

**WORK SESSION
OCTOBER 20, 2021**

| TAB | DESCRIPTION | ACTION |
|------------|---|------------------|
| A | K-20 PERFORMANCE MEASURE REVIEW AND DISCUSSION | Information Item |
| B | STATE BOARD STANDING COMMITTEE PRIORITIES | Information Item |

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SUBJECT

Public Education System - Performance Reporting

REFERENCE

| | |
|---------------|--|
| October 2017 | Board reviewed performance measures for the period from FY14 – FY17 |
| December 2017 | Board approved new institution system-wide performance measures for use starting in FY19 and discussed full rewrite of K-20 Education Strategic Plan. |
| February 2018 | Board approved re-write of K-20 Education Strategic Plan for FY19 – FY23. |
| April 2018 | Board discussed institution and agencies FY19 - FY23 Strategic Plans. |
| June 2018 | Board approved institution and agencies FY19 - FY23 Strategic Plans. |
| October 2018 | Board reviewed K-20 Education system performance. |
| February 2019 | Board approved updated FY20 – FY24 K-20 Strategic Plan |
| June 2019 | Board approved updated FY20-FY24 Institution, Agency, and Special/Health program strategic plans. |
| October 2019 | Board reviewed K-20 Education system performance during the Work Session and Literacy Growth Targets during the Planning, Policy and Governmental Affairs portions of the agenda |
| October 2020 | Board reviewed K-20 Education system performance, including a focus on literacy proficiency and progress the state was making toward literacy growth targets. |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.M. Sections 67-1901 through 1905, Idaho Code

BACKGROUND/DISCUSSION

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 obligations 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, Division of Vocational Rehabilitation, and the Public Charter School Commission. The Board and its executive agencies are charged with enforcing and implementing the education laws of the state.

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Due to these broad responsibilities, the Board serves multiple roles. The Board sits as a policy-making body for all public education in Idaho, provides general oversight and governance for public K-20 education, and 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, and to the public and other stakeholder groups. The strategic plan also establishes the measures the Board will use for determining progress toward the established objectives and the benchmarks or targets for those performance measures.

At the October regular Board meeting, 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.

Institution and agency performance measure data are presented annually to provide an overview of the progress the state public education system is making toward the Board's strategic plan goals and performance targets as well as the agencies' and institutions' strategic plan goals and performance targets. The purpose of the Work Session is to provide the Board with the opportunity to view and discuss these performance measures. The Board may also wish to focus on the K-12 side of the educational pipeline or the postsecondary side. The postsecondary system-wide measures selected by the Board provide the Board with the opportunity to look at key performance indicators reported consistently across the postsecondary institutions.

The postsecondary system-wide performance measures were last updated by the Board at its December 2017 meeting. The 2017 update maintained some of the original system-wide performance measures around enrollment, remediation, retention, and degree production while adding new measures regarding pathways that more closely aligned to showing progress made by the initiatives in the Complete College Idaho plan adopted by the Board in 2012.

The Board approves the institution and agency individual performance measures and benchmarks through the approval of their strategic plans each June. Any

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amendments to the performance measures and benchmarks are made through the strategic plan review and approval process.

The annual performance review is a look back at the previous four years' performance and is based on performance measures last approved by the Board at the June 2020 Regular Board meeting for the institutions and agencies and February of 2020 for the Board's K-20 Strategic Plan. The strategic plan performance measures approved by the Board in 2021 are scheduled to be reported to the Board at the October 2022 Regular Board meeting.

This year's performance reporting will focus on measures that affect our college going rates, literacy achievement and growth, and postsecondary credential benchmarks/targets.

IMPACT

The data included in this presentation will be used by the Board, institutions, and agencies to direct their future strategic planning efforts, and will provide the Board and the public with an update on progress Idaho's public educational system is making.

ATTACHMENTS

Attachment 1 – College Going Performance Factors
Attachment 2 – Assessment Performance
Attachment 3 – FY 2021 K-20 Education Strategic Plan Performance Measures
Attachment 4 – Postsecondary Credential Targets

Performance Measure Reports Submitted to DFM

Attachment 5 – K-20 Public Education Performance Report (SBOE)

Institutions

Attachment 6 – University of Idaho
Attachment 7 – Boise State University
Attachment 8 – Idaho State University
Attachment 9 – Lewis-Clark State College

Community Colleges

Attachment 10 – College of Eastern Idaho
Attachment 11 – College of Southern Idaho
Attachment 12 – College of Western Idaho
Attachment 13 – North Idaho College

Agencies

Attachment 14 – Public Schools
Attachment 15 – Idaho Division of Career Technical Education
Attachment 16 – Idaho Division of Vocational Rehabilitation
Attachment 17 – Idaho Public Television

Special and Health Programs

Attachment 18 – Small Business Development Center
Attachment 19 – TechHelp
Attachment 20 – Boise Family Medical Residency
Attachment 21 – Family Medical Residency (ISU)
Attachment 22 – Idaho Dental Education Program
Attachment 23 – Idaho Museum of Natural History
Attachment 24 – Agricultural Research and Extension Service
Attachment 25 – Forest Utilization Research
Attachment 26 – Idaho Geological Survey
Attachment 27 – WIMU (WI) Veterinary Medicine
Attachment 28 – WWAMI Medical Education

System-wide Performance Measure Reports

Attachment 29 – K-20 Indian Education Strategic Plan Performance Measures
Attachment 30 – Higher Education Research Strategic Plan Performance Measures
Attachment 31 – FY 2021 K-20 Strategic Plan

STAFF COMMENTS AND RECOMMENDATIONS

Institution and agency performance measures and benchmarks are approved by the Board when the Board approves the institutions' and agencies' strategic plans. In September of each year all state agencies, including the postsecondary institutions and agencies under the Board, are required to submit a performance measure report to show performance on the measures from their strategic plans. The institutions and agencies select performance measures from their strategic plans and submit them to the Division of Financial Management (DFM). Additionally, the postsecondary institutions include the postsecondary systemwide performance measures in their reports. DFM then makes the reports available to the Governor and the Legislature and posts them on the DFM website. In order to allow the institutions time to provide data based on the most recent completed school year, performance measure reporting to the Board was moved from the August Board meeting to the October Board meeting starting in 2008.

The attached Performance Measure Reports for the institutions, agencies and special programs are the reports submitted to DFM. The reports do not include all of the performance measures included in each of the institutions' and agencies' strategic plans only a subset of the measures. The Board is provided trend data for each of the performance measures included in the institutions' and agencies' strategic plans when they review the strategic plans at the April and June Board meetings.

Unlike the strategic planning process, which is forward looking, the performance measure reporting is a backward look and is based on the performance measures

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included in the strategic plans approved by the Board in 2020 and does not include any new measures approved by the Board in 2021 for the FY 2021 strategic plans.

Due to the depth and breadth of the Board's responsibilities and Idaho's educational system, it is difficult to paint a full picture of our K-20 student population through any one performance measure. It often takes multiple measures to identify barriers and potential areas of focus to eliminate those barriers. Examples of this include measures based on full-time, first-time student rates. The student populations at our postsecondary institutions have growing numbers of part-time and transfer students, which makes it necessary to look at measures based on various populations groups. However, this does not diminish the value of those measures that look at our full-time first-time populations as well, as long as one has a general understanding of what part of the overall student population this represents. Full-time first-time students are students that are more likely to have financial aid (including scholarships) and take 30 credits or more. This more traditional population and performance measures associated with it are also the measures we can most often use when comparing an institution's performance to its peer institutions.

The October Work Session is also the time when the Board provides direction to staff and the agencies and institutions on any changes they would like to see in strategic plans, performance measures, and benchmarks/performance targets for the Board's consideration in 2022. The Board is scheduled to discuss amendments in December during the Work Session. Approval of any amendments to the K-20 Education System strategic plan are normally considered at the February Regular Board meeting and the institutions and agencies plans at the April Regular Board meeting.

In addition to the performance measure discussion, the Board has historically reviewed the statewide reading assessment performance at the October Board meeting. In 2019, this review took place as a standalone item at the October Board meeting. Pursuant to Section 33-1809, Idaho Code, the Board is required to set statewide literacy growth targets. The Board approved the current literacy growth targets at the August 2016 Regular Board meeting. Those targets are codified in IDAPA 08.02.01.802. The existing targets were set based on the legacy version of the Idaho reading indicator (IRI). Due to the pandemic and issues with the data from the spring 2020 administration of the IRI, the necessary data are not available to propose new literacy growth targets at this time. The Board set the following statewide trajectory growth targets, based on the year over year spring administration of the statewide reading assessment (Idaho Reading Indicator) from 2016 and earlier trend data:

These statewide trajectory annual growth targets were based on aggregated student performance on the spring administration of the statewide reading assessment. Statewide trajectory growth targets indicate the statewide goal for

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year over year increases in the percentage of students reading at or above grade level.

Year 1 (2017-2018) and 2 (2018-2019)

- Kindergarten 1%
- Grade 1 1%
- Grade 2 1%
- Grade 3 1%

Years 3 (2019-2020), 4 (2020-2021), and 5 (2021-2022)

- Kindergarten 1.8%
- Grade 1 2.0%
- Grade 2 1.6%
- Grade 3 1.2%

In addition to the requirement in Section 33-1809, Idaho Code, for the Board to set literacy growth targets, Section 33-1806, Idaho Code, requires the assessment be delivered twice a year.

BOARD ACTION

This item is for informational purposes only.

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ATTACHMENT 2

This table displays ranges of cumulative earned Dual Credit accumulation in the HS graduating class for each listed fiscal year. The data is arranged to show the change in earned credit volumes and the associated go on rates over time.

