incidents,[39] thefts of items valued at $10 or greater without personal confrontation, and other incidents[40] that occurred at their school.[41] Public school principals were also asked to provide the number of incidents they reported to police or other law enforcement. This indicator presents the percentage of public schools that recorded one or more of these specified crimes, the total number of incidents recorded, and the rate of incidents per 1,000 students. These data are also presented for crimes that were reported to the police.

During the 2015–16 school year, 79 percent of public schools recorded that one or more incidents of violence, theft, or other crimes had taken place, amounting to 1.4 million crimes (figure 6.1 and table 6.1). This translates to a rate of 28 crimes per 1,000 students enrolled in 2015–16. During the same school year, 47 percent of schools reported one or more of the specified crimes to the police, amounting to 449,000 crimes, or 9 crimes per 1,000 students enrolled.

Not all recorded incidents were reported to the police. In 2015–16, across all types of crime, the percentage of public schools that reported one or more incidents to the police was lower than the percentage of recorded incidents: violent incidents of crime (33 vs. 69 percent), serious violent incidents (10 vs. 15 percent), thefts (18 vs. 39 percent), and other incidents (34 vs. 59 percent). In terms of rates, this translates to 4 violent crimes reported to the police per 1,000 students compared with 18 violent crimes per 1,000 students recorded by schools, less than 1 serious violent incident reported compared with 1 serious violent incident recorded per 1,000 students, 1 theft reported compared with 3 thefts recorded per 1,000 students, and 4 other incidents reported compared with 7 other incidents recorded per 1,000 students.

The percentage of public schools recording one or more incidents of violence, theft, or other crimes was lower in 2015–16 (79 percent) than in every prior survey year (ranging from 85 to 89 percent between 1999–2000 and 2009–10). Similarly, the percentage of public schools that reported one or more incidents of violence, theft, or other crimes to the police was lower in 2015–16 (47 percent) than in every prior survey year (ranging from 60 to 65 percent between 1999–2000 and 2009–10).

For many types of crime, the percentages of public schools recording incidents of crime or reporting incidents of crime to the police were lower in 2015–16 than in 2009–10. For instance, 65 percent of public schools recorded incidents of physical attack or fight without a weapon in 2015–16 compared to 71 percent in 2009–10, and 25 percent reported such incidents to the police in 2015–16 compared with 34 percent in 2009–10.

[38] "Violent incidents" include serious violent incidents (see footnote 39) as well as physical attack or fight without a weapon and threat of physical attack without a weapon.

[39] "Serious violent incidents" include rape, sexual assault other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

[40] "Other incidents" include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; inappropriate distribution, possession, or use of prescription drugs; and vandalism.

[41] "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours, or when school activities or events were in session.

This indicator repeats information from the *Indicators of School Crime and Safety: 2017* report. For more information: Tables 6.1, 6.2, 6.3, 6.4, 6.5, and Diliberti, Jackson, and Kemp (2017), (https://nces.ed.gov/pubs2017/2017122.pdf).

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Figure 6.1. **Percentage of public schools recording incidents of crime at school and reporting these incidents to the police, and the rate of crimes per 1,000 students, by type of crime: School year 2015–16**

Percent of public schools

Rate per 1,000 students

[1] "Violent incidents" include "serious violent" incidents (see footnote 2) as well as physical attack or fight without a weapon and threat of physical attack without a weapon.

[2] "Serious violent" incidents include rape, sexual assault other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

[3] Theft or larceny (taking things worth over $10 without personal confrontation) was defined for respondents as "the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm." This includes pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of a bicycle, theft from a vending machine, and all other types of thefts.

[4] "Other incidents" include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; inappropriate distribution, possession, or use of prescription drugs; and vandalism.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, and after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding and because schools that recorded or reported more than one type of crime incident were counted only once in the total percentage of schools recording or reporting incidents.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

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Figure 6.2.   Percentage of public schools recording incidents of crime at school and reporting these incidents to the police, by school level: School year 2015–16

Recorded incidents

Reported incidents to the police

[1] "Violent incidents" include "serious violent" incidents (see footnote 2) as well as physical attack or fight without a weapon and threat of physical attack without a weapon.

[2] "Serious violent" incidents include rape, sexual assault other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

[3] Theft or larceny (taking things worth over $10 without personal confrontation) was defined for respondents as "the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm." This includes pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of a bicycle, theft from a vending machine, and all other types of thefts.

[4] "Other incidents" include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; inappropriate distribution, possession, or use of prescription drugs; and vandalism.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, and after normal school hours or when school activities or events were in session. Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

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Figure 6.3.   **Percentage of public schools recording and reporting to the police violent and serious violent incidents of crime, by number of incidents: School year 2015–16**
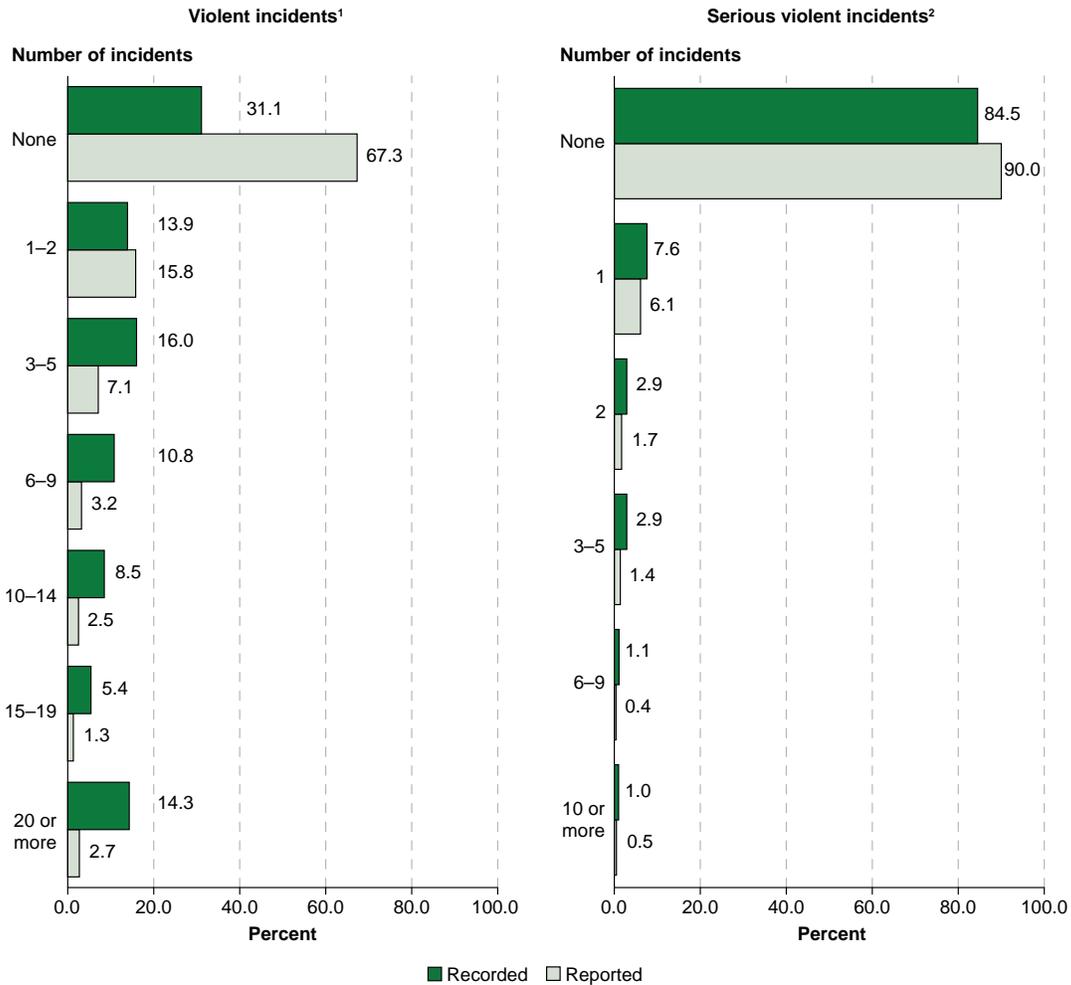
Violent incidents[1]

Serious violent incidents[2]

■ Recorded   □ Reported

[1] "Violent incidents" include "serious violent" incidents (see footnote 2) as well as physical attack or fight without a weapon and threat of physical attack without a weapon.
[2] "Serious violent" incidents include rape, sexual assault other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

In 2015–16, the percentage of public schools that recorded incidents of violent crime, serious violent crime, theft, and other incidents varied by school characteristics. For example, 57 percent of primary schools recorded violent incidents compared with 88 percent of middle schools and 90 percent of high schools (figure 6.2 and table 6.2). Similarly, a lower percentage of primary schools recorded serious violent incidents (9 percent) than middle and high schools (23 and 30 percent, respectively), a lower percentage of primary schools recorded incidents of theft (23 percent) than middle and high schools (55 and 76 percent, respectively), and a lower percentage of primary schools recorded other incidents (43 percent) than middle and high schools (77 and 88 percent, respectively).

A similar pattern was observed for public schools that reported such incidents of violent crime, serious violent crime, theft, and other incidents to the police. The percentages of primary schools that reported incidents of these types of crime to the police were lower than the percentages of middle schools and high schools (figure 6.2 and table 6.3).

Data on the number of crimes recorded and reported by public schools in 2015–16 were categorized by frequency range as well. For example, 31 percent of schools did not record a violent crime, whereas 14 percent of schools recorded 20 or more violent crimes (figure 6.3 and table 6.4). Sixty-seven percent of schools did not report a violent crime to the police,

while 3 percent of schools reported 20 or more violent crimes to the police. With regard to serious violent crimes, 85 percent of schools did not record a serious violent crime, while 1 percent of schools recorded 10 or more such crimes (figure 6.3 and table 6.5). Ninety percent of schools did not report a serious violent crime to the police; in contrast, less than 1 percent of schools reported 10 or more serious violent crimes to the police.

The number of crimes recorded and reported by schools by frequency range also varied by school characteristics. For instance, a larger percentage of city schools recorded 20 or more violent incidents in 2015–16 (21 percent) than suburban schools and rural schools (14 and 7 percent, respectively; table 6.4). With regard to violent incidents reported to the police, larger percentages of town (4 percent), city (4 percent), and suburban schools (2 percent) reported 20 or more such crimes to the police than rural schools (1 percent). The percentage of schools recording 20 or more violent incidents in 2015–16 was also higher for schools where 76 percent or more of the students were eligible for free or reduced-price lunch (23 percent) than for schools where a smaller percentage of the students were eligible for free or reduced-price lunch (ranging from 6 to 14 percent). However, the percentage of schools reporting 20 or more such incidents to the police did not differ measurably by percentage of students eligible for free or reduced-price lunch.[42]

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[42] The percentage of students eligible for free or reduced-price lunch programs is a proxy measure of school poverty. For more information on eligibility for free or reduced-price lunch and its relationship to poverty, see NCES blog post "Free or reduced price lunch: A proxy for poverty?"

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Indicator 7

Discipline Problems Reported by Public Schools

The percentage of public schools that reported student bullying occurred at least once a week decreased from 29 percent in 1999–2000 to 12 percent in 2015–16.

Between 1999–2000 and 2009–10, as well as in 2015–16, the School Survey on Crime and Safety (SSOCS) asked public school principals how often certain disciplinary problems happened in their schools[43] during the school year. In 2013–14, school principals were asked to provide responses to a similar set of questions on the Fast Response Survey System (FRSS) survey of school safety and discipline.[44] Using data from both surveys, this indicator examines whether the following discipline problems were reported by public schools to have occurred at least once a week: student racial/ethnic tensions, student bullying, student sexual harassment of other students, student harassment of other students based on sexual orientation or gender identity, student verbal abuse of teachers, student acts of disrespect for teachers other than verbal abuse, and widespread disorder in the classroom. SSOCS also looked at the occurrence of gang activities during the school year; however, this item was not collected in the FRSS survey.

In 2015–16, about 12 percent of public schools reported that bullying occurred among students at least once a week (figure 7.1 and table 7.1). About 5 percent of public schools reported student verbal abuse of teachers, 10 percent reported acts of student disrespect for teachers other than verbal abuse, 2 percent each reported widespread disorder in the classroom and student racial/ethnic tensions, and

1 percent each reported sexual harassment of other students and harassment of other students based on sexual orientation or gender identity. About 10 percent of public schools reported that gang activities had happened at all during the 2015–16 school year.

The percentage of public schools that reported student bullying occurred at least once a week decreased from 29 percent in 1999–2000 to 12 percent in 2015–16 (figure 7.1 and table 7.1). Similarly, the percentage of schools that reported the occurrence of student verbal abuse of teachers at least once a week decreased from 13 percent in 1999–2000 to 5 percent in 2015–16. There was no measurable difference in the percentage of schools reporting student acts of disrespect for teachers other than verbal abuse in 2007–08 (the first year of data collection for this item) and 2015–16. Similarly, there was no measurable difference in the percentage of schools that reported widespread disorder in the classroom in 1999–2000 and 2015–16.

In 2015–16, the percentage of public schools that reported the occurrence of student racial/ethnic tensions at least once a week was lower than in most prior survey years. For example, 2 percent of schools in 2015–16 reported student racial/ethnic tensions, compared to 3 percent of schools in 1999–2000. The percentage of public schools that reported the occurrence of student sexual harassment of other students at least once a week decreased from 4 percent in 2003–04 (the first year of data collection for this item) to 1 percent in 2015–16. The percentage of public schools reporting student harassment of other students based on sexual orientation or gender identity at least once a week was lower in 2015–16 (1 percent) than in 2009–10 (3 percent; the first year of data collection for this item); however, it was not measurably different from the percentage in 2013–14. The percentage of public schools that reported gang activities at their schools at all during the school year was lower in 2015–16 (10 percent) than in every prior survey year for which data are available.

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[43] "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise.

[44] The 2013–14 Fast Response Survey System (FRSS) survey was designed to allow comparisons with School Survey on Crime and Safety (SSOCS) data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and difference in survey administration may have impacted 2013–14 results.

This indicator repeats information from the *Indicators of School Crime and Safety: 2017* report. For more information: Tables 7.1 and 7.2, and Diliberti, Jackson, and Kemp (2017), (https://nces.ed.gov/pubs2017/2017122.pdf).

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Figure 7.1.   Percentage of public schools reporting selected discipline problems that occurred at school at least once a week: Selected school years, 1999–2000 through 2015–16

Discipline problem

Student racial/ethnic tensions: 3.4, 2.1, 3.7, 2.8, 1.7

Student bullying: 29.3, 26.8, 25.3, 23.1, 11.9

Student sexual harrassment of other students: —, 4.0, 3.0, 3.2, 1.0

Student harrassment of other students based on sexual orientation or gender identity: —, —, —, 2.5, 0.6

Student verbal abuse of teachers: 12.5, 10.7, 6.0, 4.8, 4.8

Widespread disorder in classrooms: 3.1, 2.8, 4.0, 2.5, 2.3

Student acts of disrespect for teachers other than verbal abuse: —, —, 10.5, 8.6, 10.3

Percent

■ 1999–2000   ■ 2003–04   □ 2007–08   ▨ 2009–10   ▨ 2015–16

— Not available.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2007–08, 2009–10, and 2015–16 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2008, 2010, and 2016.

Student bullying was the most commonly reported discipline problem among public schools across survey years. During the 2015–16 school year, the percentage of public schools reporting student bullying varied by school characteristics. For instance, the percentage of public schools that reported student bullying occurred at least once a week was higher for middle schools (22 percent) than for high schools (15 percent), combined schools (11 percent), and primary schools (8 percent). The percentage for high schools was also higher than the percentage for primary schools (figure 7.2 and table 7.1).

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Figure 7.2.   Percentage of public schools reporting student bullying occurred at school at least once a week, by selected school characteristics: School year 2015–16

[1] Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.

[2] Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

A higher percentage of schools with 1,000 or more students enrolled reported student bullying (22 percent) than schools of smaller enrollment sizes. A higher percentage of schools located in towns reported student bullying (18 percent) compared

to schools located in suburbs and rural areas (10 percent each). A higher percentage of schools where 76 percent or more of the students were eligible for free or reduced- price lunch reported student bullying (15 percent) than schools where 25 percent

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Figure 7.3.   **Percentage of public schools reporting selected types of cyberbullying problems occurring at school or away from school at least once a week, by school level: School year 2015–16**
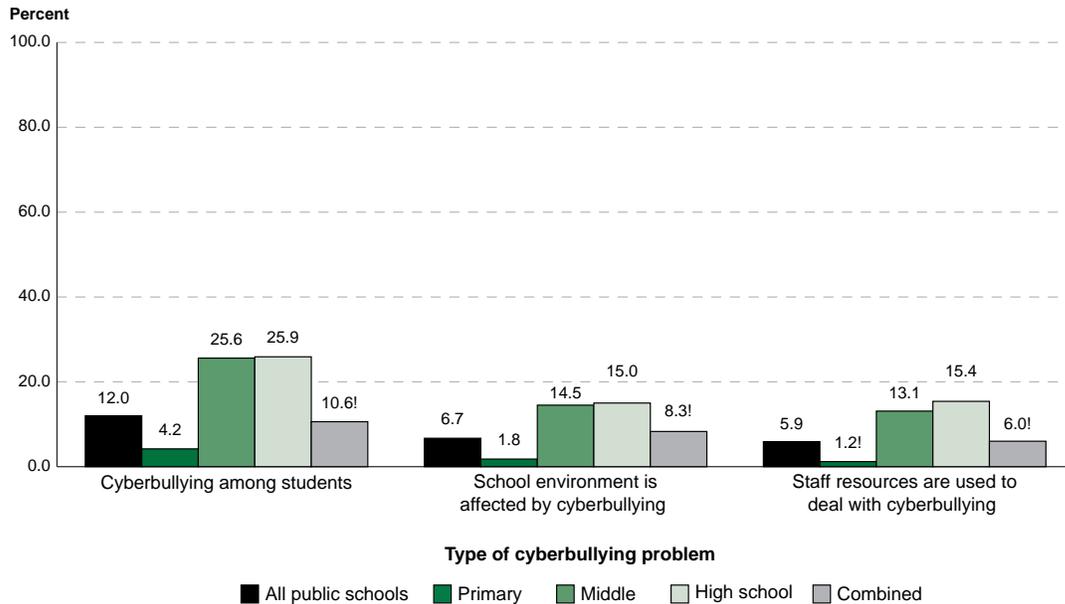
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: "Cyberbullying" was defined for respondents as occurring "when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices." Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Respondents were instructed to include cyberbullying "problems that can occur anywhere (both at your school and away from school)." Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

or less of the students or 26 to 50 percent of the students were eligible for free or reduced-price lunch (10 percent each).[45]

In the 2015–16 SSOCS survey administration, schools were also asked to report selected types of cyberbullying[46] problems at school or away from school that occurred at least once a week. About 12 percent of public schools reported that cyberbullying had occurred among students at least once a week at school or away from school in 2015–16. Seven percent of public schools also reported that the school environment was affected by

cyberbullying at least once a week, and 6 percent of schools reported that staff resources were used to deal with cyberbullying at least once a week (figure 7.3 and table 7.2).

Public schools' reports on the occurrence of cyberbullying at school and away from school at least once a week varied by school characteristics in 2015–16. Higher percentages of middle schools and high schools reported cyberbullying among students (26 percent each) than combined schools (11 percent) and primary schools (4 percent). The percentage of public schools that reported cyberbullying among students was generally higher for schools with larger enrollment sizes. For instance, 27 percent of schools with an enrollment size of 1,000 or more students reported cyberbullying among students, compared to 13 percent of schools with 500 to 999 students enrolled and 9 percent of schools with 300 to 499 students enrolled.

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[45] The percentage of students eligible for free or reduced-price lunch programs is a proxy measure of school poverty. For more information on eligibility for free or reduced-price lunch and its relationship to poverty, see NCES blog post "Free or reduced price lunch: A proxy for poverty?"
[46] "Cyberbullying" was defined for respondents as "occurring when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices."

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Indicator 8

Students' Reports of Gangs at School

Between 2001 and 2017, the percentage of students ages 12–18 who reported that gangs were present at their school during the school year decreased overall (from 20 to 9 percent), as well as for students from urban areas (from 29 to 11 percent), suburban areas (from 18 to 8 percent), and rural areas (from 13 to 7 percent).

In order to assess gang activity in and around schools, the School Crime Supplement to the National Crime Victimization Survey asked students ages 12–18 if gangs were present at their school[47] during the school year. All gangs, whether or not they were involved in violent or illegal activity, were included. Between 2001 and 2017, the percentage of students ages 12–18 who reported that gangs were present at their school decreased from 20 to 9 percent. The percentage who reported that gangs were present at their school was also lower in 2017 than in 2015 (11 percent; figure 8.1 and table 8.1).

In 2017, a higher percentage of students ages 12–18 from urban areas (11 percent) than of students from suburban (8 percent) and rural areas (7 percent) reported a gang presence at their school during the school year. The percentage of students who reported a gang presence at their school decreased between 2001 and 2017 for students from urban areas (from 29 to 11 percent), suburban areas (from 18 to 8 percent), and rural areas (from 13 to 7 percent). The percentage who reported that gangs were present at their school was also lower in 2017 than in 2015 for students from urban areas (11 vs. 15 percent) and from suburban areas (8 vs. 10 percent).

A higher percentage of students ages 12–18 attending public schools (9 percent) than of those attending private schools (2 percent) reported that gangs were present at their school during the school year in 2017 (table 8.2). The percentage of public school students who reported a gang presence was lower in 2017 than in 2015 (11 percent). However, the percentage of private school students reporting a gang presence at their school in 2017 was not measurably different from the percentage in 2015.

In 2017, a higher percentage of Black students ages 12–18 than of students of any other racial/ethnic group for which data were available[48] reported the presence of gangs at their school during the school year. Specifically, 17 percent of Black students reported a gang presence, compared with 12 percent of Hispanic students, 10 percent of students of Two or more races, 5 percent of White students, and 2 percent of Asian students. In addition, a higher percentage of Hispanic students than of White students and Asian students reported the presence of gangs at their school, and higher percentages of students of Two or more races and White students than of Asian students also reported so. The percentage of White students who reported a gang presence was lower in 2017 than in 2015 (5 vs. 7 percent), while the percentages reported in 2017 by students of other racial/ethnic groups were not measurably different from the percentages reported in 2015.

The percentages of students in 9th through 12th grade who reported a gang presence at their school during the school year were higher than the percentages for students in 6th through 8th grade in 2017. About 11 percent each of 9th- and 10th-graders and 10 percent each of 11th- and 12th-graders reported the presence of gangs, compared with 7 percent of 8th-graders and 5 percent each of 6th- and 7th-graders (figure 8.2 and table 8.2). The percentage of students who reported a gang presence at their school was higher in 2001 than in 2017 across all grades from 6th to 12th grade. However, there were no measurable differences between 2015 and 2017 in the percentages of students in any of these grades who reported a gang presence.

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[47] "At school" includes in the school building, on school property, on a school bus, and going to and from school.

[48] Data for Pacific Islander students and American Indian/Alaska Native students did not meet reporting standards.

This indicator has been updated to include 2017 data. For more information: Tables 8.1 and 8.2, and https://nces.ed.gov/programs/crime/.

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Figure 8.1. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by urbanicity: Selected years, 2001 through 2017
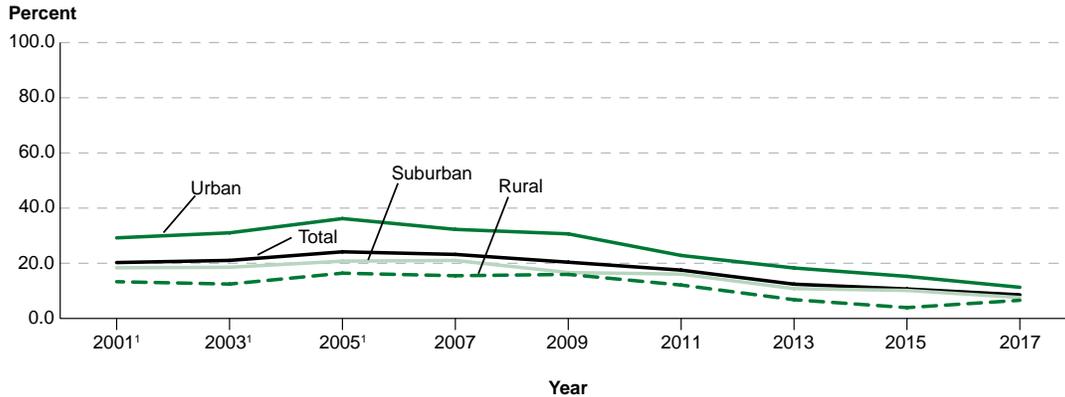
[1] In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.
NOTE: "Urbanicity" refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes in the school building, on school property, on a school bus, and going to and from school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 through 2017.

Figure 8.2. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by grade: 2001, 2015, and 2017
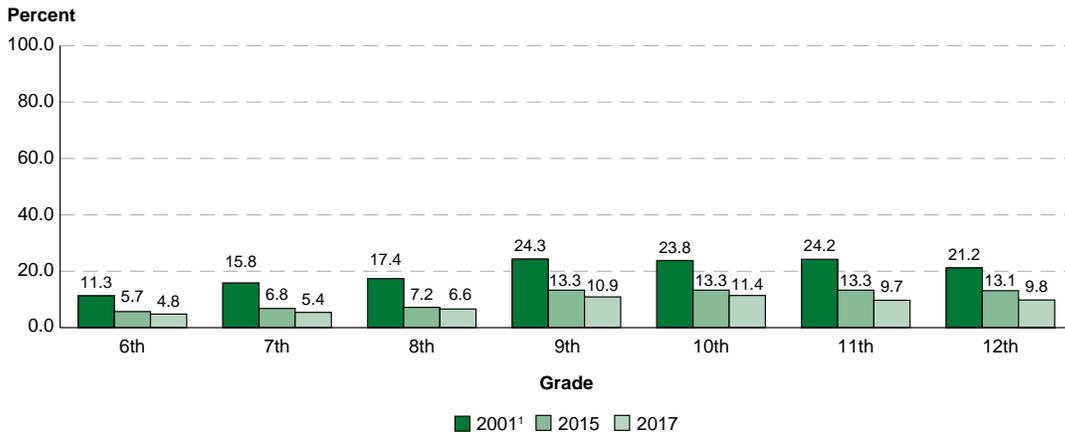
[1] In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.
NOTE: All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes in the school building, on school property, on a school bus, and going to and from school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001, 2015, and 2017.

Indicator 9

Students' Reports of Being Called Hate-Related Words and Seeing Hate-Related Graffiti

In 2017, about 6 percent of students ages 12–18 reported being called hate-related words at school during the school year, representing a decrease from 12 percent in 2001. About 23 percent of students reported seeing hate-related graffiti at school during the school year in 2017, representing a decrease from 36 percent in 2001.

The School Crime Supplement to the National Crime Victimization Survey collects data on students' reports of being called hate-related[49] words and seeing hate-related graffiti at school.[50] Specifically, students ages 12–18 were asked whether someone at school had called them a derogatory word having to do with their race, ethnicity, religion, disability, gender, or sexual orientation. Additionally, students were asked if they had seen hate-related graffiti at their school—that is, hate-related words or symbols written in classrooms, bathrooms, or hallways or on the outside of the school building.

In 2017, about 6 percent of students ages 12–18 reported being called hate-related words at school during the school year, representing a decrease from 12 percent in 2001 (figure 9.1 and table 9.1). The percentage of students who reported being called hate-related words at school in 2017 was not measurably different from the percentage in 2015. In 2017, about 23 percent of students reported seeing hate-related graffiti at school during the school year, representing a decrease from 36 percent in 2001. In

addition, the percentage of students who reported seeing hate-related graffiti at school in 2017 was lower than the percentage in 2015 (27 percent).

The percentages of male students who reported being called a hate-related word and seeing hate-related graffiti at school during the school year did not measurably differ from the percentages for female students in any survey year from 2001 to 2017. During this period, the percentage of male students who reported being called a hate-related word decreased from 13 to 6 percent, and the percentage of female students decreased from 12 to 7 percent. Similarly, the percentage of male students who reported seeing hate-related graffiti at school decreased from 35 to 23 percent between 2001 and 2017, and the percentage of female students decreased from 37 to 24 percent during the same period. The percentage of male students who reported being called a hate-related word was lower in 2017 than in 2015, and the percentages of male students and female students who reported seeing hate-related graffiti were lower in 2017 than in 2015.

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[49] "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics.
[50] "At school" includes in the school building, on school property, on a school bus, and going to and from school.

This indicator has been updated to include 2017 data. For more information: Tables 9.1 and 9.2, and https://nces.ed.gov/programs/crime/.

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Figure 9.1. Percentage of students ages 12–18 who reported being called hate-related words and seeing hate-related graffiti at school during the school year, by sex: Selected years, 2001 through 2017

Hate-related words   **Hate-related graffiti**

[1] In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 through 2017.

In 2017, lower percentages of Asian students (5 percent) and White students (6 percent) than of students of Two or more races (11 percent) reported being called a hate-related word at school during the school year (figure 9.2 and table 9.1). Also in 2017, a lower percentage of Asian students (15 percent) than of students who were Hispanic (21 percent), White (24 percent), Black (25 percent), and of Two or more races (35 percent) reported seeing hate-related graffiti at school during the school year. In addition, lower percentages of Hispanic, White, and Black students than of students of Two or more races reported seeing hate-related graffiti. The percentages of White, Black, and Hispanic students who reported being called a hate-related word and seeing hate-related graffiti all decreased between 2001 and 2017.

Some measurable differences were observed across grade levels in students' reports of being called a hate-related word and seeing hate-related graffiti at school

during the school year. In 2017, lower percentages of 11th- and 12th-graders (5 percent each) than of 7th- and 9th-graders (7 and 8 percent, respectively) reported being called a hate-related word at school, and lower percentages of 6th and 7th-graders (21 percent each) than of 10th-graders (27 percent) reported seeing hate-related graffiti at school.

In 2017, a lower percentage of private school students reported being called a hate-related word at school during the school year than did public school students (4 vs. 7 percent). Similarly, in 2017, a lower percentage of private school students reported seeing hate-related graffiti at school than did public school students (6 vs. 25 percent). The pattern of a lower percentage of private school students than of public school students reporting seeing hate-related graffiti at school was also observed in each data collection year between 2001 and 2015.

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Figure 9.2.   **Percentage of students ages 12–18 who reported being called hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: 2017**

Hate-related words

Student or school characteristic	
Total	6.4
Sex	
Male	6.0
Female	6.9
Race/ethnicity	
White	6.1
Black	7.4
Hispanic	6.3
Asian	4.8
Pacific Islander	‡
American Indian/ Alaska Native	‡
Two or more races	11.4
Sector	
Public	6.6
Private	3.8

Hate-related graffiti

Student or school characteristic	
Total	23.2
Sex	
Male	22.6
Female	23.8
Race/ethnicity	
White	24.0
Black	24.8
Hispanic	21.0
Asian	14.6
Pacific Islander	‡
American Indian/ Alaska Native	27.8!
Two or more races	35.0
Sector	
Public	24.6
Private	6.4
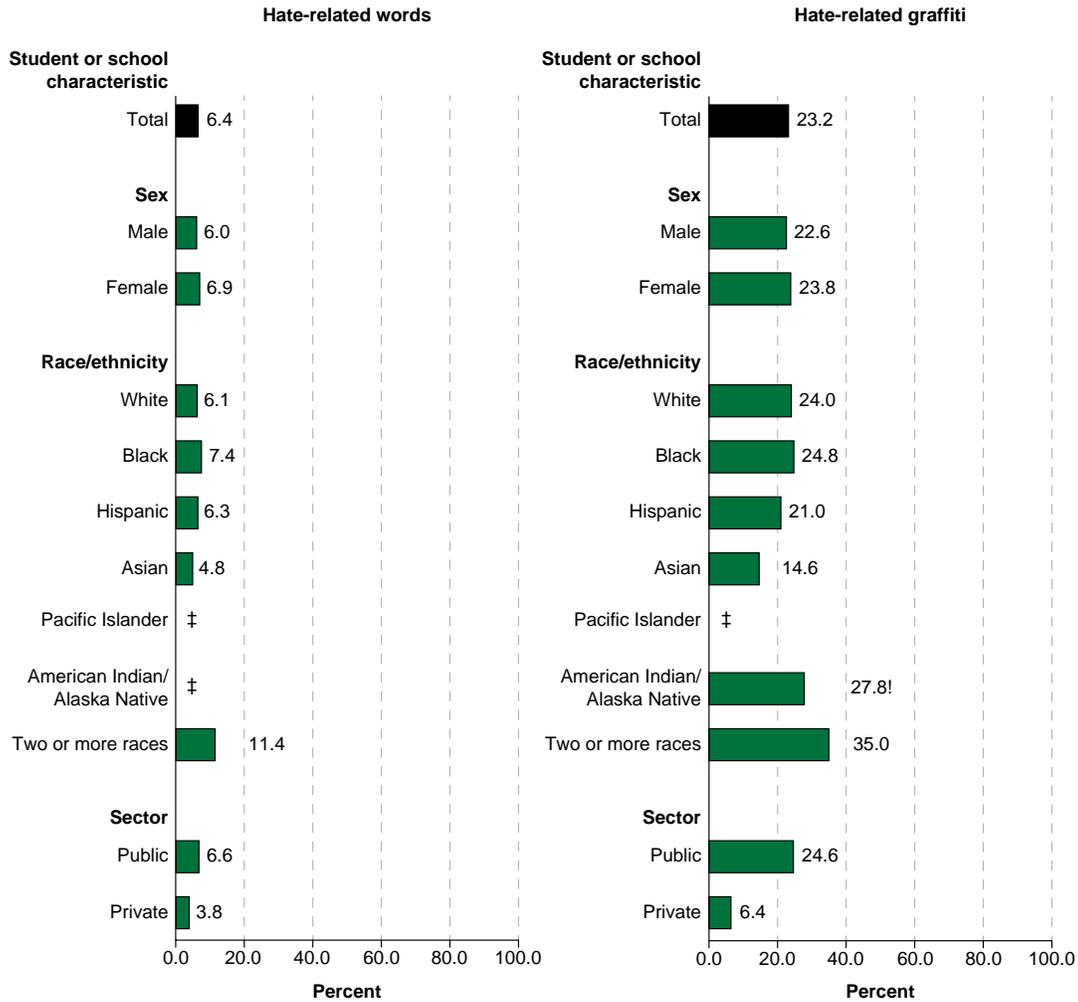
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

Students who reported being called hate-related words at school during the school year were asked to indicate whether the derogatory word they were called referred to their race, ethnicity, religion, disability, gender, or sexual orientation. In 2017, a lower percentage of male students than of female students reported

being called a hate-related word referring to their gender (less than 1 percent vs. 2 percent; figure 9.3 and table 9.2). However, a lower percentage of female students than of male students reported being called a hate-related word referring to their religion (less than 1 percent vs. 1 percent).

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Race was the most frequently reported characteristic referred to by hate-related words. In 2017, a lower percentage of White students than of students of any other race/ethnicity for which data were available reported being called a hate-related word referring to their race. Specifically, 2 percent of White students

reported being called a hate-related word referring to their race, compared with 3 percent of Hispanic students, 4 percent of Asian students, 5 percent of Black students, and 8 percent of students of Two or more races.

Figure 9.3. **Percentage of students ages 12–18 who reported being called hate-related words at school during the school year, by type of hate-related word and sex: 2017**
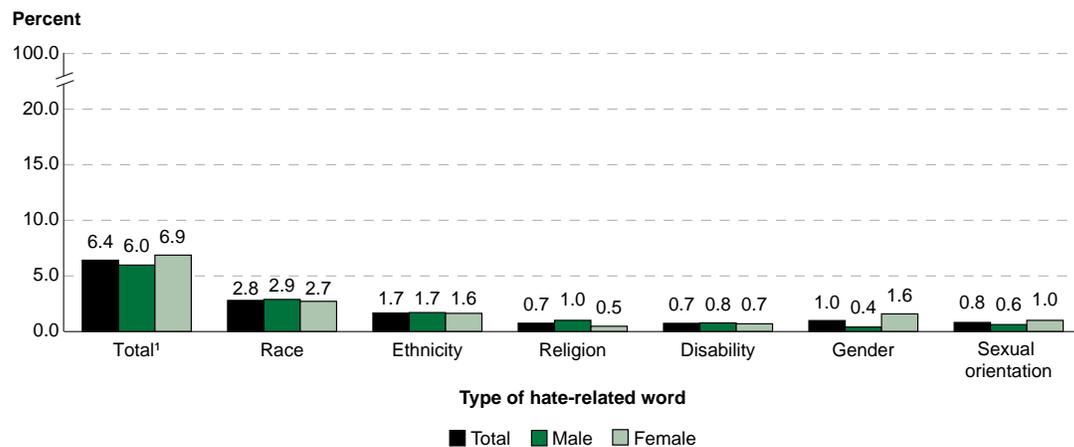
[1] Students who reported being called hate-related words were asked which specific characteristics these words were related to. If a student reported being called more than one type of hate-related word—e.g., a derogatory term related to race as well as a derogatory term related to sexual orientation—the student was counted only once in the total percentage of students who were called any hate-related words.
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

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Indicator 10

Bullying at School and Electronic Bullying

Between 2005 and 2017, the percentage of students ages 12–18 who reported being bullied at school during the school year decreased from 29 to 20 percent. In 2017, about 15 percent of students in grades 9–12 reported being electronically bullied during the previous 12 months.

The School Crime Supplement (SCS) to the National Crime Victimization Survey collected data on bullying[51] by asking students ages 12–18 if they had been bullied at school[52] during the school year. Students were also asked about the types and frequencies of bullying they had been subjected to, the specific characteristics related to the bullying, and whether bullying had a negative effect on various aspects of their life. The Youth Risk Behavior Survey (YRBS) also collected data on students in grades 9–12 who reported being bullied on school property[53] or electronically bullied[54] during the previous 12 months. This indicator first discusses bullying at school using the SCS data. It then uses the YRBS data to discuss electronic bullying by student characteristics and electronic bullying and bullying on school property by state. Readers should take note of the differing data sources and terminology.

Between 2005 and 2017, the percentage of students ages 12–18 who reported being bullied at school during the school year decreased from 29 to 20 percent (figure 10.1 and table 10.1).[55] However, there was no

measurable difference between the percentages in 2015 and 2017. A declining trend between 2005 and 2017 in the percentage of students who reported being bullied at school was observed for most of the student and school characteristics examined: the percentage decreased for male students (from 27 to 17 percent) and female students (from 30 to 24 percent); White students (from 30 to 23 percent), Black students (from 29 to 23 percent), Hispanic students (from 22 to 16 percent), Asian students (from 21 to 7 percent), and students of Two or more races (from 35 to 23 percent); students in each grade from 6 through 12 (with decreases ranging from 6 to 11 percentage points); students in urban areas (from 26 to 18 percent) and suburban areas (from 29 to 20 percent); and public school students (from 29 to 21 percent). In addition, the percentage of private school students who reported being bullied at school was lower in 2017 than in 2005 (16 vs. 23 percent). Although the percentage of students in rural areas who reported being bullied at school in 2017 was not measurably different from the percentage in 2005, it was higher than the percentage in 2015 (27 vs. 18 percent).

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[51] "Bullying" includes students who reported that another student had made fun of them, called them names, or insulted them; spread rumors about them; threatened them with harm; tried to make them do something they did not want to do; excluded them from activities on purpose; destroyed their property on purpose; or pushed, shoved, tripped, or spit on them. In the total for students bullied at school, students who reported more than one type of bullying were counted only once.

[52] "At school" includes in the school building, on school property, on a school bus, and going to and from school.

[53] In the Youth Risk Behavior Survey (YRBS), bullying was defined for respondents as "when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again." "On school property" was not defined for survey respondents.

[54] Being electronically bullied includes "being bullied through e-mail, chat rooms, instant messaging, websites, or texting" for 2011 through 2015, and "being bullied through texting, Instagram, Facebook, or other social media" for 2017.

[55] Prior data are excluded from the time series due to a significant redesign of the bullying items in 2005.

This indicator has been updated to include 2017 data. For more information: Tables 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, and 10.8, Centers for Disease Control and Prevention (2018), (https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf), and https://nces.ed.gov/programs/crime/.

Figure 10.1. Percentage of students ages 12–18 who reported being bullied at school during the school year, by urbanicity: Selected years, 2005 through 2017
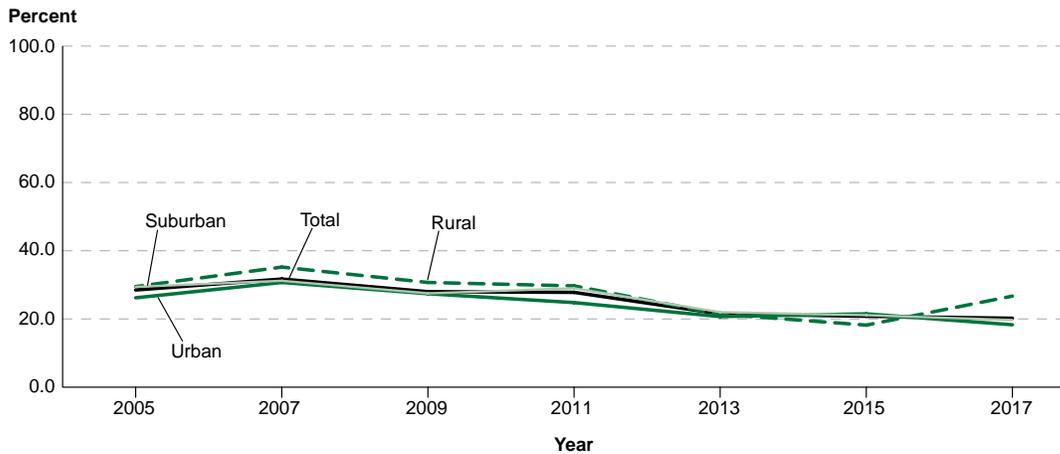
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Urbanicity refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." These data by metropolitan status were based on the location of households and differ from those published in *Student Reports of Bullying: Results From the 2015 School Crime Supplement to the National Crime Victimization Survey*, which were based on the urban-centric measure of the location of the school that the child attended.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005 through 2017.

In 2017, about 20 percent of students ages 12–18 reported being bullied at school during the school year (figure 10.2 and table 10.2). Of students ages 12–18, about 13 percent reported being the subject of rumors; 13 percent reported being made fun of, called names, or insulted; 5 percent reported being pushed, shoved, tripped, or spit on; and 5 percent reported being excluded from activities on purpose. Additionally, 4 percent of students reported being threatened with harm, 2 percent reported that others tried to make them do things they did not want to do, and 1 percent reported that their property was destroyed by others on purpose.

In 2017, a higher percentage of female students than of male students ages 12–18 reported being bullied at school during the school year (24 vs. 17 percent). There were also differences in selected types of bullying by sex. A higher percentage of female students than of male students reported being the subject of rumors (18 vs. 9 percent); being made fun of, called names, or insulted (16 vs. 10 percent); and being excluded from activities on purpose (7 vs. 3 percent). In contrast, a higher percentage of male students than of female students reported being pushed, shoved, tripped, or spit on (6 vs. 4 percent).

Overall, of students ages 12–18, higher percentages of students of Two or more races, Black students, and White students (23 percent each) than of Hispanic students (16 percent) and Asian students (7 percent) reported being bullied at school during the school year in 2017. In addition, higher percentages of American Indian/Alaska Native students (27 percent) and Hispanic students than of Asian students reported being bullied at school. Even though percentages were suppressed for some racial/ethnic groups due to small sample sizes and high standard errors, the measurable differences by race/ethnicity for the specific types of bullying followed similar patterns as for the differences for total bullying. For example, the percentages of students who reported being the subject of rumors and being made fun of, called names, or insulted were both higher for Black students and White students than for Hispanic students and Asian students. The percentages were also higher for students of Two or more races and Hispanic students than for Asian students.

Higher percentages of students in each grade from 6 through 8 than of students in each grade from 9 through 12 reported being bullied at school during the school year. In 2017, about 29 percent of 6th-graders, 25 percent of 8th-graders, and 24 percent

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of 7th-graders reported being bullied at school, compared with 19 percent each of 9th- and 10th-graders, 15 percent of 11th-graders, and 12 percent of 12th-graders. In addition, a higher percentage of 9th-graders than of 11th- and 12th-graders and a higher percentage of 10th-graders than of 12th-graders reported being bullied at school.

In 2017, a higher percentage of students ages 12–18 in rural areas (27 percent) than of students in suburban areas (20 percent) and urban areas (18 percent) reported being bullied at school during the school year. A higher percentage of students in rural areas

than of students in suburban areas reported being the subject of rumors (19 vs. 13 percent); being made fun of, called names, or insulted (16 vs. 13 percent); and being pushed, shoved, tripped, or spit on (8 vs. 5 percent). In addition, a higher percentage of students in rural areas than of students in urban areas reported being the subject of rumors (19 vs. 11 percent) and being pushed, shoved, tripped, or spit on (8 vs. 5 percent). There was no measurable difference between the percentages of public and private school students who reported being bullied at school, either overall or by specific types of bullying.

Figure 10.2. Percentage of students ages 12–18 who reported being bullied at school during the school year, by type of bullying and sex: 2017
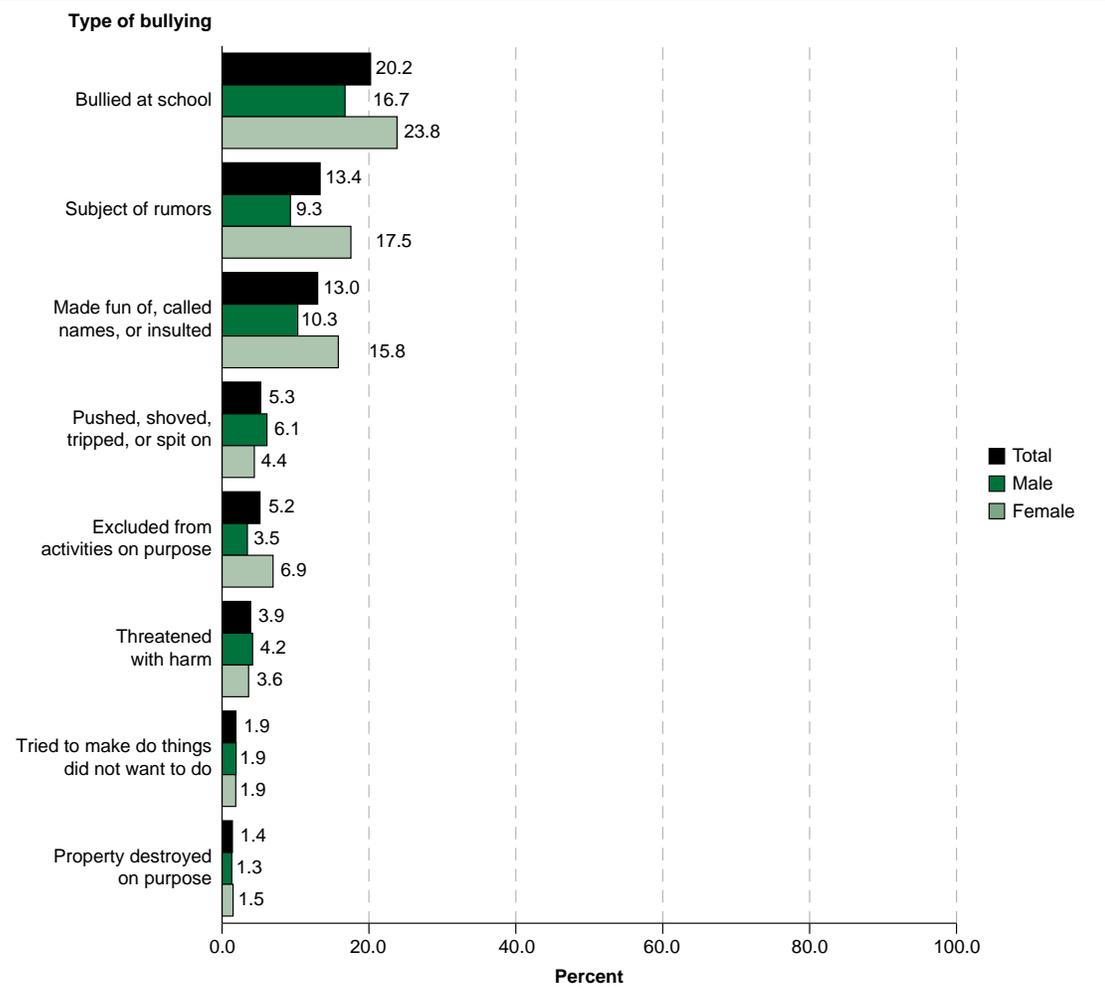
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Students who reported experiencing more than one type of bullying at school were counted only once in the total for students bullied at school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

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The SCS also asked students ages 12–18 who reported being bullied at school during the school year to indicate the location where they had been bullied. In 2017, of students who reported being bullied at school, 43 percent reported being bullied in the hallway or stairwell at school, 42 percent reported being bullied inside the classroom, and 27 percent reported being bullied in the cafeteria (figure 10.3 and table 10.3). About 22 percent of students who were bullied reported being bullied outside on school grounds, 15 percent reported being bullied online or by text, 12 percent reported being bullied in the bathroom or locker room, 8 percent reported being bullied on the school bus, and 2 percent reported being bullied somewhere else in the school building.

There were some differences by student and school characteristics in the locations where students ages 12–18 reported they were bullied during the school year. For example, a higher percentage of female students than of male students reported being bullied online or by text (21 vs. 7 percent). The percentage of students who reported being bullied online or by text was also higher for 11th-graders (22 percent), 10th-graders (22 percent), and 9th-graders (20 percent) than for 6th-graders (7 percent), and it was higher for 10th-graders than for 7th-graders (13 percent), 8th-graders (12 percent), and 12th-graders (12 percent). Higher percentages of Black students (46 percent) and White students (43 percent) than of Hispanic students (36 percent) reported being bullied inside the classroom. A higher percentage of students in suburban areas than of those in rural areas reported being bullied in the cafeteria (30 vs. 21 percent); in contrast, a higher percentage of students in rural areas than of those in suburban areas reported being bullied outside on school grounds (29 vs. 18 percent).

In 2017, about 31 percent of students ages 12–18 who reported being bullied at school during the school year indicated that they were bullied on 1 day in the school year, 19 percent indicated that they were bullied on 2 days in the school year, 30 percent indicated that they were bullied on 3 to 10 days in the school year, and 20 percent indicated that they were bullied on more than 10 days in the school year (figure 10.4 and table 10.4). Although a higher percentage of male students than of female students reported being bullied on 1 day in the school year (36 vs. 27 percent), a higher percentage of female than of male students reported being bullied on more than 10 days in the school year (23 vs. 17 percent). A higher percentage of White students (24 percent) than of Hispanic students (14 percent) and Black students (13 percent) also reported being bullied on more than 10 days in the school year.

Among students ages 12–18 who reported being bullied at school during the school year in 2017, about 46 percent reported notifying an adult at school[56] about the incident. Higher percentages of 6th- and 7th- graders (57 percent each) than of 9th-graders (39 percent), 10th-graders (38 percent), and 12th-graders (33 percent) and a higher percentage of 8th-graders (47 percent) than of 12th-graders reported notifying an adult at school after being bullied. The percentage of students who reported notifying an adult at school after being bullied was highest for those who reported being bullied on more than ten days in the school year (64 percent) and lowest for those who reported being bullied on one day in the school year (31 percent).

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[56] "Adult at school" refers to a teacher or other adult at school.

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Figure 10.3. Among students ages 12–18 who reported being bullied at school during the school year, percentage who reported being bullied in various locations: 2017
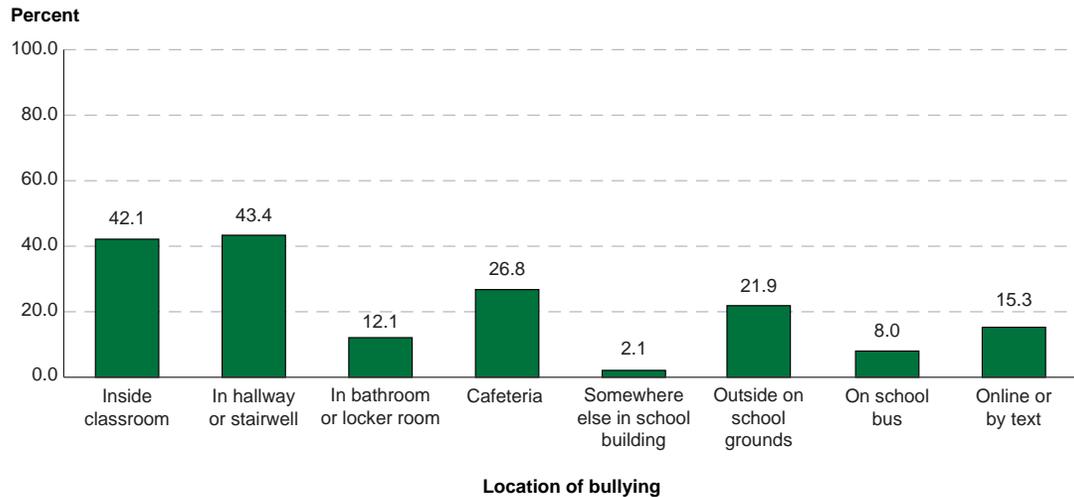
Percent

Location of bullying

NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Students who reported being bullied at school were also asked whether the bullying occurred "online or by text." Location totals may sum to more than 100 percent because students could have been bullied in more than one location. Excludes students who indicated that they were bullied but did not answer the question about where the bullying occurred.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

Figure 10.4. Among students ages 12–18 who reported being bullied at school during the school year, percentage reporting various frequencies of bullying: 2017
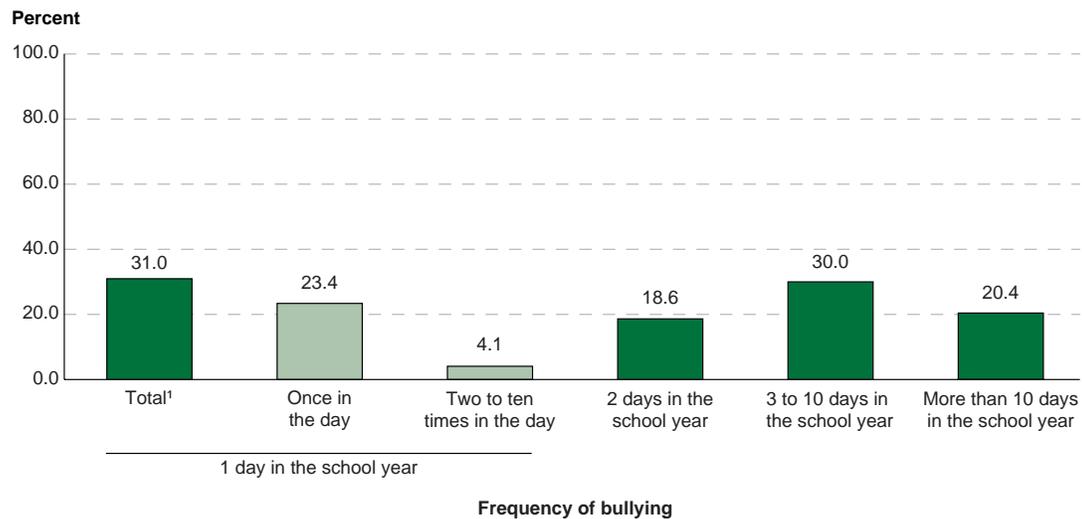
Percent

Frequency of bullying

[1] Includes students who reported being bullied 1 day in the school year but did not report how many times in the day the bullying occurred. No students reported being bullied more than ten times in the day.
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Students who reported being bullied during the school year were asked to report whether they were bullied on 1 day in the school year, 2 days in the school year, 3 to 10 days in the school year, or more than 10 days in the school year. Those who reported being bullied on 1 day in the school year were further asked to report how many times in the day they were bullied. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

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Students ages 12–18 who reported being bullied at school during the school year were asked to indicate how much bullying had a negative effect on various aspects of their life. In 2017, about 27 percent of students who reported being bullied at school indicated that bullying had somewhat or a lot of negative effect on how they felt about themselves, 19 percent each indicated that bullying had somewhat or a lot of negative effect on their school work and on their relationships with friends or family, and 14 percent indicated that bullying had somewhat or a lot of negative effect on their physical health (figure 10.5 and table 10.5).

Students ages 12–18 were also asked whether they had been subjected to bullying related to a specific characteristic. In 2017, about 42 percent of students who reported being bullied at school indicated that the bullying was related to at least one of the following characteristics: physical appearance (30 percent), race (10 percent), gender (8 percent), disability (7 percent), ethnicity (7 percent), religion (5 percent), and sexual orientation (4 percent; table 10.6).

As mentioned in the introduction, the YRBS collected data on electronic bullying for students in grades 9–12. In 2017, about 15 percent of students in grades 9–12 reported being electronically bullied during the previous 12 months (figure 10.6 and table 10.7). This percentage was not measurably different from the percentages reported in 2011 (the first year of data collection for this item) or in 2015. The percentage of students who reported being electronically bullied in 2017 was higher for female students than for male students (20 vs. 10 percent); higher for White students (17 percent) and students of Two or more races (16 percent) than for Black students (11 percent) and Asian students (10 percent) and higher for White students than for Hispanic students (12 percent); higher for gay, lesbian, or bisexual students (27 percent) and students who were not sure of their sexual orientation (22 percent) than for heterosexual students (13 percent); and higher for 9th-graders than for 12th-graders (17 vs. 13 percent).

The YRBS also collected data on electronic bullying anywhere and bullying on school property at the state level. In 2017, data on the percentages of students in grades 9–12 who reported being electronically bullied during the previous 12 months were available for 39 states and the District of Columbia (table 10.8).[57] Among these jurisdictions, the percentages of students who reported being electronically bullied ranged from 9 percent in the District of Columbia to 21 percent in Louisiana. Data on the percentages of students in grades 9–12 who reported being bullied on school property during the previous 12 months were also available for 38 states and the District of Columbia. Among these jurisdictions, the percentages of students who reported being bullied on school property ranged from 12 percent in the District of Columbia to 27 percent in Arkansas. On this survey, 19 percent of students in the United States reported being bullied on school property in 2017.

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[57] U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data were collected through a separate national survey rather than being aggregated from state-level data.

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Figure 10.5. Among students ages 12–18 who reported being bullied at school during the school year, percentage reporting that bullying had varying degrees of negative effect on various aspects of their life, by aspect of life affected: 2017
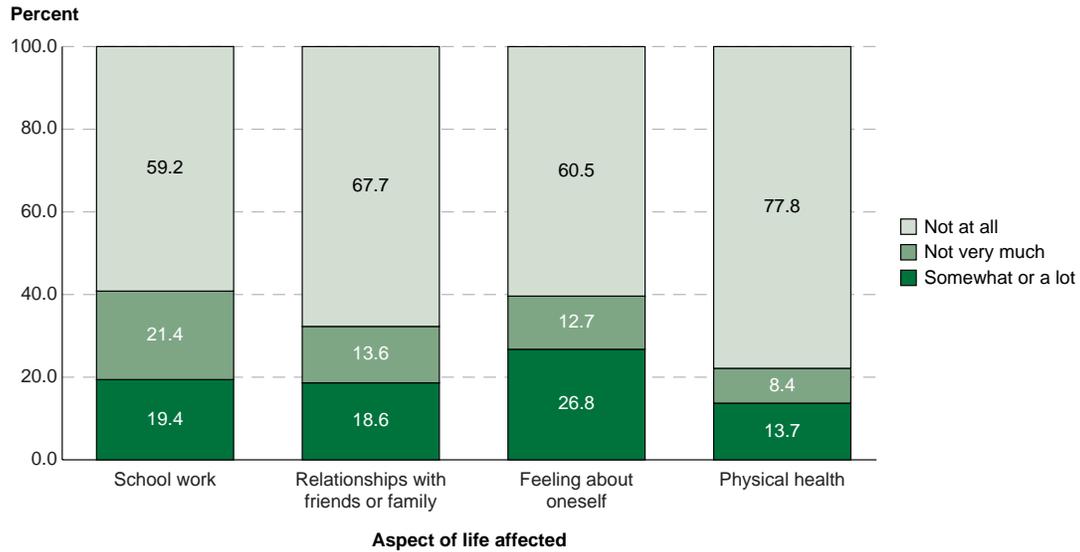
Percent

NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

Figure 10.6. Percentage of students in grades 9–12 who reported having been electronically bullied during the previous 12 months, by race/ethnicity: 2017

Percent
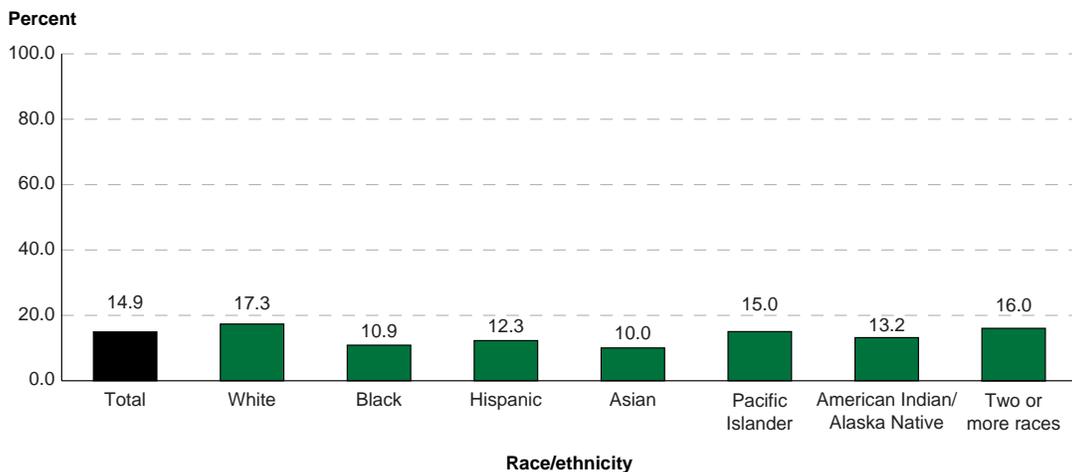
NOTE: Electronic bullying includes "being bullied through texting, Instagram, Facebook, or other social media." Race categories exclude persons of Hispanic ethnicity.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2017.

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Indicator 11

Teachers' Reports on School Conditions

During the 2015–16 school year, 43 percent of public school teachers agreed or strongly agreed that student misbehavior interfered with their teaching, and 38 percent agreed or strongly agreed that student tardiness and class cutting interfered with their teaching. A higher percentage of secondary school teachers than of elementary school teachers reported that student tardiness and class cutting interfered with their teaching (48 vs. 32 percent).

Managing inappropriate behaviors and classroom disruptions is time-consuming and takes away from instructional time and student engagement in academic behaviors (Riley et al. 2011). In the National Teacher and Principal Survey (NTPS) administered in 2015–16, public school teachers were asked whether student misbehavior and student tardiness and class cutting interfered with their teaching as well as whether school rules were enforced by other teachers and by the principal at their school. These questions were also asked in previous administrations of the Schools and Staffing Survey (SASS) from 1993–94 to 2011–12. The NTPS was designed to allow comparisons with SASS data. However, because the 2015–16 NTPS was administered only to public school teachers whereas the SASS was administered to both public and private school teachers, this indicator focuses on public school teachers only.

During the 2015–16 school year, 43 percent of public school teachers agreed or strongly agreed that student misbehavior interfered with their teaching, and 38 percent agreed or strongly agreed that student tardiness and class cutting interfered with their teaching (figure 11.1 and table 11.1). These percentages varied by teacher and school characteristics. For instance, the percentage of teachers who reported that student misbehavior interfered with their teaching was higher for teachers with 3 years or fewer of teaching experience (47 percent) than for those with more years of teaching experience (ranging from 41 to 43 percent). The percentage was also higher for teachers in towns (44 percent) than for those in suburban and rural areas (40 and 37 percent, respectively). The same patterns by years of teaching experience and locale were observed for the percentage of teachers who reported that student tardiness and class cutting interfered with their teaching.

A higher percentage of public secondary school teachers than of public elementary school teachers reported that student tardiness and class cutting interfered with their teaching (48 vs. 32 percent). Additionally, a higher percentage of teachers in schools with 1,000 or more students enrolled (46 percent) reported these behaviors than of teachers in schools with smaller enrollment sizes (ranging from 34 to 38 percent).

The percentage of public school teachers who reported that student misbehavior interfered with their teaching fluctuated between 1993–94 and 2015–16. The percentage in 2015–16 (43 percent) was lower than in 1993–94 (44 percent) but higher than in the intervening survey years (ranging from 36 to 41 percent; figure 11.2 and table 11.1). The percentage of public school teachers reporting that student tardiness and class cutting interfered with their teaching increased between 1993–94 and 2015–16 (from 28 to 38 percent); however, there was no measurable difference between the two most recent survey years (2011–12 and 2015–16).

During the 2015–16 school year, 67 percent of public school teachers agreed or strongly agreed that other teachers at their school enforced the school rules, and 84 percent agreed or strongly agreed that the principal enforced the school rules (figure 11.3 and table 11.2). These percentages also varied by school characteristics. For instance, a lower percentage of secondary school teachers than of elementary school teachers reported that school rules were enforced by other teachers (53 vs. 75 percent) and by the principal (82 vs. 85 percent), and a lower percentage of teachers in suburban areas than in rural areas reported so. The percentages of public school teachers reporting that school rules were enforced by other teachers and by

This indicator repeats information from the *Indicators of School Crime and Safety: 2017* report. For more information: Tables 11.1, 11.2, and 11.3, appendix B for definitions of school levels, and Taie and Goldring (2017), (https://nces.ed.gov/pubs2017/2017072rev.pdf).

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Figure 11.1.   Percentage of public school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, by selected teacher and school characteristics: School year 2015–16
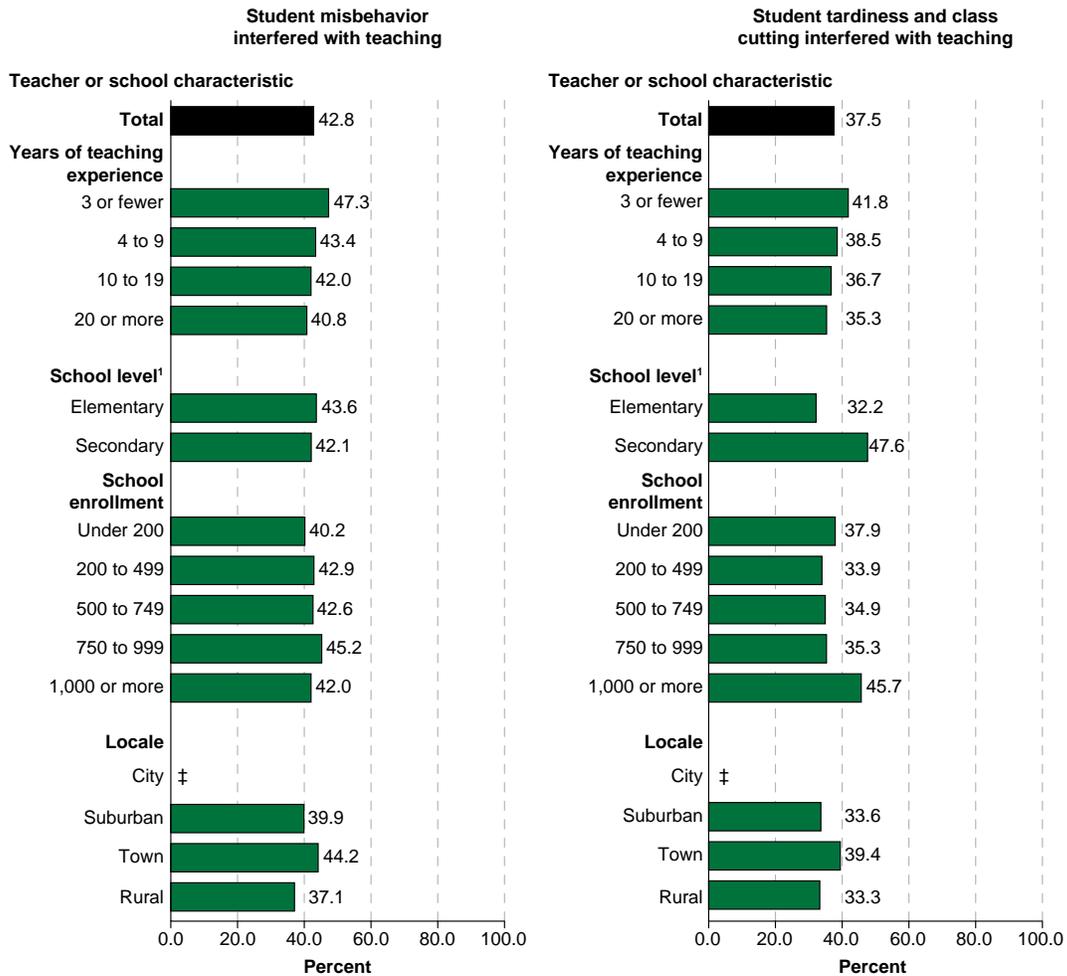
‡ Reporting standards not met (the response rate is under 50 percent).
[1] Elementary schools are those with any of grades kindergarten through grade 6 and none of grades 9 through 12. Secondary schools have any of grades 7 through 12 and none of grades kindergarten through grade 6. Combined elementary/secondary schools are included in totals but are not shown separately.
NOTE: Includes teachers who "strongly" agreed and those who "somewhat" agreed that student misbehavior and student tardiness and class cutting interfered with their teaching.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16.

the principal were also lower for teachers in schools with 1,000 or more students enrolled than for teachers in schools of smaller enrollment sizes.

Between 1993–94 and 2015–16, the percentage of public school teachers who reported that school rules were enforced by other teachers fluctuated between 62 and 71 percent, and the percentage who reported that rules were enforced by the principal fluctuated between 81 and 88 percent, showing no consistent trends (figure 11.2 and table 11.2). The percentages of public school teachers who reported that school rules were enforced by other teachers and by the principal were both higher in 2015–16 than in 1993–94 and 1999–2000, but lower than in 2003–04 and 2007–08.

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Figure 11.2. Percentage of public school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, and percentage who agreed that other teachers and the principal enforced school rules: Selected school years, 1993–94 through 2015–16
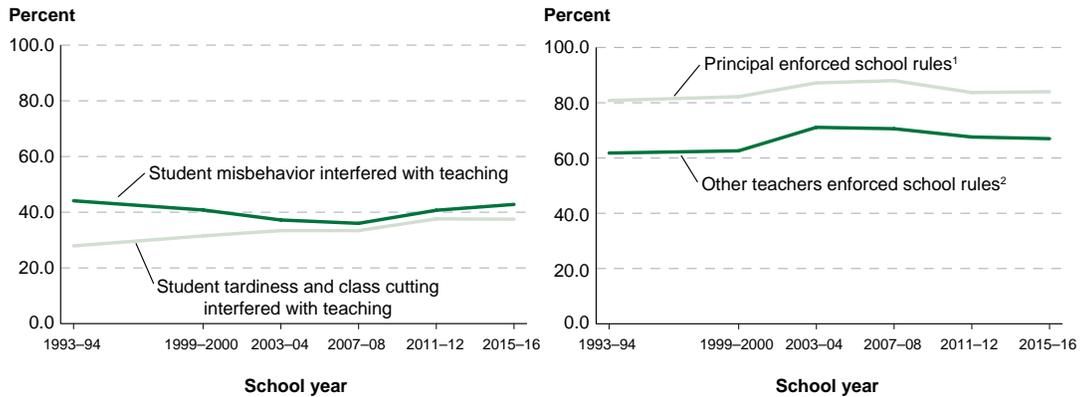
[1] Teachers were asked whether their "principal enforces school rules for student conduct and backs me up when I need it."
[2] Teachers were asked whether "rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes."
NOTE: Includes teachers who "strongly" agreed and those who "somewhat" agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, as well as teachers who "strongly" agreed and those who "somewhat" agreed that school rules were enforced by other teachers and the principal.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; "Charter School Teacher Data File," 1999–2000; and National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16.

There were no measurable differences between the two most recent survey years (2011–12 and 2015–16) in either percentage.

The 2011–12 school year was the most recent survey year for which state-level data on public school teachers' reports on various aspects of school conditions were available. In 2011–12, data were available for 45 states and the District of Columbia. Among these jurisdictions, the percentage of public school teachers who reported that student misbehavior interfered with their teaching ranged from 31 percent

in Wyoming to 55 percent in Louisiana, and the percentage who reported that student tardiness and class cutting interfered with their teaching ranged from 25 percent in Kansas to 57 percent in Alaska (table 11.3). The percentage of public school teachers who reported that school rules were enforced by other teachers ranged from 59 percent in Vermont to 77 percent in Oregon, and the percentage who reported that rules were enforced by the principal ranged from 79 percent in New Mexico and Nevada to 92 percent in Kansas.

Figure 11.3. **Percentage of public school teachers who agreed that other teachers and the principal enforced school rules, by selected teacher and school characteristics: School year 2015–16**

Other teachers enforced school rules[1]

Teacher or school characteristic	Percent
Total	67.0
Years of teaching experience	
3 or fewer	69.6
4 to 9	65.7
10 to 19	65.5
20 or more	68.7
School level[3]	
Elementary	74.7
Secondary	52.9
School enrollment	
Under 200	74.2
200 to 499	74.0
500 to 749	71.4
750 to 999	65.9
1,000 or more	53.4
Locale	
City	‡
Suburban	66.8
Town	68.3
Rural	70.5

Principal enforced school rules[2]

Teacher or school characteristic	Percent
Total	84.0
Years of teaching experience	
3 or fewer	85.4
4 to 9	84.0
10 to 19	83.3
20 or more	84.1
School level[3]	
Elementary	85.4
Secondary	81.6
School enrollment	
Under 200	86.0
200 to 499	84.6
500 to 749	85.2
750 to 999	84.2
1,000 or more	81.4
Locale	
City	‡
Suburban	84.2
Town	85.2
Rural	86.4
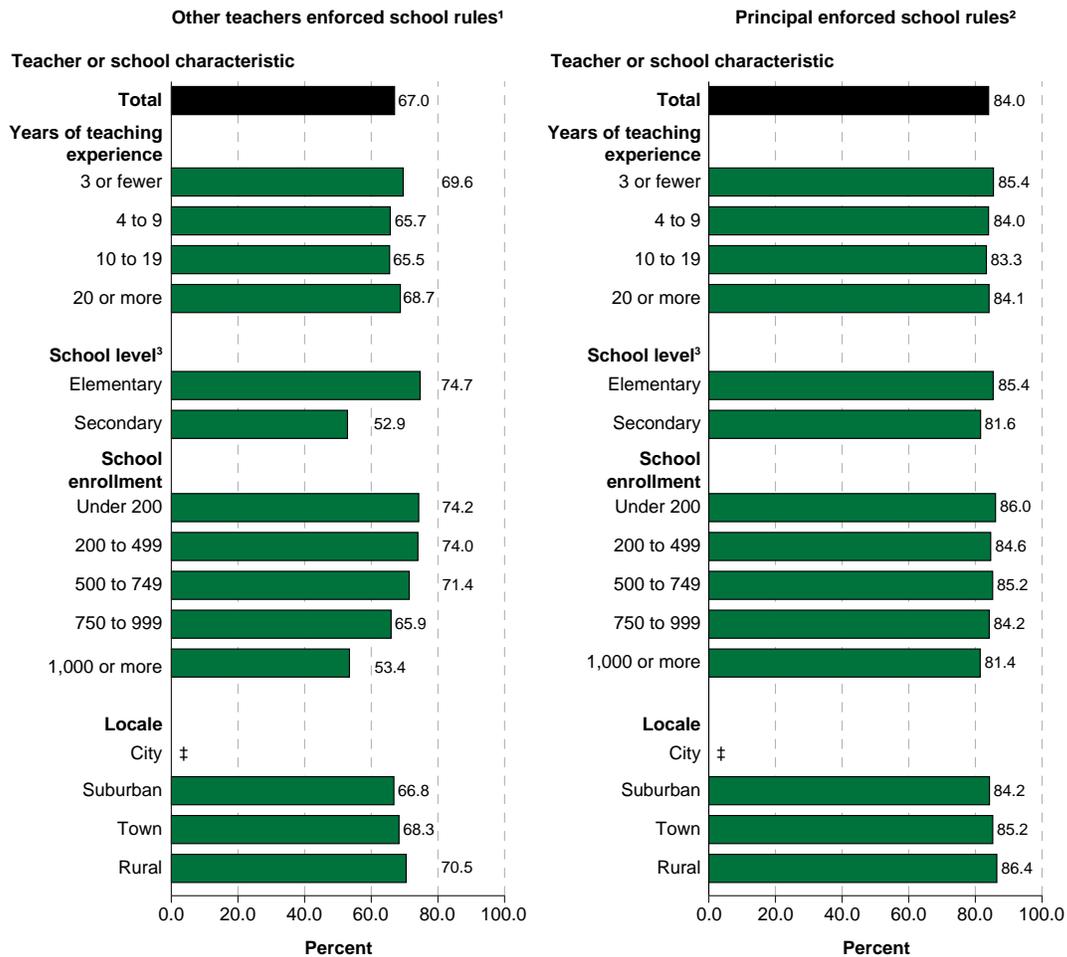
‡ Reporting standards not met (the response rate is under 50 percent).
[1] Teachers were asked whether "rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes."
[2] Teachers were asked whether "my principal enforces school rules for student conduct and backs me up when I need it."
[3] Elementary schools are those with any of grades kindergarten through grade 6 and none of grades 9 through 12. Secondary schools have any of grades 7 through 12 and none of grades kindergarten through grade 6. Combined elementary/secondary schools are included in totals but are not shown separately.
NOTE: Includes teachers who "strongly" agreed and those who "somewhat" agreed that school rules were enforced by other teachers and the principal.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16.

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Indicator 12

Physical Fights on School Property and Anywhere

The percentage of students in grades 9–12 who reported having been in a physical fight anywhere decreased between 2001 and 2017 (from 33 to 24 percent), as did the percentage of students in these grades who reported having been in a physical fight on school property (from 13 to 9 percent).

In the Youth Risk Behavior Survey (YRBS), students in grades 9–12 were asked about their involvement in physical fights, both in general (referred to as "anywhere" in this indicator) and on school property, during the 12 months preceding the survey.[58] In this indicator, percentages of students reporting involvement in a physical fight occurring anywhere are used as a point of comparison with percentages of students reporting involvement in a physical fight occurring on school property.

Overall, the percentage of students in grades 9–12 who reported having been in a physical fight anywhere during the previous 12 months decreased between 2001 and 2017 (from 33 to 24 percent), and the percentage of students who reported having been in a physical fight on school property also decreased during this period (from 13 to 9 percent; figure 12.1 and table 12.1). However, there were no measurable differences between the two most recent survey years (2015 and 2017) in the percentage of students who reported having been in a physical fight, both anywhere and on school property.

In every survey year from 2001 to 2017, a higher percentage of male students than of female students in grades 9–12 reported having been in a physical fight during the previous 12 months, both anywhere and on school property. In 2017, for example, 30 percent of male students, compared with 17 percent of female students, reported having been in a physical fight anywhere; 12 percent of male students, compared with 6 percent of female students, reported having been in a physical fight on school property.

Similar to the pattern for students overall, the percentages of both male and female students in grades 9–12 who reported having been in a physical fight, both anywhere and on school property, during the previous 12 months also decreased between 2001 and 2017. During this time, the percentage of students who reported having been in a physical fight anywhere decreased from 43 to 30 percent for male students and from 24 to 17 percent for female students. Similarly, the percentage of students who reported having been in a physical fight on school property decreased from 18 to 12 percent for male students and from 7 to 6 percent for female students.

The percentages of students in grades 9–12 who reported having been in a physical fight, both anywhere and on school property, during the previous 12 months differed by race/ethnicity. For example, in 2017, the percentage of students who reported having been in a physical fight anywhere was higher for Black students (33 percent) than for Hispanic students (26 percent), students of Two or more races (26 percent), Pacific Islander students (23 percent), and White students (21 percent); and the percentage for Asian students (11 percent) was lower compared with all these groups (figure 12.2 and table 12.1). In addition, the percentages of students who reported having been in a physical fight anywhere were higher for American Indian/Alaska Native students (35 percent) and Hispanic students than for White students. Of students who reported having been in a physical fight on school property, the percentages were higher for those who were Black (15 percent), Pacific Islander (14 percent), and Hispanic (9 percent) than for those who were White (6 percent); and the percentage for Asian students (4 percent) was lower compared with all these groups. In addition, the percentage of students who reported having been in a physical fight on school property was higher for Black students than for Hispanic students and students of Two or more races (9 percent).

[58] "Anywhere" includes fights that occurred on school property. The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight. In the question asking students about physical fights at school, "on school property" was not defined for survey respondents.

This indicator has been updated to include 2017 data. For more information: Tables 12.1, 12.2, and 12.3, and Centers for Disease Control and Prevention (2018), (https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf).

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Figure 12.1. Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and sex: Selected years, 2001 through 2017

NOTE: The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight. In the question asking students about physical fights at school, "on school property" was not defined for survey respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2001 through 2017.

Figure 12.2. Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and race/ethnicity: 2017

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: Race categories exclude persons of Hispanic ethnicity. The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight. In the question asking students about physical fights at school, "on school property" was not defined for survey respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2017.

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Between 2001 and 2017, the percentages of students in grades 9–12 who reported having been in a physical fight anywhere decreased for White students (from 32 to 21 percent), Hispanic students (from 36 to 26 percent), Asian students (from 22 to 11 percent), and students of Two or more races (from 40 percent to 26 percent), but there were no measurable differences between these two years for Black students and American Indian/Alaska Native students. Similarly, during the same period, the percentages of students who reported having been in a physical fight on school property decreased for White students (from 11 to 6 percent), Hispanic students (from 14 to 9 percent), Asian students (from 11 to 4 percent), and students of Two or more races (from 15 to 9 percent), and there were no measurable differences between these two years for Black, American Indian/Alaska Native, and Pacific Islander students.

Since 2015, the YRBS has included a question to identify students' sexual orientation by asking students in grades 9–12 which of the following best described them—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure."[59] In 2017, a higher percentage of gay, lesbian, or bisexual students (28 percent) reported having been in a physical fight anywhere during the previous 12 months than did heterosexual students (23 percent) or students who were not sure about their sexual orientation (20 percent; table 12.1). There were no measurable differences by sexual orientation in the percentages of students who reported having been involved in a physical fight on school property.

In 2017, the percentages of students in grades 9–12 who reported having been in a physical fight anywhere during the previous 12 months were higher for 9th-graders (28 percent) and 10th-graders (26 percent) than for 11th-graders (20 percent) and 12th-graders (18 percent). Similarly, higher percentages of 9th-graders (12 percent) and 10th-graders (10 percent) than 11th-graders (6 percent) and 12th-graders (5 percent) reported having been in a physical fight on school property in 2017. In addition, the percentage of students who reported having been in a physical fight on school property was higher for 9th-graders than for 10th-graders.

Students in grades 9–12 were also asked how many times they had been in a physical fight, both anywhere and on school property, during the previous 12 months. In 2017, about 18 percent of students in these grades reported having been in a physical fight anywhere 1 to 3 times, 4 percent reported having been in a physical fight anywhere 4 to 11 times, and 2 percent reported having been in a physical fight anywhere 12 or more times (figure 12.3 and table 12.2). When students in these grades were asked about physical fights on school property, 7 percent reported having been in a physical fight on school property 1 to 3 times and 1 percent each reported having been in a physical fight on school property 4 to 11 times and 12 or more times.

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[59] In this indicator, students who identified as "gay or lesbian" or "bisexual" are discussed together as the "gay, lesbian, or bisexual" group. Although there are likely to be differences among students who identify with each of these orientations, small sample sizes preclude analysis for each of these groups separately. Students were not asked whether they identified as transgender on the YRBS.

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Figure 12.3.   Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by number of times and location: 2017
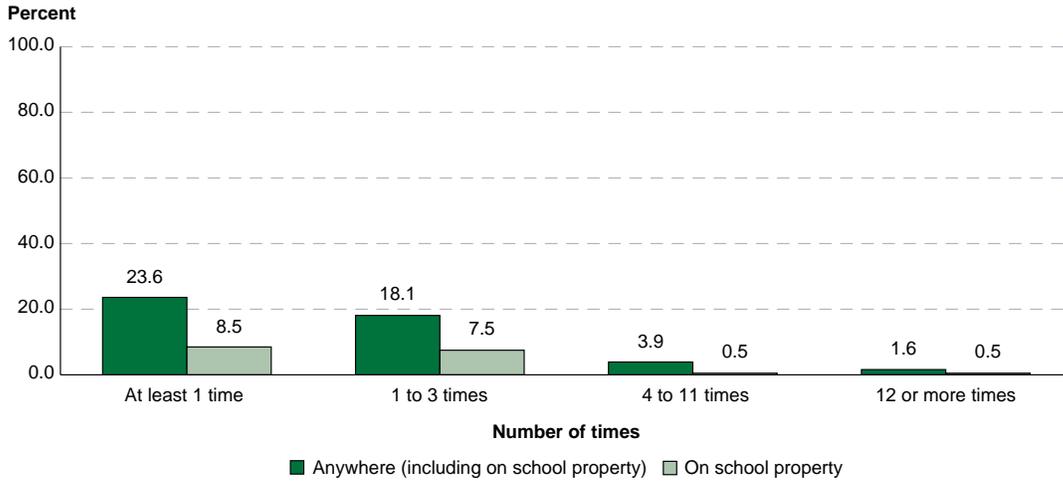
NOTE: The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight. In the question asking students about physical fights at school, "on school property" was not defined for survey respondents. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2017.

Data for the percentage of public school students in grades 9–12 who reported having been in a physical fight anywhere in 2017 were available for 36 states and the District of Columbia.[60] Among these jurisdictions, the percentages of students who reported having been in a physical fight anywhere ranged from 15 percent in Maine to 31 percent in Louisiana and the District of Columbia (table 12.3).

In 2017, data for physical fights on school property involving these students were available for 32 states and the District of Columbia. Among these jurisdictions, the percentages of students who reported having been in a physical fight on school property ranged from 5 percent in Kansas and Maine to 15 percent in the District of Columbia.

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[60] U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data were collected through a separate national survey rather than being aggregated from state-level data.

Indicator 13

Students Carrying Weapons on School Property and Anywhere and Students' Access to Firearms

In 2017, about 16 percent of students in grades 9–12 reported that they had carried a weapon anywhere at least 1 day during the previous 30 days and 4 percent reported carrying a weapon on school property at least 1 day during the previous 30 days. The percentage of students in grades 9–12 who reported carrying a weapon on school property during the previous 30 days decreased from 6 percent in 2001 to 4 percent in 2017. However, there was no measurable difference between 2001 and 2017 in the percentage of students who reported carrying a weapon anywhere during the previous 30 days.

This indicator uses data from the Youth Risk Behavior Survey (YRBS) to examine the percentages of students in grades 9–12 who reported carrying a weapon on school property and anywhere during the previous 30 days, then uses data from the ED*Facts* data collection to examine by state the numbers of students reported by schools to have possessed firearms at school during the school year. It concludes with a discussion of data from the School Crime Supplement (SCS) to the National Crime Victimization Survey on students ages 12–18 who reported having access to loaded firearms at school or away from school during the school year without adult permission. Readers should take note of the differing data sources and terminology.

In the YRBS, students in grades 9–12 were asked if they had carried a weapon such as a gun, knife, or club[61] anywhere during the previous 30 days and if they had carried such a weapon on school property during the same time period.[62] In this indicator, the percentage of students carrying a weapon "anywhere"[63] is included as a point of comparison with the percentage of students carrying a weapon on school property.

In 2017, about 16 percent of students in grades 9–12 reported that they had carried a weapon anywhere

at least 1 day during the previous 30 days: 7 percent reported carrying a weapon anywhere on 6 or more days, 5 percent reported carrying a weapon on 2 to 5 days, and 3 percent reported carrying a weapon on 1 day (tables 13.1 and 13.2). In the same year, 4 percent of students reported carrying a weapon on school property at least 1 day during the previous 30 days. This percentage included 2 percent of students who reported carrying a weapon on 6 or more days, 1 percent of students who reported carrying a weapon on 2 to 5 days, and 1 percent of students who reported carrying a weapon on 1 day during the previous 30 days.

The percentage of students in grades 9–12 who reported carrying a weapon on school property during the previous 30 days decreased from 6 percent in 2001 to 4 percent in 2017 (figure 13.1 and table 13.1). However, there was no measurable difference between 2001 and 2017 in the percentage of students who reported carrying a weapon anywhere during the previous 30 days. There were also no measurable differences between 2015 and 2017 in the percentages of students who reported carrying a weapon anywhere and on school property during the previous 30 days.

In every survey year from 2001 to 2017, a higher percentage of male students than of female students in grades 9–12 reported that they had carried a weapon, both anywhere and on school property, during the previous 30 days. In 2017, for example, 24 percent of male students reported carrying a weapon anywhere, compared with 7 percent of female students. Similarly, 6 percent of male students in 2017 reported carrying a weapon on school property, compared with 2 percent of female students.

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[61] The question asked about these weapon types combined. Separate data on each type of weapon were not collected. The question did not specify whether guns carried only for hunting or for a sport should be included.
[62] The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days. In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents.
[63] "Anywhere" includes on school property.

This indicator has been updated to include 2017 data on student-reported information and 2016–17 data on the number of students involved in activities related to weapons possession (instead of data on the number of discipline incidents related to weapons possession as reported in prior editions). For more information: Tables 13.1, 13.2, 13.3, 13.4, and 13.5, and Centers for Disease Control and Prevention (2018), (https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf), and https://nces.ed.gov/programs/crime/.

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Figure 13.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and sex: Selected years, 2001 through 2017
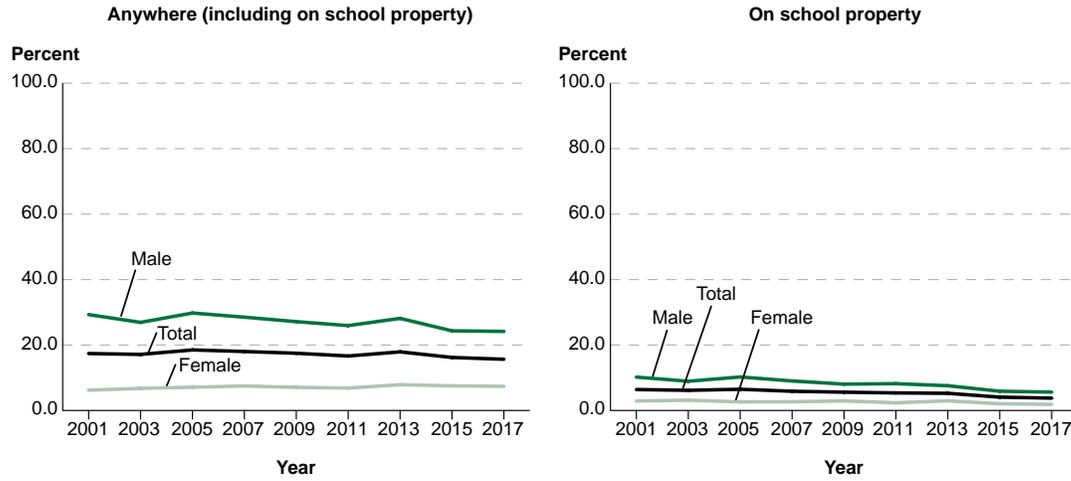
NOTE: Respondents were asked about carrying "a weapon such as a gun, knife, or club." The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days. In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2001 through 2017.

Figure 13.2. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and race/ethnicity: 2017

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: Respondents were asked about carrying "a weapon such as a gun, knife, or club." Race categories exclude persons of Hispanic ethnicity. The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days. In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2017.

In 2017, the percentage of students in grades 9–12 who reported carrying a weapon anywhere during the previous 30 days was higher for students of all other racial/ethnic groups than for Asian students. Specifically, 21 percent of American Indian/Alaska Native students, 18 percent each of Pacific Islander and White students, 16 percent of students of Two or more races, 13 percent of Hispanic students, and 11 percent of Black students reported carrying a weapon anywhere during the previous 30 days, compared with 6 percent of Asian students (figure 13.2 and table 13.1). Additionally, a higher percentage of White students than of Hispanic students and Black students, and a higher percentage of American Indian/Alaska Native students than of Black students, reported carrying a weapon anywhere. In 2017, there were no measurable differences by race/ethnicity in the percentage of students who reported carrying a weapon on school property during the previous 30 days.

Since 2015, the YRBS has included a question to identify students' sexual orientation by asking students in grades 9–12 which of the following best described them—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure."[64] In 2017, there were no measurable differences by sexual orientation in the percentages of students who reported carrying a weapon anywhere and on school property during the previous 30 days.

There were no measurable differences by grade in the percentage of students in grades 9–12 who reported carrying a weapon anywhere during the previous 30 days in 2017 (ranging from 15 to 17 percent in each grade). However, the percentage of students who reported carrying a weapon on school property during the previous 30 days was higher for 11th-graders (5 percent) than for 10th-graders (3 percent) and 9th-graders (2 percent), and this percentage was higher for 12th-graders (4 percent) than for 9th-graders. While the percentage of students who reported carrying a weapon on school property on 1 day was higher for 9th-, 10th-, and 11th-graders than for 12th-graders (1 percent each vs. less than 1 percent), the percentage who reported carrying a weapon on school property

on 6 or more days was higher for 11th- and 12th-graders than for 9th- and 10th-graders (3 percent each vs. 1 percent each).

In 2017, data on percentages of public school students in grades 9–12 who reported carrying a weapon anywhere were available for 26 states and the District of Columbia (table 13.3).[65] Among these jurisdictions, the percentages of students who reported carrying a weapon anywhere ranged from 11 percent in Massachusetts to 30 percent in Idaho. There were also 35 states that had 2017 data available on the percentages of students reporting that they carried a weapon on school property during the previous 30 days; the percentages ranged from 2 percent in Pennsylvania to 10 percent in Idaho and Alaska.

As part of the ED*Facts* data collection, state education agencies report the number of public school students from kindergarten to 12th grade who brought firearms to or possessed firearms at school. State education agencies compile these data based on student counts that were reported by their schools and school districts. During the 2016–17 school year, 3,300 students were reported to have brought firearms to or possessed firearms at schools in the United States (table 13.4).[66] The number of students varies widely across jurisdictions, due in large part to their differing populations. Therefore, the rate per 100,000 students can provide a more comparable indication of the frequency of students involved in these activities across jurisdictions. During the 2016–17 school year, the overall rate of students who brought firearms to or possessed firearms at school was 6 per 100,000 students in the United States.

In 2016–17, data on the rates of students who brought firearms to or possessed firearms at school during the school year were available for 49 states and the District of Columbia. The majority of jurisdictions (42 states and the District of Columbia) had rates between 1 and 20 per 100,000 students. Two states, New Jersey and Missouri, had rates per 100,000 students below 1, while five states had rates above 20: New Mexico, Louisiana, Wyoming, Arkansas, and West Virginia.

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[64] In this indicator, students who identified as "gay or lesbian" or "bisexual" are discussed together as the "gay, lesbian, or bisexual" group. Although there are likely to be differences among students who identify with each of these orientations, small sample sizes preclude analysis for each of these groups separately. Students were not asked whether they identified as transgender on the YRBS.

[65] U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data were collected through a separate national survey rather than being aggregated from state-level data.
[66] U.S. total includes 50 states and the District of Columbia.

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Figure 13.3. Percentage of students ages 12–18 who reported having access to a loaded gun, without adult permission, at school or away from school during the school year, by sex: Selected years, 2007 through 2017

Percent

Year	Total	Male	Female
2007	6.7	8.4	5.0
2009	5.5	7.6	3.4
2011	4.7	5.6	3.6
2013	3.7	3.9	3.4
2015	4.2	5.3	3.1
2017	3.4	4.0	2.7

Sex

■ 2007 ■ 2009 ■ 2011 □ 2013 ■ 2015 ▨ 2017
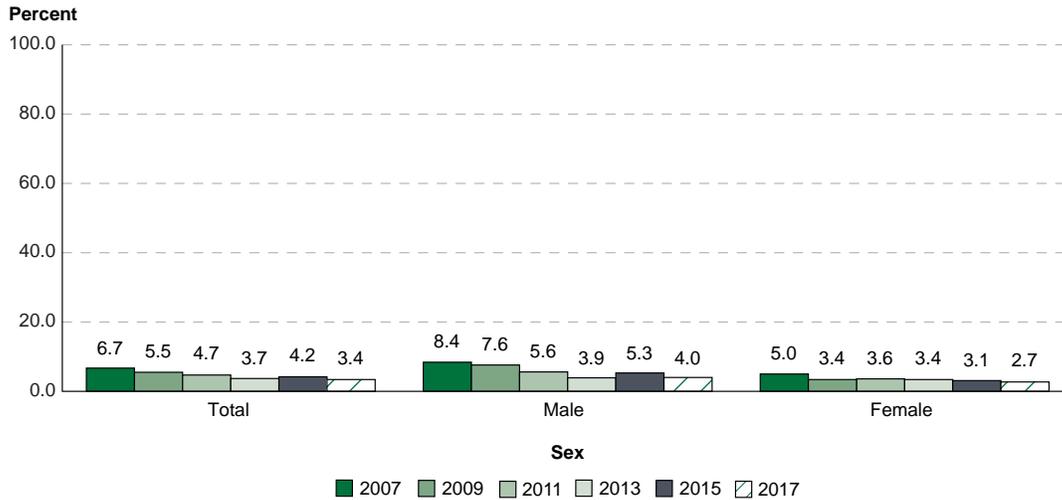
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007 through 2017.

Information about students' access to firearms can provide context for student reports of carrying a weapon anywhere and on school property. In the SCS survey, students ages 12–18 were asked if they could have obtained a loaded gun without adult permission, either at school or away from school, during the current school year. In 2017, about 3 percent of students ages 12–18 reported having access to a loaded gun without adult permission, either at school or away from school, during the school year (figure 13.3 and table 13.5). This percentage represents a decrease from 7 percent in 2007 (the first year of data collection for this item). Between 2015 and 2017, there was no measurable difference in the percentage of students who reported having such access to a loaded gun.

In every survey year from 2007 to 2017 (except in 2013 when there was no measurable difference between male and female students), a higher percentage of male students than of female students ages 12–18 reported having access to a loaded gun without adult permission, either at school or away from school during the school year. In 2017, about

4 percent of male students reported having access to a loaded gun without adult permission, compared with 3 percent of female students. The percentages of male and female students who reported having such access to a loaded gun both decreased between 2007 and 2017 (from 8 to 4 percent for males and from 5 to 3 percent for females), but there were no measurable differences between the percentages in 2015 and 2017.

In 2017, higher percentages of students in 9th, 10th, 11th, and 12th grade than of those in 7th grade reported having access to a loaded gun without adult permission, either at school or away from school during the school year. About 6 percent of 12th-graders, 5 percent of 11th-graders, 4 percent of 10th-graders, and 3 percent of 9th-graders reported having access to a loaded gun without adult permission, compared with 1 percent of 7th-graders. In addition, the percentage of students who reported having access to a loaded gun without adult permission was higher for 11th- and 12th-graders than for 8th-graders (2 percent), and this percentage was higher for 12th-graders than for 9th-graders.

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Indicator 14

Students' Use of Alcohol

The percentage of students in grades 9–12 who reported using alcohol on at least 1 day during the previous 30 days decreased from 47 to 30 percent between 2001 and 2017.

This indicator uses data from the Youth Risk Behavior Survey (YRBS) to examine the percentage of students in grades 9–12 who reported using alcohol during the previous 30 days.[67] Adolescent alcohol use is associated with various negative outcomes, such as physical injury, suicide ideation, delinquency, and risky behaviors (Barnes, Welte, and Hoffman 2002; Bonomo et al. 2001; Mason et al. 2010; Schilling et al. 2009). In most states, the purchase or public possession of alcohol anywhere by students in grades 9–12 is illegal, since most students are under the minimum legal drinking age.

Between 2001 and 2017, the percentage of students in grades 9–12 who reported using alcohol on at least 1 day during the previous 30 days decreased from 47 to 30 percent (figure 14.1 and table 14.1). However, the percentages of students who reported using alcohol in 2015 and in 2017 were not measurably different. In 2017, about 16 percent of students in grades 9–12 reported using alcohol on 1 or 2 days during the previous 30 days, 13 percent reported using alcohol on 3 to 29 of the previous 30 days, and 1 percent reported using alcohol on all of the previous 30 days (table 14.2).

In 2001, the percentage of male students in grades 9–12 who reported using alcohol on at least 1 day during the previous 30 days was higher than the percentage of female students who reported doing so (49 vs. 45 percent). In every survey year between 2003 and 2015, the percentages of male and female students who reported using alcohol on at least 1 day during the previous 30 days were not measurably different

(figure 14.1 and table 14.1). However, in 2017, a higher percentage of female than of male students reported using alcohol on at least 1 of the previous 30 days (32 vs. 28 percent). While the percentage of students who reported using alcohol decreased for both male (from 49 to 28 percent) and female (from 45 to 32 percent) students between 2001 and 2017, the decrease was larger for male students (22 percentage points) than for female students (13 percentage points). Consistent with the difference between male and female students in overall alcohol use in 2017, a higher percentage of female than of male students in 2017 reported using alcohol on 1 or 2 days during the previous 30 days (18 vs. 15 percent; table 14.2). In contrast, a higher percentage of male than of female students reported using alcohol on all of the previous 30 days (0.9 vs. 0.3 percent).

In 2017, the percentage of students in grades 9–12 who reported using alcohol during the previous 30 days increased with grade level. About 19 percent of 9th-graders reported using alcohol on at least 1 day during the previous 30 days, compared with 27 percent of 10th-graders, 34 percent of 11th-graders, and 41 percent of 12th-graders (figure 14.2 and table 14.1). Additionally, a higher percentage of 12th-graders reported using alcohol on 3 to 29 days during the previous 30 days (18 percent) than 9th- and 10th-graders (7 percent and 11 percent, respectively), and a higher percentage of 12th-graders reported consuming alcohol on all of the previous 30 days (1 percent) than 9th-graders (less than 1 percent; table 14.2).

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[67] In 2011 and earlier years, the YRBS also collected data on student alcohol use on school property during the previous 30 days. Readers interested in these data should refer to the appendix tables or earlier editions of the report.

This indicator has been updated to include 2017 data on alcohol use anywhere. For more information: Tables 14.1, 14.2, and 14.3, and Centers for Disease Control and Prevention (2018), (https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf).

Figure 14.1. Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by sex: Selected years, 2001 through 2017
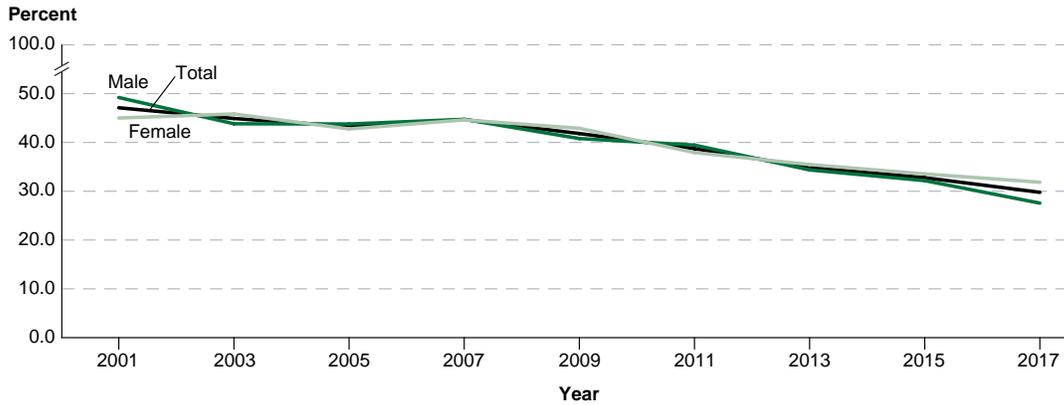
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2001 through 2017.

Figure 14.2. Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by grade: 2017
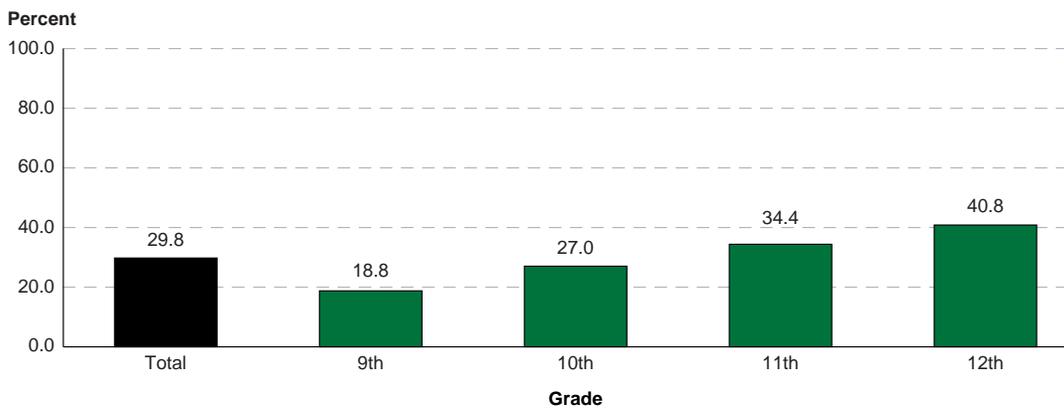
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2017.

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The percentage of students in grades 9–12 who reported using alcohol during the previous 30 days also varied by race/ethnicity. In 2017, the percentage of students who reported using alcohol on at least 1 day during the previous 30 days was higher for students of Two or more races (33 percent), White students (32 percent), and Hispanic students (31 percent) than for Black students (21 percent), Pacific Islander students (19 percent), and Asian students (12 percent; table 14.1). In addition, the percentage was higher for American Indian/Alaska Native students (32 percent) and Black students than for Asian students.

Since 2015, the YRBS has included a question to identify students' sexual orientation by asking students in grades 9–12 which of the following best described them—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure."[68] In 2017, a higher percentage of gay, lesbian, or bisexual students than

of heterosexual students reported using alcohol on at least 1 day during the previous 30 days (37 vs. 30 percent), as well as on 3 to 29 days during the previous 30 days (18 vs. 13 percent; figure 14.3 and table 14.2). Additionally, higher percentages of gay, lesbian, or bisexual students and heterosexual students than of students who were not sure about their sexual orientation reported using alcohol on at least 1 day during the previous 30 days, as well as on 1 or 2 days and 3 to 29 days during the previous 30 days.

In 2017, state-level data on the percentages of students in grades 9–12 who reported using alcohol during the previous 30 days were available for 39 states and the District of Columbia (table 14.3).[69] Among these jurisdictions, the percentages of students who reported using alcohol on at least 1 day during the previous 30 days ranged from 11 percent in Utah to 34 percent in Louisiana.

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[68] In this indicator, students who identified as "gay or lesbian" or "bisexual" are discussed together as the "gay, lesbian, or bisexual" group. Although there are likely to be differences among students who identify with each of these orientations, small sample sizes preclude analysis for each of these groups separately. Students were not asked whether they identified as transgender on the YRBS.

[69] U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data were collected through a separate national survey rather than being aggregated from state-level data.

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Figure 14.3. Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by number of days and sexual orientation: 2017
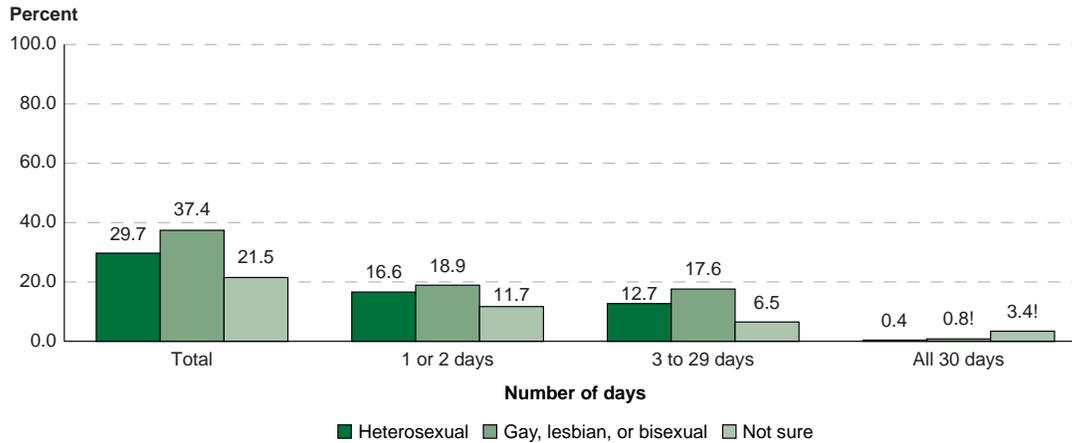
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2017.

Indicator 15

Marijuana Use and Illegal Drug Availability

The percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property in the last 12 months decreased from 29 percent in 2001 to 20 percent in 2017.

This indicator uses data from the Youth Risk Behavior Survey (YRBS) to examine the percentage of students in grades 9–12 who reported they had used marijuana during the previous 30 days. It then examines the percentage of students who reported they had been offered, sold, or given an illegal drug on school property in the 12 months preceding the survey. Readers should take note of the differing time spans and locations. While marijuana use on school property was not asked in more recent versions of the YRBS, students' overall use can be important to know within a school context. For example, marijuana use has been associated with decreased academic performance in adolescence (Meier et al. 2015; Pardini et al. 2015) and a higher risk of dropping out of high school (Bray et al. 2000).

In 2017, about 20 percent of students in grades 9–12 reported using marijuana at least 1 time during the previous 30 days. This was lower than the percentage reported in 2001 (24 percent) but not measurably different from the percentage reported in 2015 (figure 15.1 and table 15.1). Specifically, in 2017 about 7 percent of students in grades 9–12 reported using marijuana 1 or 2 times during the previous 30 days, 9 percent reported using marijuana 3 to 39 times during the previous 30 days, and 4 percent reported using marijuana 40 or more times during the previous 30 days (table 15.2).

In every survey year between 2001 and 2011, the percentages of students in grades 9–12 reported using marijuana at least 1 time during the previous 30 days were higher for male students than for female students (figure 15.1 and table 15.1). Since 2013, there has been no measurable difference in the percentages of males and females that reported using marijuana at least 1 time during the previous 30 days. In 2017, a higher percentage of males (5 percent) than of females (3 percent) reported using marijuana 40 or more times during the previous 30 days (table 15.2).

In 2017, some differences in the percentages of students who reported marijuana use were observed by race/ethnicity and grade level. The percentage of Asian students (7 percent) who reported using marijuana at least 1 time during the previous 30 days was lower than the percentages reported by Pacific Islander students (16 percent), White students (18 percent), students of Two or more races (20 percent), Hispanic students (23 percent), Black students (25 percent), and American Indian/ Alaska Native students (30 percent; table 15.1). The percentage for White students was also lower than the percentages for Hispanic and Black students. In addition, the percentage of 9th-graders (13 percent) who reported using marijuana at least 1 time during the previous 30 days was lower than the percentages of 10th-graders (19 percent), 11th-graders (23 percent), and 12th-graders (26 percent) who reported doing so. The percentage for 10th-graders was also lower than the percentages for 11th- and 12th-graders.

Since 2015, the YRBS has included a question to identify students' sexual orientation by asking students in grades 9–12 which of the following best described them—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure."[70] In 2017, a higher percentage of gay, lesbian, or bisexual students (31 percent) than of heterosexual students and students who were not sure about their sexual orientation (19 percent each) reported using marijuana at least 1 time during the previous 30 days (figure 15.2 and table 15.1). Additionally, a higher percentage of gay, lesbian, or bisexual students reported using marijuana 1 to 2 times and 3 to 39 times, compared to heterosexual students and students who were not sure about their sexual orientation (table 15.2). A higher percentage of gay, lesbian, or bisexual students than heterosexual students reported using marijuana 40 or more times.

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[70] In this indicator, students who identified as "gay or lesbian" or "bisexual" are discussed together as the "gay, lesbian, or bisexual" group. Although there are likely to be differences among students who identify with each of these orientations, small sample sizes preclude analysis for each of these groups separately. Students were not asked whether they identified as transgender on the YRBS.

This indicator has been updated to include 2017 data on marijuana use anywhere and it has been expanded to include data on illegal drug availability on school property. For more information: Tables 15.1, 15.2, 15.3, 15.4, and 15.5, and Centers for Disease Control and Prevention (2018), (https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf).

Figure 15.1. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by sex: Selected years, 2001 through 2017
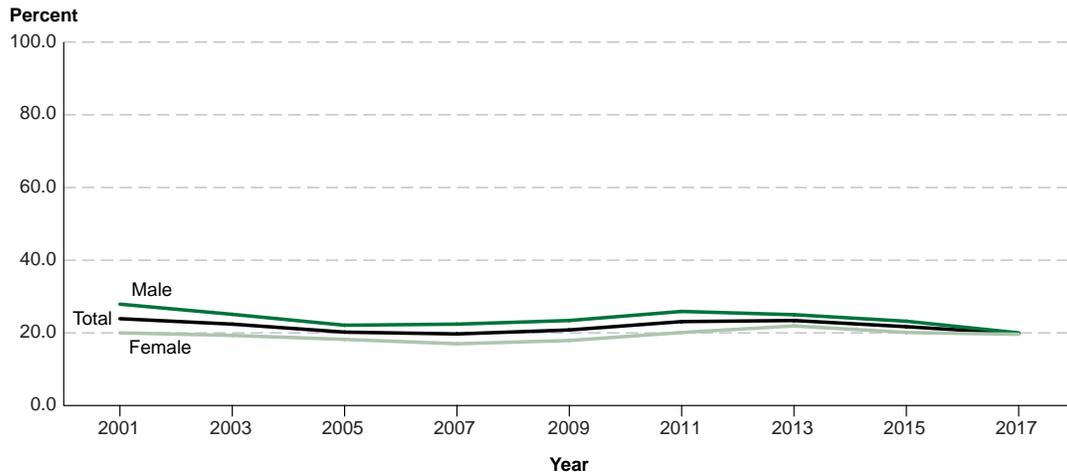
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2001 through 2017.

Figure 15.2. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by number of times and sexual orientation: 2017
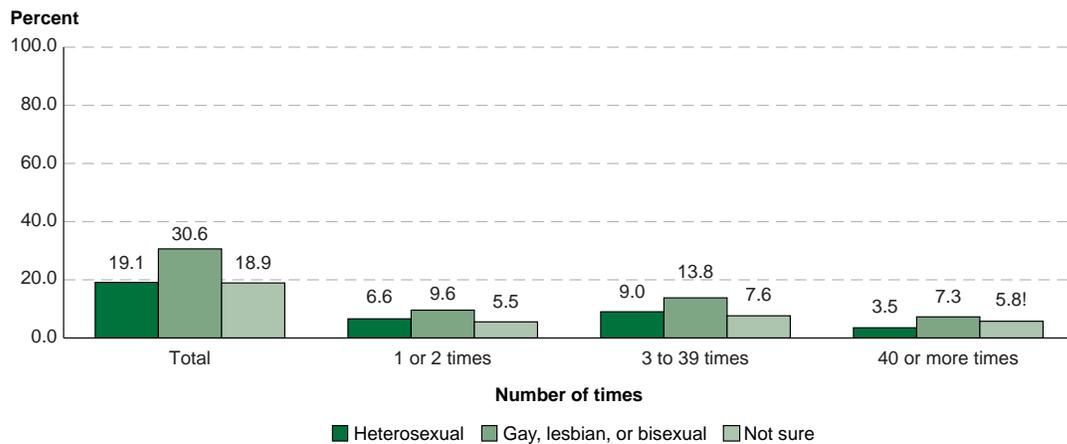
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: Detail may not sum to totals because of rounding. Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2017.

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In 2017, state-level data for students who reported using marijuana at least 1 time during the previous 30 days were available for 39 states and the District of Columbia (table 15.3).[71] Among these jurisdictions, the percentages of students who reported using marijuana ranged from 8 percent in Utah to 33 percent in the District of Columbia.

In the YRBS, students in grades 9–12 were asked whether someone had offered, sold, or given them an illegal drug on school property in the 12 months preceding the survey.[72] The percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property decreased from 29 percent in 2001 to 20 percent in 2017 (figure 15.3 and table 15.4). However, no measurable differences were found between the percentages in 2015 and 2017.

In 2017, there was no measurable difference in the percentage of males and females who reported that illegal drugs were offered, sold, or given to them on school property. In contrast, in every survey year from 2001 to 2015, a higher percentage of male than of female students reported that illegal drugs were offered, sold, or given to them on school property.

In 2017, a higher percentage of Hispanic students (25 percent) than of students of Two or more races (19 percent), Black students (19 percent), White students (18 percent), Asian students (18 percent), and American Indian/Alaska Native students (17 percent) reported that illegal drugs were made available to them on school property (figure 15.4). The percentage of students who reported that illegal drugs were made available to them on school property was lower in 2017 than in 2001 for students from all racial/ethnic groups, with the exception of Black students for whom there was no measurable change over time. Although these longer-term changes were observed, no measurable differences were found between the 2015 and 2017 percentages for students of any racial/ethnic groups (table 15.4).

In 2017, public school students' reports of the availability of illegal drugs on school property varied across the 34 states for which data were available (table 15.5). Among these states, the percentages of students reporting that illegal drugs were offered, sold, or given to them on school property ranged from 12 percent in North Dakota to 31 percent in Arkansas.

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[71] U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data were collected through a separate national survey rather than being aggregated from state-level data.
[72] "On school property" was not defined for survey respondents.

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Figure 15.3. **Percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by sex: Selected years, 2001 through 2017**
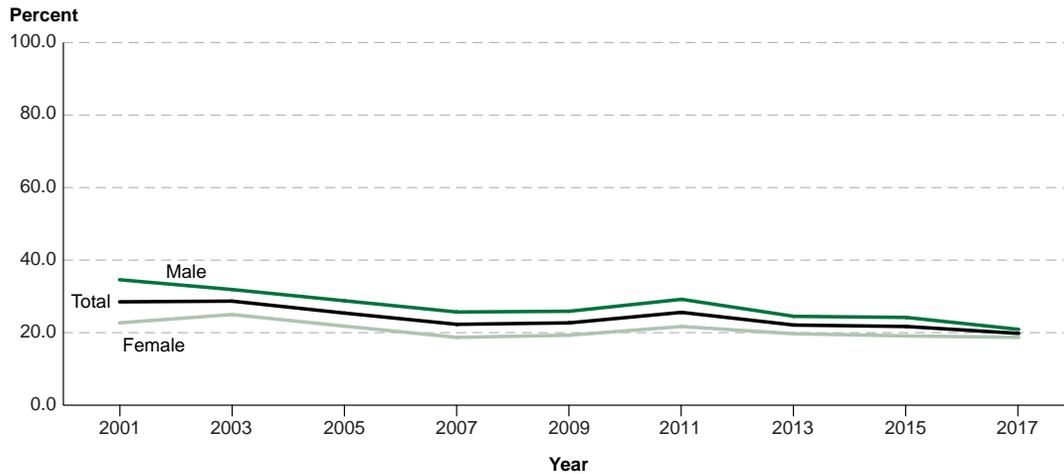
NOTE: "On school property" was not defined for survey respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2001 through 2017.

Figure 15.4. **Percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by race/ethnicity: 2001 and 2017**
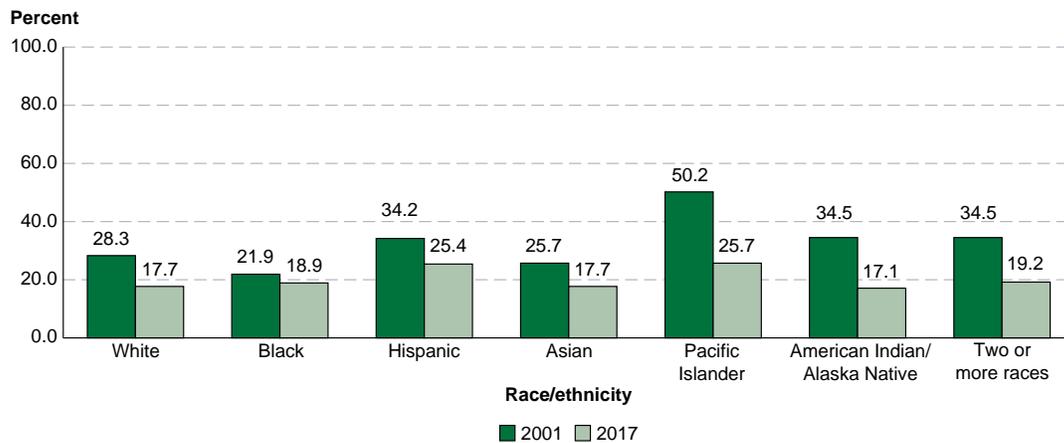
NOTE: "On school property" was not defined for survey respondents. Race categories exclude persons of Hispanic ethnicity.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2001 and 2017.

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Indicator 16

Students' Perceptions of Personal Safety at School and Away From School

Between 2001 and 2017, the percentage of students ages 12–18 who reported being afraid of attack or harm at school during the school year decreased from 6 percent to 4 percent, and the percentage who reported being afraid of attack or harm away from school during the school year decreased from 5 percent to 3 percent.

In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked how often[73] they had been afraid of attack or harm at school[74] and away from school during the school year. In 2017, about 4 percent of students ages 12–18 reported that they had been afraid of attack or harm at school during the school year (figure 16.1 and table 16.1). A lower percentage of students (3 percent) reported that they had been afraid of attack or harm away from school during the school year.

Between 2001 and 2017, the percentage of students ages 12–18 who reported being afraid of attack or harm at school during the school year decreased overall (from 6 to 4 percent), as well as among male students (from 6 to 3 percent) and female students (from 6 to 5 percent). In addition, the percentage of students who reported being afraid of attack or harm at school decreased between 2001 and 2017 for White students (from 5 to 4 percent) and Hispanic students (from 11 to 4 percent); the percentage of Black students who reported being afraid of attack or harm at school first decreased from 9 percent in 2001 to 3 percent in 2015, but then increased to 7 percent in 2017. Despite the long-term overall decrease,

more recently a higher percentage of students overall reported being afraid of attack or harm at school in 2017 (4 percent) than in 2015 (3 percent).

Between 2001 and 2017, the percentage of students ages 12–18 who reported being afraid of attack or harm away from school during the school year decreased from 5 to 3 percent overall, from 4 to 2 percent for male students, and from 6 to 3 percent for female students. The percentage of students who reported being afraid of attack or harm away from school also decreased during this period for White students (from 4 to 2 percent) and for Hispanic students (from 7 to 3 percent); during this period, the percentage of Black students who reported being afraid of attack or harm away from school first increased from 6 percent in 2001 to 10 percent in 2003, but then decreased to 4 percent in 2017. The overall percentage of students who reported being afraid of attack or harm away from school did not measurably differ between 2015 and 2017. However, the percentage of male students who reported being afraid of attack or harm away from school was higher in 2017 (2 percent) than in 2015 (1 percent).

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[73] Students were asked if they were "never," "almost never," "sometimes," or "most of the time" afraid that someone would attack or harm them at school or away from school. Students responding "sometimes" or "most of the time" were considered afraid. For the 2001 survey only, the wording was "attack or threaten to attack" instead of "attack or harm."
[74] "At school" includes in the school building, on school property, on a school bus, and going to and from school.

This indicator has been updated to include 2017 data. For more information: Table 16.1, and https://nces.ed.gov/programs/crime/.

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Figure 16.1. Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, by location and sex: Selected years, 2001 through 2017

[1] In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Students were asked if they were "never," "almost never," "sometimes," or "most of the time" afraid that someone would attack or harm them at school or away from school. Students responding "sometimes" or "most of the time" were considered afraid. For the 2001 survey only, the wording was "attack or threaten to attack" instead of "attack or harm." For more information, see appendix A.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 through 2017.

In 2017, higher percentages of female students ages 12–18 than of male students ages 12–18 reported being afraid of attack or harm at school (5 vs. 3 percent) and away from school (3 vs. 2 percent) during the school year. A higher percentage of American Indian/Alaska Native students (14 percent) than of Asian students, Hispanic students, White students, and students of Two or more races (4 percent each) reported being afraid of attack or harm at school. In addition, the percentage of students who reported being afraid of attack or harm at school was higher for Black students (7 percent) than for Hispanic students and White students. The percentage of students who reported being afraid of attack or harm away from school in 2017 did not measurably differ by race/ethnicity.

In 2017, higher percentages of 6th- (4 percent), 7th- (5 percent), 8th- (4 percent), 9th- (6 percent), and 10th-graders (5 percent) than of 12th-graders

(2 percent) reported being afraid of attack or harm at school during the school year (figure 16.2 and table 16.1). The percentage was also higher for 9th-graders than for 11th-graders (3 percent). The percentage of students who reported being afraid of attack or harm away from school during the school year was higher for 7th-, 8th-, 9th-, and 10th-graders (3 percent each), and for 11th-graders (4 percent), than for 12th-graders (1 percent).

In 2017, a higher percentage of students ages 12–18 in urban areas (5 percent) than of students in suburban areas (4 percent) reported being afraid of attack or harm at school during the school year (table 16.1). However, in 2017 the percentage of students who reported being afraid of attack or harm away from school during the school year did not measurably differ by urbanicity.

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Figure 16.2. Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, by location and grade: 2017
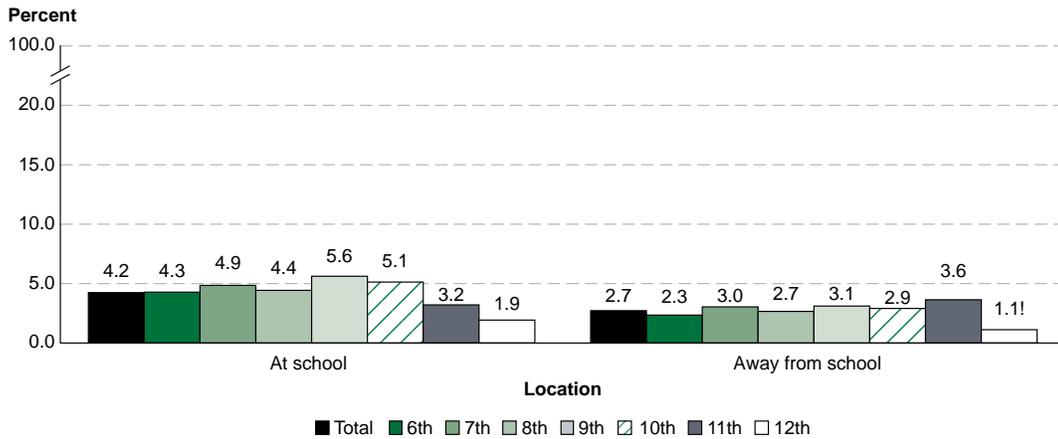
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Students were asked if they were "never," "almost never," "sometimes," or "most of the time" afraid that someone would attack or harm them at school or away from school. Students responding "sometimes" or "most of the time" were considered afraid.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

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Indicator 17

Students' Reports of Avoiding School Activities or Classes or Specific Places in School

In 2017, about 6 percent of students reported avoiding school activities or classes or one or more places in school during the previous school year because they thought someone might attack or harm them. This percentage was higher than the percentage in 2015 (5 percent).

The School Crime Supplement to the National Crime Victimization Survey asked students ages 12–18 whether they avoided school activities or classes[75] or one or more places in school[76] because they were fearful that someone might attack or harm them.[77] In 2017, about 6 percent of students reported avoiding school activities or classes or one or more places in school[78] during the previous school year because they thought someone might attack or harm them (figure 17.1 and table 17.1). Two percent of students reported avoiding school activities or classes, and 5 percent reported avoiding one or more places in school.

There was no overall pattern of increase or decrease between 2001 and 2017 in the total percentage of students ages 12–18 who reported avoiding school activities or classes or one or more places in school because of fear of attack or harm. However, the total percentage in 2017 was higher than the total percentage in 2015 (6 vs. 5 percent). The percentage of students who reported avoiding one or more places in school was also higher in 2017 than in 2015 (5 vs. 4 percent), while the percentage who reported avoiding school activities or classes was not measurably different between the two years.

In 2017, about 1 percent each of students ages 12–18 reported avoiding any activities, avoiding any classes, and staying home from school because of fear of attack or harm. With respect to avoiding specific places in school, 2 percent each of students reported avoiding parts of the school cafeteria, any school restrooms, and the hallways or stairs in school, and 1 percent each reported avoiding the entrance to the school and other places inside the school building. The percentages of students who reported avoiding parts of the school cafeteria and any school restrooms were one percentage point higher in 2017 than in 2015.

Students' reports of avoiding one or more places in school because of fear of attack or harm varied by sex and grade. In 2017, a higher percentage of female students ages 12–18 than of male students ages 12–18 reported avoiding one or more places in school (6 vs. 4 percent; figure 17.2 and table 17.1). In addition, higher percentages of 6th-, 7th-, and 9th-graders (7 percent each) than of 8th- (4 percent) and 12th-graders (3 percent) reported avoiding one or more places in school. There were no measurable differences by race/ethnicity in the percentage of students who reported avoiding one or more places in school because of fear of attack or harm.

In 2017, a higher percentage of students ages 12–18 in urban areas than of students in rural areas reported avoiding one or more places in school (6 vs. 4 percent). In addition, a higher percentage of public school students than of private school students reported avoiding one or more places in school (5 vs. 3 percent).

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[75] "Avoided school activities or classes" includes avoiding any (extracurricular) activities, avoiding any classes, and staying home from school. Students who reported more than one type of avoidance of school activities or classes were counted only once in the total for avoiding activities or classes. Before 2007, students were asked whether they avoided "any extracurricular activities." Starting in 2007, the survey wording was changed to "any activities." Caution should be used when comparing changes in this item over time.

[76] "Avoided one or more places in school" includes avoiding entrance to the school, hallways or stairs in school, parts of the school cafeteria, any school restrooms, and other places inside the school building. Students who reported avoiding multiple places in school were counted only once in the total for students avoiding one or more places.

[77] For the 2001 survey only, the wording was changed from "attack or harm" to "attack or threaten to attack." See appendix A for more information.

[78] In the total for any avoidance, students who reported both avoiding one or more places in school and avoiding school activities or classes were counted only once.

This indicator has been updated to include 2017 data. For more information: Table 17.1, and https://nces.ed.gov/programs/crime/.

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Figure 17.1. Percentage of students ages 12–18 who reported avoiding school activities or classes or avoiding one or more places in school because of fear of attack or harm during the school year: 2015 and 2017
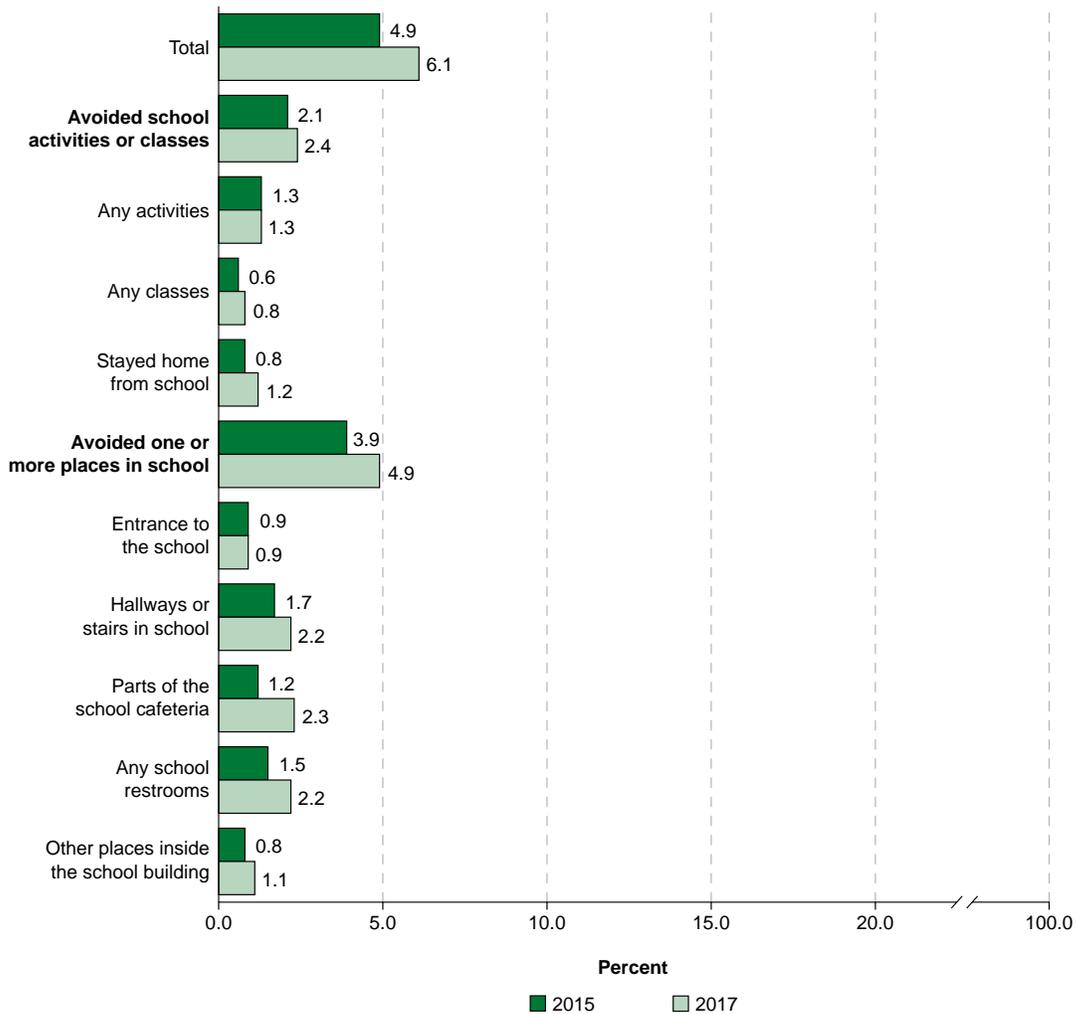
NOTE: "Avoided school activities or classes" includes avoiding any (extracurricular) activities, avoiding any classes, and staying home from school. "Avoided one or more places in school" includes avoiding entrance to the school, hallways or stairs in school, parts of the school cafeteria, any school restrooms, and other places inside the school building. Students were asked whether they avoided places, activities, or classes because they thought that someone might attack or harm them. Detail may not sum to totals because of rounding and because students reporting more than one type of avoidance were counted only once in the totals.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2015 and 2017.

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Figure 17.2. Percentage of students ages 12–18 who reported avoiding one or more places in school because of fear of attack or harm during the school year, by selected student and school characteristics: 2017

Student or school characteristic

Characteristic	Percent
Total	4.9
Sex	
Male	4.1
Female	5.7
Grade	
6th	7.0
7th	6.6
8th	3.6
9th	6.8
10th	4.3
11th	4.3
12th	2.6
Urbanicity[1]	
Urban	5.9
Suburban	4.7
Rural	3.7
Sector	
Public	5.1
Private	2.6!
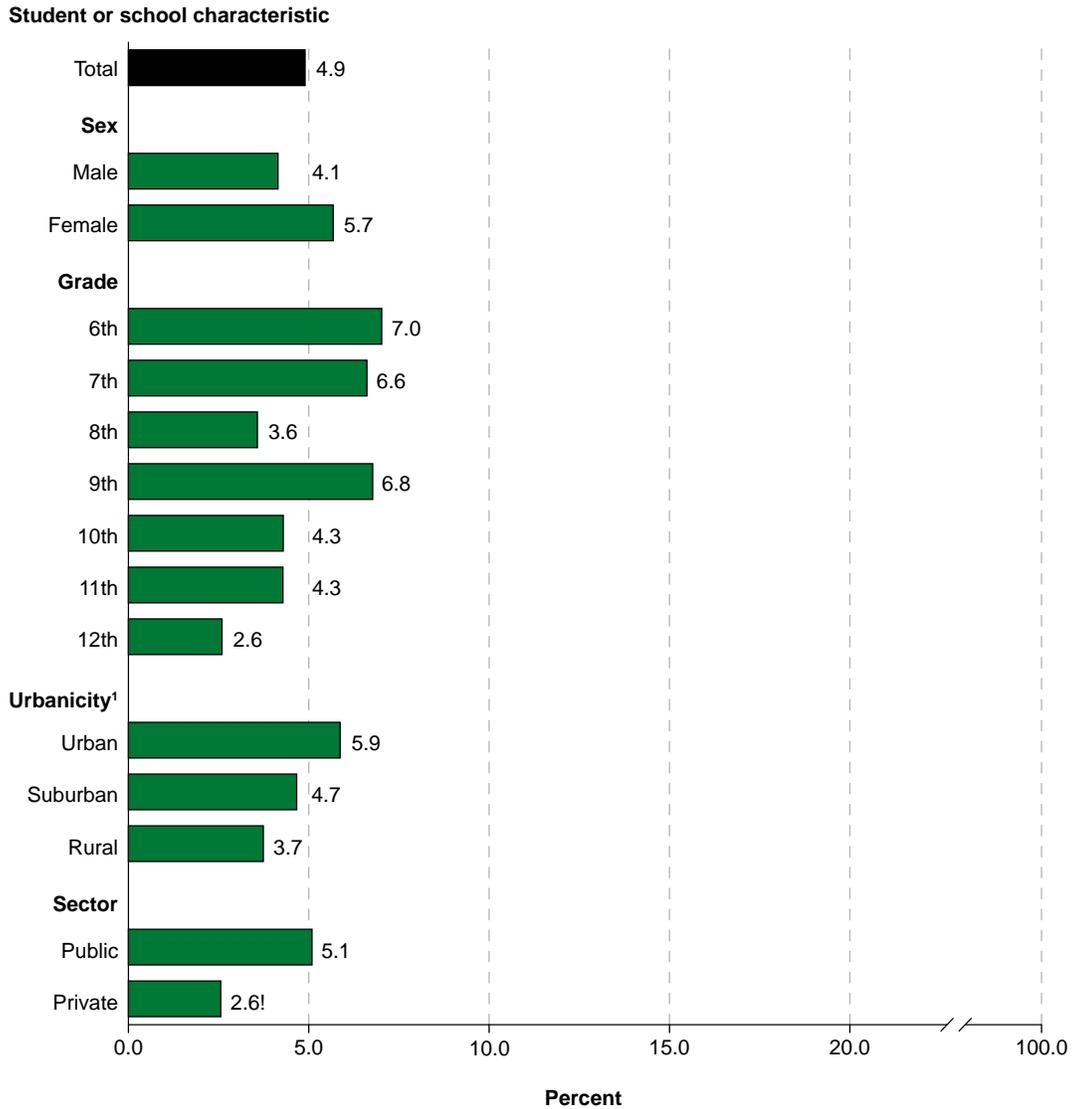
Percent

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "Avoided one or more places in school" includes avoiding entrance to the school, hallways or stairs in school, parts of the school cafeteria, any school restrooms, and other places inside the school building.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

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Indicator 18

Serious Disciplinary Actions Taken by Public Schools

During the 2015–16 school year, a higher percentage of high schools (78 percent) took at least one serious disciplinary action than did middle schools (61 percent) and primary schools (18 percent).

In the School Survey on Crime and Safety (SSOCS), public school principals were asked to report the number of disciplinary actions their schools had taken against students for specific offenses. The student offenses reported by principals during the 2015–16 school year and discussed in this indicator were physical attacks or fights; distribution, possession, or use of alcohol; distribution, possession, or use of illegal drugs; use or possession of a firearm or explosive device; and use or possession of a weapon other than a firearm or explosive device.

During the 2015–16 school year, 37 percent of public schools (31,100 schools) took at least one serious disciplinary action—including out-of-school suspensions lasting 5 days or more, removals with no services for the remainder of the school year, and transfers to specialized schools—for specific offenses (figure 18.1 and table 18.1).

Out of all offenses reported, physical attacks or fights prompted the largest percentage of schools (27 percent) to respond with at least one serious

disciplinary action. In response to other offenses by students, 19 percent of schools reported that they took disciplinary actions for the distribution, possession, or use of illegal drugs; 10 percent took actions for the use or possession of a weapon other than a firearm or explosive device; 8 percent did so for the distribution, possession, or use of alcohol; and 2 percent did so for the use or possession of a firearm or explosive device.

The percentage of schools taking at least one serious disciplinary action was lower in 2015–16 than in 2003–04 across all specific offense types except the distribution, possession, or use of alcohol, for which there was no measurable difference between the two years.[79] In addition, the percentage of schools taking at least one serious disciplinary action was lower in 2015–16 than in 2009–10 for the distribution, possession, or use of alcohol (8 vs. 9 percent) and for use or possession of a weapon other than a firearm or explosive device (10 vs. 13 percent), but there were no measurable differences between these two years for any other offenses, including the total number of offenses.

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[79] Totals for 2003–04 are not comparable to totals for 2015–16, because the 2015–16 questionnaires did not include an item on insubordination.

This indicator repeats information from the *Indicators of School Crime and Safety: 2017* report. For more information: Tables 18.1, 18.2, and Diliberti, Jackson, and Kemp (2017), (https://nces.ed.gov/pubs2017/2017122.pdf).

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Figure 18.1. Percentage of public schools that took a serious disciplinary action in response to specific offenses, by type of offense: School years 2003–04, 2009–10, and 2015–16
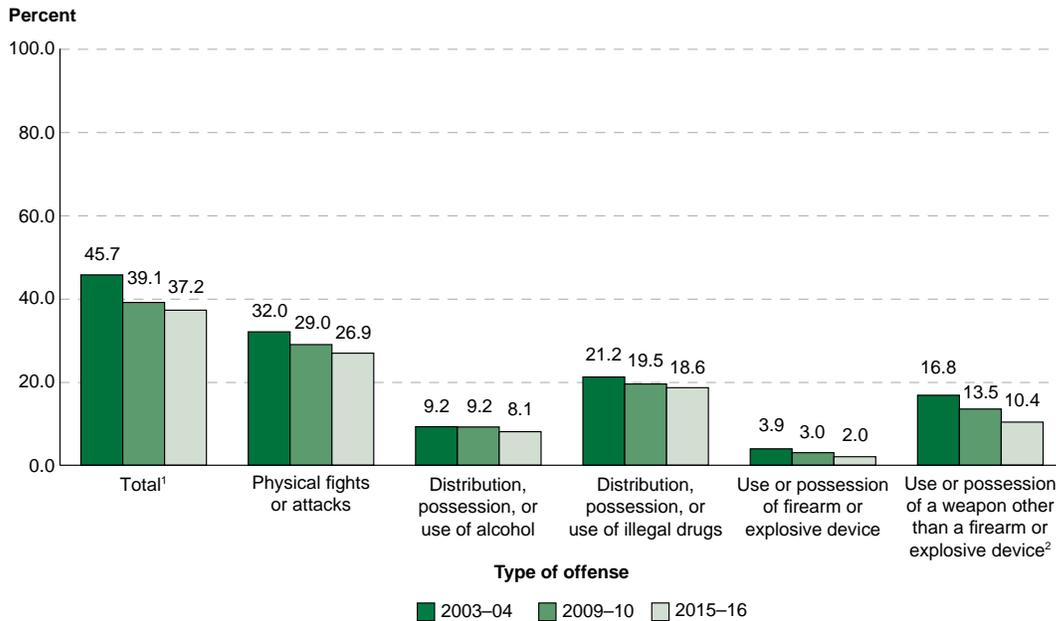
[1] Totals for 2003–04 are not comparable to totals for 2009–10 and 2015–16, because the 2009–10 and 2015–16 questionnaires did not include an item on insubordination. Schools that took serious disciplinary actions in response to more than one type of offense were counted only once in the total.
[2] In 2003–04, the questionnaire wording was simply "a weapon other than a firearm" (instead of "a weapon other than a firearm or explosive device").
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Serious disciplinary actions include out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year; removals with no continuing services for at least the remainder of the school year; and transfers to specialized schools for disciplinary reasons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04, 2009–10, and 2015–16 School Survey on Crime and Safety (SSOCS), 2004, 2010, and 2016.

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Figure 18.2. Percentage of public schools that took a serious disciplinary action in response to specific offenses, by type of offense and school level: School year 2015–16
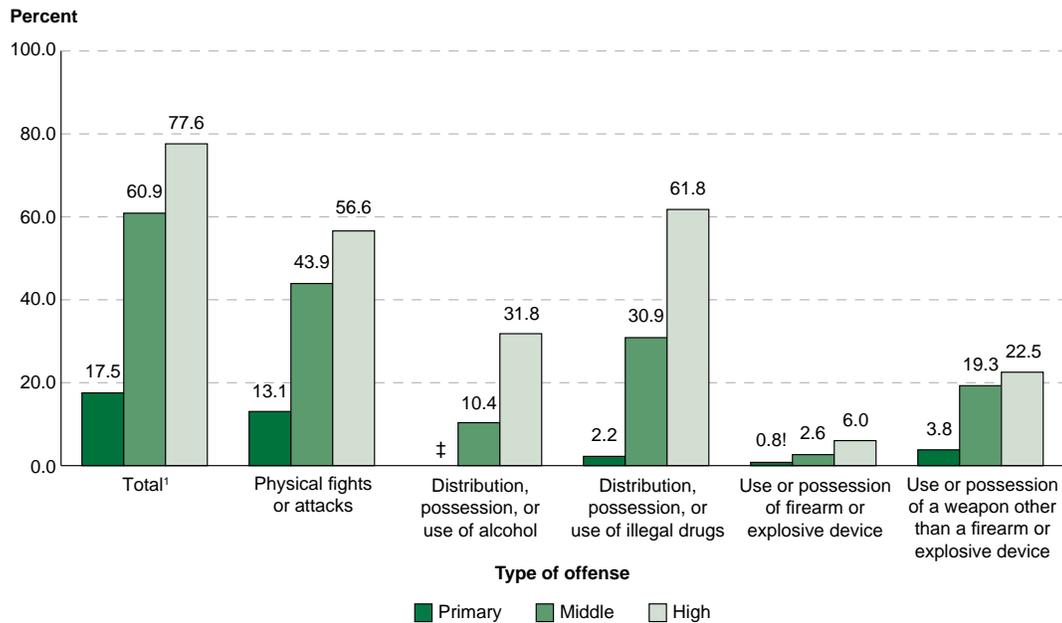
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1] Schools that took serious disciplinary actions in response to more than one type of offense were counted only once in the total.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Excludes combined schools, which include all other combinations of grades, including K–12 schools. Serious disciplinary actions include out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year; removals with no continuing services for at least the remainder of the school year; and transfers to specialized schools for disciplinary reasons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

During the 2015–16 school year, a higher percentage of high schools (78 percent) took at least one serious disciplinary action than did middle schools (61 percent) and primary schools (18 percent; figure 18.2 and table 18.2). This pattern by school level was generally observed for disciplinary actions taken in response to specific offenses as well. For example, 62 percent of high schools took serious disciplinary actions in response to distribution, possession, or use of illegal drugs, compared with 31 percent of middle schools, and 2 percent of primary schools.

A higher percentage of schools with 76 percent or more of students eligible for free or reduced-price lunch took at least one serious disciplinary action (44 percent) than did schools with 0 to 25 (25 percent) and 26 to 50 percent (34 percent) of students eligible for free or reduced-price lunch.[80] The percentage was also higher for schools where 51 to 75 percent of students were eligible for free or reduced-price lunch (41 percent) than for schools where a lower percentage of students were eligible.

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[80] The percentage of students eligible for free or reduced-price lunch programs is a proxy measure of school poverty. For more information on eligibility for free or reduced-price lunch and its relationship to poverty, see NCES blog post "Free or reduced price lunch: A proxy for poverty?"