If Dual Credit increased go on rates directly, one would expect to see relatively flat go on rates within a given range of earned dual credit as populations increased over time. Because the go on rate decreases as more students earn higher dual credits, dual credit can not be determined to impact go on rates

However, higher volumes of dual credit are associated with higher go on rates, so they can be viewed as an indicator when evaluating the likelihood of a student going on to college

FY20 is still pending summer term enrollment reports that will result in a nominal increase, and typical EDUID data validation yields a 1% to 2% lift in reported go on rates

Go On Rates per HS graduating Class per Fiscal Year and Cumulative Earned Dual Credit

| | | | + / - to overall student go on rate in identified Fiscal Year | | + / - to overall student go on rate in identified Fiscal Year | |
|---------------------|----------------|-----------------|---|------|---|-------------|
| Overall Go On Rates | Students | Growth to Prior | 12 month Go On | Year | 36 month Go On | Fiscal Year |
| FY15 | 17,427 | | 52.6% | | 63.9% | |
| FY16 | 17,986 | 559 | 53.1% | | 63.0% | |
| FY17 | 18,764 | 778 | 52.3% | | 61.7% | |
| FY18 | 19,032 | 268 | 51.5% | | 60.0% | |
| FY19 | 19,385 | 353 | 49.7% | | 53.5% | |
| FY20 | 19,994 | 609 | 41.8% | | 41.8% | |
| Grand Total | 112,588 | | 50.0% | | 57.0% | |

| | | | + / - to overall student go on rate in identified Fiscal Year | | + / - to overall student go on rate in identified Fiscal Year | |
|----------------------------------|----------------|-----------------|---|--------------|---|--------------|
| Earned Dual Credit Breakout | Students | Growth to Prior | 12 month Go On | Year | 36 month Go On | Fiscal Year |
| Credits: Credits: None | 55,797 | | 35.2% | -7.4% | 42.6% | -5.9% |
| FY15 | 10,904 | | 41.3% | -11.4% | 52.3% | -11.6% |
| FY16 | 10,513 | -391 | 40.4% | -12.7% | 50.5% | -12.6% |
| FY17 | 9,685 | -828 | 36.9% | -15.4% | 46.5% | -15.2% |
| FY18 | 8,696 | -989 | 34.7% | -16.7% | 42.1% | -17.9% |
| FY19 | 8,053 | -643 | 30.6% | -19.1% | 34.1% | -19.3% |
| FY20 | 7,946 | -107 | 23.2% | -18.5% | 23.2% | -18.5% |
| Credits: Credits: 1-3 | 13,172 | | 53.5% | 10.9% | 60.8% | 12.2% |
| FY15 | 2,397 | | 67.3% | 14.6% | 79.1% | 15.2% |
| FY16 | 1,935 | -462 | 60.7% | 7.6% | 68.9% | 5.9% |
| FY17 | 2,297 | 362 | 55.8% | 3.5% | 66.0% | 4.3% |
| FY18 | 2,201 | -96 | 51.2% | -0.3% | 59.8% | -0.2% |
| FY19 | 2,172 | -29 | 47.6% | -2.1% | 52.0% | -1.5% |
| FY20 | 2,170 | -2 | 37.5% | -4.3% | 37.5% | -4.3% |
| Credits: Credits: 4 to 11 | 23,344 | | 62.5% | 19.9% | 69.6% | 21.1% |
| FY15 | 3,332 | | 72.5% | 19.8% | 84.3% | 20.4% |
| FY16 | 3,473 | 141 | 70.3% | 17.2% | 80.4% | 17.4% |
| FY17 | 3,771 | 298 | 67.5% | 15.2% | 76.6% | 14.9% |
| FY18 | 4,151 | 380 | 62.6% | 11.1% | 72.4% | 12.4% |
| FY19 | 4,269 | 118 | 59.3% | 9.6% | 63.5% | 10.0% |
| FY20 | 4,348 | 79 | 47.2% | 5.4% | 47.2% | 5.4% |
| Credits: Credits: 12-24 | 14,314 | | 71.8% | 29.3% | 78.1% | 29.5% |
| FY15 | 668 | | 80.2% | 27.6% | 90.9% | 27.0% |
| FY16 | 1,656 | 988 | 80.8% | 27.7% | 91.7% | 28.6% |
| FY17 | 2,296 | 640 | 78.5% | 26.2% | 87.6% | 25.9% |
| FY18 | 2,913 | 617 | 74.2% | 22.8% | 84.7% | 24.7% |
| FY19 | 3,332 | 419 | 70.4% | 20.7% | 74.2% | 20.8% |
| FY20 | 3,449 | 117 | 60.8% | 19.0% | 60.8% | 19.0% |
| Credits: Credits: 25-40 | 4,410 | | 77.1% | 34.5% | 81.5% | 33.0% |
| FY15 | 109 | | 88.1% | 35.4% | 95.4% | 31.5% |
| FY16 | 292 | 183 | 83.2% | 30.2% | 93.2% | 30.1% |
| FY17 | 517 | 225 | 83.0% | 30.7% | 91.3% | 29.6% |
| FY18 | 811 | 294 | 81.4% | 29.9% | 90.3% | 30.2% |
| FY19 | 1,149 | 338 | 77.6% | 27.9% | 81.3% | 27.8% |
| FY20 | 1,532 | 383 | 70.6% | 28.8% | 70.6% | 28.8% |
| Credits: Credits: 40 plus | 1,551 | | 87.3% | 44.7% | 89.4% | 40.9% |
| FY15 | 17 | | 94.1% | 41.5% | 94.1% | 30.2% |
| FY16 | 117 | 100 | 92.3% | 39.2% | 96.6% | 33.5% |
| FY17 | 198 | 81 | 89.4% | 37.1% | 94.4% | 32.7% |
| FY18 | 260 | 62 | 88.1% | 36.6% | 91.5% | 31.5% |
| FY19 | 410 | 150 | 88.5% | 38.9% | 90.7% | 37.2% |
| FY20 | 549 | 139 | 84.0% | 42.2% | 84.0% | 42.2% |
| Grand Total | 112,588 | | 50.0% | 7.4% | 57.0% | 8.5% |

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ATTACHMENT 2

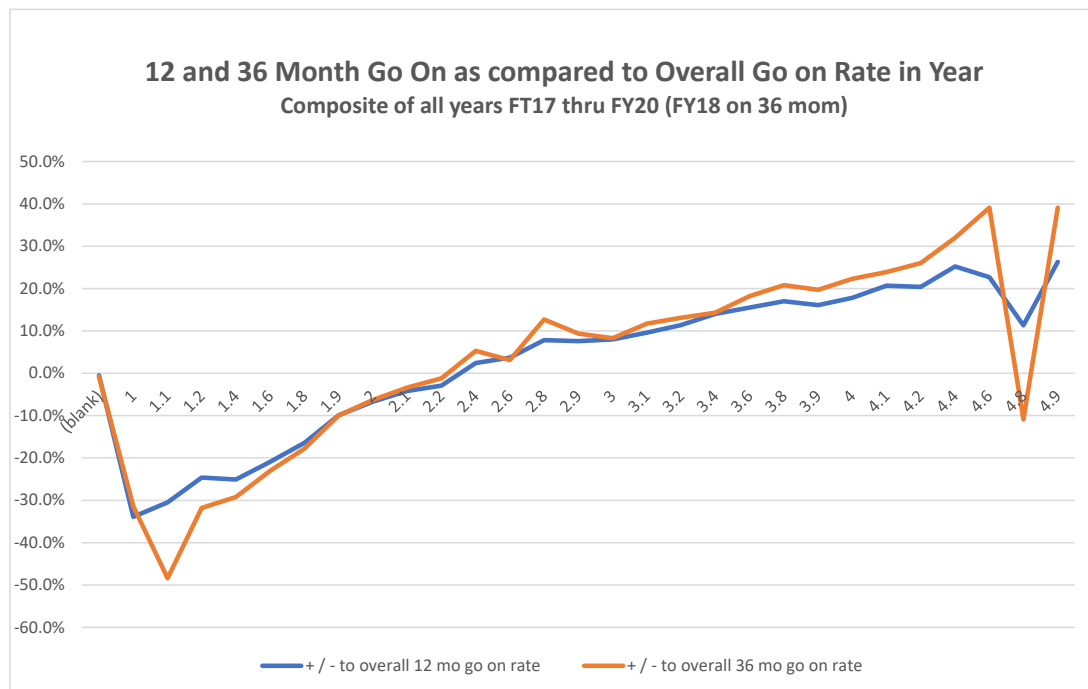
The table below displays the 10th grade ISAT Math score associated with the graduating student. The score has been modified to add a quintile breakout to the raw score to further delineate student performance.

In example, if the cur scores for level 3 were 2614 to 2696, a score of 2625 would yield 3.1, a 2690 a 3.9

Student go on improvement is fairly linear for both measurements, with a slight lift in 36 month in the higher bands, relative to 12 month go on rates.

The point at which the go on rate exceed the overall rate for both measurements is at 2.4

| ISAT Mod Score | + / - to overall 12 mo go on rate | + / - to overall 36 mo go on rate |
|----------------|-----------------------------------|-----------------------------------|
| (blank) | -0.5% | -0.8% |
| 1 | -33.9% | -31.4% |
| 1.1 | -30.5% | -48.4% |
| 1.2 | -24.6% | -31.8% |
| 1.4 | -25.1% | -29.2% |
| 1.6 | -20.9% | -23.0% |
| 1.8 | -16.4% | -17.8% |
| 1.9 | -9.9% | -10.0% |
| 2 | -6.7% | -6.3% |
| 2.1 | -4.2% | -3.4% |
| 2.2 | -2.9% | -1.2% |
| 2.4 | 2.4% | 5.3% |
| 2.6 | 3.7% | 3.1% |
| 2.8 | 7.8% | 12.7% |
| 2.9 | 7.6% | 9.4% |
| 3 | 8.0% | 8.3% |
| 3.1 | 9.6% | 11.7% |
| 3.2 | 11.4% | 13.1% |
| 3.4 | 14.0% | 14.3% |
| 3.6 | 15.5% | 18.2% |
| 3.8 | 17.0% | 20.8% |
| 3.9 | 16.1% | 19.7% |
| 4 | 17.8% | 22.3% |
| 4.1 | 20.7% | 23.9% |
| 4.2 | 20.4% | 26.0% |
| 4.4 | 25.2% | 32.0% |
| 4.6 | 22.7% | 39.1% |
| 4.8 | 11.3% | -10.9% |
| 4.9 | 26.3% | 39.1% |



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The first table shows the distribution the student graduating class by GPA band for each year, the second table shows the go on rates for those ranges

The distribution of GPA is limited to available GPA, the grayed out percent under NA is the percentage of the population that had no available GPA in a given year but the listed GPA ranges total 100%

As expected, higher GPA is associated with higher go on rates, though the decline in go on rates in 2.0 - 3.5 is remarkable

| -- Cumulative GPA Band at HS Graduation -- | | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|--------------|
| Go On Rates | NA | GPA <2 | GPA 2-3 | GPA 3-3.5 | GPA Over 3.5 | Grand Total |
| FY17 | 43.7% | 14.6% | 37.1% | 61.0% | 73.4% | 52.3% |
| FY18 | 42.1% | 13.3% | 35.0% | 59.4% | 74.6% | 51.5% |
| FY19 | 41.1% | 14.0% | 33.1% | 57.3% | 72.0% | 49.7% |
| FY20 | 4.8% | 8.5% | 25.2% | 47.1% | 61.7% | 41.8% |
| Grand Total | 41.8% | 12.5% | 32.4% | 55.8% | 70.0% | 48.7% |

| -- Cumulative GPA Band at HS Graduation -- | | | | | | |
|--|-------------|-------------|--------------|--------------|--------------|---------------|
| Population distribution | NA | GPA <2 | GPA 2-3 | GPA 3-3.5 | GPA Over 3.5 | Grand Total |
| FY17 | 8.2% | 6.4% | 37.3% | 24.3% | 32.0% | 100.0% |
| FY18 | 8.4% | 6.1% | 37.4% | 24.5% | 32.0% | 100.0% |
| FY19 | 6.8% | 6.6% | 36.8% | 24.5% | 32.2% | 100.0% |
| FY20 | 0.3% | 6.1% | 35.5% | 24.8% | 33.6% | 100.0% |
| Grand Total | 5.9% | 5.9% | 34.5% | 23.1% | 30.6% | 100.0% |

The following tables display cumulative rates for FY17 thru FY20 graduating classes and display go on rate by earned credit bands and GPA ranges

The first table displays go on rates and the second table shows the distribution of students in those buckets

In general, higher GPA and credit accumulation are associated with higher GPA rates.

Composite Go On Rates by Earned Dual Credit Bands, FY17 thur FY20

| -- Cumulative GPA Band at HS Graduation -- | | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|--------------|
| Go On Rates | NA | GPA <2 | GPA 2-3 | GPA 3-3.5 | GPA Over 3.5 | Grand Total |
| Credits: None | 26.7% | 11.6% | 25.8% | 44.2% | 59.7% | 31.7% |
| Credits: 1-3 | 42.3% | 18.3% | 38.6% | 54.2% | 62.7% | 48.1% |
| Credits: 4 to 11 | 57.1% | 20.6% | 44.8% | 59.7% | 69.0% | 58.8% |
| Credits: 12-24 | 70.2% | 27.8% | 54.6% | 67.6% | 74.1% | 70.1% |
| Credits: 25-40 | 76.2% | | 72.7% | 77.1% | 76.5% | 76.4% |
| Credits: 40 plus | 85.7% | 100.0% | 81.6% | 86.1% | 87.5% | 86.8% |
| Grand Total | 41.8% | 12.5% | 32.4% | 55.8% | 70.0% | 48.7% |

| -- Cumulative GPA Band at HS Graduation -- | | | | | | |
|--|--------------|--------------|---------------|---------------|---------------|----------------|
| Population distribution | NA | GPA <2 | GPA 2-3 | GPA 3-3.5 | GPA Over 3.5 | Grand Total |
| Credits: None | 3.17% | 5.24% | 22.37% | 8.40% | 5.38% | 44.55% |
| Credits: 1-3 | 0.64% | 0.40% | 4.53% | 3.17% | 2.71% | 11.45% |
| Credits: 4 to 11 | 0.98% | 0.26% | 5.62% | 6.25% | 8.32% | 21.43% |
| Credits: 12-24 | 0.82% | 0.02% | 1.65% | 3.96% | 9.09% | 15.54% |
| Credits: 25-40 | 0.22% | 0.00% | 0.24% | 0.92% | 3.81% | 5.19% |
| Credits: 40 plus | 0.04% | 0.00% | 0.11% | 0.42% | 1.27% | 1.84% |
| Grand Total | 5.87% | 5.93% | 34.52% | 23.11% | 30.56% | 100.00% |

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The tables below show the impact of income on Go On rates and Dual Credit participation

While the first chart would seem to indicate that as more dual credits are earned, students who qualify for FRPL attain comparable go on rates to their peers, but the last chart indicates that this is due to fewer students attaining those dual credit volumes and that dual credit attainment is more challenging in the FRPL population

The tables below shows the impact of ELL on Go On rates and Dual Credit participation

The relative distribution in higher accumulated credits is comparable to the decrease observed in income indicators, even though only 6% of the entire population falls into both categories (last chart, below)

**Go On Rates by Cumulative Dual Credit at HS Graduation with Population Distribution by Socio Economic Indicators
Composite of Years FY17 through FY20**

Participation in Free or Reduced Price Lunch

| Go On Rates | Not | FRPL | Grand Total |
|---------------------------|--------------|--------------|--------------|
| Credits: Credits: None | 36.2% | 24.7% | 31.7% |
| Credits: Credits: 1-3 | 50.5% | 43.1% | 48.1% |
| Credits: Credits: 4 to 11 | 61.1% | 52.5% | 58.8% |
| Credits: Credits: 12-24 | 70.4% | 68.9% | 70.1% |
| Credits: Credits: 25-40 | 76.1% | 78.0% | 76.4% |
| Credits: Credits: 40 plus | 86.3% | 89.5% | 86.8% |
| Grand Total | 53.2% | 38.7% | 48.7% |

| Population distribution | Not | FRPL | Grand Total |
|---------------------------|---------------|---------------|----------------|
| Credits: Credits: None | 27.30% | 17.25% | 44.55% |
| Credits: Credits: 1-3 | 7.75% | 3.71% | 11.45% |
| Credits: Credits: 4 to 11 | 15.70% | 5.73% | 21.43% |
| Credits: Credits: 12-24 | 12.30% | 3.24% | 15.54% |
| Credits: Credits: 25-40 | 4.34% | 0.86% | 5.19% |
| Credits: Credits: 40 plus | 1.55% | 0.29% | 1.84% |
| Grand Total | 68.94% | 31.06% | 100.00% |

| Population by credit accumulation | Not | FRPL | Grand Total |
|-----------------------------------|---------------|---------------|----------------|
| Credits: Credits: None | 61.29% | 38.71% | 100.00% |
| Credits: Credits: 1-3 | 67.65% | 32.35% | 100.00% |
| Credits: Credits: 4 to 11 | 73.26% | 26.74% | 100.00% |
| Credits: Credits: 12-24 | 79.17% | 20.83% | 100.00% |
| Credits: Credits: 25-40 | 83.46% | 16.54% | 100.00% |
| Credits: Credits: 40 plus | 84.47% | 15.53% | 100.00% |
| Grand Total | 68.94% | 31.06% | 100.00% |

Participation in English Language Learner Program

| Go On Rates | Not | Ever ELL | Grand Total |
|---------------------------|--------------|--------------|--------------|
| Credits: Credits: None | 32.3% | 30.2% | 32.1% |
| Credits: Credits: 1-3 | 48.1% | 49.6% | 48.3% |
| Credits: Credits: 4 to 11 | 58.9% | 59.9% | 59.0% |
| Credits: Credits: 12-24 | 69.7% | 77.9% | 70.2% |
| Credits: Credits: 25-40 | 75.9% | 87.2% | 76.4% |
| Credits: Credits: 40 plus | 86.6% | 90.9% | 86.8% |
| Grand Total | 49.5% | 45.3% | 49.1% |

| Population distribution | Not | Ever ELL | Grand Total |
|---------------------------|---------------|--------------|----------------|
| Credits: Credits: None | 38.96% | 5.11% | 44.07% |
| Credits: Credits: 1-3 | 10.35% | 1.14% | 11.49% |
| Credits: Credits: 4 to 11 | 19.64% | 1.98% | 21.62% |
| Credits: Credits: 12-24 | 14.77% | 0.92% | 15.69% |
| Credits: Credits: 25-40 | 5.03% | 0.24% | 5.27% |
| Credits: Credits: 40 plus | 1.77% | 0.09% | 1.86% |
| Grand Total | 90.53% | 9.47% | 100.00% |

| Population by credit accumulation | Not | Ever ELL | Grand Total |
|-----------------------------------|---------------|--------------|----------------|
| Credits: Credits: None | 88.40% | 11.60% | 100.00% |
| Credits: Credits: 1-3 | 90.09% | 9.91% | 100.00% |
| Credits: Credits: 4 to 11 | 90.83% | 9.17% | 100.00% |
| Credits: Credits: 12-24 | 94.16% | 5.84% | 100.00% |
| Credits: Credits: 25-40 | 95.50% | 4.50% | 100.00% |
| Credits: Credits: 40 plus | 95.31% | 4.69% | 100.00% |
| Grand Total | 90.53% | 9.47% | 100.00% |

| Population distribution | Ever ELL | Not | Grand Total |
|-------------------------|--------------|---------------|----------------|
| FRPL | 6.04% | 24.98% | 31.02% |
| N | 3.44% | 65.55% | 68.98% |
| Grand Total | 9.47% | 90.53% | 100.00% |

WORK SESSION OCTOBER 21, 2021

ATTACHMENT 2

The tables below display go on rates by race ethnicity, broken out by ELL participation and cumulative GPA

While the Hispanic population shows (favorably) comparable go on rates in like GPA bands with White peers, the distribution of their population weighs more heavily in 2-3 GPA range, and 45% have participation in the ELL program; impacting the overall go on rate for that population

The table below relates to the tables to the left, and display the percentage of those ELL and Race Ethnic populations and the presence of FRPL in those respective subgroups

60% of the Hispanic population qualifies for FRPL, 53% of those not participating in ELL and 69% of those that did