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Figure 18.3. Percentage distribution of serious disciplinary actions taken by public schools, by type of offense and type of disciplinary action: School year 2015–16
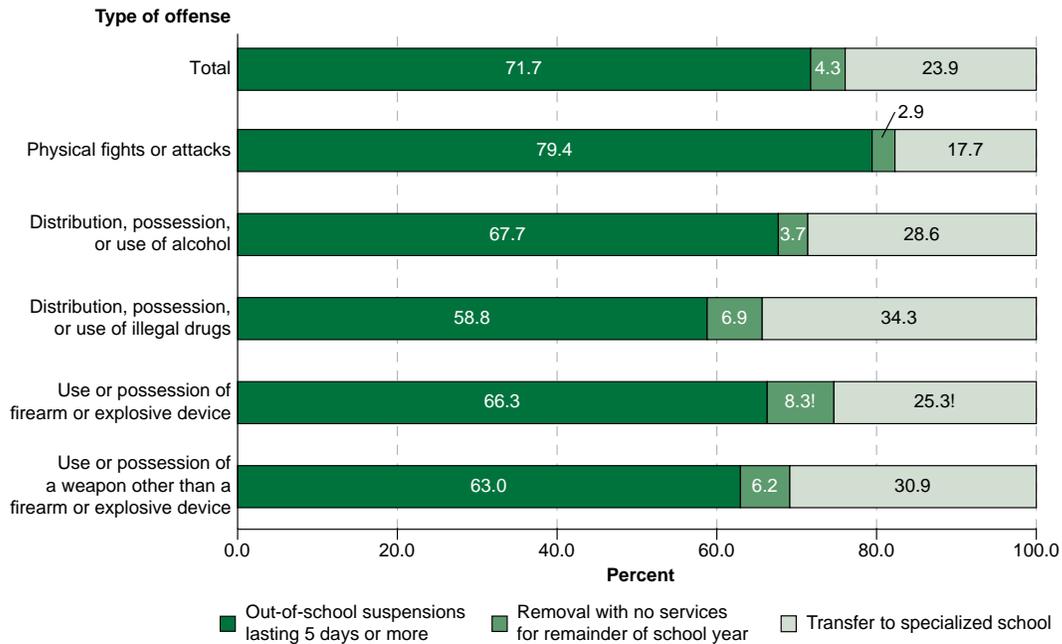
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

A total of 305,700 serious disciplinary actions were taken by public schools during the 2015–16 school year for specific offenses (table 18.1). The largest number of these reported disciplinary actions were taken in response to physical attacks or fights (178,000 actions). Of the serious disciplinary actions taken during the 2015–16 school year, 72 percent were out-of-school suspensions for 5 days or more, 24 percent were transfers to specialized schools, and 4 percent were removals with no services for the remainder of the school year (figure 18.3 and table 18.1).

Greater percentages of out-of-school suspensions lasting 5 days or more were imposed upon students in response to physical attacks or fights (79 percent) than were imposed in response to the distribution,

possession, or use of alcohol (68 percent), and drugs (59 percent), and the use or possession of a weapon other than a firearm or explosive (63 percent). Greater percentages of removals with no services for the remainder of the school year were imposed upon students in response to the distribution, possession, or use of drugs (7 percent) than were imposed in response to the distribution, possession, or use of alcohol (4 percent), and physical attacks or fights (3 percent). Greater percentages of transfers to specialized schools were imposed in response to the distribution, possession, or use of alcohol (29 percent), and drugs (34 percent), and the use or possession of a weapon other than a firearm or explosive (31 percent) than were imposed in response to physical attacks or fights (18 percent).

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Indicator 19

Safety and Security Measures Taken by Public Schools

The percentage of schools that had a plan in place for procedures to be performed in the event of a shooting increased over time, from 79 percent in 2003–04 to 92 percent in 2015–16.

Schools use a variety of practices and procedures to promote the safety of students, faculty, and staff. Certain practices, such as locking or monitoring doors and gates, are intended to limit or control access to school campuses, while others, such as the use of metal detectors and security cameras, are intended to monitor or restrict students' and visitors' behavior on campus. Between 1999–2000 and 2009–10, as well as in 2015–16, the School Survey on Crime and Safety (SSOCS) asked principals of public schools about their schools' use of safety and security measures and procedures. Principals were also asked to report whether their school had a written plan for procedures to be performed in selected scenarios. In 2013–14, data on safety and security measures and procedures and written plans for selected scenarios were collected from the Fast Response Survey System (FRSS) survey of school safety and discipline.[81]

In the 2015–16 school year, 94 percent of public schools reported that they controlled access to school buildings by locking or monitoring doors during school hours (table 19.1). Other safety and security measures reported by public schools included the use of security cameras to monitor the school (81 percent), a requirement that faculty and staff wear badges or picture IDs (68 percent), and the enforcement of a strict dress code (53 percent). In addition, 25 percent of public schools reported the use of random dog sniffs to check for drugs, 21 percent required that students

wear uniforms, 7 percent required students to wear badges or picture IDs, and 4 percent used random metal detector checks.

Use of various safety and security procedures differed by school level during the 2015–16 school year (figure 19.1 and table 19.2). For example, greater percentages of public primary schools and public middle schools than of public high schools controlled access to school buildings and required faculty and staff to wear badges or picture IDs. Additionally, a greater percentage of primary schools than of middle schools required students to wear uniforms (25 vs. 20 percent), and both percentages were greater than the percentage of high schools requiring uniforms (12 percent). The percentage of schools reporting the enforcement of a strict dress code was greater for middle schools (70 percent) than for high schools (55 percent) and primary schools (46 percent). The percentage of schools reporting the use of security cameras to monitor the school was greater for high schools (94 percent) than middle schools (89 percent), and both of these percentages were greater than the percentage for primary schools (73 percent). The same pattern was evident for the use of random dog sniffs and the use of random metal detector checks. A greater percentage of high schools (16 percent) and middle schools (13 percent) than of primary schools (3 percent) required students to wear badges or picture IDs.

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[81] The 2013–14 Fast Response Survey System (FRSS) survey was designed to allow comparisons with School Survey on Crime and Safety (SSOCS) data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and difference in survey administration may have impacted 2013–14 results.

This indicator repeats information from the *Indicators of School Crime and Safety: 2017* report. For more information: Tables 19.1, 19.2, and 19.3, and Diliberti, Jackson, and Kemp (2017), (https://nces.ed.gov/pubs2017/2017122.pdf).

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Figure 19.1. Percentage of public schools that used selected safety and security measures, by school level: School year 2015–16
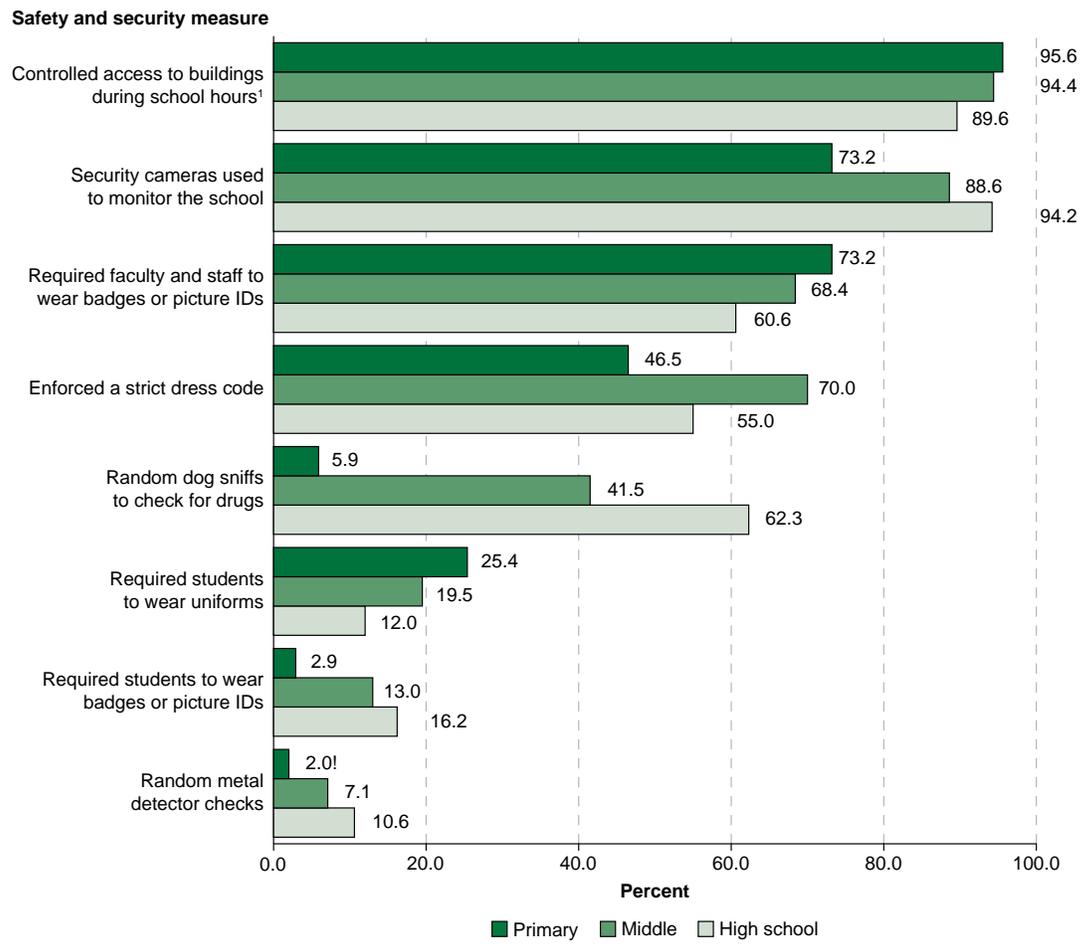
Safety and security measure

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1] For example, locked or monitored doors.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

In 2015–16, the use of various safety and security procedures also differed by school size. A greater percentage of public schools with 1,000 or more students enrolled than of those with fewer students enrolled reported the use of security cameras, a requirement that students wear badges or picture IDs, the use of random dog sniffs, and the use of random metal detector checks (table 19.2). A smaller percentage of schools with less than 300 students enrolled than of schools with higher numbers of students enrolled reported that they required faculty and staff to wear badges or picture IDs. A greater percentage of schools with 300–499 students (23 percent) and 500–999 students (25 percent) than of schools with less than 300 students or 1,000 or more students (both 16 percent) required students to wear uniforms. A similar pattern was evident for controlled access to school buildings. A greater percentage of schools with 500–999 students and 1,000 or more students (both 58 percent) than of schools with 300–499 students (49 percent) or less than 300 students (47 percent) reported the enforcement of a strict dress code.

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A greater percentage of public schools located in cities than of those located in suburban areas, towns, and rural areas reported in 2015–16 that they used random metal detector checks, required students wear badges or picture IDs, and required students to wear uniforms (table 19.2). A greater percentage of schools located in cities (61 percent) and rural areas (54 percent) than of those located in suburbs (46 percent) reported that they enforced a strict dress code. A greater percentage of schools in suburban areas (81 percent) than of those in towns (66 percent), cities (64 percent), and rural areas (56 percent) required faculty or staff to wear badges or picture IDs. Random dog sniffs were reported by a greater percentage of public schools in rural areas (37 percent) and towns (31 percent) than in suburban areas (19 percent) and cities (15 percent). A greater percentage of schools in rural areas (84 percent) than of those in suburbs (78 percent) reported the use of security cameras, and a greater percentage of schools in cities (96 percent) than of those in rural areas (91 percent) reported controlled access to school buildings.

Many safety and security measures tended to be more prevalent in schools where 76 percent or more of students were eligible for free or reduced-price lunch than in schools where a lower percentage were eligible (table 19.2). A greater percentage of schools where 76 percent or more of students were eligible than of schools where lower percentages were eligible reported that they enforced a strict dress code, required school uniforms, and used random metal detector checks. A smaller percentage of schools where 76 percent or more of students or 25 percent or less were eligible for free or reduced-price lunch (17 and 18 percent, respectively) reported the use of random dog sniffs than of schools where 26 to 50 percent of students and 51 to 75 percent of students (both 30 percent) were eligible for free or reduced-price lunch. A greater percentage of schools where 25 percent or less of students were eligible for free or reduced-price lunch (78 percent) than of schools where higher percentages of students were eligible reported requiring faculty and staff to wear badges or picture IDs. A smaller percentage of schools where 26 to 50 percent of students were eligible for free or reduced-price lunch (4 percent) than of schools where any other percentage of students were eligible reported requiring students to wear badges or pictures IDs.

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Figure 19.2. Percentage of public schools that used selected safety and security measures: School years 1999–2000, 2013–14, and 2015–16

Safety and security measure

Safety and security measure	1999–2000	2013–14	2015–16
Controlled access to buildings during school hours[1]	74.6	93.3	94.1
Security cameras used to monitor the school	19.4	75.1	80.6
Required faculty and staff to wear badges or picture IDs	25.4	68.0	67.9
Enforced a strict dress code	47.4	58.5	53.1
Random dog sniffs to check for drugs	20.6	24.1	24.6
Required students to wear uniforms	11.8	20.4	21.5
Required students to wear badges or picture IDs	3.9	8.9	7.0
Random metal detector checks	7.2	4.2	4.5

Percent

■ 1999–2000   ■ 2013–14   □ 2015–16

[1] For example, locked or monitored doors.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Data for 2013–14 were collected using the Fast Response Survey System, while data for other years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 survey was designed to allow comparisons with SSOCS data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and difference in survey administration may have impacted the 2013–14 results.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 and 2015–16 School Survey on Crime and Safety (SSOCS), 2000 and 2016; and Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014.

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The percentages of public schools reporting the use of various safety and security measures in 2015–16 tended to be higher than in prior years (figure 19.2 and table 19.1). For example, the percentage of public schools reporting the use of security cameras increased from 19 percent in 1999–2000 to 81 percent in 2015–16. Similarly, the percentage of public schools reporting that they controlled access to school buildings increased from 75 percent to 94 percent during this period. From 1999–2000 to 2015–16, the following safety and security measures also increased: requiring faculty and staff to wear badges or picture IDs, use of random dog sniffs, requiring school uniforms, and requiring students to wear badges or picture IDs. Conversely, the percentage of schools that reported using random metal detector checks decreased from 7 percent in 1999–2000 to 4 percent in 2015–16. The percentage of schools reporting that they enforced a strict dress code increased from 47 percent in 1999–2000 to 58 percent in 2013–14, but the percentage in 2015–16 (53 percent) was lower than the percentage in 2013–14.

Another aspect of school safety and security is ensuring that plans are in place to be enacted in the event of specific scenarios. In 2015–16, about 96 percent of public schools reported they had a written plan for procedures to be performed in the event of a natural disaster (figure 19.3 and table 19.3).[82] Ninety-four percent of public schools reported they had a plan for procedures to be performed in the event of bomb threats or incidents. The percentage of schools that had a plan in place for procedures to be performed in the event of a shooting increased over time, from 79 percent in 2003–04 to 92 percent in 2015–16.[83]

In 2015–16, schools were also asked whether they had drilled students during the current school year on the use of selected emergency procedures. About 95 percent of schools had drilled students on a lockdown procedure,[84] 92 percent had drilled students on evacuation procedures,[85] and 76 percent had drilled students on shelter-in-place procedures.[86]

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[82] For example, earthquakes or tornadoes.
[83] On the 2015–16 questionnaire, the wording was changed from "Shootings" to "Active shooter."
[84] Defined for respondents as "a procedure that involves occupants of a school building being directed to remain confined to a room or area within a building with specific procedures to follow. A lockdown may be used when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown may also be called for when there is a crisis inside and movement within the school will put students in jeopardy. All exterior doors are locked and students and staff stay in their classrooms."
[85] Defined for respondents as "a procedure that requires all students and staff to leave the building. While evacuating to the school's field makes sense for a fire drill that only lasts a few minutes, it may not be an appropriate location for a longer period of time. The evacuation plan should encompass relocation procedures and include backup buildings to serve as emergency shelters, such as nearby community centers, religious institutions, businesses, or other schools. Evacuation also includes 'reverse evacuation,' a procedure for schools to return students to the building quickly if an incident occurs while students are outside."
[86] Defined for respondents as "a procedure similar to a lockdown in that the occupants are to remain on the premises; however, shelter-in-place is designed to use a facility and its indoor atmosphere to temporarily separate people from a hazardous outdoor environment. Everyone would be brought indoors and building personnel would close all windows and doors and shut down the heating, ventilation, and air conditioning system (HVAC). This would create a neutral pressure in the building, meaning the contaminated air would not be drawn into the building."

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Figure 19.3. Percentage of public schools with a written plan for procedures to be performed in selected scenarios: School year 2015–16

Percent

Bar chart values:
- Natural disasters[1]: 96.1
- Bomb threats or incidents: 94.1
- Shootings: 92.4
- Post-crisis reunification of students with their families: 86.3
- Suicide threat or incident: 84.6
- Chemical, biological, or radiological threats or incidents[2]: 73.1
- Hostages: 60.5
- Pandemic flu: 51.0

Selected scenarios
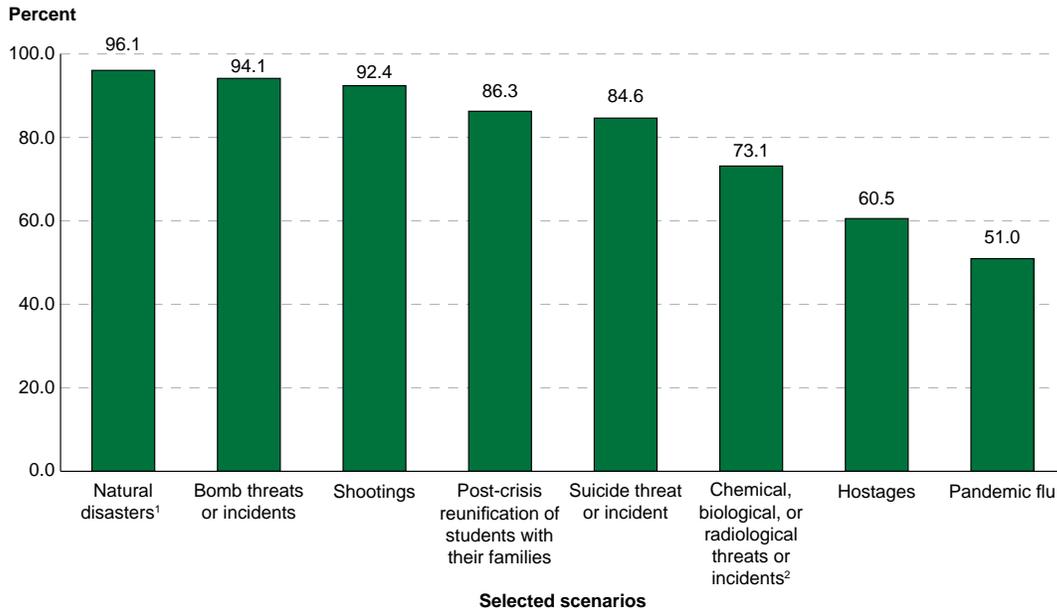
[1] For example, earthquakes, or tornadoes.
[2] For example, release of mustard gas, anthrax, smallpox, or radioactive materials.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

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Indicator 20

Students' Reports of Safety and Security Measures Observed at School

In 2017, about 84 percent of students ages 12–18 reported observing one or more security cameras to monitor the school, and 79 percent of students reported observing locked entrance or exit doors during the day at their schools.

In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked whether their schools used certain safety and security measures.[87] Students were asked about metal detectors, locker checks, security cameras, security guards or assigned police officers, other adults supervising the hallway, a requirement that students wear badges or picture identification, a written code of student conduct, locked entrance or exit doors during the day, and a requirement that visitors sign in and wear visitor badges or stickers. In 2017, about 99 percent of students ages 12–18 reported that they observed the use of at least one of the selected safety and security measures at their schools (figure 20.1 and table 20.1).

In 2017, about 95 percent of students ages 12–18 reported that their schools had a written code of student conduct, higher than the percentages for all other safety and security measures examined. Most students also reported a requirement that visitors sign in and wear visitor badges or stickers (90 percent), and most reported the presence of school staff (other than security guards or assigned police officers) or other adults supervising the hallway (88 percent). About 84 percent of students reported the use of one or more security cameras to monitor the school, 79 percent reported locked entrance or exit doors during the day, 71 percent reported the presence of security guards or assigned police officers, 48 percent reported locker checks, and 24 percent reported that students were required to wear badges or picture identification at their schools. Ten percent of students reported the use of metal detectors at their schools, making this the least observed of all selected safety and security measures in 2017.

The percentage of students ages 12–18 who reported observing the use of one or more security cameras to monitor the school increased between 2001 and 2017 (from 39 to 84 percent), as did the percentages of students who reported observing the use of locked entrance or exit door during the day (from 49 to 79 percent) and who reported observing the presence of security guards or assigned police officers (from 64 to 71 percent). However, the percentages of students reporting these three safety and security measures did not measurably differ between the two most recent survey years (2015 and 2017). The percentage of students who reported a requirement that students wear badges or picture identification was higher in 2017 than in 2001 (24 vs. 21 percent), but this percentage was also not measurably different between the two most recent survey years.

The percentage of students ages 12–18 who reported observing locker checks decreased between 2001 and 2017 (from 54 to 48 percent). The percentages of students who reported locker checks and the presence of metal detectors were both lower in 2017 than in 2015 (48 vs. 53 percent and 10 vs. 12 percent, respectively). The percentages of students who reported a written code of student conduct and the presence of school staff (other than security guards or assigned police officers) or other adults supervising the hallway were not measurably different between 2001 and 2017, or between 2015 and 2017. The percentage of students who reported a requirement that visitors sign in and wear visitor badges or stickers was not measurably different between 2015 and 2017.[88]

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[87] This indicator relies on student reports of safety and security measures and provides estimates based on students' awareness of the measure rather than on documented practice. See *Indicator 19* for a summary of the use of various safety and security measures as reported by schools.

[88] Prior to 2015, the question asked simply whether the school had "A requirement that visitors sign in." As of 2015, the question has also included the requirement that visitors wear badges or stickers. Data for 2001 have been omitted because the change in questionnaire wording may affect comparability of the data over time.

This indicator has been updated to include 2017 data. For more information: Table 20.1, and https://nces.ed.gov/programs/crime/.

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Figure 20.1. Percentage of students ages 12–18 who reported various safety and security measures at school: 2001, 2015, and 2017

Safety and security measure

Safety and security measure	2001	2015	2017
Total	99.7	99.8	99.4
A written code of student conduct	95.5	95.7	94.7
A requirement that visitors sign in and wear visitor badges or stickers[1]	—	90.2	90.4
School staff (other than security guards or assigned police officers) or other adults supervising the hallway	88.6	89.5	88.2
One or more security cameras to monitor the school	39.1	82.5	83.8
Locked entrance or exit doors during the day	49.1	78.2	78.8
Security guards or assigned police officers	63.8	69.5	70.9
Locker checks	54.0	52.9	47.8
A requirement that students wear badges or picture identification	21.2	23.9	24.4
Metal detectors	8.8	12.3	10.4

Percent

■ 2001   ■ 2015   □ 2017

—Not available.
[1] Prior to 2015, the question asked simply whether the school had "A requirement that visitors sign in." As of 2015, the question has also included the requirement that visitors wear badges or stickers. Data for 2001 have been omitted because the change in questionnaire wording may affect comparability of the data over time.
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001, 2015, and 2017.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 13, 2020
ATTACHMENT 2
OUR KIDS, IDAHO'S FUTURE FINAL REPORT - APPENDIX 3

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Postsecondary Campus Safety and Security

Indicator 21

Criminal Incidents at Postsecondary Institutions

In 2016, about 28,400 criminal incidents on campuses at postsecondary institutions were reported to police and security agencies, representing a 3 percent increase from 2015, when 27,600 criminal incidents were reported. The number of on-campus crimes reported per 10,000 full-time-equivalent students also increased, from 18.7 in 2015 to 19.2 in 2016.

Since 1990, postsecondary institutions participating in Title IV federal student financial aid programs have been required to comply with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, known as the Clery Act. The Clery Act requires institutions to distribute timely warnings about crime occurrences to students and staff; to publicly report campus crime and safety policies; and to collect, report, and disseminate campus crime data. Since 1999, data on campus safety and security have been reported by institutions through the Campus Safety and Security Survey, sponsored by the Office of Postsecondary Education of the U.S. Department of Education. These reports include on-campus criminal offenses and arrests involving students, faculty, staff, and the general public, as well as referrals for disciplinary action primarily dealing with persons associated formally with the institution (i.e., students, faculty, and other staff).

In 2016, a total of 28,400 criminal incidents against persons and property on campuses at postsecondary institutions were reported to police and security agencies, representing a 3 percent increase from 2015, when 27,600 criminal incidents were reported (table 21.1). The number of on-campus crimes reported per 10,000 full-time-equivalent (FTE) students[89] also increased, from 18.7 in 2015 to 19.2 in 2016 (table 21.2).

Among the various types of on-campus crimes reported in 2016, there were 12,000 burglaries,[90] which constituted 42 percent of all criminal incidents (table 21.1). Other commonly reported crimes included forcible sex offenses (8,900 incidents, or 31 percent of crimes) and motor vehicle thefts (3,500 incidents, or 12 percent of crimes). In addition, 2,200 aggravated assaults and 1,100 robberies[91] were reported. These estimates translate to 8.1 burglaries, 6.0 forcible sex offenses, 2.4 motor vehicle thefts, 1.5 aggravated assaults, and 0.7 robberies per 10,000 FTE students (table 21.2).

Between 2001 and 2016, the overall number of reported on-campus crimes decreased by 32 percent (figure 21.1 and table 21.1). During this period, the number of reported on-campus crimes increased by 7 percent between 2001 and 2006 (from 41,600 to 44,500), decreased by 40 percent between 2006 and 2014 (from 44,500 to 26,800), but then increased by 6 percent between 2014 and 2016 (from 26,800 to 28,400). This recent increase was driven primarily by the recent increase in the number of reported forcible sex offenses. The number of on-campus crimes reported in 2016 was lower than the number reported in 2001 for every category except forcible sex offenses and negligent manslaughter offenses.[92] The number of reported forcible sex offenses on campus increased from 2,200 in 2001 to 8,900 in 2016 (a 305 percent increase). More recently, the number of reported forcible sex offenses increased by 11 percent between 2015 and 2016 (from 8,000 to 8,900). Data on reported forcible sex offenses were collected differently since 2014. Since 2014, schools were asked to report the numbers of two different types of forcible sex offenses, rape and fondling, and these were added together to reach the total number of reported forcible sex offenses. In years prior to 2014, schools reported only a total number of reported forcible sex offenses, with no breakouts for specific types of offenses. About 5,800 rapes and 3,100 fondling incidents were reported in 2016.

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[89] The base of 10,000 FTE students includes students who are enrolled exclusively in distance learning courses and who may not be physically present on campus.
[90] Unlawful entry of a structure to commit a felony or theft.

[91] Taking or attempting to take anything of value using actual or threatened force or violence.
[92] The number of negligent manslaughter offenses was the same in 2001 and 2016 (2 incidents).

This indicator has been updated to include 2016 data. For more information: *Digest of Education Statistics 2017*, tables 21.1 and 21.2, and http://ope.ed.gov/security/.

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Figure 21.1. **Number of on-campus crimes reported and number per 10,000 full-time-equivalent (FTE) students in degree-granting postsecondary institutions, by selected type of crime: 2001 through 2016**

Number of on-campus crimes

Number of on-campus crimes per 10,000 FTE students
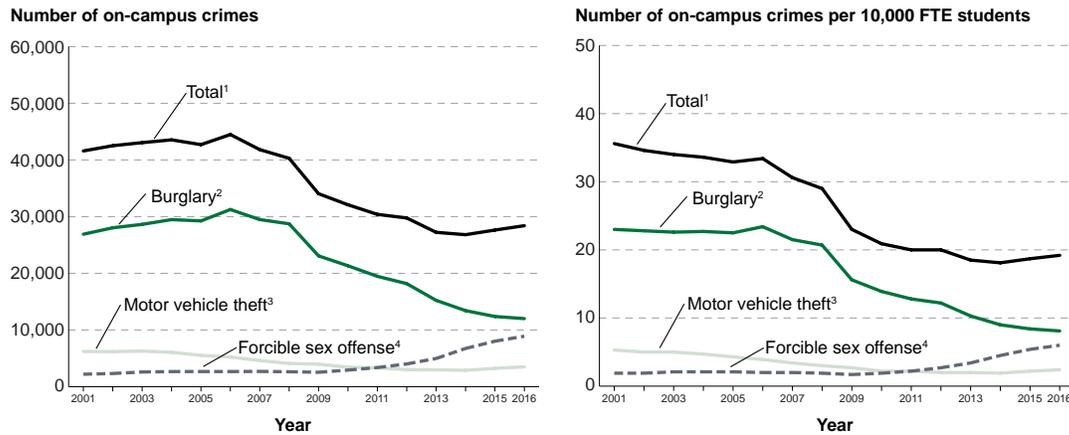
[1] Includes other reported crimes not separately shown.
[2] Unlawful entry of a structure to commit a felony or theft.
[3] Theft or attempted theft of a motor vehicle.
[4] Any sexual act directed against another person forcibly and/or against that person's will.
NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery Act data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded from this figure. Crimes include incidents involving students, staff, and on-campus guests. Excludes off-campus crimes even if they involve college students or staff. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2016; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2017, Fall Enrollment component.

The number of on-campus crimes per 10,000 FTE students changed between 2001 and 2016 due to changes both in the FTE college enrollment and in the number of reported on-campus crimes during that period (see *Digest of Education Statistics 2017* for details about college enrollment). Overall, the number of on-campus crimes per 10,000 students decreased from 35.6 in 2001 to 19.2 in 2016 (figure 21.1 and table 21.2). Between 2001 and 2006, both postsecondary enrollment and the number of reported on-campus crimes increased. However, because enrollment increased by a larger percentage than the number of reported crimes, the number of reported on-campus crimes per 10,000 students was actually lower in 2006 (33.4) than in 2001 (35.6). Between 2006 and 2014, the number of reported on-campus crimes decreased, enrollment increased, and the number of on-campus crimes reported per 10,000 students decreased from 33.4 to 18.1. Between 2014 and 2016, the number of reported on-campus crimes increased, enrollment decreased, and the number of reported on-campus crimes per 10,000 students increased from 18.1 to 19.2. The rate per 10,000 students was lower in 2016 than in 2001 for all types of reported on-campus crimes except

forcible sex offenses. The rate for forcible sex offenses increased from 1.9 per 10,000 students in 2001 to 6.0 per 10,000 students in 2016.

In 2016, the number of crimes reported on college campuses differed by type of institution, although to some extent this reflects the enrollment size of the types of institutions and the presence of student residence halls. Crimes involving students on campus after normal class hours, such as those occurring in residence halls, are included in campus crime reports, while crimes involving students off campus are not. In 2016, institutions with residence halls reported higher rates of on-campus crime than institutions without residence halls (24.8 vs. 5.9 per 10,000 FTE students; table 21.2). The rate for each individual type of crime was also higher for institutions with residence halls. For example, more burglaries were reported at institutions with residence halls than at institutions without residence halls (10.7 vs. 2.1 per 10,000 students), and more forcible sex offenses were reported at institutions with residence halls than at institutions without them (8.2 vs. 0.8 per 10,000 students).

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Figure 21.2.   Number of on-campus arrests and number per 10,000 full-time-equivalent (FTE) students in degree-granting postsecondary institutions, by type of arrest: 2001 through 2016
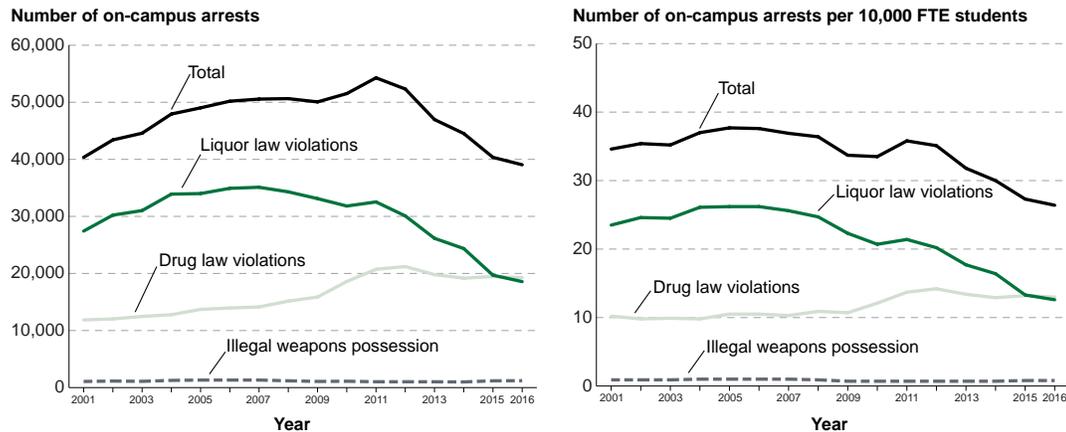
Number of on-campus arrests

Number of on-campus arrests per 10,000 FTE students

NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery Act data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded from this figure. Arrests include incidents involving students, staff, and on-campus guests. Excludes off-campus arrests even if they involve college students or staff. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2016; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2017, Fall Enrollment component.

Although data for different types of institutions are difficult to compare directly because of the differing structures of student services and campus arrangements, there were decreases in the overall numbers of on-campus crimes reported at all institution types between 2006 (when the overall number of reported on-campus crimes reached its peak since data collection began) and 2016. For example, the number of reported on-campus crimes decreased over this period from 20,600 to 14,200 for public 4-year institutions, from 16,900 to 11,100 for nonprofit 4-year institutions, and from 5,700 to 2,600 for public 2-year institutions (table 21.1). The decreases in the number of on-campus crimes reported per 10,000 FTE students over the period were from 35.5 to 19.7 for public 4-year institutions, from 57.7 to 32.7 for nonprofit 4-year institutions, and from 15.4 to 7.9 for public 2-year institutions (table 21.2).

As part of the Clery Act, postsecondary institutions are also required to report the number of arrests made on campus for illegal weapons possession, drug law violations, and liquor law violations. The total number of these reported on-campus arrests increased between 2001 and 2011 (from 40,300 to 54,300), then decreased between 2011 and 2016 (from 54,300 to 39,000; figure 21.2 and table 21.1). The number of arrests for drug law violations increased

from 11,900 to 19,300 between 2001 and 2016. There was an increase in the number of arrests for liquor law violations between 2001 and 2007 (from 27,400 to 35,100); however, the number decreased between 2007 and 2016, and the 2016 figure (18,600) was lower than in any year between 2001 and 2015. There was no clear pattern of change in the number of arrests for illegal weapons possession between 2001 and 2016; the number of arrests ranged from 1,000 to 1,300 each year during this time span.

The number of arrests per 10,000 FTE students for drug law violations increased from 10.2 in 2001 to 13.0 in 2016 (figure 21.2 and table 21.2). In contrast, the number of arrests per 10,000 students for liquor law violations decreased from 23.5 to 12.6, and the number of arrests per 10,000 students for illegal weapons possession was lower in 2016 (0.8) than in 2001 (0.9).

In addition to reporting on-campus arrests, institutions report referrals for disciplinary action for cases involving illegal weapons possession, drug law violations, and liquor law violations. Disciplinary action counts include only incidents for which there was a referral for institutional disciplinary action but no arrest. In 2016, there were 231,600 referrals for disciplinary action for cases involving illegal

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Figure 21.3. **Number of referrals for disciplinary action resulting from on-campus violations and number per 10,000 full-time-equivalent (FTE) students in degree-granting postsecondary institutions, by type of referral: 2001 through 2016**
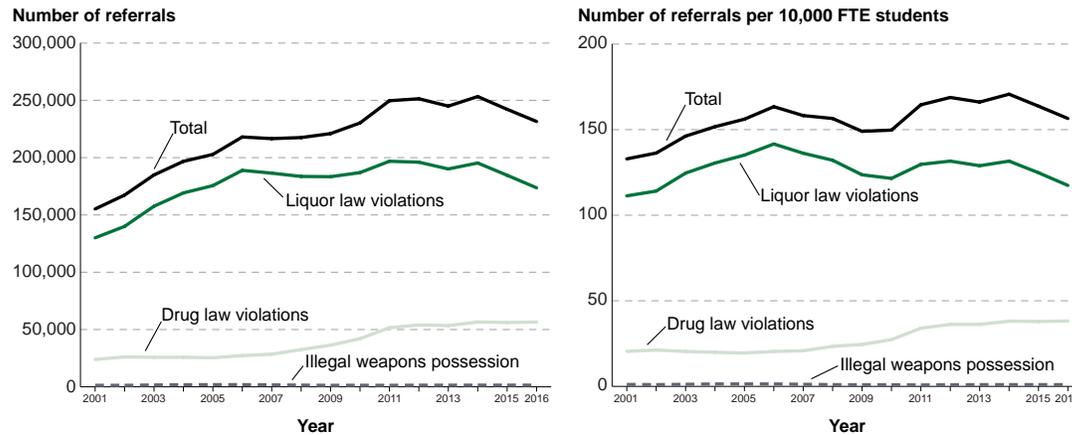
NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery Act data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded from this figure. Referrals include incidents involving students, staff, and on-campus guests. Some data have been revised from previously published figures. Excludes cases in which an individual is both arrested and referred to college officials for disciplinary action for a single offense.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2016; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2017, Fall Enrollment component.

weapons possession, drug law violations, and liquor law violations, with most of the referrals (92 percent) involving violations in residence halls (table 21.1). The largest number of disciplinary referrals (173,700) involved liquor law violations.

The total number of disciplinary referrals increased between 2001 and 2016 (from 155,200 to 231,600). Similar to the pattern observed for on-campus arrests for drug law violations, the number of disciplinary referrals for these incidents increased between 2001 and 2016 (from 23,900 to 56,500; figure 21.3 and table 21.1). The number of referrals for liquor law violations also increased during this period (from 130,000 to 173,700). The number of referrals for illegal weapons possession varied somewhat from year to year with no clear pattern of change, but the number of such referrals in 2016 (1,400) was higher than the number in 2001 (1,300).

Part of the increase in the total number of disciplinary referrals over time may be associated with increases in the number of students on college campuses. The number of referrals per 10,000 students for drug law violations increased between 2001 and 2016 (from 20.5 to 38.2; figure 21.3 and table 21.2). However, the number of referrals per 10,000 FTE students for illegal weapons possession was lower

in 2016 (1.0) than in 2001 (1.1); the number of referrals per 10,000 students for liquor law violations decreased between 2006 and 2016 (from 141.6 to 117.4), following an increase between 2001 and 2006 (from 111.3 to 141.6).

In 2016, the number of referrals per 10,000 FTE students for liquor law violations differed by type of institution and by presence of student residence halls. For instance, the number of referrals per 10,000 students for liquor law violations was higher for nonprofit 4-year institutions than for public 4-year institutions (232.9 vs. 125.0 per 10,000 students). Similarly, this rate was higher for nonprofit 2-year institutions than for public 2-year institutions (60.5 vs. 12.2 per 10,000 students). Overall and for each type of institution, the number of referrals per 10,000 students for liquor law violations was higher at institutions with residence halls than at institutions without residence halls. For instance, among nonprofit 4-year institutions, the rate was 254.7 per 10,000 students at institutions with residence halls, compared with 15.8 per 10,000 students at institutions without residence halls; among public 4-year institutions, the rate was 139.5 per 10,000 students at institutions with residence halls, compared with 0.5 per 10,000 students at institutions without residence halls.

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Indicator 22

Hate Crime Incidents at Postsecondary Institutions

Three-fourths of the total reported on-campus hate crimes in 2016 were motivated by race, religion, or sexual orientation. Race was the reported motivating bias in 38 percent of hate crimes (406 incidents); religion was the reported motivating bias in 21 percent of hate crimes (221 incidents); and sexual orientation was the reported motivating bias in 17 percent of hate crimes (183 incidents) in 2016.

A 2008 amendment to the Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (see *Indicator 21*, Criminal Incidents at Postsecondary Institutions) requires postsecondary institutions to report hate crime incidents. A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against the victim(s) based on their race, ethnicity, religion, sexual orientation, gender, gender identity, or disability. In addition to reporting data on hate-related incidents for the existing seven types of crimes—murder, sex offenses (forcible and nonforcible), robbery, aggravated assault, burglary, motor vehicle theft, and arson—the 2008 amendment to the Clery Act requires campuses to report hate-related incidents on four additional types of crimes: simple assault; larceny; intimidation; and destruction, damage, and vandalism.

In 2016, there were 1,070 criminal incidents classified as hate crimes on the campuses of postsecondary institutions that were reported to police and security agencies (table 22.1). The most common type of hate crime reported by institutions was destruction, damage, and vandalism (464 incidents; hereafter referred to as "vandalism" in this indicator), followed by intimidation (421 incidents), simple assault (99 incidents), larceny and aggravated assault (34 incidents each), forcible sex offenses (8 incidents), burglary (6 incidents), and robbery and arson

(2 incidents each; figure 22.1 and table 22.1). For murder, nonforcible sex offenses, and motor vehicle theft, there were no incidents classified as hate crimes in 2016.

The distribution of reported on-campus hate crimes in 2016 was similar to the distributions in previous years. For instance, vandalism, intimidation, and simple assault constituted the three most common types of hate crimes reported by institutions in every year from 2010 to 2016. Also similar to 2016, there were no reported incidents of murder and nonforcible sex offenses classified as hate crimes in any year from 2010 to 2015 and no reported incidents of motor vehicle theft classified as hate crimes in any year from 2010 to 2014.

About three-fourths of the total reported on-campus hate crimes in 2016 were motivated by race, religion, or sexual orientation. Race was the reported motivating bias in 38 percent of hate crimes (406 incidents); religion was the reported motivating bias in 21 percent of hate crimes (221 incidents); and sexual orientation was the reported motivating bias in 17 percent of hate crimes (183 incidents) in 2016. The other one-fourth of hate crimes were motivated by ethnicity (114 incidents), gender (87 incidents), gender identity (49 incidents), and disability (10 incidents).

This indicator has been updated to include 2016 data. For more information: Table 22.1, and http://ope.ed.gov/security/.

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Figure 22.1. **Number of on-campus hate crimes at degree-granting postsecondary institutions, by selected types of crime: 2010, 2015, and 2016**

Type of crime

Type of crime	2010	2015	2016
Destruction, damage, and vandalism[1]	555	365	464
Intimidation[2]	260	356	421
Simple assault[3]	67	81	99
Larceny[4]	9	25	34
Aggravated assault[5]	17	19	34
Forcible sex offenses[6]	7	7	8
Burglary[7]	11	4	6
Robbery[8]	2	3	2
Arson[9]	0	2	2

Number of on-campus hate crimes

■ 2010   ■ 2015   □ 2016

[1] Willfully or maliciously destroying, damaging, defacing, or otherwise injuring real or personal property without the consent of the owner or the person having custody or control of it.
[2] Placing another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.
[3] Physical attack by one person upon another where neither the offender displays a weapon nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.
[4] Unlawful taking, carrying, leading, or riding away of property from the possession of another.
[5] Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.
[6] Any sexual act directed against another person forcibly and/or against that person's will.
[7] Unlawful entry of a structure to commit a felony or theft.
[8] Taking or attempting to take anything of value using actual or threatened force or violence.
[9] Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle, or personal property of another.
NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery Act data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded. A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against a group of people based on their race, ethnicity, religion, sexual orientation, gender, gender identity, or disability. Includes on-campus incidents involving students, staff, and guests. Excludes off-campus crimes and arrests even if they involve students or staff. Motor vehicle theft is not shown in the figure. There were 2 hate-related motor vehicle thefts reported in 2015.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2010, 2015, and 2016.

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Figure 22.2. Number of on-campus hate crimes at degree-granting postsecondary institutions, by selected types of crime and category of bias motivating the crime: 2016

Number of on-campus hate crimes

[1] Willfully or maliciously destroying, damaging, defacing, or otherwise injuring real or personal property without the consent of the owner or the person having custody or control of it.
[2] Placing another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.
[3] Physical attack by one person upon another where neither the offender displays a weapon nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.
NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery Act data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded. A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against a group of people based on their race, ethnicity, religion, sexual orientation, gender, gender identity, or disability. Includes on-campus incidents involving students, staff, and guests. Excludes off-campus crimes and arrests even if they involve students or staff.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2016.

Similar to the overall pattern, race was also the most frequent category of motivating bias associated with the three most common types of hate crimes reported in 2016—vandalism, intimidation, and simple assault. Race accounted for 38 percent of reported vandalisms classified as hate crimes (174 incidents), 40 percent of reported intimidations (167 incidents), and 42 percent of reported simple assaults (42 incidents; figure 22.2 and table 22.1). Sexual orientation was the second-most frequent motivating bias reported for intimidations (20 percent; 84 incidents) and simple assaults (17 percent; 17 incidents). Religion was the second-most frequent motivating bias reported for vandalisms (29 percent; 136 incidents). The third-most frequent motivating bias reported for vandalisms was sexual orientation (14 percent; 66 incidents) and for intimidations was religion

(16 percent; 66 incidents), while the third-most frequent motivating bias reported for simple assaults was ethnicity (14 percent; 14 incidents).

Across different types of institutions, the total number of hate crimes reported in 2016 was highest at 4-year public and 4-year private nonprofit postsecondary institutions (483 and 395 incidents, respectively); to some extent, this reflects their larger enrollment size and number of students living on campus. Public 2-year institutions, which also enroll a large number of students, had the third-highest total number of reported hate crimes (178 incidents). The frequency of crimes and the most commonly reported categories of motivating bias were similar across these types of postsecondary institutions.

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Supplemental Tables

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Supplemental Tables

Table S1.1. Percentages of 8th-, 10th-, and 12th-graders reporting use and availability of heroin and narcotics other than heroin, by grade and recency of use: Selected years, 1995 through 2017

[Standard errors appear in parentheses]

Grade and recency of use	1995	2000	2005	2010	2011	2012	2013	2014	2015	2016	2017
1	2	3	4	5	6	7	8	9	10	11	12
8th-graders											
Ever used											
Heroin[1]	2.3 (0.16)	1.9 (0.15)	1.5 (0.13)	1.3 (0.13)	1.2 (0.12)	0.8 (0.10)	1.0 (0.12)	0.9 (0.11)	0.5 (0.08)	0.5 (0.08)	0.7 (0.10)
With a needle	1.5 (0.13)	1.1 (0.11)	1.0 (0.11)	0.9 (0.11)	0.8 (0.10)	0.6 (0.09)	0.6 (0.09)	0.8 (0.10)	0.3 (0.06)	0.3 (0.06)	0.4 (0.07)
Without a needle	1.5 (0.13)	1.3 (0.12)	0.9 (0.10)	0.7 (0.10)	0.7 (0.09)	0.5 (0.08)	0.5 (0.08)	0.4 (0.07)	0.3 (0.06)	0.4 (0.07)	0.5 (0.08)
Narcotics other than heroin[2]	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Used during past 12 months											
Heroin[1]	1.4 (0.11)	1.1 (0.10)	0.8 (0.08)	0.8 (0.09)	0.7 (0.08)	0.5 (0.07)	0.5 (0.07)	0.5 (0.07)	0.3 (0.06)	0.3 (0.05)	0.3 (0.05)
With a needle	0.9 (0.09)	0.6 (0.07)	0.6 (0.07)	0.6 (0.08)	0.5 (0.07)	0.4 (0.06)	0.3 (0.06)	0.4 (0.06)	0.2 (0.05)	0.2 (0.04)	0.2 (0.04)
Without a needle	0.8 (0.08)	0.7 (0.08)	0.5 (0.07)	0.5 (0.07)	0.4 (0.06)	0.3 (0.05)	0.3 (0.06)	0.2 (0.05)	0.2 (0.05)	0.2 (0.04)	0.3 (0.05)
Narcotics other than heroin[2,3]	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
OxyContin[2]	— (†)	— (†)	1.8 (0.17)	2.1 (0.19)	1.8 (0.17)	1.6 (0.16)	2.0 (0.19)	1.0 (0.13)	0.8 (0.12)	0.9 (0.12)	0.8 (0.12)
Vicodin[2]	— (†)	— (†)	2.6 (0.25)	2.7 (0.26)	2.1 (0.23)	1.3 (0.18)	1.4 (0.19)	1.0 (0.16)	0.9 (0.16)	0.8 (0.14)	0.7 (0.13)
Used during past 30 days											
Heroin[1]	0.6 (0.07)	0.5 (0.07)	0.5 (0.07)	0.4 (0.06)	0.4 (0.06)	0.2 (0.04)	0.3 (0.06)	0.3 (0.06)	0.1! (0.03)	0.2 (0.04)	0.2 (0.04)
With a needle	0.4 (0.06)	0.3 (0.05)	0.3 (0.05)	0.3 (0.05)	0.2 (0.04)	0.2 (0.04)	0.2 (0.05)	0.2 (0.05)	0.1! (0.03)	0.1 (0.03)	0.2 (0.04)
Without a needle	0.3 (0.05)	0.3 (0.05)	0.2 (0.04)	0.2 (0.04)	0.2 (0.04)	0.1! (0.03)	0.2 (0.05)	0.1! (0.03)	0.1! (0.03)	0.1 (0.03)	0.2 (0.04)
Narcotics other than heroin[2]	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Fairly easy or very easy to get											
Heroin	21.1 (0.63)	16.5 (0.58)	13.2 (0.52)	11.6 (0.51)	9.9 (0.47)	9.4 (0.47)	10.0 (0.49)	8.6 (0.47)	7.8 (0.44)	8.9 (0.44)	8.1 (0.44)
Narcotics other than heroin	20.3 (0.54)	15.6 (0.49)	12.9 (0.45)	14.6 (0.49)	12.3 (0.45)	10.6 (0.43)	9.7 (0.42)	9.2 (0.42)	8.8 (0.41)	8.9 (0.38)	8.9 (0.40)
10th-graders											
Ever used											
Heroin[1]	1.7 (0.14)	2.2 (0.17)	1.5 (0.14)	1.3 (0.13)	1.2 (0.13)	1.1 (0.12)	1.0 (0.12)	0.9 (0.12)	0.7 (0.09)	0.6 (0.09)	0.4 (0.08)
With a needle	1.0 (0.11)	1.0 (0.12)	0.8 (0.10)	0.8 (0.10)	0.8 (0.10)	0.7 (0.10)	0.7 (0.10)	0.6 (0.10)	0.5 (0.08)	0.5 (0.08)	0.3 (0.07)
Without a needle	1.1 (0.11)	1.7 (0.15)	1.1 (0.12)	0.9 (0.11)	0.8 (0.10)	0.8 (0.10)	0.7 (0.10)	0.5 (0.09)	0.4 (0.07)	0.3 (0.06)	0.3 (0.07)
Narcotics other than heroin[2]	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Used during past 12 months											
Heroin[1]	1.1 (0.10)	1.4 (0.12)	0.9 (0.09)	0.8 (0.09)	0.8 (0.09)	0.6 (0.08)	0.6 (0.08)	0.5 (0.08)	0.5 (0.07)	0.3 (0.06)	0.2 (0.05)
With a needle	0.6 (0.07)	0.5 (0.07)	0.5 (0.07)	0.5 (0.07)	0.5 (0.07)	0.4 (0.06)	0.5 (0.08)	0.4 (0.07)	0.2 (0.04)	0.3 (0.06)	0.2 (0.05)
Without a needle	0.8 (0.08)	1.1 (0.11)	0.7 (0.08)	0.6 (0.08)	0.5 (0.07)	0.4 (0.06)	0.4 (0.07)	0.3 (0.06)	0.3 (0.05)	0.2 (0.05)	0.1! (0.03)
Narcotics other than heroin[2,3]	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
OxyContin[2]	— (†)	— (†)	3.2 (0.22)	4.6 (0.27)	3.9 (0.26)	3.0 (0.22)	3.4 (0.26)	3.0 (0.24)	2.6 (0.21)	2.1 (0.19)	2.2 (0.20)
Vicodin[2]	— (†)	— (†)	5.9 (0.37)	7.7 (0.43)	5.9 (0.39)	4.4 (0.33)	4.6 (0.37)	3.4 (0.32)	2.5 (0.25)	1.7 (0.21)	1.5 (0.21)
Used during past 30 days											
Heroin[1]	0.6 (0.07)	0.5 (0.07)	0.5 (0.07)	0.4 (0.06)	0.4 (0.06)	0.4 (0.06)	0.3 (0.06)	0.4 (0.07)	0.2 (0.04)	0.2 (0.05)	0.1! (0.03)
With a needle	0.3 (0.05)	0.3 (0.06)	0.3 (0.05)	0.2 (0.04)	0.2 (0.04)	0.2 (0.04)	0.2 (0.05)	0.3 (0.06)	0.1! (0.03)	0.2 (0.05)	0.1! (0.03)
Without a needle	0.3 (0.05)	0.4 (0.06)	0.3 (0.05)	0.3 (0.05)	0.2 (0.04)	0.2 (0.04)	0.2 (0.05)	0.2 (0.05)	0.2 (0.04)	0.1! (0.03)	0.1! (0.03)
Narcotics other than heroin[2]	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Fairly easy or very easy to get											
Heroin	24.6 (0.77)	22.3 (0.81)	19.3 (0.72)	14.5 (0.66)	13.2 (0.64)	11.9 (0.61)	11.9 (0.66)	10.9 (0.63)	11.0 (0.58)	10.6 (0.59)	10.6 (0.62)
Narcotics other than heroin	27.8 (0.73)	27.2 (0.79)	23.6 (0.70)	28.7 (0.77)	25.0 (0.75)	24.3 (0.74)	22.5 (0.77)	18.8 (0.72)	19.2 (0.66)	16.8 (0.65)	17.7 (0.70)

See notes at end of table.

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Table S1.1. Percentages of 8th-, 10th-, and 12th-graders reporting use and availability of heroin and narcotics other than heroin, by grade and recency of use: Selected years, 1995 through 2017–Continued

[Standard errors appear in parentheses]

Grade and recency of use	1995		2000		2005		2010		2011		2012		2013		2014		2015		2016		2017	
1	2		3		4		5		6		7		8		9		10		11		12	
12th-graders																						
Ever used																						
Heroin[1]	1.6	(0.14)	2.4	(0.19)	1.5	(0.14)	1.6	(0.15)	1.4	(0.14)	1.1	(0.13)	1.0	(0.13)	1.0	(0.13)	0.8	(0.11)	0.7	(0.11)	0.7	(0.11)
With a needle	0.7	(0.10)	0.8	(0.11)	0.9	(0.11)	1.1	(0.12)	0.9	(0.11)	0.7	(0.10)	0.7	(0.11)	0.8	(0.11)	0.6	(0.10)	0.5	(0.09)	0.4	(0.08)
Without a needle	1.4	(0.13)	2.4	(0.19)	1.3	(0.13)	1.4	(0.14)	1.3	(0.13)	0.8	(0.11)	0.9	(0.12)	0.7	(0.11)	0.7	(0.10)	0.6	(0.10)	0.4	(0.08)
Narcotics other than heroin[2]	7.2	(0.35)	10.6	(0.46)	12.8	(0.47)	13.0	(0.48)	13.0	(0.48)	12.2	(0.48)	11.1	(0.48)	9.5	(0.45)	8.4	(0.42)	7.8	(0.42)	6.8	(0.38)
Used during past 12 months																						
Heroin[1]	1.1	(0.10)	1.5	(0.13)	0.8	(0.09)	0.9	(0.10)	0.8	(0.09)	0.6	(0.08)	0.6	(0.08)	0.6	(0.08)	0.5	(0.08)	0.3	(0.06)	0.4	(0.07)
With a needle	0.5	(0.07)	0.4	(0.07)	0.5	(0.07)	0.7	(0.09)	0.6	(0.08)	0.4	(0.07)	0.4	(0.07)	0.5	(0.08)	0.3	(0.06)	0.3	(0.06)	0.2	(0.05)
Without a needle	1.0	(0.10)	1.6	(0.14)	0.8	(0.09)	0.8	(0.09)	0.7	(0.09)	0.4	(0.07)	0.4	(0.07)	0.5	(0.08)	0.4	(0.07)	0.3	(0.06)	0.2	(0.05)
Narcotics other than heroin[2,3]	4.7	(0.27)	7.0	(0.36)	9.0	(0.38)	8.7	(0.38)	8.7	(0.38)	7.9	(0.37)	7.1	(0.37)	6.1	(0.35)	5.4	(0.32)	4.8	(0.32)	4.2	(0.29)
OxyContin[2]	—	(†)	—	(†)	5.5	(0.30)	5.1	(0.30)	4.9	(0.29)	4.3	(0.28)	3.6	(0.27)	3.3	(0.26)	3.7	(0.27)	3.4	(0.27)	2.7	(0.23)
Vicodin[2]	—	(†)	—	(†)	9.5	(0.48)	8.0	(0.45)	8.1	(0.46)	7.5	(0.45)	5.3	(0.40)	4.8	(0.38)	4.4	(0.36)	2.9	(0.31)	2.0	(0.25)
Used during past 30 days																						
Heroin[1]	0.6	(0.08)	0.7	(0.09)	0.5	(0.07)	0.4	(0.06)	0.4	(0.07)	0.3	(0.06)	0.3	(0.06)	0.4	(0.07)	0.3	(0.06)	0.2	(0.05)	0.3	(0.06)
With a needle	0.3	(0.05)	0.2	(0.05)	0.3	(0.06)	0.4	(0.06)	0.4	(0.07)	0.3	(0.06)	0.2	(0.05)	0.3	(0.06)	0.2	(0.05)	0.2	(0.05)	0.2	(0.05)
Without a needle	0.6	(0.08)	0.7	(0.09)	0.5	(0.07)	0.4	(0.06)	0.4	(0.07)	0.2	(0.05)	0.2	(0.05)	0.4	(0.07)	0.3	(0.06)	0.1!	(0.04)	0.2	(0.05)
Narcotics other than heroin[2]	1.8	(0.14)	2.9	(0.19)	3.9	(0.21)	3.6	(0.20)	3.6	(0.20)	3.0	(0.19)	2.8	(0.19)	2.2	(0.17)	2.1	(0.16)	1.7	(0.16)	1.6	(0.15)
Fairly easy or very easy to get																						
Heroin	35.1	(1.46)	33.5	(1.60)	27.3	(1.48)	24.1	(1.35)	20.8	(1.30)	19.9	(1.30)	22.1	(1.41)	20.2	(1.37)	20.4	(1.34)	20.0	(1.40)	19.1	(1.40)
Narcotics other than heroin	39.8	(1.65)	43.9	(1.85)	39.2	(1.79)	54.2	(1.73)	50.7	(1.76)	50.4	(1.78)	46.5	(1.86)	42.2	(1.85)	39.0	(1.78)	39.3	(1.88)	35.8	(1.88)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1]In the total for heroin use, students who reported using heroin both with a needle and without a needle were counted only once.
[2]Only drug use not under a doctor's orders is included.

[3]In addition to OxyContin and Vicodin, includes other types of narcotics not shown separately.
NOTE: Standard errors were calculated from formulas to perform trend analysis over an interval greater than 1 year (for example, a comparison between 1995 and 2000).
SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, selected years, 1995 through 2017, retrieved July 3, 2018, from http://monitoringthefuture.org/data/data.html. (This table was prepared July 2018.)

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Table S1.2. **Percentages of 8th-, 10th-, and 12th-graders reporting use of heroin and narcotics other than heroin during the past 12 months, by grade and selected student and family characteristics: 2017**

[Standard errors appear in parentheses]

Grade and selected student or family characteristic	Use of heroin						Use of narcotics other than heroin[1]					
	Total, any heroin use[2]		With a needle		Without a needle		Any narcotics other than heroin[3]		OxyContin		Vicodin	
1	2		3		4		5		6		7	
8th-graders, total	**0.3**	**(0.05)**	**0.2**	**(0.04)**	**0.3**	**(0.05)**	**—**	**(†)**	**0.8**	**(0.12)**	**0.7**	**(0.13)**
Sex												
Male	0.2	(0.04)	0.2	(0.04)	0.2	(0.04)	—	(†)	1.0	(0.12)	0.9	(0.12)
Female	0.4	(0.06)	0.3	(0.05)	0.3	(0.05)	—	(†)	0.6	(0.08)	0.4	(0.08)
Race/ethnicity (2-year average)[4]												
White	0.2	(0.05)	0.1!	(0.04)	0.1!	(0.04)	—	(†)	0.5	(0.09)	0.6	(0.11)
Black	0.2	(0.05)	0.2	(0.05)	0.1!	(0.04)	—	(†)	1.8	(0.15)	1.1	(0.13)
Hispanic	0.4	(0.07)	0.2	(0.05)	0.3	(0.06)	—	(†)	0.9	(0.10)	0.6	(0.10)
College plans												
No college or less than 4 years[5]	1.7	(0.12)	1.1	(0.10)	1.3	(0.11)	—	(†)	3.2	(0.18)	2.7	(0.16)
Complete 4-year program[6]	0.2	(0.04)	0.1	(0.03)	0.1	(0.03)	—	(†)	0.6	(0.08)	0.4	(0.08)
Parental education index[7]												
1.0–2.0 (low)	1.0	(0.09)	0.7	(0.08)	0.5	(0.07)	—	(†)	2.5	(0.16)	1.4	(0.13)
2.5–3.0	0.3	(0.05)	0.2	(0.04)	0.3	(0.05)	—	(†)	0.3	(0.06)	0.5	(0.08)
3.5–4.0	0.3	(0.05)	0.2	(0.04)	0.3	(0.05)	—	(†)	1.2	(0.11)	0.6	(0.09)
4.5–5.0	#	(†)	#	(†)	#	(†)	—	(†)	0.4	(0.06)	0.4	(0.07)
5.5–6.0 (high)	0.3	(0.05)	0.1	(0.03)	0.2	(0.04)	—	(†)	0.6	(0.08)	0.4	(0.07)
Metropolitan status of school[8]												
Large metropolitan	0.4	(0.06)	0.3	(0.05)	0.3	(0.05)	—	(†)	0.5	(0.09)	0.4	(0.10)
Other metropolitan	0.4	(0.06)	0.2	(0.04)	0.3	(0.05)	—	(†)	1.0	(0.13)	1.0	(0.16)
Nonmetropolitan	0.1!	(0.03)	0.1!	(0.03)	0.1!	(0.03)	—	(†)	0.7	(0.11)	0.2!	(0.07)
Region												
Northeast	0.2	(0.04)	0.1!	(0.03)	0.2	(0.04)	—	(†)	0.2	(0.06)	‡	(†)
Midwest	0.3	(0.05)	0.3	(0.05)	0.2	(0.04)	—	(†)	0.7	(0.11)	1.0	(0.16)
South	0.3	(0.05)	0.2	(0.04)	0.2	(0.04)	—	(†)	0.9	(0.12)	0.5	(0.11)
West	0.7	(0.08)	0.3	(0.05)	0.5	(0.07)	—	(†)	1.2	(0.14)	0.9	(0.15)
10th-graders, total	**0.2**	**(0.05)**	**0.2**	**(0.05)**	**0.1!**	**(0.03)**	**—**	**(†)**	**2.2**	**(0.20)**	**1.5**	**(0.21)**
Sex												
Male	0.2	(0.04)	0.2	(0.04)	0.2	(0.04)	—	(†)	1.9	(0.17)	1.4	(0.16)
Female	0.2	(0.05)	0.2	(0.05)	0.1!	(0.03)	—	(†)	2.4	(0.17)	1.5	(0.17)
Race/ethnicity (2-year average)[4]												
White	0.2	(0.05)	0.2	(0.05)	0.1!	(0.04)	—	(†)	2.3	(0.20)	1.8	(0.20)
Black	0.4	(0.08)	0.3	(0.07)	0.0	(0.00)	—	(†)	1.6	(0.15)	1.2	(0.15)
Hispanic	0.4	(0.08)	0.4	(0.08)	0.2	(0.05)	—	(†)	2.2	(0.17)	1.5	(0.16)
College plans												
No college or less than 4 years[5]	0.7	(0.08)	0.6	(0.08)	0.4	(0.06)	—	(†)	4.6	(0.23)	3.7	(0.20)
Complete 4-year program[6]	0.1!	(0.03)	0.1!	(0.03)	0.1!	(0.03)	—	(†)	1.9	(0.15)	1.2	(0.15)
Parental education index[7]												
1.0–2.0 (low)	0.6	(0.08)	0.6	(0.08)	0.2	(0.04)	—	(†)	2.3	(0.16)	2.4	(0.18)
2.5–3.0	0.3	(0.05)	0.2	(0.04)	0.1!	(0.03)	—	(†)	2.7	(0.18)	1.1	(0.12)
3.5–4.0	0.2	(0.04)	0.1!	(0.03)	0.2	(0.04)	—	(†)	2.3	(0.16)	1.1	(0.12)
4.5–5.0	0.1!	(0.03)	0.1!	(0.03)	0.0	(0.00)	—	(†)	2.6	(0.17)	1.6	(0.15)
5.5–6.0 (high)	0.1!	(0.03)	0.1!	(0.03)	0.1!	(0.03)	—	(†)	0.9	(0.10)	1.3	(0.13)
Metropolitan status of school[8]												
Large metropolitan	0.3	(0.06)	0.2	(0.05)	0.1!	(0.03)	—	(†)	1.9	(0.19)	1.5	(0.21)
Other metropolitan	0.2	(0.05)	0.2	(0.05)	0.1!	(0.03)	—	(†)	2.1	(0.20)	1.3	(0.19)
Nonmetropolitan	0.3	(0.06)	0.1!	(0.03)	0.2	(0.05)	—	(†)	2.9	(0.23)	1.8	(0.23)
Region												
Northeast	0.2	(0.05)	0.1!	(0.03)	0.2	(0.05)	—	(†)	1.2	(0.15)	1.0	(0.17)
Midwest	0.4	(0.07)	0.3	(0.06)	0.2	(0.05)	—	(†)	1.8	(0.18)	1.3	(0.19)
South	0.1!	(0.03)	0.1!	(0.03)	0.1!	(0.03)	—	(†)	3.0	(0.24)	1.5	(0.21)
West	0.3	(0.06)	0.2	(0.05)	0.1!	(0.03)	—	(†)	2.1	(0.20)	1.9	(0.24)

See notes at end of table.

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Table S1.2. Percentages of 8th-, 10th-, and 12th-graders reporting use of heroin and narcotics other than heroin during the past 12 months, by grade and selected student and family characteristics: 2017—Continued

[Standard errors appear in parentheses]

Grade and selected student or family characteristic	Use of heroin						Use of narcotics other than heroin[1]					
	Total, any heroin use[2]		With a needle		Without a needle		Any narcotics other than heroin[3]		OxyContin		Vicodin	
1	2		3		4		5		6		7	
12th-graders, total	**0.4**	**(0.07)**	**0.2**	**(0.05)**	**0.2**	**(0.05)**	**4.2**	**(0.29)**	**2.7**	**(0.23)**	**2.0**	**(0.25)**
Sex												
Male	0.4	(0.06)	0.2	(0.05)	0.1!	(0.03)	5.3	(0.29)	3.4	(0.23)	2.2	(0.20)
Female	0.3	(0.06)	0.2	(0.05)	0.2	(0.05)	3.2	(0.20)	1.8	(0.15)	1.5	(0.18)
Race/ethnicity (2-year average)[4]												
White	0.2	(0.05)	0.2	(0.05)	0.2	(0.05)	5.0	(0.31)	3.0	(0.24)	2.5	(0.24)
Black	0.5	(0.09)	0.4	(0.08)	0.3	(0.07)	3.2	(0.22)	2.5	(0.19)	1.8	(0.18)
Hispanic	0.4	(0.08)	0.3	(0.07)	0.2	(0.06)	3.8	(0.23)	3.3	(0.21)	2.3	(0.21)
College plans												
No college or less than 4 years[5]	0.7	(0.09)	0.4	(0.07)	0.4	(0.07)	6.0	(0.27)	4.5	(0.23)	2.7	(0.18)
Complete 4-year program[6]	0.2	(0.05)	0.2	(0.05)	0.2	(0.05)	3.8	(0.22)	2.1	(0.16)	1.7	(0.19)
Parental education index[7]												
1.0–2.0 (low)	0.7	(0.08)	0.6	(0.08)	0.4	(0.06)	3.3	(0.20)	3.7	(0.21)	2.0	(0.17)
2.5–3.0	0.6	(0.08)	0.3	(0.06)	0.1!	(0.03)	5.1	(0.25)	3.4	(0.20)	2.5	(0.19)
3.5–4.0	0.3	(0.06)	0.2	(0.05)	0.3	(0.06)	4.6	(0.24)	2.8	(0.19)	2.0	(0.17)
4.5–5.0	0.2	(0.05)	0.1!	(0.03)	0.1!	(0.03)	3.7	(0.21)	1.6	(0.14)	1.2	(0.13)
5.5–6.0 (high)	0.2	(0.05)	0.3	(0.06)	0.2	(0.05)	4.6	(0.24)	2.8	(0.19)	2.0	(0.17)
Metropolitan status of school[8]												
Large metropolitan	0.3	(0.06)	0.2	(0.05)	0.1!	(0.03)	3.4	(0.26)	2.0	(0.20)	2.0	(0.25)
Other metropolitan	0.4	(0.07)	0.3	(0.06)	0.3	(0.06)	4.6	(0.30)	3.4	(0.26)	2.0	(0.25)
Nonmetropolitan	0.5	(0.08)	0.2	(0.05)	0.2	(0.05)	4.9	(0.31)	2.5	(0.22)	1.7	(0.23)
Region												
Northeast	0.1!	(0.03)	0.1!	(0.03)	0.0	(0.00)	3.0	(0.25)	2.0	(0.20)	1.5	(0.22)
Midwest	0.2	(0.05)	0.1!	(0.03)	0.0	(0.00)	3.7	(0.27)	2.1	(0.21)	2.5	(0.28)
South	0.6	(0.08)	0.4	(0.07)	0.4	(0.07)	4.9	(0.31)	3.1	(0.25)	1.9	(0.24)
West	0.4	(0.07)	0.1!	(0.03)	0.2	(0.05)	4.5	(0.30)	3.1	(0.25)	1.8	(0.24)

—Not available.

†Not applicable.

#Rounds to zero.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

[1]Only drug use not under a doctor's orders is included.

[2]In the total for heroin use, students who reported using heroin both with a needle and without a needle were counted only once.

[3]In addition to OxyContin and Vicodin, includes other types of narcotics not shown separately.

[4]Data for 2017 and 2016 have been combined to increase sample sizes for the racial/ethnic groups and thus produce more stable estimates.

[5]Students who reported they probably won't or definitely won't graduate from a 4-year college program.

[6]Students who reported they probably will or definitely will graduate from a 4-year college program.

[7]An average of mother's education level and father's education level based on student reports of the highest level of education attained by each parent and computed using the following scale: (1) completed grade school or less, (2) some high school, (3) completed high school, (4) some college, (5) completed college, and (6) graduate or professional school after college. If a student reported data for only one parent, then only one parent's education level is included for that student.

[8]Refers to the Standard Metropolitan Statistical Area (MSA) status of the student's school as defined by the U.S. Census Bureau. Categories include "large MSA (Large metropolitan)," "other MSA (Other metropolitan)," and "non-MSA (Nonmetropolitan)."

NOTE: Standard errors were calculated from formulas to perform single-year subgroup comparisons. Race categories exclude persons of Hispanic ethnicity.

SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, 2017, retrieved July 3, 2018, from http://www.monitoringthefuture.org/pubs/occpapers/mtf-occ90.pdf. (This table was prepared July 2018.)

Table S1.3. Percentages of 8th-, 10th-, and 12th-graders who reported thinking that people are at great risk of harming themselves if they engage in activities related to use of heroin and narcotics other than heroin, by grade and type of activity: Selected years, 1995 through 2017

[Standard errors appear in parentheses]

Grade and type of activity	1995	2000	2005	2010	2011	2012	2013	2014	2015	2016	2017
1	2	3	4	5	6	7	8	9	10	11	12
8th-graders											
Try heroin once or twice without using a needle	60.1 (0.57)	62.0 (0.58)	61.4 (0.58)	62.3 (0.61)	61.7 (0.60)	59.1 (0.62)	59.8 (0.63)	60.9 (0.63)	61.4 (0.63)	59.2 (0.59)	62.9 (0.61)
Take heroin occasionally without using a needle	76.8 (0.57)	78.6 (0.57)	76.8 (0.58)	76.7 (0.61)	75.9 (0.60)	75.1 (0.63)	73.4 (0.65)	73.2 (0.66)	72.7 (0.66)	70.3 (0.63)	74.7 (0.63)
Try OxyContin once or twice	— (†)	— (†)	— (†)	— (†)	— (†)	21.9 (0.50)	19.9 (0.49)	22.1 (0.51)	20.2 (0.50)	21.3 (0.47)	21.0 (0.49)
Take OxyContin occasionally	— (†)	— (†)	— (†)	— (†)	— (†)	35.3 (0.67)	32.6 (0.67)	34.4 (0.68)	32.5 (0.68)	33.5 (0.63)	32.6 (0.66)
Try Vicodin once or twice	— (†)	— (†)	— (†)	— (†)	— (†)	17.5 (0.44)	15.0 (0.42)	18.4 (0.45)	16.9 (0.44)	18.3 (0.42)	17.1 (0.43)
Take Vicodin occasionally	— (†)	— (†)	— (†)	— (†)	— (†)	29.4 (0.63)	26.2 (0.62)	28.2 (0.63)	26.7 (0.63)	28.8 (0.59)	26.7 (0.61)
10th-graders											
Try heroin once or twice without using a needle	70.7 (0.52)	71.7 (0.56)	72.4 (0.52)	73.0 (0.53)	72.9 (0.54)	72.6 (0.54)	73.2 (0.58)	72.6 (0.58)	74.1 (0.52)	73.3 (0.54)	72.2 (0.57)
Take heroin occasionally without using a needle	85.1 (0.41)	85.2 (0.45)	85.2 (0.42)	84.8 (0.44)	83.4 (0.46)	84.4 (0.45)	84.0 (0.49)	82.5 (0.51)	83.3 (0.45)	82.2 (0.48)	81.4 (0.51)
Try OxyContin once or twice	— (†)	— (†)	— (†)	— (†)	— (†)	30.9 (0.51)	29.4 (0.54)	29.7 (0.54)	29.9 (0.49)	28.7 (0.50)	27.8 (0.52)
Take OxyContin occasionally	— (†)	— (†)	— (†)	— (†)	— (†)	48.3 (0.66)	44.7 (0.71)	44.4 (0.70)	43.7 (0.64)	41.4 (0.66)	41.3 (0.68)
Try Vicodin once or twice	— (†)	— (†)	— (†)	— (†)	— (†)	23.2 (0.46)	21.0 (0.48)	22.5 (0.49)	24.1 (0.46)	21.8 (0.46)	22.1 (0.48)
Take Vicodin occasionally	— (†)	— (†)	— (†)	— (†)	— (†)	40.3 (0.57)	36.0 (0.60)	36.4 (0.60)	35.4 (0.54)	32.6 (0.55)	32.0 (0.57)
12th-graders											
Try heroin once or twice	50.9 (1.28)	54.2 (1.41)	55.2 (1.29)	58.3 (1.30)	59.1 (1.31)	59.4 (1.33)	61.7 (1.38)	62.8 (1.39)	64.0 (1.34)	64.5 (1.40)	63.0 (1.44)
Take heroin occasionally	71.0 (1.35)	74.6 (1.43)	76.0 (1.29)	74.8 (1.33)	77.2 (1.30)	78.0 (1.30)	78.2 (1.37)	77.9 (1.38)	78.0 (1.35)	78.7 (1.39)	74.6 (1.51)
Take heroin regularly	87.2 (1.13)	89.2 (1.16)	87.5 (1.14)	85.5 (1.23)	87.9 (1.15)	88.6 (1.14)	87.6 (1.25)	85.7 (1.33)	84.8 (1.33)	85.4 (1.37)	83.3 (1.47)
Try heroin once or twice without using a needle	55.6 (1.38)	61.6 (1.49)	60.5 (1.38)	63.8 (1.38)	61.1 (1.41)	63.3 (1.41)	64.5 (1.48)	65.3 (1.48)	62.5 (1.47)	66.1 (1.50)	64.6 (1.54)
Take heroin occasionally without using a needle	71.2 (1.35)	74.7 (1.43)	73.3 (1.34)	76.2 (1.31)	74.7 (1.34)	76.1 (1.34)	76.4 (1.41)	73.6 (1.47)	71.1 (1.47)	74.6 (1.48)	72.7 (1.54)
Try any narcotic other than heroin once or twice	— (†)	— (†)	— (†)	40.4 (1.47)	39.9 (1.48)	38.4 (1.49)	43.1 (1.60)	42.7 (1.61)	44.1 (1.58)	43.6 (1.65)	42.0 (1.67)
Take any narcotic other than heroin occasionally	— (†)	— (†)	— (†)	54.3 (1.35)	54.8 (1.36)	53.8 (1.39)	57.3 (1.45)	59.0 (1.45)	58.5 (1.42)	55.7 (1.49)	55.5 (1.52)
Take any narcotic other than heroin regularly	— (†)	— (†)	— (†)	74.9 (1.21)	75.5 (1.21)	73.9 (1.25)	75.8 (1.29)	72.7 (1.35)	73.9 (1.30)	72.4 (1.38)	70.8 (1.43)

—Not available.
†Not applicable.
NOTE: For each type of activity, students were asked to respond to the following question: "How much do you think people risk harming themselves (physically or in other ways), if they [engage in the activity]?" Only students who responded "great risk" (the highest risk level specified by the questionnaire) were reported in this table. Standard errors were calculated from formulas to perform trend analysis over an interval greater than 1 year (for example, a comparison between 1995 and 2000).
SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, selected years, 1995 through 2017, retrieved July 3, 2018, from http://monitoringthefuture.org/data/data.html. (This table was prepared July 2018.)

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Table S2.1. Percentage of students ages 12–18 who reported being bullied at school during the school year, percentage of bullied students reporting various types of power imbalances in favor of someone who bullied them, and percentage distribution of bullied students, by whether they thought the bullying would happen again and selected student and school characteristics: 2017

[Standard errors appear in parentheses]

Student or school characteristic	Percent of students ages 12–18 who reported being bullied		Percent of bullied students reporting various types of power imbalances										Percentage distribution of bullied students, by whether they thought the bullying would happen again			
			Physically bigger or stronger		Socially more popular		More money		Ability to influence what other students think of you		More power in another way		Yes		No	
1	2		3		4		5		6		7		8		9	
Total	**20.2**	**(0.71)**	**40.3**	**(1.70)**	**49.6**	**(1.81)**	**31.5**	**(1.60)**	**56.3**	**(1.79)**	**24.5**	**(1.37)**	**41.4**	**(1.82)**	**58.6**	**(1.82)**
Sex																
Male	16.7	(0.87)	41.5	(2.40)	46.1	(2.74)	30.6	(2.55)	48.2	(2.60)	21.9	(1.74)	38.7	(2.66)	61.3	(2.66)
Female	23.8	(1.01)	39.3	(2.25)	52.2	(2.16)	32.2	(2.08)	62.2	(2.26)	26.4	(2.00)	43.4	(2.26)	56.6	(2.26)
Race/ethnicity																
White	22.8	(1.02)	37.5	(1.96)	51.3	(2.31)	34.2	(1.97)	59.7	(2.23)	26.2	(2.14)	46.9	(2.22)	53.1	(2.22)
Black	22.9	(1.98)	43.1	(3.95)	48.3	(4.56)	23.8	(4.03)	43.1	(4.79)	15.9	(2.95)	31.8	(4.28)	68.2	(4.28)
Hispanic	15.7	(1.12)	42.2	(3.26)	46.5	(3.72)	30.8	(3.77)	57.1	(3.44)	25.9	(2.62)	33.3	(3.56)	66.7	(3.56)
Asian/Pacific Islander	7.3	(1.54)	50.1	(9.69)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Asian	7.3	(1.56)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	27.2	(5.93)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Two or more races	23.2	(3.03)	50.5	(8.26)	43.6	(7.38)	30.6	(8.89)	52.4	(9.84)	21.9	(6.48)	38.0	(7.64)	62.0	(7.64)
Grade																
6th	29.5	(2.79)	41.8	(4.52)	54.9	(4.78)	25.3	(4.57)	52.3	(5.45)	18.6	(3.26)	38.3	(5.24)	61.7	(5.24)
7th	24.4	(1.60)	42.2	(4.38)	52.9	(3.43)	27.0	(3.23)	53.6	(3.90)	26.4	(3.49)	42.8	(3.56)	57.2	(3.56)
8th	25.3	(1.69)	38.7	(3.88)	46.5	(4.19)	26.1	(3.60)	49.9	(3.95)	22.4	(3.22)	37.4	(3.62)	62.6	(3.62)
9th	19.3	(1.52)	38.7	(3.88)	52.3	(3.77)	39.7	(4.45)	60.7	(4.43)	23.3	(3.36)	46.4	(4.87)	53.6	(4.87)
10th	18.9	(1.67)	41.8	(4.37)	49.0	(4.82)	38.0	(4.56)	60.2	(4.42)	27.5	(3.85)	39.4	(4.49)	60.6	(4.49)
11th	14.7	(1.45)	45.1	(5.00)	47.7	(5.34)	36.4	(4.90)	55.0	(5.40)	27.8	(5.17)	53.6	(5.73)	46.4	(5.73)
12th	12.2	(1.34)	31.6	(5.33)	41.4	(5.79)	30.8	(5.20)	70.2	(5.60)	26.4	(5.60)	32.6	(5.27)	67.4	(5.27)
Urbanicity[1]																
Urban	18.3	(1.32)	46.3	(3.33)	53.2	(3.49)	36.3	(3.60)	55.7	(3.66)	26.7	(2.58)	37.3	(3.56)	62.7	(3.56)
Suburban	19.7	(0.80)	37.6	(2.20)	48.9	(2.19)	30.3	(2.18)	58.2	(2.23)	24.2	(1.78)	40.9	(2.22)	59.1	(2.22)
Rural	26.7	(2.13)	39.2	(4.08)	46.6	(3.82)	28.1	(3.34)	51.6	(4.11)	22.1	(3.47)	48.7	(4.39)	51.3	(4.39)
Control of school																
Public	20.6	(0.73)	40.9	(1.82)	49.9	(1.86)	32.0	(1.70)	55.4	(1.83)	24.4	(1.46)	41.1	(1.90)	58.9	(1.90)
Private	16.0	(2.39)	31.1	(7.24)	45.8	(7.93)	24.7	(6.43)	71.9	(7.16)	26.8	(6.15)	47.2	(7.00)	52.8	(7.00)

†Not applicable.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

NOTE: Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017. (This table was prepared October 2018.)

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Table S3.1. Number of active shooter incidents at educational institutions and number of casualties, by level of institution: 2000 through 2017

Year	Elementary and secondary schools				Postsecondary institutions			
	Number of incidents	Number of casualties[1]			Number of incidents	Number of casualties[1]		
		Total	Killed	Wounded		Total	Killed	Wounded
1	2	3	4	5	6	7	8	9
2000	0	0	0	0	0	0	0	0
2001	2	20	2	18	0	0	0	0
2002	0	0	0	0	1	6	3	3
2003	3[2]	4	3	1	1	3	1	2
2004	1	1	0	1	0	0	0	0
2005	2	18	10	8	0	0	0	0
2006	6	20	9	11	0	0	0	0
2007	1	4	0	4	1	49	32	17
2008	0	0	0	0	2	23	7	16
2009	1	0	0	0	1	2	0	2
2010	4[3]	6	0	6	2	8	4	4
2011	1	2	1	1	0	0	0	0
2012	3	36	30	6	2	18	8	10
2013	3	6	2	4	2	11	5	6
2014	3	12	5	7	2	7	1	6
2015	0	0	0	0	1	16	9	7
2016	3	11	2	9	0	0	0	0
2017	4	13	3	10	0	0	0	0

[1]Number of casualties excludes active shooters. For shooter outcomes, see table 228.16.
[2]Includes one active shooter incident at a county board of education meeting.
[3]Includes one active shooter incident at a city school board meeting.
NOTE: The Federal Bureau of Investigation (FBI) defines an active shooter as "one or more individuals actively engaged in killing or attempting to kill people in a populated area" (Active Shooter Incidents in the United States in 2016 and 2017, available at the URL shown in the SOURCE note).

SOURCE: U.S. Department of Justice, Federal Bureau of Investigation, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013*, *Active Shooter Incidents in the United States in 2014 and 2015*, and *Active Shooter Incidents in the United States in 2016 and 2017*, retrieved August 10, 2018, from https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources. (This table was prepared August 2018.)

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Table S3.2. Number of active shooter incidents at educational institutions, number and type of guns used, and number and characteristics of shooters, by level of institution: 2000 through 2017

	Number of incidents			Number of guns used, by gun type			Number of shooters								
		By number of guns used in incident						By sex		By age group			By shooter outcome on the scene		
Level of institution and year	Total number of incidents	One gun used	More than one gun used	Handgun	Shotgun	Rifle	Total number of shooters	Male	Female	12 to 18	19 to 24	25 and above	Apprehended	Committed suicide	Killed or wounded by law enforcement
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Elementary and secondary schools															
2000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2001	2	1	1	2	1	0	2	2	0	2	0	0	2	0	0
2002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2003	3[1]	1	2	6	0	2	3	3	0	2	0	1	2	1	0
2004	1	1	0	0	1	0	1	1	0	1	0	0	1	0	0
2005	2	1	1	3	1	0	2	2	0	2	0	0	1	1	0
2006	6	2	4	5	2	5	6	6	0	3	1	2	5	1	0
2007	1	0	1	2	0	0	1	1	0	1	0	0	0	1	0
2008	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2009	1	1	0	1	0	0	1	1	0	1	0	0	0	1	0
2010	4[2]	4	0	3	0	1	4	4	0	0	0	4	3	1	0
2011	1	1	0	1	0	0	1	1	0	1	0	0	0	1	0
2012	3	2	1	3	1	1	3	3	0	2	1	0	2	1	0
2013	3	2	1	1	2	0	3	3	0	3	0	0	1	2	0
2014	3	2	1	2	1	1	3	3	0	3	0	0	1	2	0
2015	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2016	3	3	0	2	0	1	3	3	0	3	0	0	2	0	1
2017	4	2	2	4[3]	1	2	4	4	0	2	1	1	2	2	0
Postsecondary institutions															
2000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2002	1	1	0	1	0	0	1	1	0	0	0	1	1	0	0
2003	1	0	1	1	0	1	1	1	0	0	0	1	0	0	1
2004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2005	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2007	1	0	1	2	0	0	1	1	0	0	1	0	0	1	0
2008	2	1	1	4	1	0	2	1	1	0	1	1	0	2	0
2009	1	0	1	3	0	0	1	1	0	1	0	0	1	0	0
2010	2	1	1	3	0	0	2	1	1	0	0	2	1	1	0
2011	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2012	2	1	1	3	0	0	2	2	0	0	0	2	1	0	1
2013	2	2	0	1	1	0	2	2	0	0	2	0	1	0	1
2014	2	2	0	1	1	0	2	2	0	0	0	2	1	0	1
2015	1	0	1	≥3[4]	0	1	1	1	0	0	0	1	0	1	0
2016	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2017	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

[1] Includes one active shooter incident at a county board of education meeting.
[2] Includes one active shooter incident at a city school board meeting.
[3] One of the handguns used was listed as a "pistol."
[4] One shooter was reported to have used "several handguns."
NOTE: The Federal Bureau of Investigation (FBI) defines an active shooter as "one or more individuals actively engaged in killing or attempting to kill people in a populated area" (*Active Shooter Incidents in the United States in 2016 and 2017*, available at the URL shown in the SOURCE note).

SOURCE: U.S. Department of Justice, Federal Bureau of Investigation, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013, Active Shooter Incidents in the United States in 2014 and 2015*, and *Active Shooter Incidents in the United States in 2016 and 2017*, retrieved August 10, 2018, from https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources. (This table was prepared August 2018.)

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Table 1.1. School-associated violent deaths of all persons, homicides and suicides of youth ages 5–18 at school, and total homicides and suicides of youth ages 5–18, by type of violent death: 1992–93 through 2015–16

Year	School-associated violent deaths[1] of all persons (includes students, staff, and other nonstudents)						Homicides of youth ages 5–18		Suicides of youth ages 5–18	
	Total	Homicides	Suicides	Legal interventions	Unintentional firearm-related deaths	Undetermined violent deaths[2]	Homicides at school[3]	Total homicides	Suicides at school[3]	Total suicides[4]
1	2	3	4	5	6	7	8	9	10	11
1992–93	57	47	10	0	0	0	34	3,003	6	1,657
1993–94	48	38	10	0	0	0	29	3,253	7	1,779
1994–95	48	39	8	0	1	0	28	3,001	7	1,704
1995–96	53	46	6	1	0	0	32	2,791	6	1,691
1996–97	48	45	2	1	0	0	28	2,430	1	1,584
1997–98	57	47	9	1	0	0	34	2,231	6	1,681
1998–99	47	38	6	2	1	0	33	1,923	4	1,480
1999–2000	37[5]	26[5]	11[5]	0[5]	0[5]	0[5]	14[5]	1,694	8[5]	1,420
2000–01	34[5]	26[5]	7[5]	1[5]	0[5]	0[5]	14[5]	1,636	6[5]	1,451
2001–02	36[5]	27[5]	8[5]	1[5]	0[5]	0[5]	16[5]	1,593	5[5]	1,343
2002–03	36[5]	25[5]	11[5]	0[5]	0[5]	0[5]	18[5]	1,658	10[5]	1,264
2003–04	45[5]	37[5]	7[5]	1[5]	0[5]	0[5]	23[5]	1,620	5[5]	1,411
2004–05	52[5]	40[5]	10[5]	2[5]	0[5]	0[5]	22[5]	1,720	8[5]	1,484
2005–06	44[5]	37[5]	6[5]	1[5]	0[5]	0[5]	21[5]	1,859	3[5]	1,311
2006–07	63[5]	48[5]	13[5]	2[5]	0[5]	0[5]	32[5]	1,906	9[5]	1,243
2007–08	48[5]	39[5]	7[5]	2[5]	0[5]	0[5]	21[5]	1,858	5[5]	1,256
2008–09	44[5]	29[5]	15[5]	0[5]	0[5]	0[5]	18[5]	1,720	7[5]	1,425
2009–10	35[5]	27[5]	5[5]	3[5]	0[5]	0[5]	19[5]	1,551	2[5]	1,441
2010–11	32[5]	26[5]	6[5]	0[5]	0[5]	0[5]	11[5]	1,436	3[5]	1,559
2011–12	45[5]	26[5]	14[5]	5[5]	0[5]	0[5]	15[5]	1,360	5[5]	1,541
2012–13	53[5]	41[5]	11[5]	1[5]	0[5]	0[5]	31[5]	1,310	6[5]	1,608
2013–14	48[5]	26[5]	20[5]	1[5]	0[5]	1[5]	12[5]	1,160	8[5]	1,638
2014–15	47[5]	28[5]	17[5]	2[5]	0[5]	0[5]	20[5]	1,273	9[5]	1,882
2015–16	38[5]	30[5]	7[5]	1[5]	0[5]	0[5]	18[5]	1,478	3[5]	1,941

[1]A school-associated violent death is defined as "a homicide, suicide, or legal intervention (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States," while the victim was on the way to or from regular sessions at school, or while the victim was attending or traveling to or from an official school-sponsored event.
[2]Violent deaths for which the manner was undetermined; that is, the information pointing to one manner of death was no more compelling than the information pointing to one or more other competing manners of death when all available information was considered.
[3]"At school" includes on the property of a functioning elementary or secondary school, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event.
[4]Excludes self-inflicted deaths among 5- to 9-year-olds. The number of self-inflicted deaths among 5- to 9-year-olds was generally less than 7 per year during the period covered by this table.

[5]Data from 1999–2000 onward are subject to change until law enforcement reports have been obtained and interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case.
NOTE: All data are reported for the school year, defined as July 1 through June 30. Some data have been revised from previously published figures.
SOURCE: Centers for Disease Control and Prevention (CDC), 1992–2016 School-Associated Violent Death Surveillance System (SAVD-SS) (partially funded by the U.S. Department of Education, Office of Safe and Healthy Students), previously unpublished tabulation; and CDC, National Center for Health Statistics, 1992–2016 National Vital Statistics System (NVSS), previously unpublished tabulation prepared by CDC's National Center for Injury Prevention and Control. (This table was prepared October 2018.)

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Table 2.1. Number of nonfatal victimizations against students ages 12–18 and rate of victimization per 1,000 students, by type of victimization and location: 1992 through 2017

[Standard errors appear in parentheses]

Location and year	Number of nonfatal victimizations								Rate of victimization per 1,000 students							
	Total		Theft		Violent				Total		Theft		Violent			
					All violent		Serious violent[1]						All violent		Serious violent[1]	
1	2		3		4		5		6		7		8		9	
At school[2]																
1992	4,281,200	(225,600)	2,679,400	(147,660)	1,601,800	(121,630)	197,600	(35,430)	181.5	(7.99)	113.6	(5.64)	67.9	(4.77)	8.4	(1.48)
1993	4,692,800	(321,220)	2,477,100	(121,200)	2,215,700	(194,520)	535,500	(76,050)	193.5	(11.02)	102.1	(4.61)	91.4	(7.23)	22.1	(3.02)
1994	4,721,000	(271,730)	2,474,100	(121,260)	2,246,900	(165,530)	459,100	(58,110)	187.7	(9.04)	98.4	(4.46)	89.3	(5.95)	18.3	(2.24)
1995	4,400,700	(267,610)	2,468,400	(120,690)	1,932,200	(152,670)	294,500	(42,890)	172.2	(8.82)	96.6	(4.37)	75.6	(5.44)	11.5	(1.64)
1996	4,130,400	(281,640)	2,205,200	(107,650)	1,925,300	(166,690)	371,900	(54,150)	158.4	(9.17)	84.5	(3.88)	73.8	(5.81)	14.3	(2.01)
1997	3,610,900	(282,430)	1,975,000	(111,830)	1,635,900	(164,530)	376,200	(60,990)	136.6	(9.25)	74.7	(3.95)	61.9	(5.74)	14.2	(2.24)
1998	3,247,300	(254,250)	1,635,100	(104,210)	1,612,200	(155,840)	314,500	(49,770)	121.3	(8.27)	61.1	(3.69)	60.2	(5.34)	11.7	(1.80)
1999	3,152,400	(258,560)	1,752,200	(104,970)	1,400,200	(148,230)	281,100	(50,060)	117.0	(8.43)	65.1	(3.69)	52.0	(5.11)	10.4	(1.81)
2000	2,301,000	(211,140)	1,331,500	(95,940)	969,500	(115,680)	214,200	(40,980)	84.9	(7.00)	49.1	(3.34)	35.8	(4.02)	7.9	(1.48)
2001	2,521,300	(202,890)	1,348,500	(93,240)	1,172,700	(120,560)	259,400	(44,110)	92.3	(6.67)	49.4	(3.23)	42.9	(4.14)	9.5	(1.58)
2002	2,082,600	(212,520)	1,088,800	(77,110)	993,800	(126,210)	173,500	(37,300)	75.4	(6.96)	39.4	(2.69)	36.0	(4.29)	6.3	(1.32)
2003	2,308,800	(210,930)	1,270,500	(88,550)	1,038,300	(121,490)	188,400	(38,240)	87.4	(7.16)	48.1	(3.18)	39.3	(4.32)	7.1	(1.42)
2004	1,762,200	(154,390)	1,065,400	(75,160)	696,800	(83,090)	107,300	(25,110)	67.2	(5.40)	40.6	(2.76)	26.6	(3.03)	4.1	(0.95)
2005	1,678,600	(169,040)	875,900	(70,140)	802,600	(102,360)	140,300	(32,400)	63.2	(5.85)	33.0	(2.56)	30.2	(3.66)	5.3	(1.20)
2006[3]	1,799,900	(170,490)	859,000	(68,730)	940,900	(109,880)	249,900	(45,670)	67.5	(5.86)	32.2	(2.52)	35.3	(3.90)	9.4	(1.68)
2007	1,801,200	(188,450)	896,700	(66,230)	904,400	(114,320)	116,100	(25,430)	67.8	(6.40)	33.7	(2.41)	34.0	(4.02)	4.4	(0.94)
2008	1,435,500	(161,330)	648,000	(61,170)	787,500	(108,480)	128,700	(34,370)	54.3	(5.67)	24.5	(2.26)	29.8	(3.91)	4.9	(1.28)
2009	1,322,800	(168,370)	594,500	(54,480)	728,300	(111,550)	233,700	(51,610)	51.0	(6.00)	22.9	(2.05)	28.1	(4.08)	9.0	(1.94)
2010	892,000	(124,260)	469,800	(45,300)	422,300	(73,310)	155,000	(36,500)	34.9	(4.55)	18.4	(1.75)	16.5	(2.75)	6.1	(1.40)
2011	1,246,200	(139,940)	647,700	(61,500)	598,600	(84,090)	89,500	(23,360)	49.3	(5.11)	25.6	(2.36)	23.7	(3.16)	3.5	(0.91)
2012	1,364,900	(133,810)	615,600	(51,440)	749,200	(90,250)	89,000	(23,850)	52.4	(4.78)	23.6	(1.93)	28.8	(3.31)	3.4	(0.91)
2013	1,420,900	(176,390)	454,900	(43,390)	966,000	(134,140)	125,500	(32,110)	55.0	(6.24)	17.6	(1.65)	37.4	(4.84)	4.9	(1.22)
2014	850,100	(109,100)	363,700	(39,120)	486,400	(74,790)	93,800	(25,550)	33.0	(4.00)	14.1	(1.50)	18.9	(2.79)	3.6	(0.98)
2015	841,100	(112,860)	309,100	(36,480)	531,900	(82,870)	99,000	(27,740)	32.9	(4.17)	12.1	(1.41)	20.8	(3.11)	3.9	(1.07)
2016[4]	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
2017	827,000	(91,040)	306,500	(31,360)	520,500	(67,030)	110,600	(24,960)	32.7	(3.41)	12.1	(1.23)	20.6	(2.55)	4.4	(0.97)
Away from school																
1992	4,084,100	(218,910)	1,857,600	(118,610)	2,226,500	(149,210)	1,025,100	(92,600)	173.1	(7.81)	78.7	(4.66)	94.4	(5.70)	43.5	(3.72)
1993	3,835,900	(280,790)	1,731,100	(96,700)	2,104,800	(187,960)	1,004,300	(114,870)	158.2	(9.90)	71.4	(3.75)	86.8	(7.01)	41.4	(4.47)
1994	4,147,100	(249,260)	1,713,900	(96,250)	2,433,200	(174,580)	1,074,900	(101,370)	164.9	(8.44)	68.1	(3.61)	96.7	(6.24)	42.7	(3.80)
1995	3,626,600	(234,640)	1,604,800	(92,000)	2,021,800	(157,470)	829,700	(85,830)	141.9	(7.91)	62.8	(3.41)	79.1	(5.59)	32.5	(3.19)
1996	3,483,200	(250,620)	1,572,700	(87,830)	1,910,600	(165,810)	870,000	(96,510)	133.5	(8.32)	60.3	(3.22)	73.3	(5.79)	33.4	(3.50)
1997	3,717,600	(288,080)	1,710,700	(101,810)	2,006,900	(189,180)	853,300	(105,660)	140.7	(9.41)	64.7	(3.62)	75.9	(6.51)	32.3	(3.79)
1998	3,047,800	(243,270)	1,408,000	(94,900)	1,639,800	(157,700)	684,900	(85,520)	113.8	(7.96)	52.6	(3.38)	61.3	(5.40)	25.6	(3.04)
1999	2,713,800	(233,350)	1,129,200	(79,770)	1,584,500	(161,350)	675,400	(90,150)	100.8	(7.71)	41.9	(2.85)	58.8	(5.53)	25.1	(3.20)
2000	2,303,600	(211,310)	1,228,900	(90,770)	1,074,800	(124,280)	402,100	(62,950)	85.0	(7.01)	45.3	(3.17)	39.6	(4.30)	14.8	(2.24)
2001	1,780,300	(160,090)	961,400	(74,230)	819,000	(94,590)	314,800	(50,070)	65.2	(5.35)	35.2	(2.60)	30.0	(3.30)	11.5	(1.79)
2002	1,619,500	(178,050)	820,100	(64,530)	799,400	(108,260)	341,200	(59,590)	58.6	(5.92)	29.7	(2.27)	28.9	(3.71)	12.4	(2.09)
2003	1,824,100	(179,240)	780,900	(64,210)	1,043,200	(121,880)	412,800	(64,660)	69.1	(6.19)	29.6	(2.34)	39.5	(4.33)	15.6	(2.37)
2004	1,371,800	(130,480)	718,000	(59,070)	653,700	(79,660)	272,500	(45,080)	52.3	(4.63)	27.4	(2.19)	24.9	(2.91)	10.4	(1.68)
2005	1,429,000	(151,460)	637,700	(57,740)	791,300	(101,380)	257,100	(47,950)	53.8	(5.29)	24.0	(2.12)	29.8	(3.63)	9.7	(1.77)
2006[3]	1,413,100	(144,660)	714,200	(61,900)	698,900	(89,980)	263,600	(47,280)	53.0	(5.04)	26.8	(2.27)	26.2	(3.22)	9.9	(1.73)
2007	1,371,700	(154,740)	614,300	(52,740)	757,400	(100,440)	337,700	(55,630)	51.6	(5.34)	23.1	(1.94)	28.5	(3.55)	12.7	(2.01)
2008	1,132,600	(137,840)	498,500	(52,350)	634,100	(94,160)	258,600	(52,980)	42.8	(4.90)	18.9	(1.94)	24.0	(3.42)	9.8	(1.96)
2009	857,200	(124,770)	484,200	(48,320)	372,900	(70,660)	176,800	(42,890)	33.1	(4.54)	18.7	(1.83)	14.4	(2.63)	6.8	(1.62)
2010	689,900	(103,620)	378,800	(40,200)	311,200	(59,190)	167,300	(38,460)	27.0	(3.83)	14.8	(1.55)	12.2	(2.24)	6.5	(1.47)
2011	966,100	(117,200)	541,900	(55,160)	424,300	(66,350)	137,600	(31,000)	38.2	(4.33)	21.4	(2.13)	16.8	(2.52)	5.4	(1.20)
2012	991,200	(108,370)	470,600	(44,070)	520,400	(71,280)	169,900	(35,260)	38.0	(3.93)	18.1	(1.66)	20.0	(2.64)	6.5	(1.33)
2013	778,500	(115,110)	403,000	(40,470)	375,500	(68,800)	151,200	(36,490)	30.1	(4.19)	15.6	(1.54)	14.5	(2.56)	5.8	(1.38)
2014	621,300	(88,190)	288,900	(34,370)	332,400	(58,000)	165,000	(36,650)	24.1	(3.27)	11.2	(1.32)	12.9	(2.18)	6.4	(1.40)
2015	545,100	(84,230)	263,100	(33,310)	281,900	(54,370)	110,900	(29,800)	21.3	(3.16)	10.3	(1.29)	11.0	(2.07)	4.3	(1.15)
2016[4]	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
2017	503,800	(65,600)	188,600	(24,340)	315,200	(48,350)	145,300	(29,570)	19.9	(2.49)	7.4	(0.96)	12.4	(1.86)	5.7	(1.15)

—Not available.

†Not applicable.

[1]"Serious violent" victimization is also included in "all violent" victimization.

[2]"At school" includes in the school building, on school property, on a school bus, and going to or from school.

[3]Every 10 years, the survey sample is redesigned to reflect changes in the population. Due to the sample redesign and other methodological changes implemented in 2006, use caution when comparing 2006 estimates to other years.

[4]Every 10 years, the survey sample is redesigned to reflect changes in the population. Due to a sample increase and redesign in 2016, victimization estimates among youth in 2016 were not comparable to estimates for other years.

NOTE: "Serious violent" victimization includes the crimes of rape, sexual assault, robbery, and aggravated assault. "All violent" victimization includes serious violent crimes as well as simple assault. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes theft and violent crimes. Data in this table are from the National Crime Victimization Survey (NCVS); due to differences in time coverage and administration between the NCVS and the School Crime Supplement (SCS) to the NCVS, data in this table cannot be compared with data in tables that are based on the SCS. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992 through 2017. (This table was prepared October 2018.)

Table 2.2.   Number of nonfatal victimizations against students ages 12–18 and rate of victimization per 1,000 students, by type of victimization, location, and selected student characteristics: 2017

[Standard errors appear in parentheses]

Location and student characteristic	Number of nonfatal victimizations									Rate of victimization per 1,000 students								
	Total		Theft		Violent					Total		Theft		Violent				
					All violent		Serious violent[1]							All violent		Serious violent[1]		
1	2		3		4		5			6		7		8		9		
At school[2]																		
Total	827,000	(91,040)	306,400	(31,360)	520,500	(67,030)	110,600	(24,960)		32.7	(3.41)	12.1	(1.23)	20.6	(2.55)	4.4	(0.97)	
Sex																		
Male	483,600	(63,860)	158,900	(22,270)	324,700	(49,280)	79,000	(20,320)		37.2	(4.62)	12.2	(1.70)	25.0	(3.62)	6.1	(1.54)	
Female	343,400	(51,100)	147,600	(21,430)	195,900	(35,670)	31,600	(11,780)		27.8	(3.94)	12.0	(1.72)	15.9	(2.80)	2.6	(0.95)	
Age																		
12–14	468,500	(62,550)	131,200	(20,160)	337,300	(50,510)	79,400	(20,380)		37.9	(4.76)	10.6	(1.62)	27.3	(3.89)	6.4	(1.62)	
15–18	358,500	(52,550)	175,200	(23,430)	183,300	(34,200)	31,200!	(11,700)		27.7	(3.86)	13.5	(1.79)	14.1	(2.56)	2.4!	(0.90)	
Race/ethnicity[3]																		
White	397,300	(56,170)	124,700	(19,640)	272,600	(44,040)	79,500	(20,400)		29.7	(3.98)	9.3	(1.46)	20.4	(3.16)	5.9	(1.50)	
Black	159,100	(31,300)	56,800	(13,110)	102,300	(23,790)	2,900	(3,130)		47.2	(8.69)	16.9	(3.85)	30.4	(6.74)	0.9!	(0.93)	
Hispanic	187,800	(34,730)	79,800	(15,600)	108,000	(24,590)	19,700!	(8,980)		30.8	(5.42)	13.1	(2.54)	17.7	(3.91)	3.2!	(1.46)	
Other	82,800	(20,900)	45,100	(11,650)	37,700!	(13,060)	8,500!	(5,600)		33.5	(8.05)	18.3	(4.66)	15.2!	(5.15)	3.4!	(2.25)	
Urbanicity[4]																		
Urban	377,400	(54,330)	133,300	(20,330)	244,100	(41,030)	24,800!	(10,240)		49.5	(6.61)	17.5	(2.63)	32.0	(5.10)	3.2!	(1.33)	
Suburban	348,600	(51,600)	137,800	(20,680)	210,800	(37,370)	75,400	(19,760)		24.5	(3.47)	9.7	(1.45)	14.8	(2.55)	5.3	(1.37)	
Rural	101,000	(23,600)	35,400	(10,290)	65,600	(18,160)	10,400!	(6,270)		29.0	(6.47)	10.1	(2.93)	18.8	(5.05)	3.0!	(1.79)	
Household income[5]																		
Less than $15,000	82,000	(20,770)	24,000	(8,440)	58,000	(16,860)	—	(†)		39.5	(9.48)	11.5	(4.04)	27.9	(7.80)	—	(†)	
$15,000 to 29,999	211,500	(37,450)	54,300	(12,810)	157,200	(31,050)	24,900!	(10,270)		58.1	(9.50)	14.9	(3.49)	43.2	(8.01)	6.8!	(2.78)	
$30,000 to 49,999	98,900	(23,300)	51,200	(12,430)	47,700	(15,000)	17,400!	(8,360)		19.5	(4.43)	10.1	(2.43)	9.4	(2.90)	3.4!	(1.63)	
$50,000 to 74,999	194,100	(35,470)	60,500	(13,540)	133,600	(28,060)	44,900!	(14,480)		45.4	(7.75)	14.1	(3.13)	31.2	(6.24)	10.5!	(3.31)	
$75,000 or more	240,600	(40,650)	116,400	(18,960)	124,100	(26,800)	22,500!	(9,700)		23.5	(3.80)	11.4	(1.84)	12.1	(2.55)	2.2!	(0.94)	
Away from school																		
Total	503,800	(65,600)	188,600	(24,340)	315,200	(48,350)	145,300	(29,570)		19.9	(2.49)	7.4	(0.96)	12.4	(1.86)	5.7	(1.15)	
Sex																		
Male	295,100	(46,340)	90,700	(16,660)	204,500	(36,650)	106,500	(24,380)		22.7	(3.42)	7.0	(1.28)	15.7	(2.73)	8.2	(1.84)	
Female	208,700	(37,130)	97,900	(17,340)	110,800	(24,980)	38,800	(13,300)		16.9	(2.91)	7.9	(1.40)	9.0	(1.98)	3.1	(1.07)	
Age																		
12–14	212,500	(37,570)	84,200	(16,040)	128,400	(27,370)	59,700	(17,150)		17.2	(2.94)	6.8	(1.29)	10.4	(2.16)	4.8	(1.37)	
15–18	291,300	(45,950)	104,400	(17,920)	186,900	(34,620)	85,700	(21,340)		22.5	(3.40)	8.1	(1.38)	14.4	(2.59)	6.6	(1.62)	
Race/ethnicity[3]																		
White	329,200	(49,730)	110,200	(18,420)	219,100	(38,300)	94,900	(22,720)		24.6	(3.55)	8.2	(1.37)	16.4	(2.77)	7.1	(1.67)	
Black	42,200	(13,970)	20,300	(7,750)	21,900!	(9,550)	5,600!	(4,490)		12.5	(4.05)	6.0	(2.29)	6.5!	(2.80)	1.7!	(1.33)	
Hispanic	103,200	(23,920)	39,800	(10,930)	63,400	(17,800)	36,100!	(12,740)		17.0	(3.81)	6.5	(1.79)	10.4	(2.86)	5.9!	(2.07)	
Other	29,100	(11,240)	18,400	(7,370)	10,800!	(6,390)	8600!	(5,650)		11.8	(4.45)	7.4	(2.97)	4.3!	(2.56)	3.5!	(2)	
Urbanicity[4]																		
Urban	173,700	(33,070)	67,300	(14,300)	106,400	(24,370)	57,600	(16,800)		22.8	(4.16)	8.8	(1.86)	13.9	(3.11)	7.6	(2.16)	
Suburban	219,000	(38,290)	69,800	(14,560)	149,200	(30,060)	44,800	(14,460)		15.4	(2.61)	4.9	(1.02)	10.5	(2.07)	3.2	(1.01)	
Rural	111,100	(25,030)	51,500	(12,460)	59,600	(17,150)	42,900!	(14,100)		31.9	(6.84)	14.8	(3.54)	17.1	(4.78)	12.3!	(3.96)	
Household income[5]																		
Less than $15,000	58,500	(16,940)	22,100	(8,100)	36,300	(12,790)	12,800!	(7,030)		28.2	(7.83)	10.6	(3.88)	17.5	(5.99)	6.1!	(3.35)	
$15,000 to 29,999	123,500	(26,730)	43,900	(11,490)	79,700	(20,420)	43,700!	(14,260)		34.0	(6.97)	12.1	(3.13)	21.9	(5.41)	12.0!	(3.83)	
$30,000 to 49,999	97,500	(23,100)	51,000	(12,410)	46,500	(14,780)	36,900!	(12,890)		19.2	(4.39)	10.0	(2.43)	9.1	(2.86)	7.3	(2.50)	
$50,000 to 74,999	71,200	(19,080)	21,700	(8,020)	49,600	(15,350)	19,500!	(8,920)		16.6	(4.33)	5.1	(1.87)	11.6	(3.51)	4.5!	(2.06)	
$75,000 or more	153,100	(30,550)	49,900	(12,260)	103,200	(23,920)	32,500	(11,980)		14.9	(2.89)	4.9	(1.19)	10.1	(2.28)	3.2	(1.16)	

—Not available.
†Not applicable.
!Interpret data with caution. Estimate based on 10 or fewer sample cases, or the coefficient of variation is greater than 50 percent.
[1]"Serious violent" victimization is also included in "all violent" victimization.
[2]"At school" includes in the school building, on school property, on a school bus, and going to or from school.
[3]Race categories exclude persons of Hispanic ethnicity. "Other" includes Asian, Pacific Islander, American Indian/Alaska Native, and Two or more races.
[4]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

[5]Income data for 2017 were imputed. For more information, see *Criminal Victimization, 2017*, available at https://www.bjs.gov/index.cfm?ty=pbse&sid=6.
NOTE: "Serious violent" victimization includes the crimes of rape, sexual assault, robbery, and aggravated assault. "All violent" victimization includes serious violent crimes as well as simple assault. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes theft and violent crimes. Data in this table are from the National Crime Victimization Survey (NCVS) and are reported in accordance with Bureau of Justice Statistics standards. Detail may not sum to totals because of rounding and missing data on student characteristics. The population size for students ages 12–18 was 25,324,200 in 2017.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2017. (This table was prepared October 2018.)

Table 3.1. **Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Selected years, 1995 through 2017**

[Standard errors appear in parentheses]

Type of victimization and student or school characteristic	1995	2001	2003	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11
Total	**9.1 (0.33)**	**5.5 (0.31)**	**5.1 (0.24)**	**4.3 (0.31)**	**4.3 (0.29)**	**3.9 (0.28)**	**3.5 (0.28)**	**3.0 (0.25)**	**2.7 (0.25)**	**2.2 (0.22)**
Sex										
Male	9.6 (0.44)	6.1 (0.41)	5.3 (0.33)	4.6 (0.43)	4.5 (0.43)	4.6 (0.40)	3.7 (0.35)	3.2 (0.40)	2.6 (0.35)	2.6 (0.34)
Female	8.5 (0.45)	4.9 (0.39)	4.8 (0.36)	3.9 (0.38)	3.9 (0.38)	3.2 (0.35)	3.4 (0.38)	2.8 (0.34)	2.8 (0.38)	1.8 (0.28)
Race/ethnicity[1]										
White	9.4 (0.36)	5.7 (0.40)	5.4 (0.32)	4.6 (0.36)	4.2 (0.38)	3.9 (0.37)	3.6 (0.35)	3.0 (0.32)	2.9 (0.36)	2.2 (0.27)
Black	9.6 (1.02)	6.1 (0.78)	5.1 (0.78)	3.9 (0.80)	4.3 (0.83)	4.4 (0.74)	4.6 (0.89)	3.2 (0.71)	2.2! (0.77)	2.6 (0.52)
Hispanic	7.1 (0.96)	4.6 (0.64)	3.9 (0.50)	3.9 (0.70)	3.6 (0.54)	3.9 (0.75)	2.9 (0.47)	3.2 (0.46)	2.3 (0.47)	2.0 (0.45)
Asian/Pacific Islander	8.3 (1.63)	3.7 (1.08)	3.2 (0.93)	1.4! (0.64)	3.4! (1.33)	‡ (†)	2.3! (1.13)	2.4! (0.99)	‡ (†)	2.1! (1.02)
Asian	— (†)	— (†)	3.3! (1.00)	1.5! (0.69)	3.6! (1.38)	‡ (†)	2.5! (1.23)	2.6! (1.08)	‡ (†)	2.1! (1.05)
Pacific Islander	— (†)	— (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
American Indian/Alaska Native	9.6! (3.27)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	11.1! (4.80)
Two or more races	— (†)	— (†)	9.8 (2.85)	‡ (†)	10.1 (2.59)	‡ (†)	4.9! (1.77)	3.0! (1.46)	6.5! (2.24)	‡ (†)
Grade										
6th	8.8 (0.92)	5.9 (0.90)	3.8 (0.77)	4.6 (0.83)	3.9 (0.86)	3.7 (0.91)	3.8 (0.85)	4.1 (0.92)	3.1 (0.79)	3.1 (0.75)
7th	10.6 (0.79)	5.8 (0.67)	6.3 (0.74)	5.4 (0.71)	4.7 (0.69)	3.4 (0.70)	3.1 (0.61)	2.5 (0.51)	3.4 (0.70)	2.6 (0.60)
8th	10.1 (0.76)	4.3 (0.61)	5.2 (0.65)	3.6 (0.63)	4.4 (0.63)	3.8 (0.78)	3.8 (0.67)	2.3 (0.52)	2.3 (0.57)	1.8 (0.51)
9th	11.4 (0.86)	7.9 (0.81)	6.3 (0.70)	4.7 (0.69)	5.3 (0.75)	5.3 (0.85)	5.1 (0.83)	4.1 (0.76)	3.0 (0.62)	2.7 (0.67)
10th	8.7 (0.73)	6.5 (0.77)	4.7 (0.63)	4.3 (0.71)	4.4 (0.67)	4.2 (0.79)	3.0 (0.58)	3.3 (0.57)	1.6 (0.47)	2.7 (0.49)
11th	7.0 (0.72)	4.8 (0.62)	5.0 (0.64)	3.6 (0.51)	4.0 (0.75)	4.7 (0.88)	3.1 (0.65)	3.3 (0.65)	4.4 (1.04)	1.4 (0.40)
12th	5.8 (0.73)	2.9 (0.52)	3.6 (0.71)	3.7 (0.85)	2.7 (0.70)	2.0 (0.52)	2.9 (0.68)	2.0! (0.67)	1.3! (0.45)	1.4 (0.41)
Urbanicity[2]										
Urban	8.6 (0.59)	5.9 (0.58)	6.0 (0.58)	5.3 (0.66)	4.5 (0.58)	4.2 (0.56)	4.3 (0.56)	3.3 (0.47)	3.3 (0.51)	2.7 (0.45)
Suburban	9.9 (0.48)	5.6 (0.41)	4.7 (0.32)	4.2 (0.34)	4.1 (0.38)	4.0 (0.36)	3.3 (0.34)	3.2 (0.35)	2.8 (0.35)	2.1 (0.25)
Rural	8.1 (0.78)	4.7 (0.93)	4.7 (0.75)	2.8 (0.69)	4.4 (0.55)	3.1 (0.66)	2.8 (0.57)	2.0 (0.58)	1.5 (0.37)	1.6! (0.49)
Control of school										
Public	9.3 (0.37)	5.7 (0.34)	5.1 (0.26)	4.4 (0.32)	4.5 (0.32)	4.1 (0.30)	3.7 (0.29)	3.1 (0.27)	2.8 (0.26)	2.3 (0.23)
Private	6.2 (0.89)	3.4 (0.72)	4.9 (0.79)	2.7 (0.77)	1.1! (0.50)	1.8! (0.76)	1.9! (0.68)	2.8! (0.89)	‡ (†)	‡ (†)
Theft	**7.0 (0.28)**	**4.2 (0.24)**	**4.0 (0.20)**	**3.1 (0.27)**	**3.0 (0.23)**	**2.8 (0.23)**	**2.6 (0.23)**	**1.9 (0.20)**	**1.9 (0.22)**	**1.5 (0.17)**
Sex										
Male	7.0 (0.37)	4.5 (0.34)	3.9 (0.27)	3.1 (0.34)	3.0 (0.34)	3.4 (0.36)	2.6 (0.29)	2.0 (0.30)	1.7 (0.26)	1.6 (0.27)
Female	7.0 (0.41)	3.8 (0.33)	4.1 (0.31)	3.2 (0.36)	3.0 (0.32)	2.1 (0.28)	2.6 (0.33)	1.8 (0.28)	2.0 (0.34)	1.3 (0.24)
Race/ethnicity[1]										
White	7.3 (0.32)	4.1 (0.31)	4.3 (0.28)	3.4 (0.32)	3.1 (0.29)	2.9 (0.31)	2.5 (0.28)	1.6 (0.22)	2.0 (0.28)	1.3 (0.20)
Black	6.9 (0.87)	5.0 (0.68)	3.8 (0.64)	2.7 (0.66)	3.1 (0.70)	2.5 (0.61)	3.7 (0.78)	2.7 (0.67)	1.3! (0.63)	1.8 (0.51)
Hispanic	5.7 (0.79)	3.7 (0.69)	3.0 (0.41)	3.1 (0.64)	2.2 (0.47)	3.0 (0.63)	2.0 (0.41)	1.8 (0.39)	1.6 (0.39)	1.4 (0.36)
Asian/Pacific Islander	6.4 (1.47)	3.5 (1.03)	3.2 (0.93)	‡ (†)	3.0! (1.27)	‡ (†)	2.3! (1.13)	2.4! (0.99)	‡ (†)	2.1! (1.02)
Asian	— (†)	— (†)	3.3! (1.00)	‡ (†)	3.2! (1.32)	‡ (†)	2.5! (1.23)	2.6! (1.08)	‡ (†)	2.1! (1.05)
Pacific Islander	— (†)	— (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
American Indian/Alaska Native	7.2! (3.04)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	7.2! (3.37)
Two or more races	— (†)	— (†)	8.3! (2.72)	‡ (†)	5.3! (2.01)	‡ (†)	3.7! (1.56)	‡ (†)	4.3! (1.80)	‡ (†)
Grade										
6th	5.4 (0.66)	4.0 (0.70)	2.2 (0.63)	2.8 (0.75)	2.6 (0.75)	1.3! (0.52)	2.7 (0.70)	1.4! (0.57)	1.6! (0.65)	1.0! (0.42)
7th	8.1 (0.72)	3.4 (0.51)	4.8 (0.67)	2.9 (0.50)	2.7 (0.54)	2.1 (0.57)	1.9 (0.44)	1.4 (0.38)	1.6! (0.54)	1.3! (0.39)
8th	7.8 (0.72)	3.3 (0.50)	4.1 (0.57)	2.4 (0.53)	2.5 (0.54)	2.0 (0.55)	2.0 (0.48)	1.0! (0.33)	1.8 (0.50)	1.1! (0.41)
9th	8.8 (0.76)	6.2 (0.76)	5.2 (0.63)	3.7 (0.61)	4.6 (0.70)	4.9 (0.80)	4.4 (0.78)	2.7 (0.58)	2.1 (0.52)	2.4 (0.60)
10th	7.6 (0.70)	5.7 (0.72)	3.7 (0.59)	3.8 (0.66)	3.6 (0.63)	3.5 (0.72)	2.1 (0.50)	2.6 (0.48)	1.4! (0.43)	2.1 (0.39)
11th	5.4 (0.66)	3.8 (0.57)	4.1 (0.64)	2.8 (0.45)	2.6 (0.61)	3.3 (0.74)	2.7 (0.58)	2.3 (0.50)	3.4 (0.85)	1.1! (0.36)
12th	4.5 (0.67)	2.3 (0.45)	3.1 (0.68)	3.4 (0.84)	1.9 (0.55)	1.5 (0.44)	2.4 (0.62)	1.6! (0.62)	1.0! (0.40)	1.2! (0.42)
Urbanicity[2]										
Urban	6.4 (0.51)	4.5 (0.52)	4.5 (0.46)	3.6 (0.52)	2.8 (0.48)	2.9 (0.45)	3.0 (0.45)	2.4 (0.44)	2.3 (0.45)	1.8 (0.39)
Suburban	7.5 (0.40)	4.3 (0.32)	3.8 (0.26)	3.2 (0.31)	3.0 (0.31)	2.8 (0.32)	2.5 (0.30)	1.9 (0.27)	1.8 (0.30)	1.4 (0.18)
Rural	6.8 (0.66)	3.4 (0.65)	3.9 (0.66)	2.2! (0.68)	3.2 (0.46)	2.3 (0.59)	2.0 (0.47)	0.8 (0.24)	1.2 (0.32)	0.9! (0.35)
Control of school										
Public	7.2 (0.31)	4.4 (0.26)	4.0 (0.22)	3.3 (0.28)	3.2 (0.25)	2.9 (0.25)	2.7 (0.24)	1.9 (0.21)	1.9 (0.22)	1.6 (0.19)
Private	4.9 (0.73)	2.4 (0.67)	4.0 (0.77)	1.3! (0.48)	1.1! (0.50)	‡ (†)	1.2! (0.52)	2.0! (0.76)	‡ (†)	‡ (†)
Violent	**2.5 (0.19)**	**1.8 (0.19)**	**1.3 (0.15)**	**1.2 (0.15)**	**1.6 (0.18)**	**1.4 (0.17)**	**1.1 (0.15)**	**1.2 (0.15)**	**0.9 (0.15)**	**0.7 (0.12)**
Sex										
Male	3.0 (0.26)	2.1 (0.26)	1.7 (0.23)	1.6 (0.25)	1.7 (0.26)	1.6 (0.25)	1.2 (0.21)	1.3 (0.23)	1.0 (0.21)	1.0 (0.20)
Female	2.0 (0.22)	1.4 (0.24)	0.9 (0.16)	0.8 (0.15)	1.4 (0.23)	1.1 (0.21)	0.9 (0.17)	1.1 (0.23)	0.9 (0.19)	0.5 (0.14)
Race/ethnicity[1]										
White	2.5 (0.21)	2.0 (0.24)	1.4 (0.17)	1.3 (0.21)	1.5 (0.22)	1.2 (0.21)	1.2 (0.17)	1.5 (0.24)	1.0 (0.22)	0.9 (0.19)
Black	3.0 (0.57)	1.3! (0.40)	1.5 (0.41)	1.3! (0.47)	1.6! (0.50)	2.3 (0.62)	1.1! (0.42)	‡ (†)	0.9! (0.44)	0.8! (0.31)
Hispanic	2.0 (0.47)	1.5 (0.41)	1.1 (0.28)	0.9 (0.24)	1.4 (0.42)	1.3! (0.40)	1.0 (0.28)	1.5 (0.26)	0.6! (0.23)	0.5! (0.23)
Asian/Pacific Islander	2.2! (0.98)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Asian	— (†)	— (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Pacific Islander	— (†)	— (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
American Indian/Alaska Native	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Two or more races	— (†)	— (†)	‡ (†)	‡ (†)	5.3! (1.90)	‡ (†)	‡ (†)	‡ (†)	3.6! (1.64)	‡ (†)

See notes at end of table.

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Table 3.1. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Selected years, 1995 through 2017—Continued

[Standard errors appear in parentheses]

Type of victimization and student or school characteristic	1995	2001	2003	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11
Grade										
6th	4.3 (0.68)	2.6 (0.66)	1.9 (0.53)	1.9 (0.55)	1.5! (0.54)	2.6! (0.83)	1.3! (0.49)	2.7 (0.73)	1.6! (0.65)	2.1 (0.60)
7th	3.1 (0.50)	2.6 (0.46)	1.7 (0.43)	2.6 (0.53)	2.4 (0.50)	1.2! (0.42)	1.2! (0.41)	1.2! (0.38)	1.9 (0.47)	1.4! (0.45)
8th	2.7 (0.39)	1.3 (0.34)	1.4 (0.34)	1.4 (0.39)	2.1 (0.47)	2.0 (0.60)	2.1 (0.50)	1.4 (0.42)	0.6! (0.30)	0.7! (0.29)
9th	2.9 (0.47)	2.4 (0.46)	1.5 (0.31)	1.0 (0.29)	1.2! (0.37)	0.9! (0.37)	1.1! (0.35)	1.4! (0.44)	0.8! (0.34)	‡ (†)
10th	1.8 (0.35)	1.2 (0.31)	1.3 (0.36)	0.5! (0.24)	1.2! (0.39)	1.0 (0.37)	0.9! (0.34)	1.0 (0.35)	‡ (†)	0.7! (0.32)
11th	1.6 (0.35)	1.6 (0.39)	0.9! (0.32)	0.7! (0.31)	1.5 (0.46)	1.5! (0.51)	‡ (†)	1.0! (0.43)	1.3! (0.49)	‡ (†)
12th	1.6 (0.36)	0.9! (0.31)	0.5! (0.26)	‡ (†)	0.8! (0.35)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Urbanicity[2]										
Urban	2.6 (0.34)	1.7 (0.29)	1.8 (0.31)	1.8 (0.34)	2.0 (0.35)	1.8 (0.41)	1.4 (0.31)	0.9 (0.21)	1.0 (0.27)	0.9 (0.21)
Suburban	3.0 (0.29)	1.7 (0.20)	1.2 (0.19)	1.1 (0.18)	1.3 (0.23)	1.3 (0.23)	0.9 (0.16)	1.4 (0.21)	1.0 (0.20)	0.6 (0.17)
Rural	1.5 (0.27)	2.0! (0.64)	0.9! (0.31)	0.6! (0.26)	1.7 (0.36)	0.8! (0.32)	1.0! (0.31)	1.1! (0.46)	0.5! (0.22)	0.7! (0.33)
Control of school										
Public	2.6 (0.19)	1.8 (0.20)	1.4 (0.15)	1.2 (0.15)	1.7 (0.20)	1.4 (0.19)	1.1 (0.15)	1.2 (0.16)	1.0 (0.15)	0.8 (0.12)
Private	1.6 (0.44)	1.0! (0.32)	0.9! (0.39)	1.4! (0.60)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Serious violent[3]	**0.5 (0.08)**	**0.4 (0.08)**	**0.2 (0.05)**	**0.3 (0.07)**	**0.4 (0.08)**	**0.3 (0.09)**	**0.1! (0.05)**	**0.2! (0.07)**	**0.2! (0.07)**	**0.2! (0.06)**
Sex										
Male	0.7 (0.12)	0.5 (0.11)	0.3! (0.09)	0.3! (0.10)	0.5! (0.14)	0.6 (0.16)	0.2! (0.08)	0.2! (0.10)	0.2! (0.12)	0.2! (0.10)
Female	0.3 (0.08)	0.4! (0.12)	‡ (†)	0.3 (0.07)	0.2! (0.08)	‡ (†)	‡ (†)	0.2! (0.10)	‡ (†)	0.2! (0.08)
Race/ethnicity[1]										
White	0.5 (0.08)	0.4 (0.08)	0.2! (0.07)	0.3! (0.09)	0.2! (0.08)	0.3! (0.10)	0.2! (0.07)	0.2! (0.09)	0.3! (0.10)	0.3! (0.11)
Black	0.8! (0.28)	0.5! (0.25)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Hispanic	0.4! (0.18)	0.8! (0.33)	0.4! (0.18)	0.4! (0.16)	0.8! (0.32)	‡ (†)	‡ (†)	0.4! (0.17)	‡ (†)	‡ (†)
Asian/Pacific Islander	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Asian	— (†)	— (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Pacific Islander	— (†)	— (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
American Indian/Alaska Native	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Two or more races	— (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Grade										
6th	1.2! (0.38)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	0.8! (0.42)	‡ (†)	‡ (†)
7th	0.5! (0.19)	0.6! (0.24)	‡ (†)	‡ (†)	0.4! (0.20)	‡ (†)	0.5! (0.23)	‡ (†)	‡ (†)	‡ (†)
8th	0.6! (0.19)	0.3! (0.14)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	# (†)	‡ (†)	‡ (†)	‡ (†)
9th	0.5! (0.19)	0.8! (0.31)	0.6! (0.21)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
10th	0.2! (0.11)	0.4! (0.18)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	# (†)	‡ (†)	‡ (†)	‡ (†)
11th	0.3! (0.16)	‡ (†)	‡ (†)	‡ (†)	0.6! (0.27)	‡ (†)	# (†)	‡ (†)	‡ (†)	‡ (†)
12th	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	# (†)	‡ (†)	‡ (†)	‡ (†)
Urbanicity[2]										
Urban	0.9 (0.20)	0.5 (0.15)	0.3! (0.14)	0.4! (0.17)	0.7! (0.23)	0.6! (0.22)	‡ (†)	0.3! (0.16)	‡ (†)	‡ (†)
Suburban	0.4 (0.10)	0.4 (0.09)	0.1! (0.05)	0.3! (0.08)	0.2! (0.09)	0.3! (0.11)	‡ (†)	0.2! (0.08)	0.3! (0.12)	0.2! (0.09)
Rural	0.2! (0.09)	0.5! (0.24)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Control of school										
Public	0.5 (0.08)	0.5 (0.09)	0.2 (0.06)	0.3 (0.06)	0.4 (0.09)	0.4 (0.10)	0.1! (0.06)	0.2! (0.08)	0.2! (0.08)	0.2! (0.07)
Private	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	# (†)	‡ (†)	‡ (†)	‡ (†)

—Not available.
†Not applicable.
#Rounds to zero.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Race categories exclude persons of Hispanic ethnicity. Prior to 2003, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.
[2]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
[3]Serious violent victimization is also included in violent victimization.

NOTE: "Total victimization" includes theft and violent victimization. A single student could report more than one type of victimization. In the total victimization section, students who reported both theft and violent victimization are counted only once. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "Violent victimization" includes the serious violent crimes as well as simple assault. "At school" includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2017. (This table was prepared September 2018.)

146 Supplemental Tables

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Table 4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by selected student characteristics: Selected years, 1993 through 2017

[Standard errors appear in parentheses]

Student characteristic	1993		1995		1997		1999		2001		2003		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11		12		13		14	
Total	7.3	(0.44)	8.4	(0.52)	7.4	(0.45)	7.7	(0.42)	8.9	(0.55)	9.2	(0.75)	7.9	(0.35)	7.8	(0.44)	7.7	(0.37)	7.4	(0.31)	6.9	(0.38)	6.0	(0.38)	6.0	(0.33)
Sex																										
Male	9.2	(0.64)	10.9	(0.57)	10.2	(0.71)	9.5	(0.80)	11.5	(0.66)	11.6	(0.96)	9.7	(0.42)	10.2	(0.59)	9.6	(0.59)	9.5	(0.39)	7.7	(0.54)	7.0	(0.50)	7.8	(0.39)
Female	5.4	(0.40)	5.8	(0.68)	4.0	(0.32)	5.8	(0.64)	6.5	(0.52)	6.5	(0.61)	6.1	(0.41)	5.4	(0.41)	5.5	(0.37)	5.2	(0.37)	6.1	(0.40)	4.6	(0.42)	4.1	(0.46)
Race/ethnicity																										
White	6.3	(0.58)	7.0	(0.53)	6.2	(0.56)	6.6	(0.35)	8.5	(0.66)	7.8	(0.77)	7.2	(0.46)	6.9	(0.52)	6.4	(0.43)	6.1	(0.35)	5.8	(0.32)	4.9	(0.50)	5.0	(0.51)
Black	11.2	(0.95)	11.0	(1.61)	9.9	(0.91)	7.6	(0.85)	9.3	(0.71)	10.9	(0.80)	8.1	(0.69)	9.7	(0.86)	9.4	(0.80)	8.9	(0.64)	8.4	(0.82)	7.9	(1.10)	7.8	(0.66)
Hispanic	8.6	(0.83)	12.4	(1.44)	9.0	(0.63)	9.8	(1.09)	8.9	(1.05)	9.4	(1.23)	9.8	(0.86)	8.7	(0.60)	9.1	(0.61)	9.2	(0.81)	8.5	(0.73)	6.6	(0.65)	6.1	(0.45)
Asian[1]	—	(†)	—	(†)	—	(†)	7.7	(1.05)	11.3	(2.73)	11.5	(2.66)	4.6	(1.10)	7.6!	(2.29)	5.5	(0.91)	7.0	(0.99)	5.3	(1.41)	3.6!	(1.40)	4.3	(0.89)
Pacific Islander[1]	—	(†)	—	(†)	—	(†)	15.6	(4.46)	24.8	(7.16)	16.3	(4.31)	14.5!	(4.93)	8.1!	(2.45)	12.5	(3.11)	11.3	(3.23)	8.7!	(2.71)	20.5!	(7.28)	7.0!	(2.33)
American Indian/ Alaska Native	11.7	(2.50)	11.4!	(4.22)	12.5!	(5.15)	13.2!	(5.45)	15.2!	(4.57)	22.1	(4.79)	9.8	(2.67)	5.9	(1.24)	16.5	(2.68)	8.2	(1.52)	18.5	(5.24)	8.2!	(2.69)	13.7	(3.57)
Two or more races[1]	—	(†)	—	(†)	—	(†)	9.3	(1.22)	10.3	(2.33)	18.7	(3.11)	10.7	(2.33)	13.3	(2.25)	9.2	(1.50)	9.9	(1.35)	7.7	(2.11)	8.0	(1.82)	8.0	(1.23)
Sexual orientation[2]																										
Heterosexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	5.1	(0.36)	5.4	(0.30)
Gay, lesbian, or bisexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	10.0	(1.19)	9.4	(1.08)
Not sure	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	12.6	(2.03)	11.1	(1.84)
Grade																										
9th	9.4	(0.92)	9.6	(0.96)	10.1	(1.02)	10.5	(0.95)	12.7	(0.89)	12.1	(1.25)	10.5	(0.63)	9.2	(0.69)	8.7	(0.53)	8.3	(0.63)	8.5	(0.75)	7.2	(0.51)	6.8	(0.60)
10th	7.3	(0.59)	9.6	(1.03)	7.9	(1.14)	8.2	(0.92)	9.1	(0.75)	9.2	(1.02)	8.8	(0.72)	8.4	(0.51)	8.4	(0.72)	7.7	(0.58)	7.0	(0.67)	6.2	(0.57)	6.8	(0.60)
11th	7.3	(0.64)	7.7	(0.64)	5.9	(0.70)	6.1	(0.46)	6.9	(0.65)	7.3	(0.69)	5.5	(0.43)	6.8	(0.57)	7.9	(0.60)	7.3	(0.61)	6.8	(0.60)	5.5	(0.68)	5.1	(0.57)
12th	5.5	(0.62)	6.7	(0.57)	5.8	(0.80)	5.1	(0.79)	5.3	(0.52)	6.3	(0.92)	5.8	(0.52)	6.3	(0.64)	5.2	(0.53)	5.9	(0.45)	4.9	(0.61)	4.4	(0.69)	4.6	(0.52)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1]Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.
[2]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

NOTE: Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property." "On school property" was not defined for respondents. Race categories exclude persons of Hispanic ethnicity.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2017. (This table was prepared July 2018.)

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Table 4.2. Percentage distribution of students in grades 9–12, by number of times they reported being threatened or injured with a weapon on school property during the previous 12 months and selected student characteristics: Selected years, 2009 through 2017

[Standard errors appear in parentheses]

Student characteristic	Total		0 times		1 time		2 or 3 times		4 to 11 times		12 or more times	
1	2		3		4		5		6		7	
Total												
2009	100.0	(†)	92.3	(0.37)	3.2	(0.18)	1.9	(0.15)	1.4	(0.11)	1.2	(0.13)
2011	100.0	(†)	92.6	(0.31)	3.1	(0.17)	1.9	(0.15)	1.4	(0.13)	1.0	(0.12)
2013	100.0	(†)	93.1	(0.38)	3.0	(0.22)	1.7	(0.14)	1.3	(0.14)	0.9	(0.11)
2015												
Total	**100.0**	**(†)**	**94.0**	**(0.38)**	**2.7**	**(0.22)**	**1.5**	**(0.16)**	**1.0**	**(0.14)**	**0.8**	**(0.12)**
Sex												
Male	100.0	(†)	93.0	(0.50)	3.1	(0.30)	1.6	(0.19)	1.3	(0.21)	1.0	(0.18)
Female	100.0	(†)	95.4	(0.42)	2.3	(0.23)	1.3	(0.23)	0.6	(0.12)	0.4!	(0.12)
Race/ethnicity												
White	100.0	(†)	95.1	(0.50)	2.4	(0.24)	1.5	(0.25)	0.6	(0.12)	0.4	(0.10)
Black	100.0	(†)	92.1	(1.10)	4.1	(0.80)	1.6!	(0.47)	1.4!	(0.51)	0.9!	(0.34)
Hispanic	100.0	(†)	93.4	(0.65)	2.6	(0.36)	1.4	(0.27)	1.4	(0.24)	1.2	(0.19)
Asian	100.0	(†)	96.4	(1.40)	‡	(†)	0.5!	(0.25)	‡	(†)	‡	(†)
Pacific Islander	100.0	(†)	79.5	(7.28)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	100.0	(†)	91.8	(2.69)	‡	(†)	3.1!	(1.18)	‡	(†)	‡	(†)
Two or more races	100.0	(†)	92.0	(1.82)	3.8!	(1.37)	1.7!	(0.71)	1.2!	(0.52)	1.3!	(0.60)
Sexual orientation[1]												
Heterosexual	100.0	(†)	94.9	(0.36)	2.6	(0.24)	1.2	(0.17)	0.8	(0.12)	0.5	(0.10)
Gay, lesbian, or bisexual	100.0	(†)	90.0	(1.19)	4.3	(0.71)	2.7	(0.71)	2.3	(0.63)	0.7	(0.21)
Not sure	100.0	(†)	87.4	(2.01)	3.1!	(0.98)	4.3!	(1.40)	‡	(†)	3.5!	(1.42)
Grade												
9th	100.0	(†)	92.8	(0.51)	3.5	(0.36)	2.1	(0.34)	0.9	(0.15)	0.6	(0.15)
10th	100.0	(†)	93.8	(0.57)	2.9	(0.35)	1.3	(0.26)	1.3	(0.28)	0.7	(0.15)
11th	100.0	(†)	94.5	(0.68)	2.5	(0.45)	1.1	(0.20)	1.1!	(0.33)	0.8	(0.23)
12th	100.0	(†)	95.6	(0.69)	1.8	(0.34)	1.3	(0.29)	0.7!	(0.23)	0.6	(0.17)
2017												
Total	**100.0**	**(†)**	**94.0**	**(0.33)**	**2.7**	**(0.26)**	**1.5**	**(0.14)**	**1.0**	**(0.11)**	**0.8**	**(0.10)**
Sex												
Male	100.0	(†)	92.2	(0.39)	3.2	(0.29)	2.0	(0.23)	1.3	(0.15)	1.3	(0.17)
Female	100.0	(†)	95.9	(0.46)	2.2	(0.35)	1.0	(0.14)	0.6	(0.15)	0.2	(0.07)
Race/ethnicity												
White	100.0	(†)	95.0	(0.51)	2.6	(0.41)	1.3	(0.17)	0.7	(0.15)	0.5	(0.12)
Black	100.0	(†)	92.2	(0.66)	2.9	(0.47)	2.2	(0.43)	1.6	(0.43)	1.1!	(0.33)
Hispanic	100.0	(†)	93.9	(0.45)	2.5	(0.32)	1.5	(0.24)	1.1	(0.22)	1.0	(0.25)
Asian	100.0	(†)	95.7	(0.89)	2.0!	(0.81)	0.3!	(0.15)	‡	(†)	‡	(†)
Pacific Islander	100.0	(†)	93.0	(2.33)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	100.0	(†)	86.3	(3.57)	‡	(†)	4.4!	(2.07)	1.7!	(0.72)	‡	(†)
Two or more races	100.0	(†)	92.0	(1.23)	3.7	(0.70)	2.0!	(0.85)	1.5!	(0.68)	0.7!	(0.35)
Sexual orientation[1]												
Heterosexual	100.0	(†)	94.6	(0.30)	2.5	(0.26)	1.4	(0.13)	0.8	(0.11)	0.6	(0.10)
Gay, lesbian, or bisexual	100.0	(†)	90.6	(1.08)	4.0	(0.67)	2.6	(0.67)	1.7	(0.37)	1.1!	(0.39)
Not sure	100.0	(†)	88.9	(1.84)	3.4	(0.99)	1.3!	(0.57)	3.2!	(1.17)	3.2!	(1.09)
Grade												
9th	100.0	(†)	93.2	(0.60)	3.5	(0.49)	1.9	(0.28)	1.0	(0.24)	0.5	(0.12)
10th	100.0	(†)	93.2	(0.60)	3.4	(0.42)	1.4	(0.28)	1.1	(0.23)	0.8	(0.20)
11th	100.0	(†)	94.9	(0.57)	2.0	(0.30)	1.4	(0.29)	0.8	(0.23)	0.9	(0.19)
12th	100.0	(†)	95.4	(0.52)	1.7	(0.31)	1.3	(0.26)	1.0	(0.21)	0.7	(0.18)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

NOTE: Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property." "On school property" was not defined for respondents. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2009 through 2017. (This table was prepared July 2018.)