Go On Rates by Cumulative GPA at HS Graduation with Population Distribution by Race Ethnicity Composite of Years FY17 through FY20

| Go On Rate | White | Hispanic or Latino | Other | Grand Total |
|--------------------|--------------|--------------------|--------------|--------------|
| Not ELL | 52.2% | 47.2% | 54.9% | 51.9% |
| NA | 42.6% | 42.7% | 41.9% | 42.6% |
| <2 | 12.3% | 16.1% | 12.0% | 13.0% |
| 2-3 | 34.2% | 36.6% | 37.5% | 34.8% |
| 3-3.5 | 58.8% | 60.1% | 63.5% | 59.2% |
| Over 3.5 | 72.5% | 76.3% | 82.5% | 73.2% |
| Ever ELL | 56.5% | 45.1% | 58.6% | 47.6% |
| NA | 41.7% | 45.5% | 44.4% | 45.4% |
| <2 | 23.3% | 18.5% | 22.2% | 19.0% |
| 2-3 | 39.6% | 38.4% | 42.7% | 38.9% |
| 3-3.5 | 70.0% | 60.7% | 66.1% | 62.6% |
| Over 3.5 | 83.0% | 79.3% | 81.8% | 80.4% |
| Grand Total | 52.3% | 46.3% | 55.6% | 51.5% |

| Population distribution | White | Hispanic or Latino | Other | Grand Total |
|-------------------------|----------------|--------------------|----------------|----------------|
| Not ELL | 99.05% | 54.59% | 82.14% | 90.82% |
| NA | 7.98% | 6.02% | 5.63% | 7.66% |
| <2 | 4.56% | 9.36% | 6.16% | 5.11% |
| 2-3 | 31.31% | 45.60% | 36.69% | 33.00% |
| 3-3.5 | 23.19% | 20.28% | 23.43% | 22.92% |
| Over 3.5 | 32.97% | 18.73% | 28.10% | 31.31% |
| Ever ELL | 0.95% | 45.41% | 17.86% | 9.18% |
| NA | 2.90% | 10.67% | 1.46% | 8.95% |
| <2 | 10.39% | 13.18% | 4.37% | 11.91% |
| 2-3 | 35.99% | 47.08% | 39.81% | 45.32% |
| 3-3.5 | 26.57% | 17.87% | 28.64% | 19.85% |
| Over 3.5 | 24.15% | 11.20% | 25.73% | 13.97% |
| Grand Total | 100.00% | 100.00% | 100.00% | 100.00% |



| Percentage of Population FRPL eligible | | | |
|--|--------------|--------------------|---------------|
| Population distribution | White | Hispanic or Latino | Other |
| Not ELL | 25.8% | 53.1% | 35.07% |
| NA | 26.3% | 54.0% | 41.88% |
| <2 | 45.9% | 68.5% | 59.43% |
| 2-3 | 35.3% | 57.9% | 46.88% |
| 3-3.5 | 23.9% | 47.3% | 29.28% |
| Over 3.5 | 15.2% | 39.8% | 17.77% |
| Ever ELL | 51.9% | 69.0% | 56.63% |
| NA | 8.3% | 67.7% | 22.22% |
| <2 | 55.8% | 68.1% | 66.67% |
| 2-3 | 55.0% | 70.9% | 62.60% |
| 3-3.5 | 55.5% | 66.6% | 63.84% |
| Over 3.5 | 47.0% | 67.0% | 39.62% |
| Grand Total | 26.0% | 60.3% | 38.92% |

The table below shows the percentage of graduating class that was eligible for Free or Reduced Price Lunch and the percentage of that population that qualified under CEP (Community Eligibility Provisions).

While the overall rate under FRPL is decreasing, it is not necessarily a change in the underlying population, but the administrative rule changes in federal programs.

FRPL Program Eligibility with CEP Breakout

| Row Labels | CEP Percent to FRLP | |
|---------------------------|---------------------|--------------|
| | FRPL | Population |
| Hispanic or Latino | | |
| FY15 | 68.22% | 13.17% |
| FY16 | 67.82% | 18.19% |
| FY17 | 67.09% | 16.50% |
| FY18 | 62.04% | 18.43% |
| FY19 | 52.19% | 0.00% |
| FY20 | 51.06% | 0.00% |
| White | | |
| FY15 | 29.64% | 7.98% |
| FY16 | 29.08% | 10.17% |
| FY17 | 29.67% | 9.43% |
| FY18 | 25.56% | 10.63% |
| FY19 | 23.12% | 0.00% |
| FY20 | 21.14% | 0.00% |
| Other | | |
| FY15 | 42.36% | 10.17% |
| FY16 | 41.66% | 8.80% |
| FY17 | 44.57% | 11.50% |
| FY18 | 38.76% | 10.44% |
| FY19 | 33.99% | 0.00% |
| FY20 | 35.61% | 0.00% |
| Grand Total | 30.96% | 8.19% |

The table below represents the distribution of students by attainment level within each test and assessment year. For ISAT tests, students scoring Proficient or Advanced are considered to be at or above grade level. In order to evaluate the entire population, students who were not continuously enrolled in a district have not been excluded from reporting.

Score Distribution by Grade and Assessment Level

Percentage of students at Assessment Level within Grade and Testing Year

| Score Distribution | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------------------------|-------|-------|-------|-------|-------|-------|
| Fall IRI | | | | | | |
| Grade KG | | | | | | |
| Well Below Grade Level | 21.1% | 22.1% | 23.3% | 28.2% | 27.4% | 27.4% |
| Near/Below Grade Level | 26.7% | 26.5% | 26.9% | 26.8% | 30.2% | 29.1% |
| At Grade Level | 52.2% | 51.4% | 49.8% | 44.9% | 42.3% | 43.4% |
| Grade 1 | | | | | | |
| Well Below Grade Level | 15.7% | 16.6% | 16.1% | 27.1% | 21.8% | 28.1% |
| Near/Below Grade Level | 21.6% | 21.0% | 20.6% | 30.0% | 29.3% | 30.3% |
| At Grade Level | 62.7% | 62.4% | 63.3% | 42.9% | 48.9% | 41.6% |
| Grade 2 | | | | | | |
| Well Below Grade Level | 20.9% | 20.8% | 22.4% | 21.0% | 16.9% | 23.8% |
| Near/Below Grade Level | 23.7% | 23.3% | 23.4% | 18.7% | 20.2% | 22.0% |
| At Grade Level | 55.4% | 55.9% | 54.2% | 60.3% | 62.9% | 54.3% |
| Grade 3 | | | | | | |
| Well Below Grade Level | 14.7% | 14.4% | 14.5% | 17.8% | 15.4% | 18.7% |
| Near/Below Grade Level | 21.4% | 21.0% | 20.0% | 21.0% | 20.6% | 23.0% |
| At Grade Level | 64.0% | 64.7% | 65.6% | 61.2% | 64.0% | 58.3% |
| Spring IRI | | | | | | |
| Grade KG | | | | | | |
| Well Below Grade Level | 7.8% | 7.3% | 7.2% | 16.3% | | 17.1% |
| Near/Below Grade Level | 13.9% | 12.5% | 12.9% | 20.6% | | 21.6% |
| At Grade Level | 78.4% | 80.1% | 80.0% | 63.1% | | 61.2% |
| Grade 1 | | | | | | |
| Well Below Grade Level | 14.2% | 15.0% | 15.5% | 13.8% | | 17.6% |
| Near/Below Grade Level | 17.7% | 17.8% | 17.6% | 19.6% | | 22.9% |
| At Grade Level | 68.1% | 67.2% | 67.0% | 66.7% | | 59.5% |
| Grade 2 | | | | | | |
| Well Below Grade Level | 16.0% | 15.4% | 17.0% | 11.2% | | 14.6% |
| Near/Below Grade Level | 15.1% | 14.8% | 14.5% | 13.6% | | 16.1% |
| At Grade Level | 68.8% | 69.8% | 68.5% | 75.3% | | 69.2% |
| Grade 3 | | | | | | |
| Well Below Grade Level | 12.5% | 11.9% | 12.1% | 11.6% | | 12.9% |
| Near/Below Grade Level | 14.5% | 13.4% | 13.2% | 15.2% | | 17.0% |
| At Grade Level | 73.1% | 74.7% | 74.6% | 73.2% | | 70.0% |
| ISAT ELA | | | | | | |
| Grade 3 | | | | | | |
| Below Basic | 23.8% | 27.0% | 24.5% | 25.0% | | 27.4% |
| Basic | 26.9% | 25.9% | 25.7% | 24.5% | | 24.9% |
| Proficient | 25.6% | 24.2% | 24.5% | 24.8% | | 24.1% |
| Advanced | 23.7% | 22.9% | 25.4% | 25.6% | | 23.6% |
| Grade 4 | | | | | | |
| Below Basic | 28.1% | 29.9% | 28.7% | 27.8% | | 28.7% |
| Basic | 22.1% | 22.1% | 20.9% | 20.2% | | 21.7% |
| Proficient | 25.4% | 25.0% | 25.2% | 24.8% | | 24.3% |

| Score Distribution | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Advanced | 24.4% | 23.0% | 25.2% | 27.1% | | 25.3% |
| Grade 5 | | | | | | |
| Below Basic | 25.0% | 25.0% | 23.8% | 22.8% | | 24.1% |
| Basic | 21.2% | 21.3% | 20.9% | 20.3% | | 20.7% |
| Proficient | 33.2% | 32.5% | 32.5% | 32.5% | | 30.8% |
| Advanced | 20.7% | 21.3% | 22.8% | 24.4% | | 24.5% |
| Grade 6 | | | | | | |
| Below Basic | 20.5% | 21.7% | 20.8% | 19.8% | | 21.1% |
| Basic | 28.8% | 27.4% | 25.7% | 25.0% | | 26.9% |
| Proficient | 35.5% | 35.4% | 35.9% | 35.5% | | 34.2% |
| Advanced | 15.2% | 15.4% | 17.7% | 19.7% | | 17.8% |
| Grade 7 | | | | | | |
| Below Basic | 22.0% | 21.2% | 21.8% | 19.6% | | 19.0% |
| Basic | 25.1% | 25.0% | 24.0% | 22.4% | | 22.9% |
| Proficient | 38.5% | 39.6% | 39.6% | 39.4% | | 40.0% |
| Advanced | 14.3% | 14.2% | 14.6% | 18.6% | | 18.1% |
| Grade 8 | | | | | | |
| Below Basic | 18.7% | 19.9% | 19.4% | 20.1% | | 19.2% |
| Basic | 27.4% | 27.6% | 26.6% | 26.1% | | 25.3% |
| Proficient | 40.2% | 38.8% | 39.0% | 37.7% | | 37.4% |
| Advanced | 13.7% | 13.7% | 15.0% | 16.1% | | 18.2% |
| Grade 10 | | | | | | |
| Below Basic | 16.0% | 17.6% | 17.1% | 18.8% | | 17.7% |
| Basic | 22.2% | 23.1% | 23.5% | 21.9% | | 22.2% |
| Proficient | 37.4% | 36.8% | 36.0% | 35.1% | | 35.5% |
| Advanced | 24.4% | 22.4% | 23.4% | 24.3% | | 24.7% |
| ISAT Math | | | | | | |
| Grade 3 | | | | | | |
| Below Basic | 22.5% | 24.3% | 24.0% | 23.8% | | 28.0% |
| Basic | 25.5% | 25.6% | 23.8% | 23.3% | | 24.3% |
| Proficient | 32.2% | 30.6% | 30.4% | 30.2% | | 28.8% |
| Advanced | 19.7% | 19.5% | 21.7% | 22.7% | | 18.9% |
| Grade 4 | | | | | | |
| Below Basic | 19.7% | 20.7% | 20.5% | 19.3% | | 24.6% |
| Basic | 33.4% | 32.7% | 31.4% | 30.7% | | 30.1% |
| Proficient | 28.5% | 28.2% | 28.5% | 29.0% | | 26.7% |
| Advanced | 18.4% | 18.4% | 19.6% | 21.0% | | 18.7% |
| Grade 5 | | | | | | |
| Below Basic | 28.8% | 28.9% | 28.8% | 27.8% | | 31.2% |
| Basic | 31.5% | 29.6% | 28.2% | 27.3% | | 29.0% |
| Proficient | 20.8% | 20.1% | 20.2% | 20.5% | | 19.0% |
| Advanced | 18.9% | 21.5% | 22.8% | 24.4% | | 20.8% |
| Grade 6 | | | | | | |
| Below Basic | 27.9% | 27.9% | 26.1% | 27.5% | | 32.6% |
| Basic | 32.5% | 32.1% | 30.1% | 29.7% | | 30.7% |
| Proficient | 21.9% | 21.7% | 22.9% | 22.2% | | 19.8% |
| Advanced | 17.7% | 18.2% | 20.9% | 20.6% | | 16.9% |
| Grade 7 | | | | | | |
| Below Basic | 25.6% | 27.2% | 27.6% | 26.2% | | 31.3% |
| Basic | 32.9% | 30.5% | 28.5% | 27.9% | | 28.7% |
| Proficient | 24.9% | 23.9% | 24.9% | 24.6% | | 22.4% |
| Advanced | 16.6% | 18.4% | 18.9% | 21.2% | | 17.6% |
| Grade 8 | | | | | | |
| Below Basic | 32.8% | 33.4% | 35.0% | 32.2% | | 37.0% |
| Basic | 29.0% | 28.0% | 24.0% | 27.1% | | 27.1% |
| Proficient | 20.7% | 19.9% | 19.9% | 20.0% | | 18.2% |
| Advanced | 17.5% | 18.8% | 21.1% | 20.7% | | 17.7% |

| Score Distribution | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------------------|-------|-------|-------|-------|------|-------|
| Grade 10 | | | | | | |
| Below Basic | 40.3% | 39.8% | 39.3% | 39.7% | | 39.7% |
| Basic | 29.0% | 28.2% | 27.9% | 26.9% | | 27.7% |
| Proficient | 20.2% | 20.4% | 19.6% | 19.3% | | 18.9% |
| Advanced | 10.5% | 11.5% | 13.2% | 14.1% | | 13.7% |
| ISAT Science | | | | | | |
| Grade 5 | | | | | | |
| Below Basic | 8.2% | 6.9% | 7.0% | 7.5% | | |
| Basic | 28.8% | 27.0% | 27.8% | 28.0% | | |
| Proficient | 36.1% | 41.8% | 42.1% | 42.4% | | |
| Advanced | 26.8% | 24.4% | 23.0% | 22.1% | | |
| Grade 7 | | | | | | |
| Below Basic | 21.7% | 22.2% | 24.3% | 24.2% | | |
| Basic | 24.5% | 25.3% | 24.4% | 24.7% | | |
| Proficient | 19.8% | 18.7% | 18.1% | 18.4% | | |
| Advanced | 34.1% | 33.9% | 33.2% | 32.6% | | |

The table below breaks out the standard proficiency levels for ISAT into score quintiles, modified to show deciles for the top and bottom of each quintile (due to clustering Below Basic and Advanced scores).

Score Quintile Distribution by Grade and Assessment Level

Percentage of students at Assessment Level within Grade and Testing Year

| Score Mod Quint Distribution | 2016 | 2017 | 2018 | 2019 | 2021 |
|-------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Bottom of Range | | | | | |
| ISAT ELA | | | | | |
| Grade 3 | | | | | |
| Below Basic | 23.8% | 27.0% | 24.5% | 25.0% | 27.4% |
| 1 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 1.1 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 1.2 | 0.0% | 0.0% | 0.0% | 0.0% | 0.3% |
| 1.4 | 0.3% | 0.5% | 0.6% | 0.6% | 1.3% |
| 1.6 | 4.7% | 6.7% | 6.2% | 6.5% | 7.0% |
| 1.8 | 7.6% | 8.3% | 7.5% | 7.6% | 8.1% |
| 1.9 | 11.2% | 11.5% | 10.1% | 10.3% | 10.6% |
| Basic | 26.9% | 25.9% | 25.7% | 24.5% | 24.9% |
| 2 | 2.7% | 2.6% | 2.4% | 2.1% | 2.5% |
| 2.1 | 2.2% | 2.2% | 2.1% | 2.1% | 1.9% |
| 2.2 | 5.1% | 5.3% | 4.8% | 4.5% | 4.7% |
| 2.4 | 5.5% | 4.9% | 5.3% | 5.1% | 5.1% |
| 2.6 | 5.6% | 5.6% | 5.5% | 5.4% | 5.2% |
| 2.8 | 2.8% | 2.4% | 2.7% | 2.5% | 2.6% |
| 2.9 | 3.0% | 2.9% | 3.0% | 2.9% | 2.9% |
| Proficient | 25.6% | 24.2% | 24.5% | 24.8% | 24.1% |
| 3 | 2.9% | 2.6% | 2.6% | 2.6% | 2.4% |
| 3.1 | 2.7% | 2.5% | 2.6% | 2.6% | 2.6% |
| 3.2 | 5.0% | 5.0% | 4.9% | 5.0% | 5.0% |
| 3.4 | 5.4% | 5.3% | 5.0% | 5.2% | 5.0% |
| 3.6 | 4.7% | 4.4% | 4.6% | 4.8% | 4.5% |
| 3.8 | 2.4% | 2.1% | 2.5% | 2.3% | 2.3% |
| 3.9 | 2.4% | 2.3% | 2.3% | 2.3% | 2.2% |
| Advanced | 23.7% | 22.9% | 25.4% | 25.6% | 23.6% |
| 4 | 11.0% | 10.8% | 11.6% | 11.2% | 10.5% |
| 4.1 | 6.9% | 6.6% | 7.4% | 7.7% | 6.6% |
| 4.2 | 5.3% | 4.9% | 5.7% | 5.9% | 5.4% |
| 4.4 | 0.5% | 0.6% | 0.7% | 0.8% | 1.0% |
| 4.6 | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% |
| Grade 4 | | | | | |
| Below Basic | 28.1% | 29.9% | 28.7% | 27.8% | 28.7% |
| 1 | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |
| 1.1 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 1.2 | 0.0% | 0.1% | 0.0% | 0.1% | 0.2% |
| 1.4 | 0.7% | 1.0% | 1.2% | 1.0% | 1.4% |
| 1.6 | 7.2% | 8.2% | 8.2% | 7.8% | 7.6% |
| 1.8 | 8.5% | 8.9% | 8.2% | 8.0% | 7.8% |
| 1.9 | 11.6% | 11.7% | 11.0% | 10.8% | 11.6% |
| Basic | 22.1% | 22.1% | 20.9% | 20.2% | 21.7% |
| 2 | 2.0% | 2.1% | 2.0% | 1.7% | 2.1% |
| 2.1 | 2.2% | 2.0% | 2.0% | 2.0% | 2.1% |