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Table 4.3.   Percentage of public school students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by state or jurisdiction: Selected years, 2003 through 2017

[Standard errors appear in parentheses]

State or jurisdiction	2003		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9	
United States[1]	**9.2**	**(0.75)**	**7.9**	**(0.35)**	**7.8**	**(0.44)**	**7.7**	**(0.37)**	**7.4**	**(0.31)**	**6.9**	**(0.38)**	**6.0**	**(0.38)**	**6.0**	**(0.33)**
Alabama	7.2	(0.91)	10.6	(0.86)	—	(†)	10.4	(1.56)	7.6	(1.20)	9.9	(1.17)	8.8	(0.92)	—	(†)
Alaska	8.1	(1.01)	—	(†)	7.7	(0.88)	7.3	(0.90)	5.6	(0.70)	—	(†)	—	(†)	—	(†)
Arizona	9.7	(1.10)	10.7	(0.55)	11.2	(0.79)	9.3	(0.92)	10.4	(0.74)	9.1	(1.32)	7.5	(0.97)	7.9	(1.05)
Arkansas	—	(†)	9.6	(1.06)	9.1	(1.03)	11.9	(1.38)	6.3	(0.85)	10.9	(1.14)	10.6	(0.66)	11.7	(1.00)
California	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	5.2	(0.72)	5.0	(0.81)
Colorado	—	(†)	7.6	(0.75)	—	(†)	8.0	(0.74)	6.7	(0.80)	—	(†)	—	(†)	5.8	(0.47)
Connecticut	—	(†)	9.1	(0.91)	7.7	(0.59)	7.0	(0.62)	6.8	(0.71)	7.1	(0.74)	6.7	(0.71)	7.1	(0.82)
Delaware	7.7	(0.60)	6.2	(0.63)	5.6	(0.50)	7.8	(0.63)	6.4	(0.62)	5.6	(0.46)	6.2	(0.90)	6.0	(0.62)
District of Columbia	12.7	(1.42)	12.1	(0.78)	11.3	(0.98)	—	(†)	8.7	(0.92)	8.5	(0.30)	7.6	(0.27)	9.8	(0.37)
Florida	8.4	(0.44)	7.9	(0.45)	8.6	(0.57)	8.2	(0.39)	7.2	(0.31)	7.1	(0.37)	7.4	(0.42)	8.4	(0.48)
Georgia	8.2	(0.75)	8.3	(2.08)	8.1	(0.81)	8.2	(0.83)	11.7	(2.08)	7.2	(0.81)	—	(†)	—	(†)
Hawaii	—	(†)	6.8	(0.87)	6.4	(1.10)	7.7	(1.03)	6.3	(0.62)	—	(†)	—	(†)	—	(†)
Idaho	9.4	(0.82)	8.3	(0.59)	10.2	(1.07)	7.9	(0.62)	7.3	(0.99)	5.8	(0.59)	6.1	(0.48)	6.2	(0.61)
Illinois	—	(†)	—	(†)	7.8	(0.69)	8.8	(0.86)	7.6	(0.48)	8.5	(0.82)	6.6	(0.80)	7.5	(0.49)
Indiana	6.7	(0.91)	8.8	(0.96)	9.6	(0.68)	6.5	(0.66)	6.8	(1.14)	—	(†)	6.6	(1.02)	—	(†)
Iowa	—	(†)	7.8	(1.02)	7.1	(0.86)	—	(†)	6.3	(0.85)	—	(†)	—	(†)	8.2	(1.26)
Kansas	—	(†)	7.4	(0.82)	8.6	(1.12)	6.2	(0.62)	5.6	(0.68)	5.3	(0.65)	—	(†)	5.8	(0.60)
Kentucky	5.2	(0.72)	8.0	(0.75)	8.3	(0.53)	7.9	(1.00)	7.4	(0.98)	5.4	(0.57)	7.2	(0.87)	7.1	(0.83)
Louisiana	—	(†)	—	(†)	—	(†)	9.5	(1.29)	8.7	(1.18)	10.5	(0.99)	—	(†)	12.8	(1.75)
Maine	8.5	(0.78)	7.1	(0.68)	6.8	(0.84)	7.7	(0.32)	6.8	(0.26)	5.3	(0.29)	5.2	(0.36)	5.5	(0.39)
Maryland	—	(†)	11.7	(1.30)	9.6	(0.86)	9.1	(0.75)	8.4	(0.67)	9.4	(0.22)	7.3	(0.17)	7.8	(0.18)
Massachusetts	6.3	(0.54)	5.4	(0.44)	5.3	(0.47)	7.0	(0.58)	6.8	(0.67)	4.4	(0.38)	4.1	(0.46)	4.8	(0.62)
Michigan	9.7	(0.57)	8.6	(0.81)	8.1	(0.77)	9.4	(0.63)	6.8	(0.50)	6.7	(0.52)	6.6	(0.67)	6.5	(0.55)
Minnesota	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Mississippi	6.6	(0.82)	—	(†)	8.3	(0.59)	8.0	(0.69)	7.5	(0.63)	8.8	(0.78)	10.1	(0.98)	—	(†)
Missouri	7.5	(0.93)	9.1	(1.19)	9.3	(1.03)	7.8	(0.76)	—	(†)	—	(†)	—	(†)	—	(†)
Montana	7.1	(0.46)	8.0	(0.64)	7.0	(0.51)	7.4	(0.99)	7.5	(0.53)	6.3	(0.40)	5.5	(0.48)	7.0	(0.60)
Nebraska	8.8	(0.80)	9.7	(0.68)	—	(†)	—	(†)	6.4	(0.54)	6.4	(0.57)	7.1	(0.83)	7.1	(1.07)
Nevada	6.0	(0.65)	8.1	(0.96)	7.8	(0.70)	10.7	(0.84)	—	(†)	6.4	(0.80)	6.9	(0.79)	8.1	(0.84)
New Hampshire	7.5	(0.98)	8.6	(0.91)	7.3	(0.69)	—	(†)	—	(†)	—	(†)	—	(†)	6.7	(0.29)
New Jersey	—	(†)	8.0	(1.07)	—	(†)	6.6	(0.75)	5.7	(0.51)	6.2	(0.81)	—	(†)	—	(†)
New Mexico	—	(†)	10.4	(0.96)	10.1	(0.68)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
New York	7.2	(0.44)	7.2	(0.47)	7.3	(0.57)	7.5	(0.55)	7.3	(0.60)	7.3	(0.61)	8.4	(0.68)	8.0	(1.00)
North Carolina	7.2	(0.74)	7.9	(0.92)	6.6	(0.62)	6.8	(0.61)	9.1	(0.95)	6.9	(0.45)	4.9	(0.69)	6.9	(0.73)
North Dakota	5.9	(0.89)	6.6	(0.58)	5.2	(0.59)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Ohio[2]	7.7	(1.30)	8.2	(0.67)	8.3	(0.77)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Oklahoma	7.4	(1.10)	6.0	(0.65)	7.0	(0.72)	5.8	(0.66)	5.7	(0.88)	4.6	(0.53)	5.1	(0.78)	4.8	(0.77)
Oregon	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pennsylvania	—	(†)	—	(†)	—	(†)	5.6	(0.73)	—	(†)	—	(†)	5.0	(0.47)	5.4	(0.49)
Rhode Island	8.2	(0.84)	8.7	(0.87)	8.3	(0.42)	6.5	(0.65)	—	(†)	6.4	(0.51)	—	(†)	—	(†)
South Carolina	—	(†)	10.1	(0.93)	9.8	(0.85)	8.8	(1.48)	9.2	(0.92)	6.5	(0.83)	5.3	(0.73)	9.4	(1.16)
South Dakota[3]	6.5	(0.71)	8.1	(1.04)	5.9	(0.87)	6.8	(0.87)	6.1	(0.77)	5.0	(0.69)	7.3	(1.10)	—	(†)
Tennessee	8.4	(1.17)	7.4	(0.79)	7.3	(0.76)	7.0	(0.71)	5.8	(0.52)	9.3	(0.73)	10.2	(1.04)	6.5	(0.74)
Texas	—	(†)	9.3	(0.84)	8.7	(0.52)	7.2	(0.52)	6.8	(0.40)	7.1	(0.62)	—	(†)	7.4	(0.96)
Utah	7.3	(1.44)	9.8	(1.32)	11.4	(1.92)	7.7	(0.88)	7.0	(0.98)	5.5	(0.59)	—	(†)	7.0	(0.75)
Vermont[4]	7.3	(0.20)	6.3	(0.46)	6.2	(0.56)	6.0	(0.30)	5.5	(0.37)	6.4	(0.43)	5.3	(0.16)	4.8	(0.15)
Virginia	—	(†)	—	(†)	—	(†)	—	(†)	7.0	(0.86)	6.1	(0.43)	6.4	(0.62)	6.4	(0.69)
Washington	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
West Virginia	8.5	(1.26)	8.0	(0.78)	9.7	(0.77)	9.2	(0.77)	6.6	(0.93)	5.6	(0.51)	6.9	(0.58)	6.5	(1.07)
Wisconsin	5.5	(0.70)	7.6	(0.73)	5.6	(0.66)	6.7	(0.75)	5.1	(0.48)	4.3	(0.64)	—	(†)	6.9	(1.30)
Wyoming	9.7	(1.00)	7.8	(0.67)	8.3	(0.67)	9.4	(0.58)	7.3	(0.58)	6.8	(0.47)	6.6	(0.74)	—	(†)
Puerto Rico	—	(†)	6.3	(0.62)	—	(†)	—	(†)	4.9	(0.93)	4.1	(0.54)	4.7	(0.70)	7.5!	(2.33)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1]U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data for all years were collected through a separate national survey (rather than being aggregated from state-level data) and include both public and private schools.
[2]Ohio data for 2003 through 2013 include both public and private schools.
[3]South Dakota data for 2003 through 2015 include both public and private schools.
[4]Vermont data for 2013 include both public and private schools.

NOTE: Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property." "On school property" was not defined for respondents. For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2003 through 2017. (This table was prepared July 2018.)

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Table 5.1. Number and percentage of public school teachers who reported that they were threatened with injury or physically attacked by a student from school during the previous 12 months, by selected teacher characteristics: Selected years, 1993–94 through 2015–16

[Standard errors appear in parentheses]

Year	Total		Sex				Race/ethnicity								Instructional level[1]			
			Male		Female		White		Black		Hispanic		Other[2]		Elementary		Secondary	
1	2		3		4		5		6		7		8		9		10	
	Number of teachers																	
Threatened with injury																		
1993–94	326,800	(7,040)	111,200	(3,830)	215,600	(5,380)	281,300	(6,220)	23,400	(1,360)	15,100	(1,770)	6,900	(650)	128,000	(4,450)	198,800	(5,150)
1999–2000	287,400	(7,060)	89,600	(3,680)	197,800	(5,370)	237,100	(5,630)	27,200	(2,170)	16,300	(1,940)	6,700	(840)	138,000	(5,480)	149,300	(4,360)
2003–04	242,100	(7,840)	75,300	(3,640)	166,800	(6,840)	189,800	(6,310)	31,900	(3,120)	11,800	(1,760)	8,600	(1,170)	108,800	(6,990)	133,300	(4,970)
2007–08	276,600	(10,570)	85,200	(5,800)	191,500	(8,220)	223,200	(8,760)	27,600	(3,000)	17,400	(3,230)	8,400	(1,580)	123,800	(7,670)	152,800	(7,090)
2011–12	338,400	(17,290)	79,800	(5,400)	258,600	(15,480)	266,800	(13,430)	33,400	(4,400)	26,600	(4,660)	11,600	(2,200)	184,000	(13,400)	154,400	(7,750)
2015–16	373,900	(9,470)	94,100	(4,540)	279,800	(7,500)	298,500	(8,880)	29,800	(2,160)	28,600	(2,080)	17,100	(1,610)	205,100	(7,240)	168,900	(6,510)
Physically attacked																		
1993–94	112,400	(3,730)	28,700	(1,780)	83,700	(3,710)	96,300	(3,720)	7,600	(860)	5,900	(1,270)	2,600	(430)	71,600	(3,120)	40,700	(1,850)
1999–2000	125,000	(4,630)	29,100	(2,010)	95,900	(4,230)	103,100	(3,590)	11,000	(1,550)	8,400	(1,640)	2,500	(450)	94,400	(4,180)	30,600	(2,240)
2003–04	121,400	(7,180)	21,700	(2,420)	99,700	(6,100)	95,500	(5,450)	14,800	(2,320)	6,400	(1,820)	4,700	(1,050)	85,100	(6,380)	36,300	(3,310)
2007–08	146,400	(8,200)	33,400	(4,750)	113,000	(6,250)	124,100	(6,990)	11,600	(2,330)	7,800	(1,990)	2,800!	(1,230)	109,100	(7,340)	37,300	(3,090)
2011–12	197,400	(11,730)	29,500	(3,310)	167,900	(11,200)	160,700	(10,890)	18,000	(3,590)	11,300	(2,890)	7,400	(1,940)	153,800	(10,100)	43,600	(4,380)
2015–16	220,300	(7,060)	35,100	(2,250)	185,200	(6,160)	177,400	(6,350)	14,600	(1,640)	16,600	(1,580)	11,700	(1,430)	174,700	(6,710)	45,600	(2,580)
	Percent of teachers																	
Threatened with injury																		
1993–94	12.8	(0.26)	16.0	(0.44)	11.5	(0.28)	12.7	(0.28)	12.4	(0.64)	13.9	(1.42)	14.5	(1.14)	9.6	(0.35)	16.2	(0.30)
1999–2000	9.6	(0.22)	11.9	(0.44)	8.8	(0.23)	9.4	(0.22)	11.9	(0.91)	9.7	(1.12)	9.1	(1.12)	8.6	(0.34)	10.7	(0.29)
2003–04	7.4	(0.24)	9.3	(0.43)	6.8	(0.28)	7.0	(0.24)	12.4	(1.03)	5.8	(0.90)	9.6	(1.24)	6.3	(0.39)	8.7	(0.29)
2007–08	8.1	(0.30)	10.4	(0.68)	7.4	(0.31)	7.9	(0.30)	11.5	(0.99)	7.3	(1.34)	8.7	(1.54)	7.2	(0.43)	9.1	(0.41)
2011–12	10.0	(0.48)	10.0	(0.56)	10.0	(0.57)	9.6	(0.47)	14.5	(1.84)	10.1	(1.70)	9.9	(1.69)	10.7	(0.76)	9.3	(0.38)
2015–16	9.8	(0.21)	10.5	(0.43)	9.6	(0.22)	9.7	(0.25)	11.7	(0.72)	8.5	(0.58)	10.3	(0.94)	10.7	(0.30)	8.8	(0.26)
Physically attacked																		
1993–94	4.4	(0.14)	4.1	(0.24)	4.5	(0.20)	4.3	(0.17)	4.0	(0.43)	5.4	(1.09)	5.4	(0.82)	5.4	(0.22)	3.3	(0.15)
1999–2000	4.2	(0.15)	3.9	(0.25)	4.3	(0.18)	4.1	(0.14)	4.8	(0.63)	5.0	(0.92)	3.4	(0.59)	5.9	(0.26)	2.2	(0.15)
2003–04	3.7	(0.22)	2.7	(0.29)	4.1	(0.25)	3.5	(0.21)	5.8	(0.84)	3.2	(0.93)	5.3	(1.16)	5.0	(0.37)	2.4	(0.21)
2007–08	4.3	(0.24)	4.1	(0.57)	4.4	(0.24)	4.4	(0.25)	4.9	(0.95)	3.3	(0.79)	3.0!	(1.09)	6.3	(0.44)	2.2	(0.18)
2011–12	5.8	(0.33)	3.7	(0.39)	6.5	(0.41)	5.8	(0.38)	7.8	(1.52)	4.3	(1.05)	6.3	(1.53)	8.9	(0.57)	2.6	(0.24)
2015–16	5.8	(0.17)	3.9	(0.24)	6.3	(0.19)	5.8	(0.19)	5.7	(0.61)	4.9	(0.45)	7.0	(0.84)	9.2	(0.30)	2.4	(0.13)

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1] Teachers were classified as elementary or secondary on the basis of the grades they taught, rather than the level of the school in which they taught. In general, elementary teachers include those teaching prekindergarten through grade 6 and those teaching multiple grades, with a preponderance of the grades taught being kindergarten through grade 6. In general, secondary teachers include those teaching any of grades 7 through 12 and those teaching multiple grades, with a preponderance of the grades taught being grades 7 through 12 and usually with no grade taught being lower than grade 5.
[2] Includes American Indian/Alaska Native, Asian, and Pacific Islander; for 2003–04 and later years, also includes Two or more races.

NOTE: Teachers who taught only prekindergarten students are excluded. Includes teachers in both traditional public schools and public charter schools. Instructional level divides teachers into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of the teachers' class(es). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; "Charter School Teacher Data File," 1999–2000; and National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16. (This table was prepared August 2017.)

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Table 5.2. Percentage of public school teachers who reported that they were threatened with injury or physically attacked by a student from school during the previous 12 months, by state: Selected years, 1993–94 through 2011–12

[Standard errors appear in parentheses]

State	Threatened with injury					Physically attacked				
	1993–94	1999–2000	2003–04	2007–08	2011–12	1993–94	1999–2000	2003–04	2007–08	2011–12
1	2	3	4	5	6	7	8	9	10	11
United States	12.8 (0.26)	9.6 (0.22)	7.4 (0.24)	8.1 (0.30)	10.0 (0.48)	4.4 (0.14)	4.2 (0.15)	3.7 (0.22)	4.3 (0.24)	5.8 (0.33)
Alabama	13.3 (1.29)	8.8 (0.99)	6.1 (0.88)	6.8 (1.41)	7.6 (1.92)	3.2 (0.84)	3.8 (0.57)	2.7 (0.75)	3.2! (1.12)	3.1! (0.94)
Alaska	13.7 (0.92)	10.9 (0.80)	8.9 (1.25)	7.8 (1.24)	12.3 (2.82)	6.5 (0.48)	5.2 (0.51)	6.0 (0.94)	6.7 (1.50)	5.1! (1.78)
Arizona	13.0 (1.07)	9.5 (1.16)	6.8 (0.98)	6.4 (1.04)	9.1 (2.08)	3.6 (0.67)	4.5 (0.95)	2.6 (0.58)	4.9 (1.29)	4.7! (1.43)
Arkansas	13.8 (1.38)	10.1 (1.18)	4.8 (0.81)	5.9 (1.18)	7.8 (1.48)	3.0 (0.67)	2.5 (0.59)	2.7 (0.72)	4.1 (1.07)	5.2! (1.80)
California	7.4 (0.91)	5.8 (0.70)	6.0 (1.00)	8.5 (1.31)	7.7 (1.17)	2.9 (0.61)	2.5 (0.46)	2.0 (0.53)	3.6 (0.78)	4.4 (0.95)
Colorado	13.1 (1.29)	6.6 (0.97)	3.8 (0.82)	6.8 (1.64)	7.3 (1.69)	4.9 (0.82)	3.1 (0.60)	1.5! (0.45)	4.7 (1.33)	3.6! (1.26)
Connecticut	11.8 (0.86)	9.1 (0.88)	6.9 (1.28)	7.2 (1.39)	7.5! (3.03)	3.5 (0.46)	4.1 (0.55)	2.8 (0.70)	3.3! (1.04)	6.2! (2.91)
Delaware	18.7 (1.56)	11.4 (1.37)	7.7 (1.35)	11.7 (1.93)	15.8 (3.49)	7.2 (1.10)	5.3 (0.92)	3.2! (1.00)	5.4 (1.46)	9.8 (2.80)
District of Columbia	24.0 (1.80)	22.3 (1.30)	17.3 (2.63)	16.9 (3.06)	‡ (†)	8.3 (1.34)	9.1 (0.83)	5.2 (1.24)	7.3 (2.00)	‡ (†)
Florida	20.1 (1.65)	12.2 (1.07)	11.2 (1.26)	11.4 (2.11)	‡ (†)	4.9 (0.78)	6.7 (0.91)	6.5 (1.58)	4.0 (1.04)	‡ (†)
Georgia	14.0 (1.29)	9.5 (1.42)	6.4 (1.21)	5.8 (1.18)	9.5! (2.98)	3.4 (0.66)	3.6 (0.84)	4.6 (1.30)	4.0 (1.04)	6.3! (2.60)
Hawaii	9.9 (1.48)	9.4 (0.99)	9.0 (1.33)	8.0 (1.84)	‡ (†)	2.9 (0.57)	3.2 (0.57)	5.7 (1.18)	4.5 (1.30)	‡ (†)
Idaho	9.7 (1.02)	7.8 (0.44)	5.4 (0.98)	5.9 (1.24)	6.7 (1.42)	4.2 (0.76)	4.3 (0.39)	2.5! (0.75)	2.9! (0.87)	3.6! (1.34)
Illinois	10.9 (0.76)	8.2 (0.89)	7.9 (1.60)	8.1 (1.42)	7.3 (1.41)	4.5 (0.50)	2.7 (0.39)	2.3! (0.77)	3.9 (0.90)	4.1 (1.11)
Indiana	13.8 (1.28)	7.6 (1.12)	7.2 (1.18)	10.2 (1.78)	11.2 (2.87)	3.0 (0.66)	3.0 (0.75)	4.1! (1.28)	4.7 (0.93)	6.4 (1.88)
Iowa	9.4 (1.19)	10.7 (0.93)	4.9 (1.13)	7.2 (1.32)	11.7 (2.43)	4.3 (0.88)	3.9 (0.73)	2.4 (0.64)	3.4 (0.93)	7.6 (2.11)
Kansas	10.9 (0.91)	6.0 (0.78)	3.9 (0.81)	5.7 (1.07)	7.2 (1.66)	3.8 (0.61)	2.9 (0.55)	3.3 (0.79)	5.0 (1.36)	5.5! (1.77)
Kentucky	14.0 (1.33)	12.6 (1.22)	7.8 (1.46)	9.8 (1.86)	10.6 (1.48)	3.8 (0.72)	4.5 (0.62)	2.7 (0.79)	5.8 (1.60)	7.0 (1.25)
Louisiana	17.0 (1.17)	13.4 (2.31)	9.8 (1.42)	10.3 (2.35)	18.3 (2.95)	6.6 (0.82)	5.0 (1.31)	2.7 (0.69)	4.0! (1.40)	7.2! (2.27)
Maine	9.0 (1.11)	11.7 (1.13)	5.2 (1.09)	9.5 (1.49)	9.1 (1.49)	2.4 (0.62)	4.3 (0.96)	3.3! (1.00)	5.2 (1.37)	5.2 (1.55)
Maryland	19.8 (2.15)	10.7 (1.31)	13.5 (2.24)	12.6 (2.47)	‡ (†)	8.6 (1.34)	4.6 (0.93)	6.5 (1.40)	8.4 (1.57)	‡ (†)
Massachusetts	10.8 (0.83)	11.3 (1.48)	6.4 (1.23)	9.7 (1.98)	6.2 (1.69)	4.7 (0.64)	4.3 (0.67)	3.8 (0.75)	4.1 (0.93)	5.3 (1.51)
Michigan	10.7 (1.54)	8.0 (0.93)	9.2 (1.55)	6.0 (1.15)	11.8 (1.62)	6.4 (1.13)	3.8 (0.91)	5.4 (1.04)	3.5! (1.32)	9.0 (2.00)
Minnesota	9.6 (1.13)	9.5 (1.11)	8.1 (1.17)	7.3 (1.16)	11.4 (1.49)	4.5 (0.85)	4.4 (1.04)	3.6 (0.68)	6.5 (1.38)	6.5 (1.27)
Mississippi	13.4 (1.48)	11.1 (0.99)	5.5 (0.92)	10.7 (1.59)	7.7 (1.42)	4.1 (0.78)	3.7 (0.58)	0.9! (0.34)	2.9 (0.83)	3.1! (1.14)
Missouri	12.6 (1.11)	11.3 (1.73)	8.3 (1.27)	8.7 (1.17)	12.3 (2.25)	3.2 (0.73)	5.6 (1.41)	5.3 (1.15)	5.3 (1.43)	7.5 (1.73)
Montana	7.7 (0.58)	8.3 (0.97)	6.0 (0.78)	6.3 (1.25)	7.6 (2.24)	2.7 (0.48)	2.7 (0.38)	1.9 (0.47)	4.0 (0.81)	4.2! (1.37)
Nebraska	10.4 (0.61)	9.9 (0.70)	7.5 (1.12)	7.2 (1.27)	8.0 (1.46)	3.6 (0.64)	3.8 (0.57)	4.1 (0.89)	4.2 (1.11)	5.8 (1.36)
Nevada	13.2 (1.22)	11.6 (1.34)	7.3 (1.89)	9.2 (2.21)	9.1 (2.65)	4.5 (0.86)	8.1 (1.07)	4.1! (1.28)	3.7! (1.41)	4.7! (2.25)
New Hampshire	11.1 (1.30)	8.8 (1.43)	5.8 (1.37)	6.5 (1.47)	5.6! (2.11)	3.0 (0.70)	4.2 (1.09)	2.8! (0.91)	2.2! (0.91)	‡ (†)
New Jersey	7.9 (0.87)	7.5 (0.80)	4.3 (1.20)	4.6 (1.26)	6.9 (1.08)	2.4 (0.45)	3.4 (0.78)	2.0! (0.67)	2.2! (0.82)	3.6 (0.97)
New Mexico	12.8 (1.27)	10.2 (1.75)	7.8 (1.25)	12.8 (1.85)	10.0 (2.76)	4.4 (0.72)	6.8 (1.77)	5.9 (0.97)	4.5 (1.33)	9.9! (3.17)
New York	16.2 (1.32)	11.5 (1.06)	10.4 (1.62)	10.5 (1.85)	11.9 (1.86)	6.7 (0.97)	5.2 (0.79)	6.5 (1.12)	6.4 (1.56)	7.0 (1.48)
North Carolina	17.1 (1.32)	12.8 (1.63)	8.7 (1.44)	9.6 (1.71)	13.4 (2.79)	6.0 (0.95)	5.5 (1.23)	4.4 (0.95)	5.9! (1.84)	6.3 (1.58)
North Dakota	5.5 (0.62)	5.7 (0.57)	5.0 (0.95)	2.5 (0.70)	6.1 (1.48)	2.9 (0.66)	2.1 (0.37)	2.1 (0.49)	1.6! (0.50)	3.3! (1.06)
Ohio	15.2 (1.48)	9.6 (1.35)	6.2 (1.14)	8.7 (1.59)	9.9 (1.20)	3.6 (0.69)	2.9 (0.83)	2.5! (0.83)	2.2! (0.70)	3.9 (0.88)
Oklahoma	11.0 (1.21)	8.5 (1.17)	6.0 (0.79)	7.4 (0.87)	9.6 (2.12)	4.1 (0.81)	4.5 (1.12)	3.0 (0.53)	3.2 (0.63)	6.2 (1.66)
Oregon	11.5 (1.00)	6.9 (1.33)	5.5 (1.11)	6.3 (1.30)	5.3 (1.56)	3.4 (0.64)	3.0 (0.60)	1.4! (0.56)	3.9! (1.18)	3.4! (1.27)
Pennsylvania	11.0 (1.75)	9.5 (1.28)	9.5 (1.29)	4.6 (1.04)	10.1 (1.54)	3.6 (1.02)	4.5 (0.97)	5.0 (0.82)	3.8 (0.90)	4.4 (0.99)
Rhode Island	13.4 (1.78)	10.2 (0.64)	4.6! (1.39)	8.6 (2.13)	‡ (†)	4.2 (0.91)	4.8 (0.59)	2.4! (0.92)	‡ (†)	‡ (†)
South Carolina	15.2 (1.62)	11.5 (1.10)	8.5 (1.30)	8.5 (1.46)	13.1 (2.70)	3.8 (0.92)	5.3 (0.94)	3.1 (0.82)	2.9! (1.08)	‡ (†)
South Dakota	6.5 (0.83)	7.7 (0.91)	4.7 (1.23)	6.9 (1.88)	10.0 (2.28)	2.6 (0.46)	3.9 (0.50)	2.9 (0.79)	4.3 (0.88)	5.2! (1.66)
Tennessee	12.4 (1.45)	13.3 (1.65)	6.5 (1.24)	7.7 (1.26)	9.4 (2.11)	3.5 (0.91)	2.6 (0.67)	3.7 (1.02)	4.1 (1.11)	3.2! (1.04)
Texas	12.6 (1.15)	8.9 (0.89)	7.6 (1.13)	7.6 (1.31)	10.0 (1.81)	4.2 (0.65)	4.8 (0.75)	3.9 (0.92)	4.2 (1.18)	5.7 (1.30)
Utah	11.1 (0.87)	8.0 (1.15)	5.2 (0.82)	5.7 (1.18)	7.2 (1.96)	7.2 (0.72)	2.6 (0.58)	4.1 (0.90)	3.8! (1.26)	5.4 (1.53)
Vermont	12.4 (1.28)	9.9 (1.46)	4.9 (1.18)	7.6 (1.82)	8.7 (1.86)	8.6 (1.38)	5.3 (0.94)	1.8! (0.90)	4.2 (1.22)	5.3 (1.29)
Virginia	14.9 (1.37)	12.1 (1.19)	6.5 (1.11)	8.1 (1.38)	9.9 (1.58)	6.9 (1.23)	4.9 (0.76)	2.9! (0.88)	6.0 (1.32)	6.5 (1.68)
Washington	13.0 (1.33)	10.0 (0.98)	6.7 (1.29)	7.0 (1.34)	7.4 (1.36)	4.9 (0.74)	5.0 (0.61)	4.1 (0.85)	4.4 (1.28)	6.8 (1.80)
West Virginia	11.7 (0.86)	10.0 (1.19)	7.4 (1.13)	8.1 (1.67)	9.4 (2.08)	3.4 (0.67)	3.4 (0.82)	4.0 (1.07)	4.0 (1.07)	4.3! (1.72)
Wisconsin	13.7 (1.82)	10.1 (0.99)	4.7 (0.99)	8.8 (1.51)	13.7 (2.37)	3.9 (0.77)	4.4 (0.79)	2.5 (0.71)	6.5 (1.29)	11.3 (2.56)
Wyoming	9.0 (0.79)	6.7 (0.96)	3.8! (1.31)	5.1 (1.00)	10.9 (3.10)	2.7 (0.49)	2.6 (0.47)	2.5! (1.04)	3.0 (0.86)	‡ (†)

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.

NOTE: Teachers who taught only prekindergarten students are excluded. Includes traditional public and public charter schools. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; and "Charter School Teacher Data File," 1999–2000. (This table was prepared October 2013.)

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Table 6.1. Percentage of public schools recording incidents of crime at school and reporting incidents to police, number of incidents, and rate per 1,000 students, by type of crime: Selected years, 1999–2000 through 2015–16

[Standard errors appear in parentheses]

Type of crime recorded or reported to police	Percent of schools 1999–2000		2003–04		2005–06		2007–08		2009–10		2013–14[1]		2015–16 Percent of schools		Number of incidents		Rate per 1,000 students	
1	2		3		4		5		6		7		8		9		10	
Recorded incidents																		
Total	86.4	(1.23)	88.5	(0.85)	85.7	(1.07)	85.5	(0.87)	85.0	(1.07)	—	(†)	78.9	(1.28)	1,381,200	(42,660)	28.0	(0.90)
Violent incidents	71.4	(1.37)	81.4	(1.05)	77.7	(1.11)	75.5	(1.09)	73.8	(1.07)	65.0	(1.46)	68.9	(1.30)	864,900	(42,950)	17.5	(0.89)
Serious violent incidents	19.7	(0.98)	18.3	(0.99)	17.1	(0.91)	17.2	(1.06)	16.4	(0.94)	13.1	(1.00)	15.5	(0.93)	40,800	(3,460)	0.8	(0.07)
Rape or attempted rape	0.7	(0.10)	0.8	(0.17)	0.3	(0.07)	0.8	(0.17)	0.5	(0.10)	0.2!	(0.10)	0.9	(0.19)	1,100	(190)	#	(†)
Sexual assault other than rape[2]	2.5	(0.33)	3.0	(0.32)	2.8	(0.24)	2.5	(0.33)	2.3	(0.34)	1.7	(0.37)	3.4	(0.38)	6,100	(1,360)	0.1	(0.03)
Physical attack or fight with a weapon	5.2	(0.60)	4.0	(0.46)	3.0	(0.38)	3.0	(0.33)	3.9	(0.48)	1.8	(0.34)	2.6	(0.38)	5,300	(1,280)	0.1	(0.03)
Threat of physical attack with a weapon	11.1	(0.70)	8.6	(0.71)	8.8	(0.66)	9.3	(0.77)	7.7	(0.72)	8.7	(0.78)	8.5	(0.79)	18,300	(2,420)	0.4	(0.05)
Robbery with a weapon	0.5!	(0.15)	0.6	(0.15)	0.4	(0.12)	0.4!	(0.14)	0.2	(0.05)	‡	(†)	0.5!	(0.16)	600	(160)	#	(†)
Robbery without a weapon	5.3	(0.56)	6.3	(0.60)	6.4	(0.59)	5.2	(0.56)	4.4	(0.49)	2.5	(0.42)	2.7	(0.36)	9,500	(1,440)	0.2	(0.03)
Physical attack or fight without a weapon	63.7	(1.52)	76.7	(1.21)	74.3	(1.20)	72.7	(1.07)	70.5	(1.11)	57.5	(1.43)	64.9	(1.28)	567,000	(36,780)	11.5	(0.75)
Threat of physical attack without a weapon	52.2	(1.47)	53.0	(1.34)	52.2	(1.27)	47.8	(1.19)	46.4	(1.33)	47.1	(1.50)	39.4	(1.48)	257,000	(15,630)	5.2	(0.33)
Theft[3]	45.6	(1.37)	46.0	(1.29)	46.0	(1.07)	47.3	(1.29)	44.1	(1.31)	—	(†)	38.7	(1.29)	166,000	(5,190)	3.4	(0.11)
Other incidents[4]	72.7	(1.30)	64.0	(1.27)	68.2	(1.07)	67.4	(1.13)	68.1	(1.12)	—	(†)	58.5	(1.68)	350,400	(10,710)	7.1	(0.22)
Possession of a firearm/explosive device	5.5	(0.44)	6.1	(0.49)	7.2	(0.60)	4.7	(0.38)	4.7	(0.52)	—	(†)	4.0	(0.50)	10,500!	(3,220)	0.2!	(0.06)
Possession of a knife or sharp object	42.6	(1.28)	—	(†)	42.8	(1.23)	40.6	(1.10)	39.7	(1.06)	—	(†)	38.4	(1.26)	70,600	(3,210)	1.4	(0.07)
Distribution of illegal drugs[5]	12.3	(0.50)	12.9	(0.55)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Possession or use of alcohol or illegal drugs[5]	26.6	(0.72)	29.3	(0.87)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Distribution, possession, or use of illegal drugs[6]	—	(†)	—	(†)	25.9	(0.68)	23.2	(0.68)	24.6	(0.57)	—	(†)	24.9	(0.85)	112,100	(4,250)	2.3	(0.09)
Inappropriate distribution, possession, or use of prescription drugs[7]	—	(†)	—	(†)	—	(†)	—	(†)	12.1	(0.47)	—	(†)	9.5	(0.55)	20,100	(1,580)	0.4	(0.03)
Distribution, possession, or use of alcohol[6]	—	(†)	—	(†)	16.2	(0.68)	14.9	(0.57)	14.1	(0.50)	—	(†)	13.3	(0.50)	29,900	(1,620)	0.6	(0.03)
Sexual harassment	36.3	(1.26)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Vandalism	51.4	(1.61)	51.4	(1.17)	50.5	(1.17)	49.3	(1.16)	45.8	(1.12)	—	(†)	33.4	(1.25)	107,200	(7,040)	2.2	(0.14)
Reported incidents to police																		
Total	62.5	(1.37)	65.2	(1.35)	60.9	(1.15)	62.0	(1.24)	60.0	(1.58)	—	(†)	47.4	(1.54)	448,900	(13,330)	9.1	(0.27)
Violent incidents	36.0	(0.82)	43.6	(1.15)	37.7	(1.09)	37.8	(1.16)	39.9	(1.13)	—	(†)	32.7	(1.13)	195,600	(9,620)	4.0	(0.20)
Serious violent incidents	14.8	(0.10)	13.3	(0.88)	12.6	(0.70)	12.6	(0.86)	10.4	(0.62)	—	(†)	10.0	(0.68)	20,000	(1,700)	0.4	(0.04)
Rape or attempted rape	0.6	(0.34)	0.8	(0.17)	0.3	(0.07)	0.8	(0.17)	0.5	(0.10)	—	(†)	0.7	(0.14)	900	(160)	#	(†)
Sexual assault other than rape[2]	2.3	(0.50)	2.6	(0.28)	2.6	(0.26)	2.1	(0.29)	1.4	(0.20)	—	(†)	2.7	(0.28)	3,600	(490)	0.1	(0.01)
Physical attack or fight with a weapon	3.9	(0.59)	2.8	(0.38)	2.2	(0.27)	2.1	(0.27)	2.2	(0.32)	—	(†)	1.3	(0.24)	2,500!	(830)	0.1!	(0.02)
Threat of physical attack with a weapon	8.5	(0.09)	6.0	(0.55)	5.9	(0.49)	5.7	(0.59)	4.5	(0.43)	—	(†)	5.3	(0.53)	7,500	(770)	0.2	(0.02)
Robbery with a weapon	0.3!	(0.41)	0.6	(0.15)	0.4	(0.12)	0.4!	(0.14)	0.2	(0.05)	—	(†)	0.3!	(0.13)	400!	(140)	#	(†)
Robbery without a weapon	3.4	(0.91)	4.2	(0.51)	4.9	(0.48)	4.1	(0.42)	3.5	(0.40)	—	(†)	1.9	(0.28)	5,000	(690)	0.1	(0.01)
Physical attack or fight without a weapon	25.8	(0.94)	35.6	(0.98)	29.2	(1.00)	28.2	(0.90)	34.3	(0.90)	—	(†)	25.1	(1.03)	121,500	(8,560)	2.5	(0.18)
Threat of physical attack without a weapon	18.9	(0.94)	21.0	(0.82)	19.7	(0.69)	19.5	(0.76)	15.2	(0.79)	—	(†)	12.9	(0.65)	54,200	(3,680)	1.1	(0.07)

See notes at end of table.

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Table 6.1. Percentage of public schools recording incidents of crime at school and reporting incidents to police, number of incidents, and rate per 1,000 students, by type of crime: Selected years, 1999–2000 through 2015–16—Continued

[Standard errors appear in parentheses]

Type of crime recorded or reported to police	Percent of schools												2015–16		
	1999–2000		2003–04		2005–06		2007–08		2009–10		2013–14[1]		Percent of schools		Number of incidents		Rate per 1,000 students	
1	2		3		4		5		6		7		8		9		10	
Theft[3]	28.5	(1.04)	30.5	(1.17)	27.9	(0.97)	31.0	(1.12)	25.4	(1.01)	—	(†)	18.1	(0.80)	71,600	(3,280)	1.5	(0.07)
Other incidents[4]	52.0	(1.14)	50.0	(1.18)	50.6	(1.00)	48.7	(1.17)	46.3	(1.23)	—	(†)	33.5	(1.15)	181,700	(5,500)	3.7	(0.11)
Possession of a firearm/explosive device	4.5	(0.41)	4.9	(0.44)	5.5	(0.51)	3.6	(0.32)	3.1	(0.39)	—	(†)	1.9	(0.29)	7,500!	(2,760)	0.2!	(0.06)
Possession of a knife or sharp object	23.0	(0.84)	—	(†)	25.0	(1.00)	23.3	(0.69)	20.0	(0.88)	—	(†)	15.8	(0.66)	27,700	(1,330)	0.6	(0.03)
Distribution of illegal drugs[5]	11.4	(0.48)	12.4	(0.57)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Possession or use of alcohol or illegal drugs[5]	22.2	(0.67)	26.0	(0.76)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Distribution, possession, or use of illegal drugs[6] ..	—	(†)	—	(†)	22.8	(0.62)	20.7	(0.60)	21.4	(0.57)	—	(†)	19.9	(0.71)	82,200	(3,300)	1.7	(0.07)
Inappropriate distribution, possession, or use of prescription drugs[7]	—	(†)	—	(†)	—	(†)	—	(†)	9.6	(0.42)	—	(†)	7.4	(0.56)	15,100	(1,270)	0.3	(0.03)
Distribution, possession, or use of alcohol[6]	—	(†)	—	(†)	11.6	(0.61)	10.6	(0.55)	10.0	(0.41)	—	(†)	8.6	(0.41)	17,800	(1,330)	0.4	(0.03)
Sexual harassment	14.7	(0.78)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Vandalism	32.7	(1.10)	34.3	(1.06)	31.9	(1.02)	30.8	(1.18)	26.8	(1.09)	—	(†)	12.9	(0.86)	31,600	(2,370)	0.6	(0.05)

—Not available.
†Not applicable.
#Rounds to zero.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Data for 2013–14 were collected using the Fast Response Survey System (FRSS), while data for all other years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 FRSS survey was designed to allow comparisons with SSOCS data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and difference in survey administration may have impacted the 2013–14 results.
[2]Prior to 2015–16, the wording of the survey item was "sexual battery other than rape."
[3]Theft/larceny (taking things worth over $10 without personal confrontation) was defined for respondents as "the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm." This includes pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of a bicycle, theft from a vending machine, and all other types of thefts.
[4]Caution should be used when making direct comparisons of "Other incidents" between years because the survey questions about alcohol and drugs changed, as outlined in footnotes 5, 6, and 7.

[5]The survey items "Distribution of illegal drugs" and "Possession or use of alcohol or illegal drugs" appear only on the 1999–2000 and 2003–04 questionnaires. Different alcohol- and drug-related survey items were used on the SSOCS questionnaires for later years.
[6]The survey items "Distribution, possession, or use of illegal drugs" and "Distribution, possession, or use of alcohol" appear only on the SSOCS questionnaires for 2005-06 and later years.
[7]The survey item "Inappropriate distribution, possession, or use of prescription drugs" appears only on the 2009–10 and 2015–16 questionnaires.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, and after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding and because schools that recorded or reported more than one type of crime incident were counted only once in the total percentage of schools recording or reporting incidents.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, and 2016; and Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014. (This table was prepared September 2017.)

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Table 6.2. Percentage of public schools recording incidents of crime at school, number of incidents, and rate per 1,000 students, by type of crime and selected school characteristics: 2015–16

[Standard errors appear in parentheses]

School characteristic	Total number of schools	Violent incidents — All violent[1] Percent of schools recording	Number of incidents	Rate per 1,000 students	Serious violent[2] Percent of schools recording	Number of incidents	Rate per 1,000 students	Theft[3] Percent of schools recording	Number of incidents	Rate per 1,000 students	Other incidents[4] Percent of schools recording	Number of incidents	Rate per 1,000 students
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Total	83,600 (210)	68.9 (1.30)	864,900 (42,950)	17.5 (0.89)	15.5 (0.93)	40,800 (3,460)	0.8 (0.07)	38.7 (1.29)	166,000 (5,190)	3.4 (0.11)	58.5 (1.68)	350,400 (10,710)	7.1 (0.22)
School level[5]													
Primary	49,100 (180)	57.2 (2.04)	355,500 (35,190)	14.7 (1.49)	9.2 (1.12)	12,800 (2,390)	0.5 (0.10)	22.5 (1.81)	27,300 (3,140)	1.1 (0.13)	42.7 (2.63)	69,900 (6,150)	2.9 (0.25)
Middle	15,600 (30)	88.0 (1.15)	263,000 (17,350)	27.1 (1.78)	22.9 (1.90)	12,500 (1,930)	1.3 (0.20)	54.7 (1.84)	43,100 (2,530)	4.4 (0.27)	76.5 (1.69)	74,500 (3,760)	7.7 (0.38)
High school	12,800 (50)	89.8 (1.53)	207,900 (10,320)	16.2 (0.72)	30.5 (1.79)	13,200 (1,220)	1.0 (0.09)	76.5 (1.98)	82,800 (4,500)	6.4 (0.35)	88.1 (1.48)	180,900 (10,150)	14.1 (0.75)
Combined	6,200 (120)	71.1 (5.52)	38,500 (6,430)	14.8 (2.61)	15.9 (3.22)	2,300! (740)	0.9! (0.30)	49.3 (6.40)	12,800 (2,330)	4.9 (0.92)	77.8 (4.77)	25,100 (3,710)	9.6 (1.36)
Enrollment size													
Less than 300	18,200 (190)	52.6 (3.81)	66,400 (9,690)	15.7 (2.43)	7.3 (2.18)	3,300! (1,110)	0.8! (0.27)	28.2 (3.06)	15,000 (2,640)	3.6 (0.64)	44.7 (3.87)	32,700 (7,430)	7.8 (1.77)
300 to 499	25,000 (110)	63.0 (2.96)	177,000 (18,850)	17.3 (1.82)	12.7 (1.79)	8,700 (2,000)	0.8 (0.20)	27.6 (2.22)	23,600 (2,930)	2.3 (0.29)	51.7 (3.03)	51,000 (3,570)	5.0 (0.35)
500 to 999	31,700 (90)	76.0 (2.03)	399,100 (33,500)	18.2 (1.54)	17.1 (1.43)	15,700 (2,090)	0.7 (0.10)	42.3 (2.06)	59,100 (3,470)	2.7 (0.16)	62.5 (2.11)	124,800 (6,860)	5.7 (0.30)
1,000 or more	8,700 (10)	94.5 (1.37)	222,300 (10,800)	17.2 (0.86)	34.6 (2.49)	13,200 (1,570)	1.0 (0.13)	80.1 (1.87)	68,300 (3,620)	5.3 (0.29)	92.6 (1.74)	141,900 (6,280)	11.0 (0.48)
Locale													
City	22,800 (110)	74.0 (2.71)	335,900 (30,200)	22.8 (2.08)	17.4 (1.80)	15,200 (2,230)	1.0 (0.15)	42.4 (3.07)	55,800 (3,380)	3.8 (0.23)	63.6 (3.12)	115,400 (7,910)	7.8 (0.49)
Suburban	27,400 (90)	66.4 (2.47)	260,900 (17,170)	13.2 (0.84)	12.8 (1.26)	11,700 (1,610)	0.6 (0.08)	35.0 (2.22)	55,000 (3,860)	2.8 (0.19)	52.6 (2.77)	116,400 (6,840)	5.9 (0.33)
Town	11,000 (80)	77.7 (3.69)	132,500 (19,620)	23.3 (3.51)	20.2 (3.52)	5,800 (1,480)	1.0 (0.27)	42.4 (3.16)	20,600 (1,750)	3.6 (0.32)	70.5 (3.80)	54,400 (3,510)	9.6 (0.62)
Rural	22,500 (150)	62.7 (2.82)	135,500 (11,480)	14.8 (1.31)	14.6 (1.93)	8,100 (1,470)	0.9 (0.17)	37.7 (2.78)	34,600 (3,700)	3.8 (0.41)	54.7 (3.18)	64,200 (4,740)	7.0 (0.50)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races													
Less than 5 percent	5,300 (550)	58.0 (5.85)	28,800 (4,690)	14.9 (2.01)	11.0 (2.98)	1,300! (470)	0.7! (0.24)	27.6 (5.55)	4,800 (920)	2.5 (0.47)	47.7 (6.06)	14,900 (2,220)	7.7 (1.11)
5 percent to less than 20 percent	21,300 (900)	68.4 (3.27)	147,000 (19,840)	13.6 (1.80)	14.7 (1.84)	6,400 (1,220)	0.6 (0.11)	40.7 (2.82)	34,200 (3,830)	3.2 (0.34)	62.0 (3.11)	69,400 (4,020)	6.4 (0.36)
20 percent to less than 50 percent	21,900 (800)	66.8 (3.16)	199,800 (16,960)	14.8 (1.23)	14.5 (1.92)	9,700 (1,980)	0.7 (0.15)	37.1 (2.41)	41,500 (2,950)	3.1 (0.22)	53.3 (3.04)	82,600 (5,510)	6.1 (0.38)
50 percent or more	35,100 (1,110)	72.3 (1.89)	489,300 (33,460)	21.2 (1.52)	17.3 (1.41)	23,300 (2,300)	1.0 (0.10)	40.2 (2.45)	85,400 (5,160)	3.7 (0.21)	61.2 (2.58)	183,400 (10,410)	8.0 (0.44)
Percent of students eligible for free or reduced-price lunch													
0 to 25 percent	13,900 (920)	58.6 (4.06)	81,000 (14,550)	8.3 (1.33)	11.9 (1.50)	3,100 (440)	0.3 (0.04)	31.9 (2.36)	19,600 (1,660)	2.0 (0.16)	44.1 (3.66)	40,900 (3,430)	4.2 (0.29)
26 to 50 percent	23,400 (1,070)	70.2 (2.80)	198,900 (25,420)	15.0 (1.62)	15.4 (1.66)	10,200 (1,740)	0.8 (0.12)	37.7 (2.01)	46,900 (3,900)	3.5 (0.26)	57.5 (3.18)	92,900 (5,710)	7.0 (0.38)
51 to 75 percent	23,000 (1,100)	68.3 (2.65)	231,700 (16,060)	17.6 (1.23)	16.3 (2.05)	11,200 (1,770)	0.9 (0.14)	42.5 (2.64)	52,100 (4,100)	4.0 (0.30)	60.3 (2.62)	106,200 (8,330)	8.1 (0.45)
76 to 100 percent	23,300 (1,120)	74.5 (2.47)	353,300 (34,130)	26.7 (2.42)	16.9 (1.90)	16,300 (2,460)	1.2 (0.18)	40.1 (2.84)	47,300 (4,560)	3.6 (0.30)	66.3 (3.17)	110,500 (10,230)	8.4 (0.71)
Student/teacher ratio[6]													
Less than 12	11,400 (840)	61.9 (4.10)	66,700 (12,100)	18.9 (2.99)	10.6 (2.34)	3,400 (1,000)	1.0 (0.27)	29.4 (3.82)	11,900 (2,160)	3.4 (0.56)	51.6 (3.34)	22,800 (2,720)	6.4 (0.71)
12 to 16	29,100 (1,290)	70.5 (2.34)	316,800 (28,240)	20.6 (1.64)	15.5 (1.80)	10,200 (1,520)	0.7 (0.10)	39.0 (2.35)	51,500 (3,870)	3.4 (0.26)	57.6 (2.75)	97,400 (6,110)	6.3 (0.37)
More than 16	43,100 (1,250)	69.8 (1.78)	481,300 (30,050)	15.8 (0.94)	16.7 (1.39)	27,200 (3,440)	0.9 (0.11)	41.0 (1.80)	102,600 (4,910)	3.4 (0.15)	60.9 (2.33)	230,300 (12,160)	7.6 (0.37)

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1] "All violent" incidents include "serious violent" incidents (see footnote 2) as well as physical attack or fight without a weapon and threat of physical attack without a weapon.
[2] "Serious violent" incidents include rape, sexual assault other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.
[3] Theft/larceny (taking things worth over $10 without personal confrontation) was defined for respondents as "the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm." This includes pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of a bicycle, theft from a vending machine, and all other types of thefts.
[4] "Other incidents" include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; inappropriate distribution, possession, or use of prescription drugs; and vandalism.
[5] Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
[6] Student/teacher ratio was calculated by dividing the total number of students enrolled in the school, as reported on the School Survey on Crime and Safety (SSOCS), by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

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Table 6.3. Percentage of public schools reporting incidents of crime at school to the police, number of incidents, and rate per 1,000 students, by type of crime and selected school characteristics: 2015–16

[Standard errors appear in parentheses]

School characteristic	Total number of schools	Violent incidents — All violent[1] — Percent of schools reporting to police	Number of incidents	Rate per 1,000 students	Serious violent[2] — Percent of schools reporting to police	Number of incidents	Rate per 1,000 students	Theft[3] — Percent of schools reporting to police	Number of incidents	Rate per 1,000 students	Other incidents[4] — Percent of schools reporting to police	Number of incidents	Rate per 1,000 students
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Total	83,600 (210)	32.7 (1.13)	195,600 (9,620)	4.0 (0.20)	10.0 (0.68)	20,000 (1,700)	0.4 (0.04)	18.1 (0.80)	71,600 (3,280)	1.5 (0.07)	33.5 (1.15)	181,700 (5,500)	3.7 (0.11)
School level[5]													
Primary	49,100 (180)	18.0 (1.70)	36,900 (7,670)	1.5 (0.32)	3.2 (0.79)	3,000! (1,060)	0.1! (0.04)	5.6 (1.06)	3,600 (690)	0.1 (0.03)	15.2 (1.65)	18,200 (3,190)	0.8 (0.13)
Middle	15,600 (30)	49.3 (2.04)	58,900 (6,080)	6.1 (0.61)	16.9 (1.64)	5,600 (760)	0.6 (0.08)	28.8 (1.58)	16,300 (1,650)	1.7 (0.17)	49.0 (1.95)	38,100 (3,130)	3.9 (0.32)
High school	12,800 (50)	67.4 (2.20)	88,700 (5,120)	6.9 (0.39)	26.6 (1.71)	9,900 (940)	0.8 (0.08)	50.3 (1.66)	47,900 (2,920)	3.7 (0.23)	75.3 (1.41)	113,400 (5,100)	8.8 (0.38)
Combined	6,200 (120)	35.1 (4.23)	11,100 (2,810)	4.3 (1.12)	12.2 (3.18)	1,500! (650)	0.6! (0.26)	23.2 (4.83)	3,800 (990)	1.5 (0.39)	53.7 (5.19)	12,100 (1,940)	4.6 (0.71)
Enrollment size													
Less than 300	18,200 (190)	17.1 (2.62)	11,300 (3,400)	2.7! (0.83)	4.4 (1.24)	1,000 (270)	0.2 (0.07)	8.0 (2.04)	2,800 (790)	0.7 (0.19)	18.4 (2.66)	7,800 (1,540)	1.9 (0.37)
300 to 499	25,000 (110)	27.9 (2.52)	27,600 (4,530)	2.7 (0.44)	6.8 (1.23)	2,700 (500)	0.3 (0.05)	9.8 (1.41)	5,700 (1,000)	0.6 (0.10)	24.4 (1.71)	17,200 (1,760)	1.7 (0.17)
500 to 999	31,700 (90)	34.5 (1.91)	76,900 (9,090)	3.5 (0.41)	10.6 (1.10)	7,400 (1,300)	0.3 (0.06)	19.7 (1.19)	23,200 (2,010)	1.1 (0.09)	36.5 (1.83)	60,200 (4,140)	2.7 (0.19)
1,000 or more	8,700 (10)	72.0 (2.06)	79,800 (5,080)	6.2 (0.41)	28.9 (2.22)	8,800 (1,140)	0.7 (0.09)	57.1 (2.00)	39,900 (2,540)	3.1 (0.20)	80.6 (1.79)	96,500 (5,250)	7.5 (0.41)
Locale													
City	22,800 (110)	33.9 (2.48)	72,300 (9,190)	4.9 (0.64)	11.4 (1.38)	6,700 (930)	0.5 (0.06)	19.4 (2.02)	23,200 (2,510)	1.6 (0.17)	35.1 (2.56)	54,800 (3,940)	3.7 (0.24)
Suburban	27,400 (90)	31.3 (1.40)	64,400 (5,550)	3.3 (0.28)	8.7 (1.01)	7,100 (1,130)	0.4 (0.06)	16.5 (1.15)	27,700 (2,000)	1.4 (0.10)	33.9 (1.87)	67,300 (4,800)	3.4 (0.23)
Town	11,000 (80)	47.4 (3.32)	29,200 (3,800)	5.1 (0.68)	12.7 (2.66)	2,500 (560)	0.4 (0.10)	24.3 (2.53)	9,600 (1,170)	1.7 (0.20)	41.2 (3.11)	28,100 (2,400)	4.9 (0.38)
Rural	22,500 (150)	25.9 (1.90)	29,700 (3,620)	3.2 (0.41)	8.9 (1.10)	3,600 (610)	0.4 (0.07)	15.6 (1.73)	11,000 (1,520)	1.2 (0.16)	27.8 (2.10)	31,600 (2,440)	3.4 (0.24)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races													
Less than 5 percent	5,300 (550)	22.1 (4.01)	7,800 (1,740)	4.0 (0.88)	6.4 (1.69)	500 (140)	0.3 (0.07)	13.8 (3.20)	2,200 (520)	1.1 (0.26)	30.4 (4.62)	7,600 (1,570)	3.9 (0.75)
5 percent to less than 20 percent	21,300 (900)	32.7 (2.92)	30,800 (4,370)	2.8 (0.41)	9.3 (1.17)	3,400 (540)	0.3 (0.05)	16.2 (1.91)	12,500 (1,590)	1.2 (0.16)	34.4 (2.64)	34,700 (2,720)	3.2 (0.26)
20 percent to less than 50 percent	21,900 (800)	33.2 (2.44)	47,800 (5,130)	3.5 (0.39)	10.4 (1.54)	5,200 (980)	0.4 (0.08)	19.7 (1.63)	20,900 (1,570)	1.6 (0.12)	29.2 (2.18)	45,800 (3,900)	3.4 (0.29)
50 percent or more	35,100 (1,110)	33.9 (2.06)	109,300 (9,530)	4.7 (0.42)	10.7 (1.07)	10,900 (1,170)	0.5 (0.05)	18.9 (1.61)	35,900 (3,040)	1.6 (0.12)	36.2 (2.09)	93,600 (6,580)	4.1 (0.27)
Percent of students eligible for free or reduced-price lunch													
0 to 25 percent	13,900 (920)	26.8 (2.82)	18,100 (3,480)	1.9 (0.34)	7.5 (1.19)	1,900 (300)	0.2 (0.03)	16.5 (1.99)	9,700 (1,010)	1.0 (0.10)	25.9 (2.10)	24,000 (2,200)	2.5 (0.23)
26 to 50 percent	23,400 (1,070)	34.2 (2.00)	48,600 (5,250)	3.7 (0.34)	11.3 (1.15)	6,100 (1,040)	0.5 (0.07)	17.7 (1.30)	22,300 (1,920)	1.7 (0.14)	36.0 (2.44)	52,000 (3,770)	3.9 (0.26)
51 to 75 percent	23,000 (1,100)	33.5 (2.31)	60,800 (5,170)	4.6 (0.39)	9.6 (1.32)	5,600 (950)	0.4 (0.08)	18.7 (1.34)	21,800 (2,560)	1.7 (0.18)	31.8 (2.02)	57,100 (5,910)	4.3 (0.34)
76 to 100 percent	23,300 (1,120)	33.8 (2.56)	68,100 (8,600)	5.2 (0.67)	10.6 (1.52)	6,400 (1,040)	0.5 (0.07)	18.7 (2.06)	17,700 (2,240)	1.3 (0.17)	37.3 (2.95)	48,600 (4,250)	3.7 (0.30)
Student/teacher ratio[6]													
Less than 12	11,400 (840)	27.5 (3.38)	14,500 (3,330)	4.1 (0.93)	7.6 (1.84)	1,600 (460)	0.5 (0.13)	12.3 (2.50)	5,100 (1,110)	1.4 (0.30)	30.1 (3.30)	10,600 (1,550)	3.0 (0.39)
12 to 16	29,100 (1,290)	33.4 (2.36)	64,900 (8,550)	4.2 (0.55)	9.7 (1.12)	5,800 (990)	0.4 (0.06)	18.6 (1.50)	21,000 (2,000)	1.4 (0.14)	31.0 (2.02)	46,400 (3,450)	3.0 (0.20)
More than 16	43,100 (1,250)	33.5 (1.53)	116,200 (7,770)	3.8 (0.26)	10.8 (0.96)	12,500 (1,470)	0.4 (0.05)	19.3 (0.99)	45,500 (2,790)	1.5 (0.09)	36.1 (2.00)	124,700 (6,420)	4.1 (0.19)

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1]"All violent" incidents include "serious violent" incidents (see footnote 2) as well as physical attack or fight without a weapon and threat of physical attack without a weapon.
[2]"Serious violent" incidents include rape, sexual assault other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.
[3]Theft/larceny (taking things worth over $10 without personal confrontation) was defined for respondents as "the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm." This includes pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of a bicycle, theft from a vending machine, and all other types of thefts.
[4]"Other incidents" include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; inappropriate distribution, possession, or use of prescription drugs; and vandalism.
[5]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the

highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
[6]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school, as reported on the School Survey on Crime and Safety (SSOCS), by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

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Table 6.4. Percentage distribution of public schools, by number of violent incidents of crime at school recorded and reported to the police and selected school characteristics: 2015–16

[Standard errors appear in parentheses]

School characteristic	Number of violent incidents recorded							Number of violent incidents reported to the police						
	None	1–2 incidents	3–5 incidents	6–9 incidents	10–14 incidents	15–19 incidents	20 or more incidents	None	1–2 incidents	3–5 incidents	6–9 incidents	10–14 incidents	15–19 incidents	20 or more incidents
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total	31.1 (1.30)	13.9 (0.93)	16.0 (1.25)	10.8 (0.88)	8.5 (0.60)	5.4 (0.51)	14.3 (0.86)	67.3 (1.13)	15.8 (0.98)	7.1 (0.53)	3.2 (0.28)	2.5 (0.34)	1.3 (0.22)	2.7 (0.28)
School level[1]														
Primary	42.8 (2.04)	14.3 (1.49)	13.2 (1.80)	10.8 (1.27)	5.8 (0.96)	3.4 (0.71)	9.6 (1.24)	82.0 (1.70)	11.4 (1.45)	3.7 (0.79)	0.8! (0.39)	1.2! (0.52)	‡ (†)	0.7! (0.35)
Middle	12.0 (1.15)	13.2 (1.39)	17.8 (1.40)	11.0 (1.13)	13.8 (1.50)	8.9 (0.98)	23.2 (1.57)	50.7 (2.04)	23.2 (1.75)	11.0 (1.06)	6.1 (0.72)	3.0 (0.57)	1.9 (0.54)	4.2 (0.68)
High school	10.2 (1.53)	11.5 (1.56)	20.7 (1.73)	10.4 (1.29)	12.2 (1.29)	9.9 (1.06)	25.1 (1.59)	32.6 (2.20)	22.1 (1.99)	15.9 (1.39)	8.3 (0.87)	7.6 (0.98)	4.3 (0.61)	9.1 (0.86)
Combined	28.9 (5.52)	17.2 (4.95)	23.4 (5.42)	11.2! (3.47)	8.5! (2.72)	‡ (†)	7.3! (2.66)	64.9 (4.23)	18.7 (4.00)	6.1! (2.80)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Enrollment size														
Less than 300	47.4 (3.81)	14.0 (2.19)	23.0 (3.06)	5.8 (1.75)	3.6! (1.31)	2.4! (1.08)	3.7! (1.35)	82.9 (2.62)	11.0 (1.94)	2.9! (1.06)	‡ (†)	0.6! (0.32)	‡ (†)	‡ (†)
300 to 499	37.0 (2.96)	15.6 (1.96)	15.2 (1.88)	10.6 (1.68)	7.7 (1.41)	3.6 (0.93)	10.2 (1.77)	72.1 (2.52)	18.3 (2.27)	5.5 (1.15)	2.2! (0.72)	‡ (†)	‡ (†)	1.1! (0.49)
500 to 999	24.0 (2.03)	14.6 (1.30)	14.0 (1.58)	13.9 (1.45)	9.6 (1.11)	6.9 (0.96)	17.0 (1.60)	65.5 (1.91)	16.5 (1.59)	8.2 (0.97)	3.3 (0.50)	2.6 (0.53)	1.2 (0.32)	2.8 (0.58)
1,000 or more	5.5 (1.37)	6.6 (1.45)	10.5 (1.32)	10.6 (1.58)	16.5 (1.82)	11.6 (1.52)	38.7 (2.06)	28.0 (2.06)	16.0 (1.78)	16.4 (1.74)	10.6 (1.44)	9.7 (1.15)	6.1 (0.97)	13.3 (1.49)
Locale														
City	26.0 (2.71)	13.1 (1.83)	13.5 (2.20)	10.3 (1.82)	10.3 (1.48)	5.9 (1.19)	20.9 (2.12)	66.1 (2.48)	13.4 (1.96)	8.3 (1.31)	3.6 (0.77)	3.3 (0.96)	1.3! (0.42)	4.1 (0.72)
Suburban	33.6 (2.47)	12.5 (1.92)	15.3 (1.91)	12.3 (1.43)	8.2 (1.25)	4.5 (0.79)	13.6 (1.60)	68.7 (1.40)	15.8 (1.17)	6.2 (0.80)	2.8 (0.36)	2.4 (0.36)	1.6! (0.50)	2.5 (0.45)
Town	22.3 (3.69)	13.0 (2.97)	15.6 (2.48)	12.5 (2.31)	9.8 (1.87)	9.5 (2.08)	17.3 (3.04)	52.6 (3.32)	25.9 (3.33)	7.4 (1.27)	6.2 (1.42)	3.0! (0.97)	0.8! (0.34)	4.1! (1.34)
Rural	37.3 (2.82)	16.9 (1.78)	19.5 (2.37)	8.8 (1.67)	6.2 (1.21)	4.2 (1.01)	7.1 (0.98)	74.1 (1.90)	13.2 (1.41)	6.9 (1.09)	1.8! (0.56)	1.8! (0.82)	1.1 (0.33)	1.1 (0.30)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races														
Less than 5 percent	42.0 (5.85)	8.8! (3.36)	17.8 (5.13)	11.7! (3.70)	9.0! (2.77)	4.1! (1.52)	6.5! (2.32)	77.9 (4.01)	12.0 (2.81)	3.7! (1.35)	1.2! (0.59)	‡ (†)	‡ (†)	2.7! (1.27)
5 percent to less than 20 percent	31.6 (3.27)	20.2 (2.21)	17.1 (1.90)	11.6 (1.82)	8.3 (1.33)	4.0 (0.95)	7.2 (1.22)	67.3 (2.92)	18.0 (2.12)	7.4 (1.15)	2.9 (0.59)	2.6! (0.81)	0.7! (0.26)	‡ (†)
20 percent to less than 50 percent	33.2 (3.16)	13.9 (1.93)	15.0 (1.75)	9.9 (1.46)	7.7 (1.19)	5.7 (1.01)	14.6 (1.99)	66.8 (2.44)	16.2 (2.06)	8.0 (1.13)	3.7 (0.68)	1.7 (0.31)	0.9! (0.29)	2.7 (0.59)
50 percent or more	27.7 (1.89)	10.9 (1.45)	15.6 (1.87)	10.8 (1.57)	8.9 (1.12)	6.4 (0.95)	19.7 (1.80)	66.1 (2.06)	14.7 (1.65)	6.9 (0.95)	3.4 (0.57)	3.2 (0.69)	2.0 (0.45)	3.7 (0.55)
Percent of students eligible for free or reduced-price lunch														
0 to 25 percent	41.4 (4.06)	16.2 (2.53)	15.9 (2.27)	10.3 (2.06)	7.6 (1.53)	3.0 (0.85)	5.6 (1.05)	73.2 (2.82)	15.7 (2.43)	5.5 (0.96)	1.7 (0.41)	1.3 (0.31)	‡ (†)	‡ (†)
26 to 50 percent	29.8 (2.80)	18.1 (2.07)	15.0 (2.07)	12.0 (1.74)	7.0 (1.23)	6.6 (1.16)	11.5 (1.54)	65.8 (2.00)	17.2 (1.82)	7.0 (1.08)	3.2 (0.51)	2.8 (0.67)	1.6! (0.55)	2.4 (0.56)
51 to 75 percent	31.7 (2.65)	11.9 (1.64)	15.0 (2.24)	10.0 (1.61)	9.9 (1.36)	7.3 (1.14)	14.2 (1.45)	66.5 (2.31)	13.1 (1.84)	9.3 (1.30)	4.6 (0.94)	2.2 (0.44)	1.2 (0.31)	3.0 (0.51)
76 to 100 percent	25.5 (2.47)	10.4 (1.75)	17.9 (2.76)	10.7 (1.99)	9.1 (1.62)	3.8 (0.87)	22.5 (2.52)	66.2 (2.56)	17.1 (2.28)	6.0 (1.22)	2.6 (0.64)	3.3! (1.01)	1.2! (0.44)	3.6 (0.70)
Student/teacher ratio[2]														
Less than 12	38.1 (4.10)	17.6 (3.23)	20.9 (3.08)	10.3 (2.62)	4.3! (1.88)	1.7! (0.54)	7.1 (1.66)	72.5 (3.38)	15.5 (2.31)	4.0! (1.22)	3.3! (1.21)	3.6! (1.65)	‡ (†)	‡ (†)
12 to 16	29.5 (2.34)	14.5 (1.71)	17.6 (2.09)	8.6 (1.23)	9.2 (1.27)	6.1 (1.14)	14.5 (1.47)	66.6 (2.36)	16.7 (2.10)	7.1 (0.89)	3.3 (0.52)	2.2 (0.65)	1.5! (0.48)	2.7 (0.70)
More than 16	30.2 (1.78)	12.5 (1.35)	13.6 (1.50)	12.5 (1.36)	9.1 (0.97)	5.9 (0.69)	16.2 (1.19)	66.5 (1.53)	15.2 (1.33)	8.0 (0.85)	3.1 (0.45)	2.5 (0.33)	1.5 (0.29)	3.3 (0.39)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
[2]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school, as reported on the School Survey on Crime and Safety (SSOCS), by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.
NOTE: "Violent incidents" include rape, sexual assault other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

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Table 6.5. Percentage distribution of public schools, by number of serious violent incidents of crime at school recorded and reported to the police and selected school characteristics: 2015–16

[Standard errors appear in parentheses]

School characteristic	Number of serious violent incidents recorded						Number of serious violent incidents reported to the police					
	None	1 incident	2 incidents	3–5 incidents	6–9 incidents	10 or more incidents	None	1 incident	2 incidents	3–5 incidents	6–9 incidents	10 or more incidents
1	2	3	4	5	6	7	8	9	10	11	12	13
Total	**84.5** (0.93)	**7.6** (0.63)	**2.9** (0.44)	**2.9** (0.46)	**1.1** (0.27)	**1.0** (0.21)	**90.0** (0.68)	**6.1** (0.51)	**1.7** (0.30)	**1.4** (0.22)	**0.4** (0.10)	**0.5** (0.12)
School level[1]												
Primary	90.8 (1.12)	4.6 (0.85)	1.2! (0.51)	2.2! (0.67)	0.8! (0.39)	‡ (†)	96.8 (0.79)	2.5 (0.65)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Middle	77.1 (1.90)	12.0 (1.42)	3.7 (0.80)	3.9 (0.69)	1.5 (0.44)	1.8 (0.51)	83.1 (1.64)	10.3 (1.30)	3.1 (0.69)	2.2 (0.46)	1.0! (0.34)	‡ (†)
High school	69.5 (1.79)	13.6 (1.30)	6.9 (1.07)	5.2 (0.79)	2.4 (0.44)	2.4 (0.48)	73.4 (1.71)	13.5 (1.35)	5.3 (0.87)	4.7 (0.77)	1.4 (0.36)	1.7 (0.40)
Combined	84.1 (3.22)	7.3! (2.30)	5.7! (2.78)	‡ (†)	‡ (†)	‡ (†)	87.8 (3.18)	8.4! (2.84)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Enrollment size												
Less than 300	92.7 (2.18)	3.3! (1.31)	1.9! (0.80)	‡ (†)	‡ (†)	‡ (†)	95.6 (1.24)	3.1! (1.22)	1.2! (0.55)	‡ (†)	‡ (†)	‡ (†)
300 to 499	87.3 (1.79)	7.1 (1.39)	1.1! (0.48)	2.7 (0.77)	‡ (†)	‡ (†)	93.2 (1.23)	4.6 (1.07)	‡ (†)	1.0! (0.35)	‡ (†)	‡ (†)
500 to 999	82.9 (1.43)	8.5 (0.88)	3.7 (0.84)	2.9 (0.70)	1.2! (0.45)	0.8! (0.30)	89.4 (1.10)	6.8 (0.91)	1.5 (0.41)	1.5 (0.43)	0.3! (0.14)	‡ (†)
1,000 or more	65.4 (2.49)	14.2 (1.59)	7.1 (1.46)	5.8 (0.97)	2.9 (0.66)	4.5 (0.90)	71.1 (2.22)	13.7 (1.49)	5.0 (0.91)	5.1 (0.95)	2.2 (0.57)	2.9 (0.86)
Locale												
City	82.6 (1.80)	7.5 (1.04)	3.5 (0.87)	2.7 (0.78)	1.7! (0.59)	1.9! (0.65)	88.6 (1.38)	6.9 (1.20)	1.7 (0.42)	1.4 (0.29)	0.7 (0.19)	0.7! (0.30)
Suburban	87.2 (1.26)	5.9 (0.75)	2.6 (0.60)	2.6 (0.59)	0.7 (0.20)	1.0! (0.31)	91.3 (1.01)	4.9 (0.84)	1.4 (0.35)	1.1 (0.24)	0.5! (0.18)	0.7! (0.30)
Town	79.8 (3.52)	10.4 (2.40)	3.7! (1.56)	3.6! (1.16)	‡ (†)	‡ (†)	87.3 (2.66)	7.5 (1.99)	2.6! (1.19)	2.5! (0.90)	‡ (†)	‡ (†)
Rural	85.4 (1.93)	8.2 (1.29)	2.2! (0.69)	3.3! (1.12)	‡ (†)	‡ (†)	91.1 (1.10)	5.9 (1.03)	1.5! (0.52)	1.3! (0.51)	‡ (†)	‡ (†)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/ Alaska Native students, and students of Two or more races												
Less than 5 percent	89.0 (2.98)	6.5! (2.30)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	93.6 (1.69)	4.8! (1.56)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
5 percent to less than 20 percent	85.3 (1.84)	9.0 (1.51)	2.5! (0.83)	2.2 (0.64)	‡ (†)	‡ (†)	90.7 (1.17)	6.0 (0.93)	1.6 (0.38)	1.6! (0.53)	‡ (†)	‡ (†)
20 percent to less than 50 percent	85.5 (1.92)	7.7 (1.30)	2.5 (0.73)	1.7! (0.55)	1.1 (0.53)	1.5! (0.69)	89.6 (1.54)	6.2 (1.17)	2.1! (0.68)	1.2 (0.29)	0.4! (0.16)	‡ (†)
50 percent or more	82.7 (1.41)	6.8 (0.81)	3.5 (0.70)	4.4 (0.92)	1.3! (0.42)	1.3 (0.26)	89.3 (1.07)	6.2 (0.88)	1.6 (0.36)	1.5 (0.33)	0.6! (0.20)	0.8 (0.21)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	88.1 (1.50)	6.8 (1.38)	3.6 (1.02)	0.9! (0.28)	0.5! (0.21)	‡ (†)	92.5 (1.19)	4.9 (1.09)	1.3! (0.41)	1.0 (0.28)	‡ (†)	‡ (†)
26 to 50 percent	84.6 (1.66)	7.4 (1.08)	2.6 (0.73)	3.5 (0.86)	1.2! (0.53)	‡ (†)	88.7 (1.15)	7.0 (0.96)	1.5! (0.51)	2.1 (0.49)	0.3! (0.12)	‡ (†)
51 to 75 percent	83.7 (2.05)	9.7 (1.77)	2.3 (0.61)	2.1 (0.57)	1.5! (0.69)	0.7 (0.21)	90.4 (1.32)	5.9 (1.03)	1.7! (0.62)	1.0 (0.26)	0.5! (0.21)	0.4! (0.15)
76 to 100 percent	83.1 (1.90)	6.1 (1.09)	3.4 (0.94)	4.4 (1.11)	0.9! (0.42)	2.0! (0.71)	89.4 (1.52)	6.1 (1.15)	2.0 (0.57)	1.4! (0.46)	0.4! (0.17)	0.7! (0.29)
Student/teacher ratio[2]												
Less than 12	89.4 (2.34)	4.3 (1.05)	2.1! (1.04)	‡ (†)	‡ (†)	‡ (†)	92.4 (1.84)	5.0 (1.38)	0.9! (0.44)	‡ (†)	‡ (†)	‡ (†)
12 to 16	84.5 (1.80)	8.7 (1.33)	3.2 (0.73)	2.5 (0.74)	0.5! (0.21)	0.5! (0.25)	90.3 (1.12)	6.3 (0.97)	1.6! (0.50)	1.2 (0.35)	‡ (†)	‡ (†)
More than 16	83.3 (1.39)	7.6 (0.93)	2.9 (0.57)	3.1 (0.67)	1.6 (0.47)	1.5 (0.39)	89.2 (0.96)	6.2 (0.66)	1.9 (0.42)	1.6 (0.37)	0.5 (0.15)	0.7! (0.20)

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

[1]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.

[2]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school, as reported on the School Survey on Crime and Safety (SSOCS), by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.

NOTE: "Serious violent" incidents include rape, sexual assault other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

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Table 7.1. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and selected school characteristics: Selected years, 1999–2000 through 2015–16

[Standard errors appear in parentheses]

Year and school characteristic	Happens at least once a week[1]														Happens at all[2]			
	Student racial/ethnic tensions[3]		Student bullying[4]		Student sexual harassment of other students		Student harassment of other students based on sexual orientation or gender identity[5]		Student verbal abuse of teachers		Widespread disorder in classrooms		Student acts of disrespect for teachers other than verbal abuse		Gang activities		Cult or extremist group activities	
1	2		3		4		5		6		7		8		9		10	
All schools																		
1999–2000	3.4	(0.41)	29.3	(1.21)	—	(†)	—	(†)	12.5	(0.69)	3.1	(0.44)	—	(†)	18.7	(0.85)	6.7	(0.46)
2003–04	2.1	(0.28)	26.8	(1.09)	4.0	(0.40)	—	(†)	10.7	(0.80)	2.8	(0.39)	—	(†)	16.7	(0.78)	3.4	(0.35)
2005–06	2.8	(0.31)	24.5	(1.14)	3.5	(0.40)	—	(†)	9.5	(0.61)	2.3	(0.24)	—	(†)	16.9	(0.76)	3.7	(0.41)
2007–08	3.7	(0.49)	25.3	(1.11)	3.0	(0.39)	—	(†)	6.0	(0.48)	4.0	(0.45)	10.5	(0.71)	19.8	(0.88)	2.6	(0.36)
2009–10	2.8	(0.39)	23.1	(1.12)	3.2	(0.55)	2.5	(0.41)	4.8	(0.49)	2.5	(0.37)	8.6	(0.67)	16.4	(0.84)	1.7	(0.31)
2013–14[6]	1.4	(0.31)	15.7	(1.12)	1.4	(0.26)	0.8	(0.19)	5.1	(0.54)	2.3	(0.45)	8.6	(0.74)	—	(†)	—	(†)
2015–16																		
All schools	1.7	(0.33)	11.9	(0.79)	1.0	(0.19)	0.6	(0.13)	4.8	(0.51)	2.3	(0.38)	10.3	(0.80)	10.4	(0.62)	—	(†)
School level[7]																		
Primary	1.2!	(0.48)	8.1	(1.04)	‡	(†)	‡	(†)	3.6	(0.74)	1.6!	(0.59)	8.8	(1.27)	2.7	(0.66)	—	(†)
Middle	3.2	(0.69)	21.8	(1.59)	2.1	(0.44)	1.2!	(0.40)	8.2	(1.13)	4.9	(0.67)	15.9	(1.28)	19.4	(1.33)	—	(†)
High school	2.3	(0.64)	14.7	(1.37)	2.5	(0.55)	2.2	(0.59)	7.6	(1.24)	2.6	(0.52)	12.1	(1.47)	30.6	(1.70)	—	(†)
Combined	‡	(†)	11.0	(3.17)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	4.3!	(1.89)	7.2!	(2.85)	—	(†)
Enrollment size																		
Less than 300	‡	(†)	6.4	(1.58)	‡	(†)	‡	(†)	3.6!	(1.31)	‡	(†)	6.4	(1.62)	6.0	(1.52)	—	(†)
300 to 499	‡	(†)	9.6	(1.72)	0.7!	(0.32)	0.4!	(0.19)	3.4	(1.00)	1.3	(0.37)	9.1	(1.87)	6.5	(1.17)	—	(†)
500 to 999	2.3	(0.62)	14.0	(1.40)	1.4	(0.32)	0.7!	(0.27)	6.0	(0.85)	3.8	(0.91)	12.4	(1.25)	9.3	(0.79)	—	(†)
1,000 or more	2.6	(0.64)	22.1	(1.81)	2.4!	(0.74)	1.5!	(0.49)	7.0	(0.89)	3.8	(0.78)	14.4	(1.74)	35.0	(1.82)	—	(†)
Locale																		
City	1.8!	(0.77)	12.9	(1.45)	0.9!	(0.36)	0.9!	(0.36)	9.6	(1.58)	4.9	(1.22)	15.3	(1.90)	17.9	(1.79)	—	(†)
Suburban	2.3	(0.67)	10.3	(1.12)	0.9!	(0.29)	0.3!	(0.13)	3.3	(0.74)	1.9	(0.47)	8.1	(1.04)	8.7	(0.79)	—	(†)
Town	‡	(†)	18.3	(2.77)	1.2!	(0.62)	‡	(†)	5.4	(1.62)	1.5!	(0.53)	14.5	(2.93)	8.8	(1.45)	—	(†)
Rural	0.9!	(0.38)	9.7	(1.58)	1.2	(0.37)	0.8!	(0.29)	1.3!	(0.54)	‡	(†)	5.9	(1.31)	5.7	(0.99)	—	(†)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races																		
Less than 5 percent	‡	(†)	15.6	(4.31)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	—	(†)
5 percent to less than 20 percent ...	1.0!	(0.38)	10.8	(1.61)	1.4!	(0.46)	‡	(†)	2.1!	(0.80)	0.8!	(0.36)	6.5	(1.39)	1.9	(0.44)	—	(†)
20 percent to less than 50 percent ...	1.4!	(0.54)	11.0	(1.42)	0.9	(0.26)	0.9!	(0.28)	3.6	(0.83)	1.1	(0.31)	9.9	(1.81)	7.7	(0.92)	—	(†)
50 percent or more	2.6	(0.67)	12.5	(1.23)	1.0	(0.30)	0.7!	(0.24)	7.9	(1.05)	4.3	(0.86)	13.7	(1.46)	18.6	(1.33)	—	(†)
Percent of students eligible for free or reduced-price lunch																		
0 to 25 percent	‡	(†)	9.5	(1.67)	1.1!	(0.49)	‡	(†)	‡	(†)	‡	(†)	3.5	(0.98)	2.5	(0.47)	—	(†)
26 to 50 percent	1.2!	(0.37)	10.0	(1.22)	1.3	(0.35)	0.6!	(0.22)	3.1!	(0.97)	1.5!	(0.60)	8.8	(1.58)	5.8	(0.58)	—	(†)
51 to 75 percent	1.8!	(0.53)	11.8	(1.65)	0.9	(0.26)	0.7!	(0.27)	5.0	(1.05)	2.4	(0.68)	9.5	(1.38)	11.0	(0.94)	—	(†)
76 to 100 percent	3.1!	(1.01)	15.3	(1.91)	‡	(†)	‡	(†)	8.9	(1.39)	4.4	(1.16)	16.7	(1.90)	19.2	(2.10)	—	(†)

See notes at end of table.

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Table 7.1. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and selected school characteristics: Selected years, 1999–2000 through 2015–16—Continued

[Standard errors appear in parentheses]

Year and school characteristic	Happens at least once a week[1]								Happens at all[2]	
	Student racial/ ethnic tensions[3]	Student bullying[4]	Student sexual harassment of other students	Student harassment of other students based on sexual orientation or gender identity[5]	Student verbal abuse of teachers	Widespread disorder in classrooms	Student acts of disrespect for teachers other than verbal abuse	Gang activities	Cult or extremist group activities
1	2	3	4	5	6	7	8	9	10
Student/teacher ratio[8]									
Less than 12	‡ (†)	9.2 (2.45)	‡ (†)	‡ (†)	2.5! (0.79)	2.7! (1.06)	4.5 (1.25)	4.4 (0.86)	— (†)
12 to 16	1.1! (0.34)	9.1 (1.10)	0.9! (0.32)	0.6! (0.30)	5.8 (1.09)	2.9 (0.83)	12.1 (1.52)	9.4 (1.17)	— (†)
More than 16	2.6 (0.60)	14.5 (1.16)	1.0 (0.21)	0.7 (0.17)	4.7 (0.65)	1.8 (0.38)	10.6 (1.07)	12.7 (1.08)	— (†)
Prevalence of violent incidents[9] at school during school year									
No violent incidents	‡ (†)	3.3! (1.02)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	4.6 (1.16)	2.5! (0.99)	— (†)
Any violent incidents	2.2 (0.44)	15.8 (1.11)	1.4 (0.26)	0.9 (0.19)	6.7 (0.68)	3.3 (0.54)	12.9 (1.07)	13.9 (0.87)	— (†)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Includes schools that reported the activity happens either at least once a week or daily.
[2]Includes schools that reported the activity happens at all at their school during the school year. In the 1999–2000 survey administration, the questionnaire specified "undesirable" gang activities and "undesirable" cult or extremist group activities. The 2013–14 and 2015–16 questionnaires did not ask about cult or extremist group activities.
[3]Prior to the 2007–08 survey administration, the questionnaire wording was "student racial tensions."
[4]The 2015–16 questionnaire defined bullying as "any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated." The term was not defined for respondents in previous survey administrations.
[5]Prior to 2015–16, the questionnaire asked about "student harassment of other students based on sexual orientation or gender identity (i.e., lesbian, gay, bisexual, transgender, questioning)" in one single item. The 2015–16 questionnaire had one item asking about "student harassment of other students based on sexual orientation," followed by a separate item on "student harassment of other students based on gender identity." For 2015–16, schools are included in this column if they responded "daily" or "at least once a week" to either or both of these items; each school is counted only once, even if it indicated daily/weekly frequency for both items. The 2015–16 questionnaire provided definitions for sexual orientation—"one's emotional or physical attraction to the same and/or opposite sex"—and gender identity—"one's inner sense of one's own gender, which may or may not match the sex assigned at birth. Different people choose to express their gender identity differently..." These terms were not defined for respondents in previous survey administrations.
[6]Data for 2013–14 were collected using the Fast Response Survey System (FRSS), while data for all other years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 FRSS survey was designed to allow comparisons with SSOCS data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail

it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and difference in survey administration may have impacted the 2013–14 results.
[7]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
[8]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school, as reported on SSOCS, by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.
[9]"Violent incidents" include rape or attempted rape, sexual assault other than rape, physical attack or fight with or without a weapon, threat of physical attack or fight with or without a weapon, and robbery with or without a weapon. Respondents were instructed to include violent incidents that occurred before, during, or after normal school hours or when school activities or events were in session.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school–sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, and 2016; and Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014. (This table was prepared August 2017.)

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Table 7.2.   Percentage of public schools reporting selected types of cyberbullying problems occurring at school or away from school at least once a week, by selected school characteristics: 2015–16

[Standard errors appear in parentheses]

School characteristic	Cyberbullying among students		School environment is affected by cyberbullying		Staff resources are used to deal with cyberbullying	
1	2		3		4	
All public schools	**12.0**	**(0.64)**	**6.7**	**(0.46)**	**5.9**	**(0.43)**
School level[1]						
Primary	4.2	(0.81)	1.8	(0.55)	1.2!	(0.46)
Middle	25.6	(1.79)	14.5	(1.25)	13.1	(1.06)
High school	25.9	(1.63)	15.0	(1.23)	15.4	(1.41)
Combined	10.6!	(3.35)	8.3!	(3.01)	6.0!	(2.48)
Enrollment size						
Less than 300	7.9	(1.62)	4.1!	(1.25)	3.3!	(1.22)
300 to 499	8.5	(1.37)	3.8	(0.76)	3.1	(0.68)
500 to 999	12.9	(0.97)	7.9	(0.81)	6.7	(0.67)
1,000 or more	27.3	(1.98)	15.9	(1.67)	16.7	(1.68)
Locale						
City	12.2	(1.36)	6.6	(0.92)	6.9	(0.96)
Suburban	10.9	(1.15)	7.4	(0.85)	5.7	(0.65)
Town	14.4	(2.21)	6.8	(1.09)	7.5	(1.51)
Rural	12.0	(1.48)	6.0	(1.08)	4.5	(1.05)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/ Alaska Native students, and students of Two or more races						
Less than 5 percent	11.8	(2.61)	8.5!	(3.18)	8.1!	(3.17)
5 percent to less than 20 percent	12.6	(1.80)	5.5	(1.08)	4.5	(0.79)
20 percent to less than 50 percent	11.7	(1.21)	6.8	(1.00)	5.9	(0.91)
50 percent or more	11.9	(1.20)	7.1	(0.92)	6.5	(0.67)
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	10.1	(1.30)	5.1	(1.01)	4.1	(0.85)
26 to 50 percent	13.0	(1.41)	6.6	(0.83)	5.8	(0.75)
51 to 75 percent	12.4	(1.33)	6.6	(0.91)	6.6	(0.86)
76 to 100 percent	11.7	(1.69)	7.9	(1.25)	6.6	(1.00)
Student/teacher ratio[2]						
Less than 12	7.6	(1.81)	3.8!	(1.22)	3.1!	(1.14)
12 to 16	13.2	(1.44)	7.1	(0.92)	6.0	(0.94)
More than 16	12.4	(1.01)	7.2	(0.72)	6.6	(0.61)
Prevalence of violent incident[3] at school during school year						
No violent incidents	3.3	(0.92)	1.8!	(0.59)	1.5!	(0.55)
Any violent incidents	15.9	(1.01)	8.9	(0.66)	7.9	(0.60)

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
[2]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school, as reported on the School Survey on Crime and Safety (SSOCS), by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.
[3]"Violent incidents" include rape or attempted rape, sexual assault other than rape, physical attack or fight with or without a weapon, threat of physical attack or fight with

or without a weapon, and robbery with or without a weapon. "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include violent incidents that occurred before, during, or after normal school hours or when school activities or events were in session.
NOTE: Includes schools reporting that cyberbullying happens either "daily" or "at least once a week." "Cyberbullying" was defined for respondents as occurring "when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices." Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Respondents were instructed to include cyberbullying "problems that can occur anywhere (both at your school and away from school)."
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared August 2017.)

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Table 8.1. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by sex, race/ethnicity, and urbanicity: Selected years, 2001 through 2017

[Standard errors appear in parentheses]

Year and urbanicity[2]	Total		Sex — Male		Female		White		Black		Hispanic		Asian/Pacific Islander — Total		Asian		Pacific Islander		American Indian/ Alaska Native		Two or more races	
1	2		3		4		5		6		7		8		9		10		11		12	
2001[3]																						
Total	20.3	(0.72)	21.5	(0.87)	18.9	(0.90)	15.5	(0.73)	28.8	(1.92)	32.3	(1.84)	23.3	(2.38)	—	(†)	—	(†)	13.2!	(4.49)	—	(†)
Urban	29.2	(1.24)	32.0	(1.61)	26.3	(1.55)	20.6	(1.31)	33.1	(2.85)	40.5	(2.46)	27.3	(4.74)	—	(†)	—	(†)	‡	(†)	—	(†)
Suburban	18.4	(0.72)	19.1	(0.92)	17.6	(1.08)	15.6	(0.76)	25.1	(2.82)	27.4	(2.27)	21.7	(3.33)	—	(†)	—	(†)	‡	(†)	—	(†)
Rural	13.3	(1.72)	14.1	(2.10)	12.5	(1.84)	12.0	(1.69)	22.8	(5.98)	16.8!	(7.49)	‡	(†)	—	(†)	—	(†)	‡	(†)	—	(†)
2003[3]																						
Total	21.0	(0.71)	22.4	(0.95)	19.6	(0.80)	14.2	(0.59)	29.7	(2.15)	37.3	(1.73)	21.8	(3.04)	21.2	(3.03)	‡	(†)	24.8!	(10.51)	22.3	(3.65)
Urban	31.0	(1.34)	32.2	(1.71)	29.8	(1.85)	19.8	(1.72)	33.1	(2.44)	42.8	(2.17)	31.4	(4.70)	30.4	(4.78)	‡	(†)	‡	(†)	29.4	(8.36)
Suburban	18.5	(0.84)	20.6	(1.07)	16.4	(0.93)	13.9	(0.68)	28.6	(3.96)	34.7	(2.11)	14.2	(3.27)	13.9	(3.15)	‡	(†)	‡	(†)	21.4	(5.28)
Rural	12.5	(1.86)	12.4	(2.04)	12.5	(2.39)	10.9	(1.44)	21.4!	(7.02)	12.8!	(4.10)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
2005[3]																						
Total	24.2	(0.93)	25.3	(1.07)	22.9	(1.09)	16.7	(0.83)	37.5	(2.42)	38.9	(2.69)	21.3	(2.59)	20.3	(2.61)	‡	(†)	‡	(†)	23.6	(4.85)
Urban	36.2	(2.00)	37.4	(2.31)	35.0	(2.42)	23.6	(1.88)	41.7	(2.97)	48.9	(4.44)	23.5	(5.30)	25.0	(5.16)	‡	(†)	‡	(†)	‡	(†)
Suburban	20.8	(0.93)	22.4	(1.14)	19.1	(1.15)	15.9	(0.86)	36.2	(4.41)	32.1	(2.52)	20.5	(2.91)	18.3	(2.92)	‡	(†)	‡	(†)	18.8	(5.61)
Rural	16.4	(2.53)	16.1	(3.20)	16.7	(2.79)	14.1	(2.46)	24.4	(6.75)	26.2	(6.51)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
2007																						
Total	23.2	(0.80)	25.1	(1.07)	21.3	(0.87)	16.0	(0.70)	37.5	(2.28)	36.1	(2.04)	18.1	(2.58)	17.4	(2.72)	‡	(†)	17.2!	(6.52)	28.3	(4.52)
Urban	32.3	(1.49)	35.3	(2.01)	29.2	(1.62)	23.4	(1.98)	39.5	(3.11)	39.5	(2.90)	20.7	(4.15)	18.4	(4.30)	‡	(†)	‡	(†)	31.4	(7.82)
Suburban	21.0	(0.97)	23.1	(1.36)	18.9	(1.19)	15.9	(0.92)	35.5	(3.16)	33.3	(2.66)	15.6	(3.53)	16.3	(3.63)	‡	(†)	‡	(†)	31.0	(5.95)
Rural	15.5	(2.78)	14.9	(2.69)	16.1	(3.18)	10.9	(1.59)	36.8	(10.42)	27.5!	(10.34)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
2009																						
Total	20.4	(0.85)	20.9	(1.12)	19.9	(1.03)	14.1	(0.79)	31.4	(2.62)	33.0	(2.20)	16.9	(3.14)	17.2	(3.21)	‡	(†)	‡	(†)	18.0	(5.18)
Urban	30.7	(1.86)	32.8	(2.35)	28.6	(2.29)	19.4	(1.99)	40.0	(3.76)	38.9	(3.31)	19.5	(4.51)	18.9	(4.63)	‡	(†)	‡	(†)	‡	(†)
Suburban	16.6	(0.80)	17.2	(1.10)	16.0	(1.17)	13.5	(0.91)	20.2	(2.75)	28.3	(2.64)	13.8	(3.76)	14.5	(3.95)	‡	(†)	‡	(†)	16.3!	(7.88)
Rural	16.0	(3.08)	13.7	(3.37)	18.1	(3.18)	11.8	(2.09)	35.4	(9.77)	27.3!	(10.84)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
2011																						
Total	17.5	(0.71)	17.5	(0.95)	17.5	(0.88)	11.1	(0.67)	32.7	(2.23)	26.4	(1.55)	10.1	(2.09)	9.9	(2.24)	‡	(†)	‡	(†)	10.3	(2.58)
Urban	22.8	(1.34)	23.0	(1.90)	22.6	(1.53)	13.9	(1.60)	31.6	(2.75)	31.0	(2.34)	8.9	(2.17)	7.6!	(2.29)	‡	(†)	‡	(†)	10.5!	(4.47)
Suburban	16.1	(0.97)	16.5	(1.24)	15.6	(1.18)	11.3	(0.89)	33.5	(4.08)	23.2	(1.95)	11.6!	(3.51)	12.0!	(3.69)	‡	(†)	‡	(†)	10.6!	(3.82)
Rural	12.1	(2.42)	10.2	(2.23)	14.1	(3.18)	7.7	(1.31)	34.5	(6.62)	22.1!	(10.47)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
2013																						
Total	12.4	(0.62)	12.9	(0.85)	12.0	(0.73)	7.4	(0.63)	18.6	(1.72)	20.1	(1.34)	9.8	(1.85)	9.4	(1.85)	‡	(†)	18.3!	(9.01)	13.3	(3.10)
Urban	18.3	(1.23)	18.6	(1.61)	18.0	(1.38)	14.3	(1.73)	20.6	(2.36)	22.6	(2.15)	10.6	(2.59)	10.4	(2.61)	‡	(†)	‡	(†)	15.2!	(6.46)
Suburban	10.8	(0.76)	11.7	(1.09)	9.8	(0.92)	6.4	(0.76)	17.3	(3.02)	19.3	(1.69)	8.2	(2.40)	8.2!	(2.59)	‡	(†)	‡	(†)	13.8	(3.93)
Rural	6.8	(1.44)	5.7	(1.38)	7.9	(1.92)	4.1	(1.20)	16.1	(4.49)	9.4!	(4.52)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
2015																						
Total	10.7	(0.60)	10.9	(0.79)	10.4	(0.82)	7.4	(0.56)	17.1	(1.85)	15.3	(1.45)	5.0!	(1.58)	4.1!	(1.47)	‡	(†)	‡	(†)	13.5	(3.77)
Urban	15.3	(1.22)	14.8	(1.74)	15.8	(1.60)	12.3	(1.69)	19.3	(2.93)	17.8	(2.19)	6.8!	(2.73)	5.9!	(2.66)	‡	(†)	‡	(†)	17.7!	(7.35)
Suburban	10.2	(0.75)	10.7	(1.07)	9.6	(0.98)	7.1	(0.77)	19.3	(2.50)	14.7	(1.82)	3.8!	(1.89)	‡	(†)	‡	(†)	‡	(†)	11.8!	(4.64)
Rural	3.9	(0.90)	4.2	(1.19)	3.7	(1.03)	3.5	(0.92)	3.4!	(1.71)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
2017																						
Total	8.6	(0.48)	7.9	(0.62)	9.3	(0.73)	5.3	(0.50)	16.6	(1.75)	12.3	(1.13)	2.4!	(0.96)	2.0!	(0.89)	‡	(†)	‡	(†)	9.7	(2.65)
Urban	11.3	(1.06)	9.8	(1.31)	12.8	(1.45)	8.0	(1.41)	17.2	(3.22)	13.4	(1.96)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	11.2!	(5.05)
Suburban	7.6	(0.56)	7.8	(0.74)	7.4	(0.90)	4.9	(0.56)	14.8	(2.09)	12.6	(1.57)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	6.5!	(2.84)
Rural	6.6	(1.56)	4.4 !	(1.50)	8.9	(2.16)	3.6	(1.04)	22.7	(4.32)	4.0!	(1.52)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)

—Not available.

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

[1]Race categories exclude persons of Hispanic ethnicity. In 2001, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.

[2]"Urbanicity" refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

[3]In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.

NOTE: All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes in the school building, on school property, on a school bus, and going to and from school. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 through 2017. (This table was prepared September 2018.)

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Table 8.2. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by grade, control of school, and urbanicity: Selected years, 2001 through 2017

[Standard errors appear in parentheses]

Year and urbanicity[1]	Total		6th grade		7th grade		8th grade		9th grade		10th grade		11th grade		12th grade		Public		Private	
1	2		3		4		5		6		7		8		9		10		11	
2001[2]																				
Total	20.3	(0.72)	11.3	(1.29)	15.8	(1.09)	17.4	(1.23)	24.3	(1.27)	23.8	(1.49)	24.2	(1.56)	21.2	(1.55)	21.7	(0.78)	5.0	(1.06)
Urban	29.2	(1.24)	15.2	(2.45)	23.9	(2.53)	24.5	(2.70)	35.4	(2.78)	33.6	(3.08)	34.2	(3.18)	34.2	(3.23)	32.2	(1.35)	5.1	(1.41)
Suburban	18.4	(0.72)	9.1	(1.53)	13.8	(1.17)	16.6	(1.51)	20.9	(1.48)	22.5	(1.58)	22.9	(1.71)	18.8	(1.82)	19.6	(0.80)	4.3!	(1.46)
Rural	13.3	(1.72)	11.2	(2.80)	8.9	(1.87)	10.1	(2.24)	18.9	(3.03)	14.5	(3.05)	15.8	(3.86)	11.6!	(4.53)	13.8	(1.81)	‡	(†)
2003[2]																				
Total	21.0	(0.71)	10.9	(1.28)	16.4	(1.15)	17.9	(1.29)	26.2	(1.45)	26.6	(1.39)	23.5	(1.67)	22.4	(1.52)	22.6	(0.78)	3.9	(0.82)
Urban	31.0	(1.34)	21.6	(3.42)	25.6	(2.33)	25.3	(2.62)	38.3	(3.25)	35.6	(2.86)	34.6	(2.81)	35.1	(2.76)	33.8	(1.51)	6.0	(1.63)
Suburban	18.5	(0.84)	7.6	(1.26)	13.3	(1.29)	16.3	(1.66)	24.3	(1.58)	24.3	(1.74)	20.5	(2.34)	19.6	(1.94)	20.1	(0.92)	2.4!	(0.78)
Rural	12.5	(1.86)	‡	(†)	9.5	(2.58)	10.9	(3.26)	13.8	(3.00)	18.7	(3.66)	15.4	(3.64)	13.3	(3.60)	12.9	(2.04)	‡	(†)
2005[2]																				
Total	24.2	(0.93)	12.1	(1.41)	17.3	(1.21)	19.1	(1.79)	28.3	(1.59)	32.6	(1.89)	28.0	(1.89)	27.9	(2.16)	25.8	(1.01)	4.2	(0.94)
Urban	36.2	(2.00)	19.9	(3.11)	24.2	(2.64)	30.5	(3.81)	40.3	(3.70)	50.6	(3.79)	44.3	(3.89)	39.5	(3.73)	39.1	(2.12)	7.7	(2.26)
Suburban	20.8	(0.93)	8.9	(1.52)	14.9	(1.46)	14.6	(2.01)	24.8	(1.92)	27.9	(2.37)	25.5	(2.21)	25.1	(2.60)	22.3	(1.01)	3.0!	(1.02)
Rural	16.4	(2.53)	8.3!	(3.29)	15.2	(3.46)	14.7	(4.22)	21.0	(4.00)	22.0	(3.61)	13.3!	(4.36)	15.8!	(5.82)	17.2	(2.67)	‡	(†)
2007																				
Total	23.2	(0.80)	15.3	(1.99)	17.4	(1.28)	20.6	(1.68)	28.0	(1.51)	28.1	(1.73)	25.9	(1.61)	24.4	(1.69)	24.9	(0.87)	5.2	(1.14)
Urban	32.3	(1.49)	17.8	(3.45)	24.1	(2.96)	25.9	(2.90)	41.1	(3.40)	38.6	(3.36)	34.7	(3.05)	38.4	(4.01)	35.6	(1.61)	7.3	(2.07)
Suburban	21.0	(0.97)	14.0	(2.40)	15.4	(1.67)	19.6	(2.23)	23.1	(1.78)	26.6	(2.01)	23.6	(2.22)	22.4	(2.26)	22.7	(1.05)	2.8!	(1.09)
Rural	15.5	(2.78)	15.6!	(6.21)	13.1	(2.79)	14.7	(4.26)	21.7	(4.43)	15.2	(3.39)	18.7	(3.98)	7.6!	(2.90)	15.6	(2.91)	11.8!	(5.84)
2009																				
Total	20.4	(0.85)	11.0	(1.76)	14.8	(1.70)	15.9	(1.60)	24.9	(2.01)	27.7	(1.75)	22.6	(1.53)	21.9	(2.02)	22.0	(0.89)	2.3!	(0.82)
Urban	30.7	(1.86)	14.5	(4.13)	21.0	(3.37)	24.4	(3.24)	34.2	(4.01)	44.8	(3.41)	34.9	(4.08)	36.0	(4.32)	33.7	(1.94)	4.1!	(1.83)
Suburban	16.6	(0.80)	9.7	(1.90)	11.2	(1.89)	11.8	(1.73)	22.4	(2.10)	21.0	(2.07)	19.4	(1.88)	17.6	(2.29)	18.1	(0.85)	‡	(†)
Rural	16.0	(3.08)	8.3!	(3.11)	16.5	(4.19)	14.2!	(4.41)	18.8	(5.04)	19.6	(5.02)	13.4	(3.50)	17.3!	(5.37)	16.2	(3.18)	‡	(†)
2011																				
Total	17.5	(0.71)	8.2	(1.20)	10.2	(1.08)	11.3	(1.02)	21.7	(1.47)	23.0	(1.63)	23.2	(1.74)	21.3	(1.82)	18.9	(0.77)	1.9!	(0.69)
Urban	22.8	(1.34)	5.4!	(1.98)	11.7	(2.02)	16.2	(2.29)	27.5	(3.12)	31.1	(3.13)	28.1	(3.17)	32.9	(3.88)	25.7	(1.47)	‡	(†)
Suburban	16.1	(0.97)	8.6	(1.79)	9.3	(1.37)	9.0	(1.22)	18.9	(1.79)	21.5	(2.10)	23.7	(2.46)	18.5	(2.27)	17.1	(1.01)	2.9!	(1.20)
Rural	12.1	(2.42)	11.1	(2.97)	10.1	(2.64)	9.6!	(2.89)	19.3	(4.99)	13.9	(4.02)	10.6!	(3.69)	9.2!	(3.04)	12.5	(2.49)	‡	(†)
2013																				
Total	12.4	(0.62)	5.0	(1.15)	7.7	(0.96)	7.8	(0.96)	13.9	(1.43)	17.7	(1.46)	17.1	(1.65)	14.6	(1.58)	13.3	(0.67)	2.3!	(0.94)
Urban	18.3	(1.23)	9.6	(2.75)	12.0	(2.44)	13.2	(2.30)	19.6	(2.53)	24.8	(2.86)	26.7	(3.21)	18.2	(3.07)	19.9	(1.35)	4.6!	(2.08)
Suburban	10.8	(0.76)	3.0!	(1.25)	6.6	(1.14)	6.3	(1.19)	12.2	(1.95)	15.4	(1.91)	15.1	(2.00)	14.1	(2.06)	11.7	(0.82)	‡	(†)
Rural	6.8	(1.44)	‡	(†)	4.2!	(1.88)	‡	(†)	8.0!	(3.19)	11.3	(3.37)	8.1!	(3.32)	9.0!	(3.56)	6.8	(1.47)	‡	(†)
2015																				
Total	10.7	(0.60)	5.7	(1.13)	6.8	(0.95)	7.2	(1.00)	13.3	(1.42)	13.3	(1.27)	13.3	(1.74)	13.1	(1.58)	11.3	(0.64)	2.4!	(0.90)
Urban	15.3	(1.22)	6.4!	(2.02)	9.0	(2.10)	10.9	(2.21)	19.5	(3.12)	19.8	(2.48)	21.9	(3.69)	17.3	(3.12)	16.4	(1.31)	4.4!	(1.89)
Suburban	10.2	(0.75)	6.0	(1.46)	5.8	(1.11)	6.3	(1.37)	13.4	(1.93)	12.1	(1.82)	12.1	(2.02)	13.3	(2.07)	10.7	(0.80)	‡	(†)
Rural	3.9	(0.90)	‡	(†)	5.5!	(1.96)	3.2!	(1.60)	4.5!	(1.80)	5.3!	(2.63)	‡	(†)	‡	(†)	4.1	(0.93)	‡	(†)
2017																				
Total	8.6	(0.48)	4.8	(1.10)	5.4	(0.82)	6.6	(0.96)	10.9	(1.15)	11.4	(1.16)	9.7	(1.15)	9.8	(1.28)	9.2	(0.53)	1.6!	(0.79)
Urban	11.3	(1.06)	5.2!	(2.36)	5.8	(1.55)	10.1	(2.31)	13.2	(2.49)	14.9	(2.80)	14.2	(2.95)	12.9	(2.72)	12.0	(1.14)	‡	(†)
Suburban	7.6	(0.56)	3.7	(0.97)	5.1	(1.00)	5.2	(1.06)	10.1	(1.55)	10.6	(1.59)	8.5	(1.21)	8.5	(1.39)	8.2	(0.61)	‡	(†)
Rural	6.6	(1.56)	7.5!	(3.34)	5.9!	(2.42)	4.7!	(2.19)	9.3	(2.46)	6.3!	(2.26)	5.2!	(2.24)	7.5!	(2.79)	6.7	(1.62)	‡	(†)

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

[1]"Urbanicity" refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

[2]In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.

NOTE: All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes in the school building, on school property, on a school bus, and going to and from school. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 through 2017. (This table was prepared September 2018.)

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Table 9.1. Percentage of students ages 12–18 who reported being called hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: Selected years, 1999 through 2017

[Standard errors appear in parentheses]

Student or school characteristic	1999¹		2001¹		2003¹		2005¹		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11	
Hate-related words																				
Total	13.3	(0.53)	12.3	(0.47)	11.8	(0.47)	11.2	(0.50)	9.7	(0.43)	8.7	(0.52)	9.1	(0.48)	6.6	(0.40)	7.2	(0.43)	6.4	(0.34)
Sex																				
Male	12.4	(0.66)	12.9	(0.65)	12.1	(0.61)	11.7	(0.68)	9.9	(0.61)	8.5	(0.62)	9.0	(0.60)	6.6	(0.51)	7.8	(0.58)	6.0	(0.41)
Female	14.4	(0.71)	11.8	(0.52)	11.4	(0.64)	10.7	(0.64)	9.6	(0.57)	8.9	(0.72)	9.1	(0.68)	6.7	(0.53)	6.7	(0.61)	6.9	(0.50)
Race/ethnicity²																				
White	12.6	(0.68)	12.0	(0.58)	11.0	(0.57)	10.4	(0.60)	8.9	(0.50)	7.2	(0.59)	8.3	(0.60)	5.3	(0.43)	6.3	(0.60)	6.1	(0.48)
Black	16.6	(1.17)	14.1	(1.10)	14.3	(1.13)	15.0	(1.49)	11.4	(1.35)	11.1	(1.35)	10.7	(1.30)	7.8	(1.20)	9.4	(1.07)	7.4	(1.03)
Hispanic	12.1	(1.08)	11.1	(1.15)	11.4	(0.96)	10.5	(1.15)	10.6	(1.18)	11.2	(1.13)	9.8	(0.98)	7.4	(0.84)	6.5	(0.78)	6.3	(0.74)
Asian/Pacific Islander	13.9	(1.98)	13.0	(2.07)	11.4	(2.06)	10.7	(2.45)	10.5	(1.91)	10.9	(2.61)	9.6	(1.92)	9.8	(2.02)	11.2	(2.28)	4.7	(1.21)
Asian	—	(†)	—	(†)	11.4	(2.17)	11.0	(2.57)	11.1	(1.97)	10.7	(2.81)	9.0	(2.00)	10.3	(2.19)	10.8	(2.39)	4.8	(1.24)
Pacific Islander	—	(†)	—	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	28.5	(6.62)	17.4!	(7.96)	18.6!	(5.92)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Two or more races	—	(†)	—	(†)	19.4	(4.92)	10.6!	(3.79)	11.7	(3.34)	9.8!	(3.24)	11.1	(2.89)	13.5	(3.19)	8.5	(2.34)	11.4	(2.50)
Grade																				
6th	13.1	(1.36)	12.2	(1.26)	11.9	(1.32)	11.1	(1.58)	12.1	(1.54)	8.3	(1.39)	9.0	(1.43)	6.7	(1.33)	10.1	(1.58)	6.7	(1.20)
7th	15.8	(1.14)	14.2	(1.13)	12.5	(1.05)	13.1	(1.16)	10.7	(1.02)	9.6	(1.22)	9.9	(1.02)	7.5	(0.89)	7.0	(1.03)	7.3	(0.95)
8th	16.1	(1.00)	13.0	(1.07)	12.9	(0.92)	11.2	(1.04)	11.0	(1.19)	10.9	(1.22)	8.4	(0.94)	7.4	(1.01)	9.2	(1.11)	7.0	(0.89)
9th	13.3	(0.91)	12.2	(1.00)	13.5	(1.24)	12.8	(1.12)	10.9	(1.08)	8.0	(1.09)	10.2	(1.10)	6.6	(0.94)	7.4	(0.89)	8.2	(1.07)
10th	11.9	(1.10)	13.2	(0.95)	11.7	(1.13)	10.9	(1.04)	9.0	(0.99)	9.7	(1.18)	9.6	(1.14)	6.4	(0.97)	6.5	(0.94)	6.3	(0.86)
11th	10.6	(1.04)	12.7	(1.13)	8.3	(0.97)	9.0	(1.17)	8.6	(1.01)	8.4	(1.14)	8.7	(1.01)	7.5	(1.01)	6.0	(0.97)	4.7	(0.90)
12th	11.8	(1.27)	8.0	(0.88)	10.9	(1.27)	9.7	(1.35)	6.0	(0.98)	5.8	(0.96)	7.5	(1.01)	4.1	(0.78)	5.4	(0.99)	4.6	(0.82)
Urbanicity³																				
Urban	14.2	(0.79)	12.0	(0.74)	13.3	(0.83)	12.2	(0.86)	9.7	(0.83)	9.9	(0.93)	8.0	(0.77)	7.2	(0.76)	6.5	(0.68)	6.8	(0.65)
Suburban	13.3	(0.53)	12.5	(0.63)	10.8	(0.59)	9.4	(0.52)	9.3	(0.62)	8.3	(0.64)	9.8	(0.71)	6.6	(0.50)	8.3	(0.62)	6.3	(0.45)
Rural	12.2	(1.76)	12.4	(1.11)	12.3	(1.35)	15.5	(1.74)	11.0	(1.07)	8.1	(1.37)	8.5	(1.00)	5.7	(0.80)	4.9	(0.85)	6.2	(0.99)
Control of school																				
Public	13.9	(0.56)	12.7	(0.51)	11.9	(0.49)	11.6	(0.53)	10.1	(0.46)	8.9	(0.54)	9.3	(0.50)	6.6	(0.41)	7.6	(0.45)	6.6	(0.35)
Private	8.2	(1.05)	8.2	(1.13)	9.8	(1.14)	6.8	(1.18)	6.1	(1.25)	6.6	(1.62)	6.9	(1.29)	6.7	(1.41)	2.8!	(0.96)	3.8	(1.00)
Hate-related graffiti																				
Total	36.6	(0.95)	36.0	(0.76)	36.9	(0.83)	38.4	(0.83)	35.0	(0.89)	29.2	(0.96)	28.4	(0.88)	24.6	(0.88)	27.2	(0.98)	23.2	(0.83)
Sex																				
Male	34.0	(1.06)	35.4	(0.91)	35.6	(0.97)	37.7	(1.10)	34.5	(1.12)	29.0	(1.26)	28.6	(1.11)	24.1	(1.11)	26.3	(1.20)	22.6	(1.11)
Female	39.3	(1.14)	36.6	(0.94)	38.2	(1.07)	39.1	(0.93)	35.5	(1.11)	29.3	(1.09)	28.1	(1.07)	25.1	(1.05)	28.1	(1.25)	23.8	(0.99)
Race/ethnicity²																				
White	36.8	(1.21)	36.5	(0.96)	35.8	(0.86)	38.5	(0.96)	35.6	(1.05)	28.3	(1.10)	28.2	(1.19)	23.7	(1.20)	28.6	(1.42)	24.0	(1.09)
Black	38.0	(1.74)	34.0	(1.56)	38.7	(1.99)	37.9	(2.29)	33.7	(2.37)	29.0	(2.44)	28.1	(1.90)	26.3	(2.10)	24.9	(1.92)	24.8	(1.94)
Hispanic	35.8	(1.48)	35.6	(1.88)	40.9	(2.24)	38.0	(1.78)	34.9	(1.79)	32.2	(1.61)	29.1	(1.33)	25.6	(1.52)	26.7	(1.48)	21.0	(1.48)
Asian/Pacific Islander	30.9	(2.49)	33.5	(3.23)	27.7	(3.58)	34.5	(3.64)	28.5	(3.05)	29.9	(3.56)	29.8	(4.35)	20.8	(3.07)	19.5	(2.37)	15.2	(2.71)
Asian	—	(†)	—	(†)	26.8	(3.68)	34.7	(3.76)	28.2	(3.01)	31.2	(3.59)	29.9	(4.56)	20.8	(3.22)	17.5	(2.62)	14.6	(2.64)
Pacific Islander	—	(†)	—	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	47.1	(7.97)	31.5	(5.28)	35.9!	(13.33)	‡	(†)	27.3	(7.87)	‡	(†)	16.8!	(6.61)	22.0!	(8.04)	‡	(†)	27.8!	(11.39)
Two or more races	—	(†)	—	(†)	40.8	(4.91)	47.7	(5.81)	41.9	(4.25)	30.3	(5.19)	27.4	(4.27)	31.1	(4.39)	29.1	(4.24)	35.0	(4.39)

See notes at end of table.

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Supplemental Tables

Table 9.1. Percentage of students ages 12–18 who reported being called hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: Selected years, 1999 through 2017—Continued

[Standard errors appear in parentheses]

Student or school characteristic	1999[1]		2001[1]		2003[1]		2005[1]		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11	
Grade																				
6th	30.7	(1.84)	35.2	(1.90)	36.1	(1.85)	34.0	(2.24)	35.6	(2.31)	28.1	(2.26)	25.9	(2.13)	21.9	(1.77)	30.0	(2.36)	20.6	(2.32)
7th	35.1	(1.42)	35.5	(1.38)	37.6	(1.43)	37.0	(1.63)	32.4	(1.52)	27.9	(1.88)	26.0	(1.70)	21.7	(1.49)	24.7	(1.77)	21.2	(1.51)
8th	35.9	(1.53)	37.2	(1.40)	35.1	(1.51)	35.7	(1.61)	33.5	(1.80)	30.8	(1.80)	25.9	(1.55)	24.0	(1.80)	27.2	(2.05)	22.4	(1.68)
9th	39.5	(1.56)	36.1	(1.56)	37.6	(1.52)	41.6	(1.64)	34.6	(1.77)	28.1	(1.83)	28.7	(1.69)	27.2	(1.74)	28.2	(1.88)	25.2	(1.49)
10th	39.3	(1.78)	36.8	(1.53)	41.4	(1.67)	40.7	(1.83)	36.5	(1.69)	31.0	(2.03)	33.3	(1.78)	26.0	(1.58)	28.6	(1.85)	27.0	(1.93)
11th	37.3	(1.75)	36.5	(1.76)	37.2	(1.76)	40.2	(1.70)	35.4	(1.81)	27.4	(2.01)	32.1	(1.70)	25.8	(2.03)	26.2	(1.72)	22.6	(1.74)
12th	35.8	(2.04)	33.5	(1.81)	32.6	(1.80)	37.8	(2.34)	37.7	(2.03)	30.4	(2.00)	25.7	(1.51)	24.2	(1.91)	26.1	(1.97)	22.2	(1.79)
Urbanicity[3]																				
Urban	37.4	(1.20)	36.3	(1.22)	39.2	(1.29)	40.9	(1.43)	34.6	(1.35)	31.1	(1.56)	27.5	(1.49)	27.8	(1.48)	26.4	(1.48)	23.6	(1.62)
Suburban	37.6	(1.12)	36.5	(0.89)	36.4	(1.15)	38.0	(1.02)	34.3	(1.03)	28.6	(1.15)	29.9	(1.08)	23.7	(1.11)	28.0	(1.09)	23.1	(0.98)
Rural	32.9	(2.61)	34.1	(2.58)	34.7	(1.99)	35.8	(2.40)	37.9	(3.06)	27.7	(2.43)	24.9	(2.25)	21.6	(2.71)	25.7	(3.50)	22.6	(2.27)
Control of school																				
Public	38.3	(0.98)	37.8	(0.81)	38.5	(0.90)	40.0	(0.87)	36.5	(0.93)	30.7	(1.01)	29.7	(0.95)	25.6	(0.94)	28.3	(1.04)	24.6	(0.88)
Private	20.8	(1.86)	17.3	(1.38)	19.8	(1.74)	18.6	(1.97)	18.5	(2.07)	11.8	(1.93)	13.4	(1.56)	12.6	(1.74)	11.5	(1.82)	6.4	(1.27)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1]In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.
[2]Race categories exclude persons of Hispanic ethnicity. Prior to 2003, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.

[3]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "At school" includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999 through 2017. (This table was prepared October 2018.)

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Table 9.2.   Percentage of students ages 12–18 who reported being called hate-related words at school, by type of hate-related word and selected student and school characteristics: 2017

[Standard errors appear in parentheses]

Student or school characteristic	Total, any hate-related words[1]		Type of hate-related word (specific characteristic targeted)										
			Race		Ethnicity		Religion		Disability		Gender		Sexual orientation	
1		2		3		4		5		6		7		8
Total	6.4	(0.34)	2.8	(0.24)	1.7	(0.21)	0.7	(0.11)	0.7	(0.13)	1.0	(0.13)	0.8	(0.13)
Sex														
Male	6.0	(0.41)	2.9	(0.32)	1.7	(0.27)	1.0	(0.17)	0.8	(0.16)	0.4	(0.12)	0.6	(0.15)
Female	6.9	(0.50)	2.7	(0.38)	1.6	(0.27)	0.5	(0.12)	0.7	(0.20)	1.6	(0.25)	1.0	(0.21)
Race/ethnicity														
White	6.1	(0.48)	1.6	(0.26)	0.7	(0.20)	0.9	(0.19)	1.1	(0.20)	1.0	(0.18)	1.2	(0.21)
Black	7.4	(1.03)	5.0	(0.87)	1.6!	(0.50)	‡	(†)	‡	(†)	1.6!	(0.57)	‡	(†)
Hispanic	6.3	(0.74)	3.3	(0.52)	3.3	(0.55)	0.4!	(0.21)	‡	(†)	0.8!	(0.25)	0.5!	(0.19)
Asian/Pacific Islander	4.7	(1.21)	4.0	(1.13)	2.4!	(0.96)	1.5!	(0.61)	‡	(†)	‡	(†)	‡	(†)
Asian	4.8	(1.24)	4.1	(1.15)	2.5!	(0.98)	1.6!	(0.62)	‡	(†)	‡	(†)	‡	(†)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Two or more races	11.4	(2.50)	7.9!	(2.48)	4.9	(1.45)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Grade														
6th	6.7	(1.20)	2.3!	(0.72)	1.0!	(0.47)	‡	(†)	1.3!	(0.53)	‡	(†)	‡	(†)
7th	7.3	(0.95)	3.2	(0.71)	2.2	(0.60)	0.5!	(0.24)	1.0!	(0.34)	1.1!	(0.35)	1.0!	(0.37)
8th	7.0	(0.89)	2.9	(0.65)	1.3	(0.34)	1.4!	(0.42)	0.8!	(0.30)	0.9!	(0.35)	0.8!	(0.31)
9th	8.2	(1.07)	3.6	(0.71)	2.2	(0.59)	0.9!	(0.39)	‡	(†)	1.7	(0.47)	1.0!	(0.35)
10th	6.3	(0.86)	2.9	(0.68)	1.8!	(0.56)	0.8!	(0.29)	0.8!	(0.37)	1.0!	(0.37)	1.2!	(0.41)
11th	4.7	(0.90)	2.2	(0.54)	1.4	(0.40)	0.5!	(0.21)	1.0!	(0.45)	0.8!	(0.31)	‡	(†)
12th	4.6	(0.82)	2.2	(0.58)	1.5	(0.45)	‡	(†)	‡	(†)	0.6!	(0.28)	0.8!	(0.32)
Urbanicity[2]														
Urban	6.8	(0.65)	3.3	(0.48)	2.3	(0.46)	0.7	(0.18)	0.5!	(0.15)	1.2	(0.27)	0.9	(0.25)
Suburban	6.3	(0.45)	2.8	(0.32)	1.5	(0.23)	0.8	(0.17)	0.7	(0.16)	1.0	(0.17)	0.8	(0.16)
Rural	6.2	(0.99)	1.7	(0.49)	1.1!	(0.40)	0.5!	(0.21)	1.6!	(0.53)	0.6!	(0.29)	0.9!	(0.38)
Control of school														
Public	6.6	(0.35)	2.9	(0.25)	1.8	(0.22)	0.8	(0.12)	0.8	(0.14)	1.1	(0.14)	0.9	(0.14)
Private	3.8	(1.00)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

[1]Students who reported being called hate-related words were asked which specific characteristics these words were related to. If a student reported being called more than one type of hate-related word—e.g., a derogatory term related to race as well as a derogatory term related to sexual orientation—the student was counted only once in the total percentage of students who were called any hate-related words.

[2]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017. (This table was prepared October 2018.)

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Table 10.1. Percentage of students ages 12–18 who reported being bullied at school during the school year, by selected student and school characteristics: Selected years, 2005 through 2017

[Standard errors appear in parentheses]

Student or school characteristic	2005[1]		2007		2009		2011		2013		2015		2017	
1		2		3		4		5		6		7		8
Total	28.5	(0.70)	31.7	(0.74)	28.0	(0.83)	27.8	(0.76)	21.5	(0.66)	20.8	(0.99)	20.2	(0.71)
Sex														
Male	27.5	(0.90)	30.3	(0.96)	26.6	(1.04)	24.5	(0.91)	19.5	(0.81)	18.8	(1.31)	16.7	(0.87)
Female	29.7	(0.85)	33.2	(0.99)	29.5	(1.08)	31.4	(0.99)	23.7	(0.98)	22.8	(1.39)	23.8	(1.01)
Race/ethnicity														
White	30.3	(0.85)	34.1	(0.97)	29.3	(1.03)	31.5	(1.07)	23.7	(0.93)	21.6	(1.43)	22.8	(1.02)
Black	29.2	(2.23)	30.4	(2.18)	29.1	(2.29)	27.2	(1.97)	20.3	(1.81)	24.7	(3.29)	22.9	(1.98)
Hispanic	22.3	(1.29)	27.3	(1.53)	25.5	(1.71)	21.9	(1.07)	19.2	(1.30)	17.2	(1.58)	15.7	(1.12)
Asian/Pacific Islander	20.8	(2.61)	17.2	(2.47)	17.8	(2.79)	13.8	(2.48)	9.3	(1.67)	19.4	(4.45)	7.3	(1.54)
Asian	20.9	2.7	18.1	(2.60)	17.3	(3.01)	14.9	(2.70)	9.2	(1.67)	15.6	(4.02)	7.3	(1.56)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	‡	(†)	29.8	(7.40)	‡	(†)	21.1!	(6.72)	24.3!	(9.87)	‡	(†)	27.2	(5.93)
Two or more races	34.6	(4.44)	38.2	(3.95)	27.3	(5.56)	26.9	(4.30)	27.6	(4.50)	17.7	(3.96)	23.2	(3.03)
Grade														
6th	37.0	(2.06)	42.7	(2.23)	39.4	(2.60)	37.0	(2.17)	27.8	(2.31)	31.0	(3.53)	29.5	(2.79)
7th	35.1	(1.70)	35.6	(1.78)	33.1	(1.87)	30.3	(1.64)	26.4	(1.65)	25.1	(2.48)	24.4	(1.60)
8th	31.3	(1.60)	36.9	(1.84)	31.7	(1.85)	30.7	(1.68)	21.7	(1.42)	22.2	(2.41)	25.3	(1.69)
9th	28.3	(1.59)	30.6	(1.72)	28.0	(1.90)	26.5	(1.66)	23.0	(1.42)	19.0	(2.11)	19.3	(1.52)
10th	25.1	(1.42)	27.7	(1.44)	26.6	(1.71)	28.0	(1.56)	19.5	(1.48)	21.2	(2.13)	18.9	(1.67)
11th	23.5	(1.62)	28.5	(1.48)	21.1	(1.69)	23.8	(1.72)	20.0	(1.50)	15.8	(2.24)	14.7	(1.45)
12th	20.8	(1.83)	23.0	(1.60)	20.4	(1.63)	22.0	(1.34)	14.1	(1.51)	14.9	(2.18)	12.2	(1.34)
Urbanicity[2]														
Urban	26.2	(1.32)	30.7	(1.36)	27.4	(1.25)	24.8	(1.28)	20.7	(1.10)	21.5	(1.84)	18.3	(1.32)
Suburban	29.4	(0.80)	31.2	(1.07)	27.5	(1.06)	29.0	(1.01)	22.0	(0.90)	21.1	(1.22)	19.7	(0.80)
Rural	29.5	(1.97)	35.2	(1.73)	30.7	(1.99)	29.7	(1.82)	21.4	(1.86)	18.2	(2.86)	26.7	(2.13)
Control of school[3]														
Public	29.0	(0.74)	32.0	(0.76)	28.8	(0.88)	28.4	(0.82)	21.5	(0.67)	21.1	(1.06)	20.6	(0.73)
Private	23.3	(2.16)	29.1	(2.10)	18.9	(2.16)	21.5	(1.91)	22.4	(2.71)	16.1	(3.40)	16.0	(2.39)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]In 2005, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for 2005 are comparable to those for 2007 and later years.
[2]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." These data by metropolitan status were based on the location of households and differ from those published in *Student Reports of Bullying: Results From the 2015 School Crime Supplement to the National Crime Victimization Survey*, which were based on the urban-centric measure of the location of the school that the child attended.
[3]Control of school as reported by the respondent. These data differ from those based on a matching of the respondent-reported school name to the Common Core of Data's Public Elementary/Secondary School Universe Survey or the Private School Survey, as reported in *Student Reports of Bullying: Results From the 2015 School Crime Supplement to the National Crime Victimization Survey*.
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 2005 through 2017. (This table was prepared September 2018.)

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Table 10.2. Percentage of students ages 12–18 who reported being bullied at school during the school year, by type of bullying and selected student and school characteristics: Selected years, 2005 through 2017

[Standard errors appear in parentheses]

Year and student or school characteristic	Total bullied at school[1]		Made fun of, called names, or insulted		Subject of rumors		Threatened with harm		Tried to make do things did not want to do		Excluded from activities on purpose		Property destroyed on purpose		Pushed, shoved, tripped, or spit on	
1	2		3		4		5		6		7		8		9	
2005[2]	28.5	(0.70)	18.9	(0.58)	14.9	(0.54)	4.9	(0.32)	3.5	(0.27)	4.6	(0.30)	3.5	(0.29)	9.2	(0.46)
2007	31.7	(0.74)	21.0	(0.62)	18.1	(0.61)	5.8	(0.35)	4.1	(0.27)	5.2	(0.30)	4.2	(0.28)	11.0	(0.42)
2009	28.0	(0.83)	18.8	(0.65)	16.5	(0.66)	5.7	(0.34)	3.6	(0.28)	4.7	(0.34)	3.3	(0.28)	9.0	(0.48)
2011	27.8	(0.76)	17.6	(0.62)	18.3	(0.61)	5.0	(0.30)	3.3	(0.26)	5.6	(0.34)	2.8	(0.23)	7.9	(0.38)
2013	21.5	(0.66)	13.6	(0.51)	13.2	(0.50)	3.9	(0.27)	2.2	(0.21)	4.5	(0.30)	1.6	(0.20)	6.0	(0.39)
2015	20.8	(0.99)	13.3	(0.87)	12.3	(0.83)	3.9	(0.44)	2.5	(0.36)	5.0	(0.52)	1.8	(0.30)	5.1	(0.49)
2017																
Total	20.2	(0.71)	13.0	(0.56)	13.4	(0.59)	3.9	(0.32)	1.9	(0.23)	5.2	(0.39)	1.4	(0.16)	5.3	(0.37)
Sex																
Male	16.7	(0.87)	10.3	(0.63)	9.3	(0.59)	4.2	(0.44)	1.9	(0.30)	3.5	(0.42)	1.3	(0.20)	6.1	(0.50)
Female	23.8	(1.01)	15.8	(0.84)	17.5	(0.91)	3.6	(0.39)	1.9	(0.33)	6.9	(0.65)	1.5	(0.22)	4.4	(0.45)
Race/ethnicity																
White	22.8	(1.02)	15.0	(0.80)	15.2	(0.86)	4.2	(0.41)	2.1	(0.33)	6.7	(0.55)	1.8	(0.25)	5.4	(0.48)
Black	22.9	(1.98)	16.0	(1.93)	14.5	(1.44)	5.4	(0.90)	2.4	(0.70)	3.9	(0.91)	1.7	(0.47)	6.5	(1.26)
Hispanic	15.7	(1.12)	8.9	(0.81)	10.6	(0.82)	2.6	(0.45)	1.4	(0.41)	3.3	(0.52)	0.6!	(0.19)	4.6	(0.62)
Asian/Pacific Islander	7.3	(1.54)	5.3	(1.27)	4.7	(1.30)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	1.6!	(0.67)
Asian	7.3	(1.56)	5.3	(1.29)	4.7	(1.32)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	1.7!	(0.68)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	27.2	(5.93)	14.7!	(4.97)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	17.0!	(5.47)
Two or more races	23.2	(3.03)	12.9	(2.36)	15.7	(2.90)	7.6	(1.90)	‡	(†)	7.5	(2.10)	‡	(†)	6.9	(1.83)
Grade																
6th	29.5	(2.79)	23.1	(2.70)	17.1	(2.17)	8.5	(1.82)	2.1!	(0.73)	8.4	(1.68)	3.5	(0.97)	10.5	(1.76)
7th	24.4	(1.60)	17.7	(1.45)	14.2	(1.28)	4.9	(0.79)	3.0	(0.61)	7.6	(0.97)	1.7	(0.43)	8.2	(1.03)
8th	25.3	(1.69)	16.3	(1.44)	16.0	(1.16)	4.4	(0.74)	1.8	(0.46)	5.7	(0.82)	1.6	(0.42)	6.9	(0.95)
9th	19.3	(1.52)	12.5	(1.27)	12.3	(1.17)	3.7	(0.70)	2.2	(0.55)	4.3	(0.82)	1.1!	(0.42)	5.4	(0.92)
10th	18.9	(1.67)	9.4	(1.19)	16.1	(1.60)	3.6	(0.81)	2.1	(0.63)	4.4	(0.86)	1.5!	(0.50)	3.7	(0.74)
11th	14.7	(1.45)	9.5	(1.22)	9.6	(1.18)	2.5	(0.65)	1.6!	(0.57)	3.2	(0.68)	0.9!	(0.38)	3.3	(0.85)
12th	12.2	(1.34)	6.0	(0.93)	9.1	(1.19)	1.3!	(0.40)	0.4!	(0.16)	3.5	(0.70)	0.5!	(0.24)	0.7!	(0.25)
Urbanicity[3]																
Urban	18.3	(1.32)	12.5	(1.11)	11.3	(1.06)	4.3	(0.66)	2.1	(0.44)	5.0	(0.71)	1.0	(0.27)	5.0	(0.63)
Suburban	19.7	(0.80)	12.6	(0.60)	13.0	(0.73)	3.4	(0.38)	1.6	(0.25)	5.1	(0.42)	1.5	(0.21)	4.7	(0.45)
Rural	26.7	(2.13)	15.9	(1.47)	19.1	(1.84)	4.9	(0.84)	2.7	(0.73)	5.9	(1.24)	1.8	(0.51)	8.0	(1.17)
Control of school																
Public	20.6	(0.73)	13.2	(0.56)	13.6	(0.62)	4.0	(0.32)	1.9	(0.23)	5.1	(0.41)	1.5	(0.17)	5.3	(0.37)
Private	16.0	(2.39)	11.5	(2.07)	11.3	(1.82)	3.2!	(1.25)	2.0!	(0.84)	5.7	(1.55)	‡	(†)	4.5!	(1.61)

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

[1]In the total for students bullied at school, students who reported more than one type of bullying were counted only once.

[2]In 2005, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for 2005 are comparable to those for 2007 and later years.

[3]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 2005 through 2017. (This table was prepared September 2018.)

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Table 10.3. Percentage of students ages 12–18 who reported being bullied at school during the school year and, among bullied students, percentage who reported being bullied in various locations, by selected student and school characteristics: 2017

[Standard errors appear in parentheses]

Student or school characteristic	Total bullied at school		Among students who were bullied, percent by location[1]														
			Inside classroom		In hallway or stairwell		In bathroom or locker room		Cafeteria		Somewhere else in school building		Outside on school grounds		On school bus		Online or by text	
1	2		3		4		5		6		7		8		9		10	
Total	20.2	(0.71)	42.1	(1.40)	43.4	(1.77)	12.1	(1.27)	26.8	(1.60)	2.1	(0.47)	21.9	(1.52)	8.0	(0.92)	15.3	(1.15)
Sex																		
Male	16.7	(0.87)	40.9	(2.48)	43.1	(2.71)	13.5	(1.86)	26.4	(2.26)	2.4!	(0.97)	23.1	(2.46)	8.5	(1.42)	6.8	(1.15)
Female	23.8	(1.01)	43.1	(1.85)	43.6	(2.25)	11.1	(1.56)	27.0	(2.09)	1.9	(0.51)	20.9	(1.74)	7.6	(1.19)	21.4	(1.90)
Race/ethnicity																		
White	22.8	(1.02)	43.4	(1.95)	41.2	(2.17)	11.9	(1.62)	26.2	(1.67)	1.8!	(0.54)	20.6	(1.90)	8.7	(1.23)	17.4	(1.73)
Black	22.9	(1.98)	46.2	(4.32)	45.3	(5.23)	13.6	(3.59)	25.6	(4.29)	5.5!	(2.36)	25.6	(4.22)	10.5	(2.98)	12.1	(3.06)
Hispanic	15.7	(1.12)	35.8	(2.94)	44.8	(3.71)	9.8	(2.02)	24.7	(3.38)	‡	(†)	23.9	(2.96)	2.7	(0.78)	12.8	(2.37)
Asian/Pacific Islander	7.3	(1.54)	23.8!	(8.66)	65.4	(9.11)	‡	(†)	36.4	(10.14)	‡	(†)	‡	(†)	‡	(†)	12.0!	(5.63)
Asian	7.3	(1.56)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	27.2	(5.93)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Two or more races	23.2	(3.03)	42.5	(7.15)	52.3	(7.78)	21.1!	(6.48)	42.7	(9.54)	‡	(†)	21.4!	(7.29)	15.0!	(6.72)	11.0!	(3.94)
Grade																		
6th	29.5	(2.79)	47.2	(5.10)	47.9	(4.82)	10.8!	(3.81)	28.6	(4.85)	‡	(†)	30.2	(4.47)	8.9	(2.35)	6.7!	(2.28)
7th	24.4	(1.60)	44.5	(3.38)	43.0	(3.22)	13.1	(2.85)	33.4	(4.13)	0.6!	(0.22)	21.4	(3.05)	7.7	(1.83)	13.1	(2.85)
8th	25.3	(1.69)	40.8	(3.56)	39.9	(3.84)	12.2	(2.80)	22.2	(2.83)	‡	(†)	18.5	(2.86)	8.3	(2.00)	12.5	(2.53)
9th	19.3	(1.52)	41.4	(3.98)	40.2	(4.04)	15.8	(3.23)	28.2	(4.11)	‡	(†)	19.9	(3.62)	8.3	(2.43)	19.7	(3.59)
10th	18.9	(1.67)	39.1	(4.17)	41.5	(4.47)	12.6	(2.96)	25.3	(3.44)	‡	(†)	25.5	(4.35)	8.3!	(2.51)	22.0	(3.47)
11th	14.7	(1.45)	42.6	(5.06)	51.6	(5.35)	7.5!	(2.75)	28.0	(4.99)	‡	(†)	17.6	(3.35)	8.8!	(3.23)	22.3	(4.37)
12th	12.2	(1.34)	38.9	(5.58)	44.5	(5.34)	10.0!	(3.25)	19.2	(4.18)	‡	(†)	21.3	(5.16)	4.7!	(1.54)	11.5	(3.31)
Urbanicity[2]																		
Urban	18.3	(1.32)	40.3	(3.09)	46.0	(3.31)	10.7	(2.43)	24.9	(3.34)	3.3!	(1.46)	24.1	(3.27)	6.8	(1.64)	14.1	(2.21)
Suburban	19.7	(0.80)	42.3	(1.81)	42.2	(2.29)	12.1	(1.54)	29.6	(2.01)	1.4!	(0.52)	18.5	(1.60)	9.2	(1.21)	16.0	(1.51)
Rural	26.7	(2.13)	44.3	(4.34)	43.0	(4.92)	13.9	(3.27)	21.1	(3.20)	2.4!	(0.71)	28.5	(4.30)	6.1!	(1.97)	14.6	(3.10)
Control of school																		
Public	20.6	(0.73)	42.0	(1.55)	43.1	(1.94)	11.3	(1.21)	26.9	(1.68)	1.9	(0.38)	22.0	(1.52)	8.0	(0.96)	15.4	(1.20)
Private	16.0	(2.39)	46.2	(7.26)	45.3	(7.02)	24.8	(6.34)	25.6	(6.10)	‡	(†)	21.2!	(7.07)	8.4!	(4.17)	14.0!	(5.16)

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

[1]Includes only students who indicated the location of bullying. Excludes students who indicated that they were bullied but did not answer the question about where the bullying occurred.

[2]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

NOTE: "At school" includes the school building, on school property, on a school bus, and going to and from school. Students who reported being bullied at school were also asked whether the bullying occurred "online or by text." Location totals may sum to more than 100 percent because students could have been bullied in more than one location. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017. (This table was prepared October 2018.)

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Table 10.4. Among students ages 12–18 who reported being bullied at school during the school year, percentage reporting various frequencies of bullying and the notification of an adult at school, by selected student and school characteristics: 2017

[Standard errors appear in parentheses]

Student or school characteristic	Frequency of bullying												Adult at school was notified[2]	
	1 day in the school year						2 days in the school year		3 to 10 days in the school year		More than 10 days in the school year			
	Total[1]		Once in the day		Two to ten times in the day									
1	2		3		4		5		6		7		8	
Total	31.0	(1.85)	23.4	(1.70)	4.1	(0.64)	18.6	(1.34)	30.0	(1.64)	20.4	(1.36)	46.3	(1.42)
Sex														
Male	35.7	(2.82)	27.2	(2.61)	4.0	(0.98)	18.0	(2.08)	29.6	(2.67)	16.7	(1.67)	43.1	(2.46)
Female	27.5	(2.02)	20.6	(1.81)	4.1	(0.82)	19.1	(1.78)	30.3	(1.90)	23.1	(2.07)	48.7	(2.06)
Race/ethnicity														
White	28.5	(2.08)	22.2	(1.85)	3.1	(0.68)	17.6	(1.58)	29.6	(1.97)	24.3	(1.88)	47.6	(1.83)
Black	32.6	(5.77)	23.4	(5.51)	4.1!	(1.71)	24.9	(4.31)	29.1	(4.52)	13.5	(3.09)	50.5	(4.70)
Hispanic	35.7	(3.54)	26.5	(3.25)	5.2!	(1.60)	16.6	(2.72)	33.2	(3.56)	14.4	(2.19)	42.5	(3.38)
Asian/Pacific Islander	38.7	(10.02)	23.4!	(8.32)	‡	(†)	25.3!	(8.86)	20.9!	(8.13)	‡	(†)	50.6	(10.81)
Asian	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Two or more races	32.0	(9.16)	24.6!	(7.42)	‡	(†)	20.1!	(6.79)	33.1	(7.43)	14.8!	(5.27)	20.9!	(7.40)
Grade														
6th	20.8	(3.99)	17.5	(3.74)	‡	(†)	19.2	(3.96)	36.1	(4.63)	23.9	(4.09)	57.2	(5.37)
7th	24.3	(3.04)	17.6	(2.89)	4.0!	(1.36)	21.3	(3.12)	32.6	(3.76)	21.8	(2.80)	57.5	(3.53)
8th	40.1	(4.00)	30.2	(3.95)	4.7!	(1.54)	17.5	(2.78)	28.0	(3.41)	14.4	(2.60)	47.0	(4.07)
9th	29.7	(4.77)	24.8	(4.33)	‡	(†)	13.2	(2.92)	38.3	(4.38)	18.7	(3.45)	38.7	(4.09)
10th	41.3	(4.05)	29.7	(4.02)	6.7!	(2.09)	16.6	(3.46)	20.4	(3.62)	21.7	(4.08)	38.1	(4.40)
11th	18.9	(4.21)	13.5	(3.82)	‡	(†)	19.2	(3.97)	29.7	(4.56)	32.2	(4.78)	45.3	(5.57)
12th	37.6	(5.13)	27.3	(4.72)	5.0!	(2.06)	26.4	(5.11)	22.6	(4.48)	13.4	(3.48)	32.9	(5.27)
Urbanicity[3]														
Urban	33.6	(2.91)	24.2	(2.72)	4.6	(1.18)	13.7	(2.32)	33.0	(3.22)	19.7	(2.67)	49.3	(3.07)
Suburban	29.9	(2.42)	22.9	(2.19)	3.8	(0.82)	20.9	(1.91)	29.1	(2.08)	20.1	(1.81)	45.8	(2.27)
Rural	30.1	(4.03)	23.5	(3.36)	4.0!	(1.86)	19.4	(3.44)	28.0	(3.58)	22.5	(3.39)	43.5	(2.76)
Control of school														
Public	31.7	(1.85)	23.9	(1.73)	4.1	(0.66)	18.8	(1.39)	29.6	(1.72)	19.9	(1.42)	45.9	(1.38)
Private	18.1!	(5.89)	13.9!	(5.51)	‡	(†)	15.5!	(4.72)	38.4	(6.66)	28.0	(6.81)	52.9	(8.40)
Total indicating adult at school notified,[2] by frequency of bullying	31.0	(2.61)	31.7	(3.05)	34.3	(6.62)	46.4	(3.75)	50.4	(2.84)	63.9	(3.47)	†	(†)
Males indicating adult notified	30.1	(3.78)	31.6	(4.43)	‡	(†)	37.8	(5.71)	52.9	(4.81)	59.0	(5.97)	†	(†)
Females indicating adult notified	32.0	(4.03)	31.8	(4.76)	33.2	(7.63)	52.4	(5.59)	48.7	(3.67)	66.4	(4.54)	†	(†)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Includes students who reported being bullied 1 day in the school year but did not report how many times in the day the bullying occurred. No students reported being bullied more than ten times in the day.
[2]Teacher or other adult at school notified.

[3]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "At school" includes the in school building, on school property, on a school bus, and going to and from school. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017. (This table was prepared October 2018.)

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Table 10.5. Among students ages 12–18 who reported being bullied at school during the school year, percentage reporting that bullying had varying degrees of negative effect on various aspects of their life, by aspect of life affected and selected student and school characteristics: 2017

[Standard errors appear in parentheses]

Degree of negative effect and student or school characteristic	Schoolwork		Relationships with friends or family		Feeling about oneself		Physical health	
1		2		3		4		5
Percentage distribution of bullied students, by degree of negative effect reported								
Total	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Not at all	59.2	(1.62)	67.7	(1.62)	60.5	(1.66)	77.8	(1.32)
Not very much	21.4	(1.36)	13.6	(1.13)	12.7	(1.15)	8.4	(0.79)
Somewhat	14.9	(1.30)	14.3	(1.38)	17.2	(1.16)	10.6	(1.11)
A lot	4.5	(0.67)	4.3	(0.72)	9.5	(1.03)	3.1	(0.57)
Percent of bullied students reporting a somewhat negative effect or a lot of negative effect								
Total	19.4	(1.41)	18.6	(1.52)	26.8	(1.55)	13.7	(1.18)
Sex								
Male	18.2	(1.90)	12.7	(1.61)	21.0	(2.17)	9.7	(1.65)
Female	20.3	(1.74)	22.9	(2.26)	30.9	(1.97)	16.7	(1.71)
Race/ethnicity								
White	18.1	(1.63)	20.3	(1.86)	29.2	(2.12)	15.1	(1.49)
Black	20.3	(4.53)	14.8	(3.32)	23.9	(4.15)	14.5	(3.43)
Asian/Pacific Islander	21.5	(2.92)	15.2	(2.89)	20.7	(2.44)	8.6	(1.84)
Asian	26.2!	(8.99)	34.9	(10.15)	40.9	(10.42)	23.3!	(9.03)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Two or more races	13.5!	(5.64)	13.8!	(5.39)	20.7	(5.68)	10.3!	(4.63)
Grade								
6th	25.4	(4.73)	19.5	(3.73)	23.8	(4.40)	21.3	(4.82)
7th	20.1	(3.05)	16.8	(3.56)	24.4	(3.11)	13.9	(3.23)
8th	14.7	(2.56)	17.6	(3.13)	30.1	(3.37)	11.7	(2.02)
9th	20.0	(3.54)	18.2	(3.57)	27.6	(4.30)	14.7	(3.35)
10th	18.8	(3.55)	20.8	(3.75)	22.2	(3.21)	17.0	(3.33)
11th	22.9	(4.41)	19.3	(4.12)	35.2	(5.19)	7.6!	(2.32)
12th	16.5	(3.94)	20.0	(4.83)	23.6	(4.70)	7.6!	(2.74)
Urbanicity[1]								
Urban	24.9	(3.03)	19.7	(2.72)	26.9	(2.73)	15.6	(2.48)
Suburban	18.0	(1.74)	17.2	(1.77)	26.7	(1.99)	12.7	(1.39)
Rural	15.5	(3.07)	21.4	(3.97)	26.8	(3.94)	13.8	(3.39)
Control of school								
Public	19.4	(1.45)	19.2	(1.59)	26.2	(1.53)	13.5	(1.18)
Private	21.1	(6.24)	10.3!	(4.09)	36.1	(7.84)	16.4!	(5.54)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017. (This table was prepared October 2018.)