| Score Mod Quint Distribution | 2016 | 2017 | 2018 | 2019 | 2021 |
|-------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Bottom of Range | | | | | |
| 2.2 | 4.2% | 4.2% | 3.8% | 3.6% | 3.9% |
| 2.4 | 4.1% | 4.4% | 3.9% | 4.1% | 4.5% |
| 2.6 | 4.6% | 4.3% | 4.3% | 4.2% | 4.2% |
| 2.8 | 2.5% | 2.4% | 2.5% | 2.2% | 2.5% |
| 2.9 | 2.5% | 2.7% | 2.5% | 2.3% | 2.4% |
| Proficient | 25.4% | 25.0% | 25.2% | 24.8% | 24.3% |
| 3 | 2.4% | 2.6% | 2.5% | 2.5% | 2.3% |
| 3.1 | 2.7% | 2.6% | 2.8% | 2.6% | 2.5% |
| 3.2 | 5.3% | 5.2% | 5.1% | 5.2% | 4.9% |
| 3.4 | 5.2% | 5.0% | 5.3% | 5.0% | 5.0% |
| 3.6 | 5.0% | 4.9% | 4.9% | 4.9% | 4.8% |
| 3.8 | 2.3% | 2.4% | 2.3% | 2.4% | 2.4% |
| 3.9 | 2.3% | 2.4% | 2.3% | 2.3% | 2.3% |
| Advanced | 24.4% | 23.0% | 25.2% | 27.1% | 25.3% |
| 4 | 11.6% | 10.9% | 11.1% | 11.2% | 10.6% |
| 4.1 | 7.0% | 6.7% | 7.4% | 8.1% | 7.2% |
| 4.2 | 5.3% | 4.9% | 5.8% | 6.5% | 6.1% |
| 4.4 | 0.5% | 0.5% | 0.8% | 1.2% | 1.2% |
| 4.6 | 0.0% | 0.0% | 0.1% | 0.1% | 0.2% |
| 4.8 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 4.9 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Grade 5 | | | | | |
| Below Basic | 25.0% | 25.0% | 23.8% | 22.8% | 24.1% |
| 1 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 1.1 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 1.2 | 0.0% | 0.1% | 0.1% | 0.0% | 0.2% |
| 1.4 | 0.6% | 0.9% | 1.0% | 0.8% | 1.1% |
| 1.6 | 5.5% | 6.2% | 6.0% | 5.9% | 6.3% |
| 1.8 | 7.8% | 7.4% | 6.8% | 6.5% | 6.8% |
| 1.9 | 11.0% | 10.5% | 9.9% | 9.5% | 9.7% |
| Basic | 21.2% | 21.3% | 20.9% | 20.3% | 20.7% |
| 2 | 1.9% | 1.9% | 1.7% | 1.9% | 1.8% |
| 2.1 | 1.9% | 1.8% | 2.0% | 1.7% | 1.9% |
| 2.2 | 4.1% | 4.0% | 3.8% | 3.6% | 4.0% |
| 2.4 | 4.1% | 4.5% | 4.3% | 3.9% | 4.2% |
| 2.6 | 4.5% | 4.5% | 4.4% | 4.5% | 4.3% |
| 2.8 | 2.2% | 2.3% | 2.3% | 2.4% | 2.3% |
| 2.9 | 2.4% | 2.3% | 2.4% | 2.3% | 2.2% |
| Proficient | 33.2% | 32.5% | 32.5% | 32.5% | 30.8% |
| 3 | 3.5% | 3.5% | 3.3% | 3.2% | 3.0% |
| 3.1 | 3.2% | 3.3% | 3.1% | 3.3% | 3.1% |
| 3.2 | 6.7% | 7.0% | 6.6% | 6.4% | 6.2% |
| 3.4 | 7.0% | 6.4% | 6.9% | 6.7% | 6.4% |
| 3.6 | 6.5% | 6.3% | 6.6% | 6.7% | 6.2% |
| 3.8 | 3.3% | 3.1% | 3.1% | 3.3% | 3.1% |
| 3.9 | 2.9% | 3.0% | 2.9% | 3.0% | 2.8% |
| Advanced | 20.7% | 21.3% | 22.8% | 24.4% | 24.5% |
| 4 | 10.7% | 10.4% | 10.5% | 11.3% | 10.8% |
| 4.1 | 5.6% | 6.0% | 6.8% | 6.8% | 6.6% |
| 4.2 | 3.9% | 4.4% | 4.9% | 5.4% | 5.7% |
| 4.4 | 0.4% | 0.5% | 0.6% | 0.8% | 1.1% |
| 4.6 | 0.0% | 0.0% | 0.0% | 0.1% | 0.2% |
| 4.9 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Grade 6 | | | | | |
| Below Basic | 20.5% | 21.7% | 20.8% | 19.8% | 21.1% |
| 1 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 1.1 | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |

| Score Mod Quint Distribution | 2016 | 2017 | 2018 | 2019 | 2021 |
|-------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Bottom of Range | | | | | |
| 1.2 | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| 1.4 | 0.6% | 0.6% | 1.0% | 0.8% | 1.3% |
| 1.6 | 4.5% | 5.4% | 5.3% | 5.3% | 5.5% |
| 1.8 | 6.1% | 6.3% | 5.8% | 5.4% | 5.6% |
| 1.9 | 9.3% | 9.4% | 8.6% | 8.1% | 8.5% |
| Basic | 28.8% | 27.4% | 25.7% | 25.0% | 26.9% |
| 2 | 2.6% | 2.3% | 2.1% | 2.2% | 2.4% |
| 2.1 | 2.4% | 2.1% | 2.1% | 2.0% | 2.2% |
| 2.2 | 5.0% | 5.3% | 4.9% | 4.5% | 5.0% |
| 2.4 | 5.6% | 5.3% | 4.8% | 4.8% | 5.1% |
| 2.6 | 6.6% | 6.0% | 5.6% | 5.7% | 5.7% |
| 2.8 | 3.0% | 3.0% | 2.8% | 2.8% | 2.9% |
| 2.9 | 3.5% | 3.5% | 3.3% | 3.0% | 3.5% |
| Proficient | 35.5% | 35.4% | 35.9% | 35.5% | 34.2% |
| 3 | 4.0% | 4.3% | 3.9% | 3.7% | 3.9% |
| 3.1 | 4.1% | 4.0% | 3.9% | 3.9% | 4.0% |
| 3.2 | 7.6% | 7.5% | 7.3% | 7.1% | 7.1% |
| 3.4 | 7.2% | 6.9% | 7.3% | 7.2% | 6.9% |
| 3.6 | 6.6% | 6.6% | 6.8% | 6.9% | 6.5% |
| 3.8 | 3.1% | 3.2% | 3.6% | 3.4% | 3.3% |
| 3.9 | 2.9% | 2.9% | 3.1% | 3.3% | 2.7% |
| Advanced | 15.2% | 15.4% | 17.7% | 19.7% | 17.8% |
| 4 | 8.2% | 8.0% | 8.9% | 9.6% | 8.3% |
| 4.1 | 4.3% | 4.3% | 5.0% | 5.5% | 5.1% |
| 4.2 | 2.4% | 2.7% | 3.4% | 4.0% | 3.7% |
| 4.4 | 0.2% | 0.3% | 0.3% | 0.5% | 0.6% |
| 4.6 | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |
| 4.8 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Grade 7 | | | | | |
| Below Basic | 22.0% | 21.2% | 21.8% | 19.6% | 19.0% |
| 1 | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |
| 1.1 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 1.2 | 0.0% | 0.0% | 0.0% | 0.0% | 0.2% |
| 1.4 | 0.4% | 0.8% | 1.0% | 0.9% | 1.2% |
| 1.6 | 5.2% | 5.8% | 6.1% | 5.8% | 4.9% |
| 1.8 | 6.8% | 5.8% | 6.2% | 5.4% | 5.1% |
| 1.9 | 9.6% | 8.8% | 8.4% | 7.5% | 7.5% |
| Basic | 25.1% | 25.0% | 24.0% | 22.4% | 22.9% |
| 2 | 2.1% | 2.1% | 1.9% | 1.8% | 1.7% |
| 2.1 | 2.0% | 2.0% | 1.7% | 1.9% | 1.8% |
| 2.2 | 4.4% | 4.4% | 4.1% | 3.8% | 4.1% |
| 2.4 | 5.4% | 5.1% | 5.0% | 4.7% | 4.9% |
| 2.6 | 5.3% | 5.3% | 5.3% | 4.6% | 4.6% |
| 2.8 | 2.9% | 2.8% | 2.7% | 2.5% | 2.6% |
| 2.9 | 3.1% | 3.4% | 3.3% | 3.1% | 3.1% |
| Proficient | 38.5% | 39.6% | 39.6% | 39.4% | 40.0% |
| 3 | 4.2% | 4.4% | 4.4% | 4.1% | 4.1% |
| 3.1 | 4.0% | 4.6% | 4.4% | 4.4% | 4.2% |
| 3.2 | 8.3% | 8.1% | 8.6% | 8.3% | 8.2% |
| 3.4 | 7.9% | 8.5% | 8.1% | 8.2% | 8.4% |
| 3.6 | 7.6% | 7.5% | 7.1% | 7.2% | 8.0% |
| 3.8 | 3.4% | 3.5% | 3.6% | 3.7% | 3.8% |
| 3.9 | 3.1% | 3.0% | 3.3% | 3.4% | 3.4% |
| Advanced | 14.3% | 14.2% | 14.6% | 18.6% | 18.1% |
| 4 | 7.6% | 7.4% | 7.4% | 8.5% | 8.5% |
| 4.1 | 4.1% | 4.0% | 4.2% | 5.5% | 5.0% |
| 4.2 | 2.4% | 2.5% | 2.8% | 4.1% | 3.9% |

| Score Mod Quint Distribution | 2016 | 2017 | 2018 | 2019 | 2021 |
|-------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Bottom of Range | | | | | |
| 4.4 | 0.2% | 0.2% | 0.3% | 0.5% | 0.6% |
| 4.6 | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |
| 4.8 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 4.9 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Grade 8 | | | | | |
| Below Basic | 18.7% | 19.9% | 19.4% | 20.1% | 19.2% |
| 1 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 1.1 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 1.2 | 0.0% | 0.1% | 0.0% | 0.1% | 0.2% |
| 1.4 | 0.4% | 0.6% | 0.7% | 0.6% | 1.1% |
| 1.6 | 4.2% | 4.4% | 4.8% | 5.0% | 5.0% |
| 1.8 | 5.5% | 5.5% | 5.6% | 5.7% | 5.2% |
| 1.9 | 8.6% | 9.4% | 8.2% | 8.7% | 7.7% |
| Basic | 27.4% | 27.6% | 26.6% | 26.1% | 25.3% |
| 2 | 2.2% | 2.2% | 2.1% | 2.1% | 1.9% |
| 2.1 | 2.5% | 2.6% | 2.2% | 2.2% | 2.2% |
| 2.2 | 4.9% | 5.2% | 4.9% | 5.0% | 4.7% |
| 2.4 | 5.5% | 5.7% | 5.3% | 5.4% | 5.0% |
| 2.6 | 6.1% | 5.9% | 5.6% | 5.6% | 5.8% |
| 2.8 | 3.0% | 3.0% | 3.2% | 3.0% | 3.0% |
| 2.9 | 3.2% | 3.1% | 3.2% | 2.8% | 2.8% |
| Proficient | 40.2% | 38.8% | 39.0% | 37.7% | 37.4% |
| 3 | 4.0% | 3.9% | 4.1% | 3.9% | 3.6% |
| 3.1 | 4.1% | 4.3% | 4.1% | 3.7% | 3.8% |
| 3.2 | 8.7% | 8.4% | 8.0% | 7.7% | 7.9% |
| 3.4 | 8.4% | 8.1% | 8.1% | 7.8% | 7.9% |
| 3.6 | 7.9% | 7.5% | 7.6% | 7.6% | 7.3% |
| 3.8 | 3.4% | 3.4% | 3.5% | 3.3% | 3.3% |
| 3.9 | 3.5% | 3.3% | 3.5% | 3.6% | 3.6% |
| Advanced | 13.7% | 13.7% | 15.0% | 16.1% | 18.2% |
| 4 | 7.4% | 7.5% | 8.3% | 8.3% | 8.5% |
| 4.1 | 3.8% | 3.8% | 4.1% | 4.6% | 5.1% |
| 4.2 | 2.2% | 2.2% | 2.4% | 2.8% | 3.9% |
| 4.4 | 0.3% | 0.3% | 0.3% | 0.4% | 0.6% |
| 4.6 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 4.8 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 4.9 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Grade 10 | | | | | |
| Below Basic | 16.0% | 17.6% | 17.1% | 18.8% | 17.7% |
| 1 | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |
| 1.1 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 1.2 | 0.0% | 0.1% | 0.1% | 0.1% | 0.3% |
| 1.4 | 0.6% | 0.8% | 0.8% | 0.9% | 1.2% |
| 1.6 | 4.1% | 4.9% | 4.8% | 5.3% | 5.0% |
| 1.8 | 4.7% | 4.9% | 4.9% | 5.5% | 4.8% |
| 1.9 | 6.5% | 6.9% | 6.5% | 7.0% | 6.3% |
| Basic | 22.2% | 23.1% | 23.5% | 21.9% | 22.2% |
| 2 | 1.9% | 2.0% | 1.9% | 1.9% | 1.9% |
| 2.1 | 1.6% | 1.6% | 1.7% | 1.7% | 1.7% |
| 2.2 | 4.0% | 4.4% | 4.2% | 3.9% | 3.8% |
| 2.4 | 4.5% | 4.3% | 4.6% | 4.4% | 4.3% |
| 2.6 | 4.5% | 4.8% | 5.1% | 4.7% | 4.8% |
| 2.8 | 2.8% | 2.9% | 2.9% | 2.7% | 2.8% |
| 2.9 | 2.8% | 3.1% | 3.1% | 2.5% | 2.8% |
| Proficient | 37.4% | 36.8% | 36.0% | 35.1% | 35.5% |
| 3 | 3.3% | 3.5% | 3.4% | 3.5% | 3.3% |
| 3.1 | 3.4% | 3.6% | 3.4% | 3.4% | 3.6% |

| Score Mod Quint Distribution | 2016 | 2017 | 2018 | 2019 | 2021 |
|-------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Bottom of Range | | | | | |
| 3.2 | 7.8% | 7.5% | 7.4% | 6.8% | 6.9% |
| 3.4 | 8.0% | 7.7% | 7.6% | 7.4% | 7.6% |
| 3.6 | 7.6% | 7.3% | 7.3% | 7.0% | 7.2% |
| 3.8 | 3.7% | 3.6% | 3.6% | 3.5% | 3.5% |
| 3.9 | 3.6% | 3.6% | 3.3% | 3.4% | 3.3% |
| Advanced | 24.4% | 22.4% | 23.4% | 24.3% | 24.7% |
| 4 | 11.5% | 10.9% | 10.5% | 11.0% | 10.5% |
| 4.1 | 7.3% | 6.4% | 7.1% | 6.9% | 7.2% |
| 4.2 | 4.9% | 4.5% | 5.0% | 5.6% | 5.8% |
| 4.4 | 0.6% | 0.5% | 0.7% | 0.7% | 1.0% |
| 4.6 | 0.1% | 0.0% | 0.1% | 0.0% | 0.1% |
| 4.8 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 4.9 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| ISAT Math | | | | | |
| Grade 3 | | | | | |
| Below Basic | 22.5% | 24.3% | 24.0% | 23.8% | 28.0% |
| 1 | 0.0% | 0.0% | 0.0% | 0.0% | 0.2% |
| 1.1 | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |
| 1.2 | 0.2% | 0.2% | 0.3% | 0.1% | 0.6% |
| 1.4 | 1.4% | 1.4% | 1.5% | 1.4% | 2.3% |
| 1.6 | 4.7% | 5.6% | 5.5% | 6.2% | 7.4% |
| 1.8 | 5.7% | 6.4% | 6.6% | 6.5% | 7.3% |
| 1.9 | 10.5% | 10.5% | 10.1% | 9.6% | 10.1% |
| Basic | 25.5% | 25.6% | 23.8% | 23.3% | 24.3% |
| 2 | 2.5% | 2.3% | 2.4% | 2.1% | 2.5% |
| 2.1 | 2.1% | 2.1% | 1.8% | 1.9% | 2.0% |
| 2.2 | 4.9% | 5.0% | 4.4% | 4.2% | 4.3% |
| 2.4 | 5.1% | 5.2% | 4.8% | 5.0% | 5.0% |
| 2.6 | 5.4% | 5.4% | 5.4% | 5.1% | 5.0% |
| 2.8 | 2.4% | 2.6% | 2.4% | 2.3% | 2.4% |
| 2.9 | 3.1% | 3.1% | 2.8% | 2.7% | 3.0% |
| Proficient | 32.2% | 30.6% | 30.4% | 30.2% | 28.8% |
| 3 | 3.8% | 3.4% | 3.4% | 3.3% | 3.3% |
| 3.1 | 3.3% | 3.1% | 3.0% | 2.9% | 2.9% |
| 3.2 | 6.8% | 6.4% | 6.4% | 6.3% | 6.1% |
| 3.4 | 6.8% | 6.2% | 6.3% | 6.1% | 5.9% |
| 3.6 | 6.2% | 6.1% | 6.0% | 6.1% | 5.6% |
| 3.8 | 2.5% | 2.5% | 2.6% | 2.4% | 2.5% |
| 3.9 | 2.8% | 2.9% | 2.8% | 2.9% | 2.5% |
| Advanced | 19.7% | 19.5% | 21.7% | 22.7% | 18.9% |
| 4 | 9.3% | 8.5% | 9.4% | 9.1% | 8.1% |
| 4.1 | 5.3% | 5.3% | 5.8% | 6.4% | 5.2% |
| 4.2 | 4.2% | 4.6% | 5.1% | 5.7% | 4.3% |
| 4.4 | 0.7% | 0.9% | 1.2% | 1.2% | 1.0% |
| 4.6 | 0.1% | 0.1% | 0.2% | 0.2% | 0.1% |
| 4.8 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 4.9 | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |
| Grade 4 | | | | | |
| Below Basic | 19.7% | 20.7% | 20.5% | 19.3% | 24.6% |
| 1 | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |
| 1.1 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 1.2 | 0.1% | 0.1% | 0.1% | 0.1% | 0.4% |
| 1.4 | 0.5% | 0.8% | 0.9% | 0.8% | 1.4% |
| 1.6 | 4.1% | 4.3% | 4.3% | 3.9% | 6.3% |
| 1.8 | 5.7% | 5.9% | 5.7% | 5.4% | 6.7% |
| 1.9 | 9.3% | 9.6% | 9.4% | 9.1% | 9.7% |
| Basic | 33.4% | 32.7% | 31.4% | 30.7% | 30.1% |

| Score Mod Quint Distribution | 2016 | 2017 | 2018 | 2019 | 2021 |
|-------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Bottom of Range | | | | | |
| 2 | 2.8% | 2.9% | 2.6% | 2.6% | 2.6% |
| 2.1 | 2.5% | 2.7% | 2.7% | 2.3% | 2.7% |
| 2.2 | 6.2% | 6.0% | 5.7% | 6.1% | 5.7% |
| 2.4 | 6.7% | 6.3% | 6.1% | 5.8% | 5.7% |
| 2.6 | 7.6% | 7.3% | 7.0% | 6.7% | 6.8% |
| 2.8 | 3.4% | 3.5% | 3.5% | 3.1% | 3.1% |
| 2.9 | 4.2% | 3.9% | 3.9% | 4.1% | 3.5% |
| Proficient | 28.5% | 28.2% | 28.5% | 29.0% | 26.7% |
| 3 | 3.4% | 3.7% | 3.5% | 3.4% | 3.3% |
| 3.1 | 2.9% | 2.9% | 2.8% | 2.9% | 2.8% |
| 3.2 | 6.5% | 6.3% | 6.2% | 6.1% | 5.8% |
| 3.4 | 5.5% | 5.4% | 5.5% | 5.6% | 5.1% |
| 3.6 | 5.4% | 5.2% | 5.4% | 5.7% | 5.1% |
| 3.8 | 2.2% | 2.3% | 2.6% | 2.5% | 2.1% |
| 3.9 | 2.5% | 2.4% | 2.5% | 2.8% | 2.4% |
| Advanced | 18.4% | 18.4% | 19.6% | 21.0% | 18.7% |
| 4 | 8.7% | 8.8% | 9.1% | 9.6% | 8.4% |
| 4.1 | 5.3% | 5.1% | 5.5% | 5.8% | 5.3% |
| 4.2 | 3.7% | 3.8% | 4.1% | 4.6% | 4.1% |
| 4.4 | 0.6% | 0.5% | 0.7% | 0.9% | 0.7% |
| 4.6 | 0.1% | 0.1% | 0.1% | 0.1% | 0.2% |
| 4.8 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 4.9 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Grade 5 | | | | | |
| Below Basic | 28.8% | 28.9% | 28.8% | 27.8% | 31.2% |
| 1 | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |
| 1.1 | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |
| 1.2 | 0.1% | 0.2% | 0.2% | 0.2% | 0.5% |
| 1.4 | 1.0% | 1.3% | 1.3% | 1.3% | 2.0% |
| 1.6 | 6.8% | 7.3% | 7.2% | 7.0% | 8.6% |
| 1.8 | 9.0% | 8.6% | 8.5% | 7.8% | 8.3% |
| 1.9 | 12.0% | 11.5% | 11.6% | 11.5% | 11.7% |
| Basic | 31.5% | 29.6% | 28.2% | 27.3% | 29.0% |
| 2 | 3.0% | 2.9% | 2.8% | 2.7% | 2.7% |
| 2.1 | 2.8% | 2.7% | 2.5% | 2.4% | 2.8% |
| 2.2 | 6.0% | 5.8% | 5.4% | 5.1% | 5.2% |
| 2.4 | 6.3% | 6.0% | 5.6% | 5.8% | 5.8% |
| 2.6 | 6.6% | 5.9% | 5.7% | 5.4% | 6.2% |
| 2.8 | 3.3% | 3.0% | 3.0% | 2.8% | 3.0% |
| 2.9 | 3.5% | 3.4% | 3.2% | 3.0% | 3.3% |
| Proficient | 20.8% | 20.1% | 20.2% | 20.5% | 19.0% |
| 3 | 2.1% | 2.2% | 2.0% | 2.1% | 2.0% |
| 3.1 | 2.2% | 2.2% | 2.0% | 1.9% | 2.1% |
| 3.2 | 4.4% | 4.1% | 4.1% | 4.2% | 3.8% |
| 3.4 | 4.1% | 3.8% | 3.9% | 4.2% | 3.9% |
| 3.6 | 4.0% | 3.8% | 4.0% | 3.8% | 3.5% |
| 3.8 | 1.9% | 1.9% | 1.9% | 2.1% | 1.7% |
| 3.9 | 2.1% | 2.0% | 2.3% | 2.3% | 1.9% |
| Advanced | 18.9% | 21.5% | 22.8% | 24.4% | 20.8% |
| 4 | 9.6% | 10.1% | 10.3% | 10.6% | 9.3% |
| 4.1 | 5.2% | 6.2% | 6.9% | 7.1% | 6.0% |
| 4.2 | 3.7% | 4.4% | 4.9% | 5.6% | 4.6% |
| 4.4 | 0.5% | 0.6% | 0.7% | 0.9% | 0.8% |
| 4.6 | 0.0% | 0.1% | 0.1% | 0.2% | 0.1% |
| 4.8 | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |
| 4.9 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Grade 6 | | | | | |