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Table 10.6. Among students ages 12–18 who reported being bullied at school during the school year, percentage reporting that bullying was related to specific characteristics, by type of characteristic related to bullying and other selected student and school characteristics: 2017

[Standard errors appear in parentheses]

Student or school characteristic	Total		Percentage distribution of bullied students, by whether bullying was related to specific characteristics[1]				Percent of bullied students reporting that bullying was related to characteristic						
			No, not related to any listed characteristic		Yes, related to at least one listed characteristic		Race	Ethnicity	Religion	Disability	Gender	Sexual orientation	Physical appearance
1		2		3		4	5	6	7	8	9	10	11
Total	100.0	(†)	57.5	1.8	42.5	1.8	9.5 (1.05)	7.3 (0.83)	4.5 (0.79)	7.3 (0.90)	7.5 (0.86)	3.6 (0.60)	29.7 (1.41)
Sex													
Male	100.0	(†)	59.9 (2.79)		40.1 (2.79)		11.1 (1.73)	8.8 (1.43)	6.0 (1.23)	7.4 (1.17)	2.6! (0.85)	2.7 (0.78)	26.2 (2.01)
Female	100.0	(†)	55.8 (2.17)		44.2 (2.17)		8.3 (1.25)	6.2 (1.03)	3.4 (0.74)	7.2 (1.29)	11.1 (1.37)	4.3 (0.91)	32.1 (2.08)
Race/ethnicity													
White	100.0	(†)	60.2 (2.17)		39.8 (2.17)		5.5 (0.94)	3.2 (0.78)	4.4 (1.01)	8.0 (1.22)	8.2 (1.23)	4.1 (0.83)	28.9 (1.94)
Black	100.0	(†)	55.1 (5.64)		44.9 (5.64)		11.6 (3.31)	6.3! (2.36)	‡ (†)	10.2 (3.01)	7.5! (2.63)	3.8! (1.74)	32.3 (4.70)
Hispanic	100.0	(†)	52.3 (3.34)		47.7 (3.34)		17.1 (2.83)	15.9 (2.51)	4.3! (1.41)	3.0! (1.16)	6.6! (1.97)	‡ (†)	30.8 (2.99)
Asian/Pacific Islander	100.0	(†)	37.6 (9.47)		62.4 (9.47)		‡ (†)	39.8 (10.62)	24.0! (9.22)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Asian	‡	(†)	‡ (†)		‡ (†)		‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Pacific Islander	‡	(†)	‡ (†)		‡ (†)		‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
American Indian/Alaska Native	‡	(†)	‡ (†)		‡ (†)		‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Two or more races	100.0	(†)	59.6 (6.93)		40.4 (6.93)		20.7! (6.98)	16.6 (4.86)	‡ (†)	9.9! (4.75)	‡ (†)	‡ (†)	33.1 (6.06)
Grade													
6th	100.0	(†)	55.2 (5.44)		44.8 (5.44)		8.6! (2.91)	5.4! (2.30)	2.2! (1.00)	10.4 (2.98)	7.3! (2.83)	‡ (†)	32.5 (5.25)
7th	100.0	(†)	60.3 (3.17)		39.7 (3.17)		11.4 (2.41)	7.7 (1.95)	6.3! (2.32)	7.4 (1.77)	5.5! (1.65)	2.9! (1.24)	28.3 (2.80)
8th	100.0	(†)	61.9 (3.28)		38.1 (3.28)		7.8 (1.93)	4.7! (1.45)	6.4 (1.80)	5.3 (1.34)	5.2 (1.59)	2.3! (0.91)	22.7 (2.84)
9th	100.0	(†)	53.3 (4.58)		46.7 (4.58)		11.9 (2.72)	8.7 (2.55)	4.2! (1.95)	7.2! (2.51)	9.1 (2.64)	4.4! (1.77)	30.7 (4.01)
10th	100.0	(†)	52.9 (4.16)		47.1 (4.16)		7.4 (2.00)	9.8 (2.38)	4.6! (1.71)	6.3 (1.73)	11.5 (2.87)	4.9! (1.91)	34.2 (4.11)
11th	100.0	(†)	53.9 (5.11)		46.1 (5.11)		9.8! (3.13)	6.0! (1.89)	‡ (†)	10.9! (3.33)	7.6! (3.18)	5.7! (2.38)	35.6 (4.83)
12th	100.0	(†)	63.8 (5.64)		36.2 (5.64)		10.0! (3.16)	10.3! (3.44)	‡ (†)	5.0! (1.88)	8.1! (2.87)	‡ (†)	28.3 (5.61)
Urbanicity[2]													
Urban	100.0	(†)	51.6 (3.61)		48.4 (3.61)		11.3 (1.76)	11.3 (1.93)	6.1 (1.70)	7.6 (1.85)	8.8 (1.99)	5.2 (1.44)	33.7 (3.12)
Suburban	100.0	(†)	57.2 (2.35)		42.8 (2.35)		9.5 (1.47)	7.2 (1.27)	4.8 (1.05)	7.9 (1.23)	7.1 (1.18)	2.8 (0.65)	29.9 (1.85)
Rural	100.0	(†)	67.2 (3.43)		32.8 (3.43)		7.1! (2.32)	1.5! (0.70)	1.5! (0.66)	5.1! (1.94)	6.7 (1.91)	3.8! (1.57)	22.9 (2.93)
Control of school													
Public	100.0	(†)	58.0 (1.75)		42.0 (1.75)		9.8 (1.11)	7.5 (0.88)	4.7 (0.82)	7.4 (0.92)	7.9 (0.91)	3.8 (0.63)	28.9 (1.42)
Private	100.0	(†)	49.8 (6.89)		50.2 (6.89)		‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	41.9 (6.91)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Students who reported being bullied were asked whether the bullying was related to specific characteristics; for each characteristic, students could select "Yes" or "No." Students could select "Yes" for multiple characteristics. The seven characteristics that appeared on the questionnaire are shown in columns 5–11. Includes only students who answered the question about characteristics related to bullying; excludes students who reported being bullied but did not answer this question.

[2]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017. (This table was prepared October 2018.)

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Table 10.7. Percentage of students in grades 9–12 who reported having been electronically bullied during the previous 12 months, by selected student characteristics: Selected years, 2011 through 2017

[Standard errors appear in parentheses]

Student characteristic	2011		2013		2015		2017	
1	2		3		4		5	
Total	**16.2**	**(0.45)**	**14.8**	**(0.54)**	**15.5**	**(0.53)**	**14.9**	**(0.61)**
Sex								
Male	10.8	(0.60)	8.5	(0.45)	9.7	(0.68)	9.9	(0.37)
Female	22.1	(0.60)	21.0	(0.91)	21.7	(0.82)	19.7	(1.20)
Race/ethnicity								
White	18.6	(0.73)	16.9	(0.84)	18.4	(0.78)	17.3	(0.88)
Black	8.9	(0.68)	8.7	(0.78)	8.6	(0.97)	10.9	(1.01)
Hispanic	13.6	(0.80)	12.8	(0.98)	12.4	(0.97)	12.3	(0.40)
Asian	14.4	(2.45)	12.9	(1.70)	13.9	(2.42)	10.0	(1.49)
Pacific Islander	19.6	(5.25)	15.7	(3.46)	11.8!	(4.27)	15.0	(2.75)
American Indian/Alaska Native	16.2	(1.56)	18.0	(4.38)	18.7	(3.67)	13.2	(3.79)
Two or more races	21.0	(2.16)	18.9	(1.94)	20.4	(2.43)	16.0	(2.21)
Sexual orientation[1]								
Heterosexual	—	(†)	—	(†)	14.2	(0.56)	13.3	(0.49)
Gay, lesbian, or bisexual	—	(†)	—	(†)	28.0	(2.06)	27.1	(2.04)
Not sure	—	(†)	—	(†)	22.5	(2.36)	22.0	(2.73)
Grade								
9th	15.5	(0.78)	16.1	(1.00)	16.5	(1.00)	16.7	(0.67)
10th	18.1	(0.90)	14.5	(1.00)	16.6	(0.96)	14.8	(0.75)
11th	16.0	(1.19)	14.9	(0.98)	14.7	(1.17)	14.2	(1.20)
12th	15.0	(0.89)	13.5	(0.67)	14.3	(0.85)	13.5	(1.10)

—Not available.

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

[1]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

NOTE: Electronic bullying includes "being bullied through e-mail, chat rooms, instant messaging, websites, or texting" for 2011 through 2015, and "being bullied through texting, Instagram, Facebook, or other social media" for 2017. Race categories exclude persons of Hispanic ethnicity.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011 through 2017. (This table was prepared August 2018.)

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Table 10.8. Percentage of public school students in grades 9–12 who reported having been bullied on school property or electronically bullied during the previous 12 months, by state or jurisdiction: Selected years, 2009 through 2017

[Standard errors appear in parentheses]

State or jurisdiction	Bullied on school property[1]					Electronically bullied[2]				
	2009	2011	2013	2015	2017	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11
United States[3]	19.9 (0.58)	20.1 (0.68)	19.6 (0.55)	20.2 (0.70)	19.0 (0.71)	— (†)	16.2 (0.45)	14.8 (0.54)	15.5 (0.53)	14.9 (0.61)
Alabama	19.3 (1.45)	14.1 (1.22)	20.8 (1.28)	19.0 (1.13)	— (†)	— (†)	12.3 (1.64)	13.5 (0.95)	13.5 (0.91)	— (†)
Alaska	20.7 (1.29)	23.0 (1.32)	20.7 (1.35)	22.8 (1.27)	23.3 (1.44)	— (†)	15.3 (1.04)	14.7 (1.10)	17.7 (1.05)	19.8 (1.38)
Arizona	— (†)	— (†)	— (†)	— (†)	19.2 (1.40)	— (†)	— (†)	— (†)	— (†)	15.2 (1.25)
Arkansas	— (†)	21.9 (1.74)	25.0 (1.51)	22.9 (1.38)	26.7 (1.57)	— (†)	16.7 (1.48)	17.6 (1.05)	18.2 (1.29)	19.7 (1.02)
California	— (†)	— (†)	— (†)	18.5 (1.61)	17.9 (1.39)	— (†)	— (†)	— (†)	13.5 (1.87)	13.6 (0.96)
Colorado	18.8 (1.60)	19.3 (1.33)	— (†)	— (†)	18.0 (1.02)	— (†)	14.4 (1.09)	— (†)	— (†)	14.5 (0.89)
Connecticut	— (†)	21.6 (1.09)	21.9 (0.96)	18.6 (0.86)	18.9 (1.08)	— (†)	16.3 (0.81)	17.5 (1.23)	13.9 (0.78)	15.8 (1.02)
Delaware	15.9 (1.11)	16.5 (1.03)	18.5 (0.96)	16.4 (0.99)	14.1 (0.80)	— (†)	— (†)	13.4 (0.78)	11.7 (0.69)	10.1 (0.82)
District of Columbia	— (†)	— (†)	10.9 (0.35)	12.1 (0.34)	11.5 (0.40)	— (†)	— (†)	7.9 (0.29)	7.9 (0.27)	8.9 (0.34)
Florida	13.4 (0.51)	14.0 (0.54)	15.7 (0.50)	15.0 (0.49)	14.3 (0.53)	— (†)	12.4 (0.53)	12.3 (0.54)	11.6 (0.35)	11.6 (0.48)
Georgia	— (†)	19.1 (1.66)	19.5 (1.36)	— (†)	— (†)	— (†)	13.6 (1.09)	13.9 (0.93)	— (†)	— (†)
Hawaii	— (†)	20.3 (1.29)	18.7 (1.00)	18.6 (1.00)	18.4 (0.69)	— (†)	14.9 (0.80)	15.6 (0.98)	14.7 (0.73)	14.6 (0.48)
Idaho	22.3 (1.03)	22.8 (1.76)	25.4 (1.12)	26.0 (1.05)	25.8 (1.19)	— (†)	17.0 (1.18)	18.8 (1.18)	21.1 (1.18)	20.3 (1.16)
Illinois	19.6 (1.46)	19.3 (1.31)	22.2 (1.00)	19.6 (1.06)	21.4 (1.29)	— (†)	16.0 (1.38)	16.9 (0.77)	15.3 (1.05)	17.3 (1.04)
Indiana	22.8 (1.69)	25.0 (1.38)	— (†)	18.7 (1.31)	— (†)	— (†)	18.7 (1.15)	— (†)	15.7 (0.91)	— (†)
Iowa	— (†)	22.5 (1.47)	— (†)	— (†)	23.3 (1.25)	— (†)	16.8 (0.97)	— (†)	— (†)	18.0 (1.61)
Kansas	18.5 (1.21)	20.5 (1.31)	22.1 (1.57)	— (†)	19.8 (1.25)	— (†)	15.5 (0.88)	16.9 (0.97)	— (†)	15.8 (0.77)
Kentucky	20.8 (1.30)	18.9 (1.24)	21.4 (1.41)	22.1 (1.40)	21.2 (1.17)	— (†)	17.4 (1.14)	13.2 (1.06)	17.0 (1.35)	18.2 (1.16)
Louisiana	15.9 (1.88)	19.2 (1.40)	24.2 (1.64)	— (†)	23.8 (1.75)	— (†)	18.0 (1.53)	16.9 (1.91)	— (†)	21.3 (1.66)
Maine	22.4 (0.49)	22.4 (0.43)	24.2 (0.66)	23.2 (0.64)	21.8 (0.88)	— (†)	19.7 (0.55)	20.6 (0.61)	18.9 (0.59)	17.8 (0.52)
Maryland	20.9 (0.96)	21.2 (1.28)	19.6 (0.25)	17.7 (0.23)	18.2 (0.26)	— (†)	14.2 (0.78)	14.0 (0.22)	13.8 (0.18)	14.1 (0.20)
Massachusetts	19.4 (0.89)	18.1 (1.04)	16.6 (0.98)	15.6 (0.84)	14.6 (0.92)	— (†)	— (†)	13.8 (0.79)	13.0 (0.76)	13.6 (0.77)
Michigan	24.0 (1.77)	22.7 (1.40)	25.3 (1.47)	25.6 (1.45)	22.8 (1.62)	— (†)	18.0 (0.91)	18.8 (1.20)	18.9 (1.14)	19.6 (1.20)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	16.0 (1.04)	15.6 (1.32)	19.2 (0.93)	19.5 (1.12)	— (†)	— (†)	12.5 (0.93)	11.9 (0.74)	15.5 (1.25)	— (†)
Missouri	22.8 (1.74)	— (†)	25.2 (1.72)	21.4 (1.65)	23.3 (1.90)	— (†)	— (†)	— (†)	16.6 (1.18)	19.4 (1.29)
Montana	23.1 (1.32)	26.0 (1.06)	26.3 (0.68)	25.3 (1.00)	21.6 (0.90)	— (†)	19.2 (0.92)	18.1 (0.62)	18.5 (0.67)	17.6 (0.67)
Nebraska	— (†)	22.9 (0.85)	20.8 (1.10)	26.3 (1.28)	22.4 (1.64)	— (†)	15.8 (0.81)	15.7 (0.91)	18.9 (1.27)	17.5 (1.48)
Nevada	— (†)	— (†)	19.7 (1.09)	18.6 (0.95)	16.1 (0.82)	— (†)	— (†)	15.0 (1.28)	14.6 (0.87)	13.0 (0.89)
New Hampshire	22.1 (1.53)	25.3 (1.21)	22.8 (1.05)	22.1 (0.46)	21.4 (0.53)	— (†)	21.6 (1.27)	18.1 (1.02)	18.6 (0.43)	19.0 (0.46)
New Jersey	20.7 (1.44)	20.0 (1.57)	21.3 (1.12)	— (†)	— (†)	— (†)	15.6 (1.65)	14.8 (1.25)	— (†)	— (†)
New Mexico	19.5 (0.80)	18.7 (0.72)	18.2 (0.95)	18.4 (0.62)	18.7 (0.66)	— (†)	13.2 (0.66)	13.1 (0.67)	13.7 (0.54)	14.0 (0.56)
New York	18.2 (1.01)	17.7 (0.66)	19.7 (1.43)	20.6 (0.81)	21.7 (1.08)	— (†)	16.2 (0.68)	15.3 (0.89)	15.7 (0.75)	17.6 (0.71)
North Carolina	16.6 (1.00)	20.5 (1.34)	19.2 (0.94)	15.6 (1.65)	18.7 (1.13)	— (†)	15.7 (0.83)	12.5 (1.11)	12.1 (1.46)	13.9 (1.05)
North Dakota	21.1 (1.29)	24.9 (1.24)	25.4 (1.28)	24.0 (1.11)	24.3 (1.25)	— (†)	17.4 (1.15)	17.1 (0.82)	15.9 (0.78)	18.8 (0.92)
Ohio[4]	— (†)	22.7 (1.83)	20.8 (1.40)	— (†)	— (†)	— (†)	14.7 (1.08)	15.1 (1.31)	— (†)	— (†)
Oklahoma	17.5 (1.25)	16.7 (1.27)	18.6 (1.08)	20.4 (1.43)	21.3 (1.51)	— (†)	15.6 (1.21)	14.3 (1.33)	14.5 (1.14)	16.1 (1.23)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	19.2 (1.18)	— (†)	— (†)	19.9 (1.08)	21.7 (1.24)	— (†)	— (†)	— (†)	14.3 (0.97)	17.3 (0.86)
Rhode Island	16.3 (0.85)	19.1 (1.74)	18.1 (1.00)	15.5 (0.91)	17.3 (2.60)	— (†)	15.3 (1.14)	14.3 (1.11)	12.4 (1.03)	14.2 (1.51)
South Carolina	15.1 (1.53)	18.3 (1.36)	20.2 (1.33)	19.8 (1.23)	21.5 (1.13)	— (†)	15.6 (1.44)	13.8 (1.00)	14.1 (1.33)	13.6 (0.99)
South Dakota[5]	— (†)	26.7 (1.25)	24.3 (2.05)	21.6 (2.38)	— (†)	— (†)	19.6 (0.94)	17.8 (1.05)	18.4 (1.57)	— (†)
Tennessee	17.3 (1.24)	17.5 (0.88)	21.1 (1.22)	24.1 (0.71)	20.3 (1.11)	— (†)	13.9 (0.69)	15.5 (0.94)	15.3 (0.54)	15.6 (1.18)
Texas	18.7 (1.06)	16.5 (0.73)	19.1 (1.06)	— (†)	18.9 (0.98)	— (†)	13.0 (0.66)	13.8 (1.04)	— (†)	14.7 (1.07)
Utah	18.8 (1.05)	21.7 (0.97)	21.8 (0.99)	— (†)	19.4 (1.18)	— (†)	16.6 (1.12)	16.9 (0.87)	— (†)	18.0 (1.52)
Vermont[6]	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	15.2 (0.54)	18.0 (0.32)	16.5 (0.26)	15.9 (0.25)
Virginia	— (†)	20.3 (1.37)	21.9 (0.87)	19.5 (1.00)	15.7 (0.81)	— (†)	14.8 (1.49)	14.5 (0.61)	13.8 (0.67)	12.6 (0.70)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	23.5 (1.33)	18.6 (1.71)	22.1 (1.72)	24.4 (1.18)	23.7 (1.66)	— (†)	15.5 (1.18)	17.2 (0.89)	20.2 (1.62)	19.3 (1.53)
Wisconsin	22.5 (1.28)	24.0 (1.35)	22.7 (1.23)	24.3 (1.39)	— (†)	— (†)	16.6 (0.74)	17.6 (0.86)	18.3 (1.10)	— (†)
Wyoming	24.4 (0.93)	25.0 (0.98)	23.3 (0.82)	23.8 (1.06)	— (†)	— (†)	18.7 (0.80)	16.1 (0.71)	17.5 (0.94)	— (†)
Puerto Rico	— (†)	12.7 (1.10)	10.6 (0.72)	10.0 (1.05)	17.1 (3.00)	— (†)	8.0 (0.79)	6.7 (0.80)	6.7 (0.97)	13.2 (3.01)

—Not available.

†Not applicable.

[1]Bullying was defined for respondents as "when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again." "On school property" was not defined for survey respondents.

[2]Includes "being bullied through e-mail, chat rooms, instant messaging, websites, or texting" for 2011 through 2015, and "being bullied through texting, Instagram, Facebook, or other social media" for 2017. Data on electronic bullying were not collected in 2009.

[3]U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data for all years were collected through a separate national survey (rather than being aggregated from state-level data) and include both public and private schools.

[4]Ohio data for 2009 through 2013 include both public and private schools.

[5]South Dakota data for 2009 through 2015 include both public and private schools.

[6]Vermont data for 2013 include both public and private schools.

NOTE: For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2009 through 2017. (This table was prepared July 2018.)

Table 11.1. Percentage of public school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, by selected teacher and school characteristics: Selected years, 1987–88 through 2015–16

[Standard errors appear in parentheses]

Teacher or school characteristic	1987–88	1990–91	1993–94	1999–2000	2003–04	2007–08	2011–12	2015–16
1	2	3	4	5	6	7	8	9
Student misbehavior[1] in school interfered with teaching								
Total	42.3 (0.36)	35.7 (0.34)	44.1 (0.40)	40.8 (0.42)	37.2 (0.52)	36.0 (0.57)	40.7 (0.65)	42.8 (0.38)
Years of teaching experience								
3 or fewer	45.0 (0.99)	38.0 (0.98)	48.2 (1.26)	43.8 (0.90)	41.6 (1.92)	39.0 (1.15)	45.7 (1.28)	47.3 (0.74)
4 to 9	42.9 (0.72)	36.2 (0.77)	45.8 (0.68)	43.0 (0.75)	38.2 (0.80)	36.8 (1.11)	42.1 (1.22)	43.4 (0.59)
10 to 19	41.4 (0.44)	34.7 (0.57)	43.8 (0.65)	38.9 (0.74)	36.3 (0.88)	35.8 (0.89)	40.1 (0.96)	42.0 (0.58)
20 or more	42.3 (0.75)	35.7 (0.77)	42.0 (0.59)	39.3 (0.60)	34.7 (0.74)	33.7 (0.94)	37.9 (1.06)	40.8 (0.64)
School level[2]								
Elementary	40.8 (0.57)	35.5 (0.49)	42.9 (0.59)	40.7 (0.61)	35.1 (0.82)	33.7 (0.80)	40.1 (0.96)	43.6 (0.49)
Secondary	44.6 (0.42)	36.1 (0.47)	45.5 (0.37)	40.8 (0.44)	41.5 (0.59)	40.2 (0.79)	41.9 (0.82)	42.1 (0.66)
School enrollment								
Under 200	34.1 (1.07)	27.0 (1.18)	35.0 (1.09)	36.8 (1.36)	33.9 (1.71)	36.1 (1.91)	42.3 (1.84)	40.2 (1.42)
200 to 499	38.5 (0.64)	32.5 (0.65)	39.6 (0.83)	39.0 (0.67)	32.7 (0.93)	35.0 (0.97)	40.1 (0.94)	42.9 (0.72)
500 to 749	42.6 (0.63)	35.9 (0.67)	43.4 (0.79)	41.7 (0.92)	35.0 (1.00)	35.8 (1.36)	38.6 (1.43)	42.6 (0.74)
750 to 999	45.9 (1.17)	40.6 (1.09)	49.6 (0.91)	42.6 (1.48)	38.9 (1.50)	33.6 (1.38)	43.5 (1.93)	45.2 (1.12)
1,000 or more	47.8 (0.74)	39.5 (0.76)	49.0 (0.71)	42.5 (0.71)	44.9 (0.85)	38.9 (1.05)	41.8 (0.98)	42.0 (0.84)
Locale[3]								
City	— (†)	— (†)	— (†)	— (†)	45.8 (1.17)	44.0 (1.31)	48.5 (1.63)	49.6 (0.69)
Suburban	— (†)	— (†)	— (†)	— (†)	34.3 (0.84)	33.4 (0.92)	37.4 (1.06)	39.9 (0.62)
Town	— (†)	— (†)	— (†)	— (†)	36.2 (1.32)	35.5 (1.54)	40.5 (1.23)	44.2 (0.91)
Rural	— (†)	— (†)	— (†)	— (†)	31.8 (0.87)	31.9 (0.97)	36.7 (0.93)	37.1 (0.73)
Student tardiness and class cutting interfered with teaching								
Total	34.7 (0.29)	— (†)	27.9 (0.32)	31.5 (0.35)	33.4 (0.45)	33.4 (0.64)	37.6 (0.51)	37.5 (0.45)
Years of teaching experience								
3 or fewer	37.9 (1.03)	— (†)	31.8 (0.87)	35.1 (0.84)	37.0 (0.97)	36.7 (1.22)	41.4 (1.46)	41.8 (0.81)
4 to 9	33.7 (0.55)	— (†)	28.8 (0.71)	32.4 (0.63)	34.0 (0.75)	34.4 (1.08)	38.5 (1.06)	38.5 (0.73)
10 to 19	33.5 (0.39)	— (†)	26.8 (0.55)	29.1 (0.64)	32.9 (0.80)	32.6 (1.16)	37.4 (1.01)	36.7 (0.57)
20 or more	36.1 (0.61)	— (†)	27.0 (0.40)	30.9 (0.56)	31.4 (0.71)	31.2 (1.00)	35.0 (1.02)	35.3 (0.64)
School level[2]								
Elementary	23.7 (0.37)	— (†)	18.4 (0.47)	25.5 (0.48)	27.7 (0.60)	26.4 (0.85)	32.3 (0.76)	32.2 (0.52)
Secondary	51.5 (0.44)	— (†)	45.3 (0.40)	43.4 (0.47)	45.7 (0.64)	47.2 (0.86)	47.1 (0.69)	47.6 (0.74)
School enrollment								
Under 200	27.5 (1.03)	— (†)	18.7 (0.80)	26.6 (1.06)	29.5 (1.38)	31.4 (1.76)	36.9 (1.69)	37.9 (1.77)
200 to 499	25.3 (0.46)	— (†)	18.7 (0.63)	27.5 (0.72)	28.2 (0.82)	29.2 (1.03)	34.5 (1.03)	33.9 (0.66)
500 to 749	29.6 (0.66)	— (†)	22.1 (0.70)	28.2 (0.72)	29.0 (0.89)	29.3 (1.32)	33.6 (1.08)	34.9 (0.77)
750 to 999	36.8 (1.10)	— (†)	31.5 (1.25)	28.7 (1.23)	32.1 (1.21)	30.7 (1.25)	37.8 (1.94)	35.3 (1.01)
1,000 or more	55.4 (0.67)	— (†)	48.0 (0.73)	42.2 (0.79)	46.0 (0.97)	44.5 (1.16)	45.4 (0.94)	45.7 (0.94)
Locale[3]								
City	— (†)	— (†)	— (†)	— (†)	41.1 (1.01)	42.8 (1.14)	44.8 (1.18)	44.5 (0.84)
Suburban	— (†)	— (†)	— (†)	— (†)	30.5 (0.82)	30.5 (0.97)	34.0 (0.85)	33.6 (0.64)
Town	— (†)	— (†)	— (†)	— (†)	33.0 (1.20)	33.8 (1.66)	38.6 (1.32)	39.4 (0.93)
Rural	— (†)	— (†)	— (†)	— (†)	28.6 (0.85)	27.7 (0.97)	33.7 (0.91)	33.3 (0.65)

—Not available.
†Not applicable.
[1]The questionnaire provided the following examples of student misbehavior: noise, horseplay, or fighting in the halls, cafeteria, or student lounge.
[2]Elementary schools are those with any of grades kindergarten through grade 6 and none of grades 9 through 12. Secondary schools have any of grades 7 through 12 and none of grades kindergarten through grade 6. Combined elementary/secondary schools are included in totals but are not shown separately.
[3]Locale data prior to 2003–04 are not comparable to data based on current definitions. Interpret 2015–16 data on city teachers with caution. After nonresponse adjustments, the nonresponse bias for this category is greater than for other characteristics.

NOTE: Teachers who taught only prekindergarten students are excluded. Includes both teachers who "strongly" agreed and those who "somewhat" agreed that student misbehavior or student tardiness and class cutting interfered with their teaching. Includes teachers in both traditional public schools and public charter schools. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; "Charter School Teacher Data File," 1999–2000; and National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16. (This table was prepared August 2017.)

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Table 11.2. Percentage of public school teachers who agreed that other teachers and the principal enforced school rules, by selected teacher and school characteristics: Selected years, 1987–88 through 2015–16

[Standard errors appear in parentheses]

Teacher or school characteristic	1987–88		1990–91		1993–94		1999–2000		2003–04		2007–08		2011–12		2015–16	
1	2		3		4		5		6		7		8		9	
Other teachers enforced school rules[1]																
Total	63.8	(0.31)	71.9	(0.36)	61.8	(0.42)	62.6	(0.39)	71.1	(0.46)	70.6	(0.55)	67.6	(0.51)	67.0	(0.43)
Years of teaching experience																
3 or fewer	66.5	(1.00)	74.6	(1.06)	66.4	(1.14)	67.7	(0.88)	75.0	(1.30)	71.8	(1.25)	69.0	(1.40)	69.6	(0.79)
4 to 9	63.3	(0.75)	70.4	(0.81)	60.2	(0.90)	59.3	(0.70)	69.5	(0.77)	68.3	(0.98)	65.3	(0.90)	65.7	(0.66)
10 to 19	63.2	(0.50)	71.6	(0.50)	61.0	(0.63)	62.8	(0.69)	70.0	(0.77)	70.0	(0.81)	67.2	(0.93)	65.5	(0.63)
20 or more	64.0	(0.61)	72.4	(0.61)	61.8	(0.63)	62.4	(0.64)	71.6	(0.71)	72.9	(0.90)	70.1	(0.91)	68.7	(0.65)
School level[2]																
Elementary	73.3	(0.43)	79.7	(0.56)	70.9	(0.54)	71.2	(0.54)	78.8	(0.60)	78.8	(0.67)	75.2	(0.76)	74.7	(0.40)
Secondary	49.3	(0.59)	59.3	(0.45)	45.8	(0.36)	46.0	(0.49)	54.7	(0.55)	55.1	(0.66)	53.4	(0.71)	52.9	(0.65)
School enrollment																
Under 200	71.3	(1.13)	81.7	(0.83)	70.4	(1.28)	70.2	(1.28)	81.5	(1.17)	77.5	(1.71)	74.0	(1.60)	74.2	(1.34)
200 to 499	72.0	(0.48)	78.6	(0.63)	70.1	(0.74)	71.0	(0.68)	78.6	(0.70)	78.2	(0.83)	74.2	(1.08)	74.0	(0.54)
500 to 749	66.7	(0.78)	75.5	(0.78)	66.4	(0.84)	67.1	(0.74)	76.0	(0.71)	74.2	(1.09)	72.0	(1.07)	71.4	(0.57)
750 to 999	60.0	(1.03)	68.0	(1.03)	57.7	(1.15)	61.8	(1.16)	69.0	(1.36)	71.5	(1.58)	65.9	(1.37)	65.9	(1.06)
1,000 or more	47.6	(0.86)	57.0	(0.69)	45.3	(0.80)	46.8	(0.79)	55.8	(0.87)	56.4	(1.23)	54.5	(1.03)	53.4	(0.80)
Locale[3]																
City	—	(†)	—	(†)	—	(†)	—	(†)	67.8	(0.96)	67.3	(1.17)	66.7	(1.29)	64.6	(0.82)
Suburban	—	(†)	—	(†)	—	(†)	—	(†)	72.1	(0.79)	71.2	(0.84)	67.3	(0.83)	66.8	(0.68)
Town	—	(†)	—	(†)	—	(†)	—	(†)	71.6	(1.05)	72.2	(1.42)	68.0	(1.19)	68.3	(0.97)
Rural	—	(†)	—	(†)	—	(†)	—	(†)	73.5	(0.64)	72.5	(0.82)	68.6	(0.92)	70.5	(0.69)
Principal enforced school rules[4]																
Total	83.1	(0.22)	86.7	(0.29)	80.8	(0.35)	82.2	(0.33)	87.2	(0.34)	88.0	(0.37)	83.7	(0.43)	84.0	(0.30)
Years of teaching experience																
3 or fewer	84.4	(0.56)	87.3	(0.58)	84.3	(0.74)	84.0	(0.62)	88.0	(0.81)	89.2	(0.74)	85.8	(1.20)	85.4	(0.63)
4 to 9	83.2	(0.46)	86.3	(0.63)	79.2	(0.73)	81.8	(0.59)	86.2	(0.61)	87.8	(0.69)	84.0	(0.76)	84.0	(0.49)
10 to 19	83.2	(0.37)	87.0	(0.46)	81.6	(0.49)	82.1	(0.56)	87.1	(0.58)	86.6	(0.70)	81.7	(0.79)	83.3	(0.42)
20 or more	82.3	(0.53)	86.5	(0.43)	79.8	(0.41)	81.8	(0.43)	87.8	(0.47)	88.9	(0.62)	85.1	(0.92)	84.1	(0.44)
School level[2]																
Elementary	84.7	(0.39)	87.7	(0.44)	82.0	(0.51)	83.7	(0.46)	87.9	(0.51)	89.2	(0.48)	84.5	(0.64)	85.4	(0.34)
Secondary	81.1	(0.37)	85.5	(0.37)	78.6	(0.33)	79.5	(0.42)	85.8	(0.44)	85.9	(0.51)	82.2	(0.59)	81.6	(0.49)
School enrollment																
Under 200	83.6	(0.79)	87.7	(0.72)	82.2	(0.90)	84.8	(0.89)	89.5	(0.84)	89.1	(1.08)	85.5	(1.26)	86.0	(1.20)
200 to 499	84.2	(0.41)	87.5	(0.49)	82.7	(0.53)	83.6	(0.56)	88.8	(0.53)	89.0	(0.67)	84.4	(0.90)	84.6	(0.48)
500 to 749	84.2	(0.58)	88.4	(0.54)	81.7	(0.80)	83.2	(0.59)	87.4	(0.69)	88.4	(0.72)	85.0	(0.79)	85.2	(0.55)
750 to 999	82.8	(0.85)	85.4	(0.83)	79.1	(0.93)	81.7	(0.94)	85.5	(1.19)	88.2	(0.93)	82.4	(1.33)	84.2	(0.69)
1,000 or more	80.5	(0.65)	84.6	(0.66)	77.8	(0.60)	79.6	(0.60)	85.6	(0.63)	86.3	(0.76)	81.8	(0.82)	81.4	(0.59)
Locale[3]																
City	—	(†)	—	(†)	—	(†)	—	(†)	84.3	(0.69)	85.1	(0.89)	81.5	(1.07)	81.7	(0.54)
Suburban	—	(†)	—	(†)	—	(†)	—	(†)	88.3	(0.55)	89.0	(0.62)	84.0	(0.78)	84.2	(0.46)
Town	—	(†)	—	(†)	—	(†)	—	(†)	88.7	(0.75)	88.9	(1.14)	85.1	(0.97)	85.2	(0.62)
Rural	—	(†)	—	(†)	—	(†)	—	(†)	88.3	(0.61)	89.3	(0.62)	85.0	(0.76)	86.4	(0.52)

—Not available.
†Not applicable.
[1]Respondents were asked whether "rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes."
[2]Elementary schools are those with any of grades kindergarten through grade 6 and none of grades 9 through 12. Secondary schools have any of grades 7 through 12 and none of grades kindergarten through grade 6. Combined elementary/secondary schools are included in totals but are not shown separately.
[3]Locale data prior to 2003–04 are not comparable to data based on current definitions. Interpret 2015–16 data on city teachers with caution. After nonresponse adjustments, the nonresponse bias for this category is greater than for other characteristics.

[4]Respondents were asked whether "my principal enforces school rules for student conduct and backs me up when I need it."
NOTE: Teachers who taught only prekindergarten students are excluded. Includes both teachers who "strongly" agreed and those who "somewhat" agreed that rules were enforced by other teachers and the principal. Includes teachers in both traditional public schools and public charter schools. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; "Charter School Teacher Data File," 1999–2000; and National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16. (This table was prepared August 2017.)

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Table 11.3. **Percentage of public school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching and that other teachers and the principal enforced school rules, by state: 2011–12**

[Standard errors appear in parentheses]

State	Interfered with teaching				Enforced school rules			
	Student misbehavior		Student tardiness and class cutting		Other teachers[1]		Principal[2]	
1	2		3		4		5	
United States	**40.7**	**(0.65)**	**37.6**	**(0.51)**	**67.6**	**(0.51)**	**83.7**	**(0.43)**
Alabama	40.9	(3.36)	38.6	(2.82)	71.8	(2.84)	86.8	(2.26)
Alaska	35.8	(5.73)	56.8	(6.73)	72.2	(4.41)	83.2	(5.16)
Arizona	41.3	(2.56)	44.5	(2.67)	67.9	(2.72)	83.4	(2.06)
Arkansas	39.5	(3.56)	38.5	(3.80)	74.0	(2.60)	90.0	(2.16)
California	38.9	(2.47)	39.7	(2.36)	69.7	(1.83)	83.0	(1.63)
Colorado	45.5	(3.54)	47.6	(4.02)	61.7	(3.39)	80.6	(3.28)
Connecticut	37.2	(2.35)	28.6	(3.81)	61.7	(3.91)	80.7	(2.98)
Delaware	46.7	(4.47)	35.2	(4.58)	68.7	(3.58)	82.9	(3.32)
District of Columbia	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Florida	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Georgia	38.2	(3.56)	32.1	(3.36)	71.9	(2.64)	85.5	(2.29)
Hawaii	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Idaho	34.6	(3.54)	36.1	(3.08)	74.7	(2.48)	87.9	(2.18)
Illinois	40.0	(2.96)	33.9	(3.07)	66.0	(3.18)	83.6	(2.31)
Indiana	38.8	(3.33)	41.0	(2.95)	68.4	(2.47)	81.8	(2.99)
Iowa	37.9	(3.12)	34.6	(3.18)	68.5	(2.77)	81.8	(2.40)
Kansas	32.0	(3.57)	24.9	(2.34)	70.9	(3.29)	91.8	(1.61)
Kentucky	42.8	(3.06)	32.8	(2.92)	67.4	(2.80)	86.9	(2.47)
Louisiana	55.1	(3.92)	36.1	(3.60)	62.5	(3.19)	82.1	(3.89)
Maine	39.1	(3.00)	39.2	(3.02)	62.9	(2.90)	83.2	(3.06)
Maryland	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Massachusetts	37.2	(3.07)	32.0	(2.74)	66.6	(3.04)	83.1	(2.80)
Michigan	46.6	(2.87)	40.9	(2.63)	67.6	(2.12)	84.4	(2.08)
Minnesota	43.7	(2.49)	37.3	(2.50)	68.7	(1.88)	84.5	(1.84)
Mississippi	37.4	(3.30)	35.6	(3.40)	72.4	(2.96)	84.5	(2.51)
Missouri	33.2	(2.10)	33.6	(2.87)	68.9	(2.17)	86.6	(1.76)
Montana	41.3	(3.43)	45.3	(4.08)	66.5	(3.65)	83.1	(2.97)
Nebraska	38.2	(3.01)	33.6	(2.81)	70.9	(2.73)	86.7	(1.66)
Nevada	45.5	(3.77)	42.3	(4.86)	65.5	(3.42)	79.3	(3.22)
New Hampshire	38.3	(4.36)	30.9	(3.11)	62.0	(3.93)	83.2	(2.66)
New Jersey	35.9	(2.36)	29.9	(2.29)	66.8	(2.06)	84.4	(1.70)
New Mexico	39.0	(4.55)	54.5	(5.87)	64.2	(3.80)	78.7	(4.23)
New York	40.3	(2.91)	45.3	(3.06)	65.9	(2.47)	80.7	(2.46)
North Carolina	41.9	(3.13)	37.0	(2.94)	69.0	(2.58)	84.0	(2.34)
North Dakota	34.6	(3.26)	33.5	(3.52)	70.4	(2.77)	86.7	(2.45)
Ohio	41.8	(1.95)	38.8	(1.96)	66.4	(1.73)	84.7	(1.55)
Oklahoma	40.1	(2.74)	40.8	(2.87)	72.5	(2.47)	86.5	(2.12)
Oregon	33.1	(3.24)	35.6	(3.73)	77.3	(2.90)	88.1	(1.77)
Pennsylvania	40.0	(2.64)	33.4	(2.55)	65.2	(2.18)	82.5	(1.88)
Rhode Island	‡	(†)	‡	(†)	‡	(†)	‡	(†)
South Carolina	40.9	(3.22)	33.7	(3.40)	71.8	(3.23)	86.8	(2.15)
South Dakota	40.1	(3.10)	37.2	(3.92)	73.2	(2.91)	84.8	(2.53)
Tennessee	41.5	(3.56)	40.0	(3.56)	71.4	(3.14)	88.7	(2.14)
Texas	45.6	(2.29)	35.1	(2.13)	65.8	(2.56)	81.8	(1.99)
Utah	39.7	(3.67)	45.1	(4.30)	75.8	(3.56)	89.9	(2.27)
Vermont	39.9	(2.61)	36.2	(2.62)	59.2	(2.59)	80.5	(2.28)
Virginia	40.8	(3.46)	35.6	(3.06)	64.9	(2.87)	82.5	(2.52)
Washington	39.2	(2.89)	39.5	(3.16)	73.1	(2.60)	85.6	(2.18)
West Virginia	43.9	(3.87)	42.4	(4.09)	73.4	(2.90)	90.4	(2.58)
Wisconsin	42.7	(2.70)	34.2	(3.07)	69.5	(2.87)	85.8	(1.70)
Wyoming	30.7	(4.76)	40.0	(4.78)	73.9	(3.55)	89.1	(3.41)

†Not applicable.
‡Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.
[1]Respondents were asked whether "rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes."
[2]Respondents were asked whether their "principal enforces school rules for student conduct and backs me up when I need it."

NOTE: Teachers who taught only prekindergarten students are excluded. Includes traditional public and public charter school teachers. Includes both teachers who "strongly" agreed and those who "somewhat" agreed.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011–12. (This table was prepared July 2013.)

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Table 12.1. Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and selected student characteristics: Selected years, 1993 through 2017

[Standard errors appear in parentheses]

Location and student characteristic	1993		1997		1999		2001		2003		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11		12		13	
Anywhere (including on school property)[1]																								
Total	41.8	(0.99)	36.6	(1.01)	35.7	(1.17)	33.2	(0.71)	33.0	(0.99)	35.9	(0.77)	35.5	(0.77)	31.5	(0.70)	32.8	(0.65)	24.7	(0.74)	22.6	(0.87)	23.6	(0.97)
Sex																								
Male	51.2	(1.05)	45.5	(1.07)	44.0	(1.27)	43.1	(0.84)	40.5	(1.32)	43.4	(1.01)	44.4	(0.89)	39.3	(1.20)	40.7	(0.74)	30.2	(1.10)	28.4	(1.04)	30.0	(1.14)
Female	31.7	(1.19)	26.0	(1.26)	27.3	(1.70)	23.9	(0.95)	25.1	(0.85)	28.1	(0.94)	26.5	(0.99)	22.9	(0.74)	24.4	(0.92)	19.2	(0.72)	16.5	(1.04)	17.2	(1.01)
Race/ethnicity																								
White	40.3	(1.13)	33.7	(1.29)	33.1	(1.45)	32.2	(0.95)	30.5	(1.11)	33.1	(0.88)	31.7	(0.96)	27.8	(0.88)	29.4	(0.74)	20.9	(0.70)	20.1	(1.13)	20.8	(0.82)
Black	49.5	(1.82)	43.0	(1.92)	41.4	(3.12)	36.5	(1.60)	39.7	(1.23)	43.1	(1.74)	44.7	(1.33)	41.1	(1.71)	39.1	(1.52)	34.7	(1.67)	32.4	(2.11)	33.2	(2.49)
Hispanic	43.2	(1.58)	40.7	(1.68)	39.9	(1.65)	35.8	(0.91)	36.1	(0.98)	40.4	(1.64)	40.4	(1.25)	36.2	(0.95)	36.8	(1.44)	28.4	(1.15)	23.0	(1.10)	25.7	(1.85)
Asian[2]	—	(†)	—	(†)	22.7	(2.71)	22.3	(2.73)	25.9	(2.99)	21.6	(2.43)	24.3	(3.50)	18.9	(1.72)	18.4	(1.87)	16.1	(1.87)	14.7	(1.12)	11.0	(1.61)
Pacific Islander[2]	—	(†)	—	(†)	50.7	(6.25)	51.7	(6.25)	30.0	(5.21)	34.4	(5.58)	42.6	(7.74)	32.6	(3.50)	43.0	(5.14)	22.0	(4.95)	29.2	(7.98)	22.6	(2.47)
American Indian/Alaska Native	49.8	(4.79)	54.7	(5.75)	48.7	(6.78)	49.2	(6.58)	46.6	(6.53)	44.2	(3.40)	36.0	(1.49)	42.4	(5.23)	42.4	(2.12)	32.1	(7.39)	29.9	(5.07)	34.7	(6.36)
Two or more races[2]	—	(†)	—	(†)	40.2	(2.76)	39.6	(2.85)	38.2	(3.64)	46.9	(4.16)	47.8	(3.30)	34.2	(3.51)	45.0	(2.60)	28.5	(2.31)	27.6	(2.58)	25.5	(2.30)
Sexual orientation[3]																								
Heterosexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	21.7	(0.78)	23.2	(0.95)
Gay, lesbian, or bisexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	28.4	(2.34)	27.9	(1.66)
Not sure	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	34.5	(4.44)	19.8	(2.83)
Grade																								
9th	50.4	(1.54)	44.8	(1.98)	41.1	(1.96)	39.5	(1.27)	38.6	(1.38)	43.5	(1.15)	40.9	(1.16)	37.0	(1.21)	37.7	(1.11)	28.3	(1.17)	27.9	(1.51)	28.3	(1.53)
10th	42.2	(1.45)	40.2	(1.91)	37.7	(2.11)	34.7	(1.37)	33.5	(1.20)	36.6	(1.09)	36.2	(1.34)	33.5	(1.19)	35.3	(1.35)	26.4	(1.42)	23.4	(1.46)	26.2	(1.14)
11th	40.5	(1.52)	34.2	(1.72)	31.3	(1.55)	29.1	(1.10)	30.9	(1.38)	31.6	(1.44)	34.8	(1.36)	28.6	(0.93)	29.7	(1.14)	24.0	(1.04)	20.5	(1.23)	20.4	(0.91)
12th	34.8	(1.56)	28.8	(1.36)	30.4	(1.91)	26.5	(1.01)	26.5	(1.08)	29.1	(1.26)	28.0	(1.42)	24.9	(0.99)	26.9	(0.95)	18.8	(1.19)	17.4	(1.23)	17.8	(1.52)
Urbanicity[4]																								
Urban	—	(†)	38.2	(2.00)	37.0	(2.66)	36.8	(1.53)	35.5	(2.17)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	—	(†)	36.7	(1.59)	35.0	(1.56)	31.3	(0.80)	33.1	(1.23)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Rural	—	(†)	32.9	(2.91)	36.6	(2.14)	33.8	(2.58)	29.7	(1.61)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
On school property[5]																								
Total	16.2	(0.59)	14.8	(0.64)	14.2	(0.62)	12.5	(0.49)	12.8	(0.76)	13.6	(0.56)	12.4	(0.48)	11.1	(0.54)	12.0	(0.39)	8.1	(0.35)	7.8	(0.54)	8.5	(0.53)
Sex																								
Male	23.5	(0.71)	20.0	(1.04)	18.5	(0.66)	18.0	(0.74)	17.1	(0.92)	18.2	(0.93)	16.3	(0.60)	15.1	(1.05)	16.0	(0.58)	10.7	(0.55)	10.3	(0.79)	11.6	(0.62)
Female	8.6	(0.73)	8.6	(0.78)	9.8	(0.95)	7.2	(0.47)	8.0	(0.70)	8.8	(0.52)	8.5	(0.62)	6.7	(0.42)	7.8	(0.43)	5.6	(0.38)	5.0	(0.45)	5.6	(0.54)
Race/ethnicity																								
White	15.0	(0.68)	13.3	(0.84)	12.3	(0.86)	11.2	(0.60)	10.0	(0.73)	11.6	(0.66)	10.2	(0.56)	8.6	(0.58)	9.9	(0.51)	6.4	(0.45)	5.6	(0.35)	6.5	(0.64)
Black	22.0	(1.39)	20.7	(1.20)	18.7	(1.51)	16.8	(1.26)	17.1	(1.30)	16.9	(1.39)	17.6	(1.10)	17.4	(0.99)	16.4	(0.89)	12.8	(0.84)	12.6	(1.96)	15.3	(1.45)
Hispanic	17.9	(1.75)	19.0	(1.50)	15.7	(0.91)	14.1	(0.89)	16.7	(1.14)	18.3	(1.62)	15.5	(0.81)	13.5	(0.82)	14.4	(0.79)	9.4	(0.44)	8.9	(0.87)	9.4	(0.90)
Asian[2]	—	(†)	—	(†)	10.4	(0.95)	10.8	(1.92)	13.1	(2.26)	5.9	(1.53)	8.5	(1.99)	7.7	(1.09)	6.2	(1.06)	5.5	(1.39)	6.3	(1.63)	3.7	(1.00)
Pacific Islander[2]	—	(†)	—	(†)	25.3	(4.60)	29.1	(7.63)	22.2	(4.82)	24.5	(5.60)	9.6!	(3.47)	14.8	(2.37)	20.9	(4.95)	7.1!	(2.58)	20.9!	(7.11)	14.2	(3.58)
American Indian/Alaska Native	18.6	(2.74)	18.9	(5.55)	16.2!	(5.23)	18.2	(4.41)	24.2	(5.03)	22.0	(3.16)	15.0	(1.12)	20.7	(3.73)	12.0	(1.77)	10.7	(3.13)	13.2	(3.54)	8.6!	(3.74)
Two or more races[2]	—	(†)	—	(†)	16.9	(2.40)	14.7	(1.97)	20.2	(3.83)	15.8	(2.61)	19.6	(2.39)	12.4	(2.19)	16.6	(1.41)	10.0	(1.04)	9.3	(1.49)	9.2	(1.36)
Sexual orientation[3]																								
Heterosexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	7.1	(0.51)	8.3	(0.56)
Gay, lesbian, or bisexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	11.2	(1.22)	9.6	(1.16)
Not sure	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	14.6	(2.38)	11.8	(2.25)
Grade																								
9th	23.1	(1.55)	21.3	(1.29)	18.6	(1.02)	17.3	(0.77)	18.0	(1.24)	18.9	(0.93)	17.0	(0.67)	14.9	(0.98)	16.2	(0.77)	10.9	(0.78)	11.6	(0.82)	12.3	(1.05)
10th	17.2	(1.07)	17.0	(1.67)	17.2	(1.23)	13.5	(0.88)	12.8	(0.89)	14.4	(1.08)	11.7	(0.86)	12.1	(0.83)	12.8	(0.86)	8.3	(0.61)	7.3	(0.76)	9.6	(0.74)
11th	13.8	(1.27)	12.5	(0.87)	10.8	(1.01)	9.4	(0.71)	10.4	(0.89)	10.4	(0.75)	11.0	(0.73)	9.5	(0.63)	9.2	(0.55)	7.5	(0.53)	6.5	(0.83)	6.0	(0.66)
12th	11.4	(0.66)	9.5	(0.73)	8.1	(1.00)	7.5	(0.56)	7.3	(0.70)	8.5	(0.70)	8.6	(0.62)	6.6	(0.59)	8.8	(0.69)	4.9	(0.63)	4.5	(0.51)	5.0	(0.61)
Urbanicity[4]																								
Urban	—	(†)	15.8	(1.50)	14.4	(1.08)	14.8	(0.90)	14.8	(1.31)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	—	(†)	14.2	(0.95)	13.7	(0.86)	11.0	(0.75)	12.8	(1.23)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Rural	—	(†)	14.7	(2.09)	16.3	(2.33)	13.8	(1.10)	10.0	(1.36)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight.
[2]Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993 and 1997 with data from later years.

[3]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.
[4]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
[5]In the question asking students about physical fights at school, "on school property" was not defined for survey respondents.
NOTE: Race categories exclude persons of Hispanic ethnicity.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2017. (This table was prepared July 2018.)

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Table 12.2. Percentage distribution of students in grades 9–12, by number of times they reported having been in a physical fight anywhere or on school property during the previous 12 months and selected student characteristics: 2017

[Standard errors appear in parentheses]

Student characteristic	Anywhere (including on school property)[1]								On school property[2]							
	0 times		1 to 3 times		4 to 11 times		12 or more times		0 times		1 to 3 times		4 to 11 times		12 or more times	
1	2		3		4		5		6		7		8		9	
Total	**76.4**	**(0.97)**	**18.1**	**(0.68)**	**3.9**	**(0.36)**	**1.6**	**(0.17)**	**91.5**	**(0.53)**	**7.5**	**(0.48)**	**0.5**	**(0.08)**	**0.5**	**(0.07)**
Sex																
Male	70.0	(1.14)	22.4	(1.01)	5.4	(0.44)	2.3	(0.27)	88.4	(0.62)	9.9	(0.58)	0.9	(0.16)	0.8	(0.13)
Female	82.8	(1.01)	14.1	(0.76)	2.4	(0.31)	0.8	(0.12)	94.4	(0.54)	5.2	(0.55)	0.2	(0.04)	0.2	(0.04)
Race/ethnicity																
White	79.2	(0.82)	16.7	(0.72)	3.0	(0.27)	1.1	(0.16)	93.5	(0.64)	5.9	(0.61)	0.3!	(0.10)	0.3	(0.08)
Black	66.8	(2.49)	23.7	(1.72)	7.0	(1.01)	2.4	(0.70)	84.7	(1.45)	13.7	(1.33)	1.1	(0.30)	0.5!	(0.16)
Hispanic	74.3	(1.85)	19.6	(1.11)	4.2	(0.81)	1.9	(0.21)	90.6	(0.90)	8.0	(0.88)	0.5	(0.15)	0.8	(0.15)
Asian	89.0	(1.61)	7.8	(1.55)	2.2	(0.54)	‡	(†)	96.3	(1.00)	2.2!	(0.73)	‡	(†)	‡	(†)
Pacific Islander	77.4	(2.47)	11.8!	(3.56)	‡	(†)	‡	(†)	85.8	(3.58)	13.0	(3.32)	‡	(†)	‡	(†)
American Indian/Alaska Native ..	65.3	(6.36)	26.0	(5.07)	‡	(†)	‡	(†)	91.4	(3.74)	‡	(†)	‡	(†)	‡	(†)
Two or more races	74.5	(2.30)	20.3	(2.41)	3.7	(0.86)	1.6!	(0.72)	90.8	(1.36)	8.1	(1.42)	‡	(†)	‡	(†)
Sexual orientation[3]																
Heterosexual	76.8	(0.95)	17.9	(0.67)	4.0	(0.35)	1.3	(0.20)	91.7	(0.56)	7.5	(0.51)	0.5	(0.10)	0.3	(0.07)
Gay, lesbian, or bisexual	72.1	(1.66)	22.0	(1.50)	4.1	(0.66)	1.8	(0.38)	90.4	(1.16)	7.9	(1.08)	0.9	(0.23)	0.8!	(0.25)
Not sure	80.2	(2.83)	11.4	(2.25)	4.4	(1.04)	3.9!	(1.25)	88.2	(2.25)	7.4	(1.98)	1.3!	(0.41)	3.1!	(1.07)
Grade																
9th	71.7	(1.53)	21.6	(1.14)	5.0	(0.81)	1.7	(0.29)	87.7	(1.05)	11.1	(0.94)	0.8	(0.21)	0.4!	(0.15)
10th	73.8	(1.14)	20.0	(0.79)	4.2	(0.52)	1.9	(0.45)	90.4	(0.74)	8.6	(0.72)	0.7	(0.19)	0.3!	(0.12)
11th	79.6	(0.91)	16.4	(0.87)	2.9	(0.36)	1.0	(0.20)	94.0	(0.66)	5.4	(0.73)	0.2!	(0.06)	0.4!	(0.16)
12th	82.2	(1.52)	13.7	(1.28)	3.0	(0.38)	1.1	(0.24)	95.0	(0.61)	4.0	(0.57)	0.4	(0.10)	0.5!	(0.18)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight.
[2]In the question asking students about physical fights at school, "on school property" was not defined for respondents.

[3]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.
NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2017. (This table was prepared July 2018.)

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Table 12.3. Percentage of public school students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and state or jurisdiction: Selected years, 2005 through 2017

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property)[1]														On school property[2]													
	2005		2007		2009		2011		2013		2015		2017		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11		12		13		14		15	
United States[3]	35.9	(0.77)	35.5	(0.77)	31.5	(0.70)	32.8	(0.65)	24.7	(0.74)	22.6	(0.87)	23.6	(0.97)	13.6	(0.56)	12.4	(0.48)	11.1	(0.54)	12.0	(0.39)	8.1	(0.35)	7.8	(0.54)	8.5	(0.53)
Alabama	31.7	(1.84)	—	(†)	31.7	(2.44)	28.4	(1.79)	29.2	(2.32)	24.3	(1.46)	—	(†)	14.6	(1.29)	—	(†)	13.1	(1.41)	11.8	(1.30)	10.9	(0.93)	9.3	(0.82)	—	(†)
Alaska	—	(†)	29.2	(1.77)	27.8	(1.52)	23.7	(1.17)	22.7	(1.64)	20.1	(1.42)	21.2	(1.26)	—	(†)	10.4	(1.17)	9.8	(1.04)	7.7	(0.90)	—	(†)	5.8	(0.66)	6.8	(0.69)
Arizona	32.4	(1.43)	31.3	(1.54)	35.9	(1.83)	27.7	(1.41)	23.9	(1.48)	22.8	(1.25)	21.2	(1.53)	11.7	(0.87)	11.3	(0.72)	12.0	(0.82)	10.8	(0.78)	8.8	(0.94)	7.2	(0.94)	6.2	(0.81)
Arkansas	32.1	(1.67)	32.8	(1.79)	34.7	(2.08)	29.1	(1.76)	27.0	(1.30)	24.4	(0.81)	26.6	(1.63)	13.9	(1.33)	13.0	(1.03)	14.8	(1.30)	11.0	(1.36)	11.4	(0.89)	11.2	(0.72)	8.8	(0.74)
California	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	16.3	(1.55)	17.4	(1.48)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	6.6	(0.53)	5.7	(1.07)
Colorado	32.2	(1.54)	—	(†)	32.0	(1.51)	24.9	(1.69)	—	(†)	—	(†)	18.8	(1.01)	12.1	(0.89)	—	(†)	10.7	(0.83)	—	(†)	—	(†)	—	(†)	—	(†)
Connecticut	32.7	(1.45)	31.4	(1.39)	28.3	(1.26)	25.1	(1.53)	22.4	(1.23)	18.4	(1.00)	17.3	(1.17)	10.5	(0.72)	10.5	(0.83)	9.6	(0.79)	8.7	(0.84)	—	(†)	—	(†)	—	(†)
Delaware	30.3	(1.38)	33.0	(1.31)	30.4	(1.22)	28.0	(1.59)	25.1	(1.24)	21.2	(1.24)	20.0	(1.10)	9.8	(0.82)	10.5	(0.72)	8.6	(0.72)	8.8	(1.02)	9.3	(0.82)	8.1	(0.77)	8.4	(0.82)
District of Columbia	36.3	(1.26)	43.0	(1.45)	—	(†)	37.9	(1.71)	37.7	(0.63)	32.4	(0.48)	31.0	(0.57)	16.4	(0.88)	19.8	(1.21)	—	(†)	15.8	(1.55)	15.3	(0.47)	13.8	(0.37)	15.5	(0.46)
Florida	30.0	(0.94)	32.3	(1.24)	29.8	(0.83)	28.0	(0.72)	22.0	(0.77)	20.9	(0.84)	21.1	(0.70)	11.5	(0.77)	12.5	(0.84)	10.5	(0.47)	10.2	(0.44)	8.1	(0.52)	7.6	(0.53)	7.9	(0.46)
Georgia	33.8	(1.40)	34.0	(1.26)	32.3	(1.76)	33.1	(1.65)	21.4	(1.24)	—	(†)	—	(†)	12.1	(1.01)	13.1	(1.07)	11.7	(1.21)	11.9	(1.07)	10.3	(1.37)	—	(†)	—	(†)
Hawaii	27.0	(1.37)	28.6	(2.20)	29.5	(1.92)	22.3	(1.11)	16.7	(0.87)	15.0	(0.94)	16.8	(0.76)	10.0	(1.01)	7.0	(0.78)	10.2	(0.99)	8.2	(0.75)	—	(†)	—	(†)	—	(†)
Idaho	32.3	(1.38)	30.0	(1.39)	29.0	(1.08)	26.4	(1.45)	21.6	(1.18)	23.2	(1.05)	22.7	(1.21)	12.1	(1.14)	12.3	(0.98)	10.2	(0.79)	9.4	(0.81)	7.3	(0.75)	6.0	(0.59)	7.8	(0.80)
Illinois	—	(†)	33.9	(1.91)	33.0	(1.38)	29.5	(1.41)	24.6	(1.67)	22.7	(1.51)	20.3	(1.22)	—	(†)	11.3	(1.11)	11.5	(0.82)	9.8	(0.69)	8.2	(0.66)	7.7	(0.94)	7.3	(0.60)
Indiana	29.3	(1.51)	29.5	(1.35)	29.1	(1.51)	29.0	(1.34)	—	(†)	18.1	(1.63)	—	(†)	11.2	(0.98)	11.5	(0.92)	9.5	(1.18)	8.9	(0.80)	—	(†)	5.5	(0.73)	—	(†)
Iowa	28.3	(1.61)	24.0	(1.39)	—	(†)	24.4	(1.87)	—	(†)	—	(†)	19.7	(1.95)	11.3	(1.12)	9.1	(0.96)	—	(†)	9.6	(0.89)	—	(†)	—	(†)	7.4	(1.54)
Kansas	27.9	(1.51)	30.3	(1.62)	27.8	(1.37)	22.4	(1.40)	20.4	(1.21)	—	(†)	16.2	(1.11)	10.1	(0.92)	10.6	(1.04)	9.0	(0.81)	7.8	(0.84)	7.2	(0.72)	—	(†)	4.6	(0.67)
Kentucky	29.6	(1.17)	27.0	(0.98)	28.7	(1.66)	28.7	(1.65)	21.2	(1.20)	19.9	(1.10)	21.4	(1.59)	12.7	(0.81)	10.6	(0.65)	11.4	(0.93)	11.4	(0.93)	6.0	(0.94)	7.8	(0.76)	7.7	(0.81)
Louisiana	—	(†)	—	(†)	36.1	(1.60)	36.0	(2.72)	30.8	(2.59)	—	(†)	30.6	(2.22)	—	(†)	—	(†)	13.7	(1.28)	15.8	(2.17)	12.0	(1.68)	—	(†)	12.3	(2.04)
Maine	28.2	(1.11)	26.5	(1.93)	22.8	(0.55)	19.5	(0.46)	17.0	(0.40)	15.1	(0.62)	15.3	(0.46)	10.0	(1.03)	10.1	(1.09)	9.1	(0.33)	7.9	(0.27)	5.7	(0.29)	4.9	(0.31)	5.2	(0.30)
Maryland	36.6	(1.83)	35.7	(2.62)	32.5	(2.23)	29.1	(1.80)	—	(†)	—	(†)	—	(†)	14.9	(1.33)	12.4	(1.69)	11.2	(1.30)	11.1	(1.24)	14.3	(0.32)	12.2	(0.30)	12.2	(0.27)
Massachusetts	28.6	(1.33)	27.5	(1.34)	29.2	(1.24)	25.4	(0.92)	20.3	(0.91)	19.2	(1.32)	17.8	(0.86)	10.2	(0.67)	9.1	(0.81)	8.7	(0.68)	7.1	(0.65)	4.6	(0.49)	5.6	(0.60)	5.8	(0.56)
Michigan	30.1	(2.02)	30.7	(1.89)	31.6	(1.72)	27.4	(1.32)	21.6	(0.88)	20.4	(1.33)	24.4	(1.46)	11.4	(1.11)	11.4	(0.89)	11.3	(1.02)	9.1	(0.68)	6.9	(0.55)	7.5	(0.94)	7.9	(0.81)
Minnesota	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Mississippi	—	(†)	30.6	(1.43)	34.1	(1.73)	29.3	(1.72)	31.0	(1.84)	27.3	(1.78)	—	(†)	—	(†)	11.9	(0.96)	12.6	(1.02)	12.3	(1.06)	13.6	(1.40)	8.7	(1.08)	—	(†)
Missouri	29.8	(2.12)	30.9	(2.18)	28.7	(1.34)	—	(†)	—	(†)	—	(†)	19.7	(1.67)	10.2	(1.31)	10.7	(1.21)	9.0	(0.97)	—	(†)	—	(†)	—	(†)	—	(†)
Montana	30.5	(1.19)	32.8	(1.08)	31.7	(2.25)	25.4	(0.73)	22.8	(0.90)	22.4	(0.82)	20.1	(0.77)	10.9	(0.67)	12.0	(0.75)	10.8	(1.33)	9.1	(0.51)	7.3	(0.37)	7.6	(0.53)	6.3	(0.44)
Nebraska	28.5	(1.02)	—	(†)	—	(†)	26.7	(1.09)	20.1	(1.22)	19.7	(1.08)	19.2	(1.55)	9.3	(0.60)	—	(†)	—	(†)	7.4	(0.68)	5.7	(0.70)	5.5	(0.62)	6.0	(0.81)
Nevada	34.5	(1.78)	31.6	(1.53)	35.0	(1.45)	—	(†)	23.6	(1.93)	20.1	(1.18)	19.4	(0.85)	14.2	(1.32)	11.3	(1.10)	10.0	(0.82)	—	(†)	6.8	(1.12)	6.8	(0.83)	5.9	(0.79)
New Hampshire	26.4	(1.84)	27.0	(1.40)	25.9	(1.59)	23.8	(1.27)	—	(†)	—	(†)	19.2	(0.51)	10.7	(1.06)	11.3	(0.70)	9.1	(0.87)	9.9	(0.89)	6.9	(0.81)	6.4	(0.27)	—	(†)
New Jersey	30.7	(2.18)	—	(†)	27.5	(1.46)	23.9	(1.56)	21.8	(1.34)	—	(†)	—	(†)	10.1	(1.31)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
New Mexico	36.7	(1.47)	37.1	(1.06)	37.3	(1.07)	31.5	(1.02)	27.2	(1.27)	25.9	(0.86)	26.5	(0.94)	15.6	(1.19)	16.9	(0.70)	15.0	(0.85)	11.3	(0.78)	9.7	(0.61)	8.5	(0.51)	9.5	(0.61)
New York	32.1	(1.07)	31.7	(1.08)	29.6	(1.23)	27.0	(1.25)	22.8	(1.10)	20.2	(0.88)	20.8	(1.10)	12.5	(0.74)	12.2	(0.91)	11.4	(0.91)	—	(†)	—	(†)	—	(†)	—	(†)
North Carolina	29.9	(1.41)	30.1	(1.54)	28.6	(0.96)	27.6	(1.37)	24.1	(1.49)	20.7	(1.61)	22.1	(1.28)	11.6	(0.85)	10.4	(0.84)	9.4	(0.43)	10.6	(1.01)	7.6	(0.94)	6.9	(0.70)	7.6	(0.51)
North Dakota	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	10.7	(1.13)	9.6	(0.79)	7.4	(0.78)	8.2	(0.73)	8.8	(0.75)	5.4	(0.63)	7.2	(0.74)
Ohio[4]	30.2	(1.95)	30.4	(1.57)	—	(†)	31.2	(1.58)	19.8	(1.49)	—	(†)	—	(†)	10.2	(1.17)	9.4	(0.82)	—	(†)	8.8	(0.68)	6.2	(0.88)	—	(†)	—	(†)
Oklahoma	31.1	(1.63)	29.2	(1.37)	30.8	(2.10)	28.5	(1.96)	25.1	(1.79)	21.0	(1.57)	22.5	(1.33)	12.1	(1.13)	10.6	(0.81)	12.8	(1.43)	9.4	(1.25)	7.2	(1.05)	7.1	(1.03)	6.8	(1.04)
Oregon	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pennsylvania	—	(†)	—	(†)	29.6	(1.76)	—	(†)	—	(†)	21.7	(1.43)	22.9	(1.23)	—	(†)	—	(†)	9.9	(1.01)	—	(†)	—	(†)	6.8	(0.84)	7.4	(0.71)
Rhode Island	28.4	(1.34)	26.3	(1.61)	25.1	(0.83)	23.5	(0.81)	18.8	(1.12)	—	(†)	—	(†)	11.2	(0.80)	9.6	(0.93)	9.1	(0.73)	7.8	(0.52)	6.4	(0.52)	9.1	(1.00)	10.5	(1.64)

See notes at end of table.

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Table 12.3. Percentage of public school students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and state or jurisdiction: Selected years, 2005 through 2017—Continued

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property)[1]							On school property[2]						
	2005	2007	2009	2011	2013	2015	2017	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
South Carolina	31.3 (1.68)	29.1 (1.37)	36.4 (2.06)	32.6 (2.04)	26.7 (1.42)	25.8 (1.95)	23.9 (1.59)	12.7 (1.18)	10.8 (0.86)	12.1 (1.43)	12.2 (1.48)	9.6 (1.17)	9.1 (1.36)	8.7 (0.95)
South Dakota[5]	26.5 (2.86)	29.8 (2.00)	27.1 (1.36)	24.5 (2.22)	24.2 (2.04)	21.7 (2.46)	— (†)	8.4 (1.56)	9.3 (1.32)	8.3 (0.52)	8.2 (0.92)	6.6 (0.52)	6.8 (1.35)	— (†)
Tennessee	30.9 (1.66)	31.8 (1.55)	32.3 (1.31)	30.8 (1.24)	25.7 (1.69)	— (†)	22.4 (1.60)	10.9 (1.00)	12.4 (1.13)	11.3 (0.96)	10.5 (0.83)	10.4 (1.02)	10.8 (0.74)	7.4 (0.92)
Texas	34.2 (1.57)	34.9 (1.17)	33.3 (1.05)	34.1 (0.92)	25.4 (1.33)	— (†)	20.9 (1.02)	14.5 (0.94)	13.9 (0.90)	13.2 (0.67)	12.5 (0.65)	9.1 (0.79)	— (†)	— (†)
Utah	25.9 (1.84)	30.1 (2.01)	28.2 (1.61)	23.9 (1.88)	21.3 (1.16)	— (†)	20.1 (1.43)	10.4 (1.57)	11.6 (1.36)	10.6 (0.84)	8.1 (1.18)	6.9 (0.65)	— (†)	6.8 (0.76)
Vermont[6]	24.3 (1.36)	26.0 (1.44)	25.6 (0.71)	23.1 (1.42)	— (†)	18.4 (0.27)	17.0 (0.26)	12.2 (0.98)	11.5 (0.88)	11.0 (0.36)	8.8 (0.72)	9.4 (0.50)	7.4 (0.18)	6.6 (0.17)
Virginia	— (†)	— (†)	— (†)	24.9 (1.71)	23.5 (0.90)	20.6 (1.02)	19.8 (1.18)	— (†)	— (†)	— (†)	7.9 (0.93)	— (†)	7.7 (0.63)	6.5 (0.69)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	29.1 (1.88)	29.9 (2.39)	31.7 (1.96)	25.7 (1.66)	25.2 (1.84)	20.5 (1.41)	19.3 (1.44)	12.1 (1.41)	12.9 (1.70)	11.3 (1.07)	10.3 (1.02)	9.1 (1.08)	7.3 (1.17)	6.3 (0.63)
Wisconsin	32.6 (1.51)	31.2 (1.46)	25.8 (1.52)	25.3 (1.72)	22.4 (1.46)	— (†)	20.0 (1.60)	12.2 (1.03)	11.4 (0.97)	9.6 (0.87)	9.1 (0.95)	6.8 (0.69)	— (†)	7.3 (0.86)
Wyoming	30.4 (1.08)	27.9 (1.12)	30.9 (1.17)	26.5 (1.08)	24.3 (1.11)	19.7 (1.23)	— (†)	12.2 (0.72)	11.6 (0.83)	12.6 (0.73)	11.3 (0.65)	8.9 (0.60)	6.1 (0.59)	— (†)
Puerto Rico	26.0 (1.40)	— (†)	— (†)	24.6 (1.38)	21.1 (1.54)	16.7 (1.08)	21.2 (2.64)	13.4 (0.99)	— (†)	— (†)	11.6 (1.08)	9.3 (0.96)	— (†)	13.1 (2.85)

—Not available.
†Not applicable.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight.
[2]In the question asking students about physical fights at school, "on school property" was not defined for survey respondents.
[3]U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data for all years were collected through a separate national survey (rather than being aggregated from state-level data) and include both public and private schools.
[4]Ohio data for 2005 through 2013 include both public and private schools.

[5]South Dakota data for 2005 through 2015 include both public and private schools.
[6]Vermont data for 2013 include both public and private schools.
NOTE: For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2005 through 2017. (This table was prepared July 2018.)

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Table 13.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2017

[Standard errors appear in parentheses]

Location and student characteristic	1993		1997		1999		2001		2003		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11		12		13	
Anywhere (including on school property)[1]																								
Total	22.1	(1.18)	18.3	(0.91)	17.3	(0.97)	17.4	(0.99)	17.1	(0.90)	18.5	(0.80)	18.0	(0.87)	17.5	(0.73)	16.6	(0.65)	17.9	(0.73)	16.2	(0.91)	15.7	(1.26)
Sex																								
Male	34.3	(1.68)	27.7	(1.57)	28.6	(1.71)	29.3	(1.67)	26.9	(1.31)	29.8	(1.35)	28.5	(1.41)	27.1	(1.45)	25.9	(1.07)	28.1	(1.31)	24.3	(1.27)	24.2	(1.67)
Female	9.2	(0.85)	7.0	(0.54)	6.0	(0.56)	6.2	(0.41)	6.7	(0.60)	7.1	(0.43)	7.5	(0.66)	7.1	(0.38)	6.8	(0.41)	7.9	(0.56)	7.5	(0.79)	7.4	(0.85)
Race/ethnicity																								
White	20.6	(1.43)	17.0	(1.29)	16.4	(1.36)	17.9	(1.30)	16.7	(0.95)	18.7	(1.13)	18.2	(1.28)	18.6	(1.16)	17.0	(1.05)	20.8	(0.90)	18.1	(1.37)	18.1	(1.78)
Black	28.5	(1.24)	21.7	(1.99)	17.2	(2.68)	15.2	(1.23)	17.3	(1.77)	16.4	(0.81)	17.2	(1.05)	14.4	(1.33)	14.2	(0.85)	12.5	(0.96)	10.8	(1.13)		
Hispanic	24.4	(1.35)	23.3	(1.44)	18.7	(1.35)	16.5	(0.78)	16.5	(1.31)	19.0	(1.10)	18.5	(1.21)	17.2	(0.94)	16.2	(0.82)	15.5	(0.95)	13.7	(1.16)	12.7	(1.09)
Asian[2]	—	(†)	—	(†)	13.0	(2.01)	10.6	(2.10)	11.6	(2.67)	7.0	(1.70)	7.8	(1.41)	8.4	(1.28)	9.1	(1.57)	8.7	(1.79)	7.1	(1.33)	5.6	(1.10)
Pacific Islander[2]	—	(†)	—	(†)	25.3	(5.02)	17.4	(4.35)	16.3!	(6.37)	20.0!	(6.52)	25.5	(4.35)	20.3	(3.40)	20.7	(5.00)	12.6!	(3.98)	26.3	(7.87)	18.2	(5.25)
American Indian/Alaska Native	34.2	(8.08)	26.2	(3.65)	21.8	(5.68)	31.2	(5.52)	29.3	(4.58)	25.6	(3.79)	20.6	(3.02)	20.7	(3.40)	27.6	(2.41)	17.8	(4.01)	22.4	(4.01)	21.3	(4.50)
Two or more races[2]	—	(†)	—	(†)	22.2	(3.34)	25.2	(3.41)	29.8	(5.03)	26.7	(3.11)	19.0	(2.46)	17.9	(1.61)	23.7	(2.58)	18.8	(2.09)	20.8	(2.52)	16.1	(2.95)
Sexual orientation[3]																								
Heterosexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	16.0	(0.96)	15.6	(1.13)
Gay, lesbian, or bisexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	18.9	(2.07)	16.2	(1.49)
Not sure	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	14.7	(3.00)	17.4	(3.25)
Grade																								
9th	25.5	(1.42)	22.6	(1.34)	17.6	(1.58)	19.8	(1.44)	18.0	(1.81)	19.9	(1.21)	20.1	(1.41)	18.0	(0.87)	17.3	(1.07)	17.5	(0.99)	16.1	(1.11)	15.3	(1.66)
10th	21.4	(1.11)	17.4	(1.33)	18.7	(1.31)	16.7	(1.11)	15.9	(1.14)	19.4	(1.19)	18.8	(1.21)	18.4	(1.51)	16.6	(0.89)	17.8	(1.09)	16.3	(1.49)	15.3	(1.14)
11th	21.5	(1.66)	18.2	(1.69)	16.1	(1.31)	16.8	(1.26)	18.2	(1.21)	17.1	(1.13)	16.7	(1.08)	16.2	(0.93)	16.2	(0.84)	17.9	(1.43)	16.0	(1.19)	16.8	(1.56)
12th	19.9	(1.46)	15.4	(1.65)	15.9	(1.44)	15.1	(1.28)	15.5	(1.06)	16.9	(0.95)	15.5	(1.28)	16.6	(0.85)	15.8	(0.90)	18.3	(1.17)	15.8	(1.26)	14.6	(1.32)
Urbanicity[4]																								
Urban	—	(†)	18.7	(1.34)	15.8	(0.85)	15.3	(0.99)	17.0	(1.32)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	—	(†)	16.8	(1.02)	17.0	(1.34)	17.4	(1.39)	16.5	(1.36)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Rural	—	(†)	22.3	(2.12)	22.3	(2.19)	23.0	(1.86)	18.9	(1.91)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
On school property[5]																								
Total	11.8	(0.73)	8.5	(0.79)	6.9	(0.60)	6.4	(0.52)	6.1	(0.57)	6.5	(0.46)	5.9	(0.37)	5.6	(0.32)	5.4	(0.35)	5.2	(0.44)	4.1	(0.29)	3.8	(0.45)
Sex																								
Male	17.9	(0.96)	12.5	(1.50)	11.0	(1.07)	10.2	(0.88)	8.9	(0.74)	10.2	(0.83)	9.0	(0.65)	8.0	(0.52)	8.2	(0.59)	7.6	(0.70)	5.9	(0.45)	5.6	(0.64)
Female	5.1	(0.65)	3.7	(0.37)	2.8	(0.38)	2.9	(0.27)	3.1	(0.50)	2.6	(0.30)	2.7	(0.33)	2.9	(0.24)	2.3	(0.19)	3.0	(0.40)	2.0	(0.28)	1.9	(0.29)
Race/ethnicity																								
White	10.9	(0.86)	7.8	(1.16)	6.4	(0.87)	6.1	(0.62)	5.5	(0.57)	6.1	(0.66)	5.3	(0.55)	5.6	(0.44)	5.1	(0.40)	5.7	(0.65)	3.7	(0.42)	3.8	(0.63)
Black	15.0	(0.85)	9.2	(0.98)	5.0	(0.50)	6.3	(0.92)	6.9	(0.96)	5.1	(0.66)	6.0	(0.46)	5.3	(0.74)	4.6	(0.67)	3.9	(0.42)	3.4	(0.69)	3.6	(0.72)
Hispanic	13.3	(1.09)	10.4	(0.99)	7.9	(0.73)	6.4	(0.53)	6.0	(0.56)	8.2	(0.91)	7.3	(0.82)	5.8	(0.58)	5.8	(0.70)	4.7	(0.61)	4.5	(0.57)	3.5	(0.39)
Asian[2]	—	(†)	—	(†)	6.5	(1.44)	7.2	(2.05)	6.6!	(2.44)	2.8!	(1.24)	4.1	(1.01)	3.6	(0.84)	4.3!	(1.66)	3.8	(1.13)	2.3!	(0.78)	2.2!	(0.89)
Pacific Islander[2]	—	(†)	—	(†)	9.3	(2.66)	10.0!	(3.05)	4.9!	(2.05)	15.4!	(6.10)	9.5!	(3.40)	9.8	(2.33)	10.9!	(3.73)	4.0!	(1.95)	15.0!	(6.42)	2.7!	(1.36)
American Indian/Alaska Native	17.6!	(5.70)	15.9	(3.68)	11.6!	(5.13)	16.4	(4.02)	12.9	(3.40)	7.2	(1.60)	7.7	(2.08)	4.2!	(1.50)	7.5	(1.62)	7.0!	(3.22)	10.5	(2.48)	6.3!	(2.66)
Two or more races[2]	—	(†)	—	(†)	11.4	(2.76)	13.2	(3.61)	13.3!	(4.10)	11.9	(2.99)	5.0	(1.11)	5.8	(1.35)	7.5	(1.87)	6.3	(1.58)	5.7	(1.54)	4.1	(1.11)

See notes at end of table.

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Table 13.1. **Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2017—Continued**

[Standard errors appear in parentheses]

Location and student characteristic	1993		1997		1999		2001		2003		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11		12		13	
Sexual orientation[3]																								
Heterosexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	3.7	(0.31)	3.4	(0.37)
Gay, lesbian, or bisexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	6.2	(1.18)	5.9	(1.38)
Not sure	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	7.1	(1.88)	4.9	(1.09)
Grade																								
9th	12.6	(0.73)	10.2	(0.90)	7.2	(1.07)	6.7	(0.66)	5.3	(1.13)	6.4	(0.75)	6.0	(0.59)	4.9	(0.46)	4.8	(0.50)	4.8	(0.69)	3.4	(0.31)	2.5	(0.46)
10th	11.5	(0.97)	7.7	(0.99)	6.6	(0.83)	6.7	(0.60)	6.0	(0.53)	6.9	(0.70)	5.8	(0.61)	6.1	(0.57)	6.1	(0.72)	4.8	(0.58)	4.1	(0.54)	3.2	(0.56)
11th	11.9	(1.41)	9.4	(1.33)	7.0	(0.60)	6.1	(0.74)	6.6	(0.80)	5.9	(0.71)	5.5	(0.68)	5.2	(0.44)	4.7	(0.44)	5.9	(1.19)	4.8	(0.50)	5.0	(0.59)
12th	10.8	(0.83)	7.0	(0.91)	6.2	(0.78)	6.1	(0.71)	6.4	(0.64)	6.7	(0.64)	6.0	(0.58)	6.0	(0.57)	5.6	(0.51)	5.3	(0.88)	3.6	(0.56)	4.2	(0.59)
Urbanicity[4]																								
Urban	—	(†)	7.0	(0.67)	7.2	(1.09)	6.0	(0.67)	5.6	(0.81)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	—	(†)	8.7	(0.68)	6.2	(0.74)	6.3	(0.68)	6.4	(1.01)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Rural	—	(†)	11.2	(2.19)	9.6	(1.61)	8.3	(1.48)	6.3	(0.67)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)

—Not available.
†Not applicable.
‼Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days.
[2]Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993 and 1997 with data from later years.
[3]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

[4]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
[5]In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents.
NOTE: Respondents were asked about carrying "a weapon such as a gun, knife, or club." Race categories exclude persons of Hispanic ethnicity.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2017. (This table was prepared August 2018.)

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Table 13.2. Percentage distribution of students in grades 9–12, by number of days they reported carrying a weapon anywhere or on school property during the previous 30 days and selected student characteristics: 2017

[Standard errors appear in parentheses]

Student characteristic	Anywhere (including on school property)[1]								On school property[2]							
	0 days		1 day		2 to 5 days		6 or more days		0 days		1 day		2 to 5 days		6 or more days	
1	2		3		4		5		6		7		8		9	
Total	84.3	(1.26)	3.2	(0.22)	5.1	(0.46)	7.3	(0.71)	96.2	(0.45)	0.9	(0.15)	1.0	(0.12)	1.9	(0.26)
Sex																
Male	75.8	(1.67)	4.3	(0.33)	7.8	(0.60)	12.1	(1.02)	94.4	(0.64)	1.2	(0.24)	1.4	(0.21)	3.0	(0.37)
Female	92.6	(0.85)	2.3	(0.26)	2.5	(0.38)	2.6	(0.47)	98.1	(0.29)	0.5	(0.12)	0.5	(0.10)	0.8	(0.19)
Race/ethnicity[3]																
White	81.9	(1.78)	3.2	(0.41)	5.9	(0.63)	9.0	(0.93)	96.2	(0.63)	0.8	(0.16)	0.9	(0.18)	2.1	(0.41)
Black	89.2	(1.13)	3.1	(0.53)	4.1	(0.79)	3.6	(0.54)	96.4	(0.72)	1.3!	(0.43)	1.0	(0.24)	1.3!	(0.47)
Hispanic	87.3	(1.09)	3.1	(0.48)	4.1	(0.42)	5.5	(0.68)	96.5	(0.39)	0.8	(0.24)	0.9	(0.20)	1.8	(0.21)
Asian	94.4	(1.10)	0.9!	(0.43)	1.2!	(0.45)	3.4!	(1.08)	97.8	(0.89)	‡	(†)	‡	(†)	‡	(†)
Pacific Islander	81.8	(5.25)	9.4!	(3.67)	‡	(†)	‡	(†)	97.3	(1.36)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	78.7	(4.50)	‡	(†)	8.4!	(3.47)	11.2!	(4.55)	93.7	(2.66)	1.8!	(0.88)	‡	(†)	‡	(†)
Two or more races	83.9	(2.95)	4.0	(0.82)	4.4	(1.29)	7.7	(1.60)	95.9	(1.11)	1.0!	(0.34)	0.7!	(0.31)	2.4!	(0.76)
Sexual orientation[3]																
Heterosexual	84.4	(1.13)	2.9	(0.17)	5.0	(0.40)	7.6	(0.75)	96.6	(0.37)	0.7	(0.13)	0.9	(0.12)	1.8	(0.22)
Gay, lesbian, or bisexual	83.8	(1.49)	4.7	(0.83)	5.6	(1.02)	5.9	(0.90)	94.1	(1.38)	2.0!	(0.71)	1.8!	(0.55)	2.1	(0.59)
Not sure	82.6	(3.25)	4.8!	(1.64)	6.2	(1.65)	6.4	(1.55)	95.1	(1.09)	1.3!	(0.49)	‡	(†)	2.5!	(0.90)
Grade																
9th	84.7	(1.66)	4.1	(0.36)	5.1	(0.72)	6.2	(0.90)	97.5	(0.46)	1.1	(0.27)	0.4	(0.13)	0.9	(0.25)
10th	84.7	(1.14)	3.3	(0.36)	5.4	(0.61)	6.6	(0.80)	96.8	(0.56)	1.0	(0.24)	0.8	(0.21)	1.3	(0.32)
11th	83.2	(1.56)	3.3	(0.51)	5.8	(0.66)	7.7	(0.82)	95.0	(0.59)	0.9	(0.24)	1.5	(0.30)	2.6	(0.38)
12th	85.4	(1.32)	2.2	(0.49)	4.0	(0.40)	8.4	(1.01)	95.8	(0.59)	0.3!	(0.10)	1.2	(0.20)	2.7	(0.55)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days.
[2]In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents.

[3]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.
NOTE: Respondents were asked about carrying "a weapon such as a gun, knife, or club." Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2017. (This table was prepared August 2018.)

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Supplemental Tables

Table 13.3.   Percentage of public school students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and state or jurisdiction: Selected years, 2005 through 2017

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property)[1] 2005	2007	2009	2011	2013	2015	2017	On school property[2] 2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States[3]	18.5 (0.80)	18.0 (0.87)	17.5 (0.73)	16.6 (0.65)	17.9 (0.73)	16.2 (0.91)	15.7 (1.26)	6.5 (0.46)	5.9 (0.37)	5.6 (0.32)	5.4 (0.35)	5.2 (0.44)	4.1 (0.29)	3.8 (0.45)
Alabama	21.0 (1.72)	— (†)	22.9 (2.27)	21.5 (1.54)	23.1 (1.55)	22.5 (1.91)	— (†)	8.4 (1.44)	— (†)	8.7 (1.42)	8.2 (1.02)	5.5 (0.56)	5.6 (1.15)	— (†)
Alaska	— (†)	24.4 (1.61)	20.0 (1.30)	19.0 (1.19)	19.2 (1.31)	— (†)	— (†)	— (†)	8.4 (1.07)	7.8 (0.83)	5.7 (0.72)	6.1 (0.80)	8.2 (0.87)	10.2 (1.01)
Arizona	20.6 (0.84)	20.5 (0.91)	19.9 (1.25)	17.5 (1.17)	17.5 (1.17)	18.0 (1.28)	15.6 (1.83)	7.4 (0.53)	7.0 (0.75)	6.5 (0.64)	5.7 (0.59)	4.8 (0.86)	4.5 (0.93)	3.5 (0.54)
Arkansas	25.9 (1.15)	20.7 (1.36)	22.9 (1.82)	21.1 (1.76)	27.1 (1.76)	21.0 (1.40)	22.2 (2.57)	10.5 (1.10)	6.8 (0.85)	8.4 (1.02)	6.5 (0.95)	9.1 (1.10)	5.4 (0.90)	6.3 (0.77)
California	— (†)	— (†)	— (†)	— (†)	— (†)	8.9 (1.25)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	2.8 (0.50)	4.7 (0.87)
Colorado	17.0 (1.57)	— (†)	16.7 (1.27)	15.5 (1.31)	— (†)	— (†)	— (†)	5.4 (0.81)	— (†)	5.5 (0.90)	5.5 (0.69)	— (†)	— (†)	4.9 (0.62)
Connecticut	16.3 (1.30)	17.2 (1.72)	12.4 (0.89)	— (†)	— (†)	13.0 (0.91)	13.5 (0.97)	6.4 (0.83)	5.5 (1.03)	3.9 (0.45)	6.6 (0.67)	6.6 (0.82)	6.2 (0.59)	5.4 (0.55)
Delaware	16.6 (1.04)	17.1 (1.00)	18.5 (0.92)	13.5 (0.88)	14.4 (0.80)	— (†)	— (†)	5.7 (0.54)	5.4 (0.55)	5.1 (0.59)	5.2 (0.57)	3.1 (0.34)	4.0 (0.54)	3.1 (0.42)
District of Columbia	17.2 (1.11)	21.3 (1.45)	— (†)	18.9 (1.34)	20.0 (0.47)	18.1 (0.40)	18.8 (0.48)	6.7 (0.60)	7.4 (0.76)	— (†)	5.5 (0.88)	— (†)	— (†)	— (†)
Florida	15.2 (0.68)	18.0 (0.93)	17.3 (0.60)	15.6 (0.76)	15.7 (0.67)	15.4 (0.92)	14.2 (0.64)	4.7 (0.41)	5.6 (0.41)	4.7 (0.35)	— (†)	— (†)	— (†)	3.2 (0.26)
Georgia	22.1 (1.99)	19.5 (0.96)	18.8 (1.11)	22.8 (2.25)	18.5 (1.51)	— (†)	— (†)	7.5 (1.50)	5.3 (0.48)	6.0 (0.90)	8.6 (1.80)	4.2 (0.66)	— (†)	— (†)
Hawaii	13.3 (1.03)	14.8 (1.56)	15.9 (2.06)	13.9 (0.81)	10.5 (0.87)	10.7 (0.58)	11.9 (0.79)	4.9 (0.72)	3.7 (0.92)	4.7 (0.63)	4.2 (0.45)	— (†)	— (†)	— (†)
Idaho	23.9 (1.45)	23.6 (1.35)	21.8 (1.15)	22.8 (1.30)	27.1 (1.31)	28.2 (1.52)	29.6 (1.36)	— (†)	8.9 (0.96)	6.7 (0.59)	6.3 (0.78)	6.5 (0.92)	6.8 (1.02)	9.8 (1.31)
Illinois	— (†)	14.3 (1.01)	16.0 (1.04)	12.6 (0.91)	15.8 (1.22)	15.4 (1.41)	14.0 (1.04)	— (†)	3.7 (0.67)	4.8 (0.59)	3.9 (0.53)	4.7 (0.57)	4.3 (0.51)	3.7 (0.68)
Indiana	19.2 (1.25)	20.9 (0.80)	18.1 (1.58)	17.0 (1.46)	— (†)	19.6 (1.84)	— (†)	5.8 (0.71)	6.9 (0.64)	5.7 (0.80)	3.7 (0.46)	— (†)	5.6 (1.13)	— (†)
Iowa	15.7 (1.49)	12.8 (1.13)	— (†)	15.8 (1.26)	— (†)	— (†)	18.1 (2.15)	4.3 (0.70)	4.4 (0.61)	— (†)	4.5 (0.76)	— (†)	— (†)	4.2 (0.62)
Kansas	16.2 (1.37)	18.4 (1.19)	16.0 (1.26)	— (†)	16.1 (0.87)	— (†)	16.9 (1.12)	4.9 (0.85)	5.7 (0.75)	5.1 (0.65)	5.2 (0.72)	— (†)	— (†)	— (†)
Kentucky	23.1 (1.49)	24.4 (1.08)	21.7 (1.72)	22.8 (1.72)	20.7 (1.35)	23.1 (1.62)	20.5 (1.68)	6.8 (0.72)	8.0 (0.59)	6.5 (0.77)	7.4 (1.25)	6.4 (0.73)	6.5 (1.03)	4.9 (0.87)
Louisiana	— (†)	— (†)	19.6 (1.73)	22.2 (0.98)	22.8 (2.78)	— (†)	22.8 (2.05)	— (†)	— (†)	5.8 (1.12)	4.2 (1.01)	7.0 (1.37)	— (†)	5.7 (0.83)
Maine	18.3 (2.00)	15.0 (1.47)	— (†)	— (†)	— (†)	— (†)	— (†)	5.9 (1.03)	4.9 (0.70)	— (†)	8.0 (0.45)	7.1 (0.46)	5.8 (0.37)	5.3 (0.39)
Maryland	19.1 (1.59)	19.3 (1.51)	16.6 (1.19)	15.9 (1.10)	15.8 (0.27)	14.9 (0.24)	— (†)	6.9 (0.88)	5.9 (0.81)	4.6 (0.58)	5.3 (0.55)	4.8 (0.13)	4.3 (0.14)	7.4 (0.21)
Massachusetts	15.2 (0.88)	14.9 (0.88)	12.8 (1.00)	12.3 (0.95)	11.6 (0.83)	12.6 (1.20)	11.1 (0.75)	5.8 (0.59)	5.0 (0.48)	4.4 (0.58)	3.7 (0.46)	3.1 (0.50)	3.2 (0.38)	2.7 (0.24)
Michigan	15.8 (1.49)	17.9 (1.30)	16.6 (0.69)	15.7 (0.94)	15.5 (1.06)	16.6 (1.50)	17.5 (1.21)	4.7 (0.54)	5.0 (0.66)	5.4 (0.33)	3.5 (0.37)	3.8 (0.35)	3.6 (0.60)	4.1 (0.86)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	— (†)	17.3 (1.33)	17.2 (1.02)	18.0 (1.39)	19.1 (1.56)	21.0 (1.50)	— (†)	— (†)	4.8 (0.60)	4.5 (0.48)	4.2 (0.76)	4.1 (0.66)	5.2 (0.51)	— (†)
Missouri	19.4 (1.79)	18.6 (1.48)	16.0 (1.44)	— (†)	22.2 (1.93)	22.1 (1.72)	19.8 (1.65)	7.3 (0.99)	4.6 (0.83)	5.3 (1.02)	— (†)	— (†)	5.9 (0.68)	4.2 (0.92)
Montana	21.4 (1.20)	22.1 (0.76)	23.0 (1.07)	23.5 (0.96)	25.7 (0.84)	26.4 (0.94)	25.2 (0.82)	10.2 (0.89)	9.7 (0.57)	7.9 (0.67)	9.3 (0.69)	9.9 (0.58)	10.6 (0.80)	8.5 (0.62)
Nebraska	17.9 (0.89)	— (†)	— (†)	18.6 (0.90)	— (†)	— (†)	— (†)	4.8 (0.48)	— (†)	— (†)	3.8 (0.45)	— (†)	8.1 (0.95)	5.4 (1.00)
Nevada	18.4 (1.32)	14.5 (1.08)	19.1 (1.08)	— (†)	16.0 (1.50)	18.3 (1.53)	— (†)	6.8 (0.91)	4.7 (0.61)	6.2 (0.62)	— (†)	3.3 (0.64)	3.7 (0.59)	4.8 (0.61)
New Hampshire	16.2 (1.26)	18.1 (1.46)	— (†)	14.5 (1.04)	— (†)	— (†)	16.0 (0.46)	6.5 (0.91)	5.8 (0.61)	— (†)	8.8 (0.45)	— (†)	— (†)	3.6 (0.21)
New Jersey	10.5 (0.95)	— (†)	9.6 (0.81)	9.6 (1.17)	10.2 (1.08)	— (†)	— (†)	3.1 (0.53)	— (†)	3.1 (0.45)	— (†)	2.7 (0.34)	— (†)	— (†)
New Mexico	24.5 (1.44)	27.5 (1.20)	27.4 (0.90)	22.8 (0.93)	22.2 (0.88)	22.5 (0.82)	24.2 (0.96)	8.0 (0.29)	9.3 (0.66)	8.1 (0.59)	6.5 (0.51)	5.4 (0.42)	4.6 (0.33)	5.8 (0.52)
New York	14.3 (0.74)	14.2 (0.76)	13.9 (0.98)	12.6 (0.76)	12.8 (0.82)	13.0 (0.96)	11.6 (0.84)	5.2 (0.42)	4.7 (0.41)	4.8 (0.64)	4.2 (0.32)	4.0 (0.38)	4.5 (0.51)	3.4 (0.39)
North Carolina	21.5 (1.35)	21.2 (1.19)	19.6 (0.95)	20.8 (1.24)	20.6 (1.34)	19.3 (1.33)	18.4 (1.27)	6.4 (0.74)	6.8 (0.94)	4.7 (0.57)	6.1 (0.64)	4.5 (0.67)	3.9 (0.54)	3.4 (0.44)
North Dakota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	6.0 (0.74)	5.0 (0.57)	5.4 (0.64)	5.7 (0.73)	6.4 (0.75)	5.2 (0.49)	5.9 (0.75)
Ohio[4]	15.2 (1.27)	16.6 (1.42)	— (†)	16.4 (1.37)	14.2 (1.61)	— (†)	— (†)	4.4 (0.63)	4.1 (0.51)	— (†)	— (†)	— (†)	— (†)	— (†)
Oklahoma	18.9 (1.38)	22.3 (1.65)	19.0 (1.44)	19.4 (1.86)	19.9 (1.41)	19.5 (1.66)	20.4 (1.55)	7.0 (0.77)	9.0 (1.43)	5.6 (0.79)	6.1 (1.14)	6.0 (0.77)	4.8 (0.80)	6.4 (0.79)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	— (†)	— (†)	14.8 (1.28)	— (†)	— (†)	17.4 (1.27)	17.4 (1.14)	— (†)	— (†)	— (†)	3.3 (0.47)	— (†)	2.0 (0.44)	2.2 (0.30)
Rhode Island	12.4 (0.90)	12.0 (0.74)	10.4 (0.50)	11.2 (0.82)	— (†)	— (†)	— (†)	4.9 (0.41)	4.9 (0.63)	4.0 (0.33)	4.0 (0.39)	5.0 (0.78)	4.8 (0.80)	5.1 (1.01)

See notes at end of table.

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Table 13.3. Percentage of public school students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and state or jurisdiction: Selected years, 2005 through 2017—Continued

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property)[1]							On school property[2]						
	2005	2007	2009	2011	2013	2015	2017	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
South Carolina	20.5 (1.42)	19.8 (1.69)	20.4 (2.22)	23.4 (1.86)	21.2 (1.25)	20.5 (1.88)	18.3 (1.32)	6.7 (0.82)	4.8 (0.79)	4.6 (0.67)	6.3 (0.89)	3.7 (0.48)	2.9 (0.46)	3.9 (0.65)
South Dakota[5]	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	8.3 (0.72)	6.3 (0.80)	9.2 (0.76)	5.7 (0.52)	6.8 (0.87)	7.1 (1.29)	— (†)
Tennessee	24.1 (1.58)	22.6 (1.41)	20.5 (1.64)	21.1 (1.34)	19.2 (1.70)	— (†)	18.5 (1.45)	8.1 (0.92)	5.6 (0.70)	5.1 (0.70)	5.2 (0.80)	5.4 (0.79)	— (†)	— (†)
Texas	19.3 (0.93)	18.8 (0.71)	18.2 (0.89)	17.6 (0.73)	18.4 (1.33)	— (†)	16.5 (1.23)	7.9 (0.63)	6.8 (0.55)	6.4 (0.76)	4.9 (0.45)	5.6 (0.68)	— (†)	— (†)
Utah	17.7 (1.70)	17.1 (1.38)	16.0 (1.40)	16.8 (1.48)	17.2 (1.19)	— (†)	24.0 (1.86)	7.0 (1.03)	7.5 (1.00)	4.6 (0.63)	5.9 (1.01)	5.0 (0.57)	— (†)	7.1 (0.70)
Vermont[6]	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	9.1 (0.90)	9.6 (1.05)	9.0 (0.61)	9.1 (0.73)	10.4 (1.28)	7.7 (0.19)	6.9 (0.18)
Virginia	— (†)	— (†)	— (†)	20.4 (1.26)	15.8 (0.69)	15.0 (0.75)	— (†)	— (†)	— (†)	— (†)	5.7 (0.64)	— (†)	2.6 (0.44)	3.8 (0.38)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	22.3 (1.32)	21.3 (1.52)	24.4 (1.05)	20.7 (1.64)	24.3 (2.16)	26.1 (1.57)	23.9 (1.63)	8.5 (1.00)	6.9 (0.89)	6.5 (0.72)	5.5 (0.75)	5.5 (0.99)	6.5 (0.87)	4.8 (0.79)
Wisconsin	15.8 (1.19)	12.7 (0.76)	10.9 (0.81)	10.4 (0.66)	14.4 (1.32)	— (†)	— (†)	3.9 (0.54)	3.6 (0.49)	3.4 (0.50)	3.1 (0.41)	3.2 (0.52)	— (†)	5.2 (0.74)
Wyoming	28.0 (1.17)	26.8 (1.28)	26.0 (1.04)	27.1 (1.19)	28.8 (0.95)	29.6 (1.33)	— (†)	10.0 (0.71)	11.4 (0.76)	11.5 (0.81)	10.5 (0.71)	9.9 (0.62)	10.7 (0.82)	— (†)
Puerto Rico	8.9 (0.80)	— (†)	— (†)	10.0 (1.19)	8.9 (0.62)	7.1 (0.90)	9.4 (2.18)	3.7 (0.49)	— (†)	— (†)	4.4 (0.58)	2.8 (0.44)	2.8 (0.42)	5.5 ! (1.80)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days.
[2]In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents.
[3]U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data for all years were collected through a separate national survey (rather than being aggregated from state-level data) and include both public and private schools.
[4]Ohio data for 2005 through 2013 include both public and private schools.

[5]South Dakota data for 2005 through 2015 include both public and private schools.
[6]Vermont data for 2013 include both public and private schools.
NOTE: Respondents were asked about carrying "a weapon such as a gun, knife, or club." For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2005 through 2017. (This table was prepared July 2018.)

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Table 13.4. Total number of public school students who brought firearms to or possessed firearms at school and number of students who did this per 100,000 students enrolled, by state or jurisdiction: 2009–10 through 2016–17

State or jurisdiction	Total number of students who brought firearms to or possessed firearms at school								Number of students who did this per 100,000 students enrolled							
	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
United States	2,660	2,534	2,687	2,936	3,048	2,888	3,186	3,272	5.4	5.1	5.4	5.9	6.1	5.7	6.3	6.5
Alabama	52	39	12	91	97	67	100	70	6.9	5.2	1.6	12.2	13.0	9.0	13.4	9.4
Alaska	8	3	6	5	4	4	7	7	6.1	2.3	4.6	3.8	3.1	3.0	5.3	5.3
Arizona	33	33	43	39	34	36	29	79	3.1	3.1	4.0	3.6	3.1	3.2	2.6	7.0
Arkansas	97	114	105	115	113	123	112	142	20.2	23.6	21.7	23.7	23.1	25.1	22.8	28.8
California	375	238	157	323	316	321	380	346	6.0	3.8	2.5	5.1	5.0	5.1	6.0	5.5
Colorado	47	65	67	42	45	22	27	30	5.6	7.7	7.8	4.9	5.1	2.5	3.0	3.3
Connecticut	35	40	42	45	24	36	41	40	6.2	7.1	7.6	8.2	4.4	6.6	7.6	7.5
Delaware	8	6	2	3	7	3	7	3	6.3	4.6	1.6	2.3	5.3	2.2	5.2	2.2
District of Columbia	7	6	49	0	72	19	13	11	10.1	8.4	66.3	0.0	92.1	23.5	15.5	12.1
Florida	104	113	105	96	120	134	146	131	3.9	4.3	3.9	3.6	4.4	4.9	5.2	4.7
Georgia	169	180	141	179	134	122	185	204	10.1	10.7	8.4	10.5	7.8	7.0	10.5	11.6
Hawaii	8	2	1	1	0	0	34	25	4.4	1.1	0.5	0.5	0.0	0.0	18.7	13.8
Idaho	25	0	17	5	7	6	9	8	9.0	0.0	6.1	1.8	2.4	2.1	3.1	2.7
Illinois	22	7	7	5	5	184	177	189	1.0	0.3	0.3	0.2	0.2	9.0	8.7	9.3
Indiana	50	33	48	49	51	56	81	67	4.8	3.2	4.6	4.7	4.9	5.4	7.7	6.4
Iowa	5	2	3	4	3	3	1	36	1.0	0.4	0.6	0.8	0.6	0.6	0.2	7.1
Kansas	89	40	30	48	40	35	35	51	18.8	8.3	6.2	9.8	8.1	7.0	7.1	10.3
Kentucky	22	19	23	36	45	50	52	58	3.2	2.8	3.4	5.3	6.6	7.3	7.6	8.5
Louisiana	198	188	162	194	214	143	178	170	28.7	27.0	23.0	27.3	30.1	19.9	24.8	23.7
Maine	2	2	4	2	0	1	0	3	1.1	1.1	2.1	1.1	0.0	0.5	0.0	1.7
Maryland	9	12	12	11	7	8	9	14	1.1	1.4	1.4	1.3	0.8	0.9	1.0	1.6
Massachusetts	77	93	67	108	91	96	60	25	8.0	9.7	7.0	11.3	9.5	10.0	6.2	2.6
Michigan	48	110	110	114	70	50	58	44	2.9	6.9	7.0	7.3	4.5	3.3	3.8	2.9
Minnesota	25	29	14	21	32	26	30	28	3.0	3.5	1.7	2.5	3.8	3.0	3.5	3.2
Mississippi	71	32	32	39	49	18	24	38	14.4	6.5	6.5	7.9	9.9	3.7	4.9	7.9
Missouri	12	9	4	8	5	9	8	9	1.3	1.0	0.4	0.9	0.5	1.0	0.9	1.0
Montana	23	17	32	15	16	13	16	9	16.2	12.0	22.5	10.5	11.1	9.0	11.0	6.1
Nebraska	8	14	11	17	16	17	10	12	2.7	4.7	3.7	5.6	5.2	5.4	3.2	3.8
Nevada	19	20	23	25	26	12	9	28	4.4	4.6	5.2	5.6	5.8	2.6	1.9	5.9
New Hampshire	4	10	19	17	22	13	9	8	2.0	5.1	9.9	9.0	11.8	7.0	4.9	4.4
New Jersey	6	5	6	9	5	7	3	7	0.4	0.4	0.4	0.7	0.4	0.5	0.2	0.5
New Mexico	82	65	53	52	59	25	78	70	24.5	19.2	15.7	15.4	17.4	7.3	23.2	20.8
New York	73[1]	103[1]	253	180	238	247	184	137	2.6[1]	3.8[1]	9.4	6.6	8.7	9.0	6.8	5.0
North Carolina	40	72	67	75	98	84	115	100	2.7	4.8	4.4	4.9	6.4	5.4	7.4	6.5
North Dakota	5	15	14	8	15	4	11	4	5.3	15.6	14.3	7.9	14.4	3.8	10.1	3.6
Ohio	103	91	75	71	102	88	83	81	5.8	5.2	4.3	4.1	5.9	5.1	4.8	4.7
Oklahoma	49	17	25	32	23	29	38	29	7.5	2.6	3.8	4.8	3.4	4.2	5.5	4.2
Oregon	43	43	59	47	37	42	30	38	7.4	7.5	10.4	8.0	6.2	7.0	4.9	6.6
Pennsylvania	52	24	22	34	24	46	18	24	2.9	1.3	1.2	1.9	1.4	2.6	1.0	1.4
Rhode Island	3	8	2	0	2	0	5	9	2.1	5.6	1.4	0.0	1.4	0.0	3.5	6.3
South Carolina	35	10	38	74	108	76	91	102	4.8	1.4	5.2	10.1	14.5	10.0	11.9	13.2
South Dakota	12	6	10	13	5	1	10	9	9.7	4.8	7.8	10.0	3.8	0.8	7.4	6.6
Tennessee	115	42[2]	75[2]	64[2]	57[2]	57[2]	121	127	11.8	4.3[2]	7.5[2]	6.4[2]	5.7[2]	5.7[2]	12.1	12.7
Texas	108	397	397	397	95	104	107	146	2.2	8.0	7.9	7.8	1.8	2.0	2.0	2.7
Utah	35	‡	‡	‡	101	—	—	—	6.1	‡	‡	‡	16.1	—	—	—
Vermont	2	9	4	3	11	4	5	5	2.2	9.3	4.4	3.3	12.4	4.6	5.7	5.6
Virginia	59	57	52	50	45	54	53	65	4.7	4.6	4.1	4.0	3.5	4.2	4.1	5.1
Washington	134	33	127	100	91	97	42	125	12.9	3.2	12.1	9.5	8.6	9.0	3.9	11.3
West Virginia	9	7	12	1	211	220	281	229	3.2	2.5	4.2	0.4	75.1	78.5	101.3	83.6
Wisconsin	31	40	39	47	43	63	51	57	3.6	4.6	4.5	5.4	4.9	7.2	5.9	6.6
Wyoming	12	14	9	22	13	13	13	23	13.6	15.7	10.0	24.0	14.0	13.8	13.7	24.4
Jurisdiction																
Bureau of Indian Education	0	—	—	—	—	—	—	1	0.0	—	—	—	—	—	—	2.2
DoDEA	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Other jurisdictions																
American Samoa	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	0	0	0	0	—	—	—	—	0.0	0.0	0.0	0.0	—
Northern Marianas	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Puerto Rico	7	24	16	10	4	0	2	12	1.4	5.1	3.5	2.3	0.9	0.0	0.5	3.3
U.S. Virgin Islands	0	—	—	—	—	—	0	0	0.0	—	—	—	—	—	0.0	0.0

—Not available.
‡Reporting standards not met (suppressed due to data quality concerns).
[1]Data for New York City Public Schools were not reported.
[2]Due to data quality concerns, totals exclude students reported under the "other" firearm type category.
NOTE: Unless otherwise noted, data represent the sum of student counts for all firearm type categories (handguns, rifles/shotguns, other firearms, and multiple types of firearms). DoDEA = Department of Defense Education Activity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 086, Data Group 596, extracted August 20, 2018, from the ED*Facts* Data Warehouse (internal U.S. Department of Education source); and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2009–10 through 2016–17. (This table was prepared September 2018.)

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Table 13.5. **Percentage of students ages 12–18 who reported having access to a loaded gun, without adult permission, at school or away from school during the school year, by selected student and school characteristics: Selected years, 2007 through 2017**

[Standard errors appear in parentheses]

Student or school characteristic	2007		2009		2011		2013		2015		2017	
1		2		3		4		5		6		7
Total	**6.7**	**(0.40)**	**5.5**	**(0.47)**	**4.7**	**(0.43)**	**3.7**	**(0.38)**	**4.2**	**(0.48)**	**3.4**	**(0.29)**
Sex												
Male	8.4	(0.56)	7.6	(0.72)	5.6	(0.59)	3.9	(0.56)	5.3	(0.63)	4.0	(0.43)
Female	5.0	(0.47)	3.4	(0.44)	3.6	(0.44)	3.4	(0.35)	3.1	(0.50)	2.7	(0.33)
Race/ethnicity												
White	7.7	(0.55)	6.4	(0.60)	5.3	(0.50)	4.2	(0.45)	5.2	(0.67)	4.2	(0.41)
Black	6.2	(0.98)	3.9	(0.92)	4.1	(0.86)	3.4	(0.78)	3.3	(0.79)	4.1	(0.82)
Hispanic	4.8	(0.79)	4.9	(0.90)	4.1	(0.89)	3.0	(0.71)	2.8	(0.65)	1.7	(0.40)
Asian/Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Asian	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native ..	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	9.6!	(4.35)
Two or more races	9.7	(2.67)	5.2!	(2.44)	‡	(†)	4.5!	(2.03)	5.9!	(2.27)	3.4!	(1.69)
Grade												
6th	2.4	(0.64)	0.8!	(0.40)	2.0!	(0.89)	‡	(†)	1.7!	(0.65)	‡	(†)
7th	2.6	(0.56)	3.6	(0.84)	3.0	(0.63)	2.0	(0.50)	3.0	(0.66)	1.1!	(0.33)
8th	3.2	(0.63)	3.2	(0.63)	2.9	(0.60)	2.4	(0.62)	2.6	(0.58)	2.2	(0.49)
9th	6.8	(0.98)	4.4	(0.80)	4.0	(0.75)	3.3	(0.80)	3.3	(0.72)	3.5	(0.81)
10th	9.2	(1.13)	7.3	(1.02)	5.3	(0.70)	4.7	(0.80)	4.7	(1.07)	4.0	(0.81)
11th	9.9	(1.00)	7.6	(1.16)	6.4	(1.06)	5.9	(0.99)	6.4	(1.10)	4.8	(0.82)
12th	12.3	(1.33)	9.8	(1.44)	8.2	(1.06)	5.8	(0.99)	7.3	(1.08)	5.8	(0.88)
Urbanicity[1]												
Urban	5.8	(0.67)	4.7	(0.72)	4.1	(0.61)	3.2	(0.54)	3.4	(0.73)	2.2	(0.39)
Suburban	6.4	(0.59)	5.5	(0.57)	4.9	(0.55)	3.7	(0.46)	4.4	(0.60)	3.2	(0.34)
Rural	9.1	(1.04)	7.1	(1.39)	4.9	(0.92)	4.6	(0.91)	5.0	(1.20)	6.7	(1.27)
Control of school												
Public	6.9	(0.44)	5.8	(0.49)	4.8	(0.42)	3.7	(0.40)	4.4	(0.52)	3.5	(0.30)
Private	4.5	(0.88)	2.3!	(0.83)	3.2!	(0.98)	3.6	(1.01)	2.0!	(0.76)	2.2!	(0.73)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

NOTE: Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007 through 2017. (This table was prepared September 2018.)

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Table 14.1. Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2017

[Standard errors appear in parentheses]

Location and student characteristic	1993		1997		1999		2001		2003		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11		12		13	
Anywhere (including on school property)[1]																								
Total	48.0	(1.06)	50.8	(1.43)	50.0	(1.30)	47.1	(1.11)	44.9	(1.21)	43.3	(1.38)	44.7	(1.15)	41.8	(0.80)	38.7	(0.75)	34.9	(1.08)	32.8	(1.18)	29.8	(1.27)
Sex																								
Male	50.1	(1.23)	53.3	(1.22)	52.3	(1.47)	49.2	(1.42)	43.8	(1.31)	43.8	(1.40)	44.7	(1.39)	40.8	(1.11)	39.5	(0.93)	34.4	(1.30)	32.2	(0.89)	27.6	(1.24)
Female	45.9	(1.32)	47.8	(1.99)	47.7	(1.45)	45.0	(1.11)	45.8	(1.29)	42.8	(1.56)	44.6	(1.42)	42.9	(0.85)	37.9	(0.91)	35.5	(1.39)	33.5	(1.89)	31.8	(1.57)
Race/ethnicity																								
White	49.9	(1.26)	54.0	(1.51)	52.5	(1.62)	50.4	(1.12)	47.1	(1.51)	46.4	(1.84)	47.3	(1.67)	44.7	(1.16)	40.3	(0.97)	36.3	(1.63)	35.2	(2.00)	32.4	(1.73)
Black	42.5	(1.82)	36.9	(1.46)	39.9	(4.07)	32.7	(2.33)	37.4	(1.67)	31.2	(1.05)	34.5	(1.65)	33.4	(1.45)	30.5	(1.40)	29.6	(1.65)	23.8	(2.82)	20.8	(2.27)
Hispanic	50.8	(2.82)	53.9	(1.96)	52.8	(2.41)	49.2	(1.52)	45.6	(1.39)	46.8	(1.39)	47.6	(1.80)	42.9	(1.43)	42.3	(1.38)	37.5	(2.11)	34.4	(1.28)	31.3	(1.53)
Asian[2]	—	(†)	—	(†)	25.7	(2.24)	28.4	(3.22)	27.5	(3.47)	21.5	(1.98)	25.4	(2.17)	18.3	(1.60)	25.6	(2.90)	21.7	(1.80)	13.1	(1.83)	12.2	(1.74)
Pacific Islander[2]	—	(†)	—	(†)	60.8	(5.11)	52.3	(8.54)	40.0	(7.04)	38.7	(8.43)	48.8	(6.58)	34.8	(4.36)	38.4	(6.40)	26.8	(5.84)	36.9	(10.62)	18.7	(3.17)
American Indian/Alaska Native	45.3	(7.18)	57.6	(3.79)	49.4	(6.43)	51.4	(3.97)	51.9	(5.29)	57.4	(4.13)	34.5	(1.77)	42.8	(5.43)	44.9	(2.26)	33.4	(5.13)	46.0	(8.12)	31.8	(8.15)
Two or more races[2]	—	(†)	—	(†)	51.1	(3.98)	45.4	(4.11)	47.1	(3.59)	39.0	(3.59)	46.2	(2.89)	44.3	(2.42)	36.9	(3.08)	36.1	(2.87)	39.6	(2.68)	32.7	(2.50)
Sexual orientation[3]																								
Heterosexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	32.1	(1.30)	29.7	(1.02)
Gay, lesbian, or bisexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	40.5	(2.07)	37.4	(2.39)
Not sure	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	34.6	(2.81)	21.5	(2.77)
Grade																								
9th	40.5	(1.79)	44.2	(3.12)	40.6	(2.17)	41.1	(1.82)	36.2	(1.43)	36.2	(1.23)	35.7	(1.15)	31.5	(1.28)	29.8	(1.35)	24.4	(1.13)	23.4	(1.28)	18.8	(1.23)
10th	44.0	(2.00)	47.2	(2.19)	49.7	(1.89)	45.2	(1.29)	43.5	(1.66)	42.0	(1.95)	41.8	(1.68)	40.6	(1.42)	35.7	(1.37)	30.9	(1.84)	29.0	(2.49)	27.0	(1.60)
11th	49.7	(1.73)	53.2	(1.49)	50.9	(1.98)	49.3	(1.70)	47.0	(2.08)	46.0	(1.98)	49.0	(1.83)	45.7	(2.05)	42.7	(1.28)	39.2	(1.52)	38.0	(1.68)	34.4	(1.68)
12th	56.4	(1.35)	57.3	(2.50)	61.7	(2.25)	55.2	(1.53)	55.9	(1.65)	50.8	(2.12)	54.9	(2.09)	51.7	(1.37)	48.4	(1.29)	46.8	(1.85)	42.4	(2.00)	40.8	(1.92)
Urbanicity[4]																								
Urban	—	(†)	48.9	(2.07)	46.5	(2.75)	45.2	(1.97)	41.5	(1.48)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	—	(†)	50.5	(2.11)	51.4	(1.32)	47.6	(1.26)	46.5	(2.10)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Rural	—	(†)	55.4	(5.36)	52.2	(4.51)	50.2	(1.91)	45.3	(2.35)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
On school property[5]																								
Total	5.2	(0.39)	5.6	(0.34)	4.9	(0.39)	4.9	(0.28)	5.2	(0.46)	4.3	(0.30)	4.1	(0.32)	4.5	(0.29)	5.1	(0.33)	—	(†)	—	(†)	—	(†)
Sex																								
Male	6.2	(0.39)	7.2	(0.66)	6.1	(0.54)	6.1	(0.43)	6.0	(0.61)	5.3	(0.39)	4.6	(0.35)	5.3	(0.41)	5.4	(0.43)	—	(†)	—	(†)	—	(†)
Female	4.2	(0.54)	3.6	(0.37)	3.6	(0.39)	3.8	(0.39)	4.2	(0.41)	3.3	(0.32)	3.6	(0.37)	3.6	(0.34)	4.7	(0.35)	—	(†)	—	(†)	—	(†)
Race/ethnicity																								
White	4.6	(0.44)	4.8	(0.42)	4.8	(0.55)	4.2	(0.26)	3.9	(0.45)	3.8	(0.38)	3.2	(0.35)	3.3	(0.27)	4.0	(0.38)	—	(†)	—	(†)	—	(†)
Black	6.9	(0.98)	5.6	(0.72)	4.3	(0.52)	5.3	(0.65)	5.8	(0.80)	3.2	(0.45)	3.4	(0.63)	5.4	(0.59)	5.1	(0.50)	—	(†)	—	(†)	—	(†)
Hispanic	6.8	(0.84)	8.2	(0.96)	7.0	(0.88)	7.0	(0.71)	7.6	(1.08)	7.7	(1.04)	7.5	(0.86)	6.9	(0.70)	7.3	(0.68)	—	(†)	—	(†)	—	(†)
Asian[2]	—	(†)	—	(†)	2.0	(0.42)	6.8	(1.42)	5.6	(1.55)	1.3!	(0.62)	4.4	(1.17)	2.9	(0.65)	3.5!	(1.21)	—	(†)	—	(†)	—	(†)
Pacific Islander[2]	—	(†)	—	(†)	6.7	(1.59)	12.4	(3.50)	8.5!	(3.29)	‡	(†)	‡	(†)	10.0	(2.34)	8.3!	(3.61)	—	(†)	—	(†)	—	(†)
American Indian/Alaska Native	6.7!	(3.06)	8.6!	(4.15)	‡	(†)	8.2	(1.69)	7.1!	(2.61)	6.2!	(2.05)	5.0	(0.89)	4.3!	(1.58)	20.9	(4.15)	—	(†)	—	(†)	—	(†)
Two or more races[2]	—	(†)	—	(†)	5.2	(1.09)	7.0!	(2.36)	13.3	(2.93)	3.5	(1.02)	5.4	(1.25)	6.7	(1.37)	5.8	(1.32)	—	(†)	—	(†)	—	(†)
Grade																								
9th	5.2	(0.38)	5.9	(0.83)	4.4	(0.60)	5.3	(0.47)	5.1	(0.69)	3.7	(0.48)	3.4	(0.43)	4.4	(0.37)	5.4	(0.56)	—	(†)	—	(†)	—	(†)
10th	4.7	(0.43)	4.6	(0.71)	5.0	(0.67)	5.1	(0.45)	5.6	(0.60)	4.5	(0.45)	4.1	(0.50)	4.8	(0.46)	4.4	(0.51)	—	(†)	—	(†)	—	(†)
11th	5.2	(0.80)	6.0	(0.86)	4.7	(0.57)	4.7	(0.45)	5.0	(0.57)	4.0	(0.47)	4.2	(0.54)	4.6	(0.44)	5.2	(0.56)	—	(†)	—	(†)	—	(†)
12th	5.5	(0.64)	5.9	(0.66)	5.0	(0.89)	4.3	(0.44)	4.5	(0.68)	4.8	(0.57)	4.8	(0.55)	4.1	(0.44)	5.1	(0.48)	—	(†)	—	(†)	—	(†)
Urbanicity[4]																								
Urban	—	(†)	6.4	(0.85)	5.0	(0.60)	5.4	(0.61)	6.1	(0.94)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	—	(†)	5.2	(0.43)	4.6	(0.61)	4.9	(0.37)	4.8	(0.54)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Rural	—	(†)	5.3	(0.55)	5.6	(0.67)	4.0	(0.83)	4.7	(0.49)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days during the previous 30 days they had at least one drink of alcohol.
[2]Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993 and 1997 with data from later years.

[3]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.
[4]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
[5]In the question about drinking alcohol at school, "on school property" was not defined for survey respondents. Data on alcohol use at school were not collected from 2013 onward.
NOTE: Race categories exclude persons of Hispanic ethnicity.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2017. (This table was prepared July 2018.)

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Table 14.2. Percentage distribution of students in grades 9–12, by number of days they reported using alcohol anywhere or on school property during the previous 30 days and selected student characteristics: Selected years, 2011 through 2017

[Standard errors appear in parentheses]

Year and student characteristic	Anywhere (including on school property)[1]				On school property[2]			
	0 days	1 or 2 days	3 to 29 days	All 30 days	0 days	1 or 2 days	3 to 29 days	All 30 days
1	2	3	4	5	6	7	8	9
2011 **Total**	61.3 (0.75)	19.4 (0.62)	18.3 (0.47)	0.9 (0.11)	94.9 (0.33)	3.3 (0.23)	1.3 (0.15)	0.5 (0.07)
Sex								
Male	60.5 (0.93)	18.5 (0.68)	19.5 (0.65)	1.5 (0.19)	94.6 (0.43)	3.1 (0.26)	1.5 (0.21)	0.8 (0.14)
Female	62.1 (0.91)	20.5 (0.74)	17.1 (0.63)	0.3 (0.08)	95.3 (0.35)	3.4 (0.29)	1.1 (0.16)	0.1 ! (0.04)
Race/ethnicity								
White	59.7 (0.97)	19.5 (0.83)	20.1 (0.62)	0.7 (0.13)	96.0 (0.38)	2.8 (0.29)	0.9 (0.12)	0.3 (0.06)
Black	69.5 (1.40)	17.5 (1.06)	12.1 (0.97)	0.9 (0.21)	94.9 (0.50)	3.2 (0.41)	1.4 (0.28)	0.5 ! (0.18)
Hispanic	57.7 (1.38)	21.5 (0.75)	19.4 (0.94)	1.4 (0.25)	92.7 (0.68)	4.3 (0.31)	2.2 (0.45)	0.7 (0.17)
Asian	74.4 (2.90)	16.7 (2.86)	7.3 (1.42)	1.6! (0.73)	96.5 (1.21)	2.2! (0.96)	‡ (†)	‡ (†)
Pacific Islander	61.6 (6.40)	15.6 (3.98)	21.9 (4.87)	‡ (†)	91.7 (3.61)	3.6! (1.62)	‡ (†)	‡ (†)
American Indian/Alaska Native	55.1 (2.26)	23.8 (2.23)	20.1 (1.51)	‡ (†)	79.1 (4.15)	15.0 (3.14)	5.3 (0.96)	‡ (†)
Two or more races	63.1 (3.08)	19.6 (2.94)	15.0 (1.88)	2.3! (0.96)	94.2 (1.32)	3.3 (0.86)	‡ (†)	1.6! (0.74)
Grade								
9th	70.2 (1.35)	17.8 (0.99)	11.2 (0.95)	0.7 (0.18)	94.6 (0.56)	3.7 (0.41)	1.4 (0.31)	0.4 (0.09)
10th	64.3 (1.37)	19.2 (1.11)	15.8 (0.66)	0.6 (0.15)	95.6 (0.51)	2.8 (0.40)	1.2 (0.24)	0.4 (0.11)
11th	57.3 (1.28)	21.1 (0.87)	20.6 (1.31)	1.1 (0.21)	94.8 (0.56)	3.2 (0.39)	1.3 (0.26)	0.7 (0.16)
12th	51.6 (1.29)	20.1 (0.93)	27.1 (1.25)	1.1 (0.24)	94.9 (0.48)	3.5 (0.38)	1.3 (0.26)	0.3! (0.10)
2013[3] **Total**	65.1 (1.08)	17.3 (0.56)	16.9 (0.78)	0.8 (0.12)	— (†)	— (†)	— (†)	— (†)
Sex								
Male	65.6 (1.30)	15.7 (0.75)	17.4 (0.90)	1.2 (0.19)	— (†)	— (†)	— (†)	— (†)
Female	64.5 (1.39)	18.8 (0.98)	16.3 (0.88)	0.3 (0.09)	— (†)	— (†)	— (†)	— (†)
Race/ethnicity								
White	63.7 (1.63)	17.6 (0.87)	18.0 (1.11)	0.6 (0.13)	— (†)	— (†)	— (†)	— (†)
Black	70.4 (1.65)	15.5 (0.90)	13.6 (1.46)	0.6 (0.16)	— (†)	— (†)	— (†)	— (†)
Hispanic	62.5 (2.11)	18.0 (1.30)	18.3 (1.27)	1.2 (0.35)	— (†)	— (†)	— (†)	— (†)
Asian	78.3 (1.80)	14.8 (2.26)	6.3 (1.27)	‡ (†)	— (†)	— (†)	— (†)	— (†)
Pacific Islander	73.2 (5.84)	18.2 (4.71)	7.5 (2.24)	‡ (†)	— (†)	— (†)	— (†)	— (†)
American Indian/Alaska Native	66.6 (5.13)	14.8 (4.41)	17.4! (5.62)	‡ (†)	— (†)	— (†)	— (†)	— (†)
Two or more races	63.9 (2.87)	18.7 (1.71)	16.4 (2.12)	1.0! (0.42)	— (†)	— (†)	— (†)	— (†)
Grade								
9th	75.6 (1.13)	13.6 (0.89)	10.0 (0.85)	0.7 (0.22)	— (†)	— (†)	— (†)	— (†)
10th	69.1 (1.84)	15.9 (1.17)	14.5 (1.22)	0.6 (0.16)	— (†)	— (†)	— (†)	— (†)
11th	60.8 (1.52)	18.6 (1.01)	19.7 (1.26)	0.9 (0.23)	— (†)	— (†)	— (†)	— (†)
12th	53.2 (1.85)	21.5 (0.93)	24.6 (1.31)	0.7 (0.17)	— (†)	— (†)	— (†)	— (†)
2015[3] **Total**	67.2 (1.18)	17.6 (0.67)	14.5 (0.85)	0.7 (0.12)	— (†)	— (†)	— (†)	— (†)
Sex								
Male	67.8 (0.89)	16.1 (0.76)	15.1 (0.87)	1.0 (0.23)	— (†)	— (†)	— (†)	— (†)
Female	66.5 (1.89)	19.3 (1.09)	13.9 (1.12)	0.3! (0.13)	— (†)	— (†)	— (†)	— (†)
Race/ethnicity								
White	64.8 (2.00)	18.5 (0.83)	16.2 (1.40)	0.5 (0.11)	— (†)	— (†)	— (†)	— (†)
Black	76.2 (2.82)	14.4 (1.82)	8.6 (1.24)	‡ (†)	— (†)	— (†)	— (†)	— (†)
Hispanic	65.6 (1.28)	18.9 (1.25)	14.4 (0.76)	1.1 (0.25)	— (†)	— (†)	— (†)	— (†)
Asian	86.9 (1.83)	7.1 (1.48)	4.9 (0.88)	‡ (†)	— (†)	— (†)	— (†)	— (†)
Pacific Islander	63.1 (10.62)	22.1! (8.78)	13.5! (5.64)	‡ (†)	— (†)	— (†)	— (†)	— (†)
American Indian/Alaska Native	54.0 (8.12)	16.3! (5.91)	29.3! (8.96)	‡ (†)	— (†)	— (†)	— (†)	— (†)
Two or more races	60.4 (2.68)	20.2 (2.17)	19.0 (2.32)	‡ (†)	— (†)	— (†)	— (†)	— (†)
Sexual orientation[4]								
Heterosexual	67.9 (1.30)	17.5 (0.74)	13.9 (0.99)	0.6 (0.11)	— (†)	— (†)	— (†)	— (†)
Gay, lesbian, or bisexual	59.5 (2.07)	21.7 (1.84)	18.1 (1.54)	‡ (†)	— (†)	— (†)	— (†)	— (†)
Not sure	65.4 (2.81)	14.6 (2.03)	16.6 (2.32)	3.4! (1.16)	— (†)	— (†)	— (†)	— (†)
Grade								
9th	76.6 (1.28)	14.2 (1.20)	8.5 (0.98)	0.6 (0.16)	— (†)	— (†)	— (†)	— (†)
10th	71.0 (2.49)	16.0 (1.53)	12.2 (1.25)	0.8 (0.21)	— (†)	— (†)	— (†)	— (†)
11th	62.0 (1.68)	19.9 (1.49)	17.8 (1.39)	0.3! (0.12)	— (†)	— (†)	— (†)	— (†)
12th	57.6 (2.00)	21.0 (1.22)	20.4 (1.49)	0.9 (0.26)	— (†)	— (†)	— (†)	— (†)

See notes at end of table.

Table 14.2. Percentage distribution of students in grades 9–12, by number of days they reported using alcohol anywhere or on school property during the previous 30 days and selected student characteristics: Selected years, 2011 through 2017—Continued

[Standard errors appear in parentheses]

Year and student characteristic	Anywhere (including on school property)[1]								On school property[2]							
	0 days		1 or 2 days		3 to 29 days		All 30 days		0 days		1 or 2 days		3 to 29 days		All 30 days	
1	2		3		4		5		6		7		8		9	
2017[3]																
Total	70.2	(1.27)	16.4	(0.66)	12.8	(0.74)	0.6	(0.10)	—	(†)	—	(†)	—	(†)	—	(†)
Sex																
Male	72.4	(1.24)	14.6	(0.73)	12.0	(0.77)	0.9	(0.17)	—	(†)	—	(†)	—	(†)	—	(†)
Female	68.2	(1.57)	18.1	(0.94)	13.5	(0.94)	0.3	(0.08)	—	(†)	—	(†)	—	(†)	—	(†)
Race/ethnicity																
White	67.6	(1.73)	16.9	(0.90)	15.0	(0.96)	0.5!	(0.17)	—	(†)	—	(†)	—	(†)	—	(†)
Black	79.2	(2.27)	13.8	(1.45)	6.5	(0.94)	0.6!	(0.21)	—	(†)	—	(†)	—	(†)	—	(†)
Hispanic	68.7	(1.53)	17.5	(0.85)	13.2	(1.09)	0.6	(0.18)	—	(†)	—	(†)	—	(†)	—	(†)
Asian	87.8	(1.74)	8.2	(1.44)	2.9!	(0.97)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pacific Islander	81.3	(3.17)	9.5	(2.45)	9.0!	(3.20)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
American Indian/Alaska Native	68.2	(8.15)	14.6	(3.29)	‡	(†)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Two or more races	67.3	(2.50)	20.5	(2.37)	11.5	(1.66)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Sexual orientation[4]																
Heterosexual	70.3	(1.02)	16.6	(0.58)	12.7	(0.64)	0.4	(0.09)	—	(†)	—	(†)	—	(†)	—	(†)
Gay, lesbian, or bisexual	62.6	(2.39)	18.9	(1.63)	17.6	(1.49)	0.8!	(0.25)	—	(†)	—	(†)	—	(†)	—	(†)
Not sure	78.5	(2.77)	11.7	(1.64)	6.5	(1.15)	3.4!	(1.59)	—	(†)	—	(†)	—	(†)	—	(†)
Grade																
9th	81.2	(1.23)	11.6	(0.69)	7.0	(0.83)	0.1!	(0.06)	—	(†)	—	(†)	—	(†)	—	(†)
10th	73.0	(1.60)	15.2	(0.92)	11.3	(0.93)	0.6!	(0.26)	—	(†)	—	(†)	—	(†)	—	(†)
11th	65.6	(1.68)	18.5	(1.07)	15.4	(1.15)	0.5!	(0.20)	—	(†)	—	(†)	—	(†)	—	(†)
12th	59.2	(1.92)	21.3	(1.15)	18.5	(1.35)	1.1!	(0.33)	—	(†)	—	(†)	—	(†)	—	(†)

—Not available.
†Not applicable.
#Rounds to zero.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days during the previous 30 days they had at least one drink of alcohol.

[2]In the question about drinking alcohol at school, "on school property" was not defined for survey respondents.
[3]Data on alcohol use at school were not collected from 2013 onward.
[4]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.
NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011 through 2017. (This table was prepared August 2018.)

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Table 14.3. Percentage of public school students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by location and state or jurisdiction: Selected years, 2005 through 2017

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property)[1]							On school property[2]						
	2005	2007	2009	2011	2013	2015	2017	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States[3]	43.3 (1.38)	44.7 (1.15)	41.8 (0.80)	38.7 (0.75)	34.9 (1.08)	32.8 (1.18)	29.8 (1.27)	4.3 (0.30)	4.1 (0.32)	4.5 (0.29)	5.1 (0.33)	— (†)	— (†)	— (†)
Alabama	39.4 (2.55)	— (†)	39.5 (2.22)	35.6 (1.99)	35.0 (2.45)	30.7 (1.70)	— (†)	4.5 (0.59)	— (†)	5.4 (0.76)	5.7 (1.08)	— (†)	— (†)	— (†)
Alaska	— (†)	39.7 (2.11)	33.2 (1.66)	28.6 (1.95)	22.5 (1.69)	22.0 (1.21)	22.8 (1.90)	— (†)	4.1 (0.58)	3.0 (0.48)	3.4 (0.52)	— (†)	— (†)	— (†)
Arizona	47.1 (1.73)	45.6 (1.73)	44.5 (1.67)	43.8 (1.47)	36.0 (2.25)	34.8 (2.65)	33.2 (1.90)	7.5 (0.88)	6.0 (0.54)	5.9 (0.61)	6.2 (0.55)	— (†)	— (†)	— (†)
Arkansas	43.1 (1.99)	42.2 (1.75)	39.7 (1.91)	33.9 (1.81)	36.3 (1.97)	27.6 (1.58)	25.7 (2.69)	5.2 (0.62)	5.1 (0.65)	6.1 (0.89)	4.2 (0.68)	— (†)	— (†)	— (†)
California	— (†)	— (†)	— (†)	— (†)	— (†)	28.9 (2.61)	30.0 (2.69)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Colorado	47.4 (4.42)	— (†)	40.8 (2.44)	36.4 (2.29)	— (†)	— (†)	26.2 (1.74)	5.9 (1.08)	— (†)	4.1 (0.61)	5.3 (0.87)	— (†)	— (†)	— (†)
Connecticut	45.3 (2.16)	46.0 (2.13)	43.5 (2.22)	41.5 (1.90)	36.7 (2.02)	30.2 (1.50)	30.4 (1.54)	6.6 (0.71)	5.6 (0.99)	5.0 (0.47)	4.6 (0.61)	— (†)	— (†)	— (†)
Delaware	43.1 (1.16)	45.2 (1.40)	43.7 (1.65)	40.4 (1.55)	36.3 (1.34)	31.4 (1.95)	28.7 (1.39)	5.5 (0.66)	4.5 (0.48)	5.0 (0.73)	5.0 (0.50)	— (†)	— (†)	— (†)
District of Columbia	23.1 (1.40)	32.6 (1.47)	— (†)	32.8 (1.89)	31.4 (0.58)	20.2 (0.43)	20.5 (0.51)	4.6 (0.55)	6.1 (0.92)	— (†)	6.8 (0.91)	— (†)	— (†)	— (†)
Florida	39.7 (1.43)	42.3 (1.30)	40.5 (1.03)	37.0 (0.98)	34.9 (0.87)	33.0 (0.96)	27.0 (0.74)	4.5 (0.30)	5.3 (0.31)	4.9 (0.26)	5.1 (0.29)	— (†)	— (†)	— (†)
Georgia	39.9 (2.12)	37.7 (1.52)	34.3 (1.65)	34.6 (1.93)	27.9 (2.04)	— (†)	— (†)	4.3 (0.67)	4.4 (0.58)	4.2 (0.48)	5.4 (0.80)	— (†)	— (†)	— (†)
Hawaii	34.8 (2.05)	29.1 (2.93)	37.8 (3.02)	29.1 (1.64)	25.2 (1.75)	25.2 (1.02)	24.5 (1.18)	8.8 (0.93)	6.0 (0.93)	7.9 (1.31)	5.0 (0.42)	— (†)	— (†)	— (†)
Idaho	39.8 (2.62)	42.5 (2.73)	34.2 (1.97)	36.2 (2.28)	28.3 (2.23)	28.3 (2.21)	26.5 (1.83)	4.3 (0.69)	6.2 (0.81)	3.5 (0.53)	4.1 (0.50)	— (†)	— (†)	— (†)
Illinois	— (†)	43.7 (2.72)	39.8 (1.91)	37.8 (1.87)	36.6 (2.41)	30.7 (2.07)	27.4 (2.07)	— (†)	5.5 (0.75)	4.4 (0.64)	3.3 (0.40)	— (†)	— (†)	— (†)
Indiana	41.4 (2.12)	43.9 (2.24)	38.5 (2.13)	33.5 (1.65)	— (†)	30.5 (2.19)	— (†)	3.4 (0.64)	4.1 (0.47)	3.5 (0.52)	2.0 (0.36)	— (†)	— (†)	— (†)
Iowa	43.8 (2.56)	41.0 (2.36)	— (†)	37.1 (2.58)	— (†)	— (†)	27.6 (1.73)	4.6 (0.89)	3.4 (0.78)	— (†)	2.3 (0.41)	— (†)	— (†)	— (†)
Kansas	43.9 (1.74)	42.4 (1.69)	38.7 (1.93)	32.6 (1.53)	27.6 (1.02)	— (†)	29.9 (1.42)	5.1 (0.74)	4.8 (0.66)	3.2 (0.55)	2.9 (0.45)	— (†)	— (†)	— (†)
Kentucky	37.4 (1.77)	40.6 (1.25)	37.8 (1.30)	34.6 (1.56)	30.4 (1.37)	28.5 (1.70)	26.6 (1.80)	3.5 (0.37)	4.7 (0.47)	5.2 (0.87)	4.1 (0.53)	— (†)	— (†)	— (†)
Louisiana	— (†)	— (†)	47.5 (2.80)	44.4 (2.00)	38.6 (2.75)	— (†)	34.0 (3.00)	— (†)	— (†)	5.6 (1.33)	6.0 (1.36)	— (†)	— (†)	— (†)
Maine	43.0 (2.15)	39.3 (2.29)	32.2 (0.66)	28.7 (0.69)	26.6 (0.90)	24.0 (0.69)	22.0 (0.68)	3.9 (0.44)	5.6 (0.89)	4.0 (0.23)	3.1 (0.21)	— (†)	— (†)	— (†)
Maryland	39.8 (2.17)	42.9 (3.13)	37.0 (1.44)	34.8 (1.98)	31.2 (0.45)	26.1 (0.41)	25.5 (0.39)	3.2 (0.42)	6.2 (1.10)	4.8 (0.67)	5.4 (0.63)	— (†)	— (†)	— (†)
Massachusetts	47.8 (1.36)	46.2 (1.57)	43.6 (1.28)	40.1 (1.54)	35.6 (1.14)	33.9 (1.48)	31.4 (2.04)	4.2 (0.32)	4.7 (0.45)	3.8 (0.48)	3.6 (0.44)	— (†)	— (†)	— (†)
Michigan	38.1 (1.73)	42.8 (1.70)	37.0 (1.28)	30.6 (1.64)	28.3 (1.81)	25.9 (1.81)	29.6 (2.54)	3.6 (0.46)	3.6 (0.51)	3.7 (0.40)	2.7 (0.37)	— (†)	— (†)	— (†)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	— (†)	40.6 (1.57)	39.2 (1.43)	36.2 (2.07)	32.9 (2.09)	31.5 (1.67)	— (†)	— (†)	5.1 (0.71)	4.3 (0.45)	4.6 (0.67)	— (†)	— (†)	— (†)
Missouri	40.8 (2.04)	44.4 (2.35)	39.3 (2.71)	— (†)	35.6 (1.33)	34.5 (2.09)	32.0 (2.31)	3.3 (0.57)	3.4 (0.74)	3.0 (0.55)	— (†)	— (†)	— (†)	— (†)
Montana	48.6 (1.50)	46.5 (1.39)	42.8 (1.81)	38.3 (1.08)	37.1 (1.20)	34.2 (1.03)	33.1 (1.06)	6.4 (0.73)	5.7 (0.47)	5.1 (0.69)	3.5 (0.35)	— (†)	— (†)	— (†)
Nebraska	42.9 (1.27)	— (†)	— (†)	26.6 (1.24)	22.1 (1.46)	22.7 (1.65)	24.4 (1.63)	3.6 (0.42)	— (†)	— (†)	3.0 (0.41)	— (†)	— (†)	— (†)
Nevada	41.4 (1.73)	37.0 (1.52)	38.6 (1.66)	— (†)	34.0 (2.11)	33.5 (2.29)	25.8 (1.37)	6.8 (0.92)	4.4 (0.58)	4.4 (0.52)	— (†)	— (†)	— (†)	— (†)
New Hampshire	44.0 (2.31)	44.8 (1.83)	39.3 (2.18)	38.4 (1.83)	32.9 (1.71)	30.0 (0.88)	29.6 (0.79)	— (†)	5.1 (0.73)	4.3 (0.68)	5.6 (0.70)	— (†)	— (†)	— (†)
New Jersey	46.5 (2.65)	— (†)	45.2 (2.21)	42.9 (2.46)	39.3 (1.92)	— (†)	— (†)	3.7 (0.42)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
New Mexico	42.3 (1.93)	43.2 (1.07)	40.5 (1.41)	36.9 (1.40)	28.9 (1.25)	26.1 (0.89)	26.3 (1.49)	7.6 (0.87)	8.7 (1.35)	8.0 (0.90)	6.4 (0.54)	— (†)	— (†)	— (†)
New York	43.4 (1.47)	43.7 (1.41)	41.4 (1.38)	38.4 (1.96)	32.5 (1.36)	29.7 (1.80)	27.1 (1.52)	4.1 (0.45)	5.1 (0.58)	— (†)	— (†)	— (†)	— (†)	— (†)
North Carolina	42.3 (2.16)	37.7 (1.36)	35.0 (2.43)	34.3 (1.41)	32.2 (1.27)	29.2 (1.63)	26.5 (1.54)	5.4 (0.74)	4.7 (0.65)	4.1 (0.57)	5.5 (0.77)	— (†)	— (†)	— (†)
North Dakota	49.0 (1.89)	46.1 (1.82)	43.3 (1.79)	38.8 (1.67)	35.3 (1.59)	30.8 (1.58)	29.1 (1.67)	3.6 (0.52)	4.4 (0.65)	4.2 (0.53)	3.1 (0.51)	— (†)	— (†)	— (†)
Ohio[4]	42.4 (1.96)	45.7 (1.70)	— (†)	38.0 (2.94)	29.5 (2.21)	— (†)	— (†)	3.2 (0.59)	3.2 (0.50)	— (†)	— (†)	— (†)	— (†)	— (†)
Oklahoma	40.5 (1.62)	43.1 (1.88)	39.0 (1.97)	38.3 (1.75)	33.4 (1.91)	27.3 (1.95)	31.6 (1.75)	3.8 (0.49)	5.0 (0.59)	3.9 (0.55)	2.6 (0.65)	— (†)	— (†)	— (†)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	— (†)	— (†)	38.4 (2.10)	— (†)	— (†)	30.6 (1.61)	31.1 (1.28)	— (†)	— (†)	2.8 (0.50)	— (†)	— (†)	— (†)	— (†)
Rhode Island	42.7 (1.15)	42.9 (1.76)	34.0 (2.01)	34.0 (1.25)	30.9 (1.78)	26.2 (1.92)	23.2 (1.50)	5.3 (0.66)	4.8 (0.54)	3.2 (0.50)	— (†)	— (†)	— (†)	— (†)

See notes at end of table.

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Table 14.3. Percentage of public school students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by location and state or jurisdiction: Selected years, 2005 through 2017—Continued

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property)[1]														On school property[2]													
	2005		2007		2009		2011		2013		2015		2017		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11		12		13		14		15	
South Carolina	43.2	(1.64)	36.8	(2.31)	35.2	(2.80)	39.7	(1.72)	28.9	(1.34)	24.6	(1.57)	25.4	(2.04)	6.0	(0.96)	4.7	(0.73)	3.6	(0.79)	5.9	(0.90)	—	(†)	—	(†)	—	(†)
South Dakota[5]	46.6	(2.12)	44.5	(1.80)	40.1	(1.54)	39.3	(2.14)	30.8	(1.45)	28.0	(2.53)	—	(†)	4.0	(0.70)	3.6	(0.92)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Tennessee	41.8	(1.90)	36.7	(1.90)	33.5	(1.71)	33.3	(1.39)	28.4	(1.35)	—	(†)	25.9	(1.32)	3.7	(0.66)	4.1	(0.54)	3.0	(0.38)	3.2	(0.34)	—	(†)	—	(†)	—	(†)
Texas	47.3	(1.93)	48.3	(1.64)	44.8	(1.25)	39.7	(1.15)	36.1	(1.75)	—	(†)	26.8	(1.36)	5.7	(0.56)	4.9	(0.57)	4.7	(0.36)	3.9	(0.35)	—	(†)	—	(†)	—	(†)
Utah	15.8	(1.92)	17.0	(1.88)	18.2	(2.72)	15.1	(1.54)	11.0	(0.90)	—	(†)	10.6	(1.40)	2.1	(0.39)	4.7!	(1.69)	2.7	(0.45)	2.7	(0.54)	—	(†)	—	(†)	—	(†)
Vermont[6]	41.8	(1.53)	42.6	(1.04)	39.0	(1.57)	35.3	(1.10)	—	(†)	30.0	(0.33)	33.0	(0.34)	4.8	(0.54)	4.6	(0.40)	3.3	(0.28)	3.3	(0.50)	—	(†)	—	(†)	—	(†)
Virginia	—	(†)	—	(†)	—	(†)	30.5	(2.49)	27.3	(1.22)	23.4	(1.20)	24.5	(1.11)	—	(†)	—	(†)	—	(†)	3.3	(0.59)	—	(†)	—	(†)	—	(†)
Washington	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
West Virginia	41.5	(1.41)	43.5	(1.45)	40.4	(1.10)	34.3	(2.40)	37.1	(2.04)	31.1	(1.45)	27.9	(1.41)	6.4	(1.08)	5.5	(0.89)	5.7	(0.61)	4.2	(0.67)	—	(†)	—	(†)	—	(†)
Wisconsin	49.2	(1.51)	48.9	(1.56)	41.3	(1.83)	39.2	(1.35)	32.7	(1.21)	—	(†)	30.4	(1.52)	6.2	(0.56)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Wyoming	45.4	(1.47)	42.4	(1.22)	41.7	(1.36)	36.1	(1.34)	34.4	(1.14)	31.0	(1.48)	—	(†)	6.2	(0.56)	6.9	(0.63)	6.4	(0.50)	5.1	(0.48)	—	(†)	—	(†)	—	(†)
Puerto Rico	39.0	(1.71)	—	(†)	—	(†)	30.4	(2.37)	25.5	(2.03)	21.2	(1.45)	23.8	(1.49)	4.4	(0.49)	—	(†)	—	(†)	3.9	(0.85)	—	(†)	—	(†)	—	(†)

—Not available.

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days during the previous 30 days they had at least one drink of alcohol.

[2]In the question about drinking alcohol at school, "on school property" was not defined for survey respondents. Data on alcohol use at school were not collected from 2013 onward.

[3]U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data for all years were collected through a separate national survey (rather than being aggregated from state-level data) and include both public and private schools.

[4]Ohio data for 2005 through 2013 include both public and private schools.

[5]South Dakota data for 2005 through 2015 include both public and private schools.

[6]Vermont data for 2013 include both public and private schools.

NOTE: For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2005 through 2017. (This table was prepared June 2018.)

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Table 15.1. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2017

[Standard errors appear in parentheses]

Location and student characteristic	1993	1997	1999	2001	2003	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11	12	13
Anywhere (including on school property)[1]												
Total	17.7 (1.22)	26.2 (1.11)	26.7 (1.30)	23.9 (0.77)	22.4 (1.09)	20.2 (0.84)	19.7 (0.97)	20.8 (0.70)	23.1 (0.80)	23.4 (1.08)	21.7 (1.22)	19.8 (0.84)
Sex												
Male	20.6 (1.61)	30.2 (1.46)	30.8 (1.92)	27.9 (0.81)	25.1 (1.25)	22.1 (0.98)	22.4 (1.02)	23.4 (0.80)	25.9 (1.01)	25.0 (1.14)	23.2 (1.46)	20.0 (0.89)
Female	14.6 (1.02)	21.4 (1.04)	22.6 (0.96)	20.0 (0.87)	19.3 (0.96)	18.2 (0.99)	17.0 (1.13)	17.9 (0.87)	20.1 (0.95)	21.9 (1.28)	20.1 (1.33)	19.6 (1.14)
Race/ethnicity												
White	17.3 (1.41)	25.0 (1.56)	26.4 (1.59)	24.4 (1.04)	21.7 (1.20)	20.3 (1.11)	19.9 (1.28)	20.7 (0.93)	21.7 (1.09)	20.4 (1.36)	19.9 (1.67)	17.7 (1.12)
Black	18.6 (1.84)	28.2 (1.67)	26.4 (3.49)	21.8 (2.12)	23.9 (1.58)	20.4 (1.11)	21.5 (1.64)	22.2 (1.44)	25.1 (1.35)	28.9 (1.30)	27.1 (1.57)	25.3 (1.24)
Hispanic	19.4 (1.33)	28.6 (2.06)	28.2 (2.29)	24.6 (0.81)	23.8 (1.16)	23.0 (1.22)	18.5 (1.41)	21.6 (1.04)	24.4 (1.27)	27.6 (1.50)	24.5 (1.49)	23.4 (1.85)
Asian[2]	— (†)	— (†)	13.5 (2.04)	10.9 (2.12)	9.5 (2.21)	6.7 (1.64)	9.4 (1.63)	7.5 (1.40)	13.6 (3.75)	16.4 (2.99)	8.2 (1.58)	7.3 (1.79)
Pacific Islander[2]	— (†)	— (†)	33.8 (4.11)	21.9 (4.07)	28.1 (6.47)	12.4! (3.87)	28.7 (6.14)	24.8 (5.50)	31.1 (7.08)	23.4! (7.35)	17.4 (4.88)	16.1 (4.08)
American Indian/Alaska Native	17.4 (4.77)	44.2 (4.31)	36.2 (6.55)	36.4 (5.48)	32.8 (5.29)	30.3 (4.36)	27.4 (3.50)	31.6 (5.26)	47.4 (3.20)	35.5 (6.37)	26.9 (5.20)	29.7 (6.30)
Two or more races[2]	— (†)	— (†)	29.1 (4.00)	31.8 (3.22)	28.3 (5.57)	16.9 (2.43)	20.5 (2.73)	21.7 (2.33)	26.8 (2.10)	28.8 (2.55)	23.5 (2.18)	20.3 (2.27)
Sexual orientation[3]												
Heterosexual	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	20.7 (1.29)	19.1 (0.83)
Gay, lesbian, or bisexual	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	32.0 (1.64)	30.6 (1.68)
Not sure	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	26.0 (2.28)	18.9 (2.76)
Grade												
9th	13.2 (1.10)	23.6 (1.95)	21.7 (1.84)	19.4 (1.25)	18.5 (1.52)	17.4 (1.16)	14.7 (1.02)	15.5 (0.97)	18.0 (1.11)	17.7 (1.13)	15.2 (0.98)	13.1 (1.07)
10th	16.5 (1.79)	25.0 (1.29)	27.8 (2.21)	24.8 (1.12)	22.0 (1.47)	20.2 (1.27)	19.3 (1.12)	21.1 (1.11)	21.6 (1.15)	23.5 (1.59)	20.0 (1.87)	18.7 (0.93)
11th	18.4 (1.77)	29.3 (1.81)	26.7 (2.47)	25.8 (1.33)	24.1 (1.56)	21.0 (1.24)	21.4 (1.49)	23.2 (1.52)	25.5 (1.44)	25.5 (1.37)	24.8 (1.27)	22.6 (1.23)
12th	22.0 (1.40)	26.6 (2.09)	31.5 (2.81)	26.9 (1.77)	25.8 (1.19)	22.8 (1.23)	25.1 (1.96)	24.6 (1.49)	28.0 (1.08)	27.7 (1.58)	27.6 (1.93)	25.7 (1.43)
Urbanicity[4]												
Urban	— (†)	26.8 (1.50)	27.5 (2.32)	25.6 (1.23)	23.4 (1.65)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Suburban	— (†)	27.0 (1.05)	26.1 (1.60)	22.5 (0.96)	22.8 (1.90)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Rural	— (†)	21.9 (3.23)	28.0 (4.36)	26.2 (2.49)	19.9 (2.80)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
On school property[5]												
Total	5.6 (0.65)	7.0 (0.52)	7.2 (0.73)	5.4 (0.37)	5.8 (0.68)	4.5 (0.32)	4.5 (0.46)	4.6 (0.35)	5.9 (0.39)	— (†)	— (†)	— (†)
Sex												
Male	7.8 (0.83)	9.0 (0.68)	10.1 (1.30)	8.0 (0.54)	7.6 (0.88)	6.0 (0.44)	5.9 (0.61)	6.3 (0.54)	7.5 (0.56)	— (†)	— (†)	— (†)
Female	3.3 (0.48)	4.6 (0.56)	4.4 (0.40)	2.9 (0.28)	3.7 (0.48)	3.0 (0.31)	3.0 (0.39)	2.8 (0.32)	4.1 (0.32)	— (†)	— (†)	— (†)
Race/ethnicity												
White	5.0 (0.72)	5.8 (0.69)	6.5 (0.84)	4.8 (0.45)	4.5 (0.66)	3.8 (0.41)	4.0 (0.63)	3.8 (0.38)	4.5 (0.42)	— (†)	— (†)	— (†)
Black	7.3 (1.23)	9.1 (1.07)	7.2 (1.10)	6.1 (0.60)	6.6 (0.89)	4.9 (0.65)	5.0 (0.73)	5.6 (0.64)	6.7 (0.77)	— (†)	— (†)	— (†)
Hispanic	7.5 (1.10)	10.4 (1.03)	10.7 (1.21)	7.4 (0.58)	8.2 (0.72)	7.7 (0.76)	— (†)	6.5 (0.76)	7.7 (0.54)	— (†)	— (†)	— (†)
Asian[2]	— (†)	— (†)	4.3 (0.71)	4.7! (1.56)	4.3! (1.38)	‡ (†)	2.7! (1.06)	2.0 (0.54)	4.5 (1.34)	— (†)	— (†)	— (†)
Pacific Islander[2]	— (†)	— (†)	11.0 (3.21)	6.4! (2.46)	9.1! (3.17)	‡ (†)	13.4! (5.38)	9.0 (2.40)	12.5! (4.94)	— (†)	— (†)	— (†)
American Indian/Alaska Native	‡ (†)	16.2! (5.56)	‡ (†)	21.5! (6.55)	11.4! (4.42)	9.2 (1.85)	8.2 (2.30)	2.9! (1.25)	20.9 (4.05)	— (†)	— (†)	— (†)
Two or more races[2]	— (†)	— (†)	7.8 (1.81)	5.2 (1.24)	11.4! (5.49)	3.6 (0.91)	3.6! (1.08)	5.4 (1.34)	8.1 (1.79)	— (†)	— (†)	— (†)
Grade												
9th	4.4 (0.40)	8.1 (0.90)	6.6 (0.97)	5.5 (0.62)	6.6 (1.03)	5.0 (0.59)	4.0 (0.52)	4.3 (0.38)	5.4 (0.65)	— (†)	— (†)	— (†)
10th	6.5 (0.94)	6.4 (0.73)	7.6 (1.14)	5.8 (0.51)	5.2 (0.70)	4.6 (0.54)	4.8 (0.60)	4.6 (0.50)	6.2 (0.63)	— (†)	— (†)	— (†)
11th	6.5 (1.07)	7.9 (1.17)	7.0 (0.72)	5.1 (0.48)	5.6 (0.71)	4.1 (0.49)	4.1 (0.73)	5.0 (0.55)	6.2 (0.70)	— (†)	— (†)	— (†)
12th	5.1 (0.78)	5.7 (0.61)	7.3 (1.14)	4.9 (0.71)	5.0 (0.75)	4.1 (0.45)	5.1 (0.73)	4.6 (0.49)	5.4 (0.39)	— (†)	— (†)	— (†)
Urbanicity[4]												
Urban	— (†)	8.0 (1.11)	8.5 (1.03)	6.8 (0.56)	6.8 (1.05)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Suburban	— (†)	7.0 (0.67)	6.4 (1.03)	4.7 (0.46)	6.0 (1.03)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Rural	— (†)	4.9! (2.02)	8.1 (1.57)	5.3 (0.93)	3.9 (0.64)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times during the previous 30 days they had used marijuana.
[2]Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.

[3]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.
[4]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
[5]In the question about using marijuana at school, "on school property" was not defined for survey respondents. Data on marijuana use at school were not collected from 2013 onward.
NOTE: Race categories exclude persons of Hispanic ethnicity.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2017. (This table was prepared August 2018.)

Table 15.2. Percentage distribution of students in grades 9–12, by number of times they reported using marijuana anywhere or on school property during the previous 30 days and selected student characteristics: Selected years, 2011 through 2017

[Standard errors appear in parentheses]

Year and student characteristic	Anywhere (including on school property)[1]								On school property[2]							
	0 times		1 or 2 times		3 to 39 times		40 or more times		0 times		1 or 2 times		3 to 39 times		40 or more times	
1	2		3		4		5		6		7		8		9	
2011																
Total	76.9	(0.80)	7.4	(0.30)	10.9	(0.42)	4.8	(0.30)	94.1	(0.39)	2.8	(0.22)	2.3	(0.21)	0.7	(0.09)
Sex																
Male	74.1	(1.01)	7.1	(0.40)	11.8	(0.57)	7.0	(0.47)	92.5	(0.56)	3.1	(0.28)	3.2	(0.31)	1.2	(0.17)
Female	79.9	(0.95)	7.7	(0.48)	9.9	(0.56)	2.4	(0.26)	95.9	(0.32)	2.5	(0.21)	1.4	(0.19)	0.2	(0.04)
Race/ethnicity																
White	78.3	(1.09)	6.9	(0.42)	10.2	(0.59)	4.6	(0.44)	95.5	(0.42)	2.2	(0.26)	1.9	(0.23)	0.4	(0.09)
Black	74.9	(1.35)	7.9	(0.69)	12.5	(0.81)	4.7	(0.63)	93.3	(0.77)	3.2	(0.43)	2.8	(0.52)	0.7	(0.18)
Hispanic	75.6	(1.27)	8.3	(0.59)	11.5	(0.67)	4.7	(0.46)	92.3	(0.54)	3.6	(0.26)	3.1	(0.40)	1.0	(0.21)
Asian	86.4	(3.75)	‡	(†)	5.5	(0.96)	3.2!	(1.34)	95.5	(1.34)	2.4!	(1.15)	‡	(†)	1.5!	(0.70)
Pacific Islander	68.9	(7.08)	11.3	(3.34)	13.2!	(5.20)	6.6!	(2.27)	87.5	(4.94)	5.6!	(2.24)	‡	(†)	‡	(†)
American Indian/Alaska Native	52.6	(3.20)	10.5	(2.82)	23.6	(2.57)	13.2	(1.81)	79.1	(4.05)	8.6	(2.18)	9.8	(1.79)	2.5	(0.67)
Two or more races	73.2	(2.10)	7.2	(1.20)	12.9	(1.44)	6.7	(1.33)	91.9	(1.79)	3.7	(0.98)	2.4!	(0.86)	2.0!	(0.69)
Grade																
9th	82.0	(1.11)	6.2	(0.47)	8.2	(0.63)	3.6	(0.42)	94.6	(0.65)	2.7	(0.41)	2.2	(0.33)	0.5	(0.11)
10th	78.4	(1.15)	7.4	(0.60)	10.0	(0.65)	4.3	(0.50)	93.8	(0.63)	3.2	(0.38)	2.3	(0.40)	0.7	(0.16)
11th	74.5	(1.44)	8.0	(0.59)	12.9	(0.82)	4.5	(0.50)	93.8	(0.70)	3.2	(0.47)	2.3	(0.35)	0.7	(0.16)
12th	72.0	(1.08)	8.3	(0.59)	13.0	(0.69)	6.7	(0.53)	94.6	(0.39)	2.2	(0.30)	2.4	(0.30)	0.8	(0.18)
2013[3]																
Total	76.6	(1.08)	7.1	(0.42)	11.3	(0.68)	5.0	(0.39)	—	(†)	—	(†)	—	(†)	—	(†)
Sex																
Male	75.0	(1.14)	6.5	(0.42)	12.0	(0.72)	6.5	(0.53)	—	(†)	—	(†)	—	(†)	—	(†)
Female	78.1	(1.28)	7.8	(0.59)	10.7	(0.77)	3.4	(0.36)	—	(†)	—	(†)	—	(†)	—	(†)
Race/ethnicity																
White	79.6	(1.36)	6.3	(0.63)	9.7	(0.75)	4.4	(0.42)	—	(†)	—	(†)	—	(†)	—	(†)
Black	71.1	(1.30)	8.2	(0.52)	14.3	(0.90)	6.3	(0.71)	—	(†)	—	(†)	—	(†)	—	(†)
Hispanic	72.4	(1.50)	8.6	(0.52)	13.4	(1.22)	5.6	(0.70)	—	(†)	—	(†)	—	(†)	—	(†)
Asian	83.6	(2.99)	4.1	(1.02)	7.6	(1.32)	4.7!	(2.03)	—	(†)	—	(†)	—	(†)	—	(†)
Pacific Islander	76.6	(7.35)	4.9!	(2.31)	17.1!	(5.82)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
American Indian/Alaska Native	64.5	(6.37)	8.8!	(2.70)	18.9	(4.54)	7.9!	(2.77)	—	(†)	—	(†)	—	(†)	—	(†)
Two or more races	71.2	(2.55)	9.7	(1.36)	12.4	(1.45)	6.7	(1.29)	—	(†)	—	(†)	—	(†)	—	(†)
Grade																
9th	82.3	(1.13)	6.3	(0.59)	8.6	(0.70)	2.8	(0.38)	—	(†)	—	(†)	—	(†)	—	(†)
10th	76.5	(1.89)	7.2	(0.65)	11.3	(1.35)	5.0	(0.81)	—	(†)	—	(†)	—	(†)	—	(†)
11th	74.5	(1.37)	7.6	(0.68)	12.0	(0.85)	6.0	(0.56)	—	(†)	—	(†)	—	(†)	—	(†)
12th	72.3	(1.58)	7.6	(0.68)	13.8	(1.00)	6.4	(0.63)	—	(†)	—	(†)	—	(†)	—	(†)
2015[3]																
Total	78.3	(1.22)	7.0	(0.37)	10.4	(0.81)	4.2	(0.40)	—	(†)	—	(†)	—	(†)	—	(†)
Sex																
Male	76.8	(1.46)	6.4	(0.47)	11.4	(0.91)	5.5	(0.61)	—	(†)	—	(†)	—	(†)	—	(†)
Female	79.9	(1.33)	7.6	(0.44)	9.6	(0.87)	2.9	(0.31)	—	(†)	—	(†)	—	(†)	—	(†)
Race/ethnicity																
White	80.1	(1.67)	6.9	(0.45)	9.6	(1.20)	3.5	(0.44)	—	(†)	—	(†)	—	(†)	—	(†)
Black	72.9	(1.57)	8.3	(1.14)	13.7	(1.06)	5.1	(0.99)	—	(†)	—	(†)	—	(†)	—	(†)
Hispanic	75.5	(1.49)	7.7	(0.64)	11.4	(0.84)	5.3	(0.62)	—	(†)	—	(†)	—	(†)	—	(†)
Asian	91.8	(1.58)	2.6!	(0.87)	4.1	(0.87)	1.5!	(0.72)	—	(†)	—	(†)	—	(†)	—	(†)
Pacific Islander	82.6	(4.88)	‡	(†)	5.5!	(2.03)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
American Indian/Alaska Native	73.1	(5.20)	6.3!	(2.47)	12.1!	(3.74)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Two or more races	76.5	(2.18)	6.0	(1.08)	12.1	(1.58)	5.4	(1.10)	—	(†)	—	(†)	—	(†)	—	(†)
Sexual orientation[4]																
Heterosexual	79.3	(1.29)	6.7	(0.41)	10.0	(0.87)	4.0	(0.40)	—	(†)	—	(†)	—	(†)	—	(†)
Gay, lesbian, or bisexual	68.0	(1.64)	10.3	(1.31)	15.7	(1.28)	6.0	(1.00)	—	(†)	—	(†)	—	(†)	—	(†)
Not sure	74.0	(2.28)	6.7	(1.50)	11.4	(1.56)	7.8	(1.44)	—	(†)	—	(†)	—	(†)	—	(†)
Grade																
9th	84.8	(0.98)	5.5	(0.56)	7.3	(0.56)	2.4	(0.34)	—	(†)	—	(†)	—	(†)	—	(†)
10th	80.0	(1.87)	6.1	(0.73)	10.0	(1.18)	3.9	(0.59)	—	(†)	—	(†)	—	(†)	—	(†)
11th	75.2	(1.27)	7.7	(0.55)	12.9	(1.											

Table 15.2. Percentage distribution of students in grades 9–12, by number of times they reported using marijuana anywhere or on school property during the previous 30 days and selected student characteristics: Selected years, 2011 through 2017—Continued

[Standard errors appear in parentheses]

Year and student characteristic	Anywhere (including on school property)[1]				On school property[2]			
	0 times	1 or 2 times	3 to 39 times	40 or more times	0 times	1 or 2 times	3 to 39 times	40 or more times
1	2	3	4	5	6	7	8	9
2017[3]								
Total	80.2 (0.84)	6.7 (0.33)	9.1 (0.52)	3.9 (0.34)	— (†)	— (†)	— (†)	— (†)
Sex								
Male	80.0 (0.89)	6.3 (0.45)	8.9 (0.48)	4.7 (0.45)	— (†)	— (†)	— (†)	— (†)
Female	80.4 (1.14)	7.1 (0.45)	9.3 (0.73)	3.1 (0.44)	— (†)	— (†)	— (†)	— (†)
Race/ethnicity								
White	82.3 (1.12)	6.1 (0.51)	8.1 (0.62)	3.5 (0.46)	— (†)	— (†)	— (†)	— (†)
Black	74.7 (1.24)	7.6 (0.81)	12.4 (1.04)	5.3 (0.66)	— (†)	— (†)	— (†)	— (†)
Hispanic	76.6 (1.85)	8.6 (0.42)	10.8 (1.39)	4.0 (0.51)	— (†)	— (†)	— (†)	— (†)
Asian	92.7 (1.79)	2.3 (0.68)	3.5 (0.98)	‡ (†)	— (†)	— (†)	— (†)	— (†)
Pacific Islander	83.9 (4.08)	7.1! (2.46)	6.3! (2.64)	‡ (†)	— (†)	— (†)	— (†)	— (†)
American Indian/Alaska Native	70.3 (6.30)	3.0! (1.34)	12.7! (4.28)	14.1! (5.10)	— (†)	— (†)	— (†)	— (†)
Two or more races	79.7 (2.27)	6.9 (1.14)	8.7 (1.41)	4.7 (1.17)	— (†)	— (†)	— (†)	— (†)
Sexual orientation[4]								
Heterosexual	80.9 (0.83)	6.6 (0.36)	9.0 (0.50)	3.5 (0.35)	— (†)	— (†)	— (†)	— (†)
Gay, lesbian, or bisexual	69.4 (1.68)	9.6 (1.39)	13.8 (1.12)	7.3 (1.12)	— (†)	— (†)	— (†)	— (†)
Not sure	81.1 (2.76)	5.5 (1.37)	7.6 (1.52)	5.8! (2.00)	— (†)	— (†)	— (†)	— (†)
Grade								
9th	86.9 (1.07)	5.2 (0.43)	5.7 (0.65)	2.1 (0.37)	— (†)	— (†)	— (†)	— (†)
10th	81.3 (0.93)	6.7 (0.50)	9.0 (0.76)	3.0 (0.41)	— (†)	— (†)	— (†)	— (†)
11th	77.4 (1.23)	7.3 (0.46)	10.9 (0.90)	4.4 (0.45)	— (†)	— (†)	— (†)	— (†)
12th	74.3 (1.43)	8.0 (0.70)	11.5 (1.03)	6.2 (0.73)	— (†)	— (†)	— (†)	— (†)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times during the previous 30 days they had used marijuana.

[2]In the question about using marijuana at school, "on school property" was not defined for survey respondents.
[3]Data on marijuana use at school were not collected from 2013 onward.
[4]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.
NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011 through 2017. (This table was prepared August 2018.)

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Table 15.3. Percentage of public school students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and state or jurisdiction: Selected years, 2005 through 2017

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property)[1]														On school property[2]													
	2005		2007		2009		2011		2013		2015		2017		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11		12		13		14		15	
United States[3]	20.2	(0.84)	19.7	(0.97)	20.8	(0.70)	23.1	(0.80)	23.4	(1.08)	21.7	(1.22)	19.8	(0.84)	4.5	(0.32)	4.5	(0.46)	4.6	(0.35)	5.9	(0.39)	—	(†)	—	(†)	—	(†)
Alabama	18.5	(1.49)	—	(†)	16.2	(1.28)	20.8	(1.62)	19.2	(1.46)	17.3	(1.08)	—	(†)	3.5	(0.80)	—	(†)	4.6	(0.81)	4.0	(0.68)	—	(†)	—	(†)	—	(†)
Alaska	—	(†)	20.5	(1.47)	22.7	(1.65)	21.2	(1.68)	19.7	(1.35)	19.0	(1.15)	21.5	(1.42)	—	(†)	5.9	(0.70)	5.9	(0.69)	4.3	(0.59)	—	(†)	—	(†)	—	(†)
Arizona	20.0	(1.08)	22.0	(1.38)	23.7	(1.90)	22.9	(1.59)	23.5	(1.75)	23.3	(1.98)	19.5	(2.00)	5.1	(0.63)	6.1	(0.68)	6.4	(0.74)	5.6	(0.75)	—	(†)	—	(†)	—	(†)
Arkansas	18.9	(1.70)	16.4	(1.08)	17.8	(1.24)	16.8	(1.72)	19.0	(0.98)	17.8	(0.95)	14.7	(1.49)	4.1	(0.61)	2.8	(0.50)	4.5	(1.02)	3.9	(0.78)	—	(†)	—	(†)	—	(†)
California	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	22.9	(2.19)	21.8	(1.92)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Colorado	22.7	(2.99)	—	(†)	24.8	(2.22)	22.0	(1.16)	—	(†)	—	(†)	19.6	(1.78)	6.0	(0.88)	—	(†)	6.1	(0.89)	6.0	(0.77)	—	(†)	—	(†)	—	(†)
Connecticut	23.1	(1.37)	23.2	(1.35)	21.8	(1.52)	24.2	(1.44)	26.1	(1.44)	20.4	(1.41)	20.4	(1.16)	5.1	(0.49)	5.9	(0.77)	6.2	(0.76)	5.2	(0.68)	—	(†)	—	(†)	—	(†)
Delaware	22.8	(1.12)	25.1	(1.03)	25.8	(1.30)	27.6	(1.37)	25.6	(1.17)	23.3	(1.61)	26.1	(1.38)	5.6	(0.57)	5.4	(0.53)	5.6	(0.71)	6.1	(0.65)	—	(†)	—	(†)	—	(†)
District of Columbia	14.5	(1.08)	20.8	(1.33)	—	(†)	26.1	(1.29)	32.2	(0.58)	28.7	(0.48)	33.0	(0.58)	4.8	(0.62)	5.8	(0.66)	—	(†)	7.9	(0.91)	—	(†)	—	(†)	—	(†)
Florida	16.8	(0.86)	18.9	(0.88)	21.4	(0.72)	22.5	(0.86)	22.0	(0.81)	21.5	(0.79)	20.2	(0.70)	4.0	(0.31)	4.7	(0.40)	5.2	(0.39)	6.3	(0.39)	—	(†)	—	(†)	—	(†)
Georgia	18.9	(1.59)	19.6	(0.96)	18.3	(1.02)	21.2	(1.23)	20.3	(1.64)	—	(†)	—	(†)	3.3	(0.58)	3.6	(0.58)	3.4	(0.62)	5.6	(0.70)	—	(†)	—	(†)	—	(†)
Hawaii	17.2	(1.73)	15.7	(1.78)	22.1	(2.03)	22.0	(1.32)	18.9	(1.54)	19.4	(0.98)	18.1	(1.07)	7.2	(1.14)	5.7	(0.80)	8.3	(1.86)	7.6	(0.67)	—	(†)	—	(†)	—	(†)
Idaho	17.1	(1.32)	17.9	(1.73)	13.7	(1.07)	18.8	(1.76)	15.3	(1.10)	17.1	(1.55)	16.2	(1.43)	3.9	(0.61)	4.7	(0.80)	3.0	(0.44)	4.9	(0.73)	—	(†)	—	(†)	—	(†)
Illinois	—	(†)	20.3	(1.38)	21.0	(1.53)	23.1	(1.59)	24.0	(1.70)	18.7	(1.47)	20.8	(1.90)	—	(†)	4.2	(0.76)	5.0	(0.77)	4.7	(0.50)	—	(†)	—	(†)	—	(†)
Indiana	18.9	(1.38)	18.9	(1.19)	20.9	(1.83)	20.0	(1.13)	—	(†)	16.4	(1.17)	—	(†)	3.4	(0.57)	4.1	(0.45)	4.4	(0.62)	3.3	(0.66)	—	(†)	—	(†)	—	(†)
Iowa	15.6	(1.74)	11.5	(1.53)	—	(†)	14.6	(1.99)	—	(†)	—	(†)	13.2	(1.80)	2.7	(0.64)	2.5	(0.66)	—	(†)	3.4	(0.88)	—	(†)	—	(†)	—	(†)
Kansas	15.6	(1.46)	15.3	(0.93)	14.7	(1.19)	16.8	(0.87)	14.3	(1.19)	—	(†)	13.5	(0.87)	3.2	(0.51)	3.8	(0.53)	2.7	(0.35)	2.9	(0.53)	—	(†)	—	(†)	—	(†)
Kentucky	15.8	(1.19)	16.4	(1.07)	16.1	(1.15)	19.2	(1.47)	17.7	(1.50)	17.2	(1.34)	15.8	(1.41)	3.2	(0.45)	3.9	(0.44)	3.1	(0.54)	4.2	(0.65)	—	(†)	—	(†)	—	(†)
Louisiana	—	(†)	—	(†)	16.3	(1.29)	16.8	(1.02)	17.5	(1.38)	—	(†)	18.8	(2.00)	—	(†)	—	(†)	3.6	(0.89)	4.1	(0.59)	—	(†)	—	(†)	—	(†)
Maine	22.2	(2.13)	22.0	(1.55)	20.5	(0.57)	21.2	(0.72)	21.3	(0.89)	19.9	(0.58)	18.8	(0.74)	4.6	(0.72)	5.2	(0.65)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Maryland	18.5	(2.25)	19.4	(1.91)	21.9	(1.57)	23.2	(1.51)	19.8	(0.36)	18.8	(0.32)	18.4	(0.34)	3.7	(0.82)	4.7	(1.13)	5.0	(0.65)	5.7	(0.70)	—	(†)	—	(†)	—	(†)
Massachusetts	26.2	(1.22)	24.6	(1.43)	27.1	(1.24)	27.9	(1.31)	24.8	(0.92)	24.5	(1.42)	24.1	(1.40)	5.3	(0.54)	4.8	(0.44)	5.9	(0.79)	6.3	(0.51)	—	(†)	—	(†)	—	(†)
Michigan	18.8	(1.29)	18.0	(1.10)	20.7	(0.91)	18.6	(1.15)	18.2	(0.73)	19.3	(1.51)	23.7	(2.42)	3.7	(0.50)	4.0	(0.57)	4.8	(0.59)	3.3	(0.44)	—	(†)	—	(†)	—	(†)
Minnesota	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Mississippi	—	(†)	16.7	(1.02)	17.7	(1.21)	17.5	(1.18)	17.7	(1.28)	19.7	(1.24)			—	(†)	2.7	(0.35)	2.5	(0.46)	3.2	(0.58)	—	(†)	—	(†)	—	(†)
Missouri	18.1	(2.23)	19.0	(1.23)	20.6	(2.02)	—	(†)	20.5	(1.69)	16.3	(1.34)	19.9	(1.54)	4.0	(0.63)	3.4	(0.48)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Montana	22.3	(1.43)	21.0	(1.44)	23.1	(1.58)	21.2	(1.50)	21.0	(1.18)	19.5	(1.10)	19.8	(0.95)	6.1	(0.70)	5.0	(0.49)	5.8	(0.67)	5.5	(0.59)	—	(†)	—	(†)	—	(†)
Nebraska	17.5	(1.05)	—	(†)	—	(†)	12.7	(1.06)	11.7	(1.10)	13.7	(1.60)	13.4	(1.36)	3.1	(0.41)	—	(†)	—	(†)	2.7	(0.43)	—	(†)	—	(†)	—	(†)
Nevada	17.3	(1.34)	15.5	(1.07)	20.0	(1.36)	—	(†)	18.7	(1.57)	19.3	(1.50)	17.9	(1.44)	5.7	(0.81)	3.6	(0.55)	4.9	(0.53)	—	(†)	—	(†)	—	(†)	—	(†)
New Hampshire	25.9	(1.69)	22.9	(1.39)	25.6	(1.86)	28.4	(1.82)	24.4	(1.36)	22.2	(0.76)	23.1	(0.68)	—	(†)	4.7	(0.64)	6.8	(0.78)	7.3	(0.87)	—	(†)	—	(†)	—	(†)
New Jersey	19.9	(2.18)	—	(†)	20.3	(1.53)	21.1	(1.33)	21.0	(1.20)	—	(†)	—	(†)	3.4	(0.67)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
New Mexico	26.2	(2.00)	25.0	(2.07)	28.0	(1.52)	27.6	(1.58)	27.8	(1.70)	25.3	(0.88)	27.3	(1.68)	8.4	(0.98)	7.9	(0.86)	9.7	(1.06)	9.7	(0.84)	—	(†)	—	(†)	—	(†)
New York	18.3	(1.13)	18.6	(0.78)	20.9	(1.32)	20.6	(1.07)	21.4	(1.04)	19.3	(1.23)	18.4	(0.93)	3.6	(0.41)	4.1	(0.44)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
North Carolina	21.4	(1.61)	19.1	(1.27)	19.8	(1.67)	24.2	(1.25)	23.2	(1.83)	22.3	(1.15)	19.3	(1.53)	4.1	(0.63)	4.3	(0.54)	4.0	(0.63)	5.2	(0.91)	—	(†)	—	(†)	—	(†)
North Dakota	15.5	(1.62)	14.8	(1.18)	16.9	(1.55)	15.3	(1.52)	15.9	(1.26)	15.2	(1.12)	15.5	(1.12)	4.0	(0.71)	2.7	(0.43)	3.8	(0.59)	3.4	(0.45)	—	(†)	—	(†)	—	(†)
Ohio[4]	20.9	(1.79)	17.7	(1.50)	—	(†)	23.6	(1.95)	20.7	(2.30)	—	(†)	—	(†)	4.3	(0.62)	3.7	(0.67)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Oklahoma	18.7	(1.12)	15.9	(1.37)	17.2	(2.04)	19.1	(1.90)	16.3	(1.57)	17.5	(1.79)	15.9	(1.74)	3.0	(0.38)	2.6	(0.40)	2.9	(0.70)	2.4	(0.58)	—	(†)	—	(†)	—	(†)
Oregon	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pennsylvania	—	(†)	—	(†)	19.3	(1.43)	—	(†)	—	(†)	18.2	(1.17)	17.7	(1.18)	—	(†)	—	(†)	3.5	(0.58)	—	(†)	—	(†)	—	(†)	—	(†)
Rhode Island	25.0	(1.16)	23.2	(1.85)	26.3	(1.33)	26.3	(1.35)	23.9	(1.92)	23.6	(0.73)	23.3	(1.21)	7.2	(0.65)	6.5	(0.93)	5.1	(0.60)	—	(†)	—	(†)	—	(†)	—	(†)

See notes at end of table.

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Table 15.3. Percentage of public school students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and state or jurisdiction: Selected years, 2005 through 2017—Continued

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property)[1]							On school property[2]						
	2005	2007	2009	2011	2013	2015	2017	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
South Carolina	19.0 (1.24)	18.6 (1.44)	20.4 (1.56)	24.1 (1.99)	19.7 (1.22)	17.8 (1.70)	18.6 (1.38)	4.6 (0.64)	3.3 (0.52)	3.7 (0.63)	5.2 (0.75)	— (†)	— (†)	— (†)
South Dakota[5]	16.8 (1.87)	17.7 (3.72)	15.2 (1.36)	17.8 (3.57)	16.1 (3.01)	12.4 (2.21)	— (†)	2.9 (0.73)	5.0! (2.41)	2.9 (0.49)	— (†)	— (†)	— (†)	— (†)
Tennessee	19.5 (1.38)	19.4 (1.29)	20.1 (1.31)	20.6 (0.96)	21.4 (1.70)	— (†)	18.1 (0.95)	3.5 (0.67)	4.1 (0.60)	3.8 (0.65)	3.6 (0.40)	— (†)	— (†)	— (†)
Texas	21.7 (0.99)	19.3 (1.01)	19.5 (0.71)	20.8 (1.30)	20.5 (1.26)	— (†)	17.0 (1.24)	3.8 (0.52)	3.6 (0.30)	4.6 (0.51)	4.8 (0.47)	— (†)	— (†)	— (†)
Utah	7.6 (1.18)	8.7 (2.00)	10.0 (1.53)	9.6 (1.26)	7.6 (0.79)	— (†)	8.1 (0.89)	1.7 (0.42)	3.8! (1.24)	2.5 (0.48)	4.0 (0.72)	— (†)	— (†)	— (†)
Vermont[6]	25.3 (1.59)	24.1 (0.88)	24.6 (1.14)	24.4 (1.43)	25.7 (0.83)	22.4 (0.29)	23.5 (0.30)	7.0 (0.80)	6.3 (0.63)	6.3 (0.57)	6.0 (0.84)	— (†)	— (†)	— (†)
Virginia	— (†)	— (†)	— (†)	18.0 (1.79)	17.9 (0.85)	16.2 (0.96)	16.5 (0.92)	— (†)	— (†)	— (†)	3.5 (0.70)	— (†)	— (†)	— (†)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	19.6 (1.70)	23.5 (1.05)	20.3 (1.73)	19.7 (1.61)	18.9 (1.39)	16.5 (1.65)	18.5 (1.60)	4.9 (0.85)	5.8 (0.97)	3.9 (0.37)	3.0 (0.45)	— (†)	— (†)	— (†)
Wisconsin	15.9 (1.07)	20.3 (1.30)	18.9 (1.64)	21.6 (1.78)	17.3 (1.12)	16.0 (1.60)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Wyoming	17.8 (1.05)	14.4 (0.79)	16.9 (0.91)	18.5 (1.23)	17.8 (0.81)	18.3 (1.55)	— (†)	4.0 (0.43)	4.7 (0.52)	5.3 (0.45)	4.7 (0.44)	— (†)	— (†)	— (†)
Puerto Rico	6.8 (0.66)	— (†)	— (†)	4.6 (0.71)	4.8 (0.55)	6.0 (0.54)	7.9 (0.84)	2.5 (0.37)	— (†)	— (†)	1.6 (0.36)	— (†)	— (†)	— (†)

—Not available.

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times during the previous 30 days they had used marijuana.

[2]In the question about using marijuana at school, "on school property" was not defined for survey respondents. Data on marijuana use at school were not collected from 2013 onward.

[3]U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data for all years were collected through a separate national survey (rather than being aggregated from state-level data) and include both public and private schools.

[4]Ohio data for 2005 through 2013 include both public and private schools.

[5]South Dakota data for 2005 through 2015 include both public and private schools.

[6]Vermont data for 2013 include both public and private schools.

NOTE: For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2005 through 2017. (This table was prepared July 2018.)

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Supplemental Tables

Table 15.4. Percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by selected student characteristics: Selected years, 1993 through 2017

[Standard errors appear in parentheses]

Student characteristic	1993	1995	1997	1999	2001	2003	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Total	24.0 (1.33)	32.1 (1.55)	31.7 (0.90)	30.2 (1.23)	28.5 (1.01)	28.7 (1.95)	25.4 (1.05)	22.3 (1.04)	22.7 (1.04)	25.6 (0.99)	22.1 (0.96)	21.7 (1.18)	19.8 (0.78)
Sex													
Male	28.5 (1.50)	38.8 (1.73)	37.4 (1.19)	34.7 (1.69)	34.6 (1.20)	31.9 (2.07)	28.8 (1.23)	25.7 (1.15)	25.9 (1.36)	29.2 (1.10)	24.5 (1.21)	24.2 (1.29)	20.9 (0.77)
Female	19.1 (1.31)	24.8 (1.43)	24.7 (1.22)	25.7 (1.26)	22.7 (1.03)	25.0 (1.92)	21.8 (1.03)	18.7 (1.16)	19.3 (1.01)	21.7 (1.17)	19.7 (0.89)	19.1 (1.29)	18.7 (0.98)
Race/ethnicity													
White	24.1 (1.69)	31.7 (2.24)	31.0 (1.36)	28.8 (1.50)	28.3 (1.31)	27.5 (2.68)	23.6 (1.32)	20.8 (1.23)	19.8 (1.13)	22.7 (0.96)	20.4 (1.11)	19.8 (1.66)	17.7 (1.04)
Black	17.5 (1.49)	28.5 (1.98)	25.4 (1.69)	25.3 (2.03)	21.9 (1.72)	23.1 (1.42)	23.9 (2.22)	19.2 (1.36)	22.2 (1.42)	22.8 (1.82)	18.6 (1.11)	20.6 (2.54)	18.9 (1.45)
Hispanic	34.1 (1.58)	40.7 (2.45)	41.1 (2.04)	36.9 (2.10)	34.2 (1.17)	36.5 (1.91)	33.5 (1.18)	29.1 (1.94)	31.2 (1.53)	33.2 (1.70)	27.4 (1.42)	27.2 (1.25)	25.4 (1.22)
Asian[1]	— (†)	— (†)	— (†)	25.7 (2.65)	25.7 (2.92)	22.5 (3.71)	15.9 (2.68)	21.0 (2.78)	18.3 (2.03)	23.3 (2.46)	22.6 (2.57)	15.3 (2.42)	17.7 (1.63)
Pacific Islander[1]	— (†)	— (†)	— (†)	46.9 (4.33)	50.2 (5.73)	34.7 (6.19)	41.3 (5.75)	38.5 (5.45)	27.6 (5.10)	38.9 (5.01)	27.7 (3.68)	30.1! (9.25)	25.7 (4.57)
American Indian/Alaska Native	20.9 (4.55)	22.8 (4.78)	30.1 (4.54)	30.6 (5.90)	34.5 (5.15)	31.3 (5.64)	24.4 (3.57)	25.1 (2.04)	34.0 (4.81)	40.5 (2.80)	25.5 (4.10)	19.8 (3.87)	17.1 (3.42)
Two or more races[1]	— (†)	— (†)	— (†)	36.0 (2.72)	34.5 (3.22)	36.6 (3.99)	31.6 (3.13)	24.6 (3.55)	26.9 (2.62)	33.3 (2.79)	26.4 (2.67)	24.7 (2.45)	19.2 (2.56)
Sexual orientation[2]													
Heterosexual	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	20.8 (1.24)	18.9 (0.65)
Gay, lesbian, or bisexual	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	29.3 (2.03)	28.2 (2.00)
Not sure	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	28.4 (3.03)	19.6 (2.65)
Grade													
9th	21.8 (1.24)	31.1 (1.69)	31.4 (2.33)	27.6 (2.51)	29.0 (1.59)	29.5 (2.39)	24.0 (1.21)	21.2 (1.23)	22.0 (1.32)	23.7 (1.22)	22.4 (1.15)	21.6 (1.28)	18.9 (1.18)
10th	23.7 (1.86)	35.0 (1.54)	33.4 (1.71)	32.1 (1.94)	29.0 (1.39)	29.2 (2.02)	27.5 (1.68)	25.3 (1.54)	23.7 (1.11)	27.8 (1.21)	23.2 (1.54)	21.9 (1.96)	20.3 (1.32)
11th	27.5 (1.61)	32.8 (1.88)	33.2 (1.42)	31.1 (2.16)	28.7 (1.39)	29.9 (2.33)	24.9 (1.03)	22.8 (1.42)	24.3 (1.44)	27.0 (1.51)	23.2 (1.32)	22.7 (1.42)	20.0 (1.15)
12th	23.0 (1.82)	29.1 (2.63)	29.0 (1.80)	30.5 (1.11)	26.9 (1.30)	24.9 (2.24)	24.9 (1.40)	19.6 (1.26)	20.6 (1.21)	23.8 (1.13)	18.8 (1.11)	20.3 (1.41)	19.6 (1.04)
Urbanicity[3]													
Urban	— (†)	— (†)	31.2 (1.11)	30.3 (1.50)	32.0 (1.36)	31.1 (2.12)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Suburban	— (†)	— (†)	34.2 (0.94)	29.7 (1.87)	26.6 (1.34)	28.4 (2.16)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Rural	— (†)	— (†)	22.7 (1.91)	32.1 (5.76)	28.2 (3.10)	26.2 (5.08)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1]Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.
[2]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

[3]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "On school property" was not defined for survey respondents. Race categories exclude persons of Hispanic ethnicity.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2017. (This table was prepared June 2018.)

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Table 15.5. Percentage of public school students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by state or jurisdiction: Selected years, 2003 through 2017

[Standard errors appear in parentheses]

State or jurisdiction	2003	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9
United States[1]	28.7 (1.95)	25.4 (1.05)	22.3 (1.04)	22.7 (1.04)	25.6 (0.99)	22.1 (0.96)	21.7 (1.18)	19.8 (0.78)
Alabama	26.0 (1.78)	26.2 (1.90)	— (†)	27.6 (1.30)	20.3 (1.32)	25.3 (1.11)	24.8 (1.68)	— (†)
Alaska	28.4 (1.24)	— (†)	25.1 (1.36)	24.8 (1.25)	23.2 (0.98)	— (†)	— (†)	— (†)
Arizona	28.6 (1.23)	38.7 (1.18)	37.1 (1.45)	34.6 (1.43)	34.6 (1.55)	31.3 (1.46)	29.3 (1.35)	29.1 (1.67)
Arkansas	— (†)	29.2 (1.35)	28.1 (1.28)	31.4 (1.56)	26.1 (1.30)	27.4 (1.28)	27.1 (1.57)	30.7 (4.82)
California	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	26.1 (1.83)	27.0 (1.48)
Colorado	— (†)	21.2 (1.81)	— (†)	22.7 (1.52)	17.2 (1.28)	— (†)	— (†)	18.0 (0.82)
Connecticut	— (†)	31.5 (0.90)	30.5 (1.52)	28.9 (1.25)	27.8 (1.43)	27.1 (0.85)	28.5 (1.32)	28.6 (1.39)
Delaware	27.9 (0.90)	26.1 (1.05)	22.9 (0.99)	20.9 (0.87)	23.1 (1.20)	19.1 (0.83)	15.6 (0.84)	16.8 (1.07)
District of Columbia	30.2 (1.46)	20.3 (1.18)	25.7 (1.20)	— (†)	22.6 (1.53)	— (†)	— (†)	— (†)
Florida	25.7 (0.81)	23.2 (0.85)	19.0 (0.80)	21.8 (0.72)	22.9 (0.84)	20.0 (0.64)	18.4 (0.69)	17.0 (0.67)
Georgia	33.3 (1.00)	30.7 (1.25)	32.0 (1.23)	32.9 (1.22)	32.1 (1.34)	26.5 (1.32)	— (†)	— (†)
Hawaii	— (†)	32.7 (1.74)	36.2 (2.46)	36.1 (1.51)	31.7 (1.48)	31.2 (0.99)	25.4 (0.98)	— (†)
Idaho	19.6 (1.26)	24.8 (1.52)	25.1 (1.63)	22.7 (1.39)	24.4 (1.56)	22.1 (1.31)	21.5 (1.39)	22.2 (1.19)
Illinois	— (†)	— (†)	21.2 (1.18)	27.5 (1.97)	27.3 (1.46)	27.2 (1.06)	25.6 (1.55)	25.3 (1.70)
Indiana	28.3 (1.55)	28.9 (1.33)	20.5 (1.02)	25.5 (1.24)	28.3 (1.33)	— (†)	22.5 (1.13)	— (†)
Iowa	— (†)	15.5 (1.37)	10.1 (1.08)	— (†)	11.9 (1.16)	— (†)	— (†)	22.1 (1.99)
Kansas	— (†)	16.7 (1.27)	15.0 (1.24)	15.1 (0.78)	24.9 (1.19)	19.4 (1.06)	— (†)	18.0 (0.99)
Kentucky	30.4 (1.51)	19.8 (1.23)	27.0 (1.11)	25.6 (1.49)	24.4 (1.40)	20.6 (1.15)	20.9 (1.27)	22.4 (1.23)
Louisiana	— (†)	— (†)	— (†)	22.8 (1.66)	25.1 (1.82)	— (†)	— (†)	28.5 (1.86)
Maine	32.6 (1.73)	33.5 (1.89)	29.1 (1.67)	21.2 (0.51)	21.7 (0.80)	18.4 (0.87)	14.7 (0.56)	14.0 (0.68)
Maryland	— (†)	28.9 (2.04)	27.4 (1.46)	29.3 (1.35)	30.4 (1.99)	29.1 (0.37)	26.2 (0.28)	23.6 (0.30)
Massachusetts	31.9 (1.08)	29.9 (1.09)	27.3 (1.06)	26.1 (1.34)	27.1 (1.04)	23.0 (0.90)	20.3 (0.87)	20.1 (0.95)
Michigan	31.3 (1.50)	28.8 (1.37)	29.1 (1.07)	29.5 (0.90)	25.4 (0.90)	23.8 (0.94)	25.4 (1.75)	26.0 (1.84)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	22.3 (1.31)	— (†)	15.6 (1.53)	18.0 (1.07)	15.9 (0.89)	12.1 (1.00)	23.7 (1.40)	— (†)
Missouri	21.6 (2.09)	18.2 (1.92)	17.8 (1.49)	17.3 (1.32)	— (†)	— (†)	— (†)	21.7 (0.72)
Montana	26.9 (1.23)	25.3 (1.09)	24.9 (0.83)	20.7 (1.10)	25.2 (0.93)	22.8 (0.71)	21.7 (0.77)	21.7 (0.72)
Nebraska	23.3 (1.04)	22.0 (0.82)	— (†)	— (†)	20.3 (1.01)	19.2 (1.15)	19.9 (1.57)	18.5 (1.40)
Nevada	34.5 (1.30)	32.6 (1.53)	28.8 (1.39)	35.6 (1.30)	— (†)	31.2 (1.90)	29.8 (1.50)	29.8 (0.95)
New Hampshire	28.2 (1.87)	26.9 (1.40)	22.5 (1.25)	22.1 (1.44)	23.2 (1.44)	20.1 (1.03)	16.6 (0.48)	16.3 (0.43)
New Jersey	— (†)	32.6 (1.32)	— (†)	32.2 (1.38)	27.3 (1.41)	30.7 (1.70)	— (†)	— (†)
New Mexico	— (†)	33.5 (1.37)	31.3 (1.39)	30.9 (1.54)	34.5 (1.24)	32.8 (1.04)	27.5 (0.82)	26.2 (0.94)
New York	23.0 (0.97)	23.7 (0.76)	26.6 (1.09)	24.0 (1.05)	— (†)	— (†)	— (†)	— (†)
North Carolina	31.9 (1.74)	27.4 (1.66)	28.5 (1.37)	30.2 (1.51)	29.8 (1.87)	23.6 (1.61)	24.5 (1.67)	21.9 (1.02)
North Dakota	21.3 (1.07)	19.6 (1.10)	18.7 (1.05)	19.5 (1.04)	20.8 (1.03)	14.1 (0.79)	18.2 (0.91)	12.1 (0.91)
Ohio[2]	31.1 (1.68)	30.9 (1.88)	26.7 (1.26)	— (†)	24.3 (1.70)	19.9 (1.41)	— (†)	— (†)
Oklahoma	22.2 (1.23)	18.4 (1.49)	19.1 (1.12)	16.8 (1.50)	17.2 (1.36)	14.0 (1.07)	15.0 (1.12)	22.5 (1.42)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	— (†)	— (†)	— (†)	16.1 (1.07)	— (†)	— (†)	19.4 (1.04)	17.9 (0.88)
Rhode Island	26.0 (1.26)	24.1 (1.11)	25.3 (1.33)	25.2 (1.52)	22.4 (0.95)	22.6 (1.16)	— (†)	— (†)
South Carolina	— (†)	29.1 (1.45)	26.6 (1.58)	27.6 (1.74)	29.3 (1.83)	24.5 (1.43)	22.8 (1.36)	26.0 (1.55)
South Dakota[3]	22.1 (1.25)	20.9 (2.30)	21.1 (1.98)	17.7 (0.64)	16.0 (1.81)	15.4 (1.70)	19.0 (1.88)	— (†)
Tennessee	24.3 (2.25)	26.6 (1.21)	21.6 (1.35)	18.8 (1.06)	16.6 (0.88)	24.8 (1.57)	— (†)	23.7 (1.38)
Texas	— (†)	30.7 (1.73)	26.5 (0.83)	25.9 (1.25)	29.4 (1.34)	26.4 (1.24)	— (†)	26.7 (1.24)
Utah	24.7 (2.04)	20.6 (1.36)	23.2 (1.83)	19.7 (1.52)	21.4 (1.55)	20.0 (1.57)	— (†)	25.9 (2.89)
Vermont[4]	29.4 (1.67)	23.1 (1.59)	22.0 (0.99)	21.1 (1.21)	17.6 (1.51)	— (†)	18.1 (0.27)	15.2 (0.25)
Virginia	— (†)	— (†)	— (†)	— (†)	24.0 (1.67)	— (†)	15.6 (0.75)	15.5 (0.76)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	26.5 (2.06)	24.8 (1.36)	28.6 (2.76)	28.0 (1.27)	17.3 (1.04)	17.1 (1.16)	25.9 (1.49)	24.0 (1.57)
Wisconsin	26.3 (1.18)	21.7 (1.18)	22.7 (1.34)	20.5 (1.03)	20.9 (1.29)	18.3 (1.01)	— (†)	18.4 (1.01)
Wyoming	18.1 (0.99)	22.7 (0.97)	24.7 (1.08)	23.7 (0.93)	25.2 (0.97)	20.2 (0.74)	22.0 (1.46)	— (†)
Puerto Rico	— (†)	18.3 (0.89)	— (†)	— (†)	18.7 (1.65)	18.3 (1.06)	18.6 (1.32)	22.8 (2.21)

—Not available.
†Not applicable.
[1]U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data for all years were collected through a separate national survey (rather than being aggregated from state-level data) and include both public and private schools.
[2]Ohio data for 2003 through 2013 include both public and private schools.
[3]South Dakota data for 2003 through 2015 include both public and private schools.
[4]Vermont data for 2013 include both public and private schools.
NOTE: "On school property" was not defined for survey respondents. For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For three states, data for one or more years include both public and private schools: Ohio (2003 through 2013), South Dakota (2003 through 2015), and Vermont (2013 only). For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2003 through 2017. (This table was prepared June 2018.)

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Table 16.1. Percentage of students ages 12–18 who reported being afraid of attack or harm, by location and selected student and school characteristics: Selected years, 1995 through 2017

[Standard errors appear in parentheses]

Student or school characteristic	1995[1]	1999[1]	2001[1]	2003[1]	2005[1]	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11	12
At school											
Total	11.8 (0.40)	7.4 (0.37)	6.4 (0.31)	6.1 (0.31)	6.4 (0.39)	5.3 (0.33)	4.2 (0.33)	3.7 (0.28)	3.5 (0.33)	3.3 (0.31)	4.2 (0.32)
Sex											
Male	10.9 (0.51)	6.5 (0.44)	6.4 (0.38)	5.4 (0.34)	6.1 (0.56)	4.6 (0.42)	3.7 (0.38)	3.7 (0.41)	3.1 (0.38)	2.6 (0.34)	3.4 (0.38)
Female	12.9 (0.58)	8.3 (0.54)	6.4 (0.43)	7.0 (0.48)	6.7 (0.47)	6.0 (0.45)	4.8 (0.51)	3.8 (0.36)	4.0 (0.48)	4.1 (0.50)	5.1 (0.47)
Race/ethnicity[2]											
White	8.2 (0.36)	5.0 (0.32)	4.9 (0.35)	4.2 (0.35)	4.6 (0.39)	4.2 (0.37)	3.3 (0.35)	3.0 (0.31)	2.6 (0.33)	2.8 (0.34)	3.6 (0.40)
Black	20.9 (1.36)	13.6 (1.30)	9.0 (0.88)	10.7 (1.23)	9.3 (1.19)	8.6 (1.18)	7.0 (1.12)	4.9 (1.03)	4.6 (0.85)	3.4 (0.76)	6.9 (1.06)
Hispanic	21.1 (1.30)	11.8 (1.20)	10.7 (1.08)	9.6 (0.75)	10.3 (1.16)	7.1 (0.88)	4.9 (0.89)	4.8 (0.59)	4.9 (0.78)	4.8 (0.72)	3.9 (0.50)
Asian/Pacific Islander	16.5 (1.88)	6.2 (0.98)	6.4 (1.22)	6.3 (1.79)	6.1 (1.99)	2.2! (1.00)	5.7! (2.16)	4.3! (1.45)	3.2! (1.04)	2.6! (1.13)	4.0! (1.36)
Asian	— (†)	— (†)	— (†)	6.4 (1.76)	6.2! (2.10)	2.3! (1.05)	5.9! (2.25)	4.2! (1.52)	3.1! (1.09)	2.7! (1.19)	3.9! (1.38)
Pacific Islander	— (†)	— (†)	— (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
American Indian/ Alaska Native	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	14.1 (3.88)
Two or more races	— (†)	— (†)	— (†)	‡ (†)	5.0! (2.18)	2.7! (1.28)	‡ (†)	4.3! (1.59)	3.9! (1.76)	‡ (†)	3.5! (1.63)
Grade											
6th	14.5 (1.15)	10.9 (1.39)	10.7 (1.27)	10.0 (1.35)	9.5 (1.14)	9.9 (1.33)	6.4 (1.20)	5.6 (1.08)	4.7 (1.01)	4.6 (1.11)	4.3 (0.81)
7th	15.4 (1.03)	9.5 (0.79)	9.3 (0.96)	8.2 (0.87)	9.1 (1.04)	6.7 (0.86)	6.2 (1.06)	4.5 (0.69)	4.3 (0.69)	4.2 (0.74)	4.9 (0.84)
8th	13.1 (0.84)	8.2 (0.74)	7.6 (0.69)	6.3 (0.68)	7.1 (0.95)	4.6 (0.71)	3.5 (0.75)	4.6 (0.71)	3.3 (0.78)	4.1 (0.73)	4.4 (0.76)
9th	11.7 (0.82)	7.1 (0.75)	5.6 (0.63)	6.3 (0.61)	5.9 (0.71)	5.5 (0.87)	4.6 (0.75)	4.2 (0.66)	3.4 (0.71)	3.9 (0.75)	5.6 (0.89)
10th	11.0 (0.83)	7.1 (0.77)	5.1 (0.72)	4.5 (0.68)	5.5 (0.89)	5.2 (0.87)	4.6 (0.79)	3.9 (0.63)	4.4 (0.75)	2.1 (0.56)	5.1 (0.92)
11th	8.9 (0.81)	4.9 (0.68)	4.8 (0.65)	4.8 (0.66)	4.6 (0.73)	3.1 (0.63)	3.3 (0.74)	1.8 (0.48)	2.6 (0.55)	2.6 (0.65)	3.2 (0.68)
12th	7.9 (0.95)	4.8 (0.89)	2.9 (0.55)	3.7 (0.54)	3.3 (0.69)	3.1 (0.65)	1.9! (0.57)	2.2 (0.57)	2.0 (0.56)	2.0! (0.61)	1.9 (0.48)
Urbanicity[3]											
Urban	18.6 (0.84)	11.7 (0.82)	9.8 (0.59)	9.5 (0.69)	10.5 (0.92)	7.1 (0.81)	6.9 (0.84)	5.2 (0.60)	4.5 (0.60)	4.0 (0.61)	5.5 (0.63)
Suburban	9.9 (0.50)	6.2 (0.42)	4.9 (0.34)	4.8 (0.30)	4.7 (0.41)	4.4 (0.41)	3.0 (0.33)	3.1 (0.39)	3.0 (0.38)	3.1 (0.39)	3.7 (0.35)
Rural	8.7 (0.80)	4.8 (0.70)	6.0 (0.98)	4.8 (0.94)	5.1 (0.97)	4.9 (0.59)	3.9 (0.63)	3.0 (0.63)	3.3 (0.62)	3.0 (0.62)	3.8 (0.78)
Control of school											
Public	12.3 (0.43)	7.8 (0.38)	6.6 (0.33)	6.4 (0.34)	6.6 (0.42)	5.5 (0.34)	4.4 (0.35)	3.9 (0.30)	3.5 (0.35)	3.5 (0.30)	4.5 (0.34)
Private	7.4 (1.01)	3.6 (0.81)	4.6 (0.93)	3.0 (0.75)	3.8 (0.82)	2.5! (0.89)	1.9! (0.74)	1.5! (0.64)	2.6! (0.83)	‡ (†)	‡ (†)
Away from school											
Total	— (†)	5.7 (0.32)	4.7 (0.29)	5.4 (0.29)	5.2 (0.33)	3.5 (0.29)	3.3 (0.32)	2.4 (0.23)	2.7 (0.35)	2.2 (0.29)	2.7 (0.26)
Sex											
Male	— (†)	4.1 (0.34)	3.7 (0.32)	4.0 (0.30)	4.6 (0.42)	2.4 (0.31)	2.5 (0.34)	2.0 (0.27)	2.4 (0.40)	1.2 (0.25)	2.1 (0.33)
Female	— (†)	7.4 (0.50)	5.7 (0.42)	6.8 (0.48)	5.8 (0.48)	4.5 (0.40)	4.1 (0.51)	2.7 (0.30)	3.0 (0.44)	3.3 (0.48)	3.4 (0.42)
Race/ethnicity[2]											
White	— (†)	4.3 (0.32)	3.7 (0.30)	3.8 (0.32)	4.2 (0.40)	2.5 (0.28)	2.2 (0.28)	1.6 (0.24)	1.6 (0.30)	1.7 (0.30)	2.3 (0.32)
Black	— (†)	8.8 (1.02)	6.4 (0.89)	10.1 (1.14)	7.3 (0.96)	4.9 (0.73)	5.7 (1.10)	3.5 (0.86)	3.6 (0.78)	2.7! (0.82)	4.1 (1.04)
Hispanic	— (†)	9.0 (1.04)	6.6 (0.76)	7.5 (0.80)	6.2 (0.84)	5.9 (0.80)	3.9 (0.70)	3.3 (0.50)	4.5 (0.86)	3.4 (0.61)	2.8 (0.45)
Asian/Pacific Islander	— (†)	5.5 (1.12)	6.6 (1.46)	4.9 (1.28)	7.4! (2.66)	‡ (†)	7.4! (2.44)	3.9! (1.23)	2.6! (0.94)	‡ (†)	2.1! (1.04)
Asian	— (†)	‡ (†)	‡ (†)	‡ (†)	4.9 (1.31)	‡ (2.86)	7.1! (2.50)	3.2! (1.15)	2.9! (1.03)	‡ (†)	2.1! (1.06)
Pacific Islander	— (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
American Indian/ Alaska Native	— (†)	‡ (†)	7.7! (3.67)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Two or more races	— (†)	‡ (†)	‡ (†)	‡ (†)	3.1! (†)	‡ (†)	‡ (†)	‡ (†)	4.4! (1.96)	‡ (†)	4.5! (1.75)
Grade											
6th	— (†)	7.9 (1.12)	6.4 (1.16)	6.8 (1.01)	5.6 (0.99)	5.9 (1.20)	3.3 (0.89)	3.0 (0.86)	3.9 (0.88)	2.8! (0.96)	2.3 (0.69)
7th	— (†)	6.1 (0.73)	5.5 (0.80)	6.7 (0.81)	7.5 (0.89)	4.0 (0.78)	4.0 (0.78)	2.7 (0.58)	2.2 (0.54)	2.2 (0.54)	3.0 (0.73)
8th	— (†)	5.6 (0.67)	4.5 (0.61)	5.4 (0.71)	5.0 (0.72)	3.6 (0.65)	3.3 (0.72)	2.1 (0.43)	2.4! (0.80)	2.9 (0.68)	2.7 (0.57)
9th	— (†)	4.6 (0.63)	4.5 (0.63)	4.3 (0.55)	3.8 (0.61)	4.0 (0.75)	2.6 (0.62)	3.5 (0.65)	2.8 (0.59)	2.5 (0.58)	3.1 (0.63)
10th	— (†)	4.8 (0.63)	4.2 (0.64)	5.4 (0.68)	4.7 (0.66)	3.0 (0.60)	5.5 (0.96)	1.7 (0.46)	4.4 (0.83)	1.2! (0.41)	2.9 (0.71)
11th	— (†)	5.9 (0.72)	4.7 (0.62)	4.7 (0.69)	4.2 (0.74)	2.3 (0.56)	2.2 (0.56)	2.9 (0.70)	2.2 (0.47)	2.0! (0.64)	3.6 (0.79)
12th	— (†)	6.1 (0.87)	3.3 (0.63)	5.0 (0.73)	5.4 (0.98)	3.2 (0.61)	2.1 (0.63)	1.0! (0.37)	1.3! (0.46)	2.1 (0.63)	1.1! (0.37)
Urbanicity[3]											
Urban	— (†)	9.2 (0.83)	7.5 (0.69)	8.2 (0.61)	6.7 (0.61)	5.3 (0.67)	5.8 (0.87)	3.4 (0.42)	4.0 (0.54)	2.8 (0.54)	3.3 (0.56)
Suburban	— (†)	5.1 (0.32)	3.9 (0.33)	4.4 (0.35)	4.6 (0.43)	2.7 (0.36)	2.5 (0.33)	2.2 (0.30)	2.2 (0.42)	2.3 (0.39)	2.4 (0.28)
Rural	— (†)	3.0 (0.71)	3.0 (0.59)	4.1 (0.70)	4.7 (0.98)	2.8 (0.54)	1.9 (0.48)	1.0! (0.35)	1.7 (0.49)	1.1! (0.36)	2.6 (0.70)
Control of school											
Public	— (†)	5.8 (0.33)	4.6 (0.30)	5.5 (0.31)	5.2 (0.34)	3.6 (0.30)	3.5 (0.33)	2.4 (0.23)	2.7 (0.36)	2.2 (0.27)	2.7 (0.26)
Private	— (†)	5.0 (0.93)	5.2 (1.09)	4.8 (0.92)	4.9 (1.41)	2.1! (0.72)	1.8! (0.71)	1.6! (0.68)	2.0! (0.70)	3.0! (1.16)	‡ (†)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.
[2]Race categories exclude persons of Hispanic ethnicity. Prior to 2003, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.

[3]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
NOTE: "At school" includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Students were asked if they were "never," "almost never," "sometimes," or "most of the time" afraid that someone would attack or harm them at school or away from school. Students who responded "sometimes" or "most of the time" were considered afraid. For the 2001 survey only, the wording was changed from "attack or harm" to "attack or threaten to attack." Some data have been revised from previously reported figures.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2017. (This table was prepared September 2018.)

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Table 17.1.　Percentage of students ages 12–18 who reported avoiding one or more places in school or avoiding school activities or classes because of fear of attack or harm, by selected student and school characteristics: Selected years, 1995 through 2017

[Standard errors appear in parentheses]

Type of avoidance and student or school characteristic	1995[1]		1999[1]		2001[1]		2003[1]		2005[1]		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11		12	
Total, any avoidance[2]	—	(†)	6.9	(0.34)	6.1	(0.32)	5.0	(0.30)	5.5	(0.32)	7.2	(0.36)	5.0	(0.35)	5.5	(0.34)	4.7	(0.31)	4.9	(0.37)	6.1	(0.39)
Avoided one or more places in school[3]																						
Total	8.7	(0.30)	4.7	(0.29)	4.7	(0.27)	4.0	(0.27)	4.5	(0.28)	5.8	(0.31)	4.0	(0.32)	4.7	(0.30)	3.7	(0.27)	3.9	(0.32)	4.9	(0.34)
Entrance to the school	2.1	(0.15)	1.1	(0.14)	1.3	(0.11)	1.2	(0.12)	1.0	(0.14)	1.5	(0.15)	0.9	(0.15)	0.9	(0.13)	0.8	(0.14)	0.9	(0.14)	0.9	(0.13)
Hallways or stairs in school	4.3	(0.21)	2.1	(0.17)	2.1	(0.18)	1.7	(0.17)	2.1	(0.21)	2.6	(0.21)	2.2	(0.23)	2.5	(0.21)	1.7	(0.18)	1.7	(0.20)	2.2	(0.24)
Parts of the school cafeteria	2.5	(0.19)	1.3	(0.15)	1.4	(0.16)	1.2	(0.13)	1.8	(0.16)	1.9	(0.19)	1.1	(0.17)	1.8	(0.18)	1.4	(0.19)	1.2	(0.19)	2.3	(0.27)
Any school restrooms	4.5	(0.22)	2.2	(0.19)	2.2	(0.19)	2.1	(0.16)	2.1	(0.20)	2.6	(0.24)	1.4	(0.19)	1.7	(0.19)	1.3	(0.16)	1.5	(0.21)	2.2	(0.25)
Other places inside the school building	2.5	(0.18)	1.4	(0.17)	1.4	(0.14)	1.3	(0.14)	1.4	(0.18)	1.5	(0.17)	1.0	(0.16)	1.1	(0.15)	0.8	(0.13)	0.8	(0.13)	1.1	(0.18)
Sex																						
Male	8.9	(0.43)	4.7	(0.35)	4.8	(0.40)	3.9	(0.34)	4.9	(0.46)	6.1	(0.47)	3.9	(0.45)	3.9	(0.42)	3.4	(0.34)	3.4	(0.41)	4.1	(0.40)
Female	8.6	(0.46)	4.6	(0.40)	4.7	(0.35)	4.1	(0.37)	4.1	(0.40)	5.5	(0.41)	4.0	(0.42)	5.5	(0.40)	3.9	(0.43)	4.4	(0.45)	5.7	(0.51)
Race/ethnicity[4]																						
White	7.1	(0.33)	3.8	(0.29)	3.9	(0.29)	3.1	(0.27)	3.6	(0.30)	5.3	(0.36)	3.3	(0.38)	4.4	(0.38)	3.0	(0.34)	3.8	(0.43)	4.5	(0.49)
Black	12.2	(1.04)	6.8	(0.92)	6.6	(0.74)	5.1	(0.79)	7.2	(0.98)	8.3	(1.02)	6.1	(1.04)	4.5	(0.80)	3.3	(0.79)	3.9	(0.80)	6.5	(1.10)
Hispanic	13.0	(0.98)	6.2	(0.73)	5.6	(0.72)	6.3	(0.70)	6.0	(0.80)	6.8	(0.82)	4.8	(0.86)	6.0	(0.68)	4.9	(0.63)	4.2	(0.68)	5.0	(0.72)
Asian/Pacific Islander	12.8	(1.87)	4.7	(0.92)	7.0	(1.35)	4.6	(1.14)	3.2!	(1.06)	1.8!	(0.88)	3.5!	(1.47)	2.5!	(0.99)	4.0!	(1.25)	3.7!	(1.28)	3.5!	(1.28)
Asian	—	(†)	—	(†)	—	(†)	3.9	(1.04)	2.5!	(0.88)	‡	(†)	3.7!	(1.53)	2.7!	(1.06)	3.8!	(1.26)	3.7!	(1.33)	3.6!	(1.30)
Pacific Islander	—	(†)	—	(†)	—	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native .	‡	(†)	10.0!	(4.47)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	12.2!	(4.95)	‡	(†)	‡	(†)
Two or more races	—	(†)	—	(†)	—	(†)	5.7!	(2.52)	‡	(†)	4.7!	(1.65)	‡	(†)	3.7!	(1.31)	4.5!	(1.87)	‡	(†)	6.6!	(2.08)
Grade																						
6th	11.8	(1.01)	6.0	(0.93)	6.9	(0.93)	5.6	(0.94)	7.9	(1.27)	7.8	(1.20)	7.1	(1.13)	6.9	(0.99)	4.4	(0.92)	6.2	(1.15)	7.0	(1.29)
7th	11.9	(0.90)	6.1	(0.72)	6.3	(0.80)	5.7	(0.73)	5.8	(0.93)	7.5	(0.86)	5.5	(0.86)	5.1	(0.76)	4.6	(0.72)	5.4	(0.88)	6.6	(0.93)
8th	8.9	(0.77)	5.6	(0.71)	5.2	(0.63)	4.7	(0.64)	4.5	(0.67)	5.9	(0.84)	4.8	(0.93)	5.2	(0.75)	2.7	(0.62)	4.0	(0.80)	3.6	(0.65)
9th	9.6	(0.71)	5.3	(0.63)	5.0	(0.61)	5.1	(0.62)	5.2	(0.78)	6.7	(0.81)	4.5	(0.89)	3.7	(0.67)	5.1	(0.78)	4.0	(0.71)	6.8	(1.04)
10th	7.8	(0.76)	4.8	(0.61)	4.3	(0.64)	3.1	(0.55)	4.2	(0.65)	5.5	(0.80)	4.2	(0.88)	5.4	(0.72)	4.0	(0.72)	2.8	(0.53)	4.3	(0.84)
11th	6.9	(0.64)	2.5	(0.46)	2.8	(0.43)	2.5	(0.53)	3.3	(0.58)	4.2	(0.70)	1.2!	(0.44)	3.6	(0.65)	2.5	(0.61)	2.2	(0.56)	4.3	(0.83)
12th	4.1	(0.74)	2.4	(0.51)	3.0	(0.65)	1.2!	(0.42)	1.3!	(0.41)	3.2	(0.71)	1.6!	(0.50)	3.7	(0.71)	2.3	(0.62)	3.3	(0.81)	2.6	(0.59)
Urbanicity[5]																						
Urban	11.8	(0.74)	5.8	(0.48)	6.0	(0.53)	5.7	(0.59)	6.3	(0.67)	6.1	(0.65)	5.5	(0.69)	5.3	(0.61)	4.3	(0.54)	4.7	(0.67)	5.9	(0.77)
Suburban	8.0	(0.40)	4.7	(0.38)	4.4	(0.38)	3.5	(0.31)	3.8	(0.36)	5.2	(0.38)	3.1	(0.38)	4.6	(0.36)	3.3	(0.33)	4.0	(0.42)	4.7	(0.39)
Rural	7.1	(0.65)	3.0	(0.57)	3.9	(0.70)	2.8	(0.53)	4.2	(0.74)	6.9	(0.69)	4.3	(0.80)	3.5	(0.54)	3.5	(0.68)	1.9!	(0.57)	3.7	(0.67)
School control																						
Public	9.4	(0.33)	5.0	(0.31)	5.0	(0.29)	4.2	(0.29)	4.8	(0.30)	6.2	(0.35)	4.2	(0.34)	4.9	(0.32)	3.9	(0.29)	4.0	(0.33)	5.1	(0.36)
Private	2.2	(0.47)	1.6	(0.45)	2.0!	(0.70)	1.5!	(0.49)	1.4!	(0.55)	1.4!	(0.54)	1.8!	(0.73)	2.1!	(0.70)	1.0!	(0.49)	1.7!	(0.76)	2.6!	(0.98)
Avoided school activities or classes[6]																						
Total	—	(†)	3.2	(0.22)	2.3	(0.19)	1.9	(0.18)	2.1	(0.23)	2.6	(0.23)	2.1	(0.25)	2.0	(0.20)	2.0	(0.21)	2.1	(0.24)	2.4	(0.24)
Any activities[7]	1.7	(0.15)	0.9	(0.10)	1.1	(0.12)	1.0	(0.11)	1.0	(0.16)	1.8	(0.20)	1.3	(0.20)	1.2	(0.16)	1.0	(0.13)	1.3	(0.18)	1.3	(0.17)
Any classes	—	(†)	0.6	(0.09)	0.6	(0.09)	0.6	(0.11)	0.7	(0.13)	0.7	(0.12)	0.6	(0.13)	0.7	(0.10)	0.5	(0.10)	0.6	(0.11)	0.8	(0.12)
Stayed home from school	—	(†)	2.3	(0.19)	1.1	(0.13)	0.8	(0.11)	0.7	(0.11)	0.8	(0.13)	0.6	(0.14)	0.8	(0.12)	0.9	(0.13)	0.8	(0.14)	1.2	(0.16)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.
[2]In the total for any avoidance, students who reported both avoiding one or more places in school and avoiding school activities or classes were counted only once.
[3]Students who reported avoiding multiple places in school were counted only once in the total for students avoiding one or more places.
[4]Race categories exclude persons of Hispanic ethnicity. Prior to 2003, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.

[5]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
[6]Students who reported more than one type of avoidance of school activities or classes—e.g., reported that they avoided "any activities" and also reported that they stayed home from school—were counted only once in the total for avoiding activities or classes.
[7]Before 2007, students were asked whether they avoided "any extracurricular activities." Starting in 2007, the survey wording was changed to "any activities."
NOTE: Students were asked whether they avoided places or activities because they thought that someone might attack or harm them. For the 2001 survey only, the wording was changed from "attack or harm" to "attack or threaten to attack." Some data have been revised from previously published figures.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2017. (This table was prepared September 2018.)

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Table 18.1. Number and percentage of public schools that took a serious disciplinary action in response to specific offenses, number and percentage distribution of serious actions taken, and number of students involved in specific offenses, by type of offense and type of action: Selected years, 1999–2000 through 2015–16

[Standard errors appear in parentheses]

Type of offense and type of serious disciplinary action	1999–2000[1]		2003–04		2005–06		2007–08		2009–10[2]		2015–16[2]	
1	2		3		4		5		6		7	
Number of schools taking at least one action												
Total, in response to any listed offense[3]	—	(†)	36,800	(960)	40,000	(990)	38,500	(1,010)	32,300	(940)	31,100	(900)
Physical fights or attacks	29,000	(840)	25,800	(780)	26,300	(880)	26,100	(740)	24,000	(770)	22,500	(900)
Insubordination	15,000	(640)	17,400	(690)	17,700	(700)	17,800	(800)	—	(†)	—	(†)
Distribution, possession, or use of alcohol	—	(†)	7,400	(400)	8,500	(380)	8,100	(400)	7,600	(320)	6,700	(340)
Distribution, possession, or use of illegal drugs	—	(†)	17,000	(470)	17,400	(490)	16,000	(470)	16,100	(400)	15,600	(500)
Use or possession of firearm or explosive device	—	(†)	3,200	(320)	3,800	(290)	2,300	(220)	2,500	(340)	1,700	(240)
Use or possession of weapon other than firearm or explosive device[4]	—	(†)	13,500	(690)	16,100	(760)	12,700	(650)	11,200	(650)	8,700	(510)
Percent of schools taking at least one action												
Total, in response to any listed offense[3]	—	(†)	45.7	(1.15)	48.1	(1.17)	46.4	(1.16)	39.1	(1.14)	37.2	(1.06)
Physical fights or attacks	35.4	(1.02)	32.0	(0.94)	31.6	(1.00)	31.5	(0.89)	29.0	(0.94)	26.9	(1.06)
Insubordination	18.3	(0.79)	21.6	(0.85)	21.2	(0.84)	21.4	(0.95)	—	(†)	—	(†)
Distribution, possession, or use of alcohol	—	(†)	9.2	(0.50)	10.2	(0.47)	9.8	(0.48)	9.2	(0.39)	8.1	(0.40)
Distribution, possession, or use of illegal drugs	—	(†)	21.2	(0.58)	20.8	(0.61)	19.3	(0.53)	19.5	(0.48)	18.6	(0.59)
Use or possession of firearm or explosive device	—	(†)	3.9	(0.40)	4.5	(0.35)	2.8	(0.26)	3.0	(0.41)	2.0	(0.29)
Use or possession of weapon other than firearm or explosive device[4]	—	(†)	16.8	(0.84)	19.4	(0.91)	15.3	(0.77)	13.5	(0.78)	10.4	(0.61)
Number of actions taken in response to offenses												
Total, in response to any listed offense	—	(†)	655,700	(29,160)	842,400	(46,080)	767,900	(44,010)	433,800	(22,880)	305,700	(11,500)
Physical fights or attacks	332,500	(27,420)	273,500	(14,450)	328,900	(16,880)	271,800	(15,180)	265,100	(22,170)	178,000	(10,890)
Insubordination	253,500	(27,720)	220,400	(16,990)	312,900	(34,200)	327,100	(38,470)	—	(†)	—	(†)
Distribution, possession, or use of alcohol	—	(†)	25,500	(1,600)	30,500	(1,910)	28,400	(1,470)	28,700	(1,920)	18,400	(1,180)
Distribution, possession, or use of illegal drugs	—	(†)	91,100	(3,410)	108,300	(4,930)	98,700	(5,780)	105,400	(4,070)	83,800	(3,670)
Use or possession of firearm or explosive device	—	(†)	9,900!	(4,300)	14,500	(2,740)	5,200	(910)	5,800	(1,360)	4,100!	(1,240)
Use or possession of weapon other than firearm or explosive device[4]	—	(†)	35,400	(1,470)	47,300	(2,100)	36,800	(2,630)	28,800	(1,580)	21,300	(1,430)
Percentage distribution of actions taken												
Total, in response to any listed offense	—	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Out-of-school suspensions lasting 5 days or more	—	(†)	74.2	(1.60)	74.2	(1.98)	76.0	(1.63)	73.9	(1.79)	71.7	(1.32)
Removal with no services for remainder of school year	—	(†)	4.8	(0.72)	5.4	(0.77)	5.4	(1.06)	6.1	(0.86)	4.3	(0.49)
Transfer to specialized schools	—	(†)	21.0	(1.49)	20.4	(1.77)	18.7	(1.38)	20.0	(1.36)	23.9	(1.18)
Physical fights or attacks	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Out-of-school suspensions lasting 5 days or more	85.1	(1.78)	80.8	(1.67)	80.8	(1.58)	78.7	(1.40)	81.2	(2.18)	79.4	(1.60)
Removal with no services for remainder of school year	9.0	(1.64)	3.6	(0.76)	4.1	(0.71)	4.4	(0.72)	5.0	(1.22)	2.9	(0.53)
Transfer to specialized schools	5.9	(0.59)	15.5	(1.59)	15.1	(1.40)	16.9	(1.19)	13.9	(1.57)	17.7	(1.50)
Insubordination	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	—	(†)	—	(†)
Out-of-school suspensions lasting 5 days or more	81.6	(3.27)	78.1	(2.54)	76.0	(4.24)	82.2	(3.14)	—	(†)	—	(†)
Removal with no services for remainder of school year	15.0	(3.16)	3.1!	(1.53)	4.1!	(1.57)	‡	(†)	—	(†)	—	(†)
Transfer to specialized schools	3.4	(0.76)	18.8	(2.41)	19.9	(3.62)	13.1	(2.29)	—	(†)	—	(†)
Distribution, possession, or use of alcohol	—	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Out-of-school suspensions lasting 5 days or more	—	(†)	70.8	(2.91)	77.0	(2.07)	73.9	(2.56)	74.3	(2.23)	67.7	(2.94)
Removal with no services for remainder of school year	—	(†)	5.5	(1.56)	4.5	(0.80)	4.5	(1.00)	4.0	(0.92)	3.7	(0.89)
Transfer to specialized schools	—	(†)	23.7	(2.82)	18.5	(2.01)	21.6	(1.97)	21.7	(2.27)	28.6	(3.00)
Distribution, possession, or use of illegal drugs	—	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Out-of-school suspensions lasting 5 days or more	—	(†)	53.4	(2.27)	55.6	(1.96)	55.4	(2.05)	59.6	(1.70)	58.8	(2.07)
Removal with no services for remainder of school year	—	(†)	10.1	(0.91)	10.2	(0.90)	9.1	(1.10)	8.0	(0.94)	6.9	(0.96)
Transfer to specialized schools	—	(†)	36.4	(2.23)	34.2	(2.02)	35.5	(1.84)	32.4	(1.57)	34.3	(2.08)

See notes at end of table.

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Table 18.1. Number and percentage of public schools that took a serious disciplinary action in response to specific offenses, number and percentage distribution of serious actions taken, and number of students involved in specific offenses, by type of offense and type of action: Selected years, 1999–2000 through 2015–16—Continued

[Standard errors appear in parentheses]

Type of offense and type of serious disciplinary action	1999–2000[1]		2003–04		2005–06		2007–08		2009–10[2]		2015–16[2]	
1	2		3		4		5		6		7	
Use or possession of firearm or explosive device	—	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Out-of-school suspensions lasting 5 days or more	—	(†)	66.6!	(25.42)	67.9	(7.07)	52.9	(5.94)	55.5	(9.64)	66.3	(14.94)
Removal with no services for remainder of school year	—	(†)	‡	(†)	10.9	(2.89)	18.3	(5.18)	22.2	(4.96)	8.3!	(3.69)
Transfer to specialized schools	—	(†)	‡	(†)	21.2	(5.59)	28.8	(3.96)	22.3!	(7.91)	25.3!	(12.63)
Use or possession of weapon other than firearm or explosive device[4]	—	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Out-of-school suspensions lasting 5 days or more	—	(†)	57.2	(2.20)	60.0	(1.89)	60.3	(2.24)	62.2	(2.44)	63.0	(2.47)
Removal with no services for remainder	—	(†)	7.7	(0.81)	10.8	(1.09)	7.8	(1.29)	8.8	(1.31)	6.2	(1.46)
Transfer to specialized schools	—	(†)	35.1	(2.04)	29.2	(1.83)	31.9	(1.75)	29.0	(2.32)	30.9	(2.56)
Number of students involved in offenses[5]												
Total, all listed offenses	—	(†)	3,912,500	(162,670)	3,919,500	(129,350)	4,783,700	(324,130)	1,057,200	(31,810)	826,300	(37,980)
Physical fights or attacks	766,900	(50,410)	1,108,600	(46,250)	1,026,100	(35,050)	987,900	(42,620)	820,100	(27,890)	633,300	(37,820)
Insubordination	1,104,200	(69,490)	2,558,500	(131,830)	2,606,700	(107,660)	3,589,300	(319,390)	—	(†)	—	(†)
Distribution, possession, or use of alcohol	—	(†)	44,100	(2,290)	49,900	(2,750)	38,700	(1,690)	42,200	(2,450)	30,200	(1,670)
Distribution, possession, or use of illegal drugs	—	(†)	118,900	(4,590)	119,400	(4,350)	106,300	(4,240)	125,700	(5,540)	119,200	(6,310)
Use or possession of firearm or explosive device	—	(†)	‡	(†)	55,700	(16,540)	13,400!	(4,270)	27,100!	(11,180)	9,900!	(3,090)
Use or possession of weapon other than firearm or explosive device[4]	—	(†)	57,500	(4,260)	61,700	(2,540)	48,100	(3,430)	42,100	(2,220)	33,800	(2,420)

—Not available.

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

[1]In the 1999–2000 questionnaire, only two items are the same as in questionnaires for later years: the item on physical attacks or fights and the item on insubordination. There are no comparable 1999–2000 data for serious disciplinary actions taken in response to the other specific offenses listed in this table, nor for total actions taken in response to all the listed offenses.

[2]Totals for 2009–10 and 2015–16 are not comparable to totals for other years, because the 2009–10 and 2015–16 questionnaires did not include an item on insubordination.

[3]Schools that took serious disciplinary actions in response to more than one type of offense were counted only once in the total.

[4]Prior to 2005–06, the questionnaire wording was simply "a weapon other than a firearm" (instead of "a weapon other than a firearm or explosive device").

[5]Includes all students involved in committing the listed offenses regardless of the disciplinary action taken. If more than one student was involved in a single incident, each student was counted separately. If one student was involved in multiple incidents, that student was counted more than once; for example, a student involved in two separate incidents would be counted twice.

NOTE: Serious disciplinary actions include out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year; removals with no continuing services for at least the remainder of the school year; and transfers to specialized schools for disciplinary reasons. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Detail may not sum to totals because of rounding and because schools that reported serious disciplinary actions in response to more than one type of offense were counted only once in the total number or percentage of schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, and 2016. (This table was prepared September 2017.)

Table 18.2. Percentage of public schools that took a serious disciplinary action in response to specific offenses, by type of offense and selected school characteristics: 2015–16

[Standard errors appear in parentheses]

School characteristic	Total, at least one action[1]		Type of offense									
			Physical attacks or fights		Distribution, possession, or use of alcohol		Distribution, possession, or use of illegal drugs		Use or possession of a firearm or explosive device		Use or possession of a weapon other than a firearm or explosive device	
1	2		3		4		5		6		7	
Total	**37.2**	**(1.06)**	**26.9**	**(1.06)**	**8.1**	**(0.40)**	**18.6**	**(0.59)**	**2.0**	**(0.29)**	**10.4**	**(0.61)**
School level[2]												
Primary	17.5	(1.81)	13.1	(1.79)	‡	(†)	2.2	(0.66)	0.8!	(0.39)	3.8	(0.71)
Middle	60.9	(1.43)	43.9	(1.57)	10.4	(1.06)	30.9	(1.46)	2.6	(0.65)	19.3	(1.31)
High school	77.6	(1.80)	56.6	(1.92)	31.8	(1.32)	61.8	(1.84)	6.0	(1.06)	22.5	(1.52)
Combined	50.3	(5.06)	32.4	(4.66)	14.9	(3.70)	28.5	(4.52)	‡	(†)	14.6	(3.39)
Enrollment size												
Less than 300	25.1	(2.80)	16.9	(2.28)	2.9	(0.82)	8.4	(1.98)	‡	(†)	2.8!	(0.87)
300 to 499	25.7	(1.89)	17.2	(1.79)	4.2	(0.75)	11.6	(1.01)	1.4!	(0.50)	5.9	(1.19)
500 to 999	41.8	(1.96)	31.0	(1.74)	7.5	(0.75)	18.2	(0.98)	1.6	(0.45)	11.9	(1.00)
1,000 or more	79.0	(1.97)	60.7	(1.93)	31.8	(2.00)	61.9	(2.03)	6.4	(1.37)	33.3	(2.54)
Locale												
City	40.0	(2.69)	30.7	(2.48)	6.1	(0.61)	19.2	(1.48)	2.1	(0.59)	11.0	(1.33)
Suburban	35.7	(1.93)	26.0	(1.82)	7.7	(0.67)	18.2	(0.87)	2.1	(0.58)	12.4	(1.36)
Town	50.0	(3.58)	33.0	(3.08)	10.1	(1.35)	26.5	(2.48)	2.7!	(1.19)	11.5	(2.76)
Rural	30.0	(1.96)	21.1	(1.62)	9.4	(1.01)	14.6	(1.03)	1.6!	(0.53)	6.6	(0.90)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/ Alaska Native students, and students of Two or more races												
Less than 5 percent	30.7	(5.08)	15.7	(3.02)	10.3	(2.78)	16.9	(3.60)	‡	(†)	8.9!	(2.77)
5 percent to less than 20 percent	31.9	(2.55)	22.3	(2.08)	8.9	(1.05)	17.0	(1.48)	1.5!	(0.65)	7.5	(1.01)
20 percent to less than 50 percent	36.5	(2.49)	26.1	(2.00)	8.3	(0.74)	19.2	(2.05)	1.8!	(0.60)	9.5	(1.26)
50 percent or more	41.9	(2.01)	31.8	(1.80)	7.1	(0.76)	19.4	(1.10)	2.4	(0.52)	12.8	(1.29)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	24.6	(2.20)	17.2	(2.05)	8.6	(1.09)	14.3	(1.44)	0.5!	(0.25)	6.2	(0.84)
26 to 50 percent	34.4	(1.82)	22.7	(1.41)	8.6	(0.74)	20.0	(1.40)	0.8!	(0.26)	9.2	(1.05)
51 to 75 percent	41.3	(2.39)	31.1	(2.22)	9.2	(1.11)	19.1	(1.34)	3.7	(0.91)	12.3	(1.32)
76 to 100 percent	43.5	(2.54)	32.7	(2.48)	6.1	(0.95)	19.4	(1.73)	2.6	(0.67)	12.1	(1.61)
Student/teacher ratio[3]												
Less than 12	31.6	(3.19)	21.4	(3.01)	6.9	(1.63)	7.0	(1.42)	2.8!	(1.22)	9.3	(2.03)
12 to 16	38.6	(2.02)	27.1	(1.75)	7.9	(0.81)	21.4	(1.62)	1.3!	(0.48)	9.7	(1.08)
More than 16	37.7	(1.85)	28.2	(1.79)	8.5	(0.55)	19.8	(1.04)	2.3	(0.41)	11.0	(0.96)

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

[1]Schools that took serious disciplinary actions in response to more than one type of offense were counted only once in the total.

[2]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.

[3]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school, as reported on the School Survey on Crime and Safety (SSOCS), by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.

NOTE: Serious disciplinary actions include out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year; removals with no continuing services for at least the remainder of the school year; and transfers to specialized schools for disciplinary reasons. Percentages of schools taking such actions are based on all public schools, rather than only those at which offenses occurred. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

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Table 19.1. Percentage of public schools with various safety and security measures: Selected years, 1999–2000 through 2015–16

[Standard errors appear in parentheses]

School safety and security measures	1999–2000		2003–04		2005–06		2007–08		2009–10		2013–14[1]		2015–16	
1		2		3		4		5		6		7		8
Controlled access during school hours														
Buildings (e.g., locked or monitored doors)	74.6	(1.35)	83.0	(1.04)	84.9	(0.89)	89.5	(0.80)	91.7	(0.80)	93.3	(0.95)	94.1	(0.64)
Grounds (e.g., locked or monitored gates)	33.7	(1.26)	36.2	(1.08)	41.1	(1.25)	42.6	(1.41)	46.0	(1.26)	42.7	(1.53)	49.9	(1.53)
Visitors required to sign or check in	96.6	(0.54)	98.3	(0.40)	97.6	(0.42)	98.7	(0.37)	99.3	(0.27)	98.6	(0.49)	93.5	(0.69)
Classrooms equipped with locks so that doors can be locked from inside	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	66.7	(1.34)
Student dress, IDs, and school supplies														
Required students to wear uniforms	11.8	(0.82)	13.8	(0.85)	13.8	(0.78)	17.5	(0.70)	18.9	(1.02)	20.4	(1.27)	21.5	(1.36)
Enforced a strict dress code	47.4	(1.50)	55.1	(1.24)	55.3	(1.18)	54.8	(1.20)	56.9	(1.56)	58.5	(1.60)	53.1	(1.22)
Required students to wear badges or picture IDs	3.9	(0.32)	6.4	(0.64)	6.2	(0.47)	7.6	(0.60)	6.9	(0.57)	8.9	(0.81)	7.0	(0.53)
Required faculty and staff to wear badges or picture IDs	25.4	(1.39)	48.0	(1.21)	47.9	(1.12)	58.3	(1.37)	62.9	(1.14)	68.0	(1.65)	67.9	(1.36)
Required clear book bags or banned book bags on school grounds	5.9	(0.50)	6.2	(0.63)	6.4	(0.43)	6.0	(0.48)	5.5	(0.53)	6.3	(0.81)	3.9	(0.44)
Provided school lockers to students	46.5	(1.07)	49.5	(1.24)	50.5	(1.08)	48.9	(1.17)	52.1	(1.10)	49.9	(1.35)	50.4	(1.24)
Drug testing														
Athletes	—	(†)	4.2	(0.44)	5.0	(0.46)	6.4	(0.48)	6.0	(0.52)	6.6	(0.59)	7.2	(0.55)
Students in extracurricular activities (other than athletes)	—	(†)	2.6	(0.37)	3.4	(0.32)	4.5	(0.51)	4.6	(0.47)	4.3	(0.47)	6.0	(0.53)
Any other students	—	(†)	—	(†)	3.0	(0.34)	3.0	(0.42)	3.0	(0.26)	3.5	(0.44)	—	(†)
Metal detectors, dogs, and sweeps														
Random metal detector checks on students	7.2	(0.54)	5.6	(0.55)	4.9	(0.40)	5.3	(0.37)	5.2	(0.42)	4.2	(0.48)	4.5	(0.48)
Students required to pass through metal detectors daily	0.9	(0.16)	1.1	(0.16)	1.1	(0.18)	1.3	(0.20)	1.4	(0.24)	2.0	(0.40)	1.8	(0.32)
Random dog sniffs to check for drugs	20.6	(0.75)	21.3	(0.77)	23.0	(0.79)	21.5	(0.59)	22.9	(0.71)	24.1	(0.97)	24.6	(0.85)
Random sweeps[2] for contraband (e.g., drugs or weapons)	11.8	(0.54)	12.8	(0.58)	13.1	(0.76)	11.4	(0.71)	12.1	(0.68)	11.4	(0.86)	11.9	(0.78)
Communication systems and technology														
Provided telephones in most classrooms	44.6	(1.80)	60.8	(1.48)	66.9	(1.30)	71.6	(1.16)	74.0	(1.13)	78.7	(1.34)	79.3	(1.14)
Provided electronic notification system for schoolwide emergency	—	(†)	—	(†)	—	(†)	43.2	(1.26)	63.1	(1.40)	81.6	(1.12)	73.0	(1.35)
Provided structured anonymous threat reporting system[3]	—	(†)	—	(†)	—	(†)	31.2	(1.22)	35.9	(1.19)	46.5	(1.63)	43.9	(1.58)
Had silent alarms directly connected to law enforcement	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	27.1	(1.23)
Used security cameras to monitor the school	19.4	(0.88)	36.0	(1.28)	42.8	(1.29)	55.0	(1.37)	61.1	(1.16)	75.1	(1.31)	80.6	(0.96)
Provided two-way radios to any staff	—	(†)	71.2	(1.18)	70.9	(1.22)	73.1	(1.15)	73.3	(1.33)	74.2	(1.42)	73.3	(1.22)
Limited access to social networking sites from school computers	—	(†)	—	(†)	—	(†)	—	(†)	93.4	(0.59)	91.9	(0.80)	89.1	(0.88)
Prohibited use of cell phones and text messaging devices	—	(†)	—	(†)	—	(†)	—	(†)	90.9	(0.67)	75.9	(1.07)	65.8	(1.36)

—Not available.
†Not applicable.
[1]Data for 2013–14 were collected using the Fast Response Survey System (FRSS), while data for all other years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 FRSS survey was designed to allow comparisons with SSOCS data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and difference in survey administration may have impacted the 2013–14 results.

[2]Does not include random dog sniffs.
[3]For example, a system for reporting threats through online submission, telephone hotline, or written submission via drop box.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, and 2016; and Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014. (This table was prepared September 2017.)

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Table 19.2. Percentage of public schools with various safety and security measures, by selected school characteristics: 2015–16

[Standard errors appear in parentheses]

School characteristic	Total schools — Number	Total schools — Percentage distribution	Controlled access — School buildings[1]	Controlled access — School grounds[2]	Student dress, IDs, and school supplies — School uniforms required	Student dress, IDs, and school supplies — Strict dress code enforced	Student dress, IDs, and school supplies — Student badges or picture IDs required	Student dress, IDs, and school supplies — Faculty/staff badges or picture IDs required	Student dress, IDs, and school supplies — Book bags must be clear or are banned	Metal detectors, dogs, and sweeps — Random metal detector checks	Metal detectors, dogs, and sweeps — Daily metal detector checks[3]	Metal detectors, dogs, and sweeps — Random dog sniffs for drugs	Metal detectors, dogs, and sweeps — Random sweeps for contraband[4]	Used security cameras to monitor the school
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total	**83,600 (210)**	**100.0 (†)**	**94.1 (0.64)**	**49.9 (1.53)**	**21.5 (1.36)**	**53.1 (1.22)**	**7.0 (0.53)**	**67.9 (1.36)**	**3.9 (0.44)**	**4.5 (0.48)**	**1.8 (0.32)**	**24.6 (0.85)**	**11.9 (0.78)**	**80.6 (0.96)**
School level[5]														
Primary	49,100 (180)	58.7 (0.14)	95.6 (0.87)	55.4 (2.23)	25.4 (2.07)	46.5 (2.03)	2.9 (0.75)	73.2 (2.05)	2.0! (0.61)	2.0! (0.65)	‡ (†)	5.9 (0.99)	3.1! (0.97)	73.2 (1.43)
Middle	15,600 (30)	18.7 (0.06)	94.4 (0.87)	45.3 (2.12)	19.5 (1.55)	70.0 (1.84)	13.0 (1.09)	68.4 (1.87)	8.2 (1.09)	7.1 (1.06)	2.7 (0.74)	41.5 (1.95)	16.3 (1.12)	88.6 (1.30)
High school	12,800 (50)	15.3 (0.06)	89.6 (1.21)	45.3 (1.87)	12.0 (1.27)	55.0 (1.42)	16.2 (1.28)	60.6 (2.22)	6.5 (1.04)	10.6 (1.10)	5.9 (1.11)	62.3 (2.07)	32.6 (1.92)	94.2 (1.28)
Combined	6,200 (120)	7.4 (0.13)	90.2 (4.10)	26.7 (4.72)	14.7 (3.60)	59.1 (5.82)	4.9! (2.26)	38.9 (5.50)	‡ (†)	4.7! (2.15)	‡ (†)	51.9 (6.43)	28.1 (4.87)	91.3 (3.78)
Enrollment size														
Less than 300	18,200 (190)	21.7 (0.18)	89.9 (2.24)	38.6 (3.71)	15.9 (2.51)	46.6 (3.28)	3.3! (1.32)	45.9 (3.95)	2.8 (0.82)	2.0! (0.72)	2.0! (0.69)	21.9 (2.22)	12.9 (2.16)	73.8 (3.06)
300 to 499	25,000 (110)	29.9 (0.12)	95.5 (1.10)	48.0 (2.97)	22.8 (2.34)	49.3 (2.64)	3.5 (0.85)	70.5 (2.74)	4.3 (1.06)	2.9! (0.98)	1.5! (0.71)	18.9 (1.53)	8.9 (1.66)	81.2 (2.32)
500 to 999	31,700 (90)	38.0 (0.12)	96.0 (0.66)	55.9 (2.49)	25.0 (2.15)	58.3 (2.20)	8.1 (1.10)	76.2 (1.57)	3.4 (0.53)	4.7 (0.72)	1.6! (0.50)	22.7 (1.09)	10.5 (1.05)	81.3 (1.64)
1,000 or more	8,700 (10)	10.4 (0.03)	91.8 (0.95)	57.1 (2.40)	16.5 (1.71)	58.4 (2.18)	20.4 (1.64)	75.9 (2.14)	6.8 (1.25)	13.3 (1.32)	3.3 (0.63)	53.4 (2.13)	23.3 (1.93)	90.9 (1.34)
Locale														
City	22,800 (110)	27.2 (0.11)	95.7 (0.94)	60.2 (2.71)	41.6 (3.40)	61.4 (3.32)	11.7 (1.52)	64.5 (3.31)	4.7 (0.87)	8.8 (1.36)	5.6 (1.13)	14.9 (1.34)	10.8 (1.48)	80.7 (2.25)
Suburban	27,400 (90)	32.7 (0.11)	95.5 (0.97)	51.7 (2.32)	18.1 (1.90)	46.0 (2.36)	7.3 (0.75)	81.0 (1.74)	2.5 (0.56)	3.8 (0.67)	0.4! (0.15)	19.5 (1.23)	8.2 (0.81)	78.0 (1.92)
Town	11,000 (80)	13.1 (0.09)	92.8 (1.94)	46.0 (4.35)	16.0 (3.26)	52.4 (4.20)	4.6 (1.19)	65.8 (3.89)	5.7! (1.84)	3.1! (1.07)	‡ (†)	31.4 (1.74)	14.9 (1.47)	81.0 (3.05)
Rural	22,500 (150)	26.9 (0.15)	91.4 (1.85)	39.1 (3.33)	7.9 (1.71)	53.7 (2.68)	2.9! (0.92)	56.3 (2.60)	3.9 (0.92)	1.5 (0.44)	0.6! (0.23)	37.1 (2.74)	16.0 (2.01)	83.6 (2.10)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races														
Less than 5 percent	5,300 (550)	6.3 (0.65)	97.3 (2.70)	35.0 (6.56)	‡ (†)	50.6 (6.21)	‡ (†)	53.2 (5.76)	‡ (†)	‡ (†)	‡ (†)	37.0 (6.28)	22.6 (5.38)	82.5 (6.01)
5 percent to less than 20 percent	21,300 (900)	25.5 (1.09)	93.2 (1.49)	34.5 (2.94)	3.4 (1.00)	40.2 (2.85)	4.1 (1.07)	71.5 (2.63)	2.9 (0.67)	1.1! (0.50)	‡ (†)	32.6 (2.69)	11.4 (1.57)	82.7 (2.17)
20 percent to less than 50 percent	21,900 (800)	26.2 (0.94)	93.3 (1.30)	45.4 (3.11)	7.9 (1.35)	44.2 (2.87)	4.7 (0.62)	73.8 (2.19)	2.7 (0.56)	2.7 (0.71)	‡ (†)	23.6 (1.95)	9.4 (1.26)	84.0 (2.10)
50 percent or more	35,100 (1,110)	42.0 (1.32)	94.7 (0.88)	64.3 (2.09)	43.6 (2.48)	66.8 (2.08)	11.1 (1.14)	64.2 (2.55)	5.3 (0.77)	8.3 (0.99)	4.1 (0.71)	18.4 (1.34)	12.1 (1.17)	76.9 (1.81)
Percent of students eligible for free or reduced-price lunch														
0 to 25 percent	13,900 (920)	16.6 (1.10)	94.3 (1.69)	43.6 (2.95)	8.4 (2.14)	36.5 (3.45)	7.2 (1.41)	77.9 (3.12)	2.0! (0.77)	1.1! (0.56)	‡ (†)	18.1 (1.93)	5.5 (0.88)	78.2 (3.35)
26 to 50 percent	23,400 (1,070)	28.0 (1.28)	93.5 (1.14)	40.6 (3.00)	6.2 (1.32)	42.8 (2.87)	4.0 (0.54)	69.8 (2.57)	2.5 (0.52)	1.6! (0.47)	‡ (†)	30.3 (1.91)	12.0 (1.38)	83.0 (1.97)
51 to 75 percent	23,000 (1,100)	27.6 (1.30)	92.9 (1.66)	50.8 (3.17)	17.8 (2.31)	57.6 (2.35)	8.5 (1.12)	65.8 (3.02)	3.2 (0.70)	3.8 (0.54)	1.0! (0.38)	30.3 (2.23)	14.1 (1.63)	83.3 (2.52)
76 to 100 percent	23,300 (1,120)	27.9 (1.34)	95.7 (0.89)	62.0 (2.67)	48.3 (3.05)	68.7 (2.91)	8.2 (1.23)	61.9 (3.29)	7.1 (1.13)	10.0 (1.46)	5.4 (1.04)	16.9 (1.60)	13.4 (1.52)	77.1 (2.49)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Access to buildings is controlled during school hours (e.g., by locked or monitored doors).
[2]Access to grounds is controlled during school hours (e.g., by locked or monitored gates).
[3]All students must pass through a metal detector each day.
[4]Examples of contraband include drugs and weapons. The "sweeps" category does not include dog sniffs.

[5]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

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Table 19.3. Percentage of public schools with a written plan for procedures to be performed in selected scenarios and percentage that have drilled students on the use of selected emergency procedures, by selected school characteristics: Selected years, 2003–04 through 2015–16

[Standard errors appear in parentheses]

Year and school characteristic	Percent with a written plan that describes procedures to be performed in selected scenarios										Percent that have drilled students during the current school year on the use of selected emergency procedures[1]		
	Shootings[2]	Natural disasters[3]	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents[4]	Suicide threat or incident	Severe risk of terrorist attack[5]	Pandemic flu	Post-crisis reunification of students with their families	Evacuation[6]	Lockdown[7]	Shelter-in-place[8]
1	2	3	4	5	6	7	8	9	10	11	12	13
2003–04[9,10]												
All public schools	**78.5 (1.17)**	**96.0 (0.52)**	**73.5 (1.12)**	**94.0 (0.71)**	**69.2 (1.15)**	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
School level[11]												
Primary	75.5 (1.87)	96.9 (0.73)	73.0 (1.62)	94.5 (0.95)	70.6 (1.73)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Middle	86.1 (1.20)	96.9 (0.53)	77.6 (1.25)	95.6 (0.66)	70.3 (1.49)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
High school	85.7 (1.29)	95.4 (0.82)	78.9 (1.60)	96.1 (0.84)	72.5 (1.60)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Combined	72.0 (4.69)	88.5 (3.62)	58.3 (4.58)	82.6 (4.39)	51.2 (4.88)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Enrollment size												
Less than 300	69.4 (3.06)	91.8 (1.84)	63.5 (3.06)	88.2 (2.37)	58.4 (3.18)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
300 to 499	79.7 (2.25)	97.3 (0.78)	74.7 (2.23)	94.1 (1.20)	72.4 (2.23)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
500 to 999	81.5 (1.46)	97.5 (0.59)	76.6 (1.58)	96.8 (0.67)	72.3 (1.68)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
1,000 or more	85.3 (1.67)	96.8 (0.77)	81.4 (1.85)	96.7 (0.98)	73.8 (2.03)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Locale												
City	74.0 (2.71)	95.8 (0.96)	67.4 (2.92)	92.9 (1.43)	70.7 (2.62)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Suburban	80.9 (1.65)	97.1 (0.95)	78.5 (1.74)	96.7 (0.73)	74.3 (1.86)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Town	80.5 (2.85)	96.6 (1.39)	75.4 (3.36)	95.3 (1.28)	65.1 (3.10)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Rural	78.8 (2.15)	94.8 (1.10)	72.2 (2.36)	91.3 (1.57)	64.2 (2.63)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students												
Less than 5 percent	84.6 (2.40)	97.1 (0.86)	75.7 (2.32)	94.9 (1.27)	70.4 (2.57)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
5 percent to less than 20 percent	79.9 (3.09)	95.1 (1.26)	77.9 (2.45)	96.2 (0.93)	69.2 (3.05)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
20 percent to less than 50 percent	74.6 (2.92)	98.1 (0.73)	72.5 (2.77)	92.5 (1.48)	68.6 (2.54)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
50 percent or more	75.7 (2.44)	94.3 (1.05)	68.2 (2.57)	92.7 (1.67)	69.4 (2.35)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	80.9 (1.77)	96.7 (0.85)	76.5 (1.69)	95.2 (1.13)	72.9 (1.95)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
26 to 50 percent	81.5 (1.98)	96.9 (0.76)	78.4 (1.75)	95.4 (0.98)	71.4 (2.05)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
51 to 75 percent	77.4 (2.45)	95.9 (1.23)	69.7 (2.84)	93.8 (1.48)	66.2 (3.17)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
76 to 100 percent	71.7 (3.38)	93.8 (1.61)	65.9 (3.38)	90.2 (2.45)	63.8 (3.23)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
2005–06[9,10]												
All public schools	**79.3 (1.31)**	**95.0 (0.65)**	**73.1 (1.12)**	**94.5 (0.65)**	**70.5 (1.04)**	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
School level[11]												
Primary	74.5 (2.16)	94.6 (1.09)	71.1 (1.98)	93.5 (1.02)	68.9 (1.73)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Middle	84.2 (1.27)	96.6 (0.61)	75.4 (1.53)	96.7 (0.55)	73.9 (1.68)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
High school	86.9 (1.39)	95.5 (0.76)	77.2 (1.44)	96.6 (0.88)	71.8 (1.40)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Combined	88.4 (3.53)	93.4 (2.32)	75.0 (3.28)	92.9 (2.31)	71.9 (3.58)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)

See notes at end of table.

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Table 19.3. **Percentage of public schools with a written plan for procedures to be performed in selected scenarios and percentage that have drilled students on the use of selected emergency procedures, by selected school characteristics: Selected years, 2003–04 through 2015–16— Continued**

[Standard errors appear in parentheses]

Year and school characteristic	Shootings[2]		Natural disasters[3]		Hostages		Bomb threats or incidents		Chemical, biological, or radiological threats or incidents[4]		Suicide threat or incident		Severe risk of terrorist attack[5]		Pandemic flu		Post-crisis reunification of students with their families		Evacuation[6]		Lockdown[7]		Shelter-in-place[8]	
1	2		3		4		5		6		7		8		9		10		11		12		13	
Enrollment size																								
Less than 300	74.0	(3.44)	89.5	(2.16)	67.8	(3.05)	89.1	(2.36)	67.9	(2.44)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
300 to 499	77.8	(2.05)	96.9	(0.81)	76.0	(2.13)	96.0	(0.99)	69.5	(2.48)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
500 to 999	82.0	(1.42)	97.1	(0.52)	72.9	(1.85)	96.4	(0.69)	72.5	(1.77)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
1,000 or more	86.3	(1.67)	95.6	(0.95)	78.3	(1.77)	97.0	(0.95)	72.6	(2.09)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Locale																								
City	76.3	(2.34)	93.9	(1.24)	66.3	(2.12)	94.4	(1.13)	68.7	(2.24)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	81.2	(1.63)	96.5	(0.82)	77.3	(1.58)	97.1	(0.73)	75.7	(1.70)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Town	81.4	(3.39)	95.0	(2.05)	69.1	(3.58)	95.8	(1.83)	64.6	(4.11)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Rural	79.1	(2.31)	94.2	(1.22)	75.4	(2.14)	91.5	(1.70)	68.4	(2.09)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students																								
Less than 5 percent	77.0	(2.99)	92.2	(1.98)	74.5	(3.00)	93.5	(1.92)	75.9	(2.40)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
5 percent to less than 20 percent	82.4	(2.05)	95.6	(0.99)	78.6	(2.12)	95.4	(1.22)	72.8	(2.72)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
20 percent to less than 50 percent	82.3	(1.95)	97.0	(0.96)	75.9	(1.82)	95.9	(1.09)	71.3	(2.12)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
50 percent or more	75.5	(1.96)	94.4	(1.16)	65.0	(1.82)	93.1	(1.10)	65.9	(2.08)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Percent of students eligible for free or reduced-price lunch																								
0 to 25 percent	82.1	(1.87)	96.2	(0.89)	76.3	(1.50)	95.3	(1.20)	75.5	(1.66)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
26 to 50 percent	80.6	(2.06)	95.7	(1.02)	75.8	(2.20)	96.7	(1.03)	72.7	(2.21)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
51 to 75 percent	81.8	(2.23)	95.1	(1.43)	73.7	(2.25)	94.3	(1.29)	71.3	(2.55)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
76 to 100 percent	69.8	(2.68)	91.8	(2.07)	63.5	(2.67)	90.2	(1.95)	58.7	(3.25)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
2007–08[10]																								
All public schools	83.0	(1.31)	95.8	(0.48)	71.3	(1.26)	93.8	(0.65)	71.5	(1.16)	74.1	(1.33)	40.0	(1.26)	36.1	(1.10)	—	(†)	—	(†)	—	(†)	—	(†)
School level[11]																								
Primary	79.9	(2.07)	96.3	(0.75)	69.8	(2.06)	93.4	(0.97)	71.5	(1.83)	69.7	(1.91)	41.2	(1.93)	34.7	(1.57)	—	(†)	—	(†)	—	(†)	—	(†)
Middle	88.3	(1.21)	96.1	(0.79)	76.3	(1.41)	96.7	(0.67)	73.2	(1.83)	80.8	(1.47)	39.4	(1.63)	39.7	(1.57)	—	(†)	—	(†)	—	(†)	—	(†)
High school	90.6	(1.07)	94.3	(0.79)	76.0	(1.56)	96.0	(0.90)	73.0	(1.82)	84.2	(1.40)	40.5	(1.80)	38.3	(1.81)	—	(†)	—	(†)	—	(†)	—	(†)
Combined	80.1	(4.55)	94.6	(2.18)	62.7	(5.31)	86.3	(4.22)	65.8	(5.30)	72.8	(5.05)	31.8	(4.65)	34.3	(4.64)	—	(†)	—	(†)	—	(†)	—	(†)
Enrollment size																								
Less than 300	75.7	(3.40)	93.6	(1.74)	61.5	(3.81)	88.3	(2.47)	61.2	(3.15)	68.2	(4.18)	35.8	(3.25)	34.0	(3.61)	—	(†)	—	(†)	—	(†)	—	(†)
300 to 499	81.1	(2.27)	96.3	(0.95)	70.6	(2.54)	93.7	(1.62)	72.6	(2.59)	73.0	(2.08)	36.8	(2.53)	36.0	(2.68)	—	(†)	—	(†)	—	(†)	—	(†)
500 to 999	87.0	(1.36)	96.9	(0.65)	76.5	(1.80)	96.9	(0.72)	76.1	(1.70)	76.1	(1.75)	44.2	(1.88)	37.2	(1.79)	—	(†)	—	(†)	—	(†)	—	(†)
1,000 or more	90.3	(1.44)	95.6	(0.87)	76.7	(2.10)	95.6	(1.03)	75.4	(2.20)	82.8	(1.93)	43.6	(2.19)	37.0	(2.17)	—	(†)	—	(†)	—	(†)	—	(†)
Locale																								
City	83.0	(2.03)	95.1	(1.16)	69.4	(2.64)	94.9	(1.17)	73.9	(2.30)	75.5	(2.23)	49.3	(2.42)	32.1	(2.71)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	84.9	(1.88)	96.3	(0.93)	74.7	(1.91)	96.9	(0.82)	76.0	(1.82)	76.3	(2.38)	43.4	(2.24)	36.8	(2.19)	—	(†)	—	(†)	—	(†)	—	(†)
Town	85.3	(2.56)	96.8	(1.27)	73.9	(3.00)	94.4	(1.89)	70.3	(2.97)	73.3	(3.26)	30.6	(2.94)	38.7	(3.06)	—	(†)	—	(†)	—	(†)	—	(†)
Rural	80.3	(2.70)	95.7	(1.11)	68.7	(2.44)	89.8	(1.78)	66.1	(2.23)	71.3	(2.22)	33.6	(2.32)	37.5	(2.54)	—	(†)	—	(†)	—	(†)	—	(†)

See notes at end of table.

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Table 19.3. Percentage of public schools with a written plan for procedures to be performed in selected scenarios and percentage that have drilled students on the use of selected emergency procedures, by selected school characteristics: Selected years, 2003–04 through 2015–16—Continued

[Standard errors appear in parentheses]

Year and school characteristic	Percent with a written plan that describes procedures to be performed in selected scenarios									Percent that have drilled students during the current school year on the use of selected emergency procedures[1]		
	Shootings[2]	Natural disasters[3]	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents[4]	Suicide threat or incident	Severe risk of terrorist attack[5]	Pandemic flu	Post-crisis reunification of students with their families	Evacuation[6]	Lockdown[7]	Shelter-in-place[8]
1	2	3	4	5	6	7	8	9	10	11	12	13
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students												
Less than 5 percent	80.6 (3.20)	95.0 (1.51)	75.5 (2.94)	94.4 (1.77)	68.2 (3.03)	75.7 (3.67)	36.4 (3.41)	42.8 (3.13)	— (†)	— (†)	— (†)	— (†)
5 percent to less than 20 percent	87.8 (2.07)	96.9 (0.91)	71.9 (2.16)	93.9 (1.45)	74.6 (2.16)	80.0 (2.08)	36.2 (2.36)	41.4 (2.97)	— (†)	— (†)	— (†)	— (†)
20 percent to less than 50 percent	84.5 (1.98)	96.1 (1.13)	73.1 (2.79)	95.9 (1.10)	74.3 (2.43)	70.4 (2.46)	40.1 (2.36)	34.3 (2.31)	— (†)	— (†)	— (†)	— (†)
50 percent or more	79.4 (2.01)	95.3 (0.91)	67.6 (2.29)	91.9 (1.30)	68.8 (2.19)	71.5 (2.04)	44.7 (2.52)	30.0 (2.19)	— (†)	— (†)	— (†)	— (†)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	86.9 (1.91)	95.8 (0.95)	75.2 (2.25)	96.8 (0.89)	76.8 (1.78)	78.4 (2.02)	40.8 (2.22)	39.6 (2.71)	— (†)	— (†)	— (†)	— (†)
26 to 50 percent	85.3 (2.02)	97.0 (0.93)	71.7 (2.40)	94.2 (1.37)	72.7 (2.29)	73.9 (2.39)	37.8 (2.27)	39.1 (2.33)	— (†)	— (†)	— (†)	— (†)
51 to 75 percent	79.3 (2.55)	96.2 (1.10)	71.2 (2.79)	92.8 (1.51)	67.5 (2.56)	71.7 (3.05)	38.8 (2.65)	32.9 (2.76)	— (†)	— (†)	— (†)	— (†)
76 to 100 percent	78.6 (2.90)	93.6 (1.53)	65.9 (3.72)	90.3 (2.00)	67.5 (2.92)	71.5 (2.71)	43.9 (3.69)	30.3 (2.98)	— (†)	— (†)	— (†)	— (†)
2009–10[10]												
All public schools	**84.3 (1.10)**	**95.1 (0.54)**	**74.3 (1.20)**	**93.5 (0.66)**	**71.1 (1.28)**	**74.9 (1.30)**	**41.3 (1.23)**	**69.4 (1.34)**	**— (†)**	**— (†)**	**— (†)**	**— (†)**
School level[11]												
Primary	80.6 (1.68)	95.1 (0.82)	72.4 (1.78)	92.4 (1.04)	69.3 (1.78)	69.9 (1.88)	42.5 (1.95)	67.1 (1.96)	— (†)	— (†)	— (†)	— (†)
Middle	88.1 (1.06)	95.7 (0.94)	77.0 (1.37)	95.5 (0.78)	74.7 (1.98)	83.7 (1.21)	41.0 (1.88)	71.8 (1.45)	— (†)	— (†)	— (†)	— (†)
High school	91.4 (1.16)	94.6 (0.92)	77.4 (1.69)	96.5 (1.06)	76.8 (1.66)	83.1 (1.30)	43.7 (1.97)	75.6 (1.49)	— (†)	— (†)	— (†)	— (†)
Combined	89.2 (4.16)	94.8 (2.53)	76.4 (4.41)	91.8 (2.95)	65.1 (5.04)	77.0 (4.38)	28.0 (5.10)	69.5 (5.15)	— (†)	— (†)	— (†)	— (†)
Enrollment size												
Less than 300	83.3 (2.71)	93.3 (1.71)	74.2 (2.83)	90.4 (1.82)	64.9 (3.45)	70.1 (3.43)	37.8 (3.40)	64.9 (3.17)	— (†)	— (†)	— (†)	— (†)
300 to 499	81.1 (2.25)	96.6 (0.80)	72.5 (2.41)	94.7 (1.09)	70.0 (2.12)	74.3 (2.39)	42.9 (2.45)	72.4 (2.31)	— (†)	— (†)	— (†)	— (†)
500 to 999	86.0 (1.33)	94.6 (0.87)	75.2 (1.49)	94.0 (0.89)	74.2 (1.59)	76.0 (1.58)	41.5 (1.56)	69.2 (1.58)	— (†)	— (†)	— (†)	— (†)
1,000 or more	89.4 (1.53)	96.2 (0.86)	76.3 (2.09)	95.4 (1.13)	77.2 (1.94)	83.6 (1.68)	43.2 (2.06)	70.9 (1.70)	— (†)	— (†)	— (†)	— (†)
Locale												
City	81.0 (2.48)	93.5 (1.09)	71.7 (2.55)	92.8 (1.37)	68.8 (2.45)	74.9 (2.64)	44.4 (2.95)	68.7 (2.33)	— (†)	— (†)	— (†)	— (†)
Suburban	83.4 (1.94)	94.0 (1.12)	73.7 (2.11)	93.7 (1.38)	73.0 (2.25)	72.6 (2.52)	45.6 (2.05)	70.9 (1.90)	— (†)	— (†)	— (†)	— (†)
Town	86.5 (2.77)	98.2 (0.67)	77.9 (3.06)	96.0 (1.73)	73.5 (3.44)	76.4 (3.34)	36.3 (3.15)	69.2 (3.34)	— (†)	— (†)	— (†)	— (†)
Rural	86.8 (2.03)	96.1 (1.11)	75.3 (2.68)	92.9 (1.41)	70.2 (2.61)	76.6 (2.30)	36.9 (2.38)	68.6 (2.59)	— (†)	— (†)	— (†)	— (†)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students												
Less than 5 percent	86.8 (2.99)	97.7 (0.94)	74.9 (3.03)	94.2 (1.88)	74.5 (2.94)	83.5 (2.61)	40.0 (3.15)	70.6 (3.46)	— (†)	— (†)	— (†)	— (†)
5 percent to less than 20 percent	85.3 (2.52)	95.8 (1.11)	75.2 (2.40)	93.9 (1.49)	70.0 (3.06)	76.5 (2.39)	36.7 (2.63)	69.8 (2.80)	— (†)	— (†)	— (†)	— (†)
20 percent to less than 50 percent	87.2 (1.55)	93.2 (1.42)	78.4 (1.96)	95.7 (0.99)	75.1 (2.20)	74.3 (2.43)	42.1 (2.30)	75.4 (1.88)	— (†)	— (†)	— (†)	— (†)
50 percent or more	80.6 (2.00)	94.8 (0.94)	70.6 (2.04)	91.6 (1.05)	68.0 (2.34)	70.9 (2.16)	44.4 (2.32)	64.6 (2.33)	— (†)	— (†)	— (†)	— (†)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	83.7 (2.44)	95.5 (1.07)	74.2 (2.42)	94.6 (1.26)	74.6 (2.47)	81.3 (2.22)	43.9 (2.85)	72.8 (2.70)	— (†)	— (†)	— (†)	— (†)
26 to 50 percent	85.8 (1.98)	95.1 (1.06)	77.7 (2.16)	94.9 (1.35)	76.8 (2.08)	77.7 (1.98)	41.6 (2.35)	74.3 (2.04)	— (†)	— (†)	— (†)	— (†)
51 to 75 percent	85.4 (1.81)	95.5 (1.08)	74.6 (2.00)	93.2 (1.22)	67.7 (2.79)	71.8 (2.53)	38.8 (2.26)	68.2 (2.98)	— (†)	— (†)	— (†)	— (†)
76 to 100 percent	81.5 (2.12)	94.3 (1.16)	69.9 (2.72)	91.3 (1.50)	65.5 (2.78)	69.9 (2.95)	41.6 (3.03)	62.0 (2.92)	— (†)	— (†)	— (†)	— (†)

See notes at end of table.

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Table 19.3. Percentage of public schools with a written plan for procedures to be performed in selected scenarios and percentage that have drilled students on the use of selected emergency procedures, by selected school characteristics: Selected years, 2003–04 through 2015–16—Continued

[Standard errors appear in parentheses]

Year and school characteristic	Shootings[2]		Natural disasters[3]		Hostages		Bomb threats or incidents		Chemical, biological, or radiological threats or incidents[4]		Suicide threat or incident		Severe risk of terrorist attack[5]		Pandemic flu		Post-crisis reunification of students with their families		Evacuation[6]		Lockdown[7]		Shelter-in-place[8]	
1	2		3		4		5		6		7		8		9		10		11		12		13	
2013–14[10,12]																								
All public schools	88.3	(1.02)	93.8	(0.79)	50.2	(1.64)	87.6	(0.99)	59.5	(1.47)	71.7	(1.43)	46.8	(1.69)	36.4	(1.61)	—	(†)	—	(†)	—	(†)	—	(†)
School level[11]																								
Primary	87.2	(1.52)	94.2	(1.04)	46.7	(2.35)	85.8	(1.53)	57.6	(2.20)	66.9	(2.20)	43.0	(2.79)	34.2	(2.22)	—	(†)	—	(†)	—	(†)	—	(†)
Middle	91.2	(1.53)	94.5	(1.29)	55.3	(2.71)	92.3	(1.43)	61.0	(2.37)	80.0	(2.15)	55.6	(2.47)	40.8	(2.63)	—	(†)	—	(†)	—	(†)	—	(†)
High school/combined	88.7	(1.71)	92.1	(1.55)	55.2	(2.40)	88.2	(1.68)	63.6	(2.35)	77.5	(2.10)	49.4	(2.18)	38.7	(2.52)	—	(†)	—	(†)	—	(†)	—	(†)
Enrollment size																								
Less than 300	87.2	(2.59)	91.0	(2.20)	48.1	(4.00)	85.3	(2.60)	53.9	(3.74)	66.0	(3.44)	41.8	(3.53)	34.2	(4.15)	—	(†)	—	(†)	—	(†)	—	(†)
300 to 499	86.2	(2.03)	93.2	(1.41)	45.9	(2.78)	85.1	(2.08)	55.1	(3.17)	67.8	(2.79)	43.9	(2.92)	34.8	(2.86)	—	(†)	—	(†)	—	(†)	—	(†)
500 to 999	90.2	(1.59)	95.9	(1.00)	54.1	(2.54)	89.5	(1.47)	64.3	(2.30)	76.0	(2.09)	50.1	(2.42)	38.4	(2.29)	—	(†)	—	(†)	—	(†)	—	(†)
1,000 or more	90.2	(1.93)	94.4	(1.85)	53.7	(2.84)	93.5	(1.47)	68.6	(2.91)	81.0	(2.60)	55.5	(3.10)	39.3	(2.78)	—	(†)	—	(†)	—	(†)	—	(†)
Locale																								
City	85.0	(2.24)	91.9	(1.72)	46.0	(3.55)	82.1	(2.47)	57.9	(3.56)	67.0	(2.96)	49.2	(3.49)	35.4	(3.42)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	90.8	(1.67)	95.2	(1.49)	49.0	(3.23)	88.3	(1.89)	60.6	(2.78)	74.8	(2.79)	47.1	(2.96)	38.1	(3.05)	—	(†)	—	(†)	—	(†)	—	(†)
Town	90.7	(2.30)	93.8	(2.14)	49.7	(4.47)	92.1	(2.31)	68.2	(3.97)	71.7	(3.81)	48.5	(4.20)	39.1	(4.34)	—	(†)	—	(†)	—	(†)	—	(†)
Rural	87.9	(1.89)	94.0	(1.35)	54.5	(2.60)	89.2	(1.79)	56.6	(2.67)	72.6	(2.62)	44.2	(2.76)	34.8	(2.43)	—	(†)	—	(†)	—	(†)	—	(†)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students																								
Less than 5 percent	86.9	(3.93)	91.8	(3.74)	61.7	(5.80)	91.2	(4.21)	67.7	(6.32)	75.6	(4.89)	47.4	(5.71)	37.9	(6.10)	—	(†)	—	(†)	—	(†)	—	(†)
5 percent to less than 20 percent	90.4	(1.98)	96.2	(1.21)	48.4	(2.92)	90.3	(1.81)	58.0	(2.81)	72.4	(2.72)	46.0	(2.93)	34.0	(2.77)	—	(†)	—	(†)	—	(†)	—	(†)
20 percent to less than 50 percent	90.9	(1.68)	93.1	(1.53)	50.0	(3.07)	89.6	(1.88)	60.6	(2.91)	71.6	(2.64)	46.8	(3.08)	40.9	(3.10)	—	(†)	—	(†)	—	(†)	—	(†)
50 percent or more	85.2	(1.94)	93.0	(1.31)	49.0	(2.51)	83.2	(1.91)	58.0	(2.50)	70.5	(2.15)	47.4	(2.40)	34.5	(2.44)	—	(†)	—	(†)	—	(†)	—	(†)
Percent of students eligible for free or reduced-price lunch[13]																								
0 to 25 percent	90.8	(2.38)	94.5	(1.75)	50.2	(3.98)	84.6	(3.03)	61.7	(3.78)	76.4	(3.54)	47.7	(3.92)	38.5	(3.68)	—	(†)	—	(†)	—	(†)	—	(†)
26 to 50 percent	88.9	(1.80)	92.5	(1.59)	47.0	(3.05)	88.6	(2.05)	60.2	(2.92)	71.9	(2.68)	46.6	(3.27)	35.1	(2.57)	—	(†)	—	(†)	—	(†)	—	(†)
51 to 75 percent	89.4	(2.00)	95.3	(1.34)	52.3	(3.03)	89.3	(1.78)	60.4	(3.10)	71.1	(2.61)	47.0	(3.23)	38.3	(3.12)	—	(†)	—	(†)	—	(†)	—	(†)
76 to 100 percent	85.5	(2.38)	93.8	(1.62)	50.6	(3.52)	86.7	(2.14)	54.7	(3.29)	68.0	(3.34)	45.9	(3.43)	31.1	(3.39)	—	(†)	—	(†)	—	(†)	—	(†)
2015–16																								
All public schools	92.4	(0.78)	96.1	(0.57)	60.5	(1.30)	94.1	(0.87)	73.1	(1.26)	84.6	(1.11)	—	(†)	51.0	(1.49)	86.3	(1.09)	91.5	(1.02)	94.6	(0.78)	75.9	(1.12)
School level[11]																								
Primary	91.2	(1.22)	96.4	(0.86)	57.1	(2.07)	92.5	(1.36)	71.4	(1.84)	80.7	(1.76)	—	(†)	50.9	(2.26)	87.2	(1.39)	91.2	(1.60)	95.5	(0.95)	75.2	(1.56)
Middle	94.0	(0.94)	96.3	(0.79)	62.6	(1.73)	96.5	(0.87)	75.2	(1.78)	89.4	(1.06)	—	(†)	49.5	(1.91)	84.1	(1.49)	93.2	(0.96)	95.5	(0.86)	79.0	(1.91)
High school	95.3	(1.07)	95.5	(0.79)	67.3	(1.79)	97.3	(0.76)	77.2	(1.74)	91.3	(1.03)	—	(†)	50.9	(1.96)	87.2	(1.49)	91.5	(1.23)	94.1	(1.05)	80.8	(1.57)
Combined	91.6	(3.24)	93.5	(2.99)	68.4	(5.96)	94.5	(2.76)	73.1	(5.24)	89.8	(3.57)	—	(†)	55.2	(6.23)	82.6	(4.49)	89.8	(3.33)	86.2	(5.17)	63.0	(6.55)
Enrollment size																								
Less than 300	89.0	(2.48)	93.1	(1.82)	58.7	(3.55)	88.9	(2.74)	70.4	(2.97)	79.2	(2.94)	—	(†)	43.8	(3.73)	81.7	(2.76)	87.7	(2.93)	89.9	(2.47)	68.2	(3.47)
300 to 499	94.3	(1.28)	96.5	(1.01)	59.7	(2.97)	94.8	(1.31)	72.3	(3.05)	85.1	(2.16)	—	(†)	52.4	(3.44)	85.9	(2.14)	90.2	(2.13)	94.9	(1.51)	77.1	(2.23)
500 to 999	91.5	(1.39)	97.6	(0.74)	60.5	(2.18)	95.3	(1.06)	73.6	(1.90)	84.8	(1.54)	—	(†)	53.5	(2.05)	87.9	(1.57)	94.5	(1.04)	96.6	(0.78)	78.1	(1.70)
1,000 or more	96.9	(0.76)	95.3	(0.99)	67.1	(2.40)	98.9	(0.37)	79.6	(1.95)	93.8	(0.88)	—	(†)	52.7	(2.40)	90.7	(1.44)	92.3	(1.30)	95.8	(0.80)	80.2	(1.92)
Locale																								
City	91.3	(1.76)	96.6	(1.03)	63.3	(2.93)	93.6	(1.83)	74.9	(2.27)	85.4	(2.72)	—	(†)	50.5	(2.68)	90.0	(1.82)	94.0	(1.37)	95.9	(1.26)	80.5	(2.27)
Suburban	92.3	(1.25)	96.5	(1.00)	57.3	(2.56)	94.9	(1.29)	71.2	(2.22)	85.8	(1.53)	—	(†)	52.0	(2.42)	85.1	(1.82)	91.0	(1.46)	96.7	(0.89)	79.1	(1.72)
Town	94.4	(1.92)	96.6	(1.48)	54.5	(3.87)	96.2	(1.55)	75.2	(3.43)	82.0	(3.47)	—	(†)	48.0	(3.94)	84.2	(3.11)	91.7	(2.20)	97.6	(0.83)	66.8	(3.71)
Rural	92.6	(1.71)	95.9	(1.23)	64.7	(2.84)	92.8	(1.79)	72.7	(2.45)	83.6	(2.38)	—	(†)	51.6	(2.87)	84.9	(2.17)	89.5	(1.60)	89.5	(1.85)	71.7	(2.63)

See notes at end of table.

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Table 19.3. Percentage of public schools with a written plan for procedures to be performed in selected scenarios and percentage that have drilled students on the use of selected emergency procedures, by selected school characteristics: Selected years, 2003–04 through 2015–16—Continued

[Standard errors appear in parentheses]

Year and school characteristic	Percent with a written plan that describes procedures to be performed in selected scenarios									Percent that have drilled students during the current school year on the use of selected emergency procedures[1]		
	Shootings[2]	Natural disasters[3]	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents[4]	Suicide threat or incident	Severe risk of terrorist attack[5]	Pandemic flu	Post-crisis reunification of students with their families	Evacuation[6]	Lockdown[7]	Shelter-in-place[8]
1	2	3	4	5	6	7	8	9	10	11	12	13
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races[14]												
Less than 5 percent	95.3 (2.17)	95.1 (3.13)	67.8 (5.63)	97.7 (2.09)	67.7 (5.45)	77.1 (5.38)	— (†)	55.8 (5.85)	86.5 (4.18)	92.2 (3.02)	84.3 (5.41)	64.2 (6.69)
5 percent to less than 20 percent	92.9 (1.45)	96.6 (0.98)	58.1 (2.97)	93.7 (1.73)	72.4 (2.49)	89.0 (1.92)	— (†)	53.4 (2.66)	84.2 (2.38)	87.9 (1.96)	94.3 (1.37)	76.7 (2.77)
20 percent to less than 50 percent	93.8 (1.40)	96.2 (1.27)	56.3 (2.74)	92.8 (1.75)	72.4 (2.51)	82.1 (2.54)	— (†)	50.4 (2.79)	86.5 (1.91)	91.7 (2.04)	98.2 (0.47)	78.3 (2.15)
50 percent or more	90.7 (1.53)	95.8 (0.80)	63.6 (2.57)	94.7 (1.08)	74.8 (2.22)	84.7 (2.07)	— (†)	49.1 (2.40)	87.3 (1.74)	93.5 (1.15)	94.2 (1.11)	75.7 (2.05)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	96.1 (1.30)	96.0 (1.38)	53.0 (3.49)	95.0 (1.60)	70.6 (3.64)	87.4 (2.37)	— (†)	52.9 (4.16)	85.0 (2.91)	91.5 (1.96)	95.8 (1.97)	79.4 (2.60)
26 to 50 percent	93.4 (1.45)	96.2 (1.04)	63.8 (2.73)	93.8 (1.80)	76.4 (2.37)	86.6 (2.26)	— (†)	56.8 (2.82)	87.3 (1.92)	89.5 (1.95)	95.3 (1.17)	77.5 (2.48)
51 to 75 percent	92.2 (1.49)	95.8 (1.16)	60.8 (2.56)	94.4 (1.33)	71.4 (2.18)	80.8 (2.06)	— (†)	48.2 (2.27)	86.5 (1.69)	92.0 (1.72)	94.6 (1.31)	74.5 (2.67)
76 to 100 percent	89.3 (2.04)	96.2 (1.02)	61.5 (3.07)	93.7 (1.47)	73.1 (2.81)	84.9 (2.59)	— (†)	46.7 (3.35)	85.8 (2.35)	93.1 (1.50)	93.4 (1.48)	73.6 (2.36)

—Not available.
†Not applicable.

[1]In 2015–16, this question was significantly revised. Comparisons with earlier years are not possible. Readers should refer to previous versions of the report for time series data on schools drilling students on the use of a plan in selected crises.
[2]On the 2015–16 questionnaire, the wording was changed from "Shootings" to "Active shooter."
[3]For example, earthquakes or tornadoes.
[4]For example, release of mustard gas, anthrax, smallpox, or radioactive materials.
[5]In 2007–08 and 2009–10, schools were asked whether they had a plan for procedures to be performed if the U.S. national threat level were changed to Red (Severe Risk of Terrorist Attack) by the Department of Homeland Security. In 2013–14, schools were asked whether they had a plan for procedures to be performed if an "imminent threat alert" were issued by the Department of Homeland Security's National Terrorism Advisory System. Data on severe risk of terrorist attack were not collected in 2015–16.
[6]Defined for respondents as "a procedure that requires all students and staff to leave the building. While evacuating to the school's field makes sense for a fire drill that only lasts a few minutes, it may not be an appropriate location for a longer period of time. The evacuation plan should encompass relocation procedures and include backup buildings to serve as emergency shelters, such as nearby community centers, religious institutions, businesses, or other schools. Evacuation also includes 'reverse evacuation,' a procedure for schools to return students to the building quickly if an incident occurs while students are outside."
[7]Defined for respondents as "a procedure that involves occupants of a school building being directed to remain confined to a room or area within a building with specific procedures to follow. A lockdown may be used when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown may also be called for when there is a crisis inside and movement within the school will put students in jeopardy. All exterior doors are locked and students and staff stay in their classrooms."
[8]Defined for respondents as "a procedure similar to a lockdown in that the occupants are to remain on the premises; however, shelter-in-place is designed to use a facility and its indoor atmosphere to temporarily separate people from a hazardous outdoor environment. Everyone would be brought indoors and building personnel would close all windows and doors and shut down the heating, ventilation, and air conditioning system (HVAC). This would create a neutral pressure in the building, meaning the contaminated air would not be drawn into the building."
[9]Data on suicide threat or incident, severe risk of terrorist attack, and pandemic flu were not collected in 2003–04 and 2005–06.
[10]Data on postcrisis reunification of students with their families were not collected in years prior to 2015–16.
[11]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools. Separate data on high schools and combined schools are not available for 2013–14.
[12]Data for 2013–14 were collected using the Fast Response Survey System (FRSS), while data for all other years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 FRSS survey was designed to allow comparisons with SSOCS data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and difference in survey administration may have impacted the 2013–14 results.
[13]Because the 2013–14 survey did not collect data on the percentage of students eligible for free or reduced-price lunch, the classification of schools by the percentage of students eligible for free or reduced-price lunch was computed based on data obtained from the Common Core of Data.
[14]Separate data for students of Two or more races were reported only for 2015–16.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16 School Survey on Crime and Safety (SSOCS), 2004, 2006, 2008, 2010, and 2016; Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014; and Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2013–14. (This table was prepared September 2017.)

Table 20.1. Percentage of students ages 12–18 who reported various security measures at school:
Selected years, 1999 through 2017

[Standard errors appear in parentheses]

Year	Total, at least one of the listed security measures		Metal detectors		Locker checks		One or more security cameras to monitor the school		Security guards and/or assigned police officers		Other school staff or other adults supervising the hallway		A requirement that students wear badges or picture identification		A written code of student conduct		Locked entrance or exit doors during the day		A requirement that visitors sign in and wear visitor badges or stickers[1]	
1	2		3		4		5		6		7		8		9		10		11	
1999	—	(†)	9.1	(0.51)	54.6	(0.84)	—	(†)	54.4	(1.37)	85.8	(0.54)	—	(†)	—	(†)	38.9	(1.00)	—	(†)
2001	99.7	(0.07)	8.8	(0.61)	54.0	(0.93)	39.1	(1.14)	63.8	(1.25)	88.6	(0.45)	21.2	(0.99)	95.5	(0.33)	49.1	(1.13)	—	(†)
2003	99.5	(0.10)	10.2	(0.84)	53.3	(0.92)	48.1	(1.17)	69.8	(0.91)	90.8	(0.39)	22.6	(1.11)	95.6	(0.35)	53.0	(1.16)	—	(†)
2005	99.6	(0.10)	10.7	(0.74)	53.2	(0.90)	57.9	(1.35)	68.3	(1.13)	90.1	(0.42)	24.9	(1.20)	95.5	(0.36)	54.3	(1.06)	—	(†)
2007	99.8	(0.06)	10.1	(0.51)	53.6	(0.95)	66.0	(0.99)	68.8	(0.98)	90.0	(0.50)	24.3	(1.00)	95.9	(0.29)	60.9	(1.07)	—	(†)
2009	99.3	(0.10)	10.6	(0.76)	53.8	(1.17)	70.0	(1.05)	68.1	(1.05)	90.6	(0.46)	23.4	(1.14)	95.6	(0.39)	64.3	(1.27)	—	(†)
2011	99.6	(0.08)	11.2	(0.64)	53.0	(0.99)	76.7	(0.83)	69.8	(1.01)	88.9	(0.46)	24.8	(1.02)	95.7	(0.30)	64.5	(1.02)	—	(†)
2013	99.6	(0.07)	11.0	(0.72)	52.0	(1.13)	76.7	(1.06)	70.4	(1.04)	90.5	(0.51)	26.2	(1.02)	95.9	(0.30)	75.8	(1.10)	—	(†)
2015	99.8	(0.06)	12.3	(0.74)	52.9	(1.25)	82.5	(0.85)	69.5	(1.07)	89.5	(0.55)	23.9	(1.06)	95.7	(0.38)	78.2	(0.97)	90.2	(0.62)
2017	99.4	(0.10)	10.4	(0.57)	47.8	(1.03)	83.8	(0.76)	70.9	(1.06)	88.2	(0.58)	24.4	(0.99)	94.7	(0.40)	78.8	(0.85)	90.4	(0.53)

—Not available.
†Not applicable.
[1]Prior to 2015, the question asked simply whether the school had "A requirement that visitors sign in." As of 2015, the question has also included the requirement that visitors wear badges or stickers. Data for years prior to 2015 have been omitted because the change in questionnaire wording may affect comparability of the data over time.

NOTE: "At school" includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999 through 2017. (This table was prepared September 2018.)

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Table 21.1. On-campus crimes, arrests, and referrals for disciplinary action at degree-granting postsecondary institutions, by location of incident, control and level of institution, and type of incident: Selected years, 2001 through 2016

Control and level of institution and type of incident	2001	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016 Total	2016 In residence halls	2016 At other locations
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
All institutions																
Selected crimes against persons and property	41,596	43,555	42,710	44,492	41,829	40,296	34,054	32,097	30,407	29,766	27,236	26,818	27,638	28,406	14,606	13,800
Murder[1]	17	15	11	8	44	12	16	15	16	12	23	11	28	15	3	12
Negligent manslaughter[2]	2	0	2	0	3	3	0	1	1	1	0	2	2	2	0	2
Sex offenses—forcible[3]	2,201	2,667	2,674	2,670	2,694	2,639	2,544	2,927	3,375	4,015	4,977	6,751	8,031	8,906	6,588	2,318
Rape	—	—	—	—	—	—	—	—	—	—	—	4,431	5,125	5,824	4,884	940
Fondling	—	—	—	—	—	—	—	—	—	—	—	2,320	2,906	3,082	1,704	1,378
Sex offenses—nonforcible[4]	461	27	42	43	40	35	65	33	46	46	45	53	63	60	27	33
Robbery[5]	1,663	1,550	1,551	1,547	1,561	1,576	1,409	1,392	1,285	1,368	1,317	1,041	1,048	1,106	208	898
Aggravated assault[6]	2,947	2,721	2,656	2,817	2,604	2,495	2,327	2,221	2,239	2,423	2,044	2,048	2,265	2,205	726	1,479
Burglary[7]	26,904	29,480	29,256	31,260	29,488	28,737	23,083	21,335	19,472	18,183	15,232	13,419	12,386	12,015	6,716	5,299
Motor vehicle theft[8]	6,221	6,062	5,531	5,231	4,619	4,104	3,977	3,441	3,334	3,013	2,971	2,890	3,236	3,499	9	3,490
Arson[9]	1,180	1,033	987	916	776	695	633	732	639	705	627	603	579	598	329	269
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[10]	40,348	47,939	49,024	50,187	50,558	50,639	50,066	51,519	54,285	52,325	46,975	44,531	40,348	39,049	19,321	19,728
Illegal weapons possession	1,073	1,263	1,316	1,316	1,318	1,190	1,077	1,112	1,023	1,023	1,018	990	1,186	1,211	311	900
Drug law violations	11,854	12,775	13,707	13,952	14,135	15,146	15,871	18,589	20,729	21,212	19,799	19,172	19,466	19,266	9,421	9,845
Liquor law violations	27,421	33,901	34,001	34,919	35,105	34,303	33,118	31,818	32,533	30,090	26,158	24,369	19,696	18,572	9,589	8,983
Referrals for disciplinary action[10]	155,201	196,775	202,816	218,040	216,600	217,526	220,987	230,269	249,694	251,402	244,985	253,315	242,185	231,568	212,497	19,071
Illegal weapons possession	1,277	1,799	1,882	1,871	1,658	1,455	1,275	1,314	1,282	1,404	1,410	1,425	1,434	1,426	971	455
Drug law violations	23,900	25,762	25,356	27,251	28,476	32,469	36,344	42,022	51,562	53,959	53,439	56,575	56,125	56,481	48,888	7,593
Liquor law violations	130,024	169,214	175,578	188,918	186,466	183,602	183,368	186,933	196,850	196,039	190,136	195,315	184,626	173,661	162,638	11,023
Public 4-year																
Selected crimes against persons and property	18,710	19,984	19,582	20,648	19,579	18,695	15,975	15,503	14,675	14,510	13,127	13,346	13,614	14,169	6,865	7,304
Murder[1]	9	8	4	5	42	9	8	9	10	7	10	3	13	8	2	6
Negligent manslaughter[2]	2	0	1	0	2	2	0	0	1	1	0	1	1	2	0	2
Sex offenses—forcible[3]	1,245	1,482	1,398	1,400	1,425	1,317	1,214	1,461	1,638	1,973	2,264	3,211	3,964	4,406	3,204	1,202
Rape	—	—	—	—	—	—	—	—	—	—	—	2,118	2,544	2,933	2,429	504
Fondling	—	—	—	—	—	—	—	—	—	—	—	1,093	1,420	1,473	775	698
Sex offenses—nonforcible[4]	207	16	25	15	23	12	40	15	17	17	18	28	37	30	17	13
Robbery[5]	584	612	696	680	722	750	647	662	612	657	635	550	581	594	111	483
Aggravated assault[6]	1,434	1,269	1,280	1,338	1,258	1,182	1,134	1,076	1,076	1,200	1,000	1,016	1,148	1,158	386	772
Burglary[7]	11,520	13,026	12,935	14,027	13,371	12,970	10,708	10,219	9,373	8,821	7,258	6,678	5,789	5,611	2,946	2,665
Motor vehicle theft[8]	3,072	2,964	2,667	2,662	2,266	2,027	1,824	1,604	1,592	1,406	1,537	1,500	1,774	2,022	2	2,020
Arson[9]	637	607	576	521	470	427	400	457	356	428	405	359	307	338	197	141
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[10]	31,077	36,746	38,051	39,900	39,570	40,607	40,780	41,992	44,891	43,155	38,073	36,249	32,729	31,596	15,449	16,147
Illegal weapons possession	692	811	878	859	825	759	659	669	629	621	637	619	721	760	215	545
Drug law violations	9,125	9,620	10,606	10,850	10,693	11,714	12,186	14,362	16,323	16,792	15,571	15,521	15,546	15,290	7,557	7,733
Liquor law violations	21,260	26,315	26,567	28,191	28,052	28,134	27,935	26,961	27,939	25,742	21,865	20,511	16,487	15,290	7,557	7,733
Referrals for disciplinary action[10]	79,152	100,588	100,211	107,289	106,148	104,585	108,756	116,029	129,667	132,363	127,155	134,310	127,369	120,467	109,989	10,478
Illegal weapons possession	678	1,001	1,097	972	867	792	669	664	610	644	604	646	571	598	416	182
Drug law violations	13,179	13,658	13,020	13,798	14,458	16,656	18,260	21,451	27,339	28,880	28,259	30,376	30,582	30,164	25,635	4,529
Liquor law violations	65,295	85,929	86,094	92,519	90,823	87,137	89,827	93,914	101,718	102,839	98,292	103,288	96,216	89,705	83,938	5,767
Nonprofit 4-year																
Selected crimes against persons and property	14,844	15,523	15,574	16,864	15,452	14,892	11,964	11,202	10,740	10,790	10,290	9,995	10,514	11,089	6,948	4,141
Murder[1]	5	4	5	3	2	1	6	5	3	2	5	5	2	4	1	3
Negligent manslaughter[2]	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0
Sex offenses—forcible[3]	820	1,026	1,088	1,080	1,065	1,083	1,102	1,225	1,431	1,741	2,379	3,105	3,518	3,951	3,177	774
Rape	—	—	—	—	—	—	—	—	—	—	—	2,152	2,370	2,689	2,323	366
Fondling	—	—	—	—	—	—	—	—	—	—	—	953	1,148	1,262	854	408
Sex offenses—nonforcible[4]	113	5	6	10	8	16	11	8	13	10	12	7	15	11	6	5
Robbery[5]	649	577	500	502	460	437	366	319	320	386	373	263	281	327	77	250
Aggravated assault[6]	882	838	744	834	768	754	661	641	631	667	681	655	729	683	262	421
Burglary[7]	10,471	11,426	11,657	13,051	11,941	11,551	8,810	8,138	7,421	7,046	5,999	5,020	4,936	5,067	3,290	1,777
Motor vehicle theft[8]	1,471	1,316	1,248	1,077	984	859	834	641	704	711	667	754	822	834	6	828
Arson[9]	433	331	325	307	223	191	174	225	217	227	174	186	210	212	129	83
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[10]	6,329	7,722	7,406	6,134	6,732	6,112	5,777	5,459	5,444	5,477	5,642	4,950	4,600	4,511	2,635	1,876
Illegal weapons possession	167	184	150	146	178	158	148	137	127	131	129	170	194	68	126
Drug law violations	1,628	1,751	1,691	1,650	1,804	1,883	2,080	2,248	2,425	2,415	2,503	2,258	2,245	2,204	1,297	907
Liquor law violations	4,534	5,787	5,565	4,338	4,750	4,071	3,549	3,074	2,890	2,935	3,008	2,563	2,185	2,113	1,270	843
Referrals for disciplinary action[10]	71,293	90,749	96,646	103,484	103,254	105,289	103,457	104,939	110,607	110,268	109,298	110,150	105,914	102,815	95,708	7,107
Illegal weapons possession	443	608	590	622	545	457	393	417	498	535	481	572	576	465	111
Drug law violations	9,688	10,903	11,208	12,114	12,685	14,157	15,845	17,841	21,240	22,168	22,116	23,000	22,237	23,133	20,919	2,214
Liquor law violations	61,162	79,238	84,848	90,748	90,024	90,675	87,254	86,705	88,950	87,602	86,647	86,669	83,105	79,106	74,324	4,782

See notes at end of table.

Table 21.1. On-campus crimes, arrests, and referrals for disciplinary action at degree-granting postsecondary institutions, by location of incident, control and level of institution, and type of incident: Selected years, 2001 through 2016—Continued

Control and level of institution and type of incident	Number of incidents													2016		
	Total, in residence halls and at other locations													Total	In resi-dence halls	At other loca-tions
	2001	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
For-profit 4-year																
Selected crimes against persons and property	505	718	829	641	612	574	525	561	446	364	511	442	317	293	120	173
Murder[1]	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Negligent manslaughter[2]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex offenses—forcible[3]	4	5	4	12	12	9	9	22	26	18	18	43	36	35	24	11
Rape	—	—	—	—	—	—	—	—	—	—	—	26	11	18	13	5
Fondling	—	—	—	—	2	—	1	—	—	—	—	17	25	17	11	6
Sex offenses—nonforcible[4]	13	0	1	0	2	0	1	1	0	3	2	2	0	1	1	0
Robbery[5]	64	46	43	25	31	38	86	70	74	51	86	52	25	29	3	26
Aggravated assault[6]	23	38	59	31	31	63	43	51	36	43	58	33	29	40	18	22
Burglary[7]	347	524	607	489	446	385	299	350	249	195	276	251	171	133	73	60
Motor vehicle theft[8]	52	100	110	78	89	79	85	65	58	53	68	59	55	52	1	51
Arson[9]	2	5	5	6	1	0	2	2	2	1	2	2	1	3	0	3
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[10]	11	41	28	52	28	40	54	165	152	126	74	117	108	110	57	53
Illegal weapons possession	2	5	2	5	3	8	6	13	11	10	12	9	15	11	1	10
Drug law violations	4	12	16	14	16	14	22	66	41	49	48	68	83	80	46	34
Liquor law violations	5	24	10	33	9	18	26	86	100	67	14	40	10	19	10	9
Referrals for disciplinary action[10]	316	298	529	513	519	566	882	760	718	668	1,161	935	885	867	776	91
Illegal weapons possession	11	11	42	13	16	13	23	9	16	23	18	16	15	15	12	3
Drug law violations	92	99	128	138	132	159	231	221	233	254	537	403	371	386	335	51
Liquor law violations	213	188	359	362	376	394	628	530	469	391	606	516	499	466	429	37
Public 2-year																
Selected crimes against persons and property	6,817	6,637	5,981	5,669	5,381	5,464	4,984	4,396	4,141	3,749	3,075	2,845	3,018	2,648	627	2,021
Murder[1]	2	3	2	0	0	2	2	1	2	3	7	3	13	3	0	3
Negligent manslaughter[2]	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0
Sex offenses—forcible[3]	118	142	175	167	181	210	205	210	262	263	303	385	495	490	167	323
Rape	—	—	—	—	—	—	—	—	—	—	—	132	197	175	112	63
Fondling	—	—	—	—	7	7	12	8	16	13	11	253	298	315	55	260
Sex offenses—nonforcible[4]	119	6	10	16	7	7	14	8	16	13	11	16	11	18	3	15
Robbery[5]	245	213	248	284	279	285	251	298	262	244	197	246	150	138	16	122
Aggravated assault[6]	545	497	501	546	462	401	431	409	406	437	278	305	334	285	56	229
Burglary[7]	4,132	4,068	3,541	3,261	3,202	3,430	2,920	2,398	2,235	1,964	1,583	1,383	1,414	1,124	383	741
Motor vehicle theft[8]	1,552	1,620	1,428	1,319	1,174	1,059	1,109	1,028	899	776	651	548	542	546	0	546
Arson[9]	104	88	76	76	76	70	54	43	59	49	45	56	59	44	2	42
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[10]	2,660	3,270	3,416	3,993	4,124	3,764	3,335	3,811	3,723	3,464	3,060	3,121	2,842	2,720	1,138	1,582
Illegal weapons possession	198	255	278	300	304	258	256	282	248	253	230	220	268	222	27	195
Drug law violations	989	1,312	1,326	1,378	1,563	1,490	1,507	1,866	1,892	1,885	1,588	1,671	1,568	1,377	386	991
Liquor law violations	1,473	1,703	1,812	2,315	2,257	2,016	1,572	1,663	1,583	1,326	1,242	1,230	1,006	1,121	725	396
Referrals for disciplinary action[10]	3,529	4,371	4,688	5,897	5,987	6,425	7,241	8,017	8,174	7,586	6,845	7,240	7,292	6,884	5,524	1,360
Illegal weapons possession	127	167	133	238	218	183	210	242	228	224	243	269	271	269	75	154
Drug law violations	761	858	819	908	1,006	1,302	1,745	2,336	2,573	2,468	2,304	2,548	2,626	2,582	1,809	773
Liquor law violations	2,641	3,346	3,736	4,751	4,763	4,940	5,286	5,439	5,373	4,894	4,298	4,423	4,395	4,073	3,640	433
Nonprofit 2-year																
Selected crimes against persons and property	248	166	314	250	258	272	147	120	148	107	66	64	63	92	37	55
Murder[1]	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Negligent manslaughter[2]	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Sex offenses—forcible[3]	2	3	8	3	9	16	8	7	11	8	4	3	12	15	14	1
Rape	—	—	—	—	—	—	—	—	—	—	—	2	1	7	6	1
Fondling	—	—	—	—	—	—	—	—	—	—	—	1	11	8	8	0
Sex offenses—nonforcible[4]	2	0	0	1	0	0	0	0	0	0	2	0	0	0	0	0
Robbery[5]	54	22	9	7	2	13	9	5	1	2	3	0	2	8	1	7
Aggravated assault[6]	23	17	22	35	52	66	9	9	53	46	13	27	7	12	2	10
Burglary[7]	142	111	266	187	178	160	120	95	74	47	41	29	32	38	19	19
Motor vehicle theft[8]	23	13	7	14	14	9	4	2	7	4	3	5	8	18	0	18
Arson[9]	1	0	2	3	3	7	1	2	2	0	0	0	2	1	1	0
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[10]	108	48	76	67	59	93	58	49	52	52	66	39	44	79	34	45
Illegal weapons possession	1	2	5	3	4	3	4	6	5	5	5	5	9	16	0	16
Drug law violations	21	16	32	34	27	33	35	18	34	31	49	28	30	40	12	28
Liquor law violations	86	30	39	30	28	57	19	25	13	16	12	6	5	23	22	1
Referrals for disciplinary action[10]	624	447	514	537	519	413	348	377	360	300	320	448	562	435	414	21
Illegal weapons possession	2	5	12	19	10	6	7	4	1	6	7	11	2	4	2	2
Drug law violations	91	58	47	74	73	85	100	105	109	103	129	155	221	174	159	15
Liquor law violations	531	384	455	444	436	322	241	268	250	191	184	282	339	257	253	4

See notes at end of table.

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Table 21.1. On-campus crimes, arrests, and referrals for disciplinary action at degree-granting postsecondary institutions, by location of incident, control and level of institution, and type of incident: Selected years, 2001 through 2016—Continued

Control and level of institution and type of incident	2001	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016 Total	2016 In residence halls	2016 At other locations
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
For-profit 2-year																
Selected crimes against persons and property	472	527	430	420	547	399	459	315	257	246	167	126	112	115	9	106
Murder[1]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Negligent manslaughter[2]	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Sex offenses—forcible[3]	12	9	1	8	2	4	6	2	7	12	9	4	6	9	2	7
Rape	—	—	—	—	—	—	—	—	—	—	—	1	2	2	1	1
Fondling	—	—	—	—	—	—	—	—	—	—	—	3	4	7	1	6
Sex offenses—nonforcible[4]	7	0	0	1	0	0	1	1	0	3	0	0	0	0	0	0
Robbery[5]	67	80	55	49	67	53	50	38	16	28	23	28	9	10	0	10
Aggravated assault[6]	40	62	50	33	33	29	53	35	37	30	14	12	18	27	2	25
Burglary[7]	292	325	250	245	350	241	226	135	120	110	75	58	44	42	5	37
Motor vehicle theft[8]	51	49	71	81	92	71	121	101	74	63	45	24	35	27	0	27
Arson[9]	3	2	3	3	3	0	2	3	3	0	1	0	0	0	0	0
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[10]	163	112	47	41	45	23	62	43	23	51	60	55	25	33	8	25
Illegal weapons possession	13	6	3	3	4	4	4	5	1	7	3	8	3	8	0	8
Drug law violations	87	64	36	26	32	12	41	29	14	40	40	28	19	19	3	16
Liquor law violations	63	42	8	12	9	7	17	9	8	4	17	19	3	6	5	1
Referrals for disciplinary action[10]	287	322	228	320	173	248	303	147	168	217	206	232	163	100	86	14
Illegal weapons possession	16	7	8	7	7	4	8	2	10	9	3	2	3	4	1	3
Drug law violations	89	186	134	219	122	110	163	68	68	86	94	93	88	42	31	11
Liquor law violations	182	129	86	94	44	134	132	77	90	122	109	137	72	54	54	0

—Not available.

[1]Excludes suicides, fetal deaths, traffic fatalities, accidental deaths, and justifiable homicide (such as the killing of a felon by a law enforcement officer in the line of duty).
[2]Killing of another person through gross negligence (excludes traffic fatalities).
[3]Any sexual act directed against another person forcibly and/or against that person's will.
[4]Includes only statutory rape or incest.
[5]Taking or attempting to take anything of value using actual or threatened force or violence.
[6]Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.
[7]Unlawful entry of a structure to commit a felony or theft.
[8]Theft or attempted theft of a motor vehicle.
[9]Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle, or personal property of another.
[10]If an individual is both arrested and referred to college officials for disciplinary action for a single offense, only the arrest is counted.

NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded from this table. Crimes, arrests, and referrals include incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2016; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2002 through Fall 2016, Institutional Characteristics component. (This table was prepared September 2018.)

Table 21.2. On-campus crimes, arrests, and referrals for disciplinary action per 10,000 full-time-equivalent (FTE) students at degree-granting postsecondary institutions, by whether institution has residence halls, control and level of institution, and type of incident: Selected years, 2001 through 2016

Control and level of institution and type of incident	2001	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016 Total	2016 Institutions with residence halls	2016 Institutions without residence halls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
All institutions																
Selected crimes against persons and property	35.619	33.580	32.864	33.350	30.559	28.993	22.955	20.869	20.027	19.983	18.461	18.069	18.683	19.203	24.843	5.897
Murder[2]	0.015	0.012	0.008	0.006	0.032	0.009	0.011	0.010	0.011	0.008	0.016	0.007	0.019	0.010	0.013	0.005
Negligent manslaughter[3]	0.002	0.000	0.002	0.000	0.002	0.002	0.000	0.001	0.001	0.001	0.000	0.001	0.001	0.001	0.002	0.000
Sex offenses—forcible[4]	1.885	2.056	2.058	2.001	1.968	1.899	1.715	1.903	2.223	2.695	3.374	4.549	5.429	6.020	8.216	0.842
Rape	—	—	—	—	—	—	—	—	—	—	—	2.985	3.464	3.937	5.540	0.157
Fondling	—	—	—	—	—	—	—	—	—	—	1.563	1.964	2.083	2.676	0.686
Sex offenses—nonforcible[5]	0.395	0.021	0.032	0.032	0.029	0.025	0.044	0.021	0.030	0.031	0.031	0.036	0.043	0.041	0.044	0.032
Robbery[6]	1.424	1.195	1.193	1.160	1.140	1.134	0.950	0.905	0.846	0.918	0.893	0.701	0.708	0.748	0.899	0.391
Aggravated assault[7]	2.524	2.098	2.044	2.112	1.902	1.795	1.569	1.444	1.475	1.627	1.385	1.380	1.531	1.491	1.786	0.795
Burglary[8]	23.038	22.728	22.511	23.432	21.543	20.676	15.559	13.872	12.825	12.207	10.325	9.041	8.373	8.122	10.666	2.121
Motor vehicle theft[9]	5.327	4.674	4.256	3.921	3.375	2.953	2.681	2.237	2.196	2.023	2.014	1.947	2.187	2.365	2.693	1.592
Arson[10]	1.010	0.796	0.759	0.687	0.567	0.500	0.427	0.476	0.421	0.473	0.425	0.406	0.391	0.404	0.525	0.120
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[11]	34.550	36.960	37.722	37.619	36.936	36.435	33.748	33.497	35.755	35.127	31.841	30.004	27.274	26.397	36.155	3.381
Illegal weapons possession	0.919	0.974	1.013	0.986	0.963	0.856	0.726	0.723	0.674	0.687	0.690	0.667	0.802	0.819	0.948	0.513
Drug law violations	10.151	9.849	10.547	10.458	10.327	10.898	10.698	12.086	13.653	14.240	13.420	12.917	13.159	13.024	17.573	2.293
Liquor law violations	23.481	26.137	26.163	26.175	25.647	24.681	22.324	20.687	21.428	20.200	17.730	16.419	13.314	12.555	17.634	0.574
Referrals for disciplinary action[11]	132.899	151.708	156.060	163.438	158.241	156.511	148.959	149.716	164.460	168.772	166.056	170.675	163.711	156.541	221.432	3.474
Illegal weapons possession	1.093	1.387	1.448	1.402	1.211	1.047	0.859	0.854	0.844	0.943	0.956	0.960	0.969	0.964	1.251	0.286
Drug law violations	20.466	19.862	19.511	20.427	20.804	23.362	24.498	27.322	33.961	36.224	36.222	38.118	37.939	38.181	53.711	1.549
Liquor law violations	111.340	130.459	135.101	141.609	136.226	132.103	123.602	121.540	129.654	131.606	128.878	131.597	124.802	117.396	166.469	1.639
Public 4-year																
Selected crimes against persons and property	36.191	35.522	34.295	35.531	32.846	30.535	24.898	23.448	21.958	21.669	19.553	19.545	19.646	19.750	21.295	6.404
Murder[2]	0.017	0.014	0.007	0.009	0.070	0.015	0.012	0.014	0.015	0.010	0.015	0.004	0.019	0.011	0.012	0.000
Negligent manslaughter[3]	0.004	0.000	0.002	0.000	0.003	0.002	0.000	0.000	0.001	0.001	0.000	0.001	0.001	0.003	0.003	0.000
Sex offenses—forcible[4]	2.408	2.634	2.448	2.409	2.391	2.151	1.892	2.210	2.451	2.946	3.372	4.702	5.720	6.141	6.736	1.007
Rape	—	—	—	—	—	—	—	—	—	—	—	3.102	3.671	4.088	4.543	0.161
Fondling	—	—	—	—	—	—	—	—	—	—	1.601	2.049	2.053	2.193	0.846
Sex offenses—nonforcible[5]	0.400	0.028	0.044	0.026	0.039	0.020	0.062	0.023	0.025	0.025	0.027	0.041	0.053	0.042	0.047	0.000
Robbery[6]	1.130	1.088	1.219	1.170	1.211	1.225	1.008	1.001	0.916	0.981	0.946	0.805	0.838	0.828	0.871	0.456
Aggravated assault[7]	2.774	2.256	2.242	2.302	2.110	1.931	1.767	1.627	1.610	1.792	1.490	1.488	1.657	1.614	1.688	0.980
Burglary[8]	22.283	23.154	22.654	24.138	22.432	21.184	16.689	15.456	14.025	13.173	10.811	9.780	8.354	7.821	8.484	2.094
Motor vehicle theft[9]	5.942	5.269	4.671	4.581	3.802	3.311	2.843	2.426	2.382	2.100	2.289	2.197	2.560	2.818	2.949	1.692
Arson[10]	1.232	1.079	1.009	0.897	0.788	0.697	0.623	0.691	0.533	0.639	0.603	0.526	0.443	0.471	0.505	0.175
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[11]	60.113	65.318	66.641	68.660	66.384	66.324	63.558	63.512	67.169	64.447	56.711	53.086	47.230	44.040	48.651	4.243
Illegal weapons possession	1.339	1.442	1.538	1.478	1.384	1.240	1.027	1.012	0.941	0.927	0.949	0.907	1.040	1.059	1.131	0.443
Drug law violations	17.651	17.100	18.575	18.671	17.939	19.133	18.993	21.722	24.424	25.077	23.194	22.142	22.398	21.669	23.790	3.357
Liquor law violations	41.123	46.776	46.529	48.511	47.061	45.952	43.539	40.778	41.804	38.443	32.569	30.038	23.792	21.312	23.730	0.443
Referrals for disciplinary action[11]	153.104	178.800	175.506	184.622	178.077	170.820	169.503	175.490	194.017	197.669	189.403	196.696	183.801	167.913	187.154	1.826
Illegal weapons possession	1.311	1.779	1.921	1.673	1.455	1.294	1.043	1.004	0.913	0.962	0.900	0.946	0.824	0.834	0.901	0.255
Drug law violations	25.492	24.278	22.803	23.744	24.255	27.204	28.459	32.444	40.907	43.129	42.093	44.485	44.132	42.044	46.795	1.034
Liquor law violations	126.301	152.743	150.782	159.206	152.367	142.322	140.001	142.042	152.198	153.578	146.410	151.264	138.845	125.036	139.458	0.537
Nonprofit 4-year																
Selected crimes against persons and property	57.358	54.728	54.165	57.679	52.036	49.337	38.613	35.193	33.154	33.198	31.205	30.156	31.209	32.654	35.151	7.780
Murder[2]	0.019	0.014	0.017	0.010	0.007	0.003	0.019	0.016	0.009	0.006	0.015	0.015	0.006	0.012	0.013	0.000
Negligent manslaughter[3]	0.000	0.000	0.003	0.000	0.003	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.003	0.000	0.000	0.000
Sex offenses—forcible[4]	3.169	3.617	3.784	3.694	3.586	3.588	3.557	3.848	4.417	5.357	7.214	9.368	10.443	11.635	12.721	0.807
Rape	—	—	—	—	—	—	—	—	—	—	—	6.493	7.035	7.918	8.687	0.258
Fondling	—	—	—	—	—	—	—	—	—	—	2.875	3.408	3.716	4.034	0.549
Sex offenses—nonforcible[5]	0.437	0.018	0.021	0.034	0.027	0.053	0.036	0.025	0.040	0.031	0.036	0.021	0.045	0.032	0.036	0.000
Robbery[6]	2.508	2.034	1.739	1.717	1.549	1.448	1.181	1.002	0.988	1.188	1.131	0.793	0.834	0.963	1.017	0.420
Aggravated assault[7]	3.408	2.954	2.588	2.853	2.586	2.498	2.133	2.014	1.948	2.052	2.065	1.976	2.164	2.011	2.048	1.646
Burglary[8]	40.460	40.284	40.542	44.638	40.212	38.269	28.434	25.567	22.908	21.679	18.192	15.146	14.652	14.921	16.114	3.035
Motor vehicle theft[9]	5.684	4.640	4.340	3.684	3.314	2.846	2.692	2.014	2.173	2.188	2.023	2.275	2.440	2.456	2.521	1.808
Arson[10]	1.673	1.167	1.130	1.050	0.751	0.633	0.562	0.707	0.670	0.698	0.528	0.561	0.623	0.624	0.680	0.065

See notes at end of table.

School Facilities and School Safety   **| September 25, 2019**

Table 21.2. **On-campus crimes, arrests, and referrals for disciplinary action per 10,000 full-time-equivalent (FTE) students at degree-granting postsecondary institutions, by whether institution has residence halls, control and level of institution, and type of incident: Selected years, 2001 through 2016—Continued**

	Number of incidents per 10,000 FTE students[1]														2016		
	Total, institutions with and without residence halls															Institutions with residence halls	Institutions without residence halls
Control and level of institution and type of incident	2001	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[11]	24.456	27.225	25.758	20.980	22.670	20.249	18.645	17.150	16.805	16.851	17.110	14.935	13.654	13.284	14.442	1.743
Illegal weapons possession	0.645	0.649	0.522	0.499	0.599	0.523	0.478	0.430	0.398	0.391	0.397	0.389	0.505	0.571	0.603	0.258
Drug law violations	6.291	6.173	5.881	5.643	6.075	6.238	6.713	7.062	7.486	7.430	7.590	6.813	6.664	6.490	7.048	0.936
Liquor law violations	17.520	20.403	19.355	14.837	15.996	13.487	11.454	9.657	8.921	9.030	9.122	7.733	6.486	6.222	6.792	0.549
Referrals for disciplinary action[11]	275.480	319.945	336.127	353.943	347.714	348.824	333.904	329.679	341.437	339.263	331.451	332.331	314.388	302.763	331.140	20.047
Illegal weapons possession	1.712	2.144	2.052	2.127	1.835	1.514	1.155	1.235	1.287	1.532	1.622	1.451	1.698	1.696	1.847	0.194
Drug law violations	37.435	38.440	38.981	41.433	42.718	46.902	51.139	56.050	65.567	68.205	67.068	69.393	66.007	68.120	74.553	4.035
Liquor law violations	236.333	279.362	295.095	310.383	303.161	300.408	281.609	272.395	274.583	269.526	262.761	261.487	246.683	232.946	254.740	15.818
For-profit 4-year																
Selected crimes against persons and property	19.109	13.650	17.049	9.552	8.092	10.334	7.513	6.499	6.003	5.531	8.553	5.763	4.581	4.414	13.423	1.907
Murder[2]	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.013	0.000	0.017	0.000	0.000	0.000	0.000	0.000
Negligent manslaughter[3]	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Sex offenses—forcible[4]	0.151	0.095	0.082	0.179	0.159	0.162	0.129	0.255	0.350	0.274	0.301	0.561	0.520	0.527	2.145	0.077
Rape	—	—	—	—	—	—	—	—	—	—	—	0.339	0.159	0.271	1.245	0.000
Fondling	—	—	—	—	—	—	—	—	—	—	—	0.222	0.361	0.256	0.899	0.077
Sex offenses—nonforcible[5]	0.492	0.000	0.021	0.000	0.026	0.000	0.014	0.012	0.000	0.046	0.033	0.026	0.000	0.015	0.069	0.000
Robbery[6]	2.422	0.875	0.884	0.373	0.410	0.684	1.231	0.811	0.996	0.775	1.440	0.678	0.361	0.437	0.830	0.327
Aggravated assault[7]	0.870	0.722	1.213	0.462	0.410	1.134	0.615	0.591	0.485	0.653	0.971	0.430	0.419	0.603	1.868	0.250
Burglary[8]	13.130	9.962	12.484	7.287	5.897	6.931	4.279	4.055	3.351	2.963	4.620	3.273	2.471	2.004	7.058	0.597
Motor vehicle theft[9]	1.968	1.901	2.262	1.162	1.177	1.422	1.216	0.753	0.781	0.805	1.138	0.769	0.795	0.783	1.315	0.636
Arson[10]	0.076	0.095	0.103	0.089	0.013	0.000	0.029	0.023	0.027	0.015	0.033	0.026	0.014	0.045	0.138	0.019
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[11]	0.416	0.779	0.576	0.775	0.370	0.720	0.773	1.911	2.046	1.915	1.239	1.526	1.561	1.657	6.573	0.289
Illegal weapons possession	0.076	0.095	0.041	0.075	0.040	0.144	0.086	0.151	0.148	0.152	0.201	0.117	0.217	0.166	0.554	0.058
Drug law violations	0.151	0.228	0.329	0.209	0.212	0.252	0.315	0.765	0.552	0.745	0.803	0.887	1.199	1.205	5.189	0.096
Liquor law violations	0.189	0.456	0.206	0.492	0.119	0.324	0.372	0.996	1.346	1.018	0.234	0.522	0.145	0.286	0.830	0.135
Referrals for disciplinary action[11]	11.957	5.665	10.880	7.645	6.862	10.190	12.623	8.804	9.663	10.150	19.433	12.191	12.789	13.062	58.882	0.308
Illegal weapons possession	0.416	0.209	0.864	0.194	0.145	0.234	0.329	0.104	0.215	0.349	0.301	0.209	0.217	0.226	0.830	0.058
Drug law violations	3.481	1.882	2.632	2.056	1.745	2.863	3.306	2.560	3.136	3.860	8.989	5.255	5.361	5.816	26.085	0.173
Liquor law violations	8.060	3.574	7.383	5.394	4.971	7.093	8.988	6.140	6.312	5.941	10.143	6.728	7.211	7.021	31.966	0.077
Public 2-year																
Selected crimes against persons and property	19.867	17.903	16.389	15.430	14.365	13.990	11.745	10.195	9.998	9.379	7.912	7.682	8.417	7.928	14.251	6.227
Murder[2]	0.006	0.008	0.005	0.000	0.000	0.005	0.005	0.002	0.005	0.008	0.018	0.008	0.036	0.009	0.014	0.008
Negligent manslaughter[3]	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.002	0.000	0.000	0.000	0.003	0.000	0.000	0.000	0.000
Sex offenses—forcible[4]	0.344	0.383	0.480	0.455	0.483	0.538	0.483	0.487	0.633	0.658	0.780	1.040	1.381	1.467	3.249	0.988
Rape	—	—	—	—	—	—	—	—	—	—	—	0.356	0.549	0.524	1.794	0.182
Fondling	—	—	—	—	—	—	—	—	—	—	—	0.683	0.831	0.943	1.455	0.805
Sex offenses—nonforcible[5]	0.347	0.016	0.027	0.044	0.019	0.018	0.028	0.019	0.039	0.033	0.028	0.043	0.031	0.054	0.056	0.053
Robbery[6]	0.714	0.575	0.680	0.773	0.745	0.730	0.591	0.691	0.633	0.610	0.507	0.400	0.418	0.413	0.650	0.350
Aggravated assault[7]	1.588	1.341	1.373	1.486	1.233	1.027	1.016	0.949	0.980	1.093	0.715	0.824	0.932	0.853	1.427	0.699
Burglary[8]	12.042	10.974	9.703	8.876	8.548	8.782	6.881	5.561	5.396	4.914	4.073	3.734	3.944	3.365	7.359	2.291
Motor vehicle theft[9]	4.523	4.370	3.913	3.590	3.134	2.712	2.613	2.384	2.171	1.941	1.675	1.480	1.512	1.635	1.398	1.698
Arson[10]	0.303	0.237	0.208	0.207	0.203	0.179	0.127	0.100	0.142	0.123	0.116	0.151	0.165	0.132	0.099	0.141
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[11]	7.752	8.821	9.360	10.868	11.009	9.638	7.859	8.838	8.989	8.666	7.874	8.427	7.926	8.143	23.658	3.970
Illegal weapons possession	0.577	0.688	0.762	0.817	0.812	0.661	0.603	0.654	0.599	0.633	0.592	0.594	0.747	0.665	0.847	0.615
Drug law violations	2.882	3.539	3.633	3.751	4.172	3.815	3.551	4.328	4.568	4.716	4.086	4.512	4.373	4.123	9.732	2.614
Liquor law violations	4.293	4.594	4.965	6.301	6.025	5.162	3.704	3.857	3.822	3.317	3.196	3.321	2.806	3.356	13.079	0.741
Referrals for disciplinary action[11]	10.284	11.791	12.846	16.051	15.983	16.451	17.063	18.592	19.735	18.979	17.613	19.549	20.337	20.610	86.738	2.823
Illegal weapons possession	0.370	0.450	0.364	0.648	0.582	0.469	0.495	0.561	0.550	0.560	0.625	0.726	0.756	0.686	1.879	0.365
Drug law violations	2.218	2.314	2.244	2.471	2.686	3.334	4.112	5.417	6.212	6.174	5.928	6.880	7.324	7.730	29.972	1.748
Liquor law violations	7.697	9.026	10.237	12.932	12.715	12.649	12.456	12.614	12.972	12.244	11.059	11.942	12.258	12.194	54.887	0.710

See notes at end of table.

Table 21.2. On-campus crimes, arrests, and referrals for disciplinary action per 10,000 full-time-equivalent (FTE) students at degree-granting postsecondary institutions, by whether institution has residence halls, control and level of institution, and type of incident: Selected years, 2001 through 2016—Continued

Control and level of institution and type of incident	2001	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016 Total	2016 Institutions with residence halls	2016 Institutions without residence halls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Nonprofit 2-year																
Selected crimes against persons and property	63.955	48.535	91.263	81.948	103.794	99.274	55.883	48.448	45.531	35.148	26.993	27.354	16.158	21.663	48.941	12.562
Murder[2]	0.258	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Negligent manslaughter[3]	0.000	0.000	0.000	0.000	0.000	0.365	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Sex offenses—forcible[4]	0.516	0.877	2.325	0.983	3.621	5.840	3.041	2.826	3.384	2.628	1.636	1.282	3.078	3.532	14.118	0.000
Rape	—	—	—	—	—	—	—	—	—	—	—	0.855	0.256	1.648	6.588	0.000
Fondling	—	—	—	—	—	—	—	—	—	—	—	0.427	2.821	1.884	7.529	0.000
Sex offenses—nonforcible[5]	0.516	0.000	0.000	0.328	0.000	0.000	0.000	0.000	0.000	0.000	0.818	0.000	0.000	0.000	0.000	0.000
Robbery[6]	13.926	6.432	2.616	2.295	0.805	4.745	3.421	2.019	0.308	0.657	1.227	0.000	0.513	1.884	1.882	1.884
Aggravated assault[7]	5.931	4.970	6.394	11.473	20.920	24.088	1.901	3.634	16.305	15.110	5.317	11.540	1.795	2.826	7.529	1.256
Burglary[8]	36.620	32.454	77.312	61.297	71.610	58.396	45.619	38.354	22.766	15.439	16.768	12.395	8.207	8.948	22.588	4.397
Motor vehicle theft[9]	5.931	3.801	2.035	4.589	5.632	3.285	1.521	0.807	2.154	1.314	1.227	2.137	2.052	4.238	1.882	5.025
Arson[10]	0.258	0.000	0.581	0.983	1.207	2.555	0.380	0.807	0.615	0.000	0.000	0.000	0.513	0.235	0.941	0.000
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[11]	27.852	14.034	22.089	21.962	23.736	33.943	22.049	19.783	15.998	17.081	26.993	16.669	11.285	18.602	42.353	10.677
Illegal weapons possession	0.258	0.585	1.453	0.983	1.609	1.521	2.422	1.538	1.642	2.045	2.137	2.308		3.768	3.765	3.768
Drug law violations	5.416	4.678	9.301	11.145	10.862	12.044	13.305	7.267	10.460	10.183	20.040	11.967	7.694	9.419	16.941	6.909
Liquor law violations	22.178	8.771	11.335	9.834	11.264	20.804	7.223	10.093	3.999	5.256	4.908	2.564	1.282	5.416	21.647	0.000
Referrals for disciplinary action[11]	160.920	130.694	149.393	176.025	208.794	150.735	132.294	152.206	110.752	98.545	130.874	191.478	144.140	102.430	405.647	1.256
Illegal weapons possession	0.516	1.462	3.488	6.228	4.023	2.190	2.661	1.615	0.308	1.971	2.863	4.701	0.513	0.942	3.765	0.942
Drug law violations	23.468	16.958	13.660	24.257	29.368	31.023	38.016	42.392	33.533	33.834	52.759	66.248	56.681	40.972	160.941	0.942
Liquor law violations	136.937	112.274	132.244	145.540	175.403	117.523	91.618	108.200	76.911	62.740	75.253	120.528	86.945	60.516	240.941	0.314
For-profit 2-year																
Selected crimes against persons and property	25.385	21.845	17.851	18.237	23.731	14.825	13.033	8.167	7.503	9.325	7.141	6.140	6.280	6.526	14.219	6.071
Murder[2]	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Negligent manslaughter[3]	0.000	0.000	0.000	0.000	0.000	0.037	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Sex offenses—forcible[4]	0.645	0.373	0.042	0.347	0.087	0.149	0.170	0.052	0.204	0.455	0.385	0.195	0.336	0.511	2.031	0.421
Rape	—	—	—	—	—	—	—	—	—	—	—	0.049	0.112	0.113	1.016	0.060
Fondling	—	—	—	—	—	—	—	—	—	—	—	0.146	0.224	0.397	1.016	0.361
Sex offenses—nonforcible[5]	0.376	0.000	0.000	0.043	0.000	0.000	0.028	0.026	0.000	0.114	0.000	0.000	0.000	0.000	0.000	0.000
Robbery[6]	3.603	3.316	2.283	2.128	2.907	1.969	1.420	0.985	0.467	1.061	0.983	1.364	0.505	0.567	0.000	0.601
Aggravated assault[7]	2.151	2.570	2.076	1.433	1.078	1.505	0.907	1.080	1.137	0.599	0.585	1.009		1.532	2.031	1.503
Burglary[8]	15.704	13.472	10.378	10.638	15.185	8.954	6.417	3.500	3.503	4.170	3.207	2.826	2.467	2.383	6.094	2.164
Motor vehicle theft[9]	2.743	2.031	2.947	3.517	3.991	2.638	3.436	2.619	2.160	2.388	1.924	1.170	1.962	1.532	4.063	1.382
Arson[10]	0.161	0.083	0.125	0.130	0.130	0.000	0.057	0.078	0.088	0.000	0.043	0.000	0.000	0.000	0.000	0.000
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[11]	8.766	4.643	1.951	1.780	1.952	0.855	1.760	1.115	0.671	1.933	2.565	2.680	1.402	1.873	8.125	1.503
Illegal weapons possession	0.699	0.249	0.125	0.130	0.174	0.149	0.114	0.130	0.029	0.265	0.128	0.390	0.168	0.454	0.000	0.481
Drug law violations	4.679	2.653	1.495	1.129	1.388	0.446	1.164	0.752	0.409	1.516	1.710	1.364	1.065	1.078	3.047	0.962
Liquor law violations	3.388	1.741	0.332	0.521	0.390	0.260	0.483	0.233	0.234	0.152	0.727	0.926	0.168	0.340	5.078	0.060
Referrals for disciplinary action[11]	15.435	13.348	9.465	13.894	7.506	9.215	8.603	3.811	4.905	8.225	8.808	11.305	9.140	5.675	91.408	0.601
Illegal weapons possession	0.861	0.290	0.332	0.304	0.304	0.149	0.227	0.052	0.292	0.341	0.128	0.097	0.168	0.942	2.031	0.120
Drug law violations	4.787	7.710	5.563	9.509	5.293	4.087	4.628	1.763	1.985	3.260	4.019	4.532	4.934	2.383	34.532	0.481
Liquor law violations	9.788	5.347	3.570	4.082	1.909	4.979	3.748	1.996	2.627	4.624	4.661	6.676	4.037	3.064	54.845	0.000

—Not available.

[1]Although crimes, arrests, and referrals include incidents involving students, staff, and campus guests, they are expressed as a ratio to FTE students because comprehensive FTE counts of all these groups are not available.
[2]Excludes suicides, fetal deaths, traffic fatalities, accidental deaths, and justifiable homicide (such as the killing of a felon by a law enforcement officer in the line of duty).
[3]Killing of another person through gross negligence (excludes traffic fatalities).
[4]Any sexual act directed against another person forcibly and/or against that person's will.
[5]Includes only statutory rape or incest.
[6]Taking or attempting to take anything of value using actual or threatened force or violence.
[7]Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.
[8]Unlawful entry of a structure to commit a felony or theft.
[9]Theft or attempted theft of a motor vehicle.
[10]Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle, or personal property of another.

[11]If an individual is both arrested and referred to college officials for disciplinary action for a single offense, only the arrest is counted.
NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded from this table. Crimes, arrests, and referrals include incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2016; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2017, Fall Enrollment component. (This table was prepared September 2018.)

ATTACHMENT 2

OUR KIDS, IDAHO'S FUTURE FINAL REPORT - APPENDIX 3

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Table 22.1. On-campus hate crimes at degree-granting postsecondary institutions, by level and control of institution, type of crime, and category of bias motivating the crime: 2010 through 2016

Type of crime and category of bias motivating the crime[1]	Total, 2010	Total, 2011	Total, 2012	Total, 2013	Total, 2014	2015 Total	2015 4-year Public	2015 4-year Non-profit	2015 4-year For-profit	2015 2-year Public	2015 2-year Non-profit	2015 2-year For-profit	2016 Total	2016 4-year Public	2016 4-year Non-profit	2016 4-year For-profit	2016 2-year Public	2016 2-year Non-profit	2016 2-year For-profit
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
All on-campus hate crimes	**928**	**761**	**784**	**778**	**794**	**864**	**354**	**350**	**11**	**143**	**0**	**6**	**1,070**	**483**	**395**	**9**	**178**	**0**	**5**
Murder[2]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex offenses—forcible[3]	7	9	4	7	4	7	3	3	0	1	0	0	8	1	1	0	6	0	0
Race	0	0	1	2	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0
Ethnicity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religion	0	2	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Sexual orientation	4	1	2	1	1	3	2	1	0	0	0	0	1	0	1	0	0	0	0
Gender	3	6	1	4	2	1	0	0	0	1	0	0	5	0	0	0	5	0	0
Gender identity	—	—	—	—	0	2	0	2	0	0	0	0	1	0	0	0	1	0	0
Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex offenses—nonforcible[4]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Robbery[5]	2	2	5	1	2	3	3	0	0	0	0	0	2	1	0	0	1	0	0
Aggravated assault[6]	17	13	14	7	18	19	10	2	2	5	0	0	34	25	2	0	7	0	0
Race	6	5	6	5	5	5	1	1	0	3	0	0	8	5	0	0	3	0	0
Ethnicity	1	0	0	1	4	4	3	0	1	0	0	0	15	14	0	0	1	0	0
Religion	1	2	1	0	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0
Sexual orientation	9	6	5	1	7	7	4	0	1	2	0	0	7	5	1	0	1	0	0
Gender	0	0	1	0	1	1	0	1	0	0	0	0	1	0	0	0	1	0	0
Gender identity	—	—	—	—	0	1	1	0	0	0	0	0	2	0	1	0	1	0	0
Disability	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Burglary[7]	11	8	5	4	28	4	4	0	0	0	0	0	6	0	4	0	2	0	0
Race	7	4	0	1	24	0	0	0	0	0	0	0	1	0	1	0	0	0	0
Ethnicity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religion	0	2	1	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sexual orientation	2	1	0	0	1	0	0	0	0	0	0	0	2	0	2	0	0	0	0
Gender	1	1	4	2	0	0	0	0	0	0	0	0	3	0	1	0	2	0	0
Gender identity	—	—	—	—	0	4	4	0	0	0	0	0	0	0	0	0	0	0	0
Disability	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motor vehicle theft[8]	0	0	0	0	0	2	0	1	0	0	0	1	0	0	0	0	0	0	0
Arson[9]	0	1	0	0	1	2	1	1	0	0	0	0	2	2	0	0	0	0	0
Simple assault[10]	67	67	79	91	63	81	28	40	0	12	0	1	99	66	25	0	7	0	1
Race	25	22	36	36	14	39	8	25	0	6	0	0	42	28	12	0	2	0	0
Ethnicity	5	10	5	5	11	8	5	3	0	0	0	0	14	10	2	0	2	0	0
Religion	4	8	9	6	2	8	5	2	0	1	0	0	12	9	2	0	1	0	0
Sexual orientation	23	16	21	27	23	18	9	8	0	1	0	0	17	10	5	0	2	0	0
Gender	9	8	5	17	9	2	0	0	0	1	0	1	11	8	2	0	0	0	1
Gender identity	—	—	—	—	3	5	1	2	0	2	0	0	2	1	1	0	0	0	0
Disability	1	3	3	0	1	1	0	0	0	1	0	0	1	0	1	0	0	0	0
Larceny[11]	9	15	9	15	17	25	3	21	0	1	0	0	34	3	15	4	11	0	1
Race	1	2	2	5	5	1	0	1	0	0	0	0	12	1	5	3	2	0	1
Ethnicity	3	3	2	2	1	0	0	0	0	0	0	0	4	0	0	0	4	0	0
Religion	1	2	2	3	3	19	0	18	0	0	0	0	5	2	3	0	0	0	0
Sexual orientation	1	3	3	3	1	1	0	1	0	0	0	0	5	0	4	0	1	0	0
Gender	3	3	0	0	2	3	1	1	0	1	0	0	4	0	0	1	3	0	0
Gender identity	—	—	—	—	0	1	1	0	0	0	0	0	3	0	2	0	0	0	0
Disability	0	2	0	0	1	1	1	0	0	0	0	0	1	0	1	0	1	0	0
Intimidation[12]	260	282	265	296	339	356	142	145	7	58	0	4	421	184	169	1	65	0	2
Race	79	111	120	111	111	141	55	58	1	25	0	2	167	80	60	0	27	0	0
Ethnicity	17	22	22	49	32	38	18	10	0	10	0	0	49	20	22	0	7	0	0
Religion	38	24	28	25	35	47	24	17	1	5	0	0	66	35	22	0	9	0	0
Sexual orientation	87	91	70	68	78	76	30	31	3	12	0	0	84	34	36	1	12	0	1
Gender	37	31	21	37	63	34	9	21	1	1	0	2	27	8	17	0	2	0	0
Gender identity	—	—	—	—	13	12	5	5	0	2	0	0	20	4	11	0	4	0	1
Disability	2	3	4	6	7	8	1	3	1	3	0	0	8	3	1	0	4	0	0
Destruction, damage, and vandalism[13]	555	364	403	357	322	365	160	137	2	66	0	0	464	201	179	4	79	0	1
Race	257	166	186	147	116	151	66	55	0	30	0	0	174	80	56	1	36	0	1
Ethnicity	43	30	34	38	29	25	10	7	0	7	0	0	31	18	11	0	2	0	0
Religion	103	57	70	48	67	109	47	45	0	17	0	0	136	54	53	0	29	0	0
Sexual orientation	135	104	104	108	89	61	27	22	0	12	0	0	66	32	27	2	5	0	0
Gender	17	7	9	14	13	10	7	2	1	0	0	0	36	14	15	1	6	0	0
Gender identity	—	—	—	—	6	8	2	6	0	0	0	0	21	3	17	0	1	0	0
Disability	0	0	0	2	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0

—Not available.

[1] Bias categories correspond to characteristics against which the bias is directed (i.e., race, ethnicity, religion, sexual orientation, gender, gender identity, or disability).

[2] Excludes suicides, fetal deaths, traffic fatalities, accidental deaths, and justifiable homicide (such as the killing of a felon by a law enforcement officer in the line of duty).

[3] Any sexual act directed against another person forcibly and/or against that person's will.

[4] Includes only statutory rape or incest.

[5] Taking or attempting to take anything of value using actual or threatened force or violence.

[6] Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.

[7] Unlawful entry of a structure to commit a felony or theft.

[8] Theft or attempted theft of a motor vehicle.

[9] Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle, or personal property of another.

[10] A physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.

[11] The unlawful taking, carrying, leading, or riding away of property from the possession of another.

[12] Placing another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.

[13] Willfully or maliciously destroying, damaging, defacing, or otherwise injuring real or personal property without the consent of the owner or the person having custody or control of it.

NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded from this table. A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against a group of people based on their race, ethnicity, religion, sexual orientation, gender, gender identity, or disability. Includes on-campus incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2010 through 2016. (This table was prepared September 2018.)

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Appendix A: Technical Notes

General Information

The indicators in this report are based on information drawn from a variety of independent data sources, including national surveys of students, teachers, principals, and postsecondary institutions and universe data collections from federal departments and agencies, including the Bureau of Justice Statistics, the National Center for Education Statistics, the Federal Bureau of Investigation, the Centers for Disease Control and Prevention, the Office of Postsecondary Education, and the National Institute on Drug Abuse of the U.S. Department of Health and Human Services. Each data source has an independent sample design, data collection method, and questionnaire design or is the result of a universe data collection. Universe data collections include a census of all known entities in a specific universe (e.g., all deaths occurring on school property). Readers should be cautious when comparing data from different sources. Differences in sampling procedures, populations, time periods, and question phrasing can all affect the comparability of results. For example, some questions from different surveys may appear the same, but were asked of different populations of students (e.g., students ages 12–18 or students in grades 9–12); in different years; about experiences that occurred within different periods of time (e.g., in the past 30 days or during the past 12 months); or at different locations (e.g., in school or anywhere).

Findings described in this report with comparative language (e.g., higher, lower, increase, and decrease) are statistically significant at the .05 level. The primary test procedure used in this report was Student's t statistic, which tests the difference between two sample estimates. The t test formula was not adjusted for multiple comparisons. Estimates displayed in the text, figures, and tables are rounded from original estimates, not from a series of rounding.

The following is a description of data sources, accuracy of estimates, and statistical procedures used in this report.

Sources of Data

This section briefly describes each of the datasets used in this report: the School-Associated Violent Death Surveillance System, the National Vital Statistics System, the National Crime Victimization Survey, the School Crime Supplement to the National Crime Victimization Survey, the Youth Risk Behavior Surveillance System, the Schools and Staffing Survey, the National Teacher and Principal Survey, the School Survey on Crime and Safety, the Fast Response Survey System survey of school safety and discipline, ED*Facts*, the Monitoring the Future Survey, and the Studies of Active Shooter Incidents. Directions for obtaining more information are provided at the end of each description.

School-Associated Violent Deaths Surveillance System (SAVD-SS)

The School-Associated Violent Death Surveillance System (SAVD-SS) was developed by the Centers for Disease Control and Prevention (CDC) in conjunction with the U.S. Department of Education and the U.S. Department of Justice. The system contains descriptive data on all school-associated violent deaths in the United States, including homicides, suicides, and legal intervention deaths where the fatal injury occurred on the campus of a functioning elementary or secondary school; while the victim was on the way to or from regular sessions at such a school; or while attending or on the way to or from an official school-sponsored event. Victims of such incidents include students, as well as nonstudents (e.g., students' parents, community residents, and school staff). The SAVD-SS includes data on the school, event, victim(s), and offender(s). These data are used to describe the epidemiology of school-associated violent deaths, identify common features of these deaths, estimate the rate of school-associated violent deaths in the United States, and identify potential risk factors for these deaths. The CDC has collected SAVD-SS data from July 1, 1992, through the present.

The SAVD-SS uses a three-step process to identify and collect data on school-associated violent deaths. First, cases are identified through a systematic search of the LexisNexis newspaper and media database. Second, law enforcement officials from the office that investigated the death(s) are contacted to confirm the details of the case and to determine if the event meets the case definition. Third, once a case is confirmed, a copy of the full law enforcement report is requested for each case. Finally, in previous data years when possible, interviews were conducted with law enforcement and/or school officials familiar with cases to obtain contextual information about the incidents. However, interviews are no longer conducted as a part of SAVD-SS protocol. Information regarding the fatal incident is abstracted from law enforcement reports and includes the location of injury, context of injury (while classes were being held, during break, etc.),

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motives for injury, method of injury, and relationship, school, and community circumstances that may have been related to the incident (e.g., relationship problems with family members, school disciplinary issues, gang-related activity in the community). Information obtained on victim(s) and offender(s) includes demographics, contextual information about the event (date/time, alcohol or drug use, number of persons involved), types and origins of weapons, criminal history, psychological risk factors, school-related problems, extracurricular activities, and family history, including structure and stressors. For specific SAVD studies, school-level data for schools where incidents occur are obtained through the National Center for Education Statistics Common Core of Data and include school demographics, locale (e.g., urban, suburban, rural), grade levels comprising the school, Title I eligibility, and percentage of students eligible for free/reduced-price lunch among other variables.

All data years are flagged as "preliminary." For some recent cases, the law enforcement reports have not yet been received. The details learned during data abstraction from law enforcement reports can occasionally change the classification of a case. New cases may be identified, because of the expansion of the scope of media files used for case identification. However, cases not identified during earlier data years may be discovered at a later date as a result of newly published media articles describing the incident. Occasionally, cases may be identified during law enforcement confirmation processes to verify known cases.

For additional information about SAVD, contact:

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School-Associated Violent Death Surveillance Study
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National Vital Statistics System (NVSS)

The National Vital Statistics System (NVSS) is the system through which data on vital events—births, deaths, marriages, divorces, and fetal deaths—are provided to the National Center for Health Statistics (NCHS), part of the Centers for Disease Control and Prevention (CDC). The data are provided to NCHS through the Vital Statistics Cooperative Program

(VSCP). Detailed mortality data from NVSS are accessed through CDC's Wide-ranging Online Data for Epidemiologic Research (WONDER), providing the counts of homicides among youth ages 5–18 and suicides among youth ages 10–18 by school year (i.e., from July 1 through June 30).[1] These counts are used to estimate the proportion of all youth homicides and suicides that are school-associated in a given school year. For more information on the NCHS and the NVSS, see http://www.cdc.gov/nchs/nvss.htm.

National Crime Victimization Survey (NCVS)

The National Crime Victimization Survey (NCVS), administered for the U.S. Bureau of Justice Statistics (BJS) by the U.S. Census Bureau, is the nation's primary source of information on crime and the victims of crime. Initiated in 1972 and redesigned in 1992, the NCVS collects detailed information on the frequency and nature of the crimes of rape, sexual assault, robbery, aggravated and simple assault, theft, household burglary, and motor vehicle theft experienced by Americans and American households each year. The survey measures both crimes reported to police and crimes not reported to the police.

NCVS estimates reported in *Indicators of School Crime and Safety: 2013* and beyond may differ from those in previous published reports. This is because a small number of victimizations, referred to as series victimizations, are included in this report using a new counting strategy. High-frequency repeat victimizations, or series victimizations, refer to situations in which six or more similar but separate victimizations that occur with such frequency that the victim is unable to recall each individual event or describe each event in detail. As part of ongoing research efforts on the NCVS, BJS investigated ways to include high-frequency repeat victimizations, or series victimizations, in estimates of criminal victimization, which results in more accurate estimates of victimization. BJS now includes series victimizations using the victim's estimates of the number of times the victimization occurred over the past 6 months, capping the number of victimizations within each series at 10. This strategy balances the desire to estimate national rates and account for the experiences of persons who have been subjected to repeat victimizations against the desire to minimize the estimation errors that can occur when repeat victimizations are reported. Including series victimizations in national rates results in rather large

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[1] For the purposes of this report, self-inflicted deaths among 5- to 9-year-olds are not counted because determining suicidal intent in younger children can be difficult.

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increases in the level of violent victimization; however, trends in violence are generally similar regardless of whether series victimizations are included. For more information on the new counting strategy and supporting research, see *Methods for Counting High-Frequency Repeat Victimizations in the National Crime Victimization Survey* (Lauritsen et al. 2012) at https://www.bjs.gov/content/pub/pdf/mchfrv.pdf.

Readers should note that in 2003, in accordance with changes to the U.S. Office of Management and Budget's standards for classifying federal data on race and ethnicity, the NCVS item on race/ethnicity was modified. A question on Hispanic origin is now followed by a new question about race. The new question about race allows the respondent to choose more than one race and delineates Asian as a separate category from Native Hawaiian or Other Pacific Islander. An analysis conducted by the Demographic Surveys Division at the U.S. Census Bureau showed that the new race question had very little impact on the aggregate racial distribution of NCVS respondents, with one exception: There was a 1.6 percentage point decrease in the percentage of respondents who reported themselves as White. Due to changes in race/ethnicity categories, comparisons of race/ethnicity across years should be made with caution.

Every 10 years, the NCVS sample is redesigned to reflect changes in the population. In the 2006 NCVS, changes in the sample design and survey methodology affected the survey's estimates. Caution should be used when comparing 2006 estimates to estimates of other years. For more information on the 2006 NCVS data, see *Criminal Victimization, 2006* (Rand and Catalano 2007) at https://bjs.gov/content/pub/pdf/cv06.pdf, the technical notes at http://www.bjs.gov/content/pub/pdf/cv06tn.pdf, and *Criminal Victimization, 2007* (Rand 2008) at https://www.bjs.gov/content/pub/pdf/cv07.pdf. Due to a sample increase and redesign in 2016, victimization estimates among youth were not comparable to estimates for other years and are not available in this report. For more information on the redesign, see https://www.bjs.gov/content/pub/pdf/cv16re.pdf.

The number of NCVS-eligible households in the 2017 sample was approximately 192,111. Households were selected using a stratified, multistage cluster design. In the first stage, the primary sampling units (PSUs), consisting of counties or groups of counties, were selected. In the second stage, smaller areas, called Enumeration Districts (EDs), were selected

from each sampled PSU. Finally, from selected EDs, clusters of four households, called segments, were selected for interviews. At each stage, the selection was done proportionate to population size in order to create a self-weighting sample. The final sample was augmented to account for households constructed after the decennial Census. Within each sampled household, the U.S. Census Bureau interviewer attempts to interview all household members age 12 and older to determine whether they had been victimized by the measured crimes during the 6 months preceding the interview.

The first NCVS interview with a housing unit is conducted in person. Subsequent interviews are conducted by telephone, if possible. All persons age 12 and older are interviewed every 6 months. Households remain in the sample for 3 years and are interviewed seven times at 6-month intervals. Since the survey's inception, the initial interview at each sample unit has been used only to bound future interviews to establish a time frame to avoid duplication of crimes uncovered in these subsequent interviews. Beginning in 2006, data from the initial interview have been adjusted to account for the effects of bounding and have been included in the survey estimates. After a household has been interviewed its seventh time, it is replaced by a new sample household. In 2017, the household response rate was about 76 percent, and the completion rate for persons within households was about 84 percent. Weights were developed to permit estimates for the total U.S. population 12 years and older. For more information about the NCVS, contact:

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http://www.bjs.gov/

School Crime Supplement (SCS)

Created as a supplement to the NCVS and co-designed by the National Center for Education Statistics and Bureau of Justice Statistics, the School Crime Supplement (SCS) survey has been conducted in 1989, 1995, and biennially since 1999 to collect additional information about school-related victimizations on a national level. This report includes data from the 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017 collections. The 1989 data are not included in this report as a result of methodological changes to the NCVS and SCS.

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The SCS was designed to assist policymakers, as well as academic researchers and practitioners at federal, state, and local levels, to make informed decisions concerning crime in schools. The survey asks students a number of key questions about their experiences with and perceptions of crime and violence that occurred inside their school, on school grounds, on the school bus, or on the way to or from school. Students are asked additional questions about security measures used by their school, students' participation in afterschool activities, students' perceptions of school rules, the presence of weapons and gangs in school, the presence of hate-related words and graffiti in school, student reports of bullying and reports of rejection at school, and the availability of drugs and alcohol in school. Students are also asked attitudinal questions relating to fear of victimization and avoidance behavior at school.

The SCS survey was conducted for a 6-month period from January through June in all households selected for the NCVS (see discussion above for information about the NCVS sampling design and changes to the race/ethnicity variable beginning in 2003). Within these households, the eligible respondents for the SCS were those household members who had attended school at any time during the 6 months preceding the interview, were enrolled in grades 6–12, and were not homeschooled. In 2007, the questionnaire was changed and household members who attended school sometime during the school year of the interview were included. The age range of students covered in this report is 12–18 years of age. Eligible respondents were asked the supplemental questions in the SCS only after completing their entire NCVS interview. It should be noted that the first or unbounded NCVS interview has always been included in analysis of the SCS data and may result in the reporting of events outside of the requested reference period.

The prevalence of victimization for 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017 was calculated by using NCVS incident variables appended to the SCS data files of the same year. The NCVS type of crime variable was used to classify victimizations of students in the SCS as serious violent, violent, or theft. The NCVS variables asking where the incident happened (at school) and what the victim was doing when it happened (attending school or on the way to or from school) were used to ascertain whether the incident happened at school. Only incidents that occurred inside the United States are included.

In 2001, the SCS survey instrument was modified from previous collections. First, in 1995 and 1999, "at school" was defined for respondents as in the school building, on the school grounds, or on a school bus. In 2001, the definition for "at school" was changed to mean in the school building, on school property, on a school bus, or going to and from school. This change was made to the 2001 questionnaire in order to be consistent with the definition of "at school" as it is constructed in the NCVS and was also used as the definition in subsequent SCS collections. Cognitive interviews conducted by the U.S. Census Bureau on the 1999 SCS suggested that modifications to the definition of "at school" would not have a substantial impact on the estimates.

A total of about 9,700 students participated in the 1995 SCS, 8,400 in 1999, 8,400 in 2001, 7,200 in 2003, 6,300 in 2005, 5,600 in 2007, 5,000 in 2009, 6,500 in 2011, 5,500 in 2015, and 7,100 in 2017. In the 2017 SCS, the household completion rate was 76 percent.

In the 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017 SCS, the household completion rates were 95 percent, 94 percent, 93 percent, 92 percent, 91 percent, 90 percent, 92 percent, 91 percent, 86 percent, 82 percent, and 76 percent, respectively, and the student completion rates were 78 percent, 78 percent, 77 percent, 70 percent, 62 percent, 58 percent, 56 percent, 63 percent, 60 percent, 58 percent, and 52 percent, respectively. The overall unweighted SCS unit response rate (calculated by multiplying the household completion rate by the student completion rate) was about 74 percent in 1995, 73 percent in 1999, 72 percent in 2001, 64 percent in 2003, 56 percent in 2005, 53 percent in 2007, 51 percent in 2009, 57 percent in 2011, 51 percent in 2013, 48 percent in 2015, and 40 percent in 2017.

There are two types of nonresponse: unit and item nonresponse. NCES requires that any stage of data collection within a survey that has a unit base-weighted response rate of less than 85 percent be evaluated for the potential magnitude of unit nonresponse bias before the data or any analysis using the data may be released (U.S. Department of Education 2003). Due to the low unit response rate in 2005, 2007, 2009, 2011, 2013, 2015, and 2017, a unit nonresponse bias analysis was done. Unit response rates indicate how many sampled units have completed interviews. Because interviews with students could only be completed after households

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had responded to the NCVS, the unit completion rate for the SCS reflects both the household interview completion rate and the student interview completion rate. Nonresponse can greatly affect the strength and application of survey data by leading to an increase in variance as a result of a reduction in the actual size of the sample and can produce bias if the nonrespondents have characteristics of interest that are different from the respondents. In order for response bias to occur, respondents must have different response rates and responses to particular survey variables. The magnitude of unit nonresponse bias is determined by the response rate and the differences between respondents and nonrespondents on key survey variables. Although the bias analysis cannot measure response bias since the SCS is a sample survey and it is not known how the population would have responded, the SCS sampling frame has several key student or school characteristic variables for which data are known for respondents and nonrespondents: sex, age, race/ethnicity, household income, region, and urbanicity, all of which are associated with student victimization. To the extent that there are differential responses by respondents in these groups, nonresponse bias is a concern.

In 2005, the analysis of unit nonresponse bias found evidence of bias for the race, household income, and urbanicity variables. White (non-Hispanic) and Other (non-Hispanic) respondents had higher response rates than Black (non-Hispanic) and Hispanic respondents. Respondents from households with an income of $35,000–$49,999 and $50,000 or more had higher response rates than those from households with incomes of less than $7,500, $7,500–$14,999, $15,000–$24,999, and $25,000–$34,999. Respondents who live in urban areas had lower response rates than those who live in rural or suburban areas. Although the extent of nonresponse bias cannot be determined, weighting adjustments, which corrected for differential response rates, should have reduced the problem.

In 2007, the analysis of unit nonresponse bias found evidence of bias by the race/ethnicity and household income variables. Hispanic respondents had lower response rates than other races/ethnicities. Respondents from households with an income of $25,000 or more had higher response rates than those from households with incomes of less than $25,000. However, when responding students are compared to the eligible NCVS sample, there were no measurable differences between the responding students and the eligible students, suggesting that the nonresponse bias has little impact on the overall estimates.

In 2009, the analysis of unit nonresponse bias found evidence of potential bias for the race/ethnicity and urbanicity variables. White students and students of other races/ethnicities had higher response rates than did Black and Hispanic respondents. Respondents from households located in rural areas had higher response rates than those from households located in urban areas. However, when responding students are compared to the eligible NCVS sample, there were no measurable differences between the responding students and the eligible students, suggesting that the nonresponse bias has little impact on the overall estimates.

In 2011, the analysis of unit nonresponse bias found evidence of potential bias for the age variable. Respondents 12 to 17 years old had higher response rates than did 18-year-old respondents in the NCVS and SCS interviews. Weighting the data adjusts for unequal selection probabilities and for the effects of nonresponse. The weighting adjustments that correct for differential response rates are created by region, age, race, and sex, and should have reduced the effect of nonresponse.

In 2013, the analysis of unit nonresponse bias found evidence of potential bias for the age, region, and Hispanic origin variables in the NCVS interview response. Within the SCS portion of the data, only the age and region variables showed significant unit nonresponse bias. Further analysis indicated only the age 14 and the west region categories showed positive response biases that were significantly different from some of the other categories within the age and region variables. Based on the analysis, nonresponse bias seems to have little impact on the SCS results.

In 2015, the analysis of unit nonresponse bias found evidence of potential bias for age, race, Hispanic origin, urbanicity, and region in the NCVS interview response. For the SCS interview, the age, race, urbanicity, and region variables showed significant unit nonresponse bias. The age 14 group and rural areas showed positive response biases that were significantly different from other categories within the age and urbanicity variables. The northeast region and Asian race group showed negative response biases that were significantly different from other categories within the region and race variables. These results provide evidence that these subgroups may have a nonresponse bias associated with them. Response rates for most SCS survey items in all survey years were high—typically 95 percent or more, meaning there is little potential for item nonresponse bias for most items in the survey.

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In 2017, the analysis of unit nonresponse bias found that the race/ethnicity and census region variables showed significant differences in response rates between different race/ethnicity and census region subgroups. Respondent and nonrespondent distributions were significantly different for the race/ethnicity subgroup only. However, after using weights adjusted for person nonresponse, there was no evidence that these response differences introduced nonresponse bias in the final victimization estimates. Response rates for key SCS items were about 98 percent or higher, meaning there was little potential for item nonresponse bias for most items in the survey.

The weighted data permit inferences about the eligible student population who were enrolled in schools in all SCS data years. For more information about SCS, contact:

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Youth Risk Behavior Surveillance System (YRBSS)

The Youth Risk Behavior Surveillance System (YRBSS) is an epidemiological surveillance system developed by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of youth behaviors that most influence health. The YRBSS focuses on priority health-risk behaviors established during youth that result in the most significant mortality, morbidity, disability, and social problems during both youth and adulthood. The YRBSS includes a national school-based Youth Risk Behavior Survey (YRBS) as well as surveys conducted in states, territories, tribes, and large urban school districts. This report uses 1993, 1995, 1997, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017 YRBSS data.

The national YRBS uses a three-stage cluster sampling design to produce a nationally representative sample of students in grades 9–12 in the United States. In each survey, the target population consisted of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. The first-stage sampling frame included selecting primary sampling units (PSUs) from strata formed on the basis of urbanization and the relative percentage of Black and Hispanic students in the PSU. These PSUs are either counties; subareas of large counties; or groups of smaller, adjacent counties. At the second stage, schools were selected with probability proportional to school enrollment size.

The final stage of sampling consisted of randomly selecting, in each chosen school and in each of grades 9–12, one or two classrooms from either a required subject, such as English or social studies, or a required period, such as homeroom or second period. All students in selected classes were eligible to participate. In surveys conducted before 2013, three strategies were used to oversample Black and Hispanic students: (1) larger sampling rates were used to select PSUs that are in high-Black and high-Hispanic strata; (2) a modified measure of size was used that increased the probability of selecting schools with a disproportionately high minority enrollment; and (3) two classes per grade, rather than one, were selected in schools with a high percentage of Black or Hispanic enrollment. In 2013, 2015, and 2017, only selection of two classes per grade was needed to achieve an adequate precision with minimum variance. Approximately 16,300 students participated in the 1993 survey, 10,900 participated in the 1995 survey, 16,300 participated in the 1997 survey, 15,300 participated in the 1999 survey, 13,600 participated in the 2001 survey, 15,200 participated in the 2003 survey, 13,900 participated in the 2005 survey, 14,000 participated in the 2007 survey, 16,400 participated in the 2009 survey, 15,400 participated in the 2011 survey, 13,600 participated in the 2013 survey, 15,600 participated in the 2015 survey, and 14,800 participated in the 2017 survey.

The overall response rate was 70 percent for the 1993 survey, 60 percent for the 1995 survey, 69 percent for the 1997 survey, 66 percent for the 1999 survey, 63 percent for the 2001 survey, 67 percent for the 2003 survey, 67 percent for the 2005 survey, 68 percent for the 2007 survey, 71 percent for the 2009 survey, 71 percent for the 2011 survey, 68 percent for the 2013 survey, 60 percent for the 2015 survey, and 60 percent for the 2017 survey. NCES standards call for response rates of 85 percent or better for cross-sectional surveys, and bias analyses are generally required by NCES when that percentage is not achieved. For YRBS data, a full nonresponse bias analysis has not been done because the data necessary to do the analysis are not available. A school

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nonresponse bias analysis, however, was done for the 2017 survey. This analysis found some evidence of potential bias by school type and school poverty level, but concluded that the bias had little impact on the overall estimates and would be further reduced by weight adjustment. The weights were developed to adjust for nonresponse and the oversampling of Black and Hispanic students in the sample. The final weights were constructed so that only weighted proportions of students (not weighted counts of students) in each grade matched national population projections.

State-level data were downloaded from the Youth Online: Comprehensive Results web page (http://nccd.cdc.gov/YouthOnline/). Each state and district school-based YRBS employs a two-stage, cluster sample design to produce representative samples of students in grades 9–12 in their jurisdiction. All except one state sample (South Dakota), and all district samples, include only public schools, and each district sample includes only schools in the funded school district (e.g., San Diego Unified School District) rather than in the entire city (e.g., greater San Diego area).

In the first sampling stage in all except a few states and districts, schools are selected with probability proportional to school enrollment size. In the second sampling stage, intact classes of a required subject or intact classes during a required period (e.g., second period) are selected randomly. All students in sampled classes are eligible to participate. Certain states and districts modify these procedures to meet their individual needs. For example, in a given state or district, all schools, rather than a sample of schools, might be selected to participate. State and local surveys that have a scientifically selected sample, appropriate documentation, and an overall response rate greater than or equal to 60 percent are weighted. The overall response rate reflects the school response rate multiplied by the student response rate. These three criteria are used to ensure that the data from those surveys can be considered representative of students in grades 9–12 in that jurisdiction. A weight is applied to each record to adjust for student nonresponse and the distribution of students by grade, sex, and race/ethnicity in each jurisdiction. Therefore, weighted estimates are representative of all students in grades 9–12 attending schools in each jurisdiction. Surveys that do not have an overall response rate of greater than or equal to 60 percent and that do not have appropriate documentation are not weighted and are not included in this report.

In 2017, a total of 39 states and 21 districts had weighted data. Not all of the districts were contained in the 39 states. For example, Texas was not one of the 39 states that obtained weighted data, but it contained two districts that did. For more information on the location of the districts, see https://www.cdc.gov/healthyyouth/data/yrbs/participation.htm. In sites with weighted data, the student sample sizes for the state and district YRBS ranged from 805 to 51,807. School response rates ranged from 68 to 100 percent, student response rates ranged from 67 to 90 percent, and overall response rates ranged from 60 to 89 percent.

Readers should note that reports of these data published by the CDC and in this report do not include percentages where the denominator includes less than 100 unweighted cases.

In 1999, in accordance with changes to the Office of Management and Budget's standards for the classification of federal data on race and ethnicity, the YRBS item on race/ethnicity was modified. The version of the race and ethnicity question used in 1993, 1995, and 1997 was:

How do you describe yourself?

a. White—not Hispanic
b. Black—not Hispanic
c. Hispanic or Latino
d. Asian or Pacific Islander
e. American Indian or Alaskan Native
f. Other

The version used in 1999, 2001, 2003, and in the 2005 state and local district surveys was:

How do you describe yourself? (Select one or more responses.)

a. American Indian or Alaska Native
b. Asian
c. Black or African American
d. Hispanic or Latino
e. Native Hawaiian or Other Pacific Islander
f. White

In the 2005 national survey and in all 2007, 2009, 2011, 2013, 2015, and 2017 surveys, race/ethnicity was computed from two questions: (1) "Are you Hispanic or Latino?" (response options were "yes" and "no"), and (2) "What is your race?" (response options were "American Indian or Alaska Native," "Asian," "Black or African American," "Native Hawaiian or Other Pacific Islander," or "White").

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For the second question, students could select more than one response option. For this report, students were classified as "Hispanic" if they answered "yes" to the first question, regardless of how they answered the second question. Students who answered "no" to the first question and selected more than one race/ethnicity in the second category were classified as "More than one race." Students who answered "no" to the first question and selected only one race/ethnicity were classified as that race/ethnicity. Race/ethnicity was classified as missing for students who did not answer the first question and for students who answered "no" to the first question but did not answer the second question.

CDC has conducted two studies to understand the effect of changing the race/ethnicity item on the YRBS. Brener, Kann, and McManus (2003) found that allowing students to select more than one response to a single race/ethnicity question on the YRBS had only a minimal effect on reported race/ethnicity among high school students. Eaton et al. (2007) found that self-reported race/ethnicity was similar regardless of whether the single-question or a two-question format was used.

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Schools and Staffing Survey (SASS)

The Schools and Staffing Survey (SASS) is a set of related questionnaires that collect descriptive data on the context of public and private elementary and secondary education. Data reported by districts, schools, principals, teachers, and library media centers provide a variety of statistics on the condition of education in the United States that may be used by policymakers and the general public. The SASS system covers a wide range of topics, including teacher demand, teacher and principal characteristics, teachers' and principals' perceptions of school climate and problems in their schools, teacher and principal compensation, district hiring and retention practices, general conditions in schools, and basic characteristics of the student population.

SASS data are collected through a mail questionnaire with telephone and in-person field follow-up. SASS has been conducted by the U.S. Census Bureau for NCES since the first administration of the survey, which was conducted during the 1987–88 school year. Subsequent SASS administrations were conducted in 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12.

SASS is designed to produce national, regional, and state estimates for public elementary and secondary schools, school districts, principals, teachers, and school library media centers; and national and regional estimates for public charter schools, as well as principals, teachers, and school library media centers within these schools. For private schools, the sample supports national, regional, and affiliation estimates for schools, principals, and teachers.

From its inception, SASS has had five core components: school questionnaires, teacher listing forms, teacher questionnaires, principal questionnaires, and school district (prior to 1999–2000, "teacher demand and shortage") questionnaires. A sixth component, school library media center questionnaires, was introduced in the 1993–94 administration and has been included in every subsequent administration of SASS. School library data were also collected in the 1990–91 administration of the survey through the school and principal questionnaires.

School questionnaires used in SASS include the Public and Private School Questionnaires, teacher questionnaires include the Public and Private School Teacher Questionnaires, principal questionnaires include the Public and Private School Principal (or School Administrator) Questionnaires, school district questionnaires include the School District (or Teacher Demand and Shortage) Questionnaire, and library media center questionnaires include the School Library Media Center Questionnaire.

Although the five core questionnaires and the school library media questionnaires have remained relatively stable over the various administrations of SASS, the survey has changed to accommodate emerging issues in elementary and secondary education. Some items have been added, some have been deleted, and some questionnaire items have been reworded.

During the 1990–91 SASS cycle, NCES worked with the Office of Indian Education to add an Indian School Questionnaire to SASS, and it remained a part of SASS through 2007–08. The Indian School Questionnaire explores the same school-level issues that the Public and Private School Questionnaires

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explore, allowing comparisons among the three types of schools. The 1990–91, 1993–94, 1999–2000, 2003–04, and 2007–08 administrations of SASS obtained data on Bureau of Indian Education (BIE) schools (schools funded or operated by the BIE), but the 2011–12 administration did not collect data from BIE schools. SASS estimates for all survey years presented in this report exclude BIE schools, and as a result, estimates in this report may differ from those in previously published reports.

School library media center questionnaires were administered in public, private, and BIE schools as part of the 1993–94 and 1999–2000 SASS. During the 2003–04 administration of SASS, only library media centers in public schools were surveyed, and in 2007–08 library media centers in public schools and BIE and BIE-funded schools were surveyed. The 2011–12 survey collected data only on school library media centers in traditional public schools and in public charter schools. School library questions focused on facilities, services and policies, staffing, technology, information literacy, collections and expenditures, and media equipment. New or revised topics included access to online licensed databases, resource availability, and additional elements on information literacy. The Student Records and Library Media Specialist/Librarian Questionnaires were administered only in 1993–94.

As part of the 1999–2000 SASS, the Charter School Questionnaire was sent to the universe of charter schools in operation in 1998–99. In 2003–04 and in subsequent administrations of SASS, charter schools were included in the public school sample as opposed to being sent a separate questionnaire. Another change in the 2003–04 administration of SASS was a revised data collection procedure using a primary in-person contact within the school intended to reduce the field follow-up phase.

The SASS teacher surveys collect information on the characteristics of teachers, such as their age, race/ethnicity, years of teaching experience, average number of hours per week spent on teaching activities, base salary, average class size, and highest degree earned. These teacher-reported data may be combined with related information on their school's characteristics, such as school type (e.g., public traditional, public charter, Catholic, private other religious, and private nonsectarian), community type, and school enrollment size. The teacher questionnaires also ask for information on teacher opinions regarding the school and teaching environment. In 1993–94, about 53,000 public school teachers and 10,400 private school teachers

were sampled. In 1999–2000, about 56,300 public school teachers, 4,400 public charter school teachers, and 10,800 private school teachers were sampled. In 2003–04, about 52,500 public school teachers and 10,000 private school teachers were sampled. In 2007–08, about 48,400 public school teachers and 8,200 private school teachers were sampled. In 2011–12, about 51,100 public school teachers and 7,100 private school teachers were sampled. Weighted overall response rates in 2011–12 were 61.8 percent for public school teachers and 50.1 percent for private school teachers.

The SASS principal surveys focus on such topics as age, race/ethnicity, sex, average annual salary, years of experience, highest degree attained, perceived influence on decisions made at the school, and hours spent per week on all school activities. These data on principals can be placed in the context of other SASS data, such as the type of the principal's school (e.g., public traditional, public charter, Catholic, other religious, or nonsectarian), enrollment, and percentage of students eligible for free or reduced-price lunch. In 2003–04, about 10,200 public school principals were sampled, and in 2007–08, about 9,800 public school principals were sampled. In 2011–12, about 11,000 public school principals and 3,000 private school principals were sampled. Weighted response rates in 2011–12 for public school principals and private school principals were 72.7 percent and 64.7 percent, respectively.

The SASS 2011–12 sample of schools was confined to the 50 states and the District of Columbia and excludes the other jurisdictions, the Department of Defense overseas schools, the BIE schools, and schools that do not offer teacher-provided classroom instruction in grades 1–12 or the ungraded equivalent. The SASS 2011–12 sample included 10,250 traditional public schools, 750 public charter schools, and 3,000 private schools.

The public school sample for the 2011–12 SASS was based on an adjusted public school universe file from the 2009–10 Common Core of Data (CCD), a database of all the nation's public school districts and public schools. The private school sample for the 2011–12 SASS was selected from the 2009–10 Private School Universe Survey (PSS), as updated for the 2011–12 PSS. This update collected membership lists from private school associations and religious denominations, as well as private school lists from state education departments. The 2011–12 SASS private school frame was further augmented by the inclusion of additional schools that were identified through the 2009–10 PSS area frame data collection.

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Additional resources available regarding SASS include the methodology report *Quality Profile for SASS, Rounds 1–3: 1987–1995, Aspects of the Quality of Data in the Schools and Staffing Surveys (SASS)* (Kalton et al. 2000) (NCES 2000-308), as well as these reports: *Documentation for the 2011–12 Schools and Staffing Survey* (Cox et al. 2017) and *User's Manual for the 2011–12 Schools and Staffing Survey, Volumes 1–6* (Goldring et al. 2013) (NCES 2013-330 through 2013-335). For additional information about the SASS program, contact:

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National Teacher and Principal Survey (NTPS)

The National Teacher and Principal Survey is a set of related questionnaires that collect descriptive data on the context of elementary and secondary education. Data reported by schools, principals, and teachers provide a variety of statistics on the condition of education in the United States that may be used by policymakers and the general public. The NTPS system covers a wide range of topics, including teacher demand, teacher and principal characteristics, teachers' and principals' perceptions of school climate and problems in their schools, teacher and principal compensation, district hiring and retention practices, general conditions in schools, and basic characteristics of the student population.

The NTPS was first conducted during the 2015–16 school year. The survey is a redesign of the Schools and Staffing Survey (SASS), which was conducted from the 1987–88 school year to the 2011–12 school year. Although the NTPS maintains the SASS survey's focus on schools, teachers, and administrators, the NTPS has a different structure and sample than SASS. In addition, whereas SASS operated on a 4-year survey cycle, the NTPS operates on a 2-year survey cycle.

The school sample for the 2015–16 NTPS was based on an adjusted public school universe file from the 2013–14 Common Core of Data (CCD), a database of all the nation's public school districts and public schools. The NTPS definition of a school is the same as the SASS definition of a school—an institution or part of an institution that provides classroom instruction to students, has one or more teachers to provide instruction, serves students in one or more of grades 1–12 or the ungraded equivalent, and is located in one or more buildings apart from a private home.

The 2015–16 NTPS universe of schools is confined to the 50 states plus the District of Columbia. It excludes the Department of Defense dependents schools overseas, schools in U.S. territories overseas, and CCD schools that do not offer teacher-provided classroom instruction in grades 1–12 or the ungraded equivalent. Bureau of Indian Education schools are included in the NTPS universe, but these schools were not oversampled and the data do not support separate BIE estimates.

The NTPS includes three key components: school questionnaires, principal questionnaires, and teacher questionnaires. NTPS data are collected by the U.S. Census Bureau through a mail questionnaire with telephone and in-person field follow-up. The school and principal questionnaires were sent to sampled schools, and the teacher questionnaire was sent to a sample of teachers working at sampled schools. The NTPS school sample consisted of about 8,300 public schools; the principal sample consisted of about 8,300 public school principals; and the teacher sample consisted of about 40,000 public school teachers.

The school questionnaire asks knowledgeable school staff members about grades offered, student attendance and enrollment, staffing patterns, teaching vacancies, programs and services offered, curriculum, and community service requirements. In addition, basic information is collected about the school year, including the beginning time of students' school days and the length of the school year. The weighted unit response rate for the 2015–16 school survey was 72.5 percent.

The principal questionnaire collects information about principal/school head demographic characteristics, training, experience, salary, goals for the school, and judgments about school working conditions and climate. Information is also obtained on professional development opportunities for teachers and principals, teacher performance, barriers to dismissal of underperforming teachers, school climate and safety, parent/guardian participation in school events, and attitudes about educational goals and school governance. The weighted unit response rate for the 2015–16 principal survey was 71.8 percent.

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The teacher questionnaire collects data from teachers about their current teaching assignment, workload, education history, and perceptions and attitudes about teaching. Questions are also asked about teacher preparation, induction, organization of classes, computers, and professional development. The weighted response rate for the 2015–16 teacher survey was 67.8 percent.

Further information about the NTPS is available in *User's Manual for the 2015–16 National Teacher and Principal Survey, Volumes 1–4* (Goldring et al. 2017) (NCES 2017-131 through NCES 2017-134).

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School Survey on Crime and Safety (SSOCS)

The School Survey on Crime and Safety (SSOCS) is the only recurring federal survey that collects detailed information on the incidence, frequency, seriousness, and nature of violence affecting students and school personnel, as well as other indicators of school safety from the schools' perspective. SSOCS is conducted by the National Center for Education Statistics (NCES) within the U.S. Department of Education and collected by the U.S. Census Bureau. Data from this collection can be used to examine the relationship between school characteristics and violent and serious violent crimes in primary, middle, high, and combined schools. In addition, data from SSOCS can be used to assess what crime prevention programs, practices, and policies are used by schools. SSOCS has been conducted in school years 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16.

The sampling frame for SSOCS:2016 was constructed from the 2013–14 Public Elementary/Secondary School Universe data file of the Common Core of Data (CCD), an annual collection of data on all public K–12 schools and school districts. The SSOCS sampling frame was restricted to regular public schools (including charter schools) in the United States and the District of Columbia. Other types of schools from the CCD Public Elementary/Secondary School Universe file were excluded from the SSOCS sampling frame. For instance, schools in Puerto Rico, American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the U.S. Virgin Islands, as well as Department of Defense dependents schools and Bureau of Indian Education schools, were excluded. Also excluded were special education, alternative, vocational, virtual, newly closed, ungraded, and home schools, and schools with the highest grade of kindergarten or lower.

The SSOCS:2016 universe totaled 83,600 schools. From this total, 3,553 schools were selected for participation in the survey. The sample was stratified by instructional level, type of locale (urbanicity), and enrollment size. The sample of schools in each instructional level was allocated to each of the 16 cells formed by the cross-classification of the four categories of enrollment size and four types of locale. The target number of responding schools allocated to each of the 16 cells was proportional to the sum of the square roots of the total student enrollment over all schools in the cell. The target respondent count within each stratum was then inflated to account for anticipated nonresponse; this inflated count was the sample size for the stratum.

Data collection began in February 2016 and ended in early July 2016. Questionnaire packets were mailed to the principals of the sampled schools, who were asked to complete the survey or have it completed by the person at the school who is most knowledgeable about school crime and policies for providing a safe school environment. A total of 2,092 public schools submitted usable questionnaires, resulting in an overall weighted unit response rate of 62.9 percent.

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Fast Response Survey System (FRSS)

The Fast Response Survey System (FRSS), established in 1975, collects issue-oriented data quickly, with a minimal burden on respondents. The FRSS, whose surveys collect and report data on key education issues at the elementary and secondary levels, was designed to meet the data needs of Department of Education analysts, planners, and decisionmakers when information could not be collected quickly through NCES's large recurring surveys. Findings from FRSS surveys have been included in congressional reports, testimony to congressional subcommittees, NCES reports, and other Department of Education reports. The findings are also often used by state and local education officials.

Data collected through FRSS surveys are representative at the national level, drawing from a sample that is appropriate for each study. The FRSS collects data from state education agencies and national samples of other educational organizations and participants, including local education agencies, public and private elementary and secondary schools, elementary and secondary school teachers and principals, and public libraries and school libraries. To ensure a minimal burden on respondents, the surveys are generally limited to three pages of questions, with a response burden of about 30 minutes per respondent. Sample sizes are relatively small (usually about 1,000 to 1,500 respondents per survey) so that data collection can be completed quickly.

The FRSS survey "School Safety and Discipline: 2013–14" (FRSS 106) collected information on specific safety and discipline plans and practices, training for classroom teachers and aides related to school safety and discipline issues, security personnel, frequency of specific discipline problems, and number of incidents of various offenses. The sample for the "School Safety and Discipline: 2013–14" survey was selected from the 2011–12 Common Core of Data (CCD) Public School Universe file. Approximately 1,600 regular public elementary, middle, and high school/combined schools in the 50 states and the District of Columbia were selected for the study. (For the purposes of the study, "regular" schools included charter schools.) In February 2014, questionnaires and cover letters were mailed to the principal of each sampled school. The letter requested that the questionnaire be completed by the person most knowledgeable about discipline issues at the school, and respondents were offered the option of completing the survey either on paper or

online. Telephone follow-up for survey nonresponse and data clarification was initiated in March 2014 and completed in July 2014. About 1,350 schools completed the survey. The weighted response rate was 85 percent.

One of the goals of the FRSS "School Safety and Discipline: 2013–14" survey is to allow comparisons to the School Survey on Crime and Safety (SSOCS) data. Consistent with the approach used on SSOCS, respondents were asked to report for the current 2013–14 school year to date. Information about violent incidents that occurred in the school between the time that the survey was completed and the end of the school year are not included in the survey data.

For more information about the FRSS, contact:

Chris Chapman
Sample Surveys Division
National Center for Education Statistics
550 12th Street SW
Washington, DC 20202
Chris.Chapman@ed.gov
http://nces.ed.gov/surveys/frss/

Campus Safety and Security Survey

The Campus Safety and Security Survey is administered by the Office of Postsecondary Education. Since 1990, all postsecondary institutions participating in Title IV student financial aid programs have been required to comply with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, known as the Clery Act. Originally, Congress enacted the Crime Awareness and Campus Security Act, which was amended in 1992, 1998, and again in 2000. The 1998 amendments renamed the law the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Clery Act requires schools to give timely warnings of crimes to the student body and staff; to publicize campus crime and safety policies; and to collect, report, and disseminate campus crime data.

Crime statistics are collected and disseminated by campus security authorities. These authorities include campus police; nonpolice security staff responsible for monitoring campus property; municipal, county, or state law enforcement agencies with institutional agreements for security services; individuals and offices designated by the campus security policies as those to whom crimes should be reported; and officials of the institution with significant responsibility for student and campus activities. The act requires disclosure for

offenses committed at geographic locations associated with each institution. For on-campus crimes, this includes property and buildings owned or controlled by the institution. In addition to on-campus crimes, the act requires disclosure of crimes committed in or on a noncampus building or property owned or controlled by the institution for educational purposes or for recognized student organizations, and on public property within or immediately adjacent to and accessible from the campus.

There are three types of statistics described in this report: criminal offenses; arrests for illegal weapons possession and violation of drug and liquor laws; and disciplinary referrals for illegal weapons possession and violation of drug and liquor laws. Criminal offenses include homicide, sex offenses, robbery, aggravated assaults, burglary, motor vehicle theft, and arson. Only the most serious offense is counted when more than one offense was committed during an incident. The two other categories, arrests and referrals, include counts for illegal weapons possession and violation of drug and liquor laws. Arrests and referrals relate to only those that are in violation of the law and not just in violation of institutional policies. If no federal, state, or local law was violated, these events are not reported. Further, if an individual is arrested and referred for disciplinary action for an offense, only the arrest is counted. Arrest is defined to include persons processed by arrest, citation, or summons, including those arrested and released without formal charges being placed. Referral for disciplinary action is defined to include persons referred to any official who initiates a disciplinary action of which a record is kept and which may result in the imposition of a sanction. Referrals may or may not involve the police or other law enforcement agencies.

All criminal offenses and arrests may include students, faculty, staff, and the general public. These offenses may or may not involve students that are enrolled in the institution. Referrals primarily deal with persons associated formally with the institution (i.e., students, faculty, staff).

Campus security and police statistics do not necessarily reflect the total amount or even the nature of crime on campus. Rather, they reflect incidents that have been reported and recorded by campus security and/or local police. The process of reporting and recording alleged criminal incidents involve some well-known social filters and steps beginning with the victim. First, the victim or some other party must recognize that a possible crime has occurred and report the event. The event must then be recorded, and if it is recorded, the nature and type of offense must be classified. This classification may differ from the initial report due to the collection of additional evidence, interviews with witnesses, or through officer discretion. Also, the date an incident is reported may be much later than the date of the actual incident. For example, a victim may not realize something was stolen until much later, or a victim of violence may wait a number of days to report a crime. Other factors are related to the probability that an incident is reported, including the severity of the event, the victim's confidence and prior experience with the police or security agency, or influence from third parties (e.g., friends and family knowledgeable about the incident). Finally the reader should be mindful that these figures represent alleged criminal offenses reported to campus security and/ or local police within a given year, and they do not necessarily reflect prosecutions or convictions for crime. More information on the reporting of campus crime and safety data may be obtained from: *The Handbook for Campus Safety and Security Reporting* (U.S. Department of Education 2016) http://www2. ed.gov/admins/lead/safety/campus.html#handbook.

Policy Coordination, Development, and Accreditation Service
Office of Postsecondary Education
U.S. Department of Education
http://ope.ed.gov/security/index.aspx

Campus Safety and Security Help Desk
(800) 435-5985
CampusSafetyHelp@westat.com

EDFacts

ED*Facts* is a centralized data collection through which state education agencies submit K–12 education data to the U.S. Department of Education (ED). All data in ED*Facts* are organized into "data groups" and reported to ED using defined file specifications. Depending on the data group, state education agencies may submit aggregate counts for the state as a whole or detailed counts for individual schools or school districts. ED*Facts* does not collect student-level records. The entities that are required to report ED*Facts* data vary by data group but may include the 50 states, the District of Columbia, the Department of Defense (DoD) dependents schools, the Bureau of Indian Education, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. More information about ED*Facts* file specifications and data groups can be found at http://www.ed.gov/edfacts.

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ED*Facts* is a universe collection and is not subject to sampling error, but nonsampling errors such as nonresponse and inaccurate reporting may occur. ED attempts to minimize nonsampling errors by training data submission coordinators and reviewing the quality of state data submissions. However, anomalies may still be present in the data.

Differences in state data collection systems may limit the comparability of ED*Facts* data across states and across time. To build ED*Facts* files, state education agencies rely on data that were reported by their schools and school districts. The systems used to collect these data are evolving rapidly and differ from state to state. For example, there is a large shift in California's firearm incident data between 2010–11 and 2011–12. California cited a new student data system that more accurately collects firearm incident data as the reason for the magnitude of the difference.

In some cases, ED*Facts* data may not align with data reported on state education agency websites. States may update their websites on different schedules than those they use to report to ED. Further, ED may use methods to protect the privacy of individuals represented within the data that could be different from the methods used by an individual state.

ED*Facts* firearm incidents data are collected in data group 596 within file 086. ED*Facts* collects this data group on behalf of the Office of Safe and Healthy Students in the Office of Elementary and Secondary Education. The definition for this data group is "The unduplicated number of students who were involved in an incident involving a firearm." The reporting period is the entire school year. For more information about this data group, see file specification 086 for the relevant school year, available at https://www2.ed.gov/about/inits/ed/edfacts/sy-16-17-nonxml.html.

For more information about ED*Facts*, contact:

ED*Facts*
Administrative Data Division
Elementary/Secondary Branch
National Center for Education Statistics
550 12th Street SW
Washington, DC 20202
ED*Facts*@ed.gov
http://www2.ed.gov/about/inits/ed/edfacts/index.html

Monitoring the Future Survey

The National Institute on Drug Abuse of the U.S. Department of Health and Human Services is the primary supporter of the long-term study titled "Monitoring the Future: A Continuing Study of American Youth," conducted by the University of Michigan Institute for Social Research. One component of the study deals with student drug abuse. Results of the national sample survey have been published annually since 1975. With the exception of 1975, when about 9,400 students participated in the survey, the annual samples comprise roughly 16,000 students in 150 public and private schools. Students complete self-administered questionnaires given to them in their classrooms by University of Michigan personnel. Each year, 8th-, 10th-, and 12th-graders are surveyed (12th-graders since 1975, and 8th- and 10th-graders since 1991). The 8th- and 10th-grade surveys are anonymous, while the 12th-grade survey is confidential. The 10th-grade samples involve about 17,000 students in 140 schools each year, while the 8th-grade samples have approximately 18,000 students in about 150 schools. In all, approximately 50,000 students from about 420 public and private secondary schools are surveyed annually. Approximately 90 percent of 8th-grade students, 88 percent of 10th-grade students, and 80 percent of 12th-grade students surveyed participated in the study in 2016. Beginning with the class of 1976, a randomly selected sample from each senior class has been followed in the years after high school on a continuing basis.

Understandably, there is some reluctance to admit illegal activities. Also, students who are out of school on the day of the survey are nonrespondents, and the survey does not include high school dropouts. The inclusion of absentees and dropouts would tend to increase the proportion of individuals who had used drugs. A 1983 study found that the inclusion of absentees could increase some of the drug usage estimates by as much as 2.7 percentage points. (Details on that study and its methodology were published in *Drug Use Among American High School Students, College Students, and Other Young Adults*, by L.D. Johnston, P.M. O'Malley, and J.G. Bachman, available from the National Clearinghouse on Drug Abuse Information, 5600 Fishers Lane, Rockville, MD 20857.)

The 2017 Monitoring the Future survey involved about 43,700 8th-, 10th-, and 12th-grade students in 360 secondary schools nationwide. The first published

results were presented in *Monitoring the Future, National Results on Drug Use, 1975–2017: Overview, Key Findings on Adolescent Drug Use,* at http://www. monitoringthefuture.org.

Further information on the Monitoring the Future drug abuse survey may be obtained from:

National Institute on Drug Abuse
Division of Epidemiology, Services and
    Prevention Research
6001 Executive Boulevard
Bethesda, MD 20892
mtfinformation@umich.edu
http://www.monitoringthefuture.org

Studies of Active Shooter Incidents

The Investigative Assistance for Violent Crimes Act of 2012, which was signed into law in 2013, authorizes the attorney general, upon the request of an appropriate state or local law enforcement official, to "assist in the investigation of violent acts and shootings occurring in a place of public use and in the investigation of mass killings and attempted mass killings." The attorney general delegated this responsibility to the Federal Bureau of Investigation (FBI).

In 2014, the FBI initiated studies of active shooter incidents in order to advance the understanding of these incidents and provide law enforcement agencies with data that can inform efforts toward preventing, preparing for, responding to, and recovering from them.

Data on active shooter incidents at educational institutions come from the FBI reports *A Study of Active Shooter Incidents in the United States Between 2000 and 2013, Active Shooter Incidents in the United States in 2014 and 2015,* and *Active Shooter Incidents in the United States in 2016 and 2017*, which can be accessed at https://www.fbi.gov/about/ partnerships/office-of-partner-engagement/active-shooter-resources.

Further information about FBI resources on active shooter incidents may be obtained from:

Active Shooter Resources
Office of Partner Engagement
Federal Bureau of Investigation
U.S. Department of Justice
935 Pennsylvania Avenue NW
Washington, DC 20535
https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources

Accuracy of Estimates

The accuracy of any statistic is determined by the joint effects of nonsampling and sampling errors. Both types of error affect the estimates presented in this report. Several sources can contribute to nonsampling errors. For example, members of the population of interest are inadvertently excluded from the sampling frame; sampled members refuse to answer some of the survey questions (item nonresponse) or all of the survey questions (questionnaire nonresponse); mistakes are made during data editing, coding, or entry; the responses that respondents provide differ from the "true" responses; or measurement instruments such as tests or questionnaires fail to measure the characteristics they are intended to measure. Although nonsampling errors due to questionnaire and item nonresponse can be reduced somewhat by the adjustment of sample weights and imputation procedures, correcting nonsampling errors or gauging the effects of these errors is usually difficult.

Sampling errors occur because observations are made on samples rather than on entire populations. Surveys of population universes are not subject to sampling errors. Estimates based on a sample will differ somewhat from those that would have been obtained by a complete census of the relevant population using the same survey instruments, instructions, and procedures. The standard error of a statistic is a measure of the variation due to sampling; it indicates the precision of the statistic obtained in a particular sample. In addition, the standard errors for two sample statistics can be used to estimate the precision of the difference between the two statistics and to help determine whether the difference based on the sample is large enough so that it represents the population difference.

Most of the data used in this report were obtained from complex sampling designs rather than a simple random design. The features of complex sampling require different techniques to calculate standard errors than are used for data collected using a simple random sampling. Therefore, calculation of standard errors requires procedures that are markedly different from the ones used when the data are from a simple random sample. The Taylor series approximation technique or the balanced repeated replication (BRR) method was used to estimate most of the statistics and their standard errors in this report.

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Standard error calculation for data from the School Crime Supplement was based on the Taylor series approximation method using PSU and strata variables available from each dataset. For statistics based on all years of NCVS data, standard errors were derived from a formula developed by the U.S. Census Bureau, which consists of three generalized variance function (gvf) constant parameters that represent the curve fitted to the individual standard errors calculated using the Balanced Repeated Replication (BRR) technique.

The coefficient of variation (CV) represents the ratio of the standard error to the mean. As an attribute of a distribution, the CV is an important measure of the reliability and accuracy of an estimate. With the exception of *Indicator 2*, the CV was calculated for all estimates in this report, and in cases where the CV was between 30 and 50 percent the estimates were noted with an "!" symbol (interpret data with caution). In *Indicator 2*, the "!" symbol cautions the reader that estimates marked indicate that the reported statistic was based on fewer than 10 cases or the CV was greater than 50 percent. With the exception of *Indicator 2*, in cases where the CV was 50 percent or greater, the estimate was determined not to meet reporting standards and was suppressed.

Statistical Procedures

Comparisons in the text based on sample survey data have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variation. Findings described in this report with comparative language (e.g., higher, lower, increase, and decrease) are statistically significant at the .05 level. Comparisons based on universe data do not require statistical testing, with the exception of linear trends. Several test procedures were used, depending upon the type of data being analyzed and the nature of the statement being tested. The primary test procedure used in this report was Student's *t* statistic, which tests the difference between two sample estimates. The *t* test formula was not adjusted for multiple comparisons. The formula used to compute the *t* statistic is as follows:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}} \qquad (1)$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. Note that this formula is valid only for independent estimates. When the estimates are not independent (for example, when comparing a total percentage with that for a subgroup included in the total), a covariance

term (i.e., $2 * r * se_1 * se_2$) must be subtracted from the denominator of the formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2 - (2 * r * se_1 * se_2)}} \qquad (2)$$

where *r* is the correlation coefficient. Once the *t* value was computed, it was compared to the published tables of values at certain critical levels, called alpha levels. For this report, an alpha value of .05 was used, which has a *t* value of 1.96. If the *t* value was larger than 1.96, then the difference between the two estimates is statistically significant at the 95 percent level.

A linear trend test was used when differences among percentages were examined relative to ordered categories of a variable, rather than the differences between two discrete categories. This test allows one to examine whether, for example, the percentage of students using drugs increased (or decreased) over time or whether the percentage of students who reported being physically attacked in school increased (or decreased) with their age. Based on a regression with, for example, student's age as the independent variable and whether a student was physically attacked as the dependent variable, the test involves computing the regression coefficient (*b*) and its corresponding standard error (*se*). The ratio of these two (*b/se*) is the test statistic *t*. If *t* is greater than 1.96, the critical value for one comparison at the .05 alpha level, the hypothesis that there is no linear relationship between student's age and being physically attacked is rejected.

Some comparisons among categories of an ordered variable with three or more levels involved a test for a linear trend across all categories, rather than a series of tests between pairs of categories. In this report, when differences among percentages were examined relative to a variable with ordered categories, analysis of variance (ANOVA) was used to test for a linear relationship between the two variables. To do this, ANOVA models included orthogonal linear contrasts corresponding to successive levels of the independent variable. The squares of the Taylorized standard errors (that is, standard errors that were calculated by the Taylor series method), the variance between the means, and the unweighted sample sizes were used to partition the total sum of squares into within- and between-group sums of squares. These were used to create mean squares for the within- and between-group variance components and their corresponding *F* statistics, which were then compared to published values of *F* for a significance level of .05. Significant values of both the overall *F* and the *F* associated with the linear contrast term were required as evidence of a linear relationship between the two variables.

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Appendix B: Glossary of Terms

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Active shooter An individual actively engaged in killing or attempting to kill people in a confined and populated area.

Aggravated assault Attack or attempted attack with a weapon, regardless of whether or not an injury occurs, and attack without a weapon when serious injury results.

At school In the school building, on school property, on a school bus, and going to or from school. The National Crime Victimization Survey further specifies that on school property includes on school parking area, play area, school bus, etc. The Fast Response Survey System and the School Survey on Crime and Safety further specify that at school includes at places that held school-sponsored events or activities. Additionally, respondents were instructed to report on activities that occurred during normal school hours or when school activities/events were in session, unless otherwise specified. The School-Associated Violent Death Surveillance System specifies that at school also includes attending or traveling to or from a school-sponsored event.

Bullied In the School Crime Supplement, students were asked if any student had bullied them at school in one or more ways during the school year. Specifically, students were asked if another student had made fun of them, called them names, or insulted them; spread rumors about them; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them to do something they did not want to do; excluded them from activities on purpose; or destroyed their property on purpose.

City Includes all territory inside a Census-defined urbanized area and inside a principal city. For more information see: https://nces.ed.gov/programs/edge/Geographic/LocaleBoundaries.

Combined schools Schools that include all combinations of grades, including K–12 schools, other than primary, middle, and high schools (see definitions for these school levels later in this section).

Crime Any violation of a statute or regulation or any act that the government has determined is injurious to the public, including felonies and misdemeanors. Such violation may or may not involve violence, and it may affect individuals or property.

Cult or extremist group A group that espouses radical beliefs and practices, which may include a religious component, that are widely seen as threatening the basic values and cultural norms of society at large.

Cyberbullied Students were asked if another student did one or more of the following behaviors anywhere that made them feel bad or were hurtful. Specifically, students were asked about bullying by a peer that occurred anywhere via electronic means, including the Internet, e-mail, instant messaging, text messaging, online gaming, and online communities.

Elementary school A school in which the lowest grade is less than or equal to grade 6 and the highest grade is less than or equal to grade 8.

Elementary teachers See instructional level.

Firearm/explosive device Any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, and similar devices designed to explode and capable of causing bodily harm or property damage.

Gang (School Crime Supplement) Street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. All gangs, whether or not they are involved in violent or illegal activity, are included.

Gang (School Survey on Crime and Safety) An ongoing loosely organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols, or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior.

Hate crime A criminal offense or threat against a person, property, or society that is motivated, in whole or in part, by the offender's bias against a race, color, national origin, ethnicity, gender, religion, disability, or sexual orientation.

Hate-related graffiti Hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of the school building.

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Hate-related words Students were asked if anyone called them an insulting or bad name at school having to do with their race, religion, ethnic background or national origin, disability, gender, or sexual orientation.

High school A school in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12.

Homicide An act involving a killing of one person by another resulting from interpersonal violence.

Incident A specific criminal act or offense involving one or more victims and one or more offenders.

Instructional level Teachers are divided into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of their classes. Those with only ungraded classes become elementary level teachers if their main assignment is Early childhood/preK or Elementary, or they teach either special education in a self-contained classroom or an elementary enrichment class. All other teachers with ungraded classes are classified as secondary level. Among teachers with regularly graded classes, elementary level teachers generally teach any of grades preK–5; report a main assignment in an Early childhood/preK, Elementary, Self-contained special education, or Elementary enrichment program; or report that the majority of grades taught are K–6. In general, secondary level teachers instruct any of grades 7–12 but usually no grade lower than 5th. They also teach more of grades 7–12 than lower level grades.

Legal intervention death A death caused by a law enforcement agent in the course of arresting or attempting to arrest a lawbreaker, suppressing a disturbance, maintaining order, or engaging in another legal action.

Metropolitan Statistical Areas (MSAs) Geographic entities defined by the U.S. Office of Management and Budget (OMB) for use by federal statistical agencies in collecting, tabulating, and publishing federal statistics.

Middle school A school in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9.

Multistage sampling A survey sampling technique in which there is more than one wave of sampling. That is, one sample of units is drawn, and then another sample is drawn within that sample. For example, at the first stage, a number of Census blocks may be sampled out of all the Census blocks in the United States. At the second stage, households are sampled within the previously sampled Census blocks.

On school property On school property is included in the Youth Risk Behavior Survey question wording, but was not defined for respondents.

Physical attack or fight An actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

Prevalence The percentage of the population directly affected by crime in a given period. This rate is based upon specific information elicited directly from the respondent regarding crimes committed against his or her person, against his or her property, or against an individual bearing a unique relationship to him or her. It is not based upon perceptions and beliefs about, or reactions to, criminal acts.

Primary school A school in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8.

Rape (Fast Response Survey System and School Survey on Crime and Safety) Forced sexual intercourse (vaginal, anal, or oral penetration). Includes penetration from a foreign object.

Rape (National Crime Victimization Survey) Forced sexual intercourse including both psychological coercion as well as physical force. Forced sexual intercourse means vaginal, anal, or oral penetration by the offender(s). Includes attempts and verbal threats of rape. This category also includes incidents where the penetration is from a foreign object, such as a bottle.

Robbery (Fast Response Survey System and School Survey on Crime and Safety) The taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that a threat or battery is involved in robbery.

Robbery (National Crime Victimization Survey) Completed or attempted theft, directly from a person, of property or cash by force or threat of force, with or without a weapon, and with or without injury.

Rural (Fast Response Survey System, School and Staffing Survey, and School Survey on Crime and Safety) Includes all territory outside a Census-defined urbanized area or urban cluster. For more information see: https://nces.ed.gov/programs/edge/Geographic/LocaleBoundaries.

Rural school (Youth Risk Behavior Survey) A school located outside an MSA.

School An education institution consisting of one or more of grades K–12.

School crime Any criminal activity that is committed on school property.

School year The 12-month period of time denoting the beginning and ending dates for school accounting purposes, usually from July 1 through June 30.

School-associated violent death A homicide, suicide, or legal intervention death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States, while the victim was on the way to or from regular sessions at such a school, or while the victim was attending or traveling to or from an official school-sponsored event. Victims may include nonstudents as well as students and staff members.

Secondary school A school in which the lowest grade is greater than or equal to grade 7 and the highest grade is less than or equal to grade 12.

Secondary teachers See instructional level.

Serious violent incidents (Fast Response Survey System and School Survey on Crime and Safety) Include rape, sexual battery other than rape, physical attacks or fights with a weapon, threats of physical attack with a weapon, and robbery with or without a weapon.

Serious violent victimization (National Crime Victimization Survey and School Crime Supplement) Rape, sexual assault, robbery, and aggravated assault.

Sexual assault (National Crime Victimization Survey) A wide range of victimizations, separate from rape or attempted rape. These crimes include attacks or attempted attacks generally involving unwanted sexual contact between the victim and offender. Sexual assault may or may not involve force and includes such things as grabbing or fondling. Sexual assault also includes verbal threats.

Sexual battery (Fast Response Survey System and School Survey on Crime and Safety) An incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Principals were instructed that classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offenders.

Sexual harassment (Fast Response Survey System and School Survey on Crime and Safety) Unsolicited, offensive behavior that inappropriately asserts sexuality over another person. The behavior may be verbal or nonverbal.

Simple assault Attack without a weapon resulting either in no injury, minor injury, or an undetermined injury requiring less than 2 days of hospitalization. Also includes attempted assault without a weapon.

Stratification A survey sampling technique in which the target population is divided into mutually exclusive groups or strata based on some variable or variables (e.g., metropolitan area) and sampling of units occurs separately within each stratum.

Suburban (Fast Response Survey System, School and Staffing Survey, and School Survey on Crime and Safety) Includes all territory inside a Census-defined urbanized area but outside a principal city. For more information see: https://nces.ed.gov/programs/edge/Geographic/LocaleBoundaries.

Suburban school (Youth Risk Behavior Survey) A school located inside an MSA, but outside the "central city."

Suicide A death caused by self-directed injurious behavior with any intent to die as a result of the behavior.

Theft (National Crime Victimization Survey) Completed or attempted theft of property or cash without personal contact.

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Theft/larceny (School Survey on Crime and Safety) Taking things valued at over $10 without personal confrontation. Specifically, the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.

Total victimization Combination of violent victimization and theft. In the School Crime Supplement, if a student reported an incident of either type, he or she is counted as having experienced any victimization. If the student reported having experienced both, he or she is counted once under "total victimization."

Town Includes all territory inside a Census-defined urban cluster. For more information see: https://nces.ed.gov/programs/edge/Geographic/LocaleBoundaries.

Undetermined violent death A violent death for which the manner was undetermined. That is, the information pointing to one manner of death was no more compelling than one or more other competing manners of death when all available information was considered.

Unequal probabilities A survey sampling technique in which sampled units do not have the same probability of selection into the sample. For example, the investigator may oversample rural students in order to increase the sample sizes of rural students. Rural students would then be more likely than other students to be sampled.

Urban school A school located inside an MSA and inside the "central city."

Vandalism The willful damage or destruction of school property, including bombing, arson, graffiti, and other acts that cause property damage. Includes damage caused by computer hacking.

Victimization A crime as it affects one individual person or household. For personal crimes, the number of victimizations is equal to the number of victims involved in a crime incident.

Victimization rate A standardized measure of the occurrence of victimizations among a specific population group at one point in time. For personal crimes, victimization rates per 1,000 persons are estimated by dividing the number of victimizations that occurred during the reference period by the population group and multiplying by 1,000.

Violent incidents (Fast Response Survey System and School Survey on Crime and Safety) Include rape, sexual battery other than rape, physical attacks or fights with or without a weapon, threats of physical attack with or without a weapon, and robbery with or without a weapon.

Violent victimization (National Crime Victimization Survey and School Crime Supplement) Includes serious violent victimization, rape, sexual assault, robbery, aggravated assault, and simple assault.

Weapon (Fast Response Survey System and School Survey on Crime and Safety) Any instrument or object used with the intent to threaten, injure, or kill. Includes look-alikes if they are used to threaten others.

Weapon (Youth Risk Behavior Survey) Examples of weapons appearing in the questionnaire include guns, knives, and clubs.

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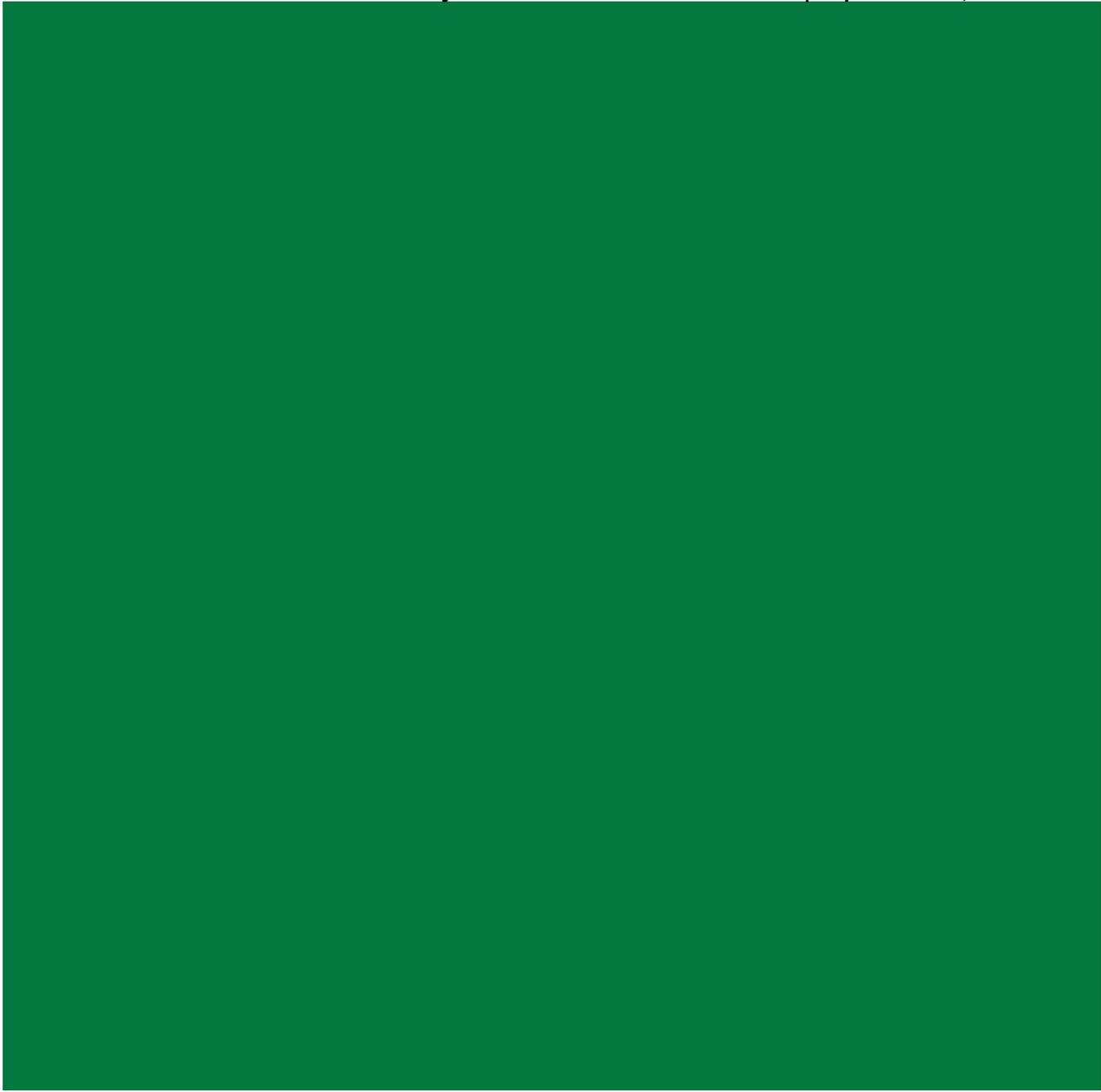
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K-12 Budget Review— Stability and Strategic Alignment	September 27, 2019

Our Kids, Idaho's Future—K-12 Budget Review: Stability and Strategic Alignment Subcommittee

Report and Recommendations

Members:

Kurt Liebich	CEO, RedBuilt
Representative Wendy Horman	Vice Chair, Joint Finance-Appropriations Committee
Representative Lance Clow	Chair, House Education Committee
Pete Koehler	Retired, Chief Deputy Superintendent and former Nampa High School Principal and Superintendent
Matt Van Vleet	Government Affairs Director, Schweitzer Engineering Laboratories
Jody Hendrickx	Trustee, St. Maries School District and ISBA Vice President
Marc Beitia	American Falls High School teacher and 2019 Idaho Teacher of the Year
Senator Jim Woodward	Joint Finance-Appropriations Committee, Senate Education Committee
Senator Dave Lent	Senate Education Committee
Representative Paul Amador	Joint Finance-Appropriations Committee
Rod Gramer	Idaho Business for Education
Greg Bailey	Superintendent, Moscow SD
Kathy McPherson	Business Operations, Lewiston SD, retired

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K-12 Budget Review— Stability and Strategic Alignment	September 27, 2019

<u>Subcommittee Scope and Deliverables:</u>

- Review entire K-12 budget:
    - o What is the origin of each program or initiative in the K-12 budget?
    - o Zero-based budgeting analysis of K-12 budget.
    - o Review in light of first task force recommendations: Are they achieving their intended goals?
    - o Which programs seem to be on autopilot or have continued additional costs to the K-12 budget?
    - o Which align with the two future student achievement goals and their success in the next five years?

- How do we improve Idaho's accountability system through the K-12 budget?

- Project fiscal outlook for next five years to help inform discussions about K-12 budget stability.

- Recommendations to align components of K-12 budget with the two future student achievement goals.

- Recommendations to align Idaho's accountability system with K-12 budget.

- Recommendations to make the K-12 budget more stable over the next five years.

<u>Recommendations:</u>

We recommend strengthening the Public Education Stabilization Fund (PESF) by replenishing withdrawals from the prior fiscal year, minimizing the impacts of future transfers, and increasing the overall fund balance.

We recommend a statutorily set transfer into the PESF, similar to the statutory Budget Stabilization Fund transfer**.**

With the overarching student achievement goals of the task force, the subcommittee recommends retaining college and career advisors, Advanced Opportunities, and literacy intervention line-items in the K-12 budget, with the aim of making important updates to improve their effectiveness and accountability.

We recommend collapsing line-items and broadening statutory definitions of certain line-items to provide more flexibility for school districts and charter schools.

In addition to the line-items strategically-aligned with student achievement and our five-year goals, the subcommittee recommends retaining line-items that have systemwide benefits and help fulfill state responsibilities for uniformity and thoroughness— Appendix 2.

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Subcommittee Analysis and Findings:

Starting with the 2013 K-12 Task Force, there has been a strong five-year plan for investing in and improving public education in Idaho. The success of these efforts was made possible through the collaboration of a broad range of stakeholders, including the Idaho Legislature.

The last several years have seen sustained increases in the K-12 budget, aligned with strategic goals identified in the 2013 task force recommendations. The State of Idaho has steadily increased its annual general fund appropriation to K-12 over the past six years— over $500 million. However, in order to put this level of increased investment in perspective, one must evaluate the level of spending in the post-recession years. The economic downturn of 2009-2010 affected K-12, just as it affected state and local governments across Idaho. At the same time, Idaho experienced one of the fastest growing populations in the nation. A portion of the increases from 2013 and beyond only covered recessionary cuts and student growth. The state's General Fund appropriation for education took six years to recover to 2009 levels. K-12 education appropriations, measured by per-pupil funding, returned to 2009 levels in fiscal year 2017.

Looking ahead, the state is likely going to see another slowdown of the economy. Education policymakers need to be prepared. This is the context in which the recommendations from this task force must be considered— see Appendix 7, Economic and General Fund Review FY 2019, FY 2020, and FY 2021.

In addition to the main state stabilization fund, the Public Education Stabilization Fund (PESF) provides a critical fiscal backstop for education in the event of an economic downturn or unbudgeted increase in K-12 support units. The fund was set up to receive deposits when there was a favorable variance at the end of a fiscal year and be withdrawn in years of significant student growth and fiscal reductions causing a negative variance in the public schools budget at the end of the fiscal year. The subcommittee received presentations on PESF, a history of its balances, and a perspective on some of the year-to-year transfers out of the fund. At the end of the 2019 fiscal year, $31.6 million was withdrawn from PESF to cover the difference between the FY 19 Public Schools budget appropriation and actual costs. This is the largest withdrawal in the past several years. In the prior two fiscal years (2017 and 2018), withdrawals have been $16.9 million and $21.9 million respectively. Looking to the future, we must minimize the withdrawals to meet the original intent of PESF, while building the fund to provide an adequate backstop for a future economic downturn. It is important to minimize programs that automatically withdrawal from the fund when appropriations are not sufficient to cover ongoing costs.

The full task force has two overarching focus areas in moving forward student achievement in the next five-years— literacy and college and career readiness. In analyzing Idaho's K-12 budget, the subcommittee identified line-items that are both aligned with these state strategic priorities and also supportive of our constitutional requirement for a uniform and thorough public education for our students. By focusing on our responsibilities for uniformity and thoroughness, those components of the K-12 education budget that have systemwide importance became clear.

The line-items identified as state strategic priorities— aligning with future student achievement— are literacy intervention, college and career advisors, and Advanced Opportunities. The important line-items that fulfill thoroughness and uniformity obligations include salary-based apportionment, which includes the career ladder, transportation, and facilities funding. See Appendix 2 for more information.

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The subcommittee discussed opportunities for greater fiscal flexibility for districts and charter schools in those areas that do not fall within state strategic goals and responsibilities. This is also reflected in Appendix 2.

In the course of discussing the retention of literacy intervention, college and career advisors, and Advanced Opportunities, the subcommittee discussed how to improve the accountability and effectiveness of these strategic line-items.

For literacy intervention, discussion focused on reviewing the formula for fund distribution (Idaho Code 33-1002(s)), to ensure that this investment best aligns with the goal of improving literacy proficiency by the third grade. It was suggested that half of the dollars be earmarked for earlier grades (i.e., Kindergarten and first grade), to ensure that early interventions are prioritized and funded. The current formula which distributes dollars based on the three year rolling average of the district's K-3 students who score basic and below basic on fall Idaho Reading Indicator (IRI) assessment (currently under Idaho Code 33-1002(s)) was reviewed to see whether a change should be made, so that every district receives a portion of these dollars for overall student enrollment in K-3 rather than the current three year rolling average of students not reading at grade level. The other idea considered was providing a base amount of literacy intervention dollars by school.

The subcommittee discussed the college and career advisors line-item, and recommended that the accountability and oversight around the line-item be strengthened. One example considered was that the state closely review how these dollars are being used by local districts and providing greater guidelines for this spending. The subcommittee wants to ensure that the investment is aligned with our state's goals to increase postsecondary go-on rates and educational attainment goals.

Advanced Opportunity funds provide opportunities for students in grades 7 through 12 to take more rigorous courses, earn postsecondary credentials, including career technical certificates, and help students prepare for their postsecondary aspirations. Like the college and career advising dollars, the subcommittee recommends continuing to monitor the program to ensure that it is aligned to improve our state's go-on rates. The subcommittee also shars concerns on the increasing cost and potential state fiscal impact if the program is fully utilized by all eligible students. Subcommittee members discussed reducing the authorized amount of money available to students for Advanced Opportunities in an attempt to minimize potential future fiscal liabilities.

Appendices:

Appendix 1— Summary of Subcommittee Work

Appendix 2— Line-item Categories

Appendix 3— Foundational Payments and Special Distributions to Schools

Appendix 4— Public School Funding Distributions 2019-2020

Appendix 5— FY 2020 Education Budget- DFM

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Appendix 6— K-12 Budget Appropriations Presentation- LSO

Appendix 7— Economic and General Fund Review— FY 2019, FY 2020, FY 2021— DFM

Appendix 8— Levies as a Percentage of Operating Budget

Appendix 9— Bond Elections— August 2008 through May 2019

Appendix 10— All Idaho Major Reserve Fund Balances

Appendix 11— Public Education Stabilization Fund (PESF) Balances

Appendix 12— K-12 Budget Recession Backfill

Appendix 13— Public School Support Original Appropriations for FY 08 to FY 20

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Appendix 1— Summary of Subcommittee Work:

June 12, 2019:

The subcommittee's first meeting focused on ensuring subcommittee members had a good grounding on K-12 budget issues, history, and the economic and fiscal outlook for the state.

Robyn Lockett, Legislative Services Office (LSO), provided an overview of the K-12 budget appropriations process. Tim Hill, State Department of Education (SDE), gave an overview of where the appropriated money goes in schools across the state. Derek Santos, the state economist at the Division of Financial Management (DFM), finished these presentations by providing an overview of the state's revenues and economic outlook, focusing on the next three years.

The subcommittee discussed what areas of focus and line-items the group would want to deep dive. Kurt Liebich, the chair, completed the meeting by providing assignments to each subcommittee member to report back on key line-items. The following assignments were made: salary-based apportionment/career ladder (Sen. Woodward, Greg Bailey); literacy (Kurt Liebich, Pete Koehler); college and career advising (Rep. Clow, Matt Van Vleet); Advanced Opportunities (Sen. Lent, Rod Gramer); Leadership Premiums and Master Educator Premiums (Marc Beitia); Professional Development, Gifted and Talented (Rep. Erpelding); Discretionary spending and other educational spending (e.g., SDE, CTE, and the State Board); and Bond Levy Equalization (Rep. Horman, Tim Hill). As part of the deep dive, committee members reached out to educators in the field and gathered feedback.

The meeting ended with the chair discussing the plan for July 9. In addition to hearing additional information about the Public Education Stabilization Fund (PESF), trends in K-12 spending, information about levies, and other school budgetary issues, the subcommittee would hear from members about their plans to deep dive into K-12 budget line-items.

July 9, 2019:

The meeting began with an historical analysis of the PESF from Robyn Lockett, LSO, and an overview of state budget spending trends, which took into account K-12, higher education, corrections, and health and welfare spending in the past several years.

Tim Hill, SDE, presented on supplemental levies, plant facilities levies, levy election results going back to 2008, and LEA reserve balances. Gideon Tolman, DFM, provided an overview of the impact of the 2009-2010 recession on K-12, the amount to backfill recessionary cuts, and school district health care costs. Finally, Derek Santos, Division of Financial Management, presented on additional revenue questions, including the state's sales tax revenues and tax credits. Overall, the subcommittee received a broad overview of the revenue side of the K-12 budget and its history over the past ten years.

The meeting ended with the subcommittee receiving full reports on deep dive reports—Bond Levy Equalization (Rep. Horman, Tim Hill)— and updates on how efforts on studying line-items was progressing—salary-based apportionment/career ladder (Sen. Woodward, Greg Bailey); literacy (Kurt Liebich, Pete Koehler); college and career advising (Rep. Clow, Matt Van Vleet); Advanced Opportunities (Sen. Lent, Rod Gramer); Discretionary spending and other educational spending (e.g., SDE, CTE, and the State Board) completed by Kathy McPherson; Leadership Premiums and Master Educator Premiums (Marc Beitia).

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July 29, 2019:
Kurt Liebich, the chair, opened the meeting by providing a draft narrative and discussion of the past 10 years of K-12 budget history— see Appendix 14.

Tim Hill, State Department of Education, provided an update and breakdown on the 2019 fiscal year's $31.6 million withdrawal from PESF.

The subcommittee shifted to receiving final updates from subcommittee members on their study of specific line-items. These included salary-based apportionment/career ladder (Sen. Woodward, Greg Bailey); literacy (Kurt Liebich, Pete Koehler); college and career advising (Rep. Clow, Matt Van Vleet); Advanced Opportunities (Sen. Lent, Rod Gramer); Leadership Premiums and Master Educator Premiums (Marc Beitia); Discretionary spending and other educational spending (e.g., SDE, CTE, and the State Board) completed by Kathy McPherson; and Professional Development, Gifted and Talented (Rep. Erpelding).

The important thoughts and discussion around these line-items are included in work in the final recommendations and this report's analysis and findings.

August 19, 2019:
The subcommittee started with an update from the teacher pipeline subcommittee on a proposed build out of the career ladder and expanded professional development for educators, which could require additional resources.

The chair, Kurt Liebich, shifted the conversation to potential recommendations for this subcommittee to consider. Based on the presentations and conversations, he outlined the following:

- **Overall K-12 Funding: Continue to invest in Public K-12 Education**. Idaho's Long-Term Economic vitality will depend on how effectively we achieve our Literacy and College and Career Readiness Goals. Level of funding should remain proportionate to overall changes in the State's General Fund. Maintain the historic % allocation to the Public School Education.
- **PESF Increases**: Given the increasing probability of economic recession over the next 2-4 years, the Legislature should prioritize the strengthening of the Stabilization Fund.
- **Career Ladder, Leadership Award Premium, Master Teacher Premiums**: Align recommendations on these line items with the recommendations that are developed within the Task Force's Pipeline Committee.
- **Maintain line-items that create a systemwide benefit** or an allocation benefit across the entire State System— examples include Transportation, Bond Levy Equalization, IDLA.
- **Maintain line-items that tie directly to strategic priorities** of literacy and college and career readiness— examples include literacy intervention, college and career advisors, and Advanced Opportunities (AO).
- **Collapse remaining line items** into discretionary funds to give more Districts flexibility in funding the local strategic initiatives in their District.

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September 18, 2019:

This subcommittee meeting was a short call-in/videoconference meeting to receive an update from September 13 task force meeting and discuss and finalize preliminary recommendations from this subcommittee.

The subcommittee went through preliminary recommendation language and made additional revisions.

The subcommittee narrowed down the preliminary recommendations to three, which included:

- **With the overarching student achievement goals of the task force, the subcommittee recommends retaining college and career advisors, Advanced Opportunities, and literacy intervention line-items in the K-12 budget, with the aim of making important updates to improve their effectiveness and accountability.**

- **We recommend prioritizing the replenishing of the Public Education Stabilization Fund (PESF) over the next several years, both increasing its balance and minimizing future transfers.**

- **We recommend collapsing line-items and providing more financial flexibility in certain areas.**

The plan was to allow the other subcommittees to have their final meetings before moving forward with the K-12 subcommittee's recommendations. The final meeting of the subcommittee was scheduled for September 27.

September 27, 2019:

The subcommittee began with an update from Greg Wilson, Office of the Governor, on the final recommendations from the other subcommittees. The subcommittee asked questions about these final recommendations from the subcommittees.

The main task of the final meeting with a review of the preliminary recommendations and to make a final vote. In the course of discussion, the preliminary recommendations were revised into the language of the current final recommendations. The subcommittee voted unanimously to submit the final subcommittee recommendations to the main committee ahead of their October 1 meeting in Moscow.

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Appendix 2 — Line-item Categories

System: Uniformity & Thoroughness
1. Salary Based Apportionment
2. Transportation
3. Bond Levy Equalization
4. Facilities: Lottery Funds
5. IDLA
6. Facilities: Charter Schools
7. Exceptional Contracts
8. Facilities: State Match
9. Student Achievement Tests
10. Limited English Proficiency

Collapse to Create Local Flexibility
1. Math and Science Requirement
2. Continuous Improvement Plans
3. District IT staffing
4. Content and Curriculum
5. ISAT Remediation
6. Math Initiative

Broaden Definition to expand LSB Flex.
1. Technology
2. Professional Development
3. Leadership Premiums
4. Mastery-Based Education

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Appendix 3— Foundational Payments and Special Distributions to Schools

2018-2019 State Payments to Schools as of May 15, 2019 School	Total Foundation Support Paid as of May 15, 2019	Bond Levy Equalization Support Program	Charter School Facilities	College and Career Advisors and Student Mentors	Content and Curriculum	Continuous Improvement Plans and Training	Early Graduation Scholarship	Fast Forward	Gifted / Talented	Innovation Schools	IT Staffing	Leadership Premiums	Limited English Proficient (LEP)	Limited English Proficient (LEP) Grant	Literacy	Mastery Based System Development	Math and Science Requirement	National Board Certification	Professional Development	Remediation	Safe & Drug-Free	School Buildings Maintenance Match	School Buildings Maintenance (lottery)	Technology (Classroom, Wireless, Instructional Management System)	Unemployment Insurance (paid directly to DOL)	Total State Support Paid as of May 15, 2019
1 Boise Independent	128,978,067.30	785,201.67	-	597,487	61,881	4,235.00	46,980	209,466.00	63,740	-	580,904	-	557,790	83,750	954,729	-	-	9,517.60	1,188,685	384,032	208,878	1,582,079	2,533,119	138,862,993.40
2 West Ada Joint	199,892,731.96	671,841.73	-	882,936	96,802	675.00	36,540	276,499.00	96,966	-	914,108	-	365,480	15,000	1,055,111	-	-	-	1,502,380	469,832	317,503	2,405,927	3,983,029	32,140.13	213,017,881.22
3 Kuna Joint	26,146,198.59	885,427.29	-	125,358	13,959	1,390.00	6,960	12,072.00	5,022	-	123,651	-	36,863	-	253,811	-	-	-	213,407	98,130	44,518	330,986	-	565,758	16,882.40	28,880,393.28
11 Meadows Valley	1,411,694.04	-	-	7,920	1,670	5,100.00	-	-	3,000	-	15,000	-	2,183	-	7,476	5,914.69	-	-	23,503	3,667	2,556	9,522	4,581	51,398	1,148.85	1,556,333.58
13 Council	1,984,845.99	15,564.50	-	14,400	1,916	-	-	1,410.00	3,000	-	15,000	-	-	-	15,307	-	-	-	25,389	5,754	3,419	16,207	10,116	63,306	6,291.64	2,181,926.13
19 Marsh Valley Joint	7,200,640.62	16,161.08	-	29,306	4,532	340.00	-	-	4,705	-	33,702	-	-	-	53,396	-	-	-	62,795	17,601	11,712	79,582	46,371	163,342	1,193.00	7,725,638.70
25 Pocatello	61,791,388.16	-	-	287,985	31,168	2,700.00	19,140	3,287.00	32,973	-	287,848	-	23,282	-	495,875	-	-	-	464,149	162,780	101,064	764,026	39,133	1,280,253	15,589.37	65,802,640.53
33 Bear Lake County	6,730,310.71	-	-	23,653	4,229	-	3,480	-	5,855	-	30,812	-	-	-	47,345	-	-	-	58,655	18,447	-	72,974	21,155	157,182	858.94	7,174,956.65
41 St. Maries Joint	5,880,539.74	-	-	21,576	3,732	-	-	-	3,000	-	26,065	-	970	-	47,345	-	-	-	56,574	17,714	9,237	60,695	18,617	134,456	(53.28)	6,280,467.46
44 Plummer / Worley Joint	2,322,869.32	-	-	14,400	2,067	640.00	-	-	3,000	-	15,000	-	-	-	25,630	-	-	-	35,922	8,490	3,878	19,668	8,168	69,623	420.27	2,529,775.59
52 Snake River	9,438,203.77	354,557.00	-	39,459	5,574	6,600.00	-	3,091.00	6,291	-	43,647	-	30,315	-	90,418	-	-	-	80,088	31,168	15,676	109,661	92,281	214,434	140.27	10,561,604.04
55 Blackfoot	19,739,609.36	-	-	90,342	10,456	2,093.72	15,660	9,490.00	11,009	-	90,228	-	102,587	83,750	187,956	-	-	-	164,048	70,827	32,582	239,608	189,083	416,694	1,895.24	21,457,918.32
58 Aberdeen	4,398,022.86	180,773.25	-	15,576	3,099	280.00	-	4,290.00	4,229	-	20,031	-	35,651	-	47,345	-	-	-	43,927	15,401	7,236	45,223	75,809	110,445	2,838.24	5,025,060.31
59 Firth	4,662,556.27	-	-	18,576	3,599	1,242.40	-	260.00	3,000	-	21,936	-	728	-	29,546	-	-	-	41,650	16,698	7,913	50,272	45,328	121,487	568.64	5,147,076.35
60 Shelley Joint	11,163,327.89	238,400.47	-	48,921	6,560	1,850.00	1,740	5,650.00	6,727	-	53,056	-	25,222	-	119,964	-	-	-	92,046	37,374	-	143,196	59,215	270,660	85.14	12,273,994.50
61 Blaine County	17,873,637.70	-	-	78,977	9,294	985.00	3,480	-	11,247	-	79,134	-	158,609	-	158,054	-	-	-	215,954	51,590	28,455	208,027	-	367,969	8,688.35	19,254,101.05
71 Garden Valley	1,981,479.70	-	-	12,096	1,894	600.00	-	658.00	3,000	-	15,000	-	-	-	7,476	-	-	-	25,611	3,216	3,316	15,425	2,090	60,559	1,995.95	2,134,416.65
72 Basin	2,479,515.83	-	-	14,400	2,142	-	-	614.50	3,198	-	15,000	-	-	-	10,323	-	-	-	29,931	6,121	4,068	21,090	6,498	69,248	-	2,662,149.33
73 Horseshoe Bend	1,824,433.66	25,864.45	-	13,680	1,793	-	-	-	3,000	-	15,000	-	243	-	6,408	-	-	-	25,418	3,864	3,126	13,969	26,154	58,775	-	2,021,728.11
83 West Bonner County	5,921,699.81	-	-	21,057	3,861	2,518.00	1,740	780.00	3,396	-	27,298	-	-	-	55,532	-	-	-	63,039	19,688	9,708	64,495	-	132,122	10,865.02	6,337,798.83
84 Lake Pend Oreille	20,046,808.20	-	-	84,688	10,249	4,920.92	3,480	565.00	3,000	-	88,245	-	10,671	-	150,578	12,857.62	-	-	169,102	52,662	30,245	222,050	-	405,676	(721.37)	21,295,076.37
91 Idaho Falls	50,080,567.43	374,515.55	-	230,642	25,569	370.00	12,180	14,712.00	25,044	-	234,427	-	160,064	-	494,096	-	-	4,758.80	621,517	172,765	-	621,517	29,841	1,046,263	6,940.61	53,928,995.39
92 Swan Valley Elementary	527,680.65	-	-	7,200	1,176	1,560.34	-	-	3,000	-	9,000	-	-	-	1,424	-	-	-	14,695	877	-	1,651	2,556	20,087	39.07	591,049.06
93 Bonneville Joint	61,646,567.10	1,890,452.68	-	283,658	31,719	3,240.00	22,620	273,841.00	33,687	-	293,104	-	130,962	-	546,424	15,005.66	-	-	473,375	197,079	102,749	775,971	7,733	1,318,368	6,617.88	68,053,173.32
101 Boundary County	7,745,610.48	-	-	32,422	4,758	6,600.00	-	180.00	3,674	-	35,857	-	3,395	-	69,415	-	-	-	74,865	23,750	-	89,057	18,975	176,890	4,943.85	8,290,392.33
111 Butte County	2,894,433.30	14,189.45	-	14,400	2,340	-	-	260.00	3,000	-	15,000	-	1,940	-	29,902	-	-	-	31,676	7,334	4,710	26,158	20,374	78,413	-	3,144,129.75
121 Camas County	1,533,180.91	6,140.85	-	7,776	1,702	-	-	-	3,000	-	15,000	-	-	-	8,187	-	-	-	23,671	3,018	2,600	9,831	15,147	52,718	74.55	1,682,046.31
131 Nampa	70,545,970.99	2,151,190.05	-	314,810	34,800	3,570.00	8,700	126,138.00	18,780	-	322,500	-	339,530	83,750	685,255	59,916.00	-	2,379.40	590,161	263,195	114,204	864,499	353,103	1,418,788	11,231.35	78,312,470.70
132 Caldwell	32,403,633.53	951,701.98	-	131,820	16,512	1,075.00	19,140	122,750.00	11,009	-	148,011	-	296,362	-	414,357	-	-	-	258,878	130,483	52,015	387,839	132,541	664,528	12,197.31	36,154,852.82
133 Wilder	3,031,658.53	121,219.40	-	14,400	2,586	-	-	22,795.00	3,238	-	15,135	-	22,312	-	43,073	-	-	-	33,798	11,508	-	31,071	25,454	89,043	8,199.63	3,475,490.56
134 Middleton	20,185,296.21	1,162,792.32	-	96,918	10,828	3,510.00	1,740	1,063.00	12,595	-	93,770	-	16,977	-	141,679	22,741.80	-	-	157,477	58,923	33,725	247,880	117,243	440,542	15,970.47	22,821,670.80
135 Notus	2,845,535.65	117,090.61	-	14,400	2,364	-	-	520.00	3,555	-	15,000	-	8,246	-	18,155	39,627.00	-	-	33,617	9,252	4,742	26,151	8,720	79,070	19.97	3,226,065.23
136 Melba Joint	4,890,706.25	193,329.28	-	20,710	3,410	-	-	2,080.00	3,000	-	22,997	-	13,096	-	39,157	-	-	-	43,334	15,062	8,161	52,292	42,617	124,206	-	5,474,157.53
137 Parma	5,752,369.75	241,178.75	-	23,998	3,760	-	-	23,465.00	4,546	-	26,338	-	24,252	-	55,176	-	-	-	55,936	17,996	-	69,415	61,177	143,574	1,644.00	6,504,825.50
139 Vallivue	46,032,639.49	3,212,524.15	-	189,163	22,902	440.00	1,740	115,881.00	11,405	-	208,977	-	237,914	-	373,420	-	-	-	348,496	138,832	71,093	536,876	215,762	944,771	10,199.69	52,673,035.33
148 Grace Joint	3,527,090.84	172,783.39	-	14,400	2,684	-	-	260.00	3,000	-	16,071	-	485	-	6,408	-	-	-	35,814	6,064	-	32,879	40,362	89,878	3,780.91	3,964,063.14
149 North Gem	1,430,112.45	-	-	10,080	1,683	1,245.00	1,740	1,915.00	3,000	-	15,000	-	-	-	6,408	-	-	-	23,590	2,792	2,661	10,307	14,181	52,602	-	1,577,316.45
150 Soda Springs Joint	5,210,155.82	19,728.86	-	18,922	3,398	2,290.00	6,960	6,425.00	4,070	-	22,877	-	-	-	35,954	-	-	-	47,134	14,019	8,188	52,521	-	126,119	838.48	5,579,600.16
151 Cassia County Joint	28,790,959.82	487,873.72	-	116,648	14,933	830.00	-	14,130.00	4,863	-	132,944	-	165,885	-	328,922	-	-	-	228,495	102,926	45,073	337,095	176,208	576,798	3,908.76	31,528,492.30
161 Clark County Joint	1,330,264.57	-	-	7,200	1,184	4,600.00	-	-	3,000	-	15,000	-	5,093	-	8,187	-	-	-	22,782	2,877	-	8,203	24,175	48,339	5.10	1,481,370.67
171 Orofino Joint	8,583,525.11	-	-	29,998	5,096	6,068.36	8,700	11,380.00	3,040	-	39,078	-	728	-	44,853	-	-	-	65,503	17,573	-	76,723	39,018	162,533	10,161.72	9,103,978.19
181 Challis Joint	2,470,135.91	-	-	14,400	2,148	6,600.00	-	-	3,872	-	15,000	-	728	-	19,935	-	-	-	30,478	7,249	4,130	21,569	6,175	70,321	1,691.63	2,674,432.54
182 Mackay Joint	1,780,747.96	-	-	11,376	1,769	3,756.00	-	520.00	3,000	-	15,000	-	-	-	9,967	-	-	-	23,738	3,780	3,022	13,075	13,673	58,143	418.36	1,941,985.32
192 Prairie Elementary	114,351.85	-	-	-	1,056	-	-	-	3,000	-	9,000	-	-	-	712	-	-	-	12,654	85	-	252	408	9,209	-	150,691.85
193 Glenns Ferry Joint	2,709,886.03	5,281.40	-	14,400	2,266	-	1,740	-	3,079	-	15,000	-	17,704	-	30,258	-	-	-	33,152	9,224	-	25,843	20,381	77,070	1,145.97	2,966,450.40
196 Mountain Home	19,158,675.19	-	-	81,284	10,343	1,020.07	-	25,066.00	4,348	-	89,148	-	55,780	-	196,855	-	-	-	149,938	72,914	32,358	238,035	39,793	421,913	2,110.00	20,579,580.26
201 Preston Joint	11,370,811.57	-	-	53,997	6,571	4,520.00	-	16,063.00	8,551	-	53,152	-	13,339	-	119,252	-	-	-	96,731	38,925	20,292	145,700	33,136	263,901	1,320.08	12,246,261.65
202 West Side Joint	4,128,366.23	-	-	14,400	3,056	270.00	-	15,035.00	4,784	-	19,613	-	728	-	23,138	-	-	-	41,046	8,067	7,003	43,435	38,495	110,821	1,580.64	4,459,837.87
215 Fremont County Joint	12,251,816.27	32,057.22	-	48,978	6,916	4,260.00	-	1,690.00	5,855	-	56,449	-	38,076	83,750	115,336	-	-	-	100,575	37,966	18,801	133,670	21,020	255,472	851.61	13,213,569.10
221 Emmett Independent	13,122,096.86	-	-	46,036	7,230	3,880.00	6,960	9,555.00	3,595	-	59,444	-	26,677	15,000	124,592	-	-	-	110,551	48,572	20,407	147,271	40,417	277,215	733.33	14,070,252.59
231 Gooding Joint	7,203,300.95	-	-	29,075	4,502	6,600.00	-	260.00	6,251	-	33,418	-	40,986	-	71,551	-	-	-	64,701	28,009	12,131	82,743	-	172,619	240.00	7,756,386.95
232 Wendell	5,877,062.52	48,507.11	-	21,114	3,885	6,600.00	-	2,340.00	3,991	-	27,529	-	86,095	-	86,858	-	-	-	57,411	26,176	10,262	71,416	58,900	142,829	8,166.61	6,486,949.24
233 Hagerman Joint	2,258,698.16	-	-	12,672	2,044	-	3,480	130.00	3,000	-	15,000	-	5,335	-	19,579	-	-	-	28,132	7,023	-	21,416	15,816	66,488	(300.98)	2,458,512.18
234 Bliss Joint	1,406,979.51	2,935.89	-	7,344	1,666	-	-	-	3,000	-	15,000	-	4,365	-	6,408	-	-	-	21,528	2,623	-	8,380	9,854	49,862	-	1,539,545.40
242 Cottonwood Joint	2,698,809.12	-	-	14,400	2,235	180.00	-	-	3,000	-	15,000	-	-	-	18,155	-	-	-	32,553	4,400	4,601	25,113	41,355	74,668	352.93	2,934,822.05
243 Salmon River Joint	1,371,953.87	-	-	7,200	1,639	470.00	-	195.00	3,000	-	15,000	-	-	-	4,984	-	-	-	21,960	1,692	2,223	7,003	16,166	47,943	429.49	1,501,858.36
244 Mountain View	7,690,167.47	-	-	26,883	4,537	6,600.00	-	-	3,000	-	33,750	-	243	-	67,992	-	-	-	69,970	22,255	11,490	78,187	55,905	156,043	288.52	8,228,090.99
251 Jefferson County Joint	29,096,877.94	1,136,477.49	-	121,840	15,474	2,110.00	10,440	1,125.00	9,700	-	138,104	-	72,757	-	295,105	-	-	-	225,052	91,107	48,672	361,121	88,869	641,873	1,876.11	32,356,580.54
252 Ririe Joint	4,076,125.11	319,541.80	-	18,172	2,983	700.00	1,740	450.00	18,922	-	5,093	-	30,614	-	-	-	-	-	41,850	11,001	7,034	43,610	52,026	105,939	3,198.54	4,741,799.45
253 West Jefferson	3,868,838.33	29,606.72	-	14,653	2,814	6,411.17	-	3,315.00	4,427	-	17,300	-	20,372	-	20,291	-	-	-	30,982	11,254	-	36,563	49,949	96,106	4,393.22	4,225,414.44
261 Jerome Joint	19,941,446.06	659,444.43	-	83,534	10,680	330.00	-	375.00	7,996	-	92,359	-	201,051	15,000	249,184	-	-	2,379.40	162,154	83,632	33,597	246,351	59,496	439,485	1,039.53	22,289,533.42
262 Valley	3,853,634.48	-	-	14,400	2,739	230.00	-	-	6,589	-	16,589	-	28,133	-	30,614	-	-	-	40,842	11,113	6,095	36,634	3,471	96,494	-	4,143,988.48
271 Coeur d' Alene	53,056,998.71	218,722.70	-	232,718	26,783	4,440.00	3,480	330.00	28,810	-	246,005	-	12,611	-	412,577	-	-	2,379.40	427,667	142,584	86,990	654,193	-	1,106,942	35,874.29	56,700,105.10
272 Lakeland	22,505,708.25	39,418.45	-	107,994	11,850	-	3,480	33,670.00	8,432	-	103,529	-	1,213	-	179,412	-	-	-	201,258	64,395	36,559	268,693	-	482,328	15,716.12	24,066,035.22
273 Post Falls	30,056,946.44	74,939.46	-	127,494	15,582	120.00	17,400	-	17,392	-	139,151	-	9,701	-	285,493	-	-	-	234,233	82,899	48,459	359,943	-	636,338	7,216.46	32,113,287.36
274 Kootenai Joint	1,489,716.32	-	-	8,496	1,666	5,275.00	-	-	3,000	-	15,000	-	-	-	6,408	-	-	-	23,408	2,539	-	8,654	3,633	49,792	4,462.15	1,622,049.47
281 Moscow	11,706,790.06	22,178.72	-	54,978	6,568	4,256.00	-	8,630	-	53,123	-	14,794	-	92,554	64,926.74	-	7,138.20	126,819	36,105	20,381	145,304	5,676.67	269,111	-	12,628,514.39
282 Genesee Joint	2,311,366.07	11,080.91	-	14,400	2,022	300.00	-	-	3,396	-	11,391	-	-	-	26,883	-	-	-	28,982	2,567	3,862	19,456	11,335	65,311	1,684.02	2,500,591.82
283 Kendrick Joint	1,827,705.16	7,614.95	-	10,368	1,804	6,600.00	-	-	3,278	-	15,000	-	-	-	12,103	-	-	-	25,208	4,231	3,205	14,485	19,987	59,020	61.60	2,010,652.71
285 Potlatch	3,029,577.17	-	-	14,400	2,396	1,504.85	395.00	-	3,000	-	15,000	-	-	-	23,494	-	-	-	35,096	9,224	4,916	27,647	12,496	81,246	-	3,260,392.02
287 Troy	1,988,438.99	-	-	14,400	1,916	120.00	-	880.00	3,436	-	15,000	-	-	-	9,255	-	-	-	26,690	1,326	3,463	16,406	17,294	62,836	-	2,161,460.99
288 Whitepine	2,088,796.81	-	-	13,968	1,919	-	-	-	3,317	-	15,000	-	-	-	9,967	-	-	2,379.40	24,634	3,244	3,627	16,406	14,814	61,023	50.25	2,253,007.46
291 Salmon	4,561,442.28	-	-	19,383	3,197	5,668.40	-	14,170.00	4,308	-	20,962	-	728	-	40,581	36,871.37	-	-	44,156	13,567	7,608	48,235	-	113,787	440.11	4,935,104.16
292 South Lemhi	1,359,225.80	-	-	7,200	1,657	591.31	-	180.00	3,000	-	15,000	-	485	-	6,052	-	-	-	20,423	1,777	-	6,514	12,697	43,706	-	1,478,508.11
302 Nezperce Joint	1,501,161.16	4,862.04	-	7,200	1,666	4,670.00	-	390.00	3,000	-	15,000	-	-	-	4,984	-	-	-	23,503	1,297	2,496	9,085	19,233	50,773	126.64	1,649,446.84
304 Kamiah Joint	2,828,653.68	-	-	14,400	2,359	3,351.78	-	520.00	3,000	-	15,000	-	-	-	24,206	-	-	-	33,226	7,559	5,491	26,606	33,372	77,953	2,321.00	3,072,527.47
305 Highland Joint	1,648,820.15	-	-	8,496	1,703	1,975.00	-	195.00	3,040	-	15,000	-	-	-	8,543	-	-	-	22,782	3,808	2,763	11,068	10,695	53,372	-	1,792,260.15
312 Shoshone Joint	3,196,566.24	-	-	14,400	2,565	-	1,740	-	3,000	-	15,000	-	39,531	-	36,310	-	-	-	38,954	11,819	5,594	32,825	16,201	85,525	910.60	3,500,940.84
314 Dietrich	1,627,591.41	58,159.36	-	11,088	1,756	240.00	1,740	260.00	3,119	-	15,000	-	3,638	-	11,035	-	-	-	23,314	3,272	2,991	12,833	17,001	57,453	664.51	1,851,155.28
316 Richfield	1,579,363.65	-	-	8,640	1,746	4,654.44	-	520.00	3,880	-	15,000	-	-	-	3,638	-	-	-	22,795	3,880	3,036	15,000	14,970	54,970	70.60	1,735,997.56
321 Madison	25,936,664.51	1,050,953.57	-	118,725	13,721	75.00	12,180	3,881.00	15,568	-	121,375	-	48,989	-	220,350	-	-	-	200,545	74,296	44,144	326,886	36,093	563,885	905.24	28,788,815.52
322 Sugar-Salem Joint	8,561,700.47	378,409.85	-	39,633	5,253	920.00	3,480	11,115.00	6,885	-	40,580	-	11,399	-	62,652	-	-	-	71,434	23,355	14,693	101,905	34,161	200,219	271.13	9,568,065.45
331 Minidoka County Joint	22,083,968.84	251,965.79	-	84,918	11,420	650.00	5,220	33,817.00	5,855	-	99,425	-	120,291	-	259,507	-	-	-	177,034	76,383	34,816	256,722	47,838	458,824	5,091.46	24,013,725.91
340 Lewiston Independent	23,961,813.59	283,602.16	-	106,263	12,425	300.00	-	260.00	14,299	-	109,010	-	3,395	-	219,994	-	-	-	223,010	74,522	-	502,166	157.48	25,799,378.23
341 Lapwai	3,169,486.04	45,889.19	-	14,400	2,490	1,170.00	-	-	3,714	-	15,000	-	-	-	34,174	-	-	-	37,606	6,016	5,141	29,349	43,555	78,212	1,817.49	3,497,880.23
342 Culdesac Joint	1,246,642.79	-	-	7,200	1,243	-	-	-	3,000	-	15,000	-	-	-	4,272	-	-	-	20,921	2,213	2,092	5,944	16,301	40,459	-	1,365,834.79
351 Oneida County	11,029,856.24	-	-	24,287	6,800	1,110.00	-	780.00	7,242	-	55,340	-	243	-	71,195	-	-	-	92,410	24,850	12,942	88,965	30,139	277,655	839.65	11,724,653.89
363 Marsing Joint	4,663,720.82	502,257.45	-	19,442	3,316	6,600.00	1,740	19,775.00	4,229	-	22,095	-	26,435	-	45,209	-	-	-	46,219	14,640	-	51,381	17,060	121,527	5,845.89	5,579,582.16
364 Pleasant Valley Elementary	223,682.04	-	-	-	1,050	6,600.00	-	-	3,000	-	9,000	-	-	-	-	-	-	-	13,348	56	-	-	960	9,623	-	270,405.04
365 Bruneau-Grand View Joint	2,969,216.47	39,358.30	-	14,400	2,067	340.05	-	-	3,595	-	15,000	-	11,641	-	16,375	-	-	-	28,846	8,575	3,767	18,713	34,734	65,702	78.75	3,232,408.57
370 Homedale Joint	6,351,589.07	-	-	26,364	4,069	1,160.00	-	8,515.00	4,546	-	29,285	-	40,259	-	45,209	-	-	-	60,720	24,286	-	75,222	57,913	155,803	7.78	6,906,020.92
371 Payette Joint	7,924,230.48	-	-	32,594	4,909	-	6,960	4,290.00	6,687	-	37,302	-	41,229	15,000	88,994	-	-	-	71,515	33,312	13,439	92,444	70,711	187,015	4,195.60	8,625,727.08
372 New Plymouth	5,548,122.06	81,883.18	-	22,326	3,701	6,599.92	1,740	14,430.00	3,000	-	25,772	-	14,066	-	37,734	-	-	2,379.40	48,373	14,724	9,354	61,668	38,901	136,344	2,589.34	6,073,706.92
373 Fruitland	9,469,347.87	193,223.81	-	39,921	5,603	3,965.00	8,700	7,020.00	6,766	-	43,916	-	28,133	15,000	88,994	-	-	-	79,209	30,378	15,794	110,580	32,797	232,167	23,167	10,392,578.67

OUR KIDS, IDAHO'S FUTURE FINAL REPORT - APPENDIX 4

K-12 Budget Review -- Stability and Strategic Alignment

| September 27, 2019

School	Total Foundation Support Paid as of May 15, 2019	Bond Levy Equalization Support Program	Charter School Facilities	College and Career Advisors and Student Mentors	Content and Curriculum	Continuous Improvement Plans and Training	Early Graduation Scholarship	Fast Forward	Gifted / Talented	Innovation Schools	IT Staffing	Leadership Premiums	Limited English Proficient (LEP)	Limited English Proficient (LEP) Grant	Literacy	Mastery Based System Development	Math and Science Requirement	National Board Certification	Professional Development	Remediation	Safe & Drug-Free	School Buildings Maintenance (lottery)	School Buildings Maintenance Match	Technology (Classroom, Wireless, Instructional Management System)	Unemployment Insurance (paid directly to DOL)	Total State Support Paid as of May 15, 2019
381 American Falls Joint	7,875,636.00	17,541.09	-	31,729	4,718	-	-	1,165.00	3,595	-	35,473	-	82,942	-	66,212	-	-	-	74,493	31,648	13,110	90,293	51,815	181,169	1,088.27	8,562,627.36
382 Rockland	1,426,159.05	23,290.70	-	12,384	1,680	5,590.00	-	130.00	3,000	-	15,000	-	-	-	4,272	-	-	-	23,449	2,341	2,756	11,018	46,224	54,223	-	1,631,516.75
383 Arbon Elementary	249,492.36	-	-	-	1,070	-	-	-	3,000	-	9,000	-	-	-	712	-	-	-	13,178	141	-	1,104	-	10,600	-	288,297.36
391 Kellogg	6,182,020.70	103,840.73	-	23,249	3,896	1,605.00	1,740	390.00	3,515	-	27,634	-	1,213	-	53,396	-	-	-	60,198	18,447	9,967	66,235	68,309	143,178	203.39	6,769,036.82
392 Mullan	1,325,571.13	-	-	7,200	1,617	-	-	-	3,000	-	15,000	-	-	-	3,204	-	-	-	21,422	2,031	-	6,624	52,255	43,218	3,705.98	1,484,848.11
393 Wallace	3,096,856.82	-	-	14,400	2,454	-	-	520.00	4,189	-	15,000	-	243	-	24,562	-	-	-	40,106	8,039	-	29,441	-	83,732	1,701.94	3,351,995.76
394 Avery	268,744.23	-	-	-	1,056	-	-	-	3,000	-	9,000	-	-	-	712	-	-	-	13,340	169	-	1,033	-	10,839	-	307,893.23
401 Teton County	9,449,769.33	-	-	38,075	5,489	4,585.00	1,740	845.00	3,000	-	42,836	-	62,571	-	83,299	-	-	2,379.40	87,490	36,189	15,510	108,574	-	212,549	2,072.96	10,156,973.69
411 Twin Falls	46,994,229.12	1,719,237.43	-	187,144	24,283	3,674.17	-	130.00	11,247	-	222,154	-	179,466	30,000	473,449	-	-	-	371,878	154,487	78,085	586,848	85,625	994,400	8,806.47	52,125,143.19
412 Buhl Joint	6,665,499.14	22,964.62	-	25,498	4,306	1,067.00	-	-	3,079	-	31,541	-	49,232	-	80,451	-	-	-	64,673	29,532	11,849	80,556	22,064	160,028	5,330.06	7,257,669.82
413 Filer	8,831,324.25	221,534.99	-	37,786	5,365	210.00	-	-	3,000	-	41,650	-	12,369	-	87,570	-	-	-	77,701	30,858	14,700	101,974	41,909	202,474	612.62	9,711,037.86
414 Kimberly	10,286,656.32	467,888.67	-	40,036	6,080	600.00	-	260.00	6,648	-	48,467	-	17,462	-	96,826	-	-	-	86,588	32,691	17,145	120,627	11,125	236,149	267.19	11,475,516.18
415 Hansen	2,124,553.62	15,785.10	-	14,400	2,004	-	3,480	-	3,000	-	15,000	-	6,791	-	14,951	-	-	-	29,076	4,964	-	20,173	25,053	67,462	11,429.11	2,358,121.83
416 Three Creek Joint Elementary	125,560.43	-	-	7,200	1,056	-	-	-	3,000	-	9,000	-	-	-	712	-	-	-	12,606	56	-	532	639	9,656	-	170,017.43
417 Castleford Joint	2,385,004.72	-	-	14,400	2,117	180.00	3,480	-	3,000	-	15,000	-	7,518	-	20,291	-	-	-	27,498	6,685	-	19,373	13,396	71,834	1,188.00	2,590,964.72
418 Murtaugh Joint	2,384,376.42	28,806.63	-	14,400	2,094	-	-	3,120.00	3,872	-	15,000	-	10,671	-	14,595	-	-	-	29,115	4,372	4,203	22,075	7,255	73,707	-	2,617,662.05
421 McCall-Donnelly Joint	7,198,323.16	-	-	28,210	4,320	4,725.00	-	4,945.00	4,982	-	31,681	-	6,548	-	46,633	-	-	-	71,635	11,593	10,966	73,887	-	163,628	462.31	7,662,538.47
422 Cascade	1,660,138.86	-	-	13,536	1,760	4,540.00	-	195.00	3,000	-	15,000	-	-	-	8,899	-	-	-	24,805	4,090	3,109	13,713	2,645	57,910	-	1,813,340.86
431 Weiser	8,461,251.09	-	-	37,786	5,112	598.31	-	2,211.00	3,000	-	39,236	-	36,863	-	69,415	-	-	-	73,774	28,827	13,774	95,138	78,059	190,823	910.00	9,142,712.83
432 Cambridge Joint	1,449,007.77	-	-	7,200	1,628	5,500.00	-	-	3,000	-	15,000	-	-	-	9,611	-	-	-	24,650	2,172	2,352	7,975	16,183	47,476	910.00	1,592,664.77
433 Midvale	1,360,448.50	-	-	7,200	1,619	3,700.00	-	-	3,317	-	15,000	-	-	-	2,492	-	-	-	22,128	2,200	2,206	6,912	10,918	47,468	1,189.36	1,486,797.86
1.1 ANSER Charter School	1,975,323.84	-	156,440.88	7,200	2,016	-	-	-	3,872	-	15,000	-	-	-	17,443	-	-	-	27,546	5,557	4,307	22,800	-	72,736	-	2,310,241.72
2.1 Meridian Technical Charter High School	1,711,938.55	-	84,108.00	14,400	1,827	3,830.00	-	511.00	3,436	-	15,000	-	-	-	-	-	-	-	22,107	338	2,941	12,435	-	56,674	-	1,929,545.55
2.3 Meridian Medical Arts Charter High School	1,645,735.11	-	81,584.76	14,400	1,800	3,700.00	-	40,540.00	3,000	-	15,000	-	-	-	-	-	-	-	21,208	254	-	12,048	-	56,017	-	1,896,186.87
131.1 Idaho Arts Charter School	6,089,055.46	-	494,555.04	15,749	4,003	4,655.00	-	6,649.00	3,000	-	28,652	-	6,306	-	51,261	-	-	-	52,430	17,037	10,404	69,307	-	154,865	6,047.28	7,013,975.78
131.3 Gem Prep: Nampa	1,594,659.62	-	152,656.02	-	1,836	-	-	-	3,119	-	15,000	-	1,940	-	18,511	-	-	-	21,904	4,005	3,631	17,823	-	72,457	-	1,907,541.64
139.1 Thomas Jefferson Charter School	2,689,173.92	-	161,066.82	14,400	2,247	-	-	4,160.00	3,000	-	15,000	-	728	-	8,543	-	-	-	26,292	3,131	4,433	23,726	-	75,519	-	3,031,419.74
201.1 SEI Tec	1,499,644.29	-	82,846.38	14,400	1,817	-	-	-	3,000	-	15,000	-	-	-	-	-	-	-	20,544	-	-	12,886	-	56,331	-	1,706,468.67
221.3 Payette River Technical Academy	1,620,197.44	-	82,005.30	14,400	1,820	-	-	-	3,000	-	15,000	-	-	-	-	-	-	-	19,278	-	-	12,690	-	56,448	-	1,824,838.74
281.1 Moscow Charter School	1,063,484.84	-	74,015.04	7,200	1,546	300.00	-	-	3,317	-	15,000	-	-	-	10,323	-	-	-	20,059	2,341	2,691	10,535	-	53,949	-	1,264,760.88
331.1 ARTEC Charter School	1,522,659.13	-	84,108.00	14,400	1,820	-	-	-	3,000	-	15,000	-	-	-	-	-	-	-	23,793	-	3,004	12,953	-	56,503	-	1,737,240.13
451 Victory Charter School	2,643,724.65	-	170,739.24	14,400	2,336	-	-	9,015.00	3,000	-	15,000	-	243	-	7,120	-	-	-	22,514	2,341	4,659	25,494	-	77,878	-	2,998,463.89
452 Idaho Virtual Academy	9,627,765.27	-	165,896.00	55,554	5,650	-	17,400	21,255.00	6,291	-	44,372	-	970	-	49,481	-	-	-	58,866	32,043	17,092	121,641	-	214,555	3,275.00	10,442,106.27
453 McKenna Charter School	3,377,280.61	-	54,504.12	20,941	2,737	3,300.00	3,480	-	3,000	-	16,575	-	-	-	3,916	-	-	-	29,087	4,485	-	29,067	-	76,636	-	3,620,712.73
454 Rolling Hills Charter School	1,404,778.20	-	103,452.84	7,200	1,706	3,300.00	-	-	3,079	-	15,000	-	970	-	7,120	-	-	-	22,949	4,175	3,462	16,373	-	61,416	-	1,654,981.04
455 Compass Public Charter School	5,632,037.80	-	454,183.20	17,884	3,852	-	-	390.00	4,903	-	27,212	-	2,910	-	18,155	-	-	-	49,532	6,685	8,832	57,434	-	146,052	(1,600.95)	6,428,461.05
456 Falcon Ridge Public Charter School	1,623,200.00	-	114,807.42	7,200	1,768	-	-	-	3,000	-	15,000	-	-	-	6,764	-	-	-	22,310	2,680	3,590	17,290	-	63,727	370.00	1,881,706.42
457 INSPIRE Connections Academy	5,048,119.53	-	45,536.43	34,671	3,507	-	15,660	130.00	4,982	-	23,924	-	3,638	-	22,427	-	-	-	34,642	16,162	8,530	55,721	-	125,285	1,207.17	5,444,142.13
458 Liberty Charter School	2,887,423.49	-	173,683.02	14,400	2,366	-	-	6,500.00	3,000	-	15,000	-	-	-	9,255	-	-	-	22,418	3,441	4,748	26,133	-	78,405	-	3,246,772.51
460 Connor Academy	2,789,481.73	-	232,138.08	9,072	2,468	-	-	-	3,000	-	15,000	-	-	-	29,902	-	-	-	29,048	8,631	-	34,666	-	92,362	222.07	3,245,990.88
461 Taylor's Crossing Public Charter School	2,214,329.60	-	154,338.18	14,400	2,105	5,164.43	-	5,750.00	3,000	-	15,000	-	-	-	12,459	-	-	-	24,386	3,921	4,528	24,434	-	73,003	-	2,556,818.21
462 Xavier Charter School	3,882,315.92	-	294,378.00	14,400	3,012	5,910.73	-	-	4,070	-	19,200	-	728	-	23,494	-	-	-	35,026	8,462	7,339	45,760	-	109,306	1,084.00	4,453,415.65
463 Vision Charter School	4,220,175.71	-	302,368.26	14,400	3,011	-	3,480	17,385.00	4,070	-	19,191	-	1,698	-	26,698	-	-	-	31,879	8,688	7,011	43,341	-	108,819	302.44	4,812,517.41
464 White Pine Charter School	2,496,557.22	-	223,727.28	7,200	2,288	-	-	-	3,595	-	15,000	-	243	-	29,902	-	-	-	28,125	5,557	5,097	28,804	-	58,663	5,104.52	2,939,863.02
465 North Valley Academy	1,364,376.94	-	93,780.42	10,368	1,731	-	1,740	195.00	3,000	-	15,000	-	1,698	-	16,019	28,960.68	-	-	22,782	4,344	3,148	13,984	94	58,269	-	1,639,490.04
466 iSucceed Virtual High School	3,368,407.64	-	51,428.48	32,422	2,773	5,380.00	6,960	-	3,000	-	16,920	-	-	-	-	-	-	-	24,492	5,472	-	28,836	-	87,065	-	3,633,156.12
468 School	1,632,128.35	-	117,751.20	7,200	1,832	-	-	-	3,317	-	15,000	-	-	-	-	-	-	-	27,861	8,039	3,128	13,842	1,265	63,524	5,555.40	1,900,442.95
469 Idaho Connects Online (ICON)	2,139,213.84	-	21,204.47	14,400	2,077	-	-	-	3,000	-	15,000	-	-	-	-	-	-	-	23,119	2,426	-	12,751	-	59,247	-	2,292,504.31
470 Kootenai Bridge Academy	1,781,140.23	-	-	17,768	1,921	-	15,660	-	3,000	-	15,000	-	-	-	-	-	-	-	16,414	1,015	-	13,437	-	58,292	-	1,923,647.23
472 Palouse Prairie Charter School	1,024,983.87	-	76,958.82	7,200	1,537	-	-	-	3,278	-	15,000	-	-	-	11,747	-	-	-	20,410	2,031	2,860	11,793	-	54,390	-	1,232,188.69
473 The Village Charter School	2,351,425.82	-	204,802.98	7,200	2,301	-	-	-	3,000	-	15,000	-	-	-	21,003	-	-	-	29,666	7,616	-	25,911	-	85,290	4,764.28	2,757,980.08
474 Monticello Montessori Charter School	1,152,769.06	-	97,565.28	7,200	1,587	1,692.32	-	-	3,555	-	15,000	-	-	-	19,579	-	-	-	19,406	3,300	2,891	12,064	-	59,290	-	1,395,898.66
475 Sage International School of Boise	5,289,487.17	-	417,596.22	19,614	3,688	3,700.00	-	-	3,000	-	25,647	-	3,638	-	21,359	-	-	-	59,262	12,862	-	62,347	-	137,280	(40.81)	6,059,439.58
476 Another Choice Virtual Charter School	3,442,326.49	-	126,387.01	20,480	2,744	-	29,580	2,155.00	3,000	-	16,642	-	1,698	-	6,408	-	-	-	31,918	10,126	5,396	31,106	-	88,986	-	3,818,952.50
477 Blackfoot Charter Community Learning Ctr	2,914,132.72	-	267,883.98	7,200	2,584	6,600.00	-	-	3,833	-	15,111	-	4,123	-	38,090	-	-	-	36,326	11,226	6,298	38,006	-	101,278	1,721.82	3,454,413.52
478 Legacy Charter School	1,682,348.24	-	125,741.46	7,200	1,852	-	-	-	3,000	-	15,000	-	-	-	8,543	-	-	-	19,008	4,005	3,895	19,668	-	66,635	-	1,956,895.70
479 Heritage Academy	1,196,966.13	-	72,332.88	7,200	1,555	3,700.00	-	-	3,396	-	15,000	-	4,123	-	18,155	-	-	-	20,526	5,698	2,592	9,879	-	53,688	243.12	1,415,042.13
480 STEM Charter Academy	2,837,362.50	-	222,045.12	13,248	2,495	-	1,740	304.00	4,269	-	15,000	-	-	-	14,239	-	-	-	27,782	2,482	5,219	29,908	-	90,591	-	3,266,684.62
481 Heritage Community Charter School	2,497,251.12	-	207,326.22	7,200	2,270	-	-	-	3,000	-	15,000	-	28,133	10,000	35,598	-	-	-	28,846	12,862	5,526	32,015	-	85,917	50.68	2,970,995.02
482 American Heritage Charter School	1,933,651.82	-	152,235.48	12,960	2,037	6,600.00	-	-	3,000	-	15,000	-	12,815	-	12,815	21,675.93	-	-	25,613	2,905	4,114	21,440	-	72,404	-	2,286,451.23
483 Chief Tahgee Elementary Academy	506,048.38	-	36,166.44	-	1,264	-	-	-	3,000	-	9,000	-	-	-	16,375	-	-	-	18,098	1,664	2,022	5,415	-	38,058	12,739.46	649,850.28
485 Bingham Academy	1,078,968.67	-	49,623.72	14,400	1,483	6,600.00	-	90.00	3,000	-	12,000	-	-	-	-	-	-	-	19,581	621	-	7,220	-	48,077	-	1,243,930.39
486 Upper Carmen Charter School	724,166.69	-	42,474.54	7,200	1,340	-	1,740	-	3,000	-	9,000	-	-	-	1,068	-	-	-	17,170	1,213	2,224	7,060	-	46,315	-	863,971.23
487 Forrest M. Bird Charter School	2,301,568.14	-	133,311.18	14,400	2,156	-	3,480	2,025.00	3,317	-	15,000	-	-	-	-	-	-	-	27,599	5,359	4,107	21,136	-	67,983	2,647.21	2,604,088.53
488 Syringa Mountain School	625,873.96	-	46,679.94	14,400	1,327	-	-	-	3,198	-	9,000	-	728	-	19,579	-	-	-	17,774	3,328	-	7,914	-	47,258	12,173.08	794,832.98
489 Idaho Technical Career Academy	1,045,952.32	-	25,785.00	14,400	1,524	-	-	5,135.00	3,000	-	15,000	-	-	-	-	-	-	-	17,774	1,213	-	7,304	-	49,105	-	1,186,132.32
490 Idaho Distance Education Academy	3,038,599.50	-	46,114.84	16,210	2,556	200.00	-	375.00	3,198	-	15,000	-	-	-	28,122	-	-	-	20,626	8,152	5,944	36,015	-	83,062	2,056.00	3,306,230.34
491 Coeur d' Alene Charter Academy	4,153,372.38	-	289,331.62	24,172	3,075	-	-	-	3,000	-	19,796	-	-	-	-	-	-	-	34,912	3,723	7,020	43,854	-	106,941	903.83	4,690,100.73
493 North Star Charter School	5,410,849.35	-	410,026.50	14,400	3,548	6,600.00	-	-	3,119	-	24,308	-	970	-	21,715	-	-	-	43,671	8,434	9,109	60,057	-	133,771	-	6,150,577.85
494 Pocatello Community Charter School	1,884,148.50	-	145,086.30	7,200	1,962	-	-	-	3,436	-	15,000	-	485	-	19,935	-	-	-	23,455	5,698	4,117	21,323	-	71,363	-	2,203,208.80
495 Alturas International Academy	2,265,245.00	-	195,551.10	7,200	2,223	-	-	-	3,119	-	11,425	-	1,213	-	14,239	-	-	-	28,170	7,136	-	-	-	82,609	-	2,647,346.10
496 Gem Prep: Pocatello	842,173.85	-	-	-	1,460	-	-	-	3,119	-	11,425	-	-	-	4,272	-	-	-	17,121	1,890	2,526	9,258	-	54,852	-	1,025,476.21
497 Pathways in Education - Nampa	1,536,379.75	-	77,379.36	16,442	1,885	-	-	2,025.00	3,000	-	15,000	-	970	-	-	-	-	-	19,410	2,454	-	8,925	-	58,412	-	1,664,902.75
498 Gem Prep: Meridian, Inc.	1,173,831.01	-	113,125.26	-	1,600	675.00	-	-	3,000	-	15,000	-	-	-	-	-	-	-	20,015	-	1,320	-	-	62,700	-	1,391,266.27
499 Future Public School	980,243.40	-	95,462.58	-	1,517	-	-	-	3,000	-	15,000	-	-	-	-	-	-	-	19,139	-	-	-	-	58,970	-	1,173,331.98
511 Peace Valley	1,185,578.05	-	115,227.96	-	1,623	4,000.00	-	-	3,000	-	15,000	-	-	-	-	-	-	-	21,140	-	-	-	-	64,186	-	1,409,755.01
513 Project Impact STEM Academy; PISA	1,384,224.72	-	107,237.70	7,200	1,721	6,600.00	-	-	3,000	-	15,000	-	-	-	-	-	-	-	19,746	-	-	-	-	62,497	-	1,607,226.42
518 ARTE - Industrial	1,580,405.50	-	84,949.08	14,400	1,835	-	-	-	3,000	-	15,000	-	-	-	-	-	-	-	23,450	-	-	-	-	56,871	-	1,779,910.58
555 COSSA Academy	1,029,061.84	-	-	14,400	1,482	-	-	-	3,000	-	11,975	-	-	-	-	-	-	-	20,459	677	2,249	7,282	26,665	47,209	531.75	1,164,991.59
Total	1,607,226,543.00	22,409,764.39	8,211,777.35	7,200,000	950,000	315,154.69	426,300	1,636,979.50	1,000,000	-	8,000,000	-	4,370,000	450,000	12,990,300	308,497.49	-	40,449.80	14,280,000	4,715,000	2,332,338	18,556,491	3,849,506	36,500,000	457,268.04	1,756,226,369.26

Questions? Please call Julie Oberle, Public School Finance, at (208) 332-6840.

OUR KIDS, IDAHO'S FUTURE FINAL REPORT - APPENDIX 4

K-12 Budget Review -- Stability and Strategic Alignment | September 27, 2019

Appendix 4— Public School Funding Distributions 2019-2020

1. **Career Ladder Salaries and Benefits (33-1004B, 33-1004E, 33-1004F, I.C.)** – Based on Support Units (Staff Allowance Ratio), Instructional and Pupil Service Career Ladder Rung placement, and Employer Obligations to retirement (PERSI) and Social Security Benefits.

2. **Administrator / Classified Salaries and Benefits (33-1004A, 33-1004E, 33-1004F, I.C.)**
   - Administrator – Based on Support Units (Staff Allowance Ratio), Experience and Education Index, Base Salary, and Employer Obligations to retirement (PERSI) and Social Security Benefits.
   - Classified – Based on Support Units (Staff Allowance Ratio), Base Salary, and Employer Obligations to retirement (PERSI) and Social Security Benefits.

3. **Transportation (33-1006, I.C.)** – Based on prior year eligible Student Transportation expenditures.

4. **Literacy Proficiency (33-1615, 33-1616, I.C.) –** Budget $675 per average number of students in kindergarten through grade 3 who scored basic or below basic on the fall statewide reading assessment in the prior three years (2016-2017, 2017-2018, 2018-2019).

5. **Bond Levy Equalization Support Program (33-906, I.C.)** – This program is available only to school districts. A copy of the bond payment schedule needs to be sent to Public School Finance. The Value Index is calculated each year based on market value per support unit, per capita income, and unemployment data. Bond Levy Equalization Support Program payments must be deposited into your bond interest and redemption fund and taken into consideration when calculating the bond levy budget certification to your county(ies).

6. **School Facilities (Lottery) (33-905, I.C.)** – Budget $78 per 2018-2019 best 28 weeks ADA.

7. **Leadership Premiums (33-1004J, I.C.)** – Budget $1,016.52 ($850.00 plus $166.52 state-paid employee benefits) per 2019-2020 full-time equivalent instructional and pupil service staff (all fund sources).

8. **Advanced Opportunities (33-4602, I.C.)**
   - **Fast Forward Program –** Funding is available to pay for overload courses, dual credit courses, college-bearing exams, professional-technical exams, and workforce development training. Every public school student in grades 7-12 is allocated $4,125.00 for these purposes. In most cases, these funds will be paid directly to Idaho public post-secondary institutions and IDLA. The school district or charter school will be the recipient of these funds if:
     a) The school district or charter school is the provider of an overload course.
     b) A course taken by a student is through a private institution. The school district or charter school will be expected to forward these funds to either the institution or to the family.
     c) Students are requesting funds for an examination (AP, IB, CLEP, and CTE). The school district or charter school will likely be billed for this activity by the exam provider, or may need to reimburse the family.
   - **Early Graduation Scholarship** - These funds are related to scholarships awarded to students for Early Graduation. If a student graduates at least one year early, they are eligible for a scholarship equal to 35% of the ADA funding, which they can use at an Idaho public post-secondary school. The SDE will disperse these scholarships directly to the college or university. School districts and charter

K-12 Budget Review -- Stability and Strategic Alignment   **| September 27, 2019**

schools will receive an equivalent award of 35% of the ADA funding for any student who graduates at least one year early that is reported to the SDE by June 15th of each year.

Receipts for all transactions related to Advanced Opportunities are available in the Department of Education Advanced Opportunities portal.

9. **Idaho Digital Learning Academy –** 90% distributed by July 31, remaining 10% distributed by May 15.

10. **College and Career Advisors and Student Mentors [33-1002 (2)(r), I.C.] –** Budget as follows based on 2019-2020 enrollment:
    - For school districts and charter schools with 100 or more students in grades 8 through 12, budget the greater of $70 per student (8-12), or $18,000.
    - For school districts and charter schools with fewer than 100 students in grades 8 through 12, budget the greater of $180 per student (8-12), or $9,000.

11. **Charter School Facilities [33-5208 (5), I.C.] –** Budget $400 per 2019-2020 enrolled student for on-site charter schools. Online only and online/onsite charter schools should request a worksheet to estimate their payment.

12. **Math and Science Requirement (33-1021, I.C.)** – Budget as follows based on 2019-2020 enrollment:
    - For each regular high school with enrollment of 99 or less, budget $33,100
    - For each regular high school with enrollment of 100 to 159, budget $2,900
    - For each regular high school with enrollment of 160 to 319, budget $7,500
    - For each regular high school with enrollment of 320 to 639, budget $55,900
    - For each regular high school with enrollment of 640 or more, budget $75,800

For the purposes of these school size classifications for regular high schools that serve only grades 10-12, ninth grade students who will attend the regular high school upon matriculating to tenth grade shall be included as enrolled in the regular high school. Alternative Secondary Schools are not eligible.

13. **Master Educator Premiums (33-1004I, I.C.)** – Budget $4,783.60 ($4,000 plus $783.60 state-paid employee benefits) per eligible instructional and pupil service staff.

14. **Exceptional Contracts, Tuition Equivalency, SED (33-1002B, 33-2004, I.C.)**
    - Exceptional Contracts – Dollars are paid to school districts who are contracting with another entity to educate their student(s). The amount distributed is based on the actual ADA of that student multiplied by that school district's prior year per pupil support.
    - Tuition Equivalency
      o Special Education Tuition Equivalency – Dollars are paid to school districts s who are educating a special education student living in their school district (such as a group home) whose parents live in another Idaho school district. The amount distributed is based on the special education tuition equivalency child count multiplied by [42% of that schools prior year gross tuition rate + the statewide prior year's excess cost rate].
      o Court-Ordered Tuition Equivalency – Dollars are distributed to schools who are educating students who have been placed into a licensed home or facility per an Idaho court-order. The amount

distributed is calculated by multiplying the actual days of attendance while in a licensed home for qualifying students by 42% of the prior year's gross daily tuition rate for that school district or charter school.

  o Juvenile Detention Center Tuition Equivalency - Dollars are distributed to schools who are educating students who have been placed into a county run juvenile detention center per an Idaho court-order. The amount distributed is calculated by multiplying the actual days of attendance while at the detention center by 42% of the prior year's gross daily tuition rate for that school district.

- Juvenile Detention Center Summer Tuition Equivalency - Dollars are distributed to schools who are educating students who have been placed into a county run juvenile detention center per an Idaho court-order. The amount distributed is calculated by multiplying the actual days of summer attendance while at the detention center by ½ of 42% of the prior year's gross daily tuition rate for that school district.

- Serious Emotional Disturbances (SED) – Dollars are paid to school districts and charter schools who are educating a higher than average percentage of students identified on the fall child count as SED. The amount distributed is calculated by multiplying the number of students above the statewide average for that school district or charter school by the prior year's excess cost rate.

15. **School Facilities Maintenance Match (33-1019, I.C.) -** The state maintenance match requirement is calculated annually using each school district's and charter school's square footage and their bond levy value index. If the School Facilities Funding (Lottery) dollars distributed in August do not satisfy the state match requirement, the difference between the state match requirement and the School Facilities Funding (Lottery) is distributed to those schools as School Facilities Maintenance Match dollars.

16. **Safe and Drug-Free Schools** – Budget $2,000 plus $12 per 2018-2019 full-term average daily attendance (ADA).

17. **Mastery-based Education –** Distributed to approved School Districts and Charter Schools.

18. **Border Contracts** – Distributed to School Districts with Border Contract agreements with states bordering Idaho.

19. **Continuous Improvement Plans and Training (Strategic Planning) (33-320, I.C.)** – Budget up to $6,600 per school district or charter school. Funds will be distributed on a reimbursement basis.

20. **National Board for Professional Teaching Standards (33-1004E, I.C.)** – Budget $2,391.80 ($2,000 plus $391.80 state-paid employee benefits) per eligible instructional staff.

21. **Federal Funds** – Distributed to School Districts and Charter Schools through the State Department of Education's Grant Reimbursement Application.

22. **Technology (Classroom, Classroom Infrastructure, Instructional Management System)** – Budget the sum of the following base amount associated with your 2019-2020 mid-term ADA, plus $100 per 2019-2020 mid-term ADA:
- Base amount

- o Mid-term ADA is less than 25, $9,000
- o Mid-term ADA between 25 and 100, $360 per ADA
- o Mid-term ADA is greater than 100, $36,000

23. **Gifted/Talented –** Budget $3,000 per school district or charter school, plus $28 per 2019-2020 identified gifted/talented student, limited to 6% of total enrollment.

23. **Professional Development** – Budget $15,000 per school district or charter school plus $820 per 2019-2020 instructional and pupil service FTE (all fund sources).

24. **Idaho Educational Services for the Deaf and the Blind** - 90% distributed in early July, remaining 10% distributed in early May.

25. **IT Staffing** – Budget as follows based on 2019-2020 mid-term support units:
    - Greater of $1,250 per 2019-2020 mid-term support unit or $9,000, if mid-term support units are less than or equal to 10.
    - Greater of $460 per 2019-2020 mid-term support unit or $15,000, if mid-term support units are more than 10.

26. **Content and Curriculum -** Budget the sum of a $1,700 base amount, plus $80 per 2019-2020 mid-term Support Unit.

27. **Remediation** – Budget $27 per student for each section in which the student does not meet proficiency on the ISAT. This distribution will be based on the Spring 2019 ISAT data.

28. **English Language Acquisition** – Budget $230 per eligible English Learner (see following eligibility) that was tested on the spring 2019 ACCESS 2.0 assessment. Funding is for students identified as L1 and LE as reported in ISEE. Students with other ISEE codes do not qualify for this funding.

29. **Student Achievement Assessments –** Expended by the State Department of Education for the benefit of School Districts and Charter Schools.

30. **Math Initiative** – Expended by the State Department of Education for the benefit of School Districts and Charter Schools.

IV. State Discretionary Funds – Distributed based on Best 28 weeks Support Units.

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Appendix 5— FY 2020 Education Budget - DFM

FY 2020 Public Schools Budget

		$	%	Code reference	Description
I.	**APPROPRIATION**				
	Sources of Funds				
	General Fund	$ 1,898,407,200	83.71%		
	Dedicated Funds	$ 105,062,300	4.63%		
	Federal Funds	$ 264,338,500	11.66%		
	TOTAL APPROPRIATIONS	**$ 2,267,808,000**			
II.	**PROGRAM DISTRIBUTIONS**				
	Statutory				
* 1	Career ladder salaries and benefits	$ 962,886,000	42.46%	§33-1004B, 33-1004F	for instructional and pupil services staff; based on career ladder model; movement based on performance/student achievement
* 2	Administrative and classified staff salaries and benefits	$ 254,339,800	11.22%	§33-1002(2)(f), 33-1004E(4)(5), 33-1004F	for administrators and non-certificated staff; based on three-year average of support units
* 3	Transportation	$ 75,334,700	3.32%	§33-1006, 33-1002(2)(b)	for bussing, maintenance, operation, insurance; state reimburses eligible costs; based on prior year expenditures and 1% growth
* 4	Literacy proficiency/interventions	$ 26,146,800	1.15%	§33-1002(2)(r), 33-1614-1616	for reading resources: aides, additional class time, books; based on appropriation
* 5	Bond levy equalization	$ 23,387,900	1.03%	§33-906, 67-7434, 63-2520	schools receive state financial assistance for the cost of annual bond interest and redemption payments based on value index
* 6	Facilities: lottery funds and earned interest	$ 22,842,500	1.01%	§33-905, 33-1019, 67-7434	for school facilities repairs and maintenance based on prior year best 28-weeks average daily attendance
* 7	Leadership awards/premiums	$ 18,400,700	0.81%	§33-1002(2)(o), 33-1004J	additional funding for instructional/pupil services staff working on special projects or mentoring; based on estimated staff growth
* 8	Advanced opportunities	$ 18,000,000	0.79%	§33-4602, 33-4605, 33-1002(2)(m)	for Fast Forward program (dual credit, advanced placement, college prep, exams), early graduation scholarship; based on student usage
* 9	Idaho Digital Learning Academy	$ 11,854,200	0.52%	§33-1020, 33-1002(2)(j)	for remedial coursework, advanced opportunities, dual credit; based on salary-based apportionment, career ladder, and IDLA enrollments
10	Academic and college/career advisors and mentors	$ 9,000,000	0.40%	§33-1002(2)(q), 33-1212A	to help students identify strengths, areas of improvement, education and career goals; based on appropriation
* 11	Facilities: charter schools	$ 8,840,000	0.39%	§33-5208(5), 33-1002(2)(k)	percentage of statewide average amounts of bond and plant facilities funds levied per student by school districts
* 12	Math and science requirement	$ 6,590,900	0.29%	§33-1021, 33-1002(2)(n)	to defray costs of additional math and science courses for graduation requirements; based on 1% annual growth
* 13	Master educator premiums	$ 7,175,400	0.32%	§33-1004I	$4,000 per educator per year; rewards veteran teachers; in place of top rung of task force recommendation
* 14	Exceptional contracts/tuition equivalents	$ 5,761,000	0.25%	§33-1002(b), 33-2004, 33-2005	for district-to-agency contracts; serious emotional disturbance; court-ordered, juvenile detention, and special ed tuition equivalencies; based on growth/usage
* 15	Facilities: state match	$ 4,104,000	0.18%	§33-1019	based on formula that includes student-occupied building square footage, replacement value of buildings, and district value index
16	Idaho Safe and Drug-Free Schools	$ 4,024,000	0.18%	§63-2506, 63-2552A(3), 63-3067	for substance abuse prevention programs and school safety improvements
17	Mastery-based education	$ 1,400,000	0.06%	§33-1002(2)(s), 33-1632	19 incubator schools; students advance according to content mastery rather than seat time; funding is for training, facilitation, professional development
18	Border contracts	$ 1,200,000	0.05%	§33-1002(2)(d), 33-1403	payments for agreements with border states to educate students outside of Idaho home districts
19	Continuous improvement plans and training	$ 652,000	0.03%	§33-320(4)	reimburse up to $6,600 to each district/charter for administrator and school board training
20	National Board teacher certification	$ 90,000	0.00%	§33-1004E(2)	$2,000 per year for five years for instructional staff who achieve national board certification; 17 teachers qualified in FY 2019
	Statutory Total	**$ 1,462,030,800**	**64.47%**		
	Other				
21	Federal funds for local school districts	$ 264,115,000	11.65%	§67-1917	revenue from U.S. Dept. of Ed and Ag federal grants; used for child nutrition, special education, English language learning, and title programs
22	Technology	$ 36,500,000	1.61%	HB 221 intent language	for classroom technology, infrastructure, instructional management systems; formula for this and others below determined by the Sup. of Public Instruction
23	Professional development and gifted and talented	$ 21,550,000	0.95%	H 220, 222, and 224 intent language	for staff to increase student learning, mentoring, and collaboration; instructor training and screening for gifted and talented students
24	Bureau of Educational Services for the Deaf and the Blind	$ 11,540,000	0.51%	enabling statute: §33-34	for school for the deaf and the blind and statewide campus and outreach services
25	District information technology staffing	$ 8,000,000	0.35%	HB 221 intent language	for information technology staff costs; minimum amount per district/charter
26	Content and curriculum	$ 6,350,000	0.28%	HB 224 intent language	content and curriculum for adaptive math instruction, research-based programs to assist with limited-English proficiency; technology certifications
27	Remediation based on Idaho Standards Achievement Test	$ 5,456,300	0.24%	HB 222 intent language	for students failing to achieve proficiency on ISAT
28	Limited English proficiency	$ 4,870,000	0.21%	HB 222 intent language	majority of funding distributed pro rata based on population of English language learners; balance distributed through grants
29	Student achievement assessments	$ 2,258,500	0.10%	HB 224 intent language	for development and administration of student assessments, including college entrance exams and end-of-course exams
30	Math initiative	$ 1,817,800	0.08%	§33-1627	for regional math centers housed at four-year institutions, Modeling and Data Analysis Literacy Institute, other math program support
	Other Total	**$ 362,457,600**	**15.98%**		
III.	**TOTAL PROGRAM DISTRIBUTIONS**	**$ 1,824,488,400**	**80.45%**		
IV.	**STATE DISCRETIONARY FUNDS**	**$ 443,319,600**	**19.55%**		for school operating costs; used for additional salaries and benefits (including insurance), utilities, and other general expenses
V.	**ESTIMATED SUPPORT UNITS**	**15,601**			
VI.	**STATE DISCRETIONARY FUNDS PER SUPPORT UNIT**	**$ 28,416**			

* Public Education Stabilization Fund: if the actual expenditures are above the appropriation, funding is taken out of PESF to make up the difference; if the actual expenditures are lower than the appropriation, funding is deposited into PESF

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FY 2020 Department of Education Budget

	$	%	Code reference	Description
General Fund	15,690,600	38.54%	enabling statute: §33-125	
Federal grants	14,651,300	35.99%		revenue from U.S. Dept. of Ed and Ag; pays for administering federal grant-related programs
Broadband investment grant	2,700,000	6.63%	§33-910	revenue from legislative transfers and interest; used for broadband construction projects for entities that receive e-rate funding
Driver's training fund	2,455,900	6.03%	§49-308	revenue from driver's license fees; used for state driver's training program costs and reimbursement of a portion of school driver's ed programs
Indirect cost recovery	2,308,600	5.67%		collection of indirect cost on actual expenditures from federal grants; rate negotiated annually; used for agency administrative costs
Public instruction	1,844,300	4.53%		revenue from training/certification fees, background checks, surplus property, grants; used for statewide training and PSC costs
Miscellaneous revenue	501,500	1.23%		revenue from student transportation program assessment fees and background checks
Public schools income	461,800	1.13%	§33-903, 33-3301	transfers from other funds; proceeds of levied taxes; grants; oil, gas, and mineral lands revenue
Tobacco tax	100,800	0.25%	§63-2506, 63-2552A(3), 63-3067	used for personnel costs to facilitate the Idaho Safe and Drug Free Schools programs
Total	**40,714,800**			

FY 2020 Office of the State Board of Education Budget

	$	%	Code reference	Description
Miscellaneous revenue	6,382,200	41.56%	enabling statute: §33-106	revenue from proprietary schools; used for oversight of registration of for-profit institutions; includes $6.125 million for INL capital project
General Fund	5,615,100	36.56%		used for Board operations
Federal grants	2,744,200	17.87%		revenue from federal sources; used for management of grants
Public charter school authorizers fund	358,100	2.33%		revenue from charter school fees; used for oversight of charter schools
Indirect cost recovery	157,800	1.03%		used for indirect grant costs
Task force	100,000	0.65%		used for task force expenses
Total	**15,357,400**			

FY 2020 Career Technical Education Budget

	$	%	Code reference	Description
General Fund	14,764,900	58.90%	enabling statute: §33-22	an additional $47,841,900 is distributed to postsecondary institutions and another $5,848,700 is for administrative and other expenses
Federal grants	9,751,900	38.90%		revenue from Perkins Act and Adult Ed Act; used for state match to improve CTE offerings and provide basic skills to adults
Miscellaneous revenue	315,000	1.26%		revenue from conference registration fees; used for summer conferences
Displaced homemaker	170,000	0.68%	§39-5009, 39-5003	revenue from divorce fees; used for multipurpose service centers for displaced homemakers at each technical college
Hazardous materials/waste transportation	67,800	0.27%	§49-2202, 49-2205	revenue from Idaho State Police reimbursements for hazardous material handling and training
Total	**25,069,600**			

Public Education Stabilization Fund

Fiscal Year	Balance*
2010	$23,174,106
2011	$11,153,960
2012	$36,967,877
2013	$49,049,315
2014	$72,850,736
2015	$90,947,795
2016	$88,551,241
2017	$85,042,698
2018	$64,349,703
2019	$80,292,602
2020**	$92,292,602

*The Public Education Stabilization Fund (PESF) is used to balance over- or under appropriated funds to Public Schools Support programs; when there are positive variances, money is transferred into PESF (appropriation was more than needed); when there are negative variances, money is transferred out of PESF (appropriation was less than needed); if the fund has a balance greater than 8.344% (Idaho Code 33-907) of the current-year appropriation, the excess is transferred to the Bond Levy Equalization Fund

aa   **The Legislature appropriated an additional $12,000,000 for PESF during the 2019 sessio

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K-12 Budget Review -- Stability and Strategic Alignment | September 27, 2019

Appendix 6— K-12 Budget Appropriations Presentation - LSO

Legislative Services Office   Budget & Policy Analysis

Funding K–12 Education in Idaho

Robyn Lockett, Principal Analyst
Legislative Services Office
June 12, 2019

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Fiscal Year 2020

TOTAL: $2,267,808,000

$1.9 billion General Fund

$105 million Dedicated Funds

$264 million Federal Funds

Appropriation for 2019-2020 School Year for 20,000 Educators and 307,000 Students Statewide

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K-12 is Nearly 50% of the General Fund Budget

"Where the money goes . . ."
Dollars In Millions (Percent of Appropriations)

Other Education $222.6 5.7%

College & Universities $306.0 7.8%

Law & Justice $374.6 9.6%

General Government $124.9 3.2%

Public Schools $1,898.4 48.5%

Natural Resources $52.3 1.3%

Health & Human Services $885.4 22.6%

Economic Development $46.0 1.2%

All Education $2,427.1, 62.8%

General Fund Appropriations = $3,910.4
General Fund Ending Balance = $173.8

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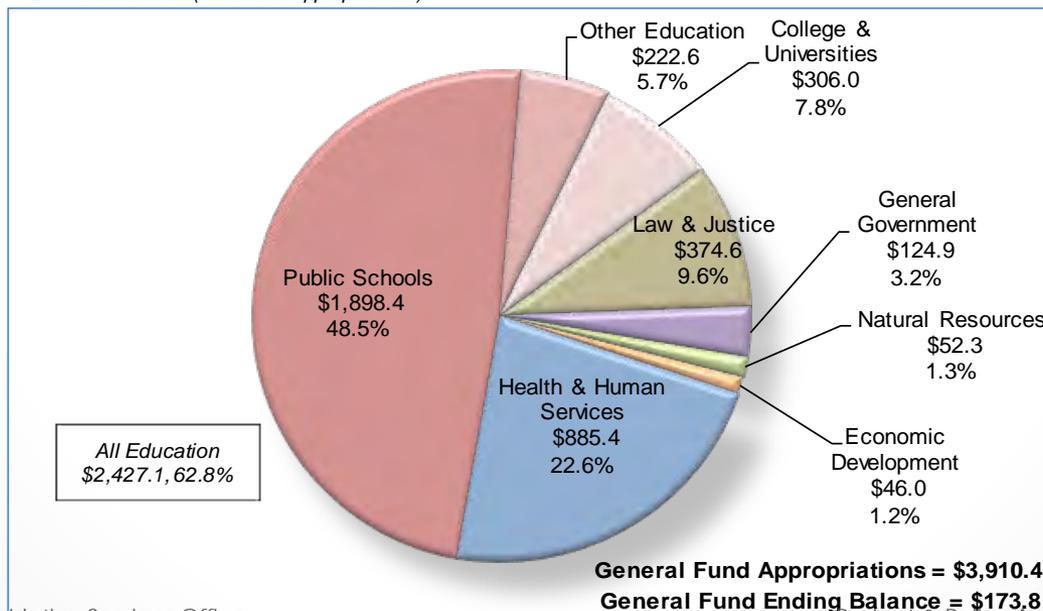
Statutory Requirements, Program Distributions, and Discretionary Funds

FY 2020 PUBLIC SCHOOLS SUPPORT PROGRAM	FY 2019 Original Approp.	FY 2020 Legislation
Sub-total -- Statutory Requirements	$1,356,346,400	*$1,462,030,800*
Sub-total -- Other Program Distributions	$362,738,500	*$362,457,600*
Discretionary Funds	$421,530,200	*$443,319,600*
	Total	**$2,267,808,000**

APPROPRIATION BY Fund Source			
General Fund		$1,785,265,900	*$1,898,407,200*
Dedicated Funds		$91,010,700	*$105,062,300*
Federal Funds		$264,338,500	*$264,338,500*
TOTAL APPROPRIATIONS		**$2,140,615,100**	***$2,267,808,000***
	General Fund Percent Change:	5.9%	*6.3%*
	Total Funds Percent Change:	4.9%	*5.9%*

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Statutory Requirements

FY 2020 PUBLIC SCHOOLS SUPPORT PROGRAM	FY 2019 Original Approp.	FY 2020 Legislation
Statutory Requirements		
1 Transportation	$73,010,000	$75,334,700
2 Border Contracts	$1,200,000	$1,200,000
3 Exceptional Contracts/Tuition Equivalents	$5,390,900	$5,761,000
4 Salary-based Apportionment	$203,518,300	$213,050,600
5 State Paid Employee Benefits	$38,180,000	$41,289,200
6 Career Ladder Salaries	$761,566,200	$806,572,300
7 Career Ladder Benefits	$142,869,800	$156,313,700
8 Bond Levy Equalization	$23,184,500	$23,387,900
9 Idaho Digital Learning Academy	$9,788,500	$11,854,200
10 Idaho Safe & Drug-Free Schools	$4,024,900	$4,024,900
11 Math and Science Requirement	$5,930,000	$6,590,900
12 Advanced Opportunities	$15,000,000	$18,000,000
13 National Board Teacher Certification	$90,000	$90,000
14 Facilities (Lottery) & Interest Earned	$18,562,500	$22,842,500
15 Facilities State Match (GF)	$3,905,000	$4,104,000
16 Facilities - Charter School Funding	$7,893,700	$8,840,000
17 Leadership Awards/Premiums	$17,773,600	$18,400,700
18 Continuous Improvement Plans and Training	$652,000	$652,000
19 Mastery Based System	$1,400,000	$1,400,000
20 Online Class Portal Managed by SDE (move to SOPI)	$150,000	$0
21 Literacy Proficiency/Interventions Based on IRI	$13,156,500	$26,146,800
22 Academic & College/Career Advisors and Mentors	$9,000,000	$9,000,000
23 Innovation Schools (move to SOPI)	$100,000	$0
24 Master Educator Premiums (Salaries and Benefits)	$0	$7,175,400
25 **Sub-total -- Statutory Requirements**	**$1,356,346,400**	**$1,462,030,800**

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K-12 Budget Review -- Stability and Strategic Alignment   **| September 27, 2019**

Other Program Distributions

FY 2020 PUBLIC SCHOOLS SUPPORT PROGRAM	FY 2019 Original Approp.	FY 2020 Legislation
Other Program Distributions		
26 Math Initiative	$1,817,800	*$1,817,800*
27 Remediation Based on ISAT	$5,456,300	*$5,456,300*
28 Limited English Proficiency (LEP)	$4,870,000	*$4,870,000*
29 District and Charter IT Staffing	$8,000,000	*$8,000,000*
30 Distributed Technology Funds (Classroom, WiFi, IMS)	$36,500,000	*$36,500,000*
31 Student Achievement Assessments	$3,100,000	*$2,258,500*
32 Prof. Devel. And Gifted & Talented	$21,550,000	*$21,550,000*
33 Content and Curriculum	$6,350,000	*$6,350,000*
34 Bureau of Services for the Deaf & Blind (Campus)	$7,023,000	*$7,410,600*
35 Bureau of Services for the Deaf & Blind (Outreach)	$3,956,400	*$4,129,400*
36 Federal Funds for Local School Districts	$264,115,000	*$264,115,000*
I. Sub-total -- Other Program Distributions	**$362,738,500**	***$362,457,600***

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OUR KIDS, IDAHO'S FUTURE FINAL REPORT - APPENDIX 4

K-12 Budget Review -- Stability and Strategic Alignment | **September 27, 2019**

Discretionary Funding

FY 2020 PUBLIC SCHOOLS SUPPORT PROGRAM	FY 2019 Original Approp.	FY 2020 Legislation
STATE DISCRETIONARY FUNDS	$421,530,200	*$443,319,600*
ESTIMATED SUPPORT UNITS (Best 28 Weeks)	15,339	*15,601*
STATE DISCRETIONARY $ PER SUPPORT UNIT	$27,481	*$28,416*

Legislative Services Office

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K-12 Budget Review -- Stability and Strategic Alignment | September 27, 2019

FY 2008 – FY 2020
K-12 Appropriations

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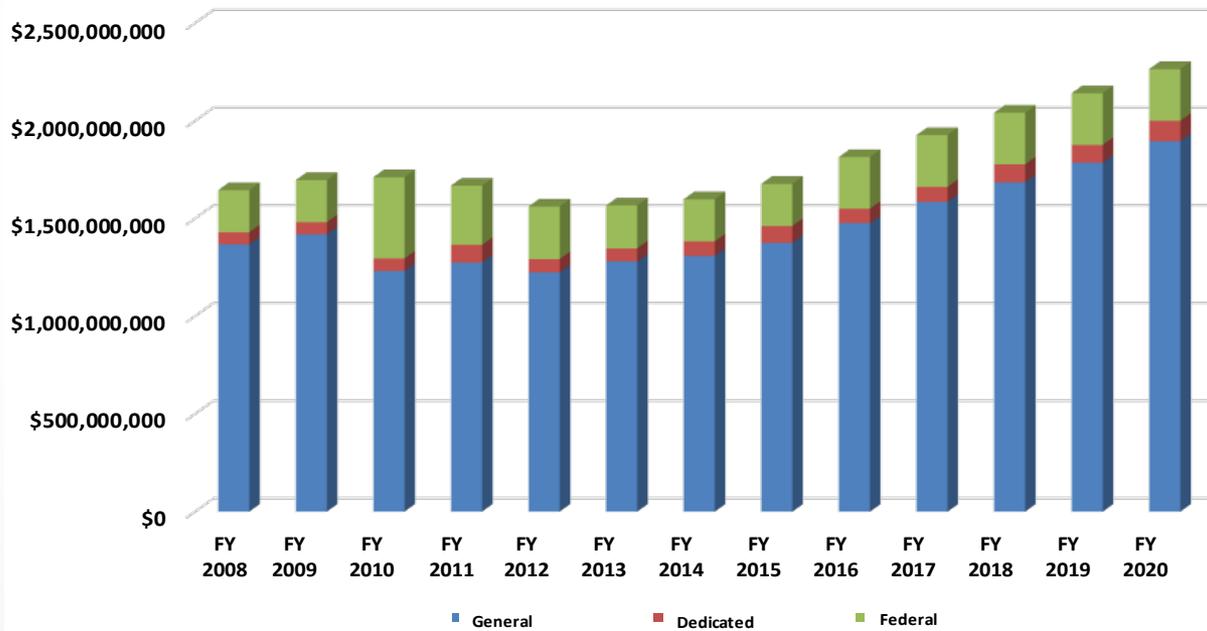
Legislative Services Office   Budget & Policy Analysis

Questions?

Robyn Lockett, Principal Analyst
Legislative Services Office
June 12, 2019

K-12 Budget Review -- Stability and Strategic Alignment | September 27, 2019

<u>**Appendix 7—Economic and General Fund Review -- FY 2019, FY 2020, FY 2021 -- DFM**</u>

K-12 Budget Stability and Strategic Alignment

Economic and General Fund Review
FY 2019, FY 2020, and FY 2021

Derek Santos, Chief Economist
Greg Piepmeyer, Economist
Idaho Division of Financial Management

June 12, 2019

K-12 Budget Review -- Stability and Strategic Alignment   **| September 27, 2019**

K-12 Budget Review -- Stability and Strategic Alignment   **| September 27, 2019**

K-12 Budget Review -- Stability and Strategic Alignment   **| September 27, 2019**

K-12 Budget Review -- Stability and Strategic Alignment | September 27, 2019

K-12 Budget Review -- Stability and Strategic Alignment | September 27, 2019

Idaho Nonfarm Job Growth

K-12 Budget Review -- Stability and Strategic Alignment   **| September 27, 2019**
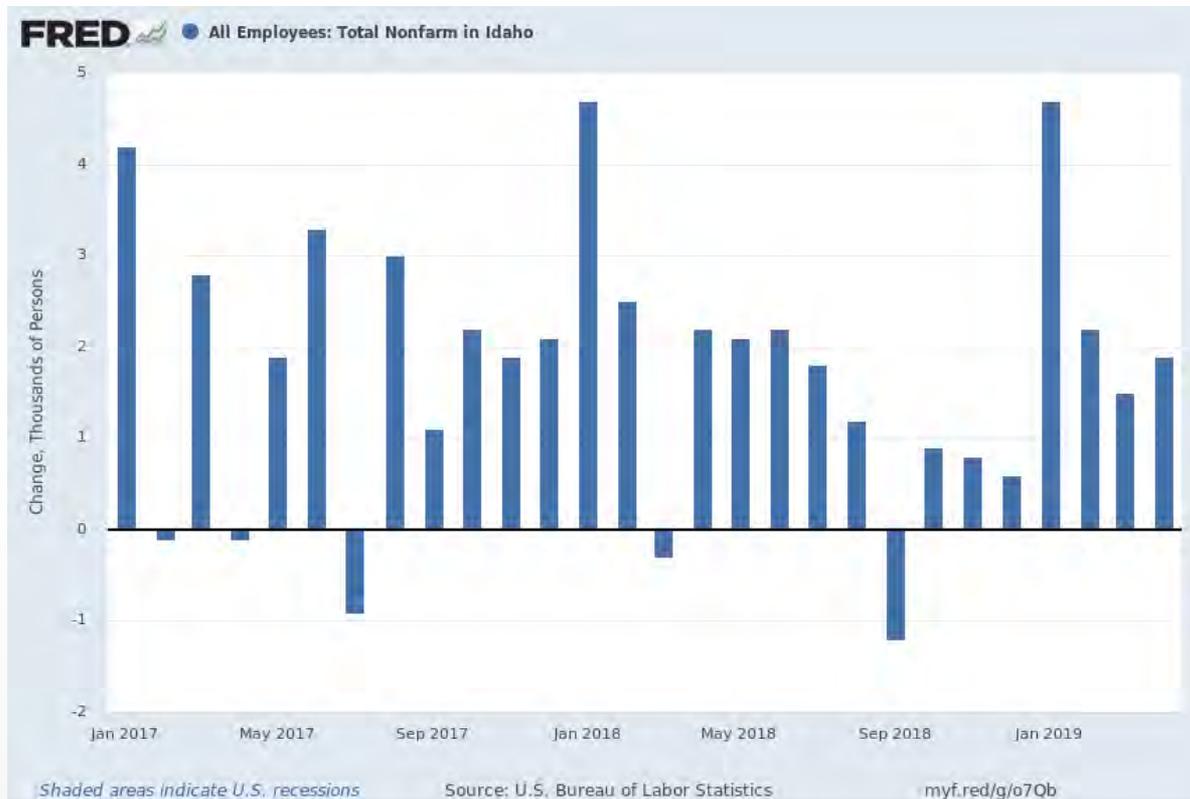
Recession?

1) **Estimated Probability of No National Recession 70%**

2) **Estimated Probability of National Recession 30%.**

3) **Odds are 7 to 3 of a Recession**

K-12 Budget Review -- Stability and Strategic Alignment | September 27, 2019
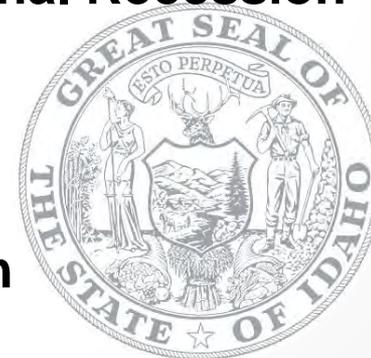
Projected Inflation-Adjusted US GDP Growth
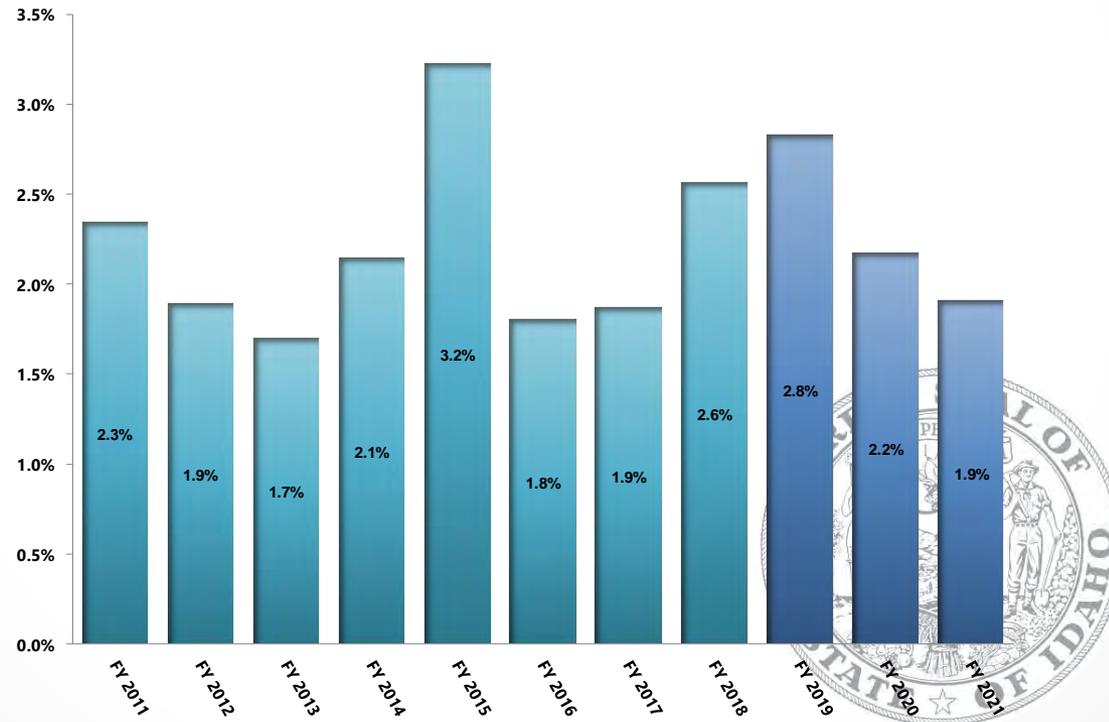
Nonfarm Employment Growth

K-12 Budget Review -- Stability and Strategic Alignment   **| September 27, 2019**
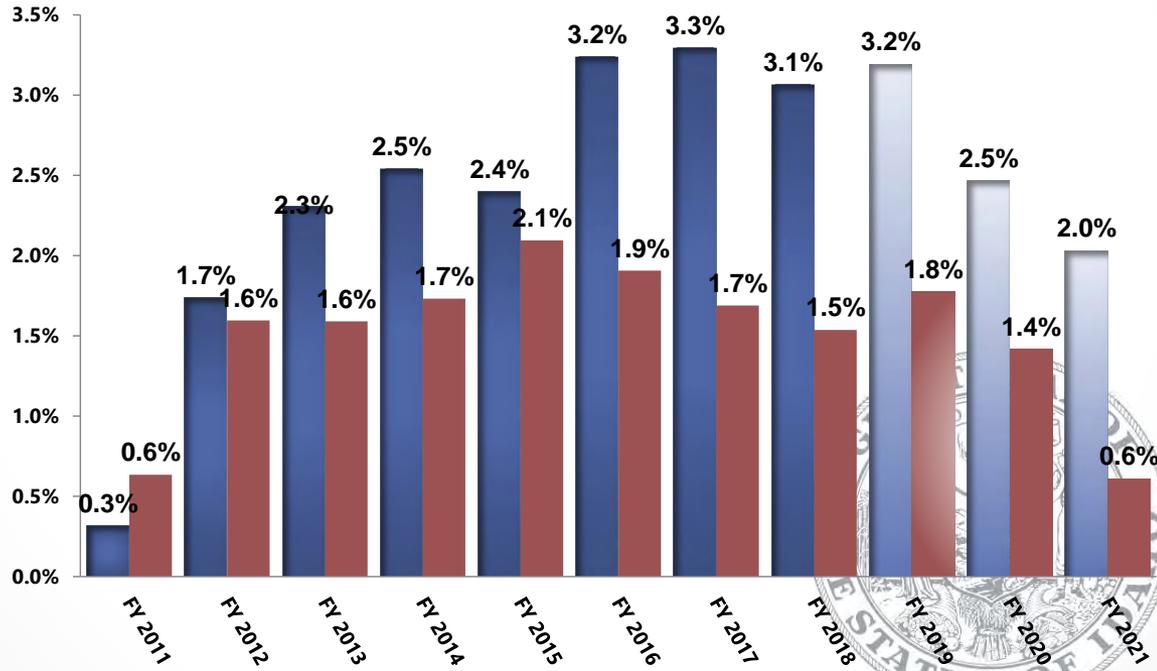
Idaho Inflation-Adjusted Personal Income Growth
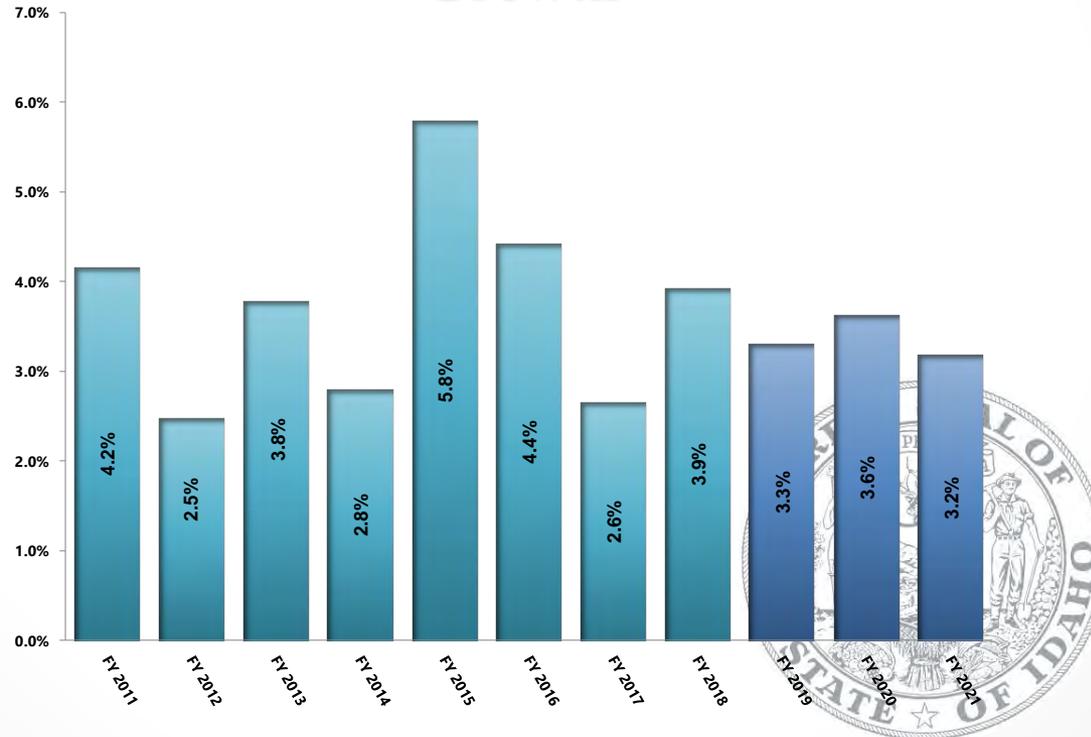
K-12 Budget Review -- Stability and Strategic Alignment   **| September 27, 2019**

IDAHO GENERAL FUND REVENUES
($ MILLION)

SOURCE	ACTUAL				FORECAST		
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
INDIVIDUAL INCOME TAX	$1,470.857	$1,513.169	$1,651.196	$1,828.282	$1,773.800	$1,954.259	$2,057.100
% CHANGE	10.7%	2.9%	9.1%	10.7%	-3.0%	10.2%	5.3%
CORPORATE INCOME TAX	$215.403	$186.869	$214.020	$238.708	$223.181	$256.323	$268.022
% CHANGE	14.4%	-13.2%	14.5%	11.5%	-6.5%	14.8%	4.6%
SALES TAX	$1,218.770	$1,303.028	$1,382.418	$1,490.015	$1,575.564	$1,667.036	$1,764.097
% CHANGE	6.4%	6.9%	6.1%	7.8%	5.7%	5.8%	5.8%
CIGARETTE TAX	$3.338	$7.900	$9.975	$7.306	$10.388	$7.939	$9.513
TOBACCO PRODUCTS	$10.505	$11.596	$12.652	$13.253	$14.177	$14.581	$14.967
BEER TAX	$1.911	$1.934	$1.935	$1.965	$1.972	$1.989	$2.006
WINE TAX	$4.238	$4.481	$4.652	$4.815	$5.043	$5.324	$5.626
LIQUOR SURCHARGE	$25.480	$25.890	$28.880	$30.960	$33.235	$33.866	$35.696
PRODUCT TAXES	$45.471	$51.801	$58.094	$58.299	$64.815	$63.700	$67.807
% CHANGE	3.8%	13.9%	12.1%	0.4%	11.2%	-1.7%	6.4%
KILOWATT-HOUR TAX	$1.918	$1.877	$2.108	$2.592	$2.200	$2.000	$2.000
MINE LICENSE TAX	$0.069	($0.247)	$0.050	$0.024	$0.100	$0.125	$0.150
INTEREST EARNINGS	($1.571)	$0.324	($0.147)	$4.654	$6.389	$12.390	$13.002
COURT FEES AND FINES	$6.141	$6.025	$8.444	$9.184	$7.852	$7.886	$8.007
INSURANCE PREMIUM TAX	$61.747	$72.123	$75.423	$70.486	$67.886	$68.416	$70.409
ALCOHOLIC BEVERAGE LICENSES	($0.003)	$0.000	$0.000	($0.000)	$0.000	$0.000	$0.000
UCC FILINGS	$2.765	$3.009	$3.169	$3.484	$3.684	$3.885	$4.085
UNCLAIMED PROPERTY	$6.293	$9.928	$10.369	$8.507	$9.000	$9.000	$9.000
LANDS	$0.720	$0.000	$0.130	$1.141	$0.032	$0.031	$0.031
ONE-TIME TRANSFERS	$1.987	$8.596	$14.338	$8.806	$3.053	$0.000	$0.000
ESTATE TAX	$0.000	$0.000	$0.000	$0.000	$0.000	$0.000	$0.000
OTHER DEPTS & TRANSFERS	$26.198	$27.192	$28.796	$7.424	$12.766	$12.379	$12.582
MISC. REVENUE	$106.265	$128.828	$142.679	$116.301	$112.961	$116.113	$119.267
% CHANGE	-1.9%	21.2%	10.8%	-18.5%	-2.9%	2.8%	2.7%
TOTAL GENERAL FUND*	$3,056.77	$3,183.694	$3,448.407	$3,731.606	$3,750.321	$4,057.430	$4,276.293
% CHANGE	8.6%	4.2%	8.3%	8.2%	0.5%	8.2%	5.4%

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FISCAL YEAR-TO-DATE ACTUAL AND PREDICTED COLLECTIONS THROUGH MAY

	Actual May FY 2017	Actual May FY 2018	Actual May FY 2019	Predicted May FY 2019	ecast Performa		May FY 2019
Individual Income Tax ($000)	$1,533,423.9	$1,713,760.0	$1,543,034.1	$1,636,051.1	**Difference**		($93,017.1)
Percent Change from Previous Year	8.8%	11.8%	-10.0%	-4.5%	**Percent**		-5.7%
Corporate Income Tax ($000)	$183,529.0	$200,894.0	$245,884.9	$196,432.7	**Difference**		$49,452.2
Percent Change from Previous Year	17.2%	9.5%	22.4%	-2.2%	**Percent**		25.2%
Sales Tax ($000)	$1,255,192.6	$1,354,883.5	$1,455,872.3	$1,439,900.4	**Difference**		$15,971.9
Percent Change from Previous Year	5.5%	7.9%	7.5%	6.3%	**Percent**		1.1%
Product Taxes ($000)	$53,708.7	$53,775.8	$59,498.2	$59,807.0	**Difference**		($308.8)
Percent Change from Previous Year	12.7%	0.1%	10.6%	11.2%	**Percent**		-0.5%
Miscellaneous Revenue ($000)	$61,473.9	$61,562.3	$69,136.7	$63,372.6	**Difference**		$5,764.1
Percent Change from Previous Year	17.7%	0.1%	12.3%	2.9%	**Percent**		9.1%
Total ($000)	$3,087,328.1	$3,384,875.5	$3,373,426.3	$3,395,563.8	**Difference**		($22,137.6)
Percent Change from Previous Year	8.1%	9.6%	-0.3%	0.3%	**Percent**		-0.7%

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Appendix 8—Levies as a Percentage of Operating Budget

Supplemental and Plant Facilities Levies as a Percent of Operating Budgets

DISTRICT	General M&O Fund Budget FY 2019	Supplemental Levy FY 2019	Supplemental Levy as a % of General M&O Fund Budget	Plant Facilities Levy FY 2019	Plant Facilities Levy as a % of General M&O Fund Budget
001 Boise Independent	$237,713,022	$10,708,000	4.50%	$0	0.00%
002 West Ada	241,962,954	14,000,000	5.79%	16,000,000	6.61%
003 Kuna Joint	33,707,588	2,500,000	7.42%	0	0.00%
011 Meadows Valley	1,769,078	153,000	8.65%	131,340	7.42%
013 Council	2,285,299	85,000	3.72%	0	0.00%
021 Marsh Valley Joint	8,831,749	0	0.00%	750,000	8.49%
025 Pocatello	87,319,629	9,241,147	10.58%	5,536,279	6.34%
033 Bear Lake County	9,755,194	750,000	7.69%	400,000	4.10%
041 St. Maries Joint	9,334,190	2,073,385	22.21%	0	0.00%
044 Plummer / Worley Joint	4,531,543	550,000	12.14%	0	0.00%
052 Snake River	12,975,090	721,000	5.56%	750,000	5.78%
055 Blackfoot	25,948,362	2,150,000	8.29%	600,000	2.31%
058 Aberdeen	7,217,987	675,000	9.35%	0	0.00%
059 Firth	5,612,457	300,000	5.35%	95,000	1.69%
060 Shelley Joint	12,919,371	575,000	4.45%	390,000	3.02%
061 Blaine County	57,822,639	5,533,650	9.57%	2,990,000	5.17%
071 Garden Valley	3,132,639	350,000	11.17%	0	0.00%
072 Basin	3,293,749	425,000	12.90%	0	0.00%
073 Horseshoe Bend	2,410,942	300,000	12.44%	0	0.00%
083 West Bonner County	10,114,889	3,000,000	29.66%	0	0.00%
084 Lake Pend Oreille	30,996,853	8,700,000	28.07%	0	0.00%
091 Idaho Falls	77,978,805	6,800,000	8.72%	2,442,805	3.13%
092 Swan Valley Elementary	1,183,255	0	0.00%	40,000	3.38%
093 Bonneville Joint	82,831,710	5,800,000	7.00%	2,800,000	3.38%
101 Boundary County	12,880,574	2,400,000	18.63%	0	0.00%
111 Butte County	3,943,979	160,000	4.06%	65,000	1.65%
121 Camas County	1,992,693	300,000	15.06%	20,000	1.00%
131 Nampa	93,838,332	9,375,000	9.99%	0	0.00%
132 Caldwell	41,699,591	2,500,000	6.00%	2,510,000	6.02%
133 Wilder	3,965,979	0	0.00%	0	0.00%
134 Middleton	25,181,402	1,310,000	5.20%	0	0.00%
135 Notus	3,248,115	0	0.00%	311,365	9.59%
136 Melba Joint	6,366,802	0	0.00%	0	0.00%
137 Parma	8,501,280	350,000	4.12%	250,000	2.94%
139 Vallivue	60,803,995	4,500,000	7.40%	2,000,000	3.29%
148 Grace Joint	4,500,264	300,000	6.67%	150,000	3.33%
149 North Gem	2,008,177	300,000	14.94%	100,000	4.98%
150 Soda Springs Joint	6,914,209	726,415	10.51%	498,000	7.20%
151 Cassia County Joint	37,976,180	1,595,000	4.20%	1,450,000	3.82%
161 Clark County Joint	1,708,616	250,000	14.63%	0	0.00%
171 Orofino Joint	9,168,624	2,685,000	29.28%	100,000	1.09%
181 Challis Joint	3,282,463	400,000	12.19%	50,000	1.52%
182 Mackay Joint	2,485,220	75,000	3.02%	125,290	5.04%
191 Prairie Elementary	251,690	0	0.00%	0	0.00%
192 Glenns Ferry Joint	4,556,292	350,000	7.68%	0	0.00%
193 Mountain Home	25,255,380	2,700,000	10.69%	1,000,000	3.96%

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Supplemental and Plant Facilities Levies as a Percent of Operating Budgets

DISTRICT	General M&O Fund Budget FY 2019	Supplemental Levy FY 2019	Supplemental Levy as a % of General M&O Fund Budget	Plant Facilities Levy FY 2019	Plant Facilities Levy as a % of General M&O Fund Budget
201 Preston Joint	13,997,355	0	0.00%	900,000	6.43%
202 West Side Joint	4,766,533	90,000	1.89%	40,000	0.84%
215 Fremont County Joint	15,287,289	1,500,000	9.81%	152,298	1.00%
221 Emmett Independent	17,942,543	1,400,000	7.80%	0	0.00%
231 Gooding Joint	12,477,030	650,000	5.21%	625,000	5.01%
232 Wendell	6,795,494	600,000	8.83%	0	0.00%
233 Hagerman Joint	3,237,119	150,000	4.63%	250,000	7.72%
234 Bliss Joint	2,267,902	0	0.00%	40,000	1.76%
242 Cottonwood Joint	3,967,509	325,000	8.19%	0	0.00%
243 Salmon River Joint	2,015,058	522,868	25.95%	0	0.00%
244 Mountain View	13,225,221	2,663,246	20.14%	0	0.00%
251 Jefferson County Joint	36,293,856	0	0.00%	0	0.00%
252 Ririe Joint	4,920,388	220,000	4.47%	0	0.00%
253 West Jefferson	5,624,601	300,000	5.33%	300,000	5.33%
261 Jerome Joint	27,231,943	635,805	2.33%	650,000	2.39%
262 Valley	4,458,584	300,000	6.73%	300,000	6.73%
271 Coeur d' Alene	78,691,181	16,000,000	20.33%	0	0.00%
272 Lakeland	35,478,845	8,990,534	25.34%	1,146,520	3.23%
273 Post Falls	39,148,552	4,955,000	12.66%	0	0.00%
274 Kootenai Joint	3,546,580	750,000	21.15%	0	0.00%
281 Moscow	27,503,861	9,471,296	34.44%	0	0.00%
282 Genesee Joint	4,113,350	882,881	21.46%	0	0.00%
283 Kendrick Joint	4,137,748	797,503	19.27%	50,000	1.21%
285 Potlatch	5,087,044	1,742,555	34.25%	0	0.00%
287 Troy	3,962,502	995,000	25.11%	0	0.00%
288 Whitepine	3,529,993	868,926	24.62%	165,944	4.70%
291 Salmon	5,513,996	399,000	7.24%	0	0.00%
292 South Lemhi	1,799,992	0	0.00%	20,000	1.11%
302 Nezperce Joint	2,590,200	444,690	17.17%	0	0.00%
304 Kamiah Joint	3,850,980	500,000	12.98%	0	0.00%
305 Highland Joint	2,781,572	499,000	17.94%	50,000	1.80%
312 Shoshone Joint	4,078,653	297,050	7.28%	0	0.00%
314 Dietrich	2,637,700	0	0.00%	0	0.00%
316 Richfield	2,176,097	275,000	12.64%	0	0.00%
321 Madison	32,804,096	1,995,000	6.08%	0	0.00%
322 Sugar-Salem Joint	10,350,316	200,000	1.93%	0	0.00%
331 Minidoka County Joint	28,804,000	2,246,437	7.80%	0	0.00%
340 Lewiston Independent	46,257,482	15,588,017	33.70%	0	0.00%
341 Lapwai	7,177,057	0	0.00%	0	0.00%
342 Culdesac Joint	2,108,975	250,000	11.85%	0	0.00%
351 Oneida County	10,766,432	283,437	2.63%	120,000	1.11%
363 Marsing Joint	5,949,078	0	0.00%	0	0.00%
364 Pleasant Valley Elementar	531,304	0	0.00%	0	0.00%
365 Bruneau-Grand View Joint	4,274,773	416,545	9.74%	0	0.00%
370 Homedale Joint	8,243,875	0	0.00%	846,230	10.26%
371 Payette Joint	9,476,542	395,281	4.17%	495,000	5.22%

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Supplemental and Plant Facilities Levies as a Percent of Operating Budgets

DISTRICT	General M&O Fund Budget FY 2019	Supplemental Levy FY 2019	Supplemental Levy as a % of General M&O Fund Budget	Plant Facilities Levy FY 2019	Plant Facilities Levy as a % of General M&O Fund Budget
372 New Plymouth	6,166,537	0	0.00%	0	0.00%
373 Fruitland	10,735,371	295,000	2.75%	250,000	2.33%
381 American Falls Joint	12,735,061	2,374,620	18.65%	569,877	4.47%
382 Rockland	1,930,605	195,237	10.11%	0	0.00%
383 Arbon Elementary	620,148	0	0.00%	0	0.00%
391 Kellogg	10,833,461	2,661,351	24.57%	0	0.00%
392 Mullan	2,269,803	675,000	29.74%	0	0.00%
393 Wallace	6,434,425	1,769,663	27.50%	0	0.00%
394 Avery	417,773	0	0.00%	0	0.00%
401 Teton County	17,793,990	3,100,000	17.42%	460,000	2.59%
411 Twin Falls	61,837,217	4,250,000	6.87%	4,750,000	7.68%
412 Buhl Joint	10,432,991	350,000	3.35%	370,000	3.55%
413 Filer	12,198,978	500,000	4.10%	0	0.00%
414 Kimberly	12,599,393	250,000	1.98%	300,000	2.38%
415 Hansen	3,748,422	290,000	7.74%	100,000	2.67%
416 Three Creek Joint Element	209,232	0	0.00%	0	0.00%
417 Castleford Joint	2,292,970	322,230	14.05%	0	0.00%
418 Murtaugh Joint	2,945,067	0	0.00%	175,000	5.94%
421 McCall-Donnelly Joint	17,261,207	0	0.00%	0	0.00%
422 Cascade	2,630,009	500,000	19.01%	0	0.00%
431 Weiser	11,311,874	350,000	3.09%	310,000	2.74%
432 Cambridge Joint	1,924,852	79,640	4.14%	0	0.00%
433 Midvale	2,085,065	0	0.00%	250,000	11.99%
Total	$2,115,474,503	$202,229,409		$55,240,948	

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Appendix 9—Bond Elections - August 2008 through May 2019

BOND ELECTIONS

DATE OF ELECTION		SCHOOL DISTRICT	DOLLARS REQUESTED	
08/26/08	331	MINIDOKA	$4,400,000	passed
08/28/08	133	WILDER	$4,900,000	passed
08/28/08	151	CASSIA COUNTY	$44,500,000	failed
09/11/08	252	RIRIE	$7,200,000	passed
09/18/08	134	MIDDLETON	$51,900,000	passed
09/30/08	221	EMMETT	$20,000,000	failed
10/16/08	241	LAPWAI	$4,450,000	failed
10/21/08	232	WENDELL	$2,250,000	failed
11/04/08	312	SHOSHONE	$7,500,000	failed
12/10/08	093	BONNEVILLE	$25,000,000	passed
05/12/09	052	SNAKE RIVER	$17,000,000	passed
05/19/09	044	PLUMMER-WORLEY	$11,000,000	failed
05/19/09	291	SALMON	$26,000,000	failed
05/21/09	261	JEROME	$15,800,000	failed
09/22/09	133	WILDER	$375,000	passed
10/06/09	137	PARMA	$5,000,000	passed
10/21/09	251	JEFFERSON JOINT	$45,000,000	passed
11/17/09	091	IDAHO FALLS	$84,500,000	failed
02/02/10	044	PLUMMER-WORLEY	$11,349,435	failed
03/09/10	231	GOODING JOINT	$5,000,000	failed
03/30/10	416	THREE CREEK	$240,000	passed
05/18/10	073	HORSESHOE BEND	$1,600,000	passed
05/18/10	091	IDAHO FALLS	$57,500,000	failed
08/17/10	232	WENDELL	$9,780,000	passed
09/02/10	171	OROFINO	$3,850,000	failed
09/24/10	231	GOODING JOINT	$4,000,000	failed
10/14/10	340	LEWISTON	$50,000,000	failed
12/02/10	151	CASSIA COUNTY	$41,000,000	failed
03/08/11	151	CASSIA COUNTY	$41,500,000	failed
03/08/11	340	LEWISTON	$52,000,000	failed
05/17/11	291	SALMON	$12,900,000	failed
08/30/11	171	OROFINO	$7,735,000	failed
08/30/11	231	GOODING JOINT	$2,000,000	passed
08/30/11	291	SALMON	$12,950,000	failed
03/13/12	091	IDAHO FALLS	$53,000,000	passed
03/13/12	093	BONNEVILLE	$14,000,000	passed
03/13/12	291	SALMON	$13,500,000	failed
05/15/12	322	SUGAR-SALEM	$5,500,000	passed
08/28/12	149	NORTH GEM	$5,000,000	failed
08/28/12	271	CDA	$32,700,000	passed
08/28/12	274	KOOTENAI	$2,000,000	passed
11/06/12	253	WEST JEFFERSON	$4,000,000	failed
11/06/12	291	SALMON	$14,200,000	failed
03/12/13	291	SALMON	$14,575,000	failed
05/21/13	139	VALLIVUE	$50,750,000	passed
05/21/13	281	MOSCOW	$10,800,000	passed
05/21/13	291	SALMON	$14,575,000	failed
05/21/13	291	SALMON	$3,600,000	failed
05/21/13	414	KIMBERLY	$3,000,000	passed
03/11/14	093	BONNEVILLE	$92,000,000	failed
03/11/14	149	NORTH GEM	$4,800,000	failed
03/11/14	232	WENDELL	$3,100,000	failed
03/11/14	261	JEROME	$23,958,000	passed
03/11/14	261	JEROME	$13,485,000	passed
03/11/14	302	NEZPERCE	$400,000	passed
03/11/14	411	TWIN FALLS	$73,860,000	passed
03/11/14	418	MURTAUGH	$5,400,000	passed
05/20/14	149	NORTH GEM	$4,800,000	failed
08/26/14	002	WEST ADA	$104,000,000	failed
08/26/14	135	NOTUS	$4,380,000	failed
08/26/14	232	WENDELL	$1,500,000	failed
08/26/14	372	NEW PLYMOUTH	$8,600,000	passed
08/26/14	401	TETON	$19,000,000	failed
11/04/14	135	NOTUS	$4,800,000	failed
11/04/14	232	WENDELL	$1,500,000	failed
11/04/14	401	TETON	$24,280,625	failed
03/10/15	002	WEST ADA	$96,000,000	passed
03/10/15	093	BONNEVILLE	$56,100,000	failed
03/10/15	136	MELBA JOINT	$9,500,000	passed
03/10/15	139	VALLIVUE	$28,000,000	passed

ELECTIONSBond   7/2/2019

<ins>**ATTACHMENT 2**</ins>

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BOND ELECTIONS

DATE OF ELECTION		SCHOOL DISTRICT	DOLLARS REQUESTED	
03/10/15	151	CASSIA COUNTY	$36,950,000	passed
03/10/15	253	WEST JEFFERSON	$900,000	passed
03/10/15	273	POST FALLS	$19,500,000	passed
03/10/15	351	ONEIDA	$12,500,000	failed
05/19/15	093	BONNEVILLE	$56,100,000	failed
05/19/15	111	BUTTE COUNTY	$330,000	passed
05/19/15	135	NOTUS	$4,800,000	passed
08/25/15	232	WENDELL	$1,600,000	failed
11/03/15	093	BONNEVILLE	$55,300,000	passed
11/03/15	093	BONNEVILLE	$8,200,000	passed
11/03/15	381	AMERICAN FALLS	$10,435,000	failed
03/08/16	151	CASSIA COUNTY	$14,900,000	failed
05/17/16	058	ABERDEEN	$11,850,000	passed
05/17/16	285	POTLATCH	$14,780,000	failed
05/17/16	314	DIETRICH	$2,500,000	passed
05/17/16	381	AMERICAN FALLS	$12,500,000	failed
05/17/16	381	AMERICAN FALLS	$1,600,000	failed
05/17/16	414	KIMBERLY	$14,000,000	passed
08/30/16	041	SAINT MARIES	$6,500,000	failed
11/08/16	150	SODA SPRINGS	$6,500,000	failed
03/14/17	001	BOISE	$172,500,000	passed
03/14/17	003	KUNA	$40,000,000	passed
03/14/17	252	RIRIE	$825,000	passed
03/14/17	271	COEUR D'ALENE	$35,500,000	passed
03/14/17	340	LEWISTON	$59,800,000	passed
03/14/17	363	MARSING	$13,500,000	passed
03/14/17	381	AMERICAN FALLS	$8,950,000	passed
05/16/17	150	SODA SPRINGS	$6,500,000	passed
05/16/17	322	SUGAR-SALEM	$5,590,000	failed
08/29/17	148	GRACE	$5,000,000	passed
08/29/17	312	SHOSHONE	$6,000,000	failed
08/29/17	321	MADISON	$26,935,000	passed
08/29/17	322	SUGAR-SALEM	$2,000,000	passed
11/07/17	091	IDAHO FALLS	$110,000,000	passed
11/07/17	312	SHOSHONE	$6,000,000	failed
11/07/17	401	TETON	$30,050,000	passed
11/07/17	401	TETON	$7,230,000	passed
03/13/18	002	WEST ADA	$95,000,000	passed
03/13/18	093	BONNEVILLE	$35,319,840	passed
03/13/18	133	WILDER	$5,000,000	failed
03/13/18	134	MIDDLETON	$25,000,000	failed
03/13/18	137	PARMA	$5,000,000	failed
03/13/18	221	EMMETT	$20,400,000	failed
03/13/18	312	SHOSHONE	$6,000,000	failed
08/28/18	091	IDAHO FALLS	$86,200,000	failed
08/28/18	091	IDAHO FALLS	$13,300,000	failed
08/28/18	133	WILDER	$5,000,000	failed
08/28/18	134	MIDDLETON	$28,800,000	failed
08/28/18	137	PARMA	$5,000,000	passed
08/28/18	316	RICHFIELD	$4,000,000	passed
08/28/18	251	JEFFERSON JOINT	$36,000,000	passed
11/06/18	134	MIDDLETON	$23,685,000	failed
11/06/18	134	MIDDLETON	$2,750,000	failed
11/06/18	134	MIDDLETON	$2,365,000	failed
03/12/19	033	BEAR LAKE	$49,000,000	failed
03/12/19	139	VALLIVUE	$65,300,000	passed
03/12/19	151	CASSIA COUNTY	$56,700,000	failed
03/12/19	273	POST FALLS	$19,000,000	passed
03/12/19	291	SALMON	$25,600,000	failed
03/12/19	331	MINIDOKA	$21,000,000	failed
03/12/19	351	ONEIDA	$14,850,000	failed
03/12/19	351	ONEIDA	$3,500,000	failed
03/12/19	371	PAYETTE	$30,925,000	failed
03/12/19	413	FILER	$9,900,000	failed
03/12/19	418	MURTAUGH	$2,000,000	passed
05/21/19	331	MINIDOKA	$21,000,000	failed
05/21/19	391	KELLOGG	$7,900,000	failed

ELECTIONSBond

7/2/2019

ATTACHMENT 2
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Appendix 10—All Idaho Major Reserve Fund Balances

State of Idaho Major Reserve Fund Balances

Emergency Funds include: 1) Governor's Emergency, Section 57-1601, Idaho Code; and 2) Disaster Emergency, Section 46-1005A, Idaho Code, which includes both Federal Emergency Management Act and state moneys.

In Millions of Dollars	Budget Stabilization Fund	Public Ed Stabilization Fund	Economic Recovery Reserve	Idaho Millennium Fund	Higher Ed Stabilization Fund	Emergency Funds	TOTAL
1. Balance June 30, 2003	$ 0.000	$ 0.000	$ 0.000	$ 0.000	$ 0.000	($ 0.218)	($ 0.218)
2. Balance June 30, 2004	$ 0.000	$ 7.135	$ 0.000	$ 22.872	$ 0.000	$ 0.154	$ 30.161
3. Balance June 30, 2005	$ 15.971	$ 12.135	$ 22.044	$ 44.677	$ 0.000	$ 0.132	$ 94.960
4. Balance June 30, 2006	$ 108.648	$ 7.771	$ 24.632	$ 67.436	$ 0.000	$ 0.281	$ 208.768
5. Balance June 30, 2007	$ 121.566	$ 109.030	$ 2.657	$ 64.079	$ 0.000	$ 0.875	$ 298.207
6. Balance June 30, 2008	$ 140.625	$ 112.046	$ 66.133	$ 70.207	$ 0.000	$ 3.337	$ 392.349
7. Balance June 30, 2009	$ 128.225	$ 17.979	$ 68.101	$ 74.206	$ 0.000	$ 0.720	$ 289.231
8. Balance June 30, 2010	$ 30.820	$ 23.174	$ 48.847	$ 76.967	$ 0.000	$ 0.792	$ 180.600
9. Balance June 30, 2011	$ 0.100	$ 11.154	$ 0.054	$ 74.589	$ 0.000	$ 3.339	$ 89.235
10. Balance June 30, 2012	$ 23.869	$ 36.968	$ 0.056	$ 14.156	$ 0.367	$ 4.233	$ 79.648
11. Balance June 30, 2013	$ 135.138	$ 49.049	$ 0.057	$ 15.492	$ 0.942	$ 3.424	$ 204.103
12. Balance June 30, 2014	$ 161.514	$ 72.851	$ 0.057	$ 20.235	$ 3.227	$ 3.373	$ 261.256
13. Balance June 30, 2015	$ 243.821	$ 90.948	$ 0.057	$ 25.409	$ 3.492	$ 2.795	$ 366.522
14. Balance June 30, 2016	$ 259.444	$ 88.551	$ 20.092	$ 29.787	$ 3.064	$ 2.567	$ 403.505
15. Balance June 30, 2017	$ 318.746	$ 85.043	$ 0.370	$ 33.584	$ 8.866	$ 53.901	$ 500.510
FY 2018				**Actuals**			
16. Interest Earnings and Revenues		0.676	0.076	0.479	0.076	4.483	5.789
17. Transfers In (Out)				4.728	1.337		6.064
18. Disbursements		(21.369)		(1.296)	(5.000)	(16.910)	(44.575)
19. Transfers from GF §57-814 ∆ 8.21%	34.484						34.484
20. End-of-Year Surplus Eliminator	60.296						60.296
21. Balance June 30, 2018	$ 413.526	$ 64.350	$ 0.446	$ 37.494	$ 5.278	$ 41.474	$ 562.569
General Fund Revenue = $ 3,731.6	11.1%	1.7%	0.0%	1.0%	0.1%	1.1%	15.1%
The balance in Idaho's major reserve funds at the end of FY 2018 (line 21) was $562.6 million or 15.1% of the FY 2018 General Fund Revenue Collections.							
* FY 2019				**Estimates**			
22. Interest Earnings and Revenues		0.826	0.036	0.279	0.074	5.291	6.507
23. Transfers In (Out)		32.210		5.000	2.331		39.541
24. Disbursements		(16.635)	(0.442)	(1.500)		(16.824)	(35.401)
25. Transfers from GF §57-814 ∆ .50%	(40.365)						(40.365)
26. Estimate* June 30, 2019	$ 373.161	$ 80.752	$ 0.041	$ 41.273	$ 7.683	$ 29.941	$ 532.851
General Fund Revenue = $ 3,750.3	10.0%	2.2%	0.0%	1.1%	0.2%	0.8%	14.2%
The balance in Idaho's major reserve funds at the end of FY 2019 (line 26) is estimated to be $532.9 million or 14.2% of the FY 2019 General Fund Revenue Estimate.							
* FY 2020				**Estimates**			
27. Interest Earnings and Revenues		0.826	0.036	0.407	0.088		1.358
28. Transfers In (Out)		12.000		5.000		2.000	19.000
29. Disbursements				(1.685)			(1.685)
30. Transfers from GF §57-814 ∆ 8.19%							
31. Estimate* June 30, 2020	$ 373.161	$ 93.578	$ 0.077	$ 44.995	$ 7.772	$ 31.941	$ 551.523
General Fund Revenue = $ 4,057.4	9.2%	2.3%	0.0%	1.1%	0.2%	0.8%	13.6%
The balance in Idaho's major reserve funds at the end of FY 2020 (line 31) is estimated to be $551.5 million or 13.6% of the FY 2020 General Fund Revenue Estimate.							

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Appendix 11—Public Education Stabilization Fund (PESF) Balances

Public Education Stabilization Fund Balances

	FY 2008	FY 2009	FY 2010	FY 2011*	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Public Education Stablization Fun	$112,046,000	$17,979,000	$23,174,100	$11,154,000	$36,967,900	$ 49,049,300	$ 72,850,700	$ 90,947,800	$ 88,551,200	$ 85,042,700	$ 64,349,700	$ 80,292,600	$ 61,700,000
PESF Balance as a % of the Gen	8.2%	1.3%	1.9%	0.9%	3.0%	3.8%	5.6%	6.6%	6.0%	5.4%	3.8%	4.5%	3.2%

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Appendix 12—K-12 Budget Recession Backfill

Public Schools budget inflation v. appropriation--FY 09 to FY 20

Inflation Increases

Fiscal Year	Total General Fund	CPI	Total General Fund with Inflation	Total All Funds	CPI	Total All Funds with Inflation
2009	$ 1,418,542,700	0.1%	$ 1,419,961,243	$ 1,898,305,400	0.1%	$ 1,900,203,705
2010	$ 1,419,961,243	2.7%	$ 1,458,300,196	$ 1,900,203,705	2.7%	$ 1,951,509,205
2011	$ 1,458,300,196	1.5%	$ 1,480,174,699	$ 1,951,509,205	1.5%	$ 1,980,781,844
2012	$ 1,480,174,699	3.0%	$ 1,524,579,940	$ 1,980,781,844	3.0%	$ 2,040,205,299
2013	$ 1,524,579,940	1.7%	$ 1,550,497,799	$ 2,040,205,299	1.7%	$ 2,074,888,789
2014	$ 1,550,497,799	1.5%	$ 1,573,755,266	$ 2,074,888,789	1.5%	$ 2,106,012,121
2015	$ 1,573,755,266	0.8%	$ 1,586,345,308	$ 2,106,012,121	0.8%	$ 2,122,860,218
2016	$ 1,586,345,308	0.7%	$ 1,597,449,725	$ 2,122,860,218	0.7%	$ 2,137,720,239
2017	$ 1,597,449,725	2.1%	$ 1,630,996,170	$ 2,137,720,239	2.1%	$ 2,182,612,364
2018	$ 1,630,996,170	2.1%	$ 1,665,247,089	$ 2,182,612,364	2.1%	$ 2,228,447,224
2019	$ 1,665,247,089	1.9%	$ 1,696,886,784	$ 2,228,447,224	1.9%	$ 2,270,787,721

Appropriation

Fiscal Year	Total General Fund	% change	Total All Funds	% change	
2009	$ 1,418,542,700	3.7%	$ 1,898,305,400	2.6%	
2010	$ 1,224,117,600	-13.7%	$ 1,905,416,500	0.4%	
2011	$ 1,214,280,400	-0.8%	$ 1,840,528,500	-3.4%	*
2012	$ 1,223,580,400	0.8%	$ 1,819,269,300	-1.2%	
2013	$ 1,279,818,600	4.6%	$ 1,832,313,100	0.7%	
2014	$ 1,308,365,400	2.2%	$ 1,863,656,500	1.7%	
2015	$ 1,374,598,400	5.1%	$ 1,942,134,300	4.2%	
2016	$ 1,475,784,000	7.4%	$ 2,130,311,900	9.7%	
2017	$ 1,584,669,400	7.4%	$ 2,248,504,100	5.5%	
2018	$ 1,685,262,200	6.3%	$ 2,376,238,400	5.7%	
2019	$ 1,785,265,900	5.9%	$ 2,460,615,100	3.6%	
2020	$ 1,898,407,200	6.3%	$ 2,600,808,000	5.7%	

*$7,269,000 difference between FY 11 approp in FY 10 budget and FY 11 approp in FY 11 budget

year all funds appropriation caught up with inflation

year General Fund appropriation caught up with inflation

https://www.usinflationcalculator.com/inflation/consumer-price-index-and-annual-percent-changes-from-1913-to-2008/

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Appendix 13—Public School Support Original Appropriations for FY 08 to FY 20

Public School Support Original Appropriations for FY 2008 - FY 2020

		FY 2008	FY 2009	FY 2010	FY 2011*	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
1	General Fund	$1,367,363,800	$1,418,542,700	$1,231,386,600	$1,274,214,400	$1,223,580,400	$1,279,818,600	$1,308,365,400	$1,374,598,400	$1,475,784,000	$1,584,669,400	$1,685,262,200	$1,785,265,900	$1,894,611,000
2	Dedicated Funds	$62,334,600	$62,405,700	$64,146,200	$91,054,700	$68,547,400	$66,873,400	$74,567,600	$86,812,400	$74,189,400	$77,496,200	$91,637,700	$91,010,700	$105,062,300
3	Federal Funds	$215,000,000	$215,000,000	$415,321,500	$302,813,900	$268,941,500	$220,121,100	$215,223,500	$215,223,500	$264,338,500	$264,338,500	$264,338,500	$264,338,500	$264,338,500
4	**TOTAL APPROPRIATIONS**	**$1,644,698,400**	**$1,695,948,400**	**$1,710,854,300**	**$1,668,083,000**	**$1,561,069,300**	**$1,566,813,100**	**$1,598,156,500**	**$1,676,634,300**	**$1,814,311,900**	**$1,926,504,100**	**$2,041,238,400**	**$2,140,615,100**	**$2,264,011,800**
5	*General Fund % Change from Previous Year:*	5.9%	3.7%	-13.2%	3.5%	-4.0%	4.6%	2.2%	5.1%	7.4%	7.4%	6.3%	5.9%	6.1%
6	*Total Funds % Change from Previous Year:*	8.3%	3.1%	0.4%	-2.5%	-6.4%	0.4%	2.0%	4.9%	8.2%	6.2%	6.0%	4.9%	5.8%
	Public Education Stablization Fund Balance (PESF)	$ 112,046,000	$ 17,979,000	$ 23,174,100	$ 11,154,000	$ 36,967,900	$ 49,049,300	$ 72,850,700	$ 90,947,800	$ 88,551,200	$ 85,042,700	$ 64,349,700	$ 80,292,600	$ 92,292,600
	PESF Balance as a % of the General Fund Approp	8.2%	1.3%	1.9%	0.9%	3.0%	3.8%	5.6%	6.6%	6.0%	5.4%	3.8%	4.5%	4.9%
7	**PROGRAM DISTRIBUTIONS**													
8	**Statutory Requirements**													
9	Transportation	$67,032,300	$72,277,700	$74,001,600	$67,601,600	$68,953,600	$69,973,600	$67,941,100	$69,281,800	$71,521,900	$71,152,000	$71,643,800	$73,010,000	$75,334,700
10	Border Contracts	1,000,000	1,100,000	1,100,000	1,100,000	1,100,000	1,300,000	1,300,000	1,100,000	1,100,000	1,200,000	1,200,000	1,200,000	1,200,000
11	Exceptional Contracts/Tuition Equivalents	6,075,000	5,884,300	5,884,300	5,884,300	5,884,300	5,943,300	5,396,000	5,065,600	5,065,600	5,065,600	5,390,900	5,390,900	5,761,000
12	Program Adjustments/Expectant Mothers	480,000	550,000	550,000										
13	Salary-based Apportionment (Steps and Lanes)	774,788,600	802,743,400	782,650,200	748,436,300	736,480,600	743,437,200	767,632,000	781,570,700	226,108,500	186,979,800	195,929,000	203,518,300	213,050,600
14	State Paid Employee Benefits (Steps and Lanes)	139,771,900	144,314,800	140,690,200	135,698,600	133,861,100	135,116,100	146,619,800	148,363,900	42,992,800	35,470,000	36,834,700	38,180,000	41,289,200
15	Salary-based Apportionment (Career Ladder)									591,548,100	673,145,000	726,236,400	761,566,200	803,392,400
16	State Paid Employee Benefits (Career Ladder)									112,216,700	127,695,600	136,532,400	142,869,800	155,697,400
17	Review of Career Ladder Teacher Evaluations										300,000			
18	National Board/Teacher Incentive Award	166,100	219,600	219,600				111,000	90,000	90,000	90,000	90,000	90,000	90,000
19	Early Retirement Program	4,750,000	4,000,000	2,000,000	1,000,000									
20	Bond Levy Equalization	11,200,000	16,500,000	17,900,000	17,900,000	17,400,000	17,400,000	17,400,000	19,600,000	19,400,000	22,400,000	20,500,000	23,184,500	23,387,900
21	Idaho Digital Learning Academy	2,800,000	3,129,500	5,000,000	5,000,000	6,000,000	5,031,000	6,526,900	6,664,400	7,152,600	8,365,300	9,122,000	9,788,500	11,854,200
22	School Facilities Funding (Lottery)	19,122,600	17,250,000					5,659,500	12,570,000	17,250,000	18,000,000	18,075,000	18,562,500	22,842,500
23	School Facilities Maintenance Match	2,300,000	3,000,000					858,000	1,716,000	5,485,000	3,479,500	3,827,500	3,905,000	4,104,000
24	Idaho Safe & Drug-Free Schools	7,000,000	7,000,000	7,000,000	318,600	318,600	318,600	368,600	2,534,300	4,421,400	4,024,900	4,024,900	4,024,900	4,024,900
25	Additional Math & Science Requirements					4,850,000	4,850,000	4,850,000	4,850,000	5,018,000	5,157,200	5,478,100	5,930,000	6,590,900
26	Severance Payment for 99% Protection					600,000								
27	Dual Credit Enrollment					842,400	842,400	250,000						
28	Classroom Technology (statutory)					13,173,900	13,613,900							
29	Technology Pilot Projects (statutory)							3,000,000						
30	Pay for Performance (salaries/benefits)						38,774,600							
31	Mobile Computing Devices/Maintenance						2,558,800							
32	Master Advancement Program (MAP)							250,000						
33	8 in 6 Program							140,600						
34	Advanced Opportunities								640,600	6,000,000	6,000,000	7,000,000	15,000,000	18,000,000
35	Charter School Facility Funding								2,100,000	4,200,000	5,531,000	6,084,100	7,893,700	8,840,000
36	Leadership Awards/Premiums								15,800,000	16,062,700	16,645,200	17,401,600	17,773,600	18,400,700
37	School District Continuous Improvement Planning								326,000	652,000	652,000	652,000	652,000	652,000
38	Mastery-Based System (H122)									400,000	1,400,000	1,400,000	1,400,000	1,400,000
39	Online Class Portal (managed by SDE)									150,000	150,000	150,000	150,000	0
40	Literacy Proficiency (Reading Initiative)										9,100,000	11,416,200	13,156,500	26,146,800
41	Academic & College/Career Advisors and Mentors										5,000,000	7,000,000	9,000,000	9,000,000
42	Innovation Schools										100,000	100,000	100,000	0
43	Master Educator Premiums													7,175,400
44	**Sub-total -- Statutory Requirements**	**$1,036,486,500**	**$1,077,969,300**	**$1,036,995,900**	**$982,939,400**	**$989,464,500**	**$1,039,159,500**	**$1,028,303,500**	**$1,072,273,300**	**$1,137,135,300**	**$1,206,803,100**	**$1,286,088,600**	**$1,356,346,400**	**$1,458,234,600**

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#		FY 2008	FY 2009	FY 2010	FY 2011*	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
45	**Other Program Distributions**													
46	Classroom Technology	9,800,000	9,150,000	9,150,000				8,150,000	8,150,000	13,000,000	18,000,000	28,142,000	36,500,000	36,500,000
47	Technology (Wi-Fi)								2,250,000	2,250,000	2,063,200	2,100,000		
48	Technology Pilot Projects									3,000,000				
49	Idaho Reading Initiative (based on IRI)	2,800,000	2,800,000	2,800,000							2,316,200			
50	ISAT Remediation	5,000,000	5,000,000	5,000,000							5,456,300	5,456,300	5,456,300	5,456,300
51	Math Initiative	350,000	3,972,500	3,972,500							1,817,800	1,817,800	1,817,800	1,817,800
52	Math/Reading/Remediation				9,400,000	9,400,000	9,400,000	10,500,000	10,500,000	9,850,000				
53	Limited English Proficiency (LEP)	6,040,000	6,040,000	6,040,000	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000	3,870,000	3,870,000	4,870,000	4,870,000
54	Gifted & Talented (Teacher Training)	1,000,000	1,000,000	1,000,000							1,000,000			
55	Classroom Supplies	5,180,000	5,379,500	4,686,300										
56	Textbook Allowance, Content and Curriculum	9,950,000	9,950,000	5,970,000					5,000,000	2,554,000	4,250,000	5,050,000	6,350,000	6,350,000
57	Development of Concurrent Credit Education		50,000	0										
58	Ag Replacement Phase-out	3,017,000	2,262,800	1,508,500	754,300									
59	Safe School Study	150,000	100,000					100,000						
60	Rural School Initiative	100,000	50,000											
61	Teacher Evaluation Task Force		50,000											
62	College Entrance Exams					963,500	963,500	963,500	963,500	963,500				
63	End of Course Science Exams and PSAT / Student Achieve Assessments							740,000	740,000	740,000	1,758,500	1,758,500	3,100,000	2,258,500
64	District IT Staffing						2,500,000	2,500,000	2,500,000	2,500,000	2,500,000	7,500,000	8,000,000	8,000,000
65	Excellence in Achievement Awards/Prof. Develop.							21,000,000						
66	Administrative Evaluations of Teachers							300,000	300,000	300,000	300,000			
67	Instructional Management System (operation/maint.)							4,500,000	4,500,000	3,596,000	3,000,000			
68	Idaho Core Standards Professional Development							3,755,000	2,700,000	2,700,000	3,388,700			
69	Instructor Professional Development and Gift/Talented								9,455,000	10,625,000	13,000,000	20,950,000	21,550,000	21,550,000
70	Instructional Management System (prof. develop.)							150,000						
71	Deaf and Blind Services (Campus)			5,151,800	4,969,500	4,871,600	5,042,900	5,278,200	5,477,800	5,771,700	6,857,500	6,921,100	7,023,000	7,410,600
72	Deaf and Blind Services (Outreach)			2,643,000	2,596,300	2,596,300	2,674,100	2,704,800	3,283,200	3,089,500	3,454,800	3,963,200	3,956,400	4,129,400
73	Federal Funds for Local School Districts	215,000,000	215,000,000	269,383,000	295,203,500	268,820,500	220,000,000	215,000,000	215,000,000	264,115,000	264,115,000	264,115,000	264,115,000	264,115,000
74	**Sub-total -- Other Distributions**	$258,387,000	$260,804,800	$317,305,100	$316,923,600	$290,651,900	$244,580,500	$281,891,500	$277,819,500	$325,867,900	$337,184,800	$349,543,900	$362,738,500	$362,457,600
75	**TOTAL DISTRIBUTIONS (line 43 + line 73)**	$1,294,873,500	$1,338,774,100	$1,354,301,000	$1,299,863,000	$1,280,116,400	$1,283,740,000	$1,310,195,000	$1,350,092,800	$1,463,003,200	$1,543,987,900	$1,635,632,500	$1,719,084,900	$1,820,692,200
76	**DISCRETIONARY FUNDS (line 4 - line 74)**	$349,824,900	$357,174,300	$356,553,300	$308,286,000	$280,952,900	$283,073,100	$287,961,500	$326,541,500	$351,308,700	$382,516,200	$405,605,900	$421,530,200	$443,319,600
77	**ESTIMATED SUPPORT UNITS (Best 28 Weeks)**	13,750	13,900	14,005	14,145	14,315	14,365	14,398	14,577	14,719	14,886	15,164	15,339	15,601
78	**DISCRETIONARY $/UNIT (line 75 / line 76)**	$25,442	$25,696	$25,459	$21,795	$19,626	$19,706	$20,000	$22,401	$23,868	$25,696	$26,748	$27,481	$28,416
79	Special MOE Discretionary Funds per S1207 (2011 Session)				$59,934,000									
80	Actual Support Units				14,216.5									
81	Special Per Support Unit Amount				$4,216									

Note: *FY 2011 shows the Total Appropriation that included a one-time supplemental appropriation of $59.9 million (line 78) to comply with maintenance of effort (MOE) requirements of the American Recovery and Reinvestment Act of 2009 (ARRA)

Prepared by Legislative Services Office, Budget & Policy Analysis, June 2019

Our Kids, Idaho's Future - Final Report	**November 4, 2019**

Our Kids, Idaho's Future

Final Recommendations

PRESENT: Debbie Critchfield, Bill Gilbert, Senator Winder, Senator Mortimer, Senator Ward-Engelking, Representative Monks, Representative Erpelding, Representative Clow, Representative Horman (phone), Representative Marshal, Superintendent Ybarra, Cheryl Charlton, Erin McCandless, Jennifer Parkins, Jody Hendrickx, Kari Overall, Katherine Hart, Kurt Liebich, Luke Schroeder, Marc Beitia, Mary Ann Ranells, Matt Van Vleet, Pete Koehler, Ryan Cantrell, Shawn Keough, Terry Ryan – (26)

ABSENT: Juan Alvarez

RECOMMENDATION 1: Statewide Accountability: Focusing Our Efforts on K-3 Literacy

We recommend focusing our statewide accountability efforts on the following components:
- K-3 literacy as foundation;
- Providing boards, communities, and school leadership additional state guidance; and
- A framework for schools to achieve specific literacy growth targets based on like cohorts of students.

  VOTE: **Aye –** 23 (including Juan Alvarez vote through email)
  　　　　　Nay – 0
  　　　　　Abstain - Senator Mortimer, Representative Monks, Representative Clow, Representative Horman

RECOMMENDATION 2: Greater All-Day K Opportunities to Support K-3 Literacy and Future Student Achievement

We recommend additional statewide funding for all-day Kindergarten, creating greater uniformity statewide and recognizing enrolling students in Kindergarten is optional for the parent.

  VOTE: **Aye –** 21 (including Juan Alvarez vote through email)
  　　　　　Nay – Representative Monks, Representative Horman, Representative Marshal
  　　　　　Abstain – Senator Winder, Senator Mortimer, Representative Clow

Our Kids, Idaho's Future - Final Report	November 4, 2019

RECOMMENDATION 3: **Building Out and Updating the Career Ladder to Elevate the Profession, and Retain Effective Educators**

We recommend expanding and building out the career ladder, with base appropriations starting at $40,000, $50,000, and $60,000 at full implementation with consideration of additional performance criteria for this build out.

> **VOTE:** **Aye –** 22 (including Juan Alvarez vote through email)
> **Nay –** Representative Monks, Representative Horman
> **Abstain** – Senator Mortimer, Representative Clow, Terry Ryan

RECOMMENDATION 4: **Addressing Social and Emotional Issues to Support Student Learning**

We recommend the state provide standard professional development and access to additional resources around identifying and better serving students facing social and emotional challenges, including trauma and mental illness.

> **VOTE:** **Aye –** 23 (including Juan Alvarez vote through email)
> **Nay –** 0
> **Abstain** – Senator Mortimer, Representative Monks, Representative Clow, Representative Horman

RECOMMENDATION 5: **Strategic Alignment and Increased Flexibility in K-12 Funding Formula**

We recommend retaining line-item funding for college and career advisors, Advanced Opportunities, and literacy intervention line-items in the K-12 budget, with the aim of making important updates to improve their effectiveness and accountability; and

We recommend collapsing some line-items in the public schools budget and providing more financial flexibility for local school districts and charter schools.

> **VOTE:** **Aye –** 22 (including Juan Alvarez vote through email)
> **Nay –** Representative Monks, Representative Horman
> **Abstain** – Senator Mortimer, Representative Clow, Representative Marshal

<div align="right">**APPENDIX 6**</div>

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SUBJECT
2020 Legislative Update

REFERENCE

June 2019	The Board approved legislative ideas for the 2020 legislative session.
August 2019	The Board approved five pieces of legislation for the 2020 legislative session.

BACKGROUND/DISCUSSION
This item will provide the Board with an update on education related legislation that has been introduced during the 2020 Legislative Session. This will be the Board's first opportunity to consider education related legislation for the current session.

Board Submitted Legislation:
SB1234 - Amends public records act to reduce disclosure of finalist name requirements from five to three. SB1234 was reported out of the Senate Education Committee with a "do pass recommendation." The legislation failed on the Senate floor.

SB1235 - Repeals loan repayment program that was never funded. SB1235 was approved by the Senate and has been referred by the House to the House Education Committee for consideration.

SB1236 - Allows educational interpreters to be used for all "school aged" children in our public schools, rather than only those in kindergarten through grade 12. SB1236 was approved by the Senate and has been referred by the House to the House Education Committee for consideration.

SB1248 - Removes the negotiated rulemaking process from the seed certification standards requirements. SB1248 was reported out of the Senate Agricultural Affairs Committee with a due pass recommendation.

RS27249 – Extended Employment Services. Codifies the Extended Employment Services program currently managed by the Idaho Division of Vocational Rehabilitation. This RS has not received a bill hearing yet. Division of Vocational Rehabilitation staff and Board staff our working with interested legislators to find a path forward that can be agreed on by all concerned parties.

Administrative Rules Update:
Thirteen rule dockets were approved by the Board for the legislature to consider during the 2020 Legislative Session. Following is the status of each docket.

"Normal" Pending Dockets
All "normal" bending dockets have had a hearing before the House Education Subcommittees and the Senate Education Committee.

08-0113-1901 – Opportunity Scholarship, Adult Learner - This docket had a hearing before a House Education Subcommittee and the Senate Education Committee and at this time has been accepted by the Senate Education Committee without amendment. Action is pending in the full House Education Committee.

08-0201-1902 – Removal of outdated sections regarding Veterans Education and Continuous Improvement Plans Statewide Continuous Improvement Measures. This docket had a hearing before a House Education Subcommittee and the Senate Education Committee and at this time has been accepted by the Senate Education Committee without amendment. Action is pending in the full House Education Committee.

08-0202-1901 (SDE) – Addition of Suicide Prevention In Schools professional development guidelines. This docket had a hearing before a House Education Subcommittee and the Senate Education Committee and at this time has been accepted by the Senate Education Committee without amendment. Action is pending in the full House Education Committee.

08-0202-1902 (SDE) – Professional Standards Commission recommendation on Educator Preparation Program Updates and amendments to alternative routes and non-traditional programs. This docket had a hearing before a House Education Subcommittee and the Senate Education Committee. At this time, action is pending in before the full House Education Committee and the Senate Education Committee.

08-0202-1903 – Removal of outdated definitions for Juvenile Detention Centers and technical changes. This docket had a hearing before a House Education Subcommittee and the Senate Education Committee and at this time has been accepted by the Senate Education Committee without amendment. Action is pending in the full House Education Committee.

08-0203-1901 – Update to Career Technical Education Program Standards. This docket had a hearing before a House Education Subcommittee and the Senate Education Committee and at this time has been accepted by the Senate Education Committee without amendment. Action is pending in the full House Education Committee.

08-0203-1902 – Addition of Chronic Absenteeism to the SLDS. This docket had a hearing before a House Education Subcommittee and the Senate Education Committee and at this time has been accepted by the Senate Education Committee without amendment. Action is pending in the full House Education Committee.

08-0203-1903 (SDE) – Update to the Idaho Content Standards Core Content Connectors and statewide science assessment. This docket had a hearing before a House Education Subcommittee and the Senate Education Committee and at this time has been accepted by the Senate Education Committee without amendment. Action is pending in the full House Education Committee.

08-0204-1901 – Update to Authorized Chartering Entity Responsibilities. This docket had a hearing before a House Education Subcommittee and the Senate Education Committee and at this time has been accepted by the Senate Education Committee without amendment. Action is pending in the full House Education Committee.

55-0103-1901 – Move Career Technical School Added Cost Funding from an Average Daily Attendance distribution model to and enrollment based distribution model. This docket had a hearing before a House Education Subcommittee and the Senate Education Committee and at this time has been accepted by the Senate Education Committee without amendment. Action is pending in the full House Education Committee.

Omnibus Dockets

08-0000-1900 – Administrative Code in IDAPA 08 Codified as of June 30, 2019 (Excluding fee rules) – This docket has had a full hearing with testimony before the House Education Committee. The Senate Education Committee has not considered this docket as of February 5, 2020. The House Education Committee has accepted the docket with the exception of the standards for Initial Certification of Professional School Personnel, accreditation standards for institution based programs, the requirement that non-traditional programs be evaluated based on the Idaho core teaching standards, the content standards for English language arts, mathematics, and science, and the requirement that students take math during their senior year in the graduation requirements.

08-0000-1900F (Fee Rule) - Administrative Code Fees in IDAPA 08 Codified as of June 30, 2019. This docket had a hearing before the House Education Committee and the Senate Education Committee and has been accepted by both committees.

55-0000-1900 - Administrative Code in IDAPA 55 (Career Technical Education) Codified as of June 30, 2019. This docket had a hearing before the House Education Committee and the Senate Education Committee and has been accepted by both committees.

Board staff will be prepared to walk the Board through any of the listed legislation to answer questions regarding the impact that a given piece of legislation may have on the state educational system or explain specific details of the legislation. The

Board may choose to support, oppose, or remain neutral/silent on any of the legislation discussed.

IMPACT

This update provides the Board with the status of education related legislation that has been introduced or the Board has been requested to weigh in on. Any items the Board chooses to support or oppose will provide Board staff with the authorization to share the Board's position with legislators, including to testify for or against bills based on the Board's actions.

ATTACHMENTS

Attachment 1 – Introduced Education Related Legislation

STAFF COMMENTS AND RECOMMENDATIONS

The attached summary provides the status of each bill, at the time the agenda material was prepared. Staff will provide updates to the Board at the meeting regarding any intervening changes that have occurred. Additional education related legislation that has been introduced prior to the Board meeting may also be discussed.

Legislation of special note, that the Board may want to consider taking a position on are:

HB331 – FY2020 Supplemental appropriation for the STEM Action Center – provides an additional $1,000,000 in spending authority for the current school year. This bill has based the House and the Senate.

HB364 – School year start date – prohibits schools from starting prior to the Tuesday following Labor Day. The Idaho School Boards Association and Idaho Association of School Administrators have come out against this bill.

HB388 – Allows students moving to Idaho on military orders to register in school based on their orders even though they do not have a resident they can show is in the schools attendance zone yet. While this does not have an impact on students enrolling in our traditional schools, it would allow these students to register in a charter school and be included in that charter schools lottery, whereas, if they had to wait until they were physically present in the state the lottery would be closed and they would have to wait an additional year before they could register.

S1279 – Requires the current superintendent evaluations be aligned to a framework approved by the Board and that they include performance metrics related to grade 3 literacy, grade 8 mathematics, and high school graduation rates.

S1285 – Requires local school board members to receive professional development training. Requires the State Board of Education or the Board's designee to provide the training.

In addition to the attached list of education related or education impacted legislation, the Board has been requested to consider taking a position on two potential pieces of legislation.

Senator Burgoyne is working on the Idaho Promise Mentor Program and would like to introduce legislation that would place a program under the State Board of Education that would fund non-profit organizations in Idaho's education regions to hire mentor coordinators and support volunteer activities. The mentors would work with high school juniors and seniors, veterans, and other adults overcome financial and other barriers by identifying credential options and assist with completing forms and applications for financial aid and other financial resources. A full outline of the program is provided in Attachment 2.

The Idaho Charter School Network is interested in pursuing legislation that would establish a timeline and process that would allow an authorized chartering entity to begin revocation proceedings in cases of financial instability on the part of the charter school. The process would require the State Department of Education to notify the charter school and chartering entity when the school had less than 15 days' worth of cash on hand on June 30 of the current calendar year, and that the school has one year (until June 30 of the subsequent year) to cure the deficiency. If at that time the school has less than 15 days' worth of cash on hand the authorized chartering entity must begin revocation proceedings. The proposed text of the bill is provided in Attachment 3.

Staff recommends the Board oppose HB364, support HB388, support SB1285 and support the proposed charter school financial accountability bill as provided in Attachment 3.

BOARD ACTION

I move to _ (oppose/endorse) (house bill #/Senate bill #) _____ .

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND/OR

I move to endorse the proposed legislative idea as provided in Attachment _#_ .

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Bill No	Description	Last Action (As of 2/5/20)
H0309	**Budget stabilization fund –** This legislation creates a source f transportation funding for State and local roads while saving additional moneys for time of State revenue shortfalls or major disasters. Impacts both the General Fund and Dedicated Funds in FY2021 and FY2022. For the General Fund impact, the additional $5 million transfer from sales tax to the permanent building fund will reduce FY2021 and FY 2022 General Fund revenues by $5 million. Additionally, the Statutory transfer to the Budget Stabilization Fund will require JFAC to account for a FY2020 transfer of approximately $37.3 million and an FY2022 transfer to Budget Stabilization of $27.7 million. The total impact to the General Fund in FY2021 is $42.3 million and the total impact in FY2022 is $32.7 million.	01/22/2020 House - U.C. to be returned to Transportation & Defense Committee
H0331	**Approp, STEM action center, add'l –** FY 2020 supplemental appropriation for the STEM Action Center provides $1,000,000 in spending authority for private contributions to the agency.	02/06/2020 Senate - Signed by President; returned to House (passed House and Senate)
H0342	**Telehealth services –** Removes barriers with the intent of providing greater access to quality care through telehealth.	02/06/2020 Senate - Introduced, read first time; referred to: Health & Welfare
H0347	**Bond elections, eleven months** – Requires taxing districts to wait a period of eleven months after a failed bond election before a subsequent bond question of the same type or subject can be placed on the ballot in that district (includes community college districts and school districts)	01/31/2020 Senate - Introduced, read first time; referred to: State Affairs
H0353	**Taxing districts, budgets** – caps property tax growth at three percent (3%) per year. Impacts funding received through property taxes.	01/23/2020 House - Reported Printed and Referred to Revenue & Taxation
H0355	**Taxing districts, budgets** – freezes the property tax portion of a taxing district's budget for one year.	01/23/2020 House - Reported Printed and Referred to Revenue & Taxation
H0359	**Property tax repeal** – eliminates all property taxes in the state and simultaneously replaces the lost revenue with increased collections of sales taxes. The sales tax rate would increase from 6% to 11%.	01/27/2020 House - Reported Printed and Referred to Ways & Means
H0360	**Sales, use tax, food exemption** – Repeals the sales tax on food sold for human consumption. Would reduce revenues to the General Fund. Estimated reduction in FY2021 is $64.4 million.	01/27/2020 House - Reported Printed and Referred to Ways & Means
H0364	**Education, school year start date** – Would not allow instruction to begin prior to the Tuesday following Labor Day in public schools.	01/29/2020 House - Reported Printed and Referred to Education
H0388	**Education, advance enroll, military** – Allows children of military families, with documentation of military service member's pending relocation to our state, access to preliminary registration, enrollment, or application to a local education agency at the same time that the process is open to the general resident student population.	01/31/2020 House - Reported Printed and Referred to Education
H0393	**School levy, bond elections, dates –** Consolidates elections to the third Tuesday of May of each year and the Tuesday following the first Monday in November of each year. Removes the ability for school districts to run levy's in March and August.	02/04/2020 House - Reported Printed and Referred to State Affairs
H0395	**Lewis-Clark State College, Graduate Degrees** – removes the statutory limits that prohibit Lewis-Clark State College from offering graduate degrees.	02/05/2020 House - Reported Printed and Referred to Education
H0409	**Taxing districts, budgets** – Freezes the property tax portion of a taxing district's budget for one year with the exception of school taxing districts.	02/05/2020 House - Reported Printed and Referred to Revenue & Taxation
HCR029	**Native Americans, name removal** – Concurrent Resolution – encourages the appropriate use of names, images, or symbols of Native Americans or other	01/27/2020 House - Reported Printed and Referred to Ways & Means

	indigenous people by schools or other places and discourages removal without a careful and effective public process and consensus.	
S1226	**Sexual orientation, gender identity** – Adds the words "sexual orientation" and "gender identity" to the Idaho Human Rights Act, which would prohibit discrimination based on sexual orientation and gendered identify, including discrimination in public education.	01/15/2020 Senate - Reported Printed; referred to State Affairs
S1234	**Public records, univ presidents – Board Legislation** – Amends public records act to reduce disclosure of finalist name requirements from five to three.	02/03/2020 Senate - **Failed**: Ayes 12 Nays 23 Excused 0; to Secretary of Senate
S1235	**Professional studies prgm, repeal – Board Legislation –** Repeals loan repayment program that was never funded.	02/04/2020 House - Read First Time, Referred to Education
S1236	**Ed interpreters, qualifications – Board Legislation –** Allows educational interpreters to be used for all "school aged" children in our public schools, rather than only those in kindergarten through grade 12.	02/04/2020 House - Read First Time, Referred to Education
S1238	**Civics requirements, course** – Expands the requirement that secondary students show they have met the state civics and government standards through passage of the civics test or alternate path established by the school districts to also include participation in a course in United States government and politics and participation in an associated college level credit bearing exam, such as an Advanced Placement course in Government and Politics. Additionally, requires the Department of Education to provide funds for professional development focused on advanced high school civics or government courses, if funds are appropriated.	02/04/2020 House - Read First Time, Referred to Education
S1239	**Flex school schedules, elementary** – Allows parents to negotiate a flexible schedule for their elementary student if the student is advanced and allows the school district or charter school to report those students as in attendance for funding purposes.	01/23/2020 Senate - Reported Printed; referred to Education
S1248	**Seed, plant certification, stndrds – Board Legislation** – Removes the negotiated rulemaking process from the seed certification standards requirements.	02/06/2020 Senate - Reported out of Committee with Do Pass Recommendation; Filed for second reading
S1253	**Hemp, CBD** – Allows for cannabinol oil with 0.3 % tetrahydrocannabinol or less to be used in Idaho. Allows institutions of higher education to plant, grow, cultivate, harvest, sample, test, research, process, transport, transfer, take passion of, sell, import, and export hemp.	01/27/2020 Senate - Reported Printed; referred to State Affairs
S1266	**Higher ed stabilization fund, acct** – Cleans up outdated language specific to community college startup that ended in FY20.	02/06/2020 Senate - Read second time; filed for Third Reading
S1279	**Schools, superintendent evals** – Requires the current administrator evaluations be aligned to a framework approved by the Board and that they include performance metrics related to grade 3 literacy, grade 8 mathematics, and high school graduation rates.	02/06/2020 Senate - Read second time; filed for Third Reading
S1285	**School boards, training –** Requires local school board members to receive professional development training. Requires the Board or the Board's designee to provide the training.	02/05/2020 Senate - Reported Printed; referred to Education
SCR120	**ISAT alternatives** – Directs the State Board and the State Department of Education to replace the federally required ISAT test with another test that would meet federal requirements such as the SAT.	02/06/2020 Senate - Adopted: Voice Vote; title approved; to House
SCR122	**Graduation pathways** – Directs the State Board and State Department of Education to review high school graduation requirements to recognize that many students follow a career technical education path and to create multiple paths to graduation.	02/04/2020 House - Read First Time, Referred to Education

IDAHO PROMISE MENTOR PROGRAM
by
Senator Grant Burgoyne
Dr. Jean M. Henscheid

Introduction

Purpose: Fill vacant good paying jobs by helping recent Idaho high school graduates, veterans, and other adults earn post-high school career-ready credentials.

Reason for the Legislation

1. Thousands of good paying Idaho jobs are left vacant due to a lack of credentialed workers.

2. The number of career-ready Idahoans is not growing, and Idaho will be short 49,000 credentialed workers in 2024.

3. Idaho's system for guiding high school students, recent high school graduates, veterans, and other adults into and through career-ready credential programs is fragmented.

4. Volunteer mentoring of students ends at high school graduation.

5. Through mentorship, Idaho can quickly and affordably boost the number of career-ready individuals.

6. Filling 7,000 STEM jobs will raise $24 million in state taxes, far more than the bill's cost.

7. With career-ready credentials, our children and grandchildren can remain in the state to contribute to the health of our communities, particularly in rural and remote areas.

Legislation Summary (effective July 1, 2020)

Fiscal Note: $1 Million for 14 paid mentor coordinators and 260 volunteer mentors.

Objectives

1. 260 volunteer mentors supervised by 14 mentor coordinators in the Office of the State Board of Education will help high school juniors and seniors, veterans, and other adults overcome financial and other barriers to earning career-ready credentials by, among other things, identifying credential options and assisting with FAFSA forms and applications for other financial resources.

2. Gather data to determine program effectiveness and return on investment as well as the unmet needs of mentees and how to meet those needs.

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DRELB268

LEGISLATURE OF THE STATE OF IDAHO
Sixty-fifth Legislature   Second Regular Session - 2020

This bill draft contains confidential and privileged information exempt
from disclosure under Section 74-109(1), Idaho Code. If you have received
this message by mistake, please notify us immediately by replying to this
message or telephoning the Legislative Services Office at (208) 334-2475.

1   AN ACT
2 RELATING TO CHARTER SCHOOLS; AMENDING SECTION 33-5209C, IDAHO CODE, TO PRO-
3   VIDE THAT CHARTER SCHOOLS WITH LESS THAN FIFTEEN DAYS' WORTH OF CASH ON
4   HAND MUST CURE THE FISCAL DEFICIENCY WITHIN A YEAR OR BE SUBJECT TO REVO-
5   CATION PROCEEDINGS.

6 Be It Enacted by the Legislature of the State of Idaho:

7   SECTION 1. That Section 33-5209C, Idaho Code, be, and the same is hereby
8 amended to read as follows:

9   33-5209C. ENFORCEMENT — REVOCATION — APPEAL. (1) An authorized
10 chartering entity shall continually monitor the performance and legal com-
11 pliance of the public charter schools it oversees, including collecting and
12 analyzing data to support ongoing evaluation according to the performance
13 certificate. Every authorized chartering entity shall have the authority
14 to conduct or require oversight activities that enable the authorized char-
15 tering entity to fulfill its responsibilities pursuant to the provisions
16 of this chapter, including conducting appropriate inquiries and investi-
17 gations, so long as those activities are consistent with the intent of this
18 chapter, adhere to the terms of the performance certificate and do not unduly
19 inhibit the autonomy granted to public charter schools.
20   (2) Each authorized chartering entity shall annually publish and make
21 available to the public a performance report for each public charter school
22 it oversees, in accordance with the performance framework set forth in the
23 performance certificate and section 33-5209A, Idaho Code. The authorized
24 chartering entity may require each public charter school it oversees to sub-
25 mit an annual report to assist the authorized chartering entity in gather-
26 ing complete information about each school consistent with the performance
27 framework. Each public charter school shall publish its annual performance
28 report on the school's website.
29   (3) If an authorized chartering entity has reason to believe that a
30 public charter school cannot remain fiscally sound for the remainder of its
31 certificate term, it shall provide the state department of education with
32 written notification of such concern. Upon receiving such notification,
33 the state department of education shall have the authority to modify the
34 percentage of the total appropriation to be paid to the public charter school
35 pursuant to the provisions of section 33-1009(1), Idaho Code, such that
36 equal percentages are paid on each of the prescribed dates. If documents
37 filed with the state department of education pursuant to section 33-5210 (3J,
38 Idaho Code, establish that a public charter school had less than fifteen (15)
39 days' worth of cash on hand on June 30 of the current calendar year, the state
40 department of education shall notify the school and the school's authorized
41 chartering entity that the school has until June 30 of the subsequent year to
42 cure the deficiency. If on June 30 of the subsequent year the school again

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1   has less than fifteen (15) days' worth of cash on hand, the authorized char-
2   tering entity shall begin revocation proceedings pursuant to subsection (7)
3   of this section.
4   (4) If an authorized chartering entity has reason to believe that a
5   charter holder or public charter school has violated any provision of law, it
6   shall notify the charter holder and the entity responsible for administering
7   said law of the possible violation.
8   (5) If an authorized chartering entity revokes or does not renew a char-
9   ter, the authorized chartering entity shall clearly state, in a resolution
10   of its governing board, the reasons for the revocation or nonrenewal.
11   (6) Within fourteen (14) days of taking action to renew, not renew or
12   revoke a charter, the authorized chartering entity shall report to the state
13   board of education the action taken and shall provide a copy of the report to
14   the charter holder at the same time that the report is submitted to the state
15   board of education. The report shall include a copy of the authorized char-
16   tering entity's resolution setting forth the action taken and reasons for
17   the decision and assurances as to compliance with all of the requirements set
18   forth in this chapter.
19   (7) A charter may be revoked by the authorized chartering entity if the
20   public charter school has failed to meet any of the specific, written con-
21   ditions for necessary improvements established pursuant to the provisions
22   of section 33-5209B(l), Idaho Code, or has failed to cure the fifteen (15)
23   days' worth of cash on hand deficiency pursuant to subsection (3) of this
24   section, by the dates specified. Revocation may not occur until the charter
25   holder has been afforded a public hearing, unless the authorized chartering
26   entity determines that the continued operation of the public charter school
27   presents an imminent public safety issue, in which case the charter may be
28   revoked immediately. Public hearings shall be conducted by the authorized
29   chartering entity or such other person or persons appointed by the autho-
30   rized chartering entity to conduct public hearings and receive evidence as
31   a contested case in accordance with the provisions of section 67-52 42, Idaho
32   Code. Notice and opportunity to reply shall include, at a minimum, written
33   notice setting out the basis for consideration of revocation, a period of not
34   less than thirty (30) days within which the charter holder can reply in writ-
35   ing, and a public hearing within thirty (30) days of the receipt of the writ-
36   ten reply.
37   (8) A decision to revoke or nonrenew a charter or to deny a revision of
38   a charter may be appealed directly to the state board of education. With re-
39   spect to such appeal, the state board of education shall substantially fol-
40   low the procedure as provided in section 33-52 07 (5) (b), Idaho Code. In the
41   event the state board of education reverses a decision of revocation or non-
42   renewal, the charter holder subject to such action shall then be placed under
43   the chartering authority of the public charter school commission.

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SUBJECT
   State Longitudinal Data System (SLDS) Update

REFERENCE

August 2007	Board approved FY09 K-20 Education Strategic plan, including the development of K-20 longitudinal data system.
December 2007	Board received an updated from the Department and Board staff on the joint effort to field a state longitudinal data system.
August 2009	Board approved Idaho participate in Federal Grant to develop statewide P-20 and Workforce longitudinal data system.
August 2010	Board directed staff to do a needs assessment that included the technical, fiscal, and governance requirements for a P-20 and Workforce SLDS.
October 2010	Board added the creation of a P-20 and workforce longitudinal data warehouse with the ability to access timely and relevant data and provide reporting for use by all stakeholders to its FY11 K-20 Education Strategic Plan.
February 2011	The Board received needs assessment and directed staff to move forward with Phase 1 and Phase 2 for a P-20W SLDS. Board approved the establishment of a Data Management Council.
October 2011	Board approved second reading of Board policy I.O. creating the Data Management Council with the purpose of making recommendations on the oversight and development of Idaho's SLDS.
December 2011	Board amended FY12 K-20 Education Strategic Plan to include the development of a P-20 to workforce longitudinal data system with the ability to access timely and relevant data by 2015. Board approved OSBE applying for the Statewide Longitudinal Data System grant and authorized the Executive Director to sign the letter of commitment on behalf of the Board.
December 2012	Board received an update on the status of the P-20 SLDS.
August 2016	Board discussed the development of an Idaho Education Dashboard.
October 2016	Board received a report from the Idaho Department of Labor on workforce projections and an update on the work done do develop key components of the workforce data portion of the SLDS.

BACKGROUND/DISCUSSION

While the Board has received updates from Board staff and State Department of Education (Department) staff on separate data dashboard components and functionality (as well as updates from the Department on the K-12 Report Cards), the Board has not had an update on the K-20 to Workforce State Longitudinal Data System (SLDS) since December 2012. The last update the Board received on the workforce connection to the SLDS was at the October 2016 regular Board meeting.

At the December 2007 Board meeting the Board received an update on the progress Department and Board staff were making on the development of the SLDS and the Ten Essential Elements the SLDS was going to include:

1. A unique statewide student identifier that connects student data across key databases across years;
2. Student-level enrollment, demographic and program participation information;
3. The ability to match individual students' test records from year to year to measure academic growth;
4. Information on untested students and the reasons they were not tested;
5. A teacher identifier system with the ability to match teachers to students;
6. Student-level transcript information, including information on courses completed and grades earned;
7. Student-level college readiness test scores;
8. Student-level graduation and dropout data;
9. The ability to match student records between the K-12 and higher education systems; and
10. A state data audit system assessing data quality, validity and reliability.

In April of 2009 the State Board of Education was awarded a $6 million Institute of Education Sciences, Statewide Longitudinal Data System grant to aid efforts currently underway by the Department for building a K-12 statewide longitudinal data warehouse. At the December 2009 regular Board meeting, the Board approved the federal grant application for development of a statewide P-20 and workforce longitudinal data system. This included Department and Board staff working collaboratively to develop the SLDS. The intended outcome of this grant was to expand and blend a number of efforts to create an Idaho Longitudinal Education Analysis Data System (I-LEADS). The project core was an integrated, statewide, dimensional P-20 and workforce data warehouse coupled to a reporting and analysis system. There were nine proposed outcomes as part of that grant application.

1. Establish policies and governance structure to support a P-20 and workforce data system;
2. Integrate current statewide Education ID application into the public postsecondary systems;
3. Develop postsecondary data warehouses, a centralized P-20 and workforce data warehouse, and reporting and analysis systems;

4. Integrate Professional and Technical training information into I-LEADS;
5. Deploy web services to facilitate the exchange of data across agencies and states;
6. Establish a K-12 Learning Management System to support formative assessments and curriculum management;
7. Create a statewide K-12 data utilization training program (teaching the teachers and administrators how to use data to set measurable goals and track progress);
8. Create web widgets and tools to provide targeted, appropriate information to stakeholders; and
9. Multi-state collaboration.

The P-20 and workforce data warehouse was intended to interface with proposed data warehouses at each of the eight state-supported postsecondary institutions, the K-12 data warehouse currently under development and workforce data to create a centralized P-20 and workforce data warehouse managed by the Board office.

In accepting federal funding under the State Fiscal Stabilization Fund American Recovery and Reinvestment Act (SFSF ARRA), Governor Otter agreed to establish a longitudinal data system that included the elements described in the America COMPETES Act of 2009.

At the August 2010 Board meeting the Board discussed the continued need for a SLDS and implementing it as a strategy into the K-20 Education Strategic Plan. The Board requested staff prepare a needs analysis that included the technical, fiscal, and governance requirements for a P-20 and Workforce SLDS. The needs analysis would provide the Board with an overview of the current status and the need for longitudinal educational data collection, the gaps, barriers, and risks associated with collecting educational data, and recommendations for developing the system. In 2010 the Board added the creation of a P-20W longitudinal data warehouse to the K-20 Education Strategic Plan, and in 2011 the Board amended the performance measure to the development of a P-20 to workforce longitudinal data system with the ability to access timely and relevant data by 2015.

The Board was presented with the needs analysis at the February 2011 regular Board meeting. The needs analysis presented to the Board proposed the construction of a P-20W SLDS over time in a four-phased approach. The Board authorized staff to move forward with Phase One, which included the development of a postsecondary repository and link to the K-12 SLDS for a P-20 SLDS; and Phase Two, which included the maturation of the P-20 SLDS environment. Staff were directed to come back to the Board for approval of Phase Three, which required finalizing the design and implementation of materialized aggregate views, and Phase Four, which included the final state, transformation into a P-20W SLDS with Business Intelligence solutions.

At the October 2011 Board meeting the Board approved the second reading of Board policy I.O., establishing the Idaho Data Management Council for the purpose of making recommendations to the Board (through the Planning, Policy and Governmental Affairs Committee) on the oversight and development of Idaho's SLDS. The policy also establishes the purpose of the SLDS to: "allow longitudinal tracking of students from preschool through all levels of the public education system (elementary, middle and high schools, college and graduate school) and into the workforce. To reflect this scope, the SLDS will be referred to as a P-20W system. This system will collect data from a variety of disparate source systems, including the K-12 system developed by the State Department of Education, the systems in use at the various postsecondary institutions, the State Department of Labor, the National Student Clearinghouse, and others, and will transform that data into a single, coherent structure on which longitudinal reporting and analysis can be performed."

In November 2011, the Office of the State Board of Education applied for received another SLDS grant. The project scope included creation of a Workforce Longitudinal Data Store housed by the Idaho Department of Labor, enhancements to the Education Unique Identifier (EDUID) system, and the creation of a Research Data Request website.

At the December 2012 regular Board meeting staff reported the completion of outcomes identified in Phase One, except for the reporting capabilities. Staff requested revision to the scope of Phase Three and approval to move forward with Phase Three and Phase Four. The outcomes identified in Phase Four remained the same as those originally presented to the Board at the February 2011 regularly scheduled Board meeting. Phase Three was originally conceptualized as a full data warehouse. As work with Phase Two progressed it was determined that the Board Office did not have the resources in funding and staff time to realize the full data warehouse. Staff requested Phase Three be amended to only include the design and implementation of materialized aggregate views to accomplish a more rapid implementation resulting in less cost in resources. The materialized aggregate views were to result in a data mart rather than a fully functional data warehouse. The data mart would then be expanded in the future to the original data warehouse that was originally envisioned as additional resources were identified. No Board action was taken at the December 2012 Board meeting.

The 2012 SLDS grant ended in 2016. Accomplishments included the completion of the Labor Longitudinal Store and enhancements to the EDUID system.

IMPACT
This update will provide a history of the development of the P-20W SLDS, functionality and strengths and weaknesses of the current system.

ATTACHMENTS
Attachment 1 – Department of Education K-12 SLDS (ISEE) Update

Attachment 2 – Office of the State Board of Education Postsecondary SLDS
Update
Attachment 3 – Federated Data System Graphic – Ideal Example
Attachment 4 – 2011 SLDS Needs Analysis
Attachment 5 – 2012 P-20W SLDS Status Overview

STAFF COMMENTS AND RECOMMENDATIONS

Attachments 1 and 2 provide updates on the K-12 and postsecondary sides of the P-20 to Workforce SLDS. The workforce connection is managed by Board staff with the Idaho Department of Labor. Board staff will provide an update on what work is being done in this area, as well as our participation in the Western Interstate Commission for Higher Education (WICHE) multistate longitudinal data exchange.

At the December 2019 Board meeting, Board members asked that, as part of the ongoing considerations for educational system performance measures staff look at what is available through the SLDS and consider whether we are leveraging these data to its full potential in measuring progress.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1
DEPARTMENT OF EDUCATION - K-12 SLDS – ISEE SUMMARY

The Idaho System for Educational Excellence (ISEE) is the K-12 portion of the Statewide Longitudinal Data System (SLDS). The ISEE system was implemented a decade ago, and since that time, the State Department of Education has made many significant improvements. Redundant and unused data elements have been removed and the reporting cycles have been reduced to the minimum number required to meet federal and state reporting requirements, which has reduced some of the reporting burden shouldered by districts.

The ISEE team continues to improve the data system to better meet the increasingly dynamic needs of the system's end-users. As Department support personnel work with district staff and stakeholders to determine needs, developers have been deploying modular improvements to the system, providing additional functionality, improving data quality, and increasing transparency.

The ISEE team has released several significant ISEE improvements in the last year. Most recently, the Data Transparency Tool (DTT) was developed and placed into production. This tool is a reporting framework designed to present data in a visual manner to allow users to more easily understand the data that they have submitted and identify data quality issues. The first dashboard report published in the DTT was the Student Enrollment Report, required with the passage of House Bill 293 in the 2019 Legislative session. This report provides LEAs with a graphical view of their enrollment data as well as the ability to download detailed student-level data used to generate the enrollment calculations. This tool has been extremely well received, and the general feedback from the field has been gratitude for improving the system in such a transparent and meaningful manner. Additionally, an expanded state-level report functions as an early-warning system, helping Department staff to identify districts needing support and assistance with their enrollment reporting and providing staff with the means to assist districts proactively. The project team is currently working on several new reports as well as prioritizing transformations of existing reports with the goal of expanding the portfolio of assets available in the DTT. Department staff is currently collaborating with stakeholders and Division of Career Technical Education (Division) staff to develop a series of reports to better assist district personnel in accurately reporting their career technical education (CTE) programs and staffing and to provide more actionable and immediate data to Division staff.

Recently developed applications such as the Certification Lookup Tool have created more linkages between ISEE data and existing systems such as the Teacher Certification Application resulting in more functionality and transparency to existing data. An update to the Advanced Opportunities Portal this year created an improved linkage to post-secondary data by providing the ability for the post-secondary institutions to attach their course codes to the Advanced Opportunities course catalogs used by K-12 students for reimbursable courses.

As with any system, ISEE faces challenges. One of the key focus areas for the Department's ISEE team this year relates to updating and improving the EDUID system. Foundational to quality data, this is the system underpinning the Identity Management aspects of ISEE. Although current state law does not permit the collection of enough data to always ensure the uniqueness of individual persons, technical measures have been put in place to improve the process. In addition to completely rewriting the EDUID application to provide an improved experience for end-users, the Department has developed a new Entity Manager application. This application is a new home for ISEE management tools, with the first tool added to the application designed to manage EDUIDs and person records. This tool automatically identifies persons in the ISEE system with similar demographic information using an algorithmic approach to indicate a confidence score of the likeliness of duplicate persons/EDUIDs. A workflow queue is then presented to ISEE staff providing detailed demographic and enrollment history on likely merge candidates. Personnel can then compare two historical records simultaneously on one screen and determine what additional information or district contact is needed prior to either merging EDUID records or marking them as different persons so that they don't accidentally get merged in the future.

Department staff is currently collaborating with OSBE staff to identify better processes to improve EDUID creation and matching for post-secondary students. There continue to be issues with the quality of data on post-secondary students, resulting in the creation of many new duplicate EDUIDs for existing Idaho students. This impacts the ability to match students to prior educational records. It is likely that the primary solutions to improving this data quality will be additional training for data entry personnel, improvements in data entry processes, and adjustments to business practices such as ensuring that post-secondary institutions are utilizing all of the information already available to them, such as the legal names and corresponding EDUIDs that are provided to them through the Direct Admission and Apply Idaho programs. Department staff will continue to work with OSBE staff to identify best practices and make determinations on potential technological solutions to this issue.

ATTACHEMNT 2

Postsecondary to Workforce Portion of the P-20W SLDS

During the last six months, Board staff has been reviewing the Postsecondary SLDS (PMAP) and identifying issues that need to be addressed in order to improve student matching, the quality of data available, and to increase efficiencies processing PMAP data submissions. Previously, Board staff had made recommendations regarding the EDUID system. In this report, we address data documentation, existing data tables, and incorporating other existing data into PMAP. We also briefly discuss PMAP data submissions.

Data documentation

OSBE staff is reviewing ways to improve the data documentation provided to postsecondary institutions. There has been tremendous turnover at most of the Institutional Research (IR) offices since the implementation of PMAP ten years ago. OSBE staff wants to ensure that the documentation for PMAP is clear and extensive enough so that new IR staff can easily understand what they need to submit.

Specific issues to examine are:

- The format of the documentation provided to institutions (currently an 11" by 17" Excel spreadsheet) and of the online data dictionary
- The elements included in the documentation (detail on what values are acceptable for each data element; detail on whether or not a null value is acceptable; a decision on whether or not all data elements should be restricted in terms of what values can be submitted)

Review of core tables

OSBE staff has recently started a review of the core PMAP data tables (Section, Registration, Degree, Race, and Student). These tables are considered core as the information contained in them answer the majority of questions we examine.

Currently, we are working on finalizing a process for the review. A rough outline of the review process for each PMAP data table follows:

- Notify the 8 IR offices that OSBE staff is currently reviewing a table and schedule conference calls so they can offer input;
- OSBE staff will review data in each table and identify data issues
- OSBE staff will determine how critical each data element is in terms of reports and research and will determine if data submissions will be accepted if there are errors with that data element
- OSBE staff will work with institutions to understand why those data issues arise
- OSBE staff will revisit data documentation to ensure that terms are clearly defined
- OSBE and IR staff will decide on whether or not changes can be applied to past years of data submissions

- OSBE and IR staff will establish a cycle for table reviews
- OSBE staff will stabilize the lookup values and establish a review cycle for the lookup values

OSBE staff is also reviewing both our secondary school and postsecondary institution characteristic tables. In those tables, there are different codes that are associated with the same secondary school or postsecondary institution. For instance, a secondary school has a state code, an NCES code, a code tied to SAT data, and a code tied to ACT data. A postsecondary institution has an IPEDS code and an OPEID. OSBE staff is currently reviewing our processes to ensure that these codes are updated regularly and that we maintain the capacity to link historical data to current data.

Students have multiple identification numbers. For instance, a student has an EDUID, a student ID at each postsecondary institution they attend, and an ID linked to their college entrance exam(s). OSBE staff is currently reviewing our processes for ensuring that our student ID tables reflect all updates (student IDs may be updated as identities are resolved).

Review of other data tables

OSBE Staff will examine two data tables that are not part of the main tables (Financial Aid and Tests) to determine how best to incorporate them into data loads in the future.

In addition to data received directly from the institutions, there are other sources of data for PMAP.[1] There are also data sets used to augment PMAP in order to give context to data points. In the past, this data has been saved in an ad hoc manner – if there was a research question to be answered with it, the data was processed for use in that research question. There were not always centralized data tables which would ensure consistent use of the data across various research programs or timely data processing.

OSBE staff is working on systems for incorporating data from these other sources into PMAP as well as contextual data. A draft process would be:

- Determine whether or not the data point is collected at the student level.
  - Yes - determine whether or not this data point is covered in the data dictionary
    - Yes – establish a process for incorporating this data point into an SLDS data table
    - No – determine whether this data is used for programs (such as Apply Idaho or the Scholarship data)
      - Yes – document use of the data and a data destruction date to ensure that this data is not saved longitudinally
      - No – Establish data destruction policy
  - No – determine whether or not this data point is commonly used in research

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[1] PMAP includes all individual level longitudinal data sets maintained by OSBE regardless of the source of the data.

- Yes – establish a process for incorporating the data point into an SLDS data table
- No – document decision for future reference.

Note: a process for incorporating the data point into a data table involves documentation of the sources of the data; a calendar for keeping the data current, and documentation of the data point.

For instance, OSBE currently receives student level college entrance exam directly from the college entrance exam providers. This would be an instance of PMAP data source that was not the postsecondary institutions. Entrance exam scores are currently included in the data dictionary. Therefore, they can be a part of the SLDS. There is currently not a process for incorporating this data into an SLDS table.

OSBE also receives student-level data from the U.S. Department of Education on FAFSA completion. This data is used to support FAFSA Web and OSBE's scholarship program and is not saved longitudinally. This data is not included in PMAP. Data handling processes for data like these need to be reviewed and updated and revisited on an annual basis.

Many times OSBE staff is asked how student outcomes differ by the locale of the student's secondary school or district. NCES currently provides district and school locale codes. This is not student level data and therefore, this would be an example of a data set used to augment PMAP. There is currently not a process for incorporating this data into an SLDS table.[2]

OSBE staff is currently working on a process to incorporate both college entrance exam tables into PMAP as well as school locales. These processes will be used for other data points.

A related issue is whether to add new data tables to better enable Board analyses in the short-term. Specifically, OSBE staff annually produces a report on Dual Credit. With new data tables (including data from the State Department of Education on Advanced Opportunities, data from the postsecondary institutions with more detail on dual credit, and data from College Board), this dual credit report could be better aligned with SDE's Advanced Opportunities report. OSBE staff would also use these data tables for data verification so to progress towards the long term goal of using existing PMAP data tables whenever possible. It is also likely that new data tables could better enable CTE reporting as well.

Finally, OSBE staff is working on creating a research ready database. This would be a student-level, de-identified database that would be the basis for research done by OSBE staff (and OSBE staff only). Having this database will ensure that research questions are

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[2] Other non-student level data that would be considered as contextual data are CIP codes, OSBE's program inventory, Performance Measures

answered with one consistent dataset. However, it will also help ensure that student privacy is protected.

Data submission

OSBE staff will also review the procedures it currently uses for processing the data received to determine if there are efficiencies to be gained. Currently, a great deal of time is spent on student identify resolution. OSBE staff will review the process for this and make recommendations for change if needed.

As part of reviewing data processing, OSBE staff will review the timeline of data submissions along with timing of data extracts to ensure there is transparency in terms of when the public/other parties can reasonably expect data to be available. This will also ensure that other projects can be scheduled/assigned in order to not interfere with the data processing calendar.

EDUID

An EDUID is a unique student identifier assigned to every public student in Idaho (K-12 and postsecondary). Students are assigned an EDUID the first time they enroll in a public school in Idaho (either K-12 or postsecondary). A student's EDUID should follow them around as they transfer schools in the K-12 system, as they transition from secondary to post-secondary, and as they transfer schools in the postsecondary system.

A student's EDUID is created based on the student's name, date of birth, and gender. If a student transfers school districts, the new district enters those three pieces of information into the EDUID system and the new district should then receive the student's existing EDUID. However, there may be instances in which the information entered by the new district is inconsistent with the existing values in the system. For instance, a new district could enter the student's date of birth with transposed values (03/09/99 instead of 09/03/99). The new district could also enter a variant of the student's name (such as Bill instead of William or William Theodore instead of William T.).

These inconsistencies could result in two different types of error. A Type 1 error would be that a student with an existing EDUID (Student A) is assigned another existing EDUID (belonging to Student B). A Type 2 error would be that a student with an existing EDUID is assigned a brand new EDUID. Both errors would create an interruption in the student's SLDS record. However, a Type 1 error would be more serious as a Type 1 error would potentially compromise the privacy of Student B. Because of this, the EDUID system defaults to assigning new EDUIDs unless there is a near perfect match in terms of student name (First name, middle name, and last name), date of birth, and gender. Staff from the State Department of Education (SDE) then reviews records in order to identify records that are potentially duplicates and then, using additional information, determines whether or not those records are in fact the same student. If SDE Staff determines the records are duplicates, they then merge the EDUIDs into one record. Given SDE's processes

(and the fact that EDUIDs are used in determining funding for school districts), it is very likely that all Type 1 errors are reconciled within SDE.

These same type of errors can also occur when a student transfers from the secondary system to the postsecondary system. However, the potential for Type 2 errors are even greater as postsecondary institutions do not require students to enter their full legal names or alternate names used. For instance, if somebody has changed their name between graduating from high school and starting college, then that student may not be properly matched with their existing EDUID. Or if a student enters a variant of their name instead of their legal name, that student may not be properly matched. Currently, there is no definitive method for institution or State Board staff to review "near matches" or multiple matches.

Recommendation 1: The postsecondary institutions should add last school attended to the EDUID request in order to improve the match rate.

ATTACHMENT 4
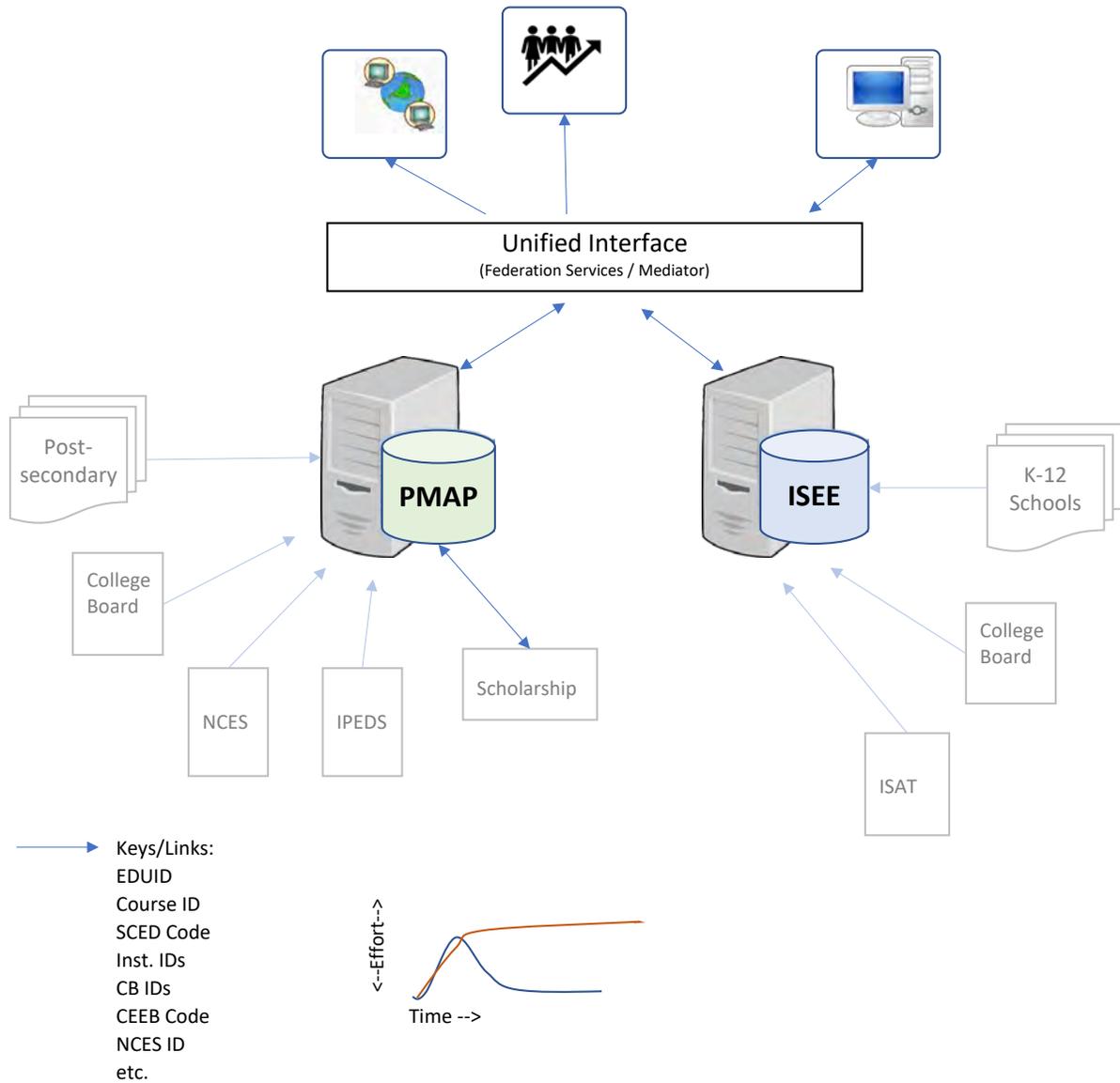
OFFICE OF THE STATE BOARD OF EDUCATION

State of Idaho

Statewide Longitudinal Data System Needs Analysis

Submitted
January 31, 2011

This document provides the current state of Statewide Longitudinal Data System (SLDS) efforts in Idaho, describes the options, and makes recommendations for maturing to a P-20 to Workforce SLDS.

Table of Contents

Executive Summary

The Needs Analysis is intended to provide the State Board of Education with an appropriate overview of the current status and the needs for longitudinal educational data collection, the gaps, barriers, and risks, and finally to provide recommendation regarding the most appropriate path forward for collecting student level data over time.

While Idaho is one of the last states to implement a P-12 statewide longitudinal data system (SLDS), we have made great progress and are in a position to take advantage of the work of other states. As of October 1, 2010, the State Department of Education began collecting student-level data in the K-12 SLDS. The postsecondary data exists in eight varied systems that do not communicate with one another. Postsecondary data must be consolidated to meet the September 30, 2011, America Recovery and Reinvestment Act (ARRA), State Fiscal Stabilization Fund (SFSF) requirements. While the ARRA SFSF requires that states have a P-16 longitudinal data system, they do not mandate a singular system to meet the 2011 deliverables. There are gaps, barriers and risks that must be addressed as Idaho moves forward with student level, statewide longitudinal data collection. Creating a postsecondary repository, gathering postsecondary data, and linking to the K-12 SLDS is an appropriate first step to meet the required September 2011, P-16 SLDS ARRA requirements.

To successfully implement a P-20W SLDS requires a clear strategy, proper planning and design, participation and commitment from all stakeholders, support, and data management oversight.

Staff recommends the Board accept the recommendations and direct staff to move forward with Phase 1 and Phase 2 for a P-20W SLDS. Staff will work with the institutions and the State Department of Education to construct a P-20W SLDS. Phase 1 would require the development of a postsecondary repository and link to the K-12 SLDS for a P-20 SLDS. Phase 2 would require maturation of the P-20 SLDS environment. Phase 3 when approved would require finalization of the design and implementation of a complete postsecondary data warehouse. Phase 4 when approved would be the final stage, transforming to a P-20W SLDS with Business Intelligence solutions. A four phased approach allows Idaho to meet federal deadlines and reporting requirements in a manner that will preserve resources and aid proper planning and design. The four phase approach limits the burden on the institutions and still meets the requirements of the various grant information needs and reporting requirements. Phase 1 gathers the data and allows Idaho to start making data driven decisions. It is a functional solution and will provide a solid foundation for designing the P-20W SLDS. The scope of Phase 2 may be expanded when Phase 1 is completed if the institutions have available resources, or other data sources can be engaged (such as private or for-profit institutions).

Overview
History

In 2008, the Idaho Legislature appropriated $2.5M in one-time money to the State Department of Education to consolidate data collection and begin the efforts to create a K-12 data collection system. In May, 2009, Idaho was awarded a federal statewide longitudinal system (SLDS) grant in the amount of $5.9M to fund the development of a K-12 SLDS. The development and implementation of the K-12 SLDS, also known as the Idaho System for Education Excellence (ISEE), is anticipated to have a completion date of April 30, 2012. While Idaho was among one of the last states to implement a K-12 statewide longitudinal data system, since 2007 the Idaho State Department of Education (SDE) has made remarkable progress.

In late, 2009 another federal SLDS grant was released due to the availability of ARRA money. While developmentally Idaho was not in a position to move forward, the Office of the State Board of Education (OSBE) worked with SDE and requested funding to support both the expansion of the K-12 SLDS and implementation of an institutional data warehouse at each public institution of higher education, and the implementation of the P-20 to Workforce Statewide Longitudinal Data System (P-20W SLDS) that would combine data from the postsecondary institutional warehouses, the K-12 SLDS, and the Department of Labor systems. Unfortunately that proposal was not funded.

Without that funding, the approach outlined in the grant proposal for the P-20W SLDS is not financially feasible at this time. The design of the P-20W SLDS will still need to accommodate the heterogeneous nature of the postsecondary institutions' systems from which data must be extracted and linked with the K-12 SLDS.

Current Status

- **K-12**
  - The K-12 SLDS, ISEE, began student-level data collection October 1, 2010. Pilot data loads were planned from October 1 through December 31, 2010. The system is slated to have validated data and be the official record for average daily attendance for funding. The design of the initial data "cubes" (attendance and student performance on assessments) was scheduled to be complete by December 31, 2010. Rollout of the Schoolnet application is scheduled for January 2011. Schoolnet is intended to provide teachers immediate access to data on their students; including historical information such as standardized test scores, prior class lists, student conduct information,

and more, with the end goal being able to do formative assessments to guide student achievement.

- **Postsecondary**
  - A single, consolidated postsecondary database does not exist and information is not currently collected in any central location.
  - The transactional systems at the eight public postsecondary institutions' Enterprise Resource Planning (ERP) systems are varied, consisting of PeopleSoft, Banner, Datatel, and Jenzabar.
  - OSBE Staff evaluated the viability of using the current K-12 infrastructure to house postsecondary data. A high level comparison was conducted comparing the Idaho K-12 extract, transform, and load (ETL) data elements to the Oregon University System ETL templates. The overall result was a less than 40% match of the required data elements in the current K-12 SLDS collection. There are several critical factors that complicate the ability to consolidate postsecondary data in the K-12 SLDS. Some of those factors are:
    - Postsecondary institutions have different federal and state reporting requirements than K-12. Consequently, the manner in which the data fields are defined, collected, and retrieved are fundamentally different. Institutional knowledge and history play a vital role in accommodating these requirements. The complexity and development of the ERP systems at the postsecondary institutions are far more advanced than the data collection systems in the districts, with decades of historical data.
    - The stated priority of ISEE is to get data into the classroom for teachers. They are not in a position to support changes to allow loading postsecondary data into the K-12 SLDS without the engagement of additional contracted developers and personnel to perform the entire implementation. Funding is also not available to support such an effort.
    - The postsecondary institutions were not involved in the design and development of the K-12 SLDS and their needs are not actively being incorporated into the system at present.
    - Based on OSBE staff and institutional work with SDE on the implementation of the unique student identifier (EDUID) application, it became clear there is a strong possibility that incorporation of the postsecondary education data into the K-12 SLDS would not only cause delays to the K-12 SLDS schedule but completion of the P-20 SLDS.

- In September 2010, a project was initiated by OSBE to extend the use of the EDUID application developed by SDE and used for K-12 to all public postsecondary institutions. To date, five of the eight public postsecondary institutions have successfully executed the process and created EDUID's for 2010 fall enrollment. The majority of the remaining institutions are planning to finish in early 2011.

Need for P-20 to Workforce SLDS

Federal Requirements

o Idaho is one of the last states to implement a P-12 Statewide Longitudinal Data System (SLDS). By accepting ARRA SFSF, the state agreed to four assurances, one of which consisted of implementing the 12 elements of the America COMPETES Act by September 30, 2011, which requires a P-16 SLDS. Idaho currently meets seven of the 12 elements of the Act.

Future Initiatives and Grants

o For Idaho to pursue future grant opportunities, Idaho must have the ability to track student level data from K-12 through postsecondary education. Currently, Idaho is not eligible for many of the grant opportunities because the state cannot measure student progress and achievement. As part of Idaho's participation in the Complete College America (CCA) initiative, we are required to track the progress on outcomes over time and through systems.

Strategic Plans

o The State Board of Education, in its Strategic Plan, has established the goal to have a P-20W SLDS developed and implemented by 2015. SDE is also dependent on an SLDS that includes postsecondary data to meet their goal of students prepared to continue their education without the need for remediation. In addition, the Board has set the goal that 60% of 25-34 year olds have a postsecondary degree or credential by 2020. Idaho needs the capacity to track students over time and place to conduct the analysis of where students are falling out of the educational pipeline, and to measure the effects of changes in education delivery against this goal.

Issues

Gaps

o Although a list of potential questions has been developed that the P-20 SLDS could help answer, a clear definition of the needs of the potential users has not been completed.

o Data security is a major concern. OSBE will Leverage SDE's K-12 SLDS security solutions to duplicate these successful strategies. As part of this process Idaho will also evaluate other states' implementations to guide Idaho's P-20 SLDS security implementation. Conducting an appropriate evaluation will ensure that confidential data is properly secured during transmission and storage.

o Previously, Professional Technical Educations (PTE) data needs for secondary were satisfied by the IBEDS (FoxPro) system. When SDE replaced IBEDS with the current K-12 SLDS they did not provide for PTE's information requirements to track students in technical programs. A development effort using contracted resources is underway at PTE's expense to add these elements into the K-12 SLDS.

o The proposed use of the Oregon University System (OUS) data collection templates do not include the elements necessary for PTE to produce their federal postsecondary reports for Workforce Improvement Act (WIA) and Perkins. These data elements have been identified and a final review with PTE will be required before implementation. PTE has supplied the reports they are required to produce and the necessary data elements have been identified and added to the OUS model.

o A critical requirement of any database is controlling data quality (i.e. data accuracy, standards, integrity, and completeness) from both an I.T. and business perspective. A Data Management Council will need to be established by the State Board of Education to create and steer the development of the policies and procedures necessary to properly manage the data in the P-20W SLDS and serve as the primary review point for all data management activities. The site visit from the U.S. Department of Education reported: "Data Management processes are just beginning to be implemented at the IDOE [SDE K-12 SLDS]. These processes are not yet mature. The other P-20W participating agencies are in a similar state as regards data management."[1] The Data Management Council responsibilities will include:

  ▪ Development and oversight of a Data Management Plan. This plan will:
    • Detail the processes & procedures needed to determine access to the data and data reports at the

several levels to prevent intentional or unintentional misuse and/or misinterpretation of the data.
- Define user acceptance testing standards to ensure that the data and functions of the SLDS meet the needs of the stakeholders.
- Guide development of solutions.
- Coordinate the efforts of stakeholders.
- Define the data exchange requirements.
- Manage the Data Dictionaries for the SLDS to ensure consistent management and use of the information.

- Serve as the point of contact for all SLDS data issues.

o The processing of postsecondary enrollment information for the purposes of issuing an EDUID has exposed instances where matching students to existing K-12 EDUID records should have occurred, but instead, a new EDUID was created.

- Auditing and reconciliation are manual processes, very time consuming, and have not been done on any of the school district EDUID uploads.
- No statistics regarding EDUID match rate are provided during the matching process.
- A detailed analysis of the issue has not been completed.
- It is left to the school districts and institutions to provide clean data. With the wide variety of systems the school districts and institutions utilize, it is not practical to assume perfect data.
- Additional data sources are going to have to be accessed to determine the magnitude of the issue and address it.

o The data collection requirements between K-12 and postsecondary are both very different, which is causing issues in the EDUID matching on collecting and reporting names, name changes, gender, social security number (SSN), etc. Agreements that best satisfy both SDE and postsecondary system requirements must still be made to eliminate and/or reduce these issues.

o **Agreements**
- The long-term success of the P-20W SLDS depends upon establishing clear agreements (such as MOUs) with the non-education agencies to ensure data is provided despite any changes in staff or administration. A discussion with all of the institutions regarding the concerns they have with student privacy needs to be conducted and all issues addressed through a statewide agreement on student privacy and the P-20 SLDS.

- o **FERPA violation and disclosure of Personally Identifiable Information**
  - The Family Educational Rights and Privacy Act of 1974, also known as FERPA is federal legislation in the United States that protects the privacy of students' personally identifiable information (PII). The act applies to all educational institutions that receive federal funds.[2]
    - The penalties regarding FERPA violations are limited to loss of federal money. However, the exposure can be very damaging to the reputation of the state or institution, and cost the state or institution millions of dollars to notify students of breaches in security of that data. Institutions could also be responsible for credit monitoring to detect identity theft after a release of PII. The P-20 SLDS will be constructed to meet FERPA requirements and the Data Management Council will be tasked with ensuring FERPA compliance.

- o **Stakeholder Engagement**
  - Communication with stakeholders has been limited to this point. Although stakeholders have been identified, they need to be formally engaged in the review and execution of the entire P-20W project. Meeting regularly with them will be necessary to review the data elements. A communications plan will need to be established to ensure an informed and engaged process.

- o **Student tracking**
  - ARRA SFSF requires Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs. To track students transitioning from K-12 into postsecondary, data will be pulled from the K-12 SLDS and uploaded into the National Student Clearinghouse (NSC). With regard to postsecondary transitions, Idaho will also use the National Student Clearinghouse to meet this reporting requirement. OSBE will use the contract currently in place to track postsecondary transitions. The current agreement with NSC only covers postsecondary. The Council of Chief State School Officers (CCSSO) is working on national pricing agreement that would cover K-12, but no timeline has been provided.

Barriers
- o **Confidential Information and Requests**
  - Due to the necessity to collect sensitive data such as personally identifiable information, Social Security Numbers (SSN's), and labor data to build a P-20W SLDS. The design of the postsecondary

repository and data collection methods will be complicated and time consuming.

- The common theme of other states that have already developed their SLDS is to highly restrict student identifiable data, provide only the required level of information, and set return/destruction dates on the data usage. An SLDS provides a wealth of information that will attract requests for information, therefore it is critical that the proper processes and procedures are in place before requests are received.

o **Distance/Location**
- The eight public postsecondary institutions are throughout Idaho, making it difficult and expensive to conduct face to face meetings. As much as possible remote meeting technologies will be utilized to ensure participation.

o **Time**
- Due to the requirement to have a P-16 SLDS in place by September 2011, a lengthy development cycle must be avoided by continuing to make use of the progress SDE and other states have already made.

o **Budget**
- Current funding for constructing the postsecondary repository is limited and precludes the development of a Request for Proposal to contract out the design or development of the P-16 SLDS, or incorporating postsecondary data into the K-12 SLDS. Leveraging the OUS data dictionary, leveraging existing OSBE and institution staff, limiting consulting, leveraging the existing SDE SQL cluster, and phasing the implementation provides the most economical solution with the least amount of risk for establishing the P-20W SLDS.

o **Competing Priorities**
- There are other major projects currently underway at both SDE and several institutions that preclude leveraging some internal resources. These include, but are not limited to, the continuing development of the K-12 SLDS, Idaho State University's conversion to Banner, Boise State University's PeopleSoft upgrade. It is anticipated that involvement by these entities will still be necessary to ensure the success of the P-20 SLDS plans for Phase 1. As much

lead-time and flexibility will be provided to minimize the impact to other projects.

- o **Data Availability**
  - ▪ The end goal is the capability to track students from pre-school to the workforce. There are several hurdles to be overcome:
    - Obtaining enrollment and graduation data from Private and For-Profit institutions will be a lengthy process. There may be interest on their part to track outcomes for their students, and OSBE could provide that link in exchange for enrollment and graduation information from those entities. A recent financial aid report from the Federal Application for Free Student Aid shows over 100,000 students receiving financial aid in Idaho. The current public postsecondary enrollment for fall 2010 showed an enrollment of 69,737 students, which indicates there are at least 30,000 students enrolled in private or for-profit institutions which have not been accounted for.
    - Labor data is an important component to this effort. Typically Unemployment Insurance wage data is utilized. Currently, the only field to match labor data on is the SSN. The K-12 SLDS does not require SSN and postsecondary typically only collects it if the student applies for financial aid; therefore, there is a gap in identifying students who go directly to the workforce from K-12 or those who leave postsecondary education and enter the workforce. It may be possible to link through another agency that has both demographic data and the SSN, but this will be time consuming and may require executive order.
    - Connecting to a multitude of other state agencies will have to be negotiated individually, but other states have been successful in this endeavor.
    - Graduates who join the military or take a federal job are another group that need to be identified and the agreements created to access this information. This is another area where the efforts of other states can be used as a model.

Risks
- o **FY 2012 State Budget**
  - ▪ Continuing state budget issues may limit or remove institution resources needed for the P-20W SLDS. The proposal is to utilize money identified for the FY2012 Technology Incentive Grant (TIG) program to fund Phase 1. Phase 1 includes the P-20 SLDS ETL development and provides the public institutions with

funding for their ETL development to provide the necessary data, participation in report development, and reviewing the reports generated.

- o **Personally Identifiable Information Release**
  - ▪ The P-20W SLDS will contain student level data to allow linking or extraction from multiple data sources. To mitigate the risk of exposing personally identifiable information, this data will be segregated in separate tables that can be secured and the access limited to only the required and approved personnel.
  - ▪ To safeguard personally identifiable information, any public information requests will require data extracts of the results by internal resources, aggregation, approval from the Data Management Council and the owning institutions.
    - • Discussions will be planned with other state agencies who routinely deal with sensitive information to ensure that the proper safeguards are in place, including system vulnerability patching, tape storage, administration account control, and access logging.
  - ▪ MOUs will be developed to manage data extracts for matching to labor data or other data exchanges.

Recommendation

The construction of the P-20W SLDS should be completed over a period of time, through a four-phased approach. It is recommended to first build a P-12 SLDS and separate postsecondary repository (to form the P-20 SLDS). This will allow for the immediate use of the required data pursuant to the ARRA requirements. Then as time and resources allow, incorporate additional data sources, and improve the functionality and use of the SLDS by maturing to a P-20W SLDS. Continuing implementation by adding a Data Warehouse and Decision Support System increases the usability and removes the dependency on technical resources to retrieve information.

Adding additional functionality in a phased approach provides early wins, allows Idaho to meet the Federal ARRA reporting requirements, assist the Board of Education in making progress toward its Strategic Plan objectives, and increases stakeholder satisfaction.

The State Board of Education should be the entity to lead the development of the P-20W SLDS toward a common vision across all of education. It is critical that all Idaho education and labor agencies work together toward a common SLDS goal. In a recent Institute of Education Sciences grant

conference, the consensus was that the biggest obstacles states face is a lack of commitment to find ways to share data. Many states experience constant battles and discussions (often taking years), over data privacy, ownership, and dealing with differing FERPA interpretations that often require legislation or executive order to resolve. The goal of an SLDS is to provide the necessary data for education improvement at all levels. Idaho has an advantage in its unique education governance structure that can allow us to succeed in the timeframe available. The SBOE's role as the policy-making body for all of public education provides an opportunity to eliminate these barriers and streamline the process. However, challenges will remain in aligning the various institutions and agencies towards the common goal of tracking students from the time they enter preschool through entry into the workforce.

For the SLDS to be built in a timely manner, a commitment is required from all parties involved to make this a priority and to apply the necessary resources to complete tasks when scheduled. The participants required are the State Board of Education, the Office of the State Board of Education, the State Department of Education, the Division of Professional Technical Education, the Department of Labor, possibly the Department of Transportation, the Department of Corrections, all public postsecondary institutions, and if possible, the private and for-profit institutions. Ideally, ample lead time and as much flexibility as possible will be provided when engaging the institutions and departments. However, the reality is that there will be times when the P-20W SLDS will likely need to be given priority over other internal projects and initiatives.

Execution Plan

Phase 1 – Postsecondary Repository and link to K-12 SLDS for P-20 SLDS

Below is a proposed execution plan and timeline for development.

#		Task Name	Duration	Start	Finish
1		⊟ P-20 to Workforce SLDS Development	308 days?	Fri 10/1/10	Tue 12/6/11
2	▦	Establish EDUID in Postsecondary	98 days?	Fri 10/1/10	Tue 2/15/11
3		Pursue EDUID with independent and for-profit institutions	120 days	Wed 6/22/11	Tue 12/6/11
4	▦	Needs Assessment	0 days	Mon 1/31/11	Mon 1/31/11
5		⊟ Establish Data Management Committee	50 days	Thu 1/27/11	Wed 4/6/11
6		Outline requirements	20 days	Thu 1/27/11	Wed 2/23/11
7		Determine members	10 days	Thu 2/24/11	Wed 3/9/11
8		Develop Charter	20 days	Thu 3/10/11	Wed 4/6/11
9		Schedule Initial Meeting	0 days	Wed 4/6/11	Wed 4/6/11
10		⊟ Phase 1 - Postsecondary Repository	241 days	Thu 12/2/10	Thu 11/3/11
11	▦	Data Dictionary - ETL templates	40 days	Thu 12/2/10	Wed 1/26/11
12		Incorporate PTE requirements	17 days	Thu 1/27/11	Fri 2/18/11
13		Request travel grant - PEN for OUS	0 days	Thu 1/27/11	Thu 1/27/11
14	▦	Meet with OUS - review templates	3 days	Tue 2/22/11	Thu 2/24/11
15		Develop updated Idaho Data Dictionary	20 days	Fri 2/25/11	Thu 3/24/11
16		Review and Finalize Proposed Data Dictionary	5 days	Fri 3/25/11	Thu 3/31/11
17		Publish Idaho Data Dictionary	0 days	Thu 3/31/11	Thu 3/31/11
18		⊟ SQL Server - Developer	104 days	Mon 2/7/11	Thu 6/30/11
19	▦	MOA signed	0 days	Mon 2/7/11	Mon 2/7/11
20	▦	Database Instance Created	4 days	Tue 3/1/11	Fri 3/4/11
21		Obtain DBA / Developer	20 days	Mon 3/7/11	Fri 4/1/11
22		Build postsecondary repository tables	10 days	Mon 4/4/11	Fri 4/15/11
23		Develop ETL scripts - P-20 SLDS	54 days	Mon 4/18/11	Thu 6/30/11
24		⊟ Institutions	127 days	Thu 1/27/11	Fri 7/22/11
25		Meet with each public postsecondary institution	20 days	Thu 1/27/11	Wed 2/23/11
26		Develop ETL scripts from ERP system	47 days	Thu 2/24/11	Fri 4/29/11
27		⊟ Data Load	60 days	Mon 5/2/11	Fri 7/22/11
28		Run trial extracts from ERP systems	10 days	Mon 5/2/11	Fri 5/13/11
29		Verify data and adjust scripts	10 days	Mon 5/16/11	Fri 5/27/11
30		Initial Data Request	0 days	Fri 5/27/11	Fri 5/27/11
31		Initial Production ETL from ERP systems	30 days	Mon 5/30/11	Fri 7/8/11
32		Initial Data load verified and available	10 days	Mon 7/11/11	Fri 7/22/11
33		⊟ Reports	90 days	Fri 7/1/11	Thu 11/3/11
34		Develop base set of reports	30 days	Fri 7/1/11	Thu 8/11/11
35		Produce CCA reports	20 days	Fri 8/12/11	Thu 9/8/11
36		Evaluate IPEDS reports	20 days	Fri 9/9/11	Thu 10/6/11
37		Incorporate all applicable OSBE report requests	20 days	Fri 10/7/11	Thu 11/3/11
38					
39	▦	ARRA requirements met	0 days	Fri 9/30/11	Fri 9/30/11

- The EDUID implementation into the postsecondary institutions project is underway with five out of the eight institutions having generated an EDUID for their fall 2010 enrollment of students. The goal is to populate all of the public postsecondary ERP systems with unique student ID's generated via the K-12 EDUID engine by January 31, 2011. OSBE has initiated discussions to include the private institutions in this project. Implementation of the EDUID provides the link necessary between the proposed postsecondary repository and the K-12 system. It also provides the link to produce reports on postsecondary enrollment and remediation needs for first time students who

have graduated from high school in Idaho and are now in Idaho postsecondary institutions, as required by ARRA, SFSF requirements. The cost for this effort is being covered by the institutions.

- Due to the complexity, the short timeframe of the 2011 deliverables, limited resources, and lessons learned from other states, the P-20W SLDS should be implemented in a "building block" phased implementation approach. The potential opportunities to reduce costs by leveraging other states efforts, the fact that the design is not finalized, and that a Request for Proposals would need to be executed to define costs, the Phase 3 and beyond costs should be considered as rough estimates that will be further defined during Phase 2.

- Accept K-12 offer of housing the postsecondary data in a separate instance in the K-12 SQL Server 2008 cluster. SQL Server 2008 supports multiple independent databases (instances) running on the same hardware. The instances are kept logically separated and basically do not know the other instances are running. It is possible to confine each instance to a specific amount of CPU utilization to prevent performance issues. SDE has created a cluster environment which also provides protection from hardware failure, which is a very robust and fault-tolerant solution.

  o Cost: $50K for a developer (with SQL Server DBA experience) and FY 2011 ETL assistance.
    ▪ Outline requirements and acquire a developer with SQL Server expertise
    ▪ Sufficient work to keep a developer busy for at least a year. Requirement for report development would be satisfied by this position.
      • Despite the current labor market, it could be difficult to find resources with the expertise needed in the price-range planned.

  o Advantages
    ▪ SDE's offer to provide the instance minimizes cost.
    ▪ Data would reside on the same hardware as K-12 data —any data transfers and/or linkage to K-12 data would be local.
    ▪ SDE is an education entity under the State Board of Education, and under current interpretation, FERPA allows for this arrangement.
    ▪ SDE's is a secure environment not exposed to the Internet
    ▪ Cost of space will be minimal and is anticipated to be $3,000 or less annually.

- Able to leverage SDE server expertise to build environment.
- Eventually plan to leverage the development used for the K-12 SLDS ETL process to create the postsecondary load scripts.

o Disadvantages
  - Sharing the SQL Server environment adds additional monitoring requirements to SDE regarding CPU utilization, memory, and storage (which is manageable). An MOA is required to define the arrangement.
  - User creation and access processes and procedures will have to be mutually agreed upon.

o Open items:
  - The Support model with SDE needs to be agreed upon with a Memorandum of Agreement (in process) to specify access and responsibility. The intention would be for the SQL Server instance that is set up for postsecondary to be completely isolated and under the control of OSBE and the institutions.
  - The SDE datacenter is on a different network subnet. Would need to determine a solution for directly linking to the server (which is a minor issue).
  - The Oregon University System (OUS) has provided their data load (ETL) templates, which have saved at least six months of research and analysis efforts to define the data elements required. These templates will be reviewed with the institutions and the Division of Professional Technical Education, then modified to provide the data elements necessary to answer the P-20 SLDS critical questions and serve as the required data elements. A trip funded by the U.S. Department of Education through a grant opportunity called the Personnel Exchange Network (PEN) has been requested for OSBE and SDE to meet with the OUS to discuss technical issues, resolve questions, and ensure understanding of their process.
  - Schedule a meeting with the institutions to review the proposed ETL templates and review this plan.
  - Establish the Data Management Council structure for P-20W SLDS.
  - The transcript system being designed and developed by the P-12 SLDS is scheduled to be operational by September 30, 2011. A meeting of postsecondary admissions was held January 11, 2011, to discuss requirements. The original grant proposal was to develop an electronic transcript system. SDE has changed

direction and is planning on evaluating commercial hosted solutions. The cost for this effort is covered by the current Federal SLDS grant.

- Participate in the WICHE multi-state data exchange pilot to ensure that the SLDS can track students who cross state lines. The result of an exchange includes the ability to compare student performance among states and whether students that transfer out of state in special programs return to the state to join the workforce. Cost is covered by a grant from the Gates foundation and is administered by WICHE.
- There is a need to provide longitudinal data for the Complete College America partnership. Incorporating these requirements with the postsecondary SLDS, reduces the effort required by the institutions.
- Compliance with the reporting requirements of the ARRA America COMPETES Act is scheduled to be completed, or we will have the capacity to meet the requirements, by the September 30, 2011, deadline.

FY2011 Resources and Cost detail (major items)
- $ 50,000 covered by remaining FY2011 TIG funding and SBOE budget
  - Labor – Developer = 560 hours $37,500 (remainder of FY2011)
  - Labor – ETL from postsecondary systems
    - Eight institutions x 320 hours – absorbed by institutions, or covered by FY2011 and FY2012 TIG funds.
- OSBE labor 400 hours - absorbed.
- Meetings and review by institutions – 720 hours - absorbed
- Training - 2days @ each institution x 8 = 128 hours – provided by OSBE
- Project Management – (covered by current TIG)
- Hardware & Software – minimal cost anticipated, less than $5,000
  - SDE has offered to put up an instance in their environment – $3,00 or less anticipated
  - May require purchase of storage estimated not to exceed $1,200
- Travel (absorbed)
- Support – none
- Ongoing support costs:
  - Report Writing – covered by developer
  - Server support - .1 FTE – covered by SDE / OSBE / PTE
  - Data Quality manager – internal resources temporarily leveraged

Phase 2 – Maturing the SLDS environment
(unbudgeted cost $1M, timeframe complete by June 30, 2012)

Phase 1 delivers the P-20 SLDS base functionality, and Phase 2 matures the environment to provide information to stakeholders, delivery of additional reports, transition of most OSBE data needs to the P-20 SLDS, improvements to the ETL process, and development of additional data sources.

- Training and documentation plan developed (320 hours – internal staff)
- Develop automated import leveraging SDE's solutions and implement Memorandum of Understanding / Memorandum of Agreements as necessary to include additional data sources and users (400 hours)
- Determine and develop standard SLDS reports (1 FTE)
- Logical model developed (320 hours - consultant or Institution expertise)
- Database Analyst (1 FTE)
- Preliminary Design of the Postsecondary Data Warehouse (320 hours – consultant or institution expertise)
- Incorporate workforce data and evaluate other outcome data (480 hours)
- Determine hardware requirements
  - Expand SQL Server environment to support the data warehouse if necessary, or deploy a new solution
- Deliverables:
  - Web ETL file submission (based on SDE's source)
  - Reports:
    - Integrate federal reporting
    - Transition reports (K-12 to postsecondary)
    - Analyze existing OSBE data requests and move to SLDS
    - Develop ongoing Federal Reports including
      - Completion of 1st year credits within 2 years
      - Tracking Students who enroll in postsecondary within 16 months of graduation
      - Students who complete 24 credits within first 2 years
      - Update of other ARRA reports
    - Develop reports to answer critical questions from SBOE, institutions, SDE, and the legislature.
  - Design – Data Warehouse
    - Investigate solutions in place in other states
    - Elemental design decisions made – structure and dimensions
    - Determine hardware, software, and support model

FY2012 Resources and Cost (major items)
(pricing based on current state procurement rates for consulting, internal = direct labor + burden + indirect costs)

Recommendation - (assumes allowance for internal labor)
- o Data Warehouse Systems Architect - consultant or internal from postsecondary institutions – 960 hours @ $115 = $ 110,400
- o Training 640 hours using internal labor @ $50 = $32,000
- o Travel $56,000 (3 group meetings and institution visits)
- o Grants to public postsecondary institutions to cover ETL development, internal process and documentation changes, automated job scheduling, project management - TBD
- o Support costs:
  - Web Developer / Report Writing – 1 FTE for 1 year $104,000
  - Data Quality manager – 1 FTE for 1 year $104,000
  - Project Manager – 1 FTE for 1 year $104,000
  - Database Analyst / SQL Specialist – 1 FTE for 1 year @74.80 $149,600

Phase 3 – Finalize Design and implement a postsecondary Data Warehouse
(unbudgeted cost approximately $1M, timeframe complete by June 30, 2013)

Data Warehouse - The main source of the data is cleaned, transformed, catalogued and made available for use by managers and other business professionals for data mining, online analytical processing, and decision support (Marakas & O'Brien 2009). In the case of education, the Data Warehouse transforms the repository into formats (data marts) that are readily understood by the Institutional Researchers and analysts so they can independently analyze information (within the bounds of the security structure built into the warehouse).

- o Determination if P-12 data will be incorporated at this point
- o Develop RFP for data warehouse implementation
- o Engage institutional experts or consultant to finalize design of the Data Warehouse
- o Form committee to determine dimensions and data marts
- o Develop data feed (ETL) from data repository to data warehouse
- o Hire consultant / leverage institution expertise
- o Purchase or leverage Data Warehouse software
- o Develop a Business Intelligence roadmap
- o Implement solution

FY2013 Resources and Cost (major items)
(pricing based on current state procurement rates for consulting, internal = direct labor + burden + indirect costs)

- o Recommendation (implement P-20 SLDS data warehouse) $1 million
    - ▪ (assumes allowance for internal labor)
- o Data Warehouse Architect Consultant - 240 hours @ $100 = $24,000
- o Consulting – data crosswalk analysis, determination of data elements, develop automated load and reports $100,000
- o Develop ETL's to populate data warehouse 480 hours @ $75 = $36,000
- o OSBE labor –
    - ▪ participate in design and verify information - 1,000 hours @ $50 = $50,000
- o Additional software and licensing $100,000-$300,000 (plan $200,000)
    - ▪ (low end – leverage an existing solution, high – buy new)
- o Additional hardware $100,000
    - ▪ Server and SAN storage
        - • (by continuing to leverage SDE the cost may be reduced by as much as ½, would still have to expand SAN and add additional server blades)
- o Support costs:
    - ▪ Data Warehouse Reports / queries – 1 FTE for 1 year $104,000
    - ▪ Data Quality manager – 1 FTE for 1 year $104,000
    - ▪ Project Manager – 1 FTE for 1 year $104,000
    - ▪ Database Analyst / SQL Specialist – 1 FTE for 1 year @74.80 $149,600
    - ▪ Server support - .25 FTE for 1 year $25,000
- o Option – incorporate P-12 SLDS data
    - ▪ Add Developer/SQL for ETL development - $125,000

Phase 4 - Transform to P-20W SLDS & Business Intelligence solution

(cost approximately $1.2M, timeframe complete by June 30, 2014)

Business Intelligence (BI) tools allow self-service data query including drill down capability, ad-hoc analysis, and the ability to provide public access to aggregated data that is meaningful and productive. This expands the scope of the P-20W SLDS

to include predictive techniques that will guide educators in optimizing the students achievement.

- o Expand storage if required
- o Gather requirements and determine solutions
- o Review solutions deployed by institutions and SDE
- o Develop legislation if required
- o Develop and implement additional MOUs necessary to include additional data sources and users
- o Develop training and support model
- o Research and procure business analytics software
- o Deliver training on BI tools and additional predictive analytics
- o Expand storage if required
- o Develop analytics reports and security model

FY 2014 Resources and Cost (major items)
(pricing based on current state procurement rates for consulting, internal = direct labor + burden + indirect costs)

- o Recommendation – add Business Intelligence tools to the data warehouse $1.2 million
- o Leverage the Decision Support System from another state to base load the capabilities similar to what SDE did for K-12 SLDS. SDE's successful implementation of the K-12 DRS was based on using Nebraska's consultant to assist in installing the base solution. SDE had over an 80% match rate on fields, which made having the system operational in a very short time period reasonable.
- o Evaluate other states decision reporting systems and determine a solution
- o Decision Support System Consultant 500 hours @ $100 = $50,000
- o Programmers – modify DRS to match fields 480 hours @ $75 = $36,000
- o OSBE internal labor – 1,000 hours @ $50 = $50,000
- o Business Intelligence software and licensing $100,000 to $500,000.
- o Ongoing support costs:
  - Decision Support Expertise – 1 FTE for 1 year $104,000
  - Data Quality manager – 1 FTE for 1 year $104,000
  - Project Manager – 1 FTE for 1 year $104,000
  - DBA – 1 FTE for 1 year @74.80 $149,600
  - Server support - .25 FTE for 1 year $25,000

References

1. US Department of Education site visit draft report— August 2010
2. http://searchsecurity.techtarget.com/sDefinition/0,,sid14_gci1366036,00.html

OFFICE OF THE STATE BOARD OF EDUCATION (December 13, 2012)

Overview of Current Status of P-20W Statewide Longitudinal Data System (SLDS)
Executive Summary

The information contained herein is intended to provide the State Board of Education (Board) with an overview of the current status of longitudinal educational data collection, and to provide modified recommendation regarding the most appropriate path forward for collecting student level data over time.

The Board approved Phase One and Phase Two of the project plan in February 2011. The information contained herein provides a revised recommendation to the Board regarding Phase Three and an outline of Phase Four. Staff recommends the Board accept the recommendations and direct staff to move forward with Phase Three and Phase Four. Revisions to Phase Three require finalization of the design and implementation of materialized aggregate views. This is a revision from the previously proposed Phase Three design that would have created a full data warehouse; the current conclusion is that the Board does not have the current resources necessary to support the original conceptualized Phase Three and that the needs for data can be satisfied by building a second aggregated data layer in the postsecondary SLDS. Phase Four would be the final stage, transforming to a P-20W SLDS with Business Intelligence solutions. The four phased approach provides flexibility and allows Idaho to continue to meet federal deadlines and reporting requirements in a manner that will best utilize resources and aid proper planning and design. The four phase approach limits the burden on the institutions while still meeting the requirements of the various grant information needs and reporting requirements.

Overview of Current Progress

- **K-12**
The K-12 SLDS, Idaho System for Educational Excellence (ISEE), began student-level data collection October 1, 2010. Rollout of the initial Schoolnet application has been completed. Enhancements to Schoolnet are being carried out using a grant from the Joe and Kathryn Albertson Foundation by the State Department of Education.

- **High School Feedback Reports**
High School Feedback reports containing data regarding enrollment in postsecondary education, retention, and graduation rates of students attending Idaho public secondary schools have been released to the school districts. The first version of the High School Feedback reports cover a subset of data from 2004-05 and 2010-11 data from ISEE. Board staff has requested 2011-12 high school enrollment data from ISEE, and once that data is received and processed through the National Student Clearinghouse a new set of reports will be issued (anticipated completion date December 2012). Efforts are also underway to form a task force to identify additional data elements from the postsecondary SLDS that can be included in future versions to enhance the reports.

- **Postsecondary**

A single, consolidated postsecondary database has been constructed. The eight public postsecondary institutions have transmitted 2010-11 academic year data. A request has been made for the 2011-12 academic year core data to be provided by December 31, 2012 from the institutions. The data dictionary has been revised. The revised data dictionary will allow for additional data elements beyond the core data to be collected. Once data are imported, and the data validation reports produced and returned to the institutions, it is anticipated that core data covering 2010-12 will be available the first quarter of 2013. The National Student Clearinghouse is being utilized for enrollment and graduation data on students who attend non-public and out of state institutions. The goal is to eventually expand collecting more detailed private and for-profit institutional data into the SLDS from the institutions interested in participating.

- **Federal Requirements/Efforts**

By accepting American Recovery Reinvestment Act State Fiscal Stabilization Funds, Idaho agreed to four assurances; one of which consisted of implementing the 12 elements of the America COMPETES Act by December 31, 2011, which requires a P-16 SLDS. Idaho currently meets the 12 elements of the Act, but cannot produce the requested reports due to lack of historical data. In July 2012, Idaho received a FY2012 SLDS grant that funds three initiatives:

1. Enhancements to the Education Unique ID (EDUID) matching system (scheduled for completion by June 2013)
2. Creation of a Research Request process (scheduled for 2014-15)
3. Creation of the labor longitudinal data store (completed by June 2015)

- **Future Initiatives and Grants**

For Idaho to pursue future grant opportunities, Idaho must have the ability to track student level data from K-12 through postsecondary education and into the workforce. As part of Idaho's participation in the Complete College America (CCA) initiative, we are required to track the progress on outcomes over time and through systems. This process is being done manually by the institutions and is very time consuming. Once the postsecondary SLDS is fully functional the time and effort to produce the data and reports will be greatly reduced. Additionally full functionality will allow Idaho to eliminate the duplication in the aggregate data currently collected.

Education Unique ID (EDUID):

The Education Unique ID (EDUID) is the link between the K-12 and postsecondary data systems. The EDUID system developed and managed by the State Department of Education is utilized to obtain and maintain unique identifiers for each record. Because the system utilizes demographic information to create and match individuals, there are opportunities for mismatch. Improvements were made to the EDUID system earlier this year to improve the match rate. These changes include the addition of former names fields, high school attended, and a preview feature to show which records were matched, records where new EDUID's will be assigned, etc. This mismatch will reduce the reported rate for students moving from grade to grade, and on to postsecondary.

Some of the causes are:
- o Name changes that are not reflected in the system.
- o Name given to enroll in postsecondary is not same name provided in K-12. K-12 requires a legal name, postsecondary does not.
- o Changes in punctuation can potentially cause mismatch
- o "Seed" files (ACT, SAT, ISAT, Teacher files) caused a number of duplicate entries that are still being rectified.
  - ➢ Action: Investigate methods for identifying the mismatch rate.
  - ➢ Action: Enhance the EDUID matching process to improve the match rate. This is a deliverable under the FY2012 SLDS grant.
  - ➢ Action: Promote the use of EDUID on high school transcripts to verify identity when student moves to postsecondary.
  - ➢ Action: Pursue electronic transcript files to obtain EDUIDs electronically.

Workforce Outcomes
Expanding the P-20 SLDS to a P-20W SLDS (the addition of Labor data) requires establishing necessary agreements and providing data to the Idaho Department of Labor.
- ➢ Action: finalize MOU (currently routed for signatures)
- ➢ Action: Define format and utilize secure file system for transmission of data.
- ➢ Action: Since the Idaho Department of Labor has obtained the driver's license files, need to set up field definitions to also support sending records where SSNs are not available.
- ➢ Action: Idaho Department of Labor develop Labor Longitudinal Data store (funded by the FY12 SLDS grant).
- ➢ Action: Define data needs that require labor data.

Questions:
Although a list of potential questions has been developed that the P-20W SLDS could help answer, a clear definition of the needs of the potential users has not been completed. The list is being expanded to include additional labor/education and labor specific questions.

Quality:
A critical requirement of any database is controlling data quality (i.e. data accuracy, standards, integrity, and completeness) from both an IT and business perspective. A Data Management Council was established by the Board and guides the development of policies and procedures necessary to properly manage the data in the P-20W SLDS and serve as the primary review point for all data management activities.

It is incumbent upon the school districts and institutions to provide clean data. With the wide variety of systems the school districts and institutions utilize, it is not practical to assume perfect data.

Agreements
Agreements between Idaho Department of Labor and the Board are being processed for signatures.

Stakeholder Engagement
The institutions have been engaged in the development of the SLDS Data Dictionary. The Idaho Department of Labor is supporting the creation of the Labor longitudinal data store. A communications plan needs to be established with data users to ensure an informed and engaged process.

Schedule Impacts
State contracting restrictions and an inability to hire new staff have delayed the original timeline for implementation. The current timeline is to collect the 2010-11 and 2011-12 core data by December 2013; the first quarter of 2013 will be spent on working on data quality and business rules with a goal of having usable data by the end of the quarter. In parallel, a request will be made to populate additional data tables, this will be time consuming as will require the institutions to develop additional SQL scripts and changes to the ETL process.

Consultants and remote access are being utilized to develop the SLDS and reports. This limits the scope of work that can be executed concurrently. This is partially due to space limitations and having no direct access to the domain that the postsecondary SLDS is operating under. The current budget is adequate to perform the remaining work in Phase Two.

There are other major projects currently underway at both DEPARTMENT and several institutions that preclude leveraging some internal resources. These include, but are not limited to, the continuing development of the K-12 SLDS and integration of Schoolnet, and other Board initiatives such as Complete College Idaho and Performance Based Funding. It is anticipated that participation of these entities is necessary to ensure the success of the P-20W SLDS. As much lead-time and flexibility will be provided to minimize the impact to other projects. This has continued to be an issue, and in June 2012, financial assistance was provided to most of the institutions to add an additional resource to support the SLDS efforts. This is having a positive impact on the data extraction at these institutions.

Data Availability
The end goal is the capability to track students from pre-school (in Idaho, from Kindergarten) to the workforce. There are several hurdles to overcome:
- o Obtaining enrollment and graduation data from private and for-profit institutions will be a lengthy process. There may be interest on their part to track outcomes for their students, and OSBE could provide that link in exchange for enrollment and graduation information from those entities.
- o Labor data is an important component to this effort. Typically Unemployment Insurance wage data is utilized. Currently, the only field to match labor data on is the Social Security Number (SSN). The K-12 SLDS does not require SSN and

postsecondary typically only collects it if the student applies for financial aid; therefore, there is a gap in identifying students who go directly to the workforce from K-12 or those who leave postsecondary education and enter the workforce. The Idaho Department of Labor (IDOL) has reached an agreement with the Idaho Transportation Department and has received the Department of Transportation driver's license data files. This will allow additional data to use in matching K-12 data and postsecondary where we do not have social security numbers. This is a tremendous achievement and is critical to determining workforce outcomes.

o Connecting to a multitude of other state agencies will have to be negotiated individually, but other states have been successful in this endeavor. The participation in the WICHE multistate data exchange project has provided the opportunity to interact with the other states and to discuss the processes they have used to put the agreements in place. The WICHE multistate data exchange project is investigating a governance structure that could be created to continue and expand the multistate data exchange.

o Graduates who join the military or take a federal job are another group that need to be identified and the agreements created to access this information. This is another area where the efforts of other states can be used as a model.

o Idaho participates in the Wage Record Interchange System for education (WRIS 2). This system holds wage data for 22 states currently and includes most of the states contiguous to Idaho. The Department of Labor has agreements with the other neighboring states. There is a restriction that requires the Department of Labor to aggregate the data before release. This somewhat reduces the capabilities of using this data by the P-20 SLDS and requires better definition of the data cohort.

o There is a fundamental issue with the Unemployment Insurance (UI) data collected by IDOL. It does not contain hours worked or an occupation for each worker. Legislation would be required to alter the structure of the UI data.

Revised Recommendation
Staff continues to assert that the construction of the P-20W SLDS should be completed over a period of time, through a four-phased approach. The P-12 SLDS and separate postsecondary repository (to form the P-20 SLDS) have been created. As time and resources allow, we need to incorporate additional data sources, and improve the functionality and use of the SLDS by maturing to a P-20W SLDS. Continuing implementation by adding a materialized aggregate level of data and eventually a decision support system will increase the usability and remove the dependency on technical resources to retrieve information.

Adding additional functionality in a phased approach provides early wins, allows Idaho to meet the Federal ARRA reporting requirements, assists the Board in making progress toward its Strategic Plan objectives, and increases stakeholder satisfaction.

The Board should continue as the entity leading the development of the P-20W SLDS toward a common vision across all of education. It is critical that all of the education and labor agencies work together toward a common SLDS goal. The Board's role as

ATTACHMENT 5

the policy-making body for all of public education provides an opportunity to eliminate these barriers and streamline the process. However, challenges will remain in aligning the various institutions and agencies towards the common goal of tracking students from the time they enter preschool through entry into the workforce.

For the SLDS to complete Phase two in a timely manner, a commitment is required from all parties involved to make this a priority and to apply the necessary resources to complete tasks when scheduled. The participants required are the State Board of Education, the Office of the State Board of Education, the State Department of Education, the Division of Professional Technical Education, the Department of Labor, possibly the Department of Transportation, the Department of Corrections, all public postsecondary institutions, and if possible, private and for-profit institutions.

ATTACHMENT 5

Execution Plan
Phase 1 – Postsecondary Repository and link to K-12 SLDS for P-20 SLDS (complete other than reports)
Below is the execution plan and timeline for development of Phase 1.

		Task Name	Duration	Start	Finish	2011
1		⊟ P-20 to Workforce SLDS Development	308 days?	Fri 10/1/10	Tue 12/6/11	
2	▦	Establish EDUID in Postsecondary	98 days?	Fri 10/1/10	Tue 2/15/11	
3		Pursue EDUID with independent and for-profit institutions	120 days	Wed 6/22/11	Tue 12/6/11	
4	▦	Needs Assessment	0 days	Mon 1/31/11	Mon 1/31/11	1/31
5		⊟ Establish Data Management Committee	50 days	Thu 1/27/11	Wed 4/6/11	
6		Outline requirements	20 days	Thu 1/27/11	Wed 2/23/11	
7		Determine members	10 days	Thu 2/24/11	Wed 3/9/11	
8		Develop Charter	20 days	Thu 3/10/11	Wed 4/6/11	
9		Schedule Initial Meeting	0 days	Wed 4/6/11	Wed 4/6/11	4/6
10		⊟ Phase 1 - Postsecondary Repository	241 days	Thu 12/2/10	Thu 11/3/11	
11	▦	Data Dictionary - ETL templates	40 days	Thu 12/2/10	Wed 1/26/11	
12		Incorporate PTE requirements	17 days	Thu 1/27/11	Fri 2/18/11	
13		Request travel grant - PEN for OUS	0 days	Thu 1/27/11	Thu 1/27/11	1/27
14	▦	Meet with OUS - review templates	3 days	Tue 2/22/11	Thu 2/24/11	
15		Develop updated Idaho Data Dictionary	20 days	Fri 2/25/11	Thu 3/24/11	
16		Review and Finalize Proposed Data Dictionary	5 days	Fri 3/25/11	Thu 3/31/11	
17		Publish Idaho Data Dictionary	0 days	Thu 3/31/11	Thu 3/31/11	3/31
18		⊟ SQL Server - Developer	104 days	Mon 2/7/11	Thu 6/30/11	
19	▦	MOA signed	0 days	Mon 2/7/11	Mon 2/7/11	2/7
20	▦	Database Instance Created	4 days	Tue 3/1/11	Fri 3/4/11	
21		Obtain DBA / Developer	20 days	Mon 3/7/11	Fri 4/1/11	
22		Build postsecondary repository tables	10 days	Mon 4/4/11	Fri 4/15/11	
23		Develop ETL scripts - P-20 SLDS	54 days	Mon 4/18/11	Thu 6/30/11	
24		⊟ Institutions	127 days	Thu 1/27/11	Fri 7/22/11	
25		Meet with each public postsecondary institution	20 days	Thu 1/27/11	Wed 2/23/11	
26		Develop ETL scripts from ERP system	47 days	Thu 2/24/11	Fri 4/29/11	
27		⊟ Data Load	60 days	Mon 5/2/11	Fri 7/22/11	
28		Run trial extracts from ERP systems	10 days	Mon 5/2/11	Fri 5/13/11	
29		Verify data and adjust scripts	10 days	Mon 5/16/11	Fri 5/27/11	
30		Initial Data Request	0 days	Fri 5/27/11	Fri 5/27/11	5/27
31		Initial Production ETL from ERP systems	30 days	Mon 5/30/11	Fri 7/8/11	
32		Initial Data load verified and available	10 days	Mon 7/11/11	Fri 7/22/11	
33		⊟ Reports	90 days	Fri 7/1/11	Thu 11/3/11	
34		Develop base set of reports	30 days	Fri 7/1/11	Thu 8/11/11	
35		Produce CCA reports	20 days	Fri 8/12/11	Thu 9/8/11	
36		Evaluate IPEDS reports	20 days	Fri 9/9/11	Thu 10/6/11	
37		Incorporate all applicable OSBE report requests	20 days	Fri 10/7/11	Thu 11/3/11	
38						
39	▦	ARRA requirements met	0 days	Fri 9/30/11	Fri 9/30/11	9/30

- The EDUID implementation into the postsecondary institutions project is complete. The cost for this effort was covered by the institutions.
- The postsecondary SLDS database has been constructed on the DEPARTMENT SQL server cluster. This solution has greatly reduced the cost and timeline for creation.

<div align="right">**ATTACHMENT 5**</div>

Phase 2 – Maturing the SLDS environment (Cost $1M, timeframe complete by June 30, 2013)

Phase 1 delivered the P-20 SLDS core functionality. Phase 2 matures the environment to provide information to stakeholders, delivery of additional reports, transition of most OSBE data needs to the P-20 SLDS, improvements to the ETL process, and development of additional data sources. The current status of Phase 2 is as follows:

- Training and documentation plan developed (320 hours – internal staff) (open)
- Develop automated import leveraging DEPARTMENT's solutions and implement Memorandum of Understanding / Memorandum of Agreements as necessary to include additional data sources and users (400 hours) (completed)
- Determine and develop standard SLDS reports (1 FTE) (in process)
- Logical model developed (320 hours - consultant or Institution expertise) (open)
- Database Analyst (1 FTE) (using consultant part time)
- Preliminary Design of the Postsecondary Data Warehouse (320 hours – consultant or institution expertise) (revised – design materialized aggregate views – consultant) (open)
- Incorporate workforce data and evaluate other outcome data (480 hours) (in process using FY2012 grant for IDOL portion of work)
- Determine hardware requirements
    - Expand SQL Server environment to support the data warehouse if necessary, or deploy a new solution (open)
- Deliverables:
    - Web ETL file submission (based on DEPARTMENT's source) (completed)
    - Reports: (open unless otherwise noted)
        - Integrate federal reporting
        - Transition reports (K-12 to postsecondary) (high school feedback reports developed, enhancements will be needed)
        - Analyze existing OSBE data requests and move to SLDS (in process)
        - Develop ongoing Federal Reports including (in process)
            - Completion of 1st year credits within 2 years
            - Tracking Students who enroll in postsecondary within 16 months of graduation
            - Students who complete 24 credits within first 2 years
            - Update of other ARRA reports
        - Develop reports to answer critical questions from SBOE, institutions, DEPARTMENT, and the legislature. (Performance based funding reports underway)
    - Design – Investigate incorporation of ISEE data into postsecondary SLDS (open)
        - Determine data elements
        - Develop scope of work and cost estimate
        - Develop MOU
        - Execute project
    - Design – Materialized Aggregate Views (open)
        - Investigate solutions in place in other states
        - Elemental design decisions made – structure and dimensions

▪ Determine hardware, software, and support model

Phase 3 – Finalize Design and implement materialized aggregate views (anticipated cost approximately $500K, timeframe complete by June 30, 2014)
Materialized SQL Aggregate Views. In the case of education, the materialized views transforms the repository into information that will support the Research Request process and are readily understood by the Institutional Researchers and analysts so they can independently analyze information (within the bounds of the security structure built into the system).

- Determination if P-12 data will be incorporated at this point
- Develop RFP for data aggregation implementation
- Engage institutional experts or consultant to finalize design of the Database structures
- Form committee to determine elements and aggregation level
- Develop materialized views.
- Hire consultant / leverage institution expertise
- Purchase or leverage software to support the database and reporting
- Develop a Business Intelligence roadmap
- Implement solution

FY2014 Resources and Cost major items (pricing based on current state procurement rates for consulting, internal = direct labor + burden + indirect costs)

- Recommendation (implement P-20 SLDS materialized views) $500K
  - (assumes allowance for internal labor)
- Database Architect Consultant - 240 hours @ $100 = $24,000
- Consulting – data crosswalk analysis, determination of data elements, develop views and reports $50,000
- OSBE labor –
  - participate in design and verify information - 1,000 hours @ $50 = $50,000
- Support costs:
  - Reports / queries – 1 FTE for 1 year $104,000
  - Data Quality manager – 1 FTE for 1 year $104,000
  - Project Manager – 1 FTE for 1 year $104,000
  - Database Analyst / SQL Specialist – 1 FTE for 1 year @74.80 $149,600
  - Server support - .25 FTE for 1 year $25,000
- Option – incorporate P-12 SLDS data
  - Add Developer/SQL for development - $125,000

Phase 4 - Transform to P-20W SLDS & Business Intelligence solution (anticipated cost approximately $1.2M, timeframe complete by June 30, 2015)
Business Intelligence (BI) tools allow self-service data query including drill down capability, ad-hoc analysis, and the ability to provide public access to aggregated data that is meaningful and productive. This expands the scope of the P-20W SLDS to

include predictive techniques that will guide educators in optimizing the students achievement.

- Expand storage if required
- Gather requirements and determine solutions
- Review solutions deployed by institutions and DEPARTMENT
- Develop legislation if required
- Develop and implement additional MOUs necessary to include additional data sources and users
- Develop training and support model
- Research and procure business analytics software
- Deliver training on BI tools and additional predictive analytics
- Expand storage if required
- Develop analytics reports and security model

FY 2015 Resources and Cost (major items)
(pricing based on current state procurement rates for consulting, internal direct labor + burden + indirect costs)

- Recommendation – add Business Intelligence tools to the data warehouse $1.2 million
- Leverage the Decision Support System from another state to base load the capabilities similar to what DEPARTMENT did for K-12 SLDS. DEPARTMENT's successful implementation of the K-12 DRS was based on using Nebraska's consultant to assist in installing the base solution. DEPARTMENT had over an 80% match rate on fields, which made having the system operational in a very short time period reasonable.
- Evaluate other states decision reporting systems and determine a solution
- Decision Support System Consultant 500 hours @ $100 = $50,000
- Programmers – modify DRS to match fields 480 hours @ $75 = $36,000
- OSBE internal labor – 1,000 hours @ $50 = $50,000
- Business Intelligence software and licensing $100,000 to $500,000.
- Ongoing support costs:
  - Decision Support Expertise – 1 FTE for 1 year $104,000
  - Data Quality manager – 1 FTE for 1 year $104,000
  - Project Manager – 1 FTE for 1 year $104,000
  - DBA – 1 FTE for 1 year @74.80 $149,600
  - Server support - .25 FTE for 1 year $25,000

SUBJECT
    2021-2026 K-20 Education Strategic Plan

REFERENCE

December 2016	Board reviewed and discussed amendments to the Board's FY18-FY22 K-20 Education Strategic plan and approved amendments to the Board's FY18-FY22 Higher Education Research Strategic Plan.
August 2017	Board discussed in detail goal one and possible amendments to the K-20 Education strategic plan and requested the Planning, Policy and Governmental Affairs Committee continue the work and bring back proposed amendments to the Board for consideration.
December 2017	Board discussed and requested additional changes to the Board's new strategic plan.
February 2018	Board approved new K-20 Education Strategic Plan (FY20-FY24) significantly rewriting the Goals, Objectives, and Performance Measures.
October 2018	Board reviewed the K-20 Educational System performance measures and directed staff to remove a number of performance measures and bring forward annual degree production targets for consideration in the updated K-20 Education Strategic Plan for the December 2018 Board meeting.
December 2018	Board reviewed the draft K-20 Education Strategic Plan and discussed setting institution level credential production goals by level of credential.
February 2019	Board approved updated K-20 Education Strategic Plan.
October 2019	Board reviewed the K-20 Educational System performance measures.

APPLICABLE STATUTE, RULE, OR POLICY
    Idaho State Board of Education Governing Policies & Procedures, Section I.M.
    Section 67-1903, Idaho Code

BACKGROUND/ DISCUSSION
    The Idaho State Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, "shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law." Through responsibilities set in the State Constitution and Idaho statutes, the State Board of Education (Board) is charged with the general supervision, governance and control of all educational institutions and agencies supported in whole or in part by the state. This includes public schools, colleges and universities, Department of Education, Division of Career Technical Education, Idaho Public Television, and the Division

of Vocational Rehabilitation. The Board and the executive agencies of the Board are charged with enforcing and implementing the education laws of the state.

Due to these broad responsibilities, the Board serves multiple roles. The Board sits as a policy-making body for all publicly funded education in Idaho and provides general oversight and governance for public K-20 education and community colleges. The Board has a direct governance role as the Board of Regents for the University of Idaho and the board of trustees for the other public four-year college and universities. The K-20 Education strategic plan must encompass and serve all of these aspects of Idaho's public education system.

The Board's strategic plan is a forward looking roadmap used to guide future actions, define the vision and mission of Idaho's K-20 educational system, guide growth and development, and to establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in public education throughout the state. The strategic plan establishes the Board's goals and objectives that are consistent with the Board's governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, the public, and other stakeholder groups.

At the October regular Board meeting of each year, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. Unlike the strategic plan work, the performance measure review is a backward look at progress made during the previous four years toward reaching the strategic plan goals and objectives. Section 67-2903, Idaho Code sets out minimum planning elements that are required to be in every agency and institution strategic plan as well as the annual review and updating requirement that is the basis for the Board's strategic planning cycle.

IMPACT

Once the Board has approved the updated strategic plan, the agencies, institutions and special/health programs will update their strategic plans for the Board's consideration.

ATTACHMENTS

Attachment 1 – 2021–2026 K-20 Education Strategic Plan - Consolidated

STAFF COMMENTS AND RECOMMENDATIONS

Attachment 1 is the Board approved FY20 K-20 Education Strategic Plan. This plan will be updated based on the discussion during the Wednesday Work Session. Consideration for approval will be an amended strategic plan incorporating those changes identified during the discussion on Wednesday.

BOARD ACTION

I move to approve the 2021-2026 K-20 Education Strategic plan as amended.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

FY202~0~1-202~5~6
Idaho K-20 Public Education - Strategic Plan

MISSION	VISION
To provide leadership, set policy, and advocate for transforming Idaho's educational system to improve each Idaho citizen's quality of life and enhance the state's global competitiveness.	The State Board of Education envisions an accessible, affordable, seamless public education system that results in a highly educated citizenry.

An Idaho Education: High Potential – High Achievement

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

- **Objective A: Data Access and Transparency** - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
- **Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: EDUCATIONAL READINESS – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities by assuring they are ready to learn at the next educational level.

- **Objective A: Rigorous Education** – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.
- **Objective B: School Readiness** – Explore opportunities to enhance school readiness

GOAL 3: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

- **Objective A: Higher Level of Educational Attainment** – Increase completion of certificates and degrees through Idaho's educational system.
- **Objective B: Timely Degree Completion –** Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).
- **Objective C: Access** - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

GOAL 4: WORKFORCE READINESS - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

- **Objective A: Workforce Alignment** – Prepare students to efficiently and effectively enter and succeed in the workforce.
- **Objective B: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.

FY20~~01~~-20~~5~~6
Idaho K-20 Public Education - Strategic Plan

An Idaho Education: High Potential – High Achievement

MISSION STATEMENT
To provide leadership, set policy, and advocate for transforming Idaho's educational system to improve each Idaho citizen's quality of life and enhance the state's global competitiveness.

VISION STATEMENT
The State Board of Education envisions an accessible, affordable, seamless public education system that results in a highly educated citizenry.

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

Performance Measures:
I.   **Development of a single K-20 data dashboard and timeline for implementation.**
       Benchmark: Completed by FY2020**Error! Bookmark not defined.**

Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

Performance Measures:
I.   **Percent of Idaho community college transfers who graduate from four year institutions.**
       Benchmark: 25%**Error! Bookmark not defined.** or more

II.   **Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.**
       Benchmark: 2 year – less than 55%[3]

4 year – less than 20%[3]

GOAL 2: EDUCATIONAL READINESS – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn for the next educational level.

Objective A: Rigorous Education – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

Performance Measures:
I. Percentage of students scoring at grade level on the statewide reading assessment (broken out by grade level, K-3).
Benchmark: TBD (Benchmark will be set after Spring 2020 IRI results received)

II. Percentage of students meeting proficient or advance on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school).
Benchmark:

Idaho Standards Achievement Test	by 2022/ESSA Plan Goal
Math	
5th Grade	58.59%
8th Grade	57.59%
High School	53.30%
ELA	
5th Grade	68.04%
8th Grade	67.64%
High School	73.60%
Science	
5th Grade	FY21 Baseline
High School	FY21 Baseline

III. High School Cohort Graduation rate.
Benchmark: 95%[3] or more

IV. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.
Benchmark: SAT – 60%[1] or more
ACT – 60%[1] or more

V. Percent of high school graduates who participated in one or more advanced opportunities.
Benchmark: 80%[1] or more

VI. **Percent of dual credit students who graduate high school with an Associates Degree.**
Benchmark: 3%[2] or more

VII. **Percent of high school graduates who enroll in a postsecondary institution:**
Within 12 months of high school graduation.
Benchmark: 60%[3] or more
Within 36 months of high school graduation.
Benchmark: 80%[4] or more

Objective B: School Readiness – Explore opportunities to enhance school readiness.

Performance Measures:
I. **Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.**
Benchmark: TBD (Benchmark will be set after Spring 2020 IRI results received)

II. **Number of students participating in early readiness opportunities facilitated by the state.**
Benchmark: TBD

GOAL 3: EDUCATIONAL ATTAINMENT – Ensure Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.

Performance Measures:
I. **Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.**
Benchmark: 60%[5] or more

II. **Total number of certificates/degrees produced, by institution per year:**
a) Certificates
b) Associate degrees
c) Baccalaureate degrees

Total number of certificates/degrees produced, by institution annually	Preliminary, pending institution review
Certificates of at least one year	1860
College of Eastern Idaho	150
College of Southern Idaho	160
College of Western Idaho	550
North Idaho College	675

Boise State University	
Idaho State University	300
Lewis-Clark State College	25
University of Idaho	0
Associate degrees	3925
College of Eastern Idaho	200
College of Southern Idaho	950
College of Western Idaho	990
North Idaho College	750
Boise State University	160
Idaho State University	485
Lewis-Clark State College	390
University of Idaho	0
Baccalaureate degrees	8280
Boise State University	4350
Idaho State University	1375
Lewis-Clark State College	705
University of Idaho	1850

III. **Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution.**
(Distinguish between new freshmen and transfers)
   Benchmark: (2 year Institutions) 75%[3] or more
   (4 year Institutions) 85%[3] or more

IV. **Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).**
   Benchmark: 50%[3] or more (2yr/4yr)

Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).

Performance Measures:
I. **Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.**
   Benchmark: 50% or more

II. **Percent of new degree-seeking freshmen completing a gateway math course within two years.**
   Benchmark: 60% or more

III. **Median number of credits earned at completion of Associate's or Baccalaureate degree program.**
   Benchmark: Transfer Students: 69/138[2] or less
   Benchmark: non-transfer students: 69/138[2] or less

Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Performance Measures:
I. **Annual number of state-funded scholarships awarded and total dollar amount.**
   Benchmark: 3,000[6] or more, $16M[7] or more

II. **Proportion of postsecondary graduates with student loan debt.**
   Benchmark: 50% or less[8]

III. **Percent of students who complete the Free Application for Federal Student Aid (FAFSA).**
   Benchmark: 60% or more

IV. **Percent cost of attendance** (to the student)
   Benchmark: 96%[4] or less of average cost of peer institutions

V. **Average net cost to attend public institution.**
   Benchmark: 4-year institutions - 90% or less of peers[4] (using IPEDS calculation)

VI. **Expense per student FTE**
   Benchmark: $20,000[4] or less

VII. **Number of degrees produced**
   Benchmark: 15,000[3] or more

GOAL 4: WORKFORCE READINESS – Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.

Performance Measures:
I. **Percentage of students participating in internships.**
   Benchmark: 10%[4] or more

II. **Percentage of undergraduate students participating in undergraduate research.**
   Benchmark: Varies by institution[4]

III. ~~Ratio~~ **Percent of non - STEM to STEM baccalaureate degrees conferred in STEM fields** (CCA/IPEDS Definition of STEM fields).
   Benchmark: ~~1:0.25[10] or more~~

IV. **Increase in postsecondary programs tied to workforce needs per year.**
   Benchmark: 10[9] or more

Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.

Performance Measures:
I. **Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.**
   Benchmark: 8[10] graduates at any one time

II. **Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**
   Benchmark: 60%[11] or more

III. **Percentage of Family Medicine Residency graduates practicing in Idaho.**
   Benchmark: 60%[11] or more

IV. **Percentage of Psychiatry Residency Program graduates practicing in Idaho.**
   Benchmark: 50%[11] or more

V. **Medical related postsecondary programs (other than nursing).**
   Benchmark: 100[9] or more

KEY EXTERNAL FACTORS
Idaho public universities are regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively provide a framework for continuous improvement within the postsecondary institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's mission and core themes;
- The translation of the mission's core themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and

> ➢ An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

EVALUATION PROCESS

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan.   Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

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[1] Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).

[2] Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).

[3] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is based on projected change needed to move the needle on the states 60% educational attainment goal.

[4] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

[5] Benchmark is set based on the Georgetown Study of workforce needs in Idaho in 2020 and beyond.

[6] Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.

[7] Benchmarks are set based on performance of their WICHE peer institutions and are set to bring them either in alignment with their peer or closer to the performance level of their peer institutions.

[8] Benchmarks are set based on analysis of available and projected resources (staff, facilities, and funding) and established best practices and what can realistically be accomplished while still qualifying as a stretch goal and not status quo.

[9] New measure.

[10] Benchmark is set based on projected and currently available state resources.

[11] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is set at a rate greater than similar programs in other states.

PRESIDENTS' COUNCIL

SUBJECT
 Presidents' Council Report

BACKGROUND/DISCUSSION
 President Kevin Satterlee of Idaho State University and current chair of the Presidents' Council, will give a report on the recent activities of the Presidents' Council and answer questions. The Presidents' Council meets monthly in four hour increments.

 The following topics will be covered:
- August Presidents' Council retreat summary
- Presidents' Council Initiatives:
  - Board Policy III.Z Revision
  - Cybersecurity Joint Program
  - Dual Credit Program
  - Research Collaboration
  - Workforce Optimization (Huron recommendations)
  - Advocacy
- Institution FY20 1% Rescission and FY21 2% Base Reduction Plans

BOARD ACTION
 This item is intended for informational purposes only.

PRESIDENTS' COUNCIL

SUBJECT
 Board Policy I.J. Use of Institutional Facilities and Services – First Reading

REFERENCE

April 2011	The Board approved additions to Board Policy I.J. to make permanent the conditions under which the Board can approve the sale or consumption of alcohol in conjunction with NCAA football games (section 2.c). Prior to this policy change, the institutions were bringing requests for exceptions to Board Policy I.J. annually to allow for the consumption of alcohol in suite areas and at pregame corporate events.
June 2015	The Board approved requests from the universities to establish secure areas for pregame events for ticket holders with structured alcohol service for the 2015 football season.
June 2016	The Board denied requests from the universities to establish secure areas for pregame events for ticket holders with structured alcohol service for the 2016 football season. In addition the Board denied the request by the University of Idaho to allow game patrons for home football games to bring alcohol for personal consumption to designated tailgating areas.
June 2017	The Board deferred consideration of proposed amendments to Board Policy I.J. until such time as a single proposal could be brought forward from the universities.
August 2017	The Board approved the first reading of proposed amendments to Board Policy I.J. with the stipulation that the requirement for a "written or electronic" invitation be added and the term "youth" be changed to "minors," add no students are allowed in alcohol service areas and maintain the separation of alcohol service areas from areas where no alcohol is served.
October 2017	Board approved the second reading of proposed amendments to Board Policy I.J.
October 2019	The Board approved the first reading of proposed amendment to Board Policy I.J. to remove the reporting requirement for president-approved alcohol permits at each regularly scheduled Board meeting, and allow events in conjunction with student athletic events to be approved by the institution's chief executive officer within the same restrictions as other permittable

events. The Board requested that the policy be referred back to the Planning, Policy, and Governmental Affairs committee to develop policy revisions delegating all alcohol permit approval to the CEOs of the institutions, including those in conjunction with student athletic events and tailgating operations, within reasonable parameters.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.J.

BACKGROUND/DISCUSSION

Board Policy I.J. Use of Institutional Facilities and Services in Regards to the Private Sector requires the use be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector and sets out limited provisions under which the consumption of alcohol in institutional facilities is authorized. At the October 2019 Board meeting, the Board requested that a proposed policy revision be brought back to the Board to delegate to the chief executive officers of the institutions all alcohol permit approval, including those in conjunction with student athletic events and tailgating operations, within reasonable parameters.

The proposed amendments to Board Policy I.J. have been collaboratively developed by the Presidents' Council, with support from the University of Idaho, Lewis-Clark State College, Idaho State University, and Boise State University. The policy draft has been simplified from the previous version presented in August to ensure clarity thus necessitating a first reading by the Board.

IMPACT

Approval of the proposed amendments will delegate to the chief executive officers of the institutions all alcohol permit approval authority including those in conjunction with student athletic events and tailgate operations within the same restrictions as other permittable events. The amendments also remove the reporting requirement for president-approved alcohol permits at each regularly scheduled Board meeting.

ATTACHMENTS

Attachment 1 – Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector, First Reading

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments to Board Policy I.J. require each institution maintain a policy providing for an institutional Alcohol Beverage Permit process and delegate to the institution CEOs the authority to approve those permits. The policy maintains existing minimum requirements regarding:

- Specifically designated events with a defined area or location in which the activity will take place and the period of time the activity will take place. Designated areas must encompass a restricted space suitable for properly controlling the possession, services and consumption of alcoholic beverages.
- Food must be available, and the consumption of alcoholic beverages and food cannot be the sole purpose of the event.
- The event must be one requiring paid admission or one where admission is by written or electronic personal invitation.
- Applicable alcohol beverage and local catering permits must be posted.
- Service of alcohol at the even must be done by authorized institutional staff or through institution approved third-party contracts. TIPS training shall be required for all individuals responsible for alcohol service.
- The sponsor of the event is responsible for making sure no one under the legal drinking age or visibly intoxicated is supplied with alcoholic beverages.

Minimum tailgating requirements include:
- Specific parking lots or limited areas of university grounds.
- Game patrons and their private guests may consume alcohol as long as they abide by all local and state regulations.
- Alcohol consumption shall be limited to same day of an event.
- Alcoholic beverages must be held in an opaque container.
- The institution may not sell alcohol or serve alcohol in the tailgate area nor license or allow any vendor to sell or dispense alcohol in the tailgate area unless approved as a permitted event.

The policy amendments remove language regarding minimum amounts for insurance/indemnification ($5,000,000) for events in conjunction with student athletic events while maintaining the requirement that "third party event sponsors and all contract alcohol providers must provide proof of appropriate insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than $1,000,000 minimum coverage per occurrence and $2,000,000 general aggregate."

BOARD ACTION

I move to approve first reading of amendments to Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: J.   Use of Institutional Facilities and Services with Regard to the
Private Sector _____ **February 2020**

1. Use of Institutional Facilities and Services

   a. Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes.   Such services and facilities, when provided, should be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. The institutions' provision of services and facilities should be educationally related. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged.

   b. Priority and guidelines for use of institutional services and facilities ~~is~~are as follows:

      i. Institutionally sponsored programs and projects.

      ii. Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.

      iii. Local, state, or federally sponsored programs and projects.

      iv. The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the ~~approximate~~planned or expected number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.

2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities

   a. ~~Board Administrative Rules IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds. Said rules generally prohibit the~~ The possession~~ or~~, consumption, and sale of alcoholic beverages ~~in areas open to and most commonly used by the general public on campus grounds. The rules~~

ATTACHMENT 1

~~authorize the Board to waive the prohibition pursuant to Board policies~~is generally prohibited at institutional facilities except as allowed through the Board's Governing Policies, and ~~procedures~~Procedures. The chief executive officer ("CEO") of each institution may ~~waive~~approve, the ~~prohibition against~~ possession, sale, or consumption of alcoholic beverages only as permitted by and in compliance with this policy. ~~The grant of any such waiver shall be determined by the chief executive officer ("CEO") only in compliance with this Policy and in accordance with the provisions set forth herein, and not as a matter of right to any other person or party, in doing so, the chief executive officer~~The CEO must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.

b. Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term "alcoholic beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. ~~Waiver~~Approval, of the ~~prohibition against~~ possession, sale, or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written or electronic application ~~therefore. Staff of the State Board of Education shall prepare and make available to the institutions the form for an Alcohol Beverage Permit and the form for an Application for Alcohol Beverage Permit which is consistent with this Policy. Upon issuance of an Alcohol Beverage Permit, a copy of the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board.~~ An Alcohol Beverage Permit may only be issued to allow the sale ~~or~~, consumption or possession of alcoholic beverages on ~~public use areas of~~ the campus grounds provided that all of the following minimum conditions ~~shall be~~are met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit. The CEO has the authority by the Board to issue Alcohol Beverage Permits that meet or exceed the following requirements.

i. An Alcohol Beverage Permit may be granted only for a specifically designated event (~~hereinafter~~ "Permitted Event"). Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution. The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession ~~and~~, service, consumption of alcoholic beverages. The time period for the activity must be a single contiguous time period for a separate defined occurrence (such as a dinner, a conference, a reception, a concert, a sporting competition ~~and the like~~or similar event). An ~~extended series of events or a continuous activity~~event with no ~~pre- determined~~predetermined conclusion shall not be a Permitted Event. The area or location of the Permitted Event, the restricted

space or area therein for the service possession, and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must each be set forth in the Alcohol Beverage Permit and in the application therefore.

ii. The serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving alcoholic beverages only. Food must be available at the Permitted Event. Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.

iii. Non-alcoholic beverages must be as readily available as alcoholic beverages at theevery Permitted Event.

iv. A Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by written or electronic personal invitation. Events generally open to participation by the public without admission charges or without written or electronic personal invitation shall not be eligible for an alcoholic beverage permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received a written or electronic invitation to a Permitted Event, and who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.

v. Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the area where alcohol is served, provided that such individuals may be accompanied by minors for whom they are responsible, but only if such minors are, at all times, under the supervision and control of such individuals. For such events there shall be sufficient space outside of the area where alcoholic beverages may be possessed and consumed to accommodate the participating public who do not wish to be present where alcoholic beverages are being consumed.

vi. Except as provided for in c. and d. below, no student athletic events, (including without limitation NCAA, NIT, NAIA and intramural student athletic events) occurring in college or university owned, leased or operated facilities, or anywhere on campus grounds, shall be Permitted Events, nor shall a

~~Permitted Event be allowed in conjunction with any such student athletic event.~~

~~vii.~~v. An Alcohol Beverage Permit for a Permitted Event to which attendance is limited to individuals who have received a personal written or electronic invitation, or to those who have registered to participate in a ~~particular~~ conference (for example, a reception, ~~a~~ dinner, ~~an exclusive~~or conference) may allow alcoholic beverages to be possessed and consumed throughout the area of the event, provided that the area of the event is fully enclosed, and provided further that the area of the event ~~must be~~is such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Additionally, the area of the Permitted Event must not be open to access by the general public, or to access by persons other than those properly participating in the Permitted Event by virtue of a ticket, registration, or invitation.

~~viii. Application for an Alcohol Beverage Permit must be made by the organizers of the event. Such organizers must comply with all applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession sale and consumption of alcoholic beverages.~~

~~ix.~~vi. The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed or shall be readily available upon request.

vii. When the institution is the sponsor/host of the Permitted Event, the institutional unit responsible for the event completes the Alcohol Beverage Permit application. Any event sponsored/hosted by any recognized unit of the institution for an institutional purpose is an institution sponsored event. When a non-institution third party is the sponsor/host of the Permitted Event, the third party completes the application. The third party is responsible for compliance with all applicable laws of the state of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession, sale, and consumption of alcoholic beverages.

~~x.~~viii. The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. ~~Any alcoholic beverages allowed~~Service of alcohol at ~~a~~the Permitted Event ~~shall~~must be ~~supplied through~~done by authorized institutional employees or through institution approved third-party contractors ~~of the organizers~~ (such as caterers ~~hired by~~ or institution food service providers) TIPS training shall be required for all individuals responsible for alcohol service. For approved third party contractors,

responsibility for TIPS training lies with the ~~organizers). In no event shall the institution supply or sell alcoholic beverages directly~~contractor. In no event shall the general public or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.

~~xi.~~ix. The ~~person/group issued the Beverage Permit~~event sponsor and ~~the~~those individuals and contractors ~~supplying the alcoholic beverages~~furnishing alcohol at the Permitted Event shall ~~assume full responsibility to ensure~~be responsible for ensuring that no one under the legal drinking age, or visibly intoxicated person is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. ~~Further, the person/group must provide proof of~~ All third party event sponsors and all third party contract alcohol providers shall indemnify the institution, State Board of Education and the State of Idaho for all damages resulting from that entity's negligence. All third party event sponsors and all contract alcohol providers must provide proof of appropriate insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than $1,000,000 minimum coverage per occurrence. and $2,000,000 general aggregate. Such insurance must list the ~~permitted person/group, the contractor, the~~institution, its officers, directors, employees, agents and volunteers, the State Board of Education and the State of Idaho as additional ~~insured's, and the proof~~insureds. Proof of the required insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional ~~insured's.~~insureds for the duration of the event.

~~xii.~~x. The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which ~~times~~ shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event.

~~xiii.~~xi.   These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.

~~c.   The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA athletic events is prohibited except for certain listed pre-game events and service in venue suite areas as described below. Alcohol service at pre-game events and in-suite areas is limited to the locations listed below only. No other locations are allowed. Each year an institution that wishes to seek Board approval must present a written proposal to the Board, at the Board's regularly scheduled June Board meeting for the ensuing year. The~~

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proposal must include detailed descriptions and drawings of the areas where events which will include alcohol service will occur. The proposal must meet the following criteria and, upon review by the Board, may also include further criteria and restrictions in the Board's discretion. An institution's proposal shall be subject to the following minimum conditions:

i. Approved Locations:
   1) Boise State University:
      • Caven-Williams Sports Complex (Pre-game football)
      • Allen Noble Hall of Fame Gallery (Pre-game football)
      • Alumni and Friends Center (Pre-game football)
      • Stueckle Sky Center (In-suite football)
      • Double R Ranch Club Room – Taco Bell Arena (In-suite/Club room basketball)
   2) Idaho State University:
      • Exterior of Holt Arena - east end area adjacent to the Sports Medicine Center (Pre-game football)
   3) University of Idaho:
      • Lighthouse Center/Bud and June Ford Club Room (In-suite/Club Room football and basketball)
      • President's/Corporate Tents – activities field north end (Pre-game football)

Institutions may bring to the Board requests to seek approval to add new or additional facilities to the approved locations list. Such requests will require amendment to the policy.

ii. Pre-game events
   1) The event must be conducted during pre-game only, no more than three hours in duration, ending at kick-off.
   2) Only patrons who hold tickets to the football game shall be allowed into the event.
   3) The event must be conducted in a secured area surrounded by a fence or other methods to control access to and from the area. There must be no more than two entry points manned by security personnel where ID's are checked and special colored wrist bands issued (or similar identification system).
   4) A color-coded wrist band (or similar identification) system must identify attendees and invited guests, as well as those of drinking age. No one under the legal drinking age shall be admitted into the alcohol service and consumption area of an event The area shall be clearly marked and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area.

iii. In-Suites/Club Rooms

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1) Attendance is limited to ticketed patrons and guests,

2) Adult patrons may be accompanied by minors for whom they are responsible, but only if such minors are, at all times, under the supervision and control of such adult patrons.

2) The sale of alcohol must begin no sooner than three hours prior to the start of the athletic contest and must end seventy-five (75) percent of the way into the contest to allow for an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the game prior to the end of the game.

iv. All events, pre-game and in-suite, must meet the following requirements:

1) All ticket holders to the event must be sent a communication outlining the location and Board alcohol policy. The communication must state the minimum drinking age in Idaho is 21 and that at no time is underage drinking and/or serving of alcohol to visibly intoxicated persons allowed.

2) Alcohol-making or -distributing companies are not allowed to sponsor the event. In no event shall the institution supply or sell alcoholic beverages directly. In no event shall invitees or participants in such event be allowed to bring alcoholic beverages into the area, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.

3) The food provider must provide TIPS trained personnel who monitor the sale and consumption of all alcoholic beverages to those of drinking age. Any required local catering permit, and applicable state or local alcoholic beverage permits, shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.

4) Food must be available at the event. Non-alcoholic beverages must be as readily available as alcoholic beverages.

5) Security personnel located throughout the area must monitor all alcohol wristband policies and patron behavior.

6) Event sponsors/food providers must be required to insure and indemnify the State of Idaho, the State Board of Education and the institution for a minimum of $2,000,000, and must obtain all proper permits and licenses as required by local and state ordinances. All applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession, sale and consumption of alcoholic beverages, must be complied with. Event sponsors/food providers supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or

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~~allowed to consume any alcoholic beverage at the event. Further, event sponsors/food providers must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage and coverage limits sufficient to meet the needs of the institution, but in no case less than $1,000,000 minimum coverage per occurrence. Such insurance must list the event sponsor/food provider, the institution, the State Board of Education and the State of Idaho as additional insureds, and the proof of insurance must be in the form of a formal endorsement to the policy evidencing the coverage and the required additional insureds.~~

~~7) A report must be submitted to the Board annually with details on alcohol service in conjunction with athletic events including any alcohol related incidents reported at a time an in a format set by the Executive Director.~~

c. ~~d.~~ ~~In addition to the Institution sponsored game-day events described in c. above, the CEO of each institution may designate (subject to annual board approval) specific~~The CEO of each institution has the authority to authorize tailgating that meets or exceed the following requirements.

1) Specific parking lots or limited areas of university grounds ~~with controlled access as tailgate~~may be designated as tailgating areas for home ~~NCAA football~~ games or ~~NCAA bowl~~ games hosted by the institution. ~~Only game patrons authorized by the institution will be allowed to park and tailgate in the designated tailgate areas with their private guests. Locations, times and dates will be submitted to the Board for approval.~~

2) Within tailgate areas, ~~authorized~~ game patrons and their private guests may consume alcohol as long as they abide by all local and state regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages and public intoxication.

3) Alcohol consumption in tailgating areas shall be limited to the ~~times approved by the Board and at no time shall extend beyond 10:00am through 10:00pm of the~~same day of ~~each NCAA football game~~an event hosted by the institution. ~~Alcohol~~

4) Alcoholic beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor. Alcohol may not be taken from the designated tailgate area into any other area.

5) The institutions shall not sell alcohol or serve alcohol in the tailgate area nor license or allow any vendor to sell or dispense alcohol in the tailgate area unless approved as a Permitted Event. Only private individuals authorized to be in the tailgate area may bring alcohol into the tailgate area for personal use by themselves and their guests. Each institution may place additional restrictions on activities in the tailgate area as seen fit to maintain order in the area.

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~~Institution sponsored private game-day events at which alcohol may be served by the institution remain subject to the requirements set forth in c. above. Institutions will report to the Board regarding the tailgate area at the same time as they report to the Board regarding the private game-day events under Board Policy.~~

~~e. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA post season athletic competition shall be permitted under the same conditions ii. through iv., as described in subsection c. above, except that the minimum amount of insurance/indemnification shall be $5,000,000.~~

f. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by persons of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another ~~room mate~~roommate or roommates) as their individual living space.

3. ~~Alcohol-making or -distributing companies~~Institutions shall not ~~be allowed to~~ advertise ~~goods or services~~alcoholic beverages on campus grounds or in any institutional facilities. Provided, however, responsible drinking campaigns or advertising are not prohibited.

PRESIDENTS LEADERSHIP COUNCIL

SUBJECT
　　Board Policy - Bylaws – Second Reading

REFERENCE

June 2016	The Board approved the first reading of proposed amendments to the Board Bylaws regarding actions at meetings that were not in existing Board policy and amendments to the Audit Committee.
August 2016	The Board approved the second reading of amendments to the Board Bylaws.
August 2019	The Presidents' Council presented to the Board a new proposed role for the Council and proposed changes to the name of the Council.
December 2019	Board approved the first reading of proposed amendments to the Board Bylaws eliminating non-functioning committees and restructuring the Presidents Council reporting.

APPLICABLE STATUTE, RULE, OR POLICY
　　Idaho State Board of Education Governing Policies and Procedures - Bylaws

BACKGROUND/DISCUSSION
　　The Board's bylaws set out the Board's operating procedures including the establishment of the Board's standing committees and the workgroups assigned to those standing committees. Pursuant to the Board's bylaws, each standing committee, with the exception of the Audit Committee and Athletics Committee has at least one work group assigned to it and those groups report to the Board through the associated standing committee. Board policies established in Section I of the Board's Governing Policies and Procedures further establish Board procedures for Board meeting requirements as well as parameters for additional "ad hoc" committees of the Board and the associated standing committee through which that they report to the Board.

　　The Presidents' Council proposed the Board's Bylaws be amended to update the name of the "Presidents' Council" to the "Presidents Leadership Council," change the reporting structure from reporting to the Board through the Planning, Policy and Governmental Affairs Committee to reporting directly to the Board, change the rotation of the chair process and extend the time a president may serve as chair.

　　In addition to the amendments identified by the Presidents' Council, Board staff are proposing the removal of two standing committees that no longer meet, the Athletics Committee and the Agency Heads' Council. The Athletics Committee's primary purpose was to review coach contracts. It reported to the Board through

the Business Affairs and Human Resource Committee. With changes made to Board policy regarding the use of a standard template and greater delegation to the Chief Executive Officers on these matters, it has been determined that this committee is no longer necessary. The Agency Head's Council has not met in a number of years. The Agency Chief Executive Officers find it more productive to meet with Executive Director individually and on an ad-hoc basis. In addition to the removal of these two subsections, Board staff are proposing a few additional technical edits. All amendments being proposed by Board staff are highlighted in Attachment 1. Amendments proposed by the Presidents' Council are indicated using the standard underline and strikethrough format and are not highlighted.

IMPACT

The proposed amendment to the Board bylaws would update the name of the Presidents' Council to the Presidents Leadership Council, change the reporting structure of the council and allow for a more flexible adoption of a chairperson.

ATTACHMENTS

Attachment 1 – Bylaws – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

There have been no additional comments received between the first and second reading of the policy and no changes have been made since the first reading.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board policy - Bylaws as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. BYLAWS (Operational Procedures)   ~~August 2016~~February 2020

A. Office of the State Board of Education

The Board maintains an Office of the State Board for the purpose of carrying out the administrative, financial, and coordinating functions required for the effective operation of the institutions and agencies under the governance of the Board. The staff of the Office of the State Board ~~is~~ serve under the direction of ~~an~~ the ~~e~~Executive ~~d~~Director, who is responsible directly to the Board.

B. Meetings

1. The Board will maintain a 12-month rolling meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12-month rolling schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.

2. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.

3. All meetings of the Board are held at such place or places as may be determined by the Board.

4. Actions that impact ongoing future behavior of agencies and institutions shall be incorporated into Board policy. Actions limited to a specific request from an institution or agency, if not acted on within one year of approval, must be brought back to the Board for reconsideration prior to action by the institution or agency. This requirement does not apply to program approval time limits.

C. Rules of Order

1. Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of *Robert's Rules of Order, Newly Revised*.

2. A quorum of the Board consists of five (5) Board members.

3. With the exception of procedural motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.

4. A roll-call vote of the Board is taken on all propositions involving any matters of bonded indebtedness; convening an executive session of the Board; or on any other action at the request of any Board member or upon the advice of legal counsel. The first voter is rotated on each subsequent roll-call vote.

D. Officers and Representatives

1. The officers of the Board include:
   a. A president, a vice president, and a secretary, who are members of the Board.
   b. An executive secretary, who is the state superintendent of public instruction.

2. The president, vice president, and secretary are elected at the organizational meeting for one (1) year terms and hold office until their successors are elected. Vacancies in these offices are filled by election for the remainder of the unexpired term.

3. Board representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Board president.

4. The executive director is appointed by and serves at the pleasure of the Board unless the contract of employment specifies otherwise. The executive director serves as the chief executive officer of the Office of the State Board of Education.

E. Duties of Board Officers

1. Board President
   a. Presides at all Board meetings, with full power to discuss and vote on all matters before the Board.
   b. Submits such information and recommendations considered proper concerning the business and interests of the Board.
   c. Signs, in accordance with applicable statutes and Board action, all contracts, minutes, agreements, and other documents approved by the Board, except in those instances wherein the Board, by its procedures, has authorized the Board president to designate or has otherwise designated persons to sign in the name of or on behalf of the Board.
   d. Gives prior approval for any official out-of-state travel of seven (7) days or more by Board members, institution heads, and the executive director.
   e. Subject to action of the Board, gives notice and establishes the dates and locations of all regular Board meetings.
   f. Calls special Board meetings at any time and place designated in such call in accordance with the Open Meeting Law.
   g. Establishes screening and selection committees for all appointments of agency and institutional heads.
   h. Appoints Board members to all standing and interim committees of the Board.
   i. Establishes the Board agenda in consultation with the executive director.
   j. Serves as chief spokesperson for the Board and, with the executive director,

carries out ~~its~~ the Board's policies between meetings.

2. Vice President
   a. Presides at meetings in the event of absence of the Board president.
   b. Performs the Board president's duties in the event of the Board president's inability to do so.
   c. Becomes the acting Board president in the event of the resignation or permanent inability of the Board president until such time as a new president is elected.

3. Secretary
   a. Presides at meetings in the event of absence of the Board president and vice president.
   b. Signs, in accordance with applicable statutes and Board action, all minutes, contracts, agreements, and other documents approved by the Board except in those instances wherein the Board, by its procedures, has authorized or has otherwise designated persons to sign in the name of or on behalf of the Board secretary.

4. Executive Secretary
   The state superintendent of public instruction, when acting as the executive secretary, is responsible for:
   a. Carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho, and ~~the~~ Idaho Code or established by the Board for all elementary and secondary school matters.
   b. Presenting to the Board recommendations concerning elementary and secondary school matters and ~~the~~ matters of the State Department of Education.

5. Executive Director

   The executive director serves as the chief executive officer of the Board, as chief administrative officer of Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. The position description for the executive director, as approved by the Board, defines the scope of duties for which the executive director is responsible and is accountable to the Board.

F. Committees of the Board

The Board may organize itself into standing and other committees as necessary. Committee members are appointed by the Board president after informal consultation with other Board members. Any such standing or other committee may make recommendations to the Board, but may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as an ex-officio

member of any standing or other committee. The procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.

For purposes of the bylaws, the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Western Idaho, College of Southern Idaho, and North Idaho College are included in references to the "institutions;" and Idaho Public Television, the Division of Vocational Rehabilitation, the Division of Career Technical Education, and the State Department of Education, are included in references to the "agencies."∗ An institution or agency may, at its option and with concurrence of the Board president, comment on any committee report or recommendation.

1. Planning, Policy and Governmental Affairs Committee

   a. Purpose

      The Planning, Policy and Governmental Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy, planning, and governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies and institutions, will develop and recommend to the Board future planning initiatives and goals. This committee shall also advise the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

   b. Composition

      The Planning, Policy and Governmental Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as the chairperson and spokesperson of the committee, and is staffed by the Board's Chief Planning and Policy Officer. The Planning, Policy and Governmental Affairs Committee may form working unit or units, as necessary, to advise the committee. The chairperson presents all committee and working unit recommendations to the Board.

   c. Responsibilities and Procedures

      The Planning, Policy and Governmental Affairs Committee is responsible for making recommendations to the Board in the following general areas:

∗ Definition provided for purposes of the Bylaws only. Recognizing the Board governance relationship varies with each of these entities, the intent in including representatives of each of the agencies and institutions as much as possible in the committee structure is to ensure proper and adequate representation, but is not intended to obligate or interfere with any other local boards or governing entities.

i. Long range planning and coordination;
ii. Initial discussions and direction on strategic policy initiatives and goals;
iii. Legislative proposals and administrative rules for Board agencies and institutions;
iv. Coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
v. Review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;
vi. Reports and recommendations from ~~the Presidents' Council and the Agency Heads' Council~~ workgroups and committees pertaining to education policy, planning and governmental affairs, including career technical education;
vii. Other matters as assigned by the Board.

At the direction of the Board President, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

The Planning, Policy and Governmental Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Planning and Policy Officer, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board.

2. Instruction, Research and Student Affairs Committee

    a. Purpose

    The Instruction, Research and Student Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedure concerning instruction, research and student affairs.

    b. Composition

    The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Academic Officer. The Instruction, Research and Student Affairs Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall

be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions and agencies. The chairperson presents all committee and working group recommendations to the Board.

c. Responsibilities and Procedures

The Instruction, Research and Student Affairs Committee is responsible for making recommendations to the Board in the following general areas:

    i.   Agency and institutional instruction, research and student affairs agenda items;
    ii.   Instruction, academic or career technical program approval;
    iii.   Instruction, academic or career technical program review, consolidation, modification, and discontinuance, and course offerings;
    iv.   Outreach, technology and distant learning impacting programs and their delivery;
    v.   Long-range instruction, academic and career technical planning;
    vi.   Registration of out-of-state institutions offering programs or courses in Idaho;
    vii.   Continuing education, professional development, workforce training, programs for at-risk populations, career guidance;
    viii.   Student organizations' activities and issues; and
    ix.   Other matters as assigned by the Board.

The Instruction, Research and Student Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief academic officer, under the direction of the chairperson, prepares the agenda for the Instruction, Research and Student Affairs Committee work that is under consideration at each meeting of the Board.

3. Business Affairs and Human Resources Committee

a. Purpose

The Business Affairs and Human Resources Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

b. Composition

The Business Affairs and Human Resources Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Business Affairs and Human Resources Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Financial Vice Presidents council, which shall be composed of the Board's Chief Fiscal Officer and the chief financial officers of the institutions and agencies. The chairperson presents all committee recommendations to the Board.

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for making recommendations to the Board in the following general areas:

  i.   Agency and institutional financial agenda items;
  ii. Coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
  iii. Long-range fiscal planning;
  iv. Fiscal analysis of the following:

      1) New and expanded financial programs;
      2) Establishment, discontinuance or change in designation of administrative units;
      3) Consolidation, relocation, or discontinuance of programs;
      4) New facilities and any major modifications to facilities which would result in changes in programs or program capacity;
      5) Student fees and tuition; and
      6) Other matters as assigned by the Board.

The Business Affairs and Human Resources Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the agenda for the Business Affairs and Human Resources Committee work that is under consideration at each meeting of the Board.

4. Audit Committee

   a. Purpose

   The Audit Committee is a standing committee of the Board. The Audit Committee provides oversight to the organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

   b. Composition

   The Audit Committee members shall be appointed by the Board and shall consist of five or more members. Three members of the Committee shall be current Board members and at least two members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. No employee of an institution or agency under the governance of the Board shall serve on the Audit Committee. Each Audit Committee member shall be independent, free from any relationship that would interfere with the exercise of her or his independent judgment. Audit Committee members shall not be compensated for their service on the committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board. ~~However,~~ Audit Committee members who are Board members may be compensated for Board service. The Audit Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

   All members shall have an understanding of the Committee and financial affairs and the ability to exercise independent judgment, and at least one member of the Committee shall have current accounting or related financial management expertise in the following areas:

   i.   An understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
   ii. The ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
   iii. Experience in preparing or auditing financial statements and;
   iv. An understanding of internal controls.

   Members may be reappointed. The Audit Committee chair shall be appointed by the Board President and shall be a Board member.

   c. Responsibilities and Procedures

It is not the Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management of the applicable institutions and agencies shall be responsible for the preparation, presentation, and integrity of the financial statements and for the appropriateness of the accounting principles and reporting policies used. The following shall be the principle duties and responsibilities of the Committee:

i. Recommend the appointment and compensation to the Board of the independent auditors for Board action. Evaluate and oversee the work of the independent auditors. The Committee must approve any services prior to being provided by the independent auditor. The independent auditing firm shall report directly to the Committee as well as the Board and the auditor's "engagement letter" shall be addressed to the Committee and the President of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants necessary to carry out its duties.

ii. Discuss with the independent auditors the audit scope, focusing on areas of concern or interest;

iii. Review the financial statements, adequacy of internal controls and findings with the independent auditor. The independent auditor's "management letter" shall include management responses and be addressed to the Audit Committee and President of the institution.

iv. Ensure the independent auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.

v. Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint mechanisms.

vi. Monitor the integrity of each organization's financial accounting process and systems of internal controls regarding finance, accounting and stewardship of assets;

vii. Monitor the independence and performance of each organization's independent auditors and internal auditing departments;

viii. Provide general guidance for developing risk assessment models for all institutions.

ix. Provide an avenue of communication among the independent auditors, management, the internal audit staff and the Board.

x. Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.

The Audit Committee will meet as needed. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's

Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

5. Athletics Committee

a. Purpose

The Athletics Committee is a standing advisory committee of the Board that reports through the Business Affairs and Human Resources Committee. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning intercollegiate athletics.

b. Composition

The Athletics Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Athletics Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be composed of the institutions' Athletics Directors.

c. Responsibilities and Procedures

The Athletics Committee is responsible for making recommendations to the Board in areas including but not limited to:

   i. athletics director and coach contracts;
   ii. Athletics Department operating budgets;
   iii. Athletics Department reports on revenue, expenditures and student-athlete participation;
   iv. Athletics Department employee compensation reports;
   v. institutional National Collegiate Athletics Association (NCAA) Academic Progress Rate (APR) reports;
   vi. institutional Title IX gender equity reports;
   vii. athletics division or conference changes; and
   viii. institutional athletics sponsorship and media rights agreements;

The Athletics Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the Athletics Committee work for the Business Affairs and Human Resources Committee agenda that is under consideration at each meeting of the Board.

G. Committee Presentations

1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing committee of the Board, as described in Subsection H above, with the exception of the Audit ~~and Athletic~~ Committee.

2. The Board member who is the chair of the permanent standing advisory committee and spokesperson shall present the agenda items in the area of the committee's responsibility. This presentation may include calling on institutional/agency representatives and/or other individuals. In the event of an absence or conflict with respect to the committee chairperson, the Board President may designate a substitute Board member or Board officer to present the agenda items.

H. Presidents~~'~~ Leadership Council

1. Purpose

   ~~The Presidents' Council convenes prior to each Board meeting to discuss and make recommendations, as necessary, on Board agenda items scheduled for Board consideration.~~ The Presidents~~'~~ Leadership Council convenes to serve the public good by providing a common leadership voice to educate, innovate, advocate and advance a vision and blueprint for higher education in Idaho at the direction of the Board. The Presidents Leadership Council may also choose or be directed by the Board to meet with ~~the Agency Heads' Council~~ other workgroups and committees for exchanges of information or to discuss projects of benefit to the entire system. The Presidents~~'~~ Leadership Council reports to the Board ~~through the Planning, Policy and Governmental Affairs Committee of the Board~~ in the manner directed by the Board President.

2. Composition

   The Presidents~~'~~ Leadership Council is composed of the presidents of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College; and the presidents of North Idaho College, College of Eastern Idaho, College of Western Idaho and the College of Southern Idaho, each of whom has one (1) vote. One (1) of the voting members shall serve as chair of the Council, with a ~~new~~ chair selected each academic year ~~such that the chair will rotate among the respective members, such that no two community college presidents' will hold a term in consecutive years~~ generally rotating among the respective members. The administrator of the Division of Career Technical Education and the Board's Executive Director shall be ex-officio members of the Council.

3. Duties of the Chair

The Chair:

a. Presides at all Presidents' Leadership Council meetings with full power to discuss and vote on all matters before the Council;
b. Establishes the Presidents' Leadership Council agenda in consultation with the Executive Director; and
c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.

4. The Executive Director will communicate openly and in a timely manner with the Presidents' Leadership Council.

I.   **Agency Heads' Council**

1. Purpose

The Agency Heads' Council convenes as necessary to discuss and make recommendations on agenda items scheduled for Board consideration as well as other issues pertinent to the agencies. The Agency Heads' Council may also choose or be directed by the Board to meet with the Presidents' Council for exchanges of information or to discuss projects of benefit to the entire system. The Agency Heads' Council reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.

2. Composition

The Agency Heads' Council is composed of the chief administrators of Idaho Educational Public Broadcasting System, the Division of Vocational Rehabilitation, and the Division of Career Technical Education; and representatives from the State Department of Education. The Board's Executive Director shall serve as chair of the Council.

3. Duties of the Chair

a. Presides at all Agency Heads' Council meetings;
b. Establishes the Council's agenda in consultation with the Council's members; and
c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.

IDAHO ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

SUBJECT
Preschool Development Grant

BACKGROUND/DISCUSSION
The Idaho Association for the Education of Young Children (IDAEYC) has a vision that all children thrive wherever they grow and learn. IDAEYC works to advance the early learning profession and advocate for children ages birth to eight, families and those who work on behalf of young children.

IDAEYC was established as a professional membership organization in 1986 and is working to support local communities throughout Idaho in their effort to build and sustain early learning programs that support young children and their families. Beth Oppenheimer, IDAEYC's Executive Director, will update the Board on the Preschool Development Grant that IDAEYC was awarded on December 18, 2019 and the re-established Idaho Early Childhood Advisory Council. The grant is a one-year grant award in the amount of $3,343,592. The grant is a planning grant targeted at helping states conduct a statewide needs assessment plan, a statewide strategic plan, maximizing parental choice and knowledge, sharing best practices, and improving overall quality of early childhood care and education.

ATTACHMENTS
Attachment 1 – IDAEYC Preschool Development Grant Highlights

IMPACT
This agenda item will provide the Board with an opportunity to discuss potential partnerships with IDAEYC and their work to ensure every student is ready to learn when they enter kindergarten.

STAFF COMMENTS AND RECOMMENDATIONS
The following are statutory sections of Idaho Code which are provided as background information:

- Section 33-201, Idaho Code, defines school age as residents of Idaho between the age of 5 and 21, with the exception of children with disabilities who qualify for special education and related services under the federal Individuals with Disabilities Education and Act. For children with disabilities, school age is defined as beginning at the age of 3. This section of Idaho Code limits public schools to providing services to "any acceptable person of school age." Children under the age of 5 are not allowed to enter kindergarten. Children under the age of 6 are not allowed to enter first grade (unless the child has completed a private or out-of-state kindergarten).
- Section 33-512, Idaho Code, assigns local boards of trustees the duty "to exclude from school, children not of school age."

- State public school funds may only be used for children of school age.
- Section 33-202, Idaho Code, provides that school attendance is compulsory only for students ages 7 to 16. Children within this age range are required "to be instructed in subjects commonly and usually taught in the public schools of the state of Idaho."
- Section 33-208, Idaho Code, provides that kindergarten is optional.

The above statutory framework creates barriers which limit the ability of public schools to collaborate with local community organizations to provide services to help students prepare for entering the public schools when those students do not meet the definition of school age. The current state public school funding model provides funds to school districts based on average daily attendance. Kindergarten students are funded at a half-day.

Historically, the majority of Idaho public school students enter Idaho's public schools as kindergarten students. Approximately 8% of students enter the public school system for the first time in first grade. Approximately 6% enter public school for the first time as second graders. In the 2018-2019 school year, Idaho public schools enrolled 21,496 kindergarten students, 22,364 first graders and 22,651 second grade students. Based on the Idaho Reading Indicator administered to kindergartners in the fall, the number of students entering kindergarten that are not at grade level in literacy proficiency continues to rise.

BOARD ACTION
This item is for informational purposes only.

Idaho Association for the Education of Young Children

Preschool Development Grant (PDG B-5) Highlights

Governor Brad Little authorized the Idaho Association for the Education of Young Children (Idaho AEYC) to apply for the federal Preschool Development Grant Birth through Five (PDG B-5) on Nov. 5, 2019 and designated Idaho AEYC as the lead agency to administer the grant. On Dec. 18, 2019, Idaho AEYC was awarded $3,343,592.00. The one-year grant (Dec. 31, 2019 – Dec. 30, 2020) will focus on research, planning, collaboration and coordination on early childhood systems across the state. Idaho was one of six states and territories awarded funding for this planning grant.

In addition, Governor Little re-established the Idaho Early Childhood Advisory Council and designated Idaho AEYC to coordinate the council's efforts. Idaho AEYC will collaborate with various federal, state and local agencies and partners to support the Governor's goals to improve early literacy and school readiness, prepare low-income and disadvantaged children to enter kindergarten with foundational skills needed to be successful and to improve transitions into elementary schools. The PDG B-5 is an opportunity to bring resources into Idaho that will empower parents and early childhood educators and offer a mixed delivery system that includes private, public and community based approaches.

Per federal requirements, five specific activities must be addressed. Below you will find those activities with strategies we have put forth to accomplish the goals.

Activity One: Statewide Needs Assessment Plan
- Define the scope and develop a work plan.
- Collect, compile and present data.
- Complete a systems and facilities validation study, inventory and analysis.
- Finalize a written Needs Assessment.

Activity Two: Statewide Strategic Plan
- Define the scope of the strategic plan.
- Review needs assessment data and stakeholder input to create goal and strategy statements.
- Conduct a literature and best practice review.
- Incorporate stakeholder feedback and submit a final plan for approval.

Activity Three: Maximizing Parental Choice and Knowledge
- Conduct an outreach and recruitment campaign for early childhood program participation in the IdahoSTARS *Steps to Quality*.
- Recruit and incentivize child care professionals to start a new high-quality child care business.
- Conduct an outreach campaign and training for parents and early childhood educators on the CDC's *Learn the Signs, Act Early* developmental monitoring, screening and referrals for early intervention services.

- Utilize the *Ages and Stages Questionnaire* for developmental screenings within Idaho's star-rated *Steps to Quality* programs.
- Conduct a feasibility study to explore telehealth models that will improve access to speech pathology and other services for children in rural areas.
- Conduct an outreach and education campaign through Idaho Public Television's *Parent Engagement Initiative* to engage families and improve school readiness.
- Expand the Idaho Commission for Libraries' outreach campaign and *Read to Me* project through Kindergarten Readiness Grants.
- Empower parents to facilitate smoother transitions through a partnership of parents, children and kindergarten teachers in four high-need school districts via a pilot of the *Countdown to Kindergarten* program.
- Extend the English and Spanish version of the *Ready! for Kindergarten* program throughout the state to empower parents with resources and training to prepare their child for kindergarten.
- Provide *Block Fest* opportunities focusing on STEM activities for families in partnership with school districts and libraries.

Activity Four: Sharing Best Practices
- Expand the early childhood local collaborative structure (*Preschool the Idaho Way*) to establish a local governance structure; conduct a local B-5 needs assessment; conduct a local early childhood strategic plan; and engage in transition practices between early childhood programs and elementary schools.
- Share best practices in early childhood through seven regional Early Learning Academies focusing on strengthening early childhood educator's knowledge of language and early literacy practices. Included in the academies will be professional development in trauma informed care, creating inclusive settings and conducting early screenings for developmental delays, and how to interpret Idaho Reading Indicator scores.
- Support early childhood classrooms with materials designed to enhance early language and literacy development.
- Provide early childhood educator social service training and materials at the Head Start Collaboration Office *Early Years Conference*.
- Produce four one-hour course modules developed by Idaho Public Television and Lee Pesky Learning Center highlighting best practices in early literacy.

Activity Five: Improving Overall Quality of Early Childhood Care and Education
- Build capacity for quality early childhood classroom assessments and improvement through the *CLASS* assessment tool.

Program Performance Evaluation Plan
- Develop a plan to monitor ongoing processes and the progress towards the goals and objective of the project.

SUBJECT
Temporary Rules Extending Codified Sections of Administrative Code

REFERENCE
May 2019	Board approved temporary and proposed rules extending all rules codified June 30, 2019.

BACKGROUND/DISCUSSION
Each year Idaho's codified administrative code is scheduled to expire on June 30th. As part of the legislature's annual duties during the legislative session they consider a bill to extend the codified rules, including those not rejected during the legislative session, until June 30th of the following year. During the 2019 Legislative Session, this bill did not pass, so all rule codified rules expired on June 30, 2019. To mitigate the potential confusion this could cause and ensuing potential liability to the state for not implementing many provision required by statute or the state constitution, the Governor authorized the approval of temporary and proposed rules through an omnibus process that would reinstate the rules on a temporary basis effective July 1, 2019 and start the rule promulgation process with a temporary and proposed rule for each section of the Idaho Administrative Procedures Act (IDAPA). The Division of Financial Management has requested each agency submit a conditional temporary omnibus rule by February 21, 2020. The purpose of these temporary rules is to be prepared in advance should the legislature no extend those rules that are codified at the end of the 2020 Legislative Session.

Each section of Administrative Code is divided by an IDAPA number, then title and chapter. As an example, IDAPA 08.02.01 is IDAPA 08, Title 02, Chapter 01. Administrative rules promulgated by the Board of Education encompass two sections of IDAPA including 14 chapters. Two chapters are found in IDAPA 55 pertaining to Career Technical Education. Twelve chapters are found in IDAPA 08 and pertain to all other public education.

The rules the Board will be approving through this process include the follow IDAPA Chapters:

- 08.01.02, Rules Governing the Postsecondary Credit Scholarship Program
- 08.01.10, Idaho College work Study Program
- 08.01.11, Registration of Postsecondary Education Institutions and Proprietary Schools
- 08.01.13, Rules Governing the Opportunity Scholarship Program
- 08.02.01, Rules Governing Administration
- 08.02.02, Rules Governing Uniformity
- 08.02.03, Rules Governing Thoroughness
- 08.02.04, Rules Governing Public Charter Schools
- 08.02.05, Rules Governing Pay for Success Contracting
- 08.03.01, Rules of the Public Charter School Commission
- 08.04.01, Rules of the Idaho Digital Learning Academy

- 08.05.01, Rules Governing Seed and Plant Certification
- 55.01.03, Rules of Career Technical Schools
- 55.01.04, Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-up Grants

Fee Rule Subsections
- 08.01.11, Registration of Postsecondary Educational Institutions and Proprietary Schools:
  - Subsection 200.07 Registration Fee, Postsecondary Educational Institutions
  - Subsection 300.06 Registration Fee, Proprietary Schools
- 08.02.02, Rules Governing Uniformity
  - Subsection 066 Fees, Educator Certification
  - Subsection 075.03, Fingerprinting and Background Investigation Checks
- 08.02.03, Rules Governing Thoroughness
  - Subsection 128, Curricular Materials Selection and Online Course Approval

IMPACT

Approval of the temporary and proposed omnibus rules will allow those rules codified at the end of the 2020 Legislative Session to stay in effect while new proposed and pending rules are promulgated.

ATTACHMENTS

Attachment 1 – Division of Financial Management Temporary Rules Notice
Attachment 2 – Temporary and Proposed Rule Docket 08-0000-2000
Attachment 3 – Temporary and Proposed Fee Rule Docket 08-0000-2000F
Attachment 4 – Temporary and Proposed Rule Docket 55-0000-2000

STAFF COMMENTS AND RECOMMENDATIONS

Temporary rules go into place upon approval by the Board or on a date set by the Board through Board action at the time of approval. The date for approval of these temporary rules is sine die. The Office of Administrative Rules in the Division of Financial Management will update the effective date of the rules upon adjournment of the legislature. Temporary rules expire at the end of the next legislative session and only go to the legislature if there is a request to extend them beyond the current year.

Staff recommends approval.

BOARD ACTION

I move pursuant to Section 67-5226, Idaho Code, the Governor has found that temporary adoption of these rules is appropriate to protect the public health, safety, and welfare of the citizens of Idaho and confer a benefit on its citizens.

These rules implement the duly enacted laws of the state of Idaho, provide citizens with the detailed rules and standards for complying with those laws, and assist in the orderly execution and enforcement of those laws.

The expiration of these rules without due consideration and processes would undermine the public health, safety and welfare of the citizens of Idaho and deprive them of the benefit intended by these rules.

The Governor has also found that the fee(s) or charge(s) being imposed or increased is/are justified and necessary to avoid immediate danger to the agency/department/board/commission's budget, to the state budget, to necessary state functions and services, and to avoid immediate danger of a potential violation of Idaho's constitutional requirement that it balance its budget.

Therefore, we are adopting these temporary rules to be effective upon *sine die* of the 2020 session of the Idaho Legislature. The approval is conditional and will only become effective if the rules are not otherwise approved or rejected by the Legislature and/or not extended pursuant to the Idaho Administrative Procedure Act, including sections 67-5291 and 67-5292, Idaho Code.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

BRAD LITTLE
Governor

ALEX J. ADAMS
Administrator

State of Idaho
DIVISION OF FINANCIAL MANAGEMENT
Executive Office of the Governor

January 31, 2020

M E M O R A N D U M

TO: **Executive Branch Agency/Department Heads**
    Rules Review Officers

FROM: **Alex J. Adams**

SUBJECT: **Preparing Administrative Rules for Post-*Sine Die***

In order to ensure the continuity of administrative rules following the adjournment of the 2020 Legislative session, this memo outlines the process that agencies will need to complete prior to **February 21ˢᵗ**. While each agency must take these steps now, these temporary rules are conditional and will only become effective at *sine die* if the pending rules are not otherwise approved or rejected by the Legislature and/or not extended pursuant to the Idaho Administrative Procedure Act, including sections 67-5291 and 67-5292, Idaho Code.

1. Agencies must submit a completed Notice of Adoption of Temporary Rule form to DFM by February 21.
    *   A template Notice is enclosed for both fee and non-fee rules.
    *   Rules should be adopted as submitted to the 2020 Legislature with the following conditions:
        a. If your agency had an omnibus docket and separate rulemaking actions, they will be combined by DFM into a **single** omnibus docket.
    *   No ARRF will be required.
    *   Please submit completed Notices to Adam Latham (Adam.Latham@dfm.idaho.gov)

2. If rulemaking authority is vested in a board or commission – not agency staff – the board or commission must convene to properly authorize the Notice. This is required by law. Please work closely with your attorney to ensure the Notice is properly authorized.
    *   The meeting must be scheduled in a timeframe to submit a completed Notice to DFM prior to the February 21 deadline.
    *   The motion should be made as follows:

    "Pursuant to Section 67-5226, Idaho Code, the Governor has found that temporary adoption of this rule is appropriate to protect the public health, safety, and welfare of the citizens of Idaho and confer a benefit on its citizens.

    These rules implement the duly enacted laws of the state of Idaho, provide citizens with the detailed rules and standards for complying with those laws, and assist in the orderly execution and enforcement of those laws.

    The expiration of these rules without due consideration and processes would undermine the public health, safety and welfare of the citizens of Idaho and deprive them of the benefit intended by these rules.

    (*Include if a fee rule*) The Governor has also found that the fee(s) or charge(s) being imposed or increased is/are justified and necessary to avoid immediate danger to the agency/department/board/commission's budget, to the state budget, to necessary state functions and services, and to avoid immediate danger of a potential violation of Idaho's constitutional requirement that it balance its budget.

Therefore, we are adopting this temporary rule to be effective upon *sine die* of the 2020 session of the Idaho Legislature. The approval is conditional and will only become effective if the rules are not otherwise approved or rejected by the Legislature and/or not extended pursuant to the Idaho Administrative Procedure Act, including sections 67-5291 and 67-5292, Idaho Code."

3. DFM will publish those notices of temporary rulemaking at or shortly after *sine die* with the rules having an effective date as of *sine die*.

4. For these temporary rules only, agencies do not have to accept written comments pursuant to 67-5222(a) as its requirement and deadline applies to "publication of the notice of *proposed* rulemaking in the bulletin" (emphasis added). Of course, these are the same rules that each agency accepted public comments on and held over 150 public hearings on during the summer and fall of 2019.

5. Each agency must keep all records of this rulemaking process for at least two (2) years pursuant to Idaho Code § 67-5225. Please ensure the record is thorough and complete.

IDAPA 08 – STATE BOARD OF EDUCATION

DOCKET NO. 08-0000-2000

NOTICE OF OMNIBUS RULEMAKING - ADOPTION OF TEMPORARY RULE

EFFECTIVE DATE: The effective date of the temporary rule(s) being adopted through this omnibus rulemaking is upon the adjournment date of the second regular session of the 65th Idaho State Legislature (sine die).

AUTHORITY: In compliance with Sections 67-5226, Idaho Code, notice is hereby given this agency has adopted a temporary rule. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-101, 33-105, 33-107, 33-115, 33-116, 33-118, 33-118A, 33-119, 33-120, 33-125B, 33-130, 33-133, 33-134, 33-136, 33-203, 33-307, 33-310, 33-320,   33-523, 33-804A, 33-1002, 33-1002C, 33-1002F, 33-1004, 33-1006, 33-1007A, 33-1201, 33-1201A, 33-1202, 33-1204, 33-1205, 33-1210, 33-1212, 33-1212A, 33-1280, 33-1304, 33-1602, 33-1612, 33-1613, 33-1614, 33-1616, 33-1631, 33-2002, 33-2003, 33-2009, 33-2402, 33-2403, 33-4303, 33-4402, 33-4403, 33-4601A, 33-4605, 33-5203, 33-5205, 33-5207, 33-5208, 33-5210, 33-5504, 33-5505, 33-5507, and 22-1504 Idaho Code.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of its supporting reasons for adopting a temporary rule:

This temporary rule adopts the following chapter(s) under IDAPA 08:

- 08.01.02, Rules Governing the Postsecondary Credit Scholarship Program
- 08.01.10, Idaho College work Study Program
- 08.01.11, Registration of Postsecondary Education Institutions and Proprietary Schools
- 08.01.13, Rules Governing the Opportunity Scholarship Program
- 08.02.01, Rules Governing Administration
- 08.02.02, Rules Governing Uniformity
- 08.02.03, Rules Governing Thoroughness
- 08.02.04, Rules Governing Public Charter Schools
- 08.02.05, Rules Governing Pay for Success Contracting
- 08.03.01, Rules of the Public Charter School Commission
- 08.04.01, Rules of the Idaho Digital Learning Academy
- 08.05.01, Rules Governing Seed and Plant Certification

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

These temporary rules are necessary to protect the public health, safety, and welfare of the citizens of Idaho and confer a benefit on its citizens. These temporary rules implement the duly enacted laws of the state of Idaho, provide citizens with the detailed rules and standards for complying with those laws, and assist in the orderly execution and enforcement of those laws. The expiration of these rules without due consideration and processes would undermine the public health, safety and welfare of the citizens of Idaho and deprive them of the benefit intended by these rules.

FEE SUMMARY: This rulemaking does not impose a fee or charge.

ATTACHMENT 2

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the temporary rule, contact Tracie Bent, Chief Planning and Policy Officer, at (208)332-1582 or tracie.bent@osbe.idaho.gov.

DATED this February 13, 2020.

Tracie Bent, Chief Planning and Policy Officer
Office of the State Board of Education
650 W. State Street
P.O. Box 83720
Boise, Idaho 83720-0037
Phone: (208) 332-1582
Fax: (208) 334-2632

ATTACHMENT 3

IDAPA 08 – STATE BOARD OF EDUCATION

DOCKET NO. 08-0000-2000F

NOTICE OF OMNIBUS RULEMAKING - ADOPTION OF TEMPORARY RULE

EFFECTIVE DATE: The effective date of the temporary rule(s) being adopted through this omnibus rulemaking is upon the adjournment date of the second regular session of the 65th Idaho State Legislature (sine die).

AUTHORITY: In compliance with Sections 67-5226, Idaho Code, notice is hereby given this agency has adopted a temporary rule. The action is authorized pursuant to Sections 33-118, 33-130, 33-1205, 33-2402 and 2403, Idaho Code.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of its supporting reasons for adopting a temporary rule:

This temporary rule adopts the following chapter(s) under IDAPA 08:

- 08.01.11, Registration of Postsecondary Educational Institutions and Proprietary Schools:
  - Subsection 200.07 Registration Fee, Postsecondary Educational Institutions
  - Subsection 300.06 Registration Fee, Proprietary Schools
- 08.02.02, Rules Governing Uniformity
  - Subsection 066 Fees, Educator Certification
  - Subsection 075.03, Fingerprinting and Background Investigation Checks
- 08.02.03, Rules Governing Thoroughness
  - Subsection 128, Curricular Materials Selection and Online Course Approval

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1) and 67-5226(2), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

These temporary rules are necessary to protect the public health, safety, and welfare of the citizens of Idaho and confer a benefit on its citizens. These temporary rules implement the duly enacted laws of the state of Idaho, provide citizens with the detailed rules and standards for complying with those laws, and assist in the orderly execution and enforcement of those laws. The expiration of these rules without due consideration and processes would undermine the public health, safety and welfare of the citizens of Idaho and deprive them of the benefit intended by these rules.

FEE SUMMARY: Pursuant to Section 67-5226(2), the Governor has found that the fee(s) or charge(s) being imposed or increased is justified and necessary to avoid immediate danger and the fee(s) is described herein:

The fees or charges, authorized in Sections 33-118, 33-130, 33-1205, 33-2402 and 2403, Idaho Code, are part of the agency's 2020 budget that relies upon the existence of these fees or charges to meet the state's obligations and provide necessary state services. Failing to reauthorize these temporary rules would create immediate danger to the state budget, immediate danger to necessary state functions and services, and immediate danger of a violation of Idaho's constitutional requirement that it balance its budget.

The following is a specific description of the fees or charges:
IDAPA 08.01.11 (Collected by the Office of the State Board of Education)
Annual registration fee for initial registration or renewal of registration is equal to one-half of one percent (.5%) of the gross Idaho tuition revenue of the institution during the previous tax reporting year (Jan 1 - Dec 31), but not less than one hundred dollars ($100) and not to exceed five thousand dollars ($5,000).

IDAPA 08.02.02.066 (Collected by the State Department of Education)
- Initial Certificate $75.00

- Renewal Certificate $75.00
- Alternate Route Authorization $100
- Additions or Changes to an Existing Certificate $25
- Replace an Existing Certificate $10

IDAPA 08.02.02. Background Check/Fingerprinting (Collected by the State Department of Education)
- Fingerprinting Processing Fee, All Applicants (excluding volunteers) $28.25
- Fingerprinting Processing Fee, Volunteers $26.25

IDAPA 08.02.03 (Collected by the State Department of Education)
- Curricular Materials Review submission fee $60 or an amount equal to the retail price of each curricular material

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the temporary rule, contact Tracie Bent, Chief Planning and Policy Officer, at (208)332-1582 or tracie.bent@osbe.idaho.gov.

DATED this 13th day of February.

Tracie Bent, Chief Planning and Policy Officer
Office of the State Board of Education
650 W. State Street
P.O. Box 83720
Boise, Idaho 83720-0037
Phone: (208) 332-1582
Fax: (208) 334-2632

ATTACHMENT 4

IDAPA 55 – DIVISION OF CAREER TECHNICAL EDUCATION

DOCKET NO. 55-0000-2000

NOTICE OF OMNIBUS RULEMAKING - ADOPTION OF TEMPORARY RULE

EFFECTIVE DATE: The effective date of the temporary rule(s) being adopted through this omnibus rulemaking is upon the adjournment date of the second regular session of the 65th Idaho State Legislature (sine die).

AUTHORITY: In compliance with Sections 67-5226, Idaho Code, notice is hereby given this agency has adopted a temporary rule. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-101, 33-105, 33-107, 33-1002G, 33-1629, 33-2202, 33-2207, and 33-2211, Idaho Code.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of its supporting reasons for adopting a temporary rule:

This temporary rule adopts the following chapter(s) under IDAPA 55:

- 55.01.03, Rules of Career Technical Schools
- 55.01.04, Rules governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-up Grants

TEMPORARY RULE JUSTIFICATION: Pursuant to Section(s) 67-5226(1), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

These temporary rules are necessary to protect the public health, safety, and welfare of the citizens of Idaho and confer a benefit on its citizens. These temporary rules implement the duly enacted laws of the state of Idaho, provide citizens with the detailed rules and standards for complying with those laws, and assist in the orderly execution and enforcement of those laws. The expiration of these rules without due consideration and processes would undermine the public health, safety and welfare of the citizens of Idaho and deprive them of the benefit intended by these rules.

FEE SUMMARY: This rulemaking does not impose a fee or charge.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the temporary rule, contact Tracie Bent, Chief Planning and Policy Officer, at (208)332-1582 or tracie.bent@osbe.idaho.gov.

DATED this February 13, 2020.

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