| Score Mod Quint Distribution | 2016 | 2017 | 2018 | 2019 | 2021 |
|-------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Bottom of Range | | | | | |
| Below Basic | 27.9% | 27.9% | 26.1% | 27.5% | 32.6% |
| 1 | 0.1% | 0.1% | 0.1% | 0.1% | 0.4% |
| 1.1 | 0.1% | 0.1% | 0.1% | 0.1% | 0.3% |
| 1.2 | 0.5% | 0.6% | 0.7% | 0.7% | 0.9% |
| 1.4 | 2.6% | 2.5% | 2.7% | 2.8% | 3.3% |
| 1.6 | 7.4% | 8.0% | 7.3% | 7.3% | 9.1% |
| 1.8 | 7.0% | 6.9% | 5.9% | 6.8% | 7.9% |
| 1.9 | 10.1% | 9.7% | 9.2% | 9.7% | 10.8% |
| Basic | 32.5% | 32.1% | 30.1% | 29.7% | 30.7% |
| 2 | 2.7% | 2.6% | 2.3% | 2.5% | 2.7% |
| 2.1 | 3.0% | 2.9% | 2.4% | 2.6% | 2.7% |
| 2.2 | 6.4% | 6.1% | 5.8% | 5.6% | 6.0% |
| 2.4 | 6.5% | 6.6% | 5.9% | 5.7% | 6.0% |
| 2.6 | 7.0% | 6.9% | 6.8% | 6.6% | 6.7% |
| 2.8 | 3.5% | 3.4% | 3.4% | 3.5% | 3.4% |
| 2.9 | 3.4% | 3.7% | 3.6% | 3.3% | 3.2% |
| Proficient | 21.9% | 21.7% | 22.9% | 22.2% | 19.8% |
| 3 | 2.6% | 2.4% | 2.7% | 2.6% | 2.3% |
| 3.1 | 2.4% | 2.6% | 2.6% | 2.5% | 2.3% |
| 3.2 | 4.5% | 4.3% | 4.4% | 4.5% | 4.2% |
| 3.4 | 4.6% | 4.5% | 4.7% | 4.8% | 4.2% |
| 3.6 | 3.9% | 3.9% | 4.3% | 3.9% | 3.3% |
| 3.8 | 2.0% | 2.1% | 2.1% | 2.1% | 1.8% |
| 3.9 | 1.9% | 1.9% | 2.1% | 1.9% | 1.7% |
| Advanced | 17.7% | 18.2% | 20.9% | 20.6% | 16.9% |
| 4 | 7.9% | 8.0% | 8.7% | 8.8% | 7.5% |
| 4.1 | 4.9% | 5.0% | 5.8% | 5.4% | 4.8% |
| 4.2 | 4.1% | 4.1% | 5.0% | 4.9% | 3.6% |
| 4.4 | 0.8% | 0.9% | 1.1% | 1.2% | 0.8% |
| 4.6 | 0.1% | 0.2% | 0.2% | 0.2% | 0.2% |
| 4.8 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 4.9 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Grade 7 | | | | | |
| Below Basic | 25.6% | 27.2% | 27.6% | 26.2% | 31.3% |
| 1 | 0.0% | 0.1% | 0.1% | 0.1% | 0.5% |
| 1.1 | 0.0% | 0.0% | 0.1% | 0.0% | 0.2% |
| 1.2 | 0.4% | 0.4% | 0.5% | 0.4% | 0.8% |
| 1.4 | 2.3% | 2.4% | 2.7% | 2.6% | 3.0% |
| 1.6 | 7.4% | 7.4% | 7.9% | 7.8% | 8.7% |
| 1.8 | 6.2% | 7.0% | 6.8% | 6.5% | 7.6% |
| 1.9 | 9.4% | 9.9% | 9.6% | 8.8% | 10.5% |
| Basic | 32.9% | 30.5% | 28.5% | 27.9% | 28.7% |
| 2 | 2.6% | 2.8% | 2.5% | 2.4% | 2.8% |
| 2.1 | 2.4% | 2.6% | 2.2% | 2.3% | 2.6% |
| 2.2 | 6.0% | 5.5% | 5.3% | 5.2% | 5.4% |
| 2.4 | 7.0% | 6.7% | 6.2% | 5.9% | 5.9% |
| 2.6 | 7.4% | 6.1% | 6.1% | 5.7% | 5.7% |
| 2.8 | 3.7% | 3.1% | 2.9% | 3.0% | 2.9% |
| 2.9 | 3.9% | 3.6% | 3.3% | 3.4% | 3.3% |
| Proficient | 24.9% | 23.9% | 24.9% | 24.6% | 22.4% |
| 3 | 3.0% | 2.8% | 2.8% | 2.7% | 2.6% |
| 3.1 | 2.9% | 2.6% | 2.9% | 2.6% | 2.5% |
| 3.2 | 5.2% | 4.8% | 5.1% | 5.0% | 4.5% |
| 3.4 | 4.9% | 5.1% | 5.4% | 5.3% | 5.0% |
| 3.6 | 4.4% | 4.4% | 4.4% | 4.5% | 3.9% |
| 3.8 | 2.3% | 2.2% | 2.2% | 2.3% | 1.8% |
| 3.9 | 2.1% | 2.0% | 2.2% | 2.2% | 2.0% |

| Score Mod Quint Distribution | 2016 | 2017 | 2018 | 2019 | 2021 |
|-------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Bottom of Range | | | | | |
| Advanced | 16.6% | 18.4% | 18.9% | 21.2% | 17.6% |
| 4 | 8.0% | 8.4% | 8.4% | 8.7% | 7.6% |
| 4.1 | 5.1% | 5.4% | 5.5% | 6.2% | 5.0% |
| 4.2 | 3.2% | 3.9% | 4.3% | 5.2% | 4.0% |
| 4.4 | 0.4% | 0.6% | 0.7% | 0.9% | 0.7% |
| 4.6 | 0.0% | 0.1% | 0.1% | 0.1% | 0.1% |
| 4.8 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 4.9 | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |
| Grade 8 | | | | | |
| Below Basic | 32.8% | 33.4% | 35.0% | 32.2% | 37.0% |
| 1 | 0.1% | 0.1% | 0.0% | 0.1% | 0.3% |
| 1.1 | 0.1% | 0.0% | 0.0% | 0.1% | 0.1% |
| 1.2 | 0.4% | 0.6% | 0.6% | 0.5% | 1.1% |
| 1.4 | 2.5% | 2.9% | 3.2% | 3.3% | 3.6% |
| 1.6 | 9.0% | 9.2% | 8.8% | 9.3% | 10.2% |
| 1.8 | 8.5% | 8.0% | 8.3% | 8.0% | 9.4% |
| 1.9 | 12.3% | 12.6% | 14.0% | 11.0% | 12.2% |
| Basic | 29.0% | 28.0% | 24.0% | 27.1% | 27.1% |
| 2 | 2.9% | 3.1% | 3.1% | 2.8% | 3.0% |
| 2.1 | 2.9% | 2.9% | 2.5% | 2.4% | 2.7% |
| 2.2 | 5.3% | 5.5% | 4.7% | 5.4% | 5.4% |
| 2.4 | 5.8% | 5.7% | 4.2% | 5.4% | 5.3% |
| 2.6 | 5.9% | 5.3% | 4.5% | 5.5% | 5.2% |
| 2.8 | 3.0% | 2.7% | 2.3% | 2.7% | 2.6% |
| 2.9 | 3.2% | 2.8% | 2.6% | 3.0% | 2.9% |
| Proficient | 20.7% | 19.9% | 19.9% | 20.0% | 18.2% |
| 3 | 2.4% | 2.1% | 2.3% | 2.2% | 2.1% |
| 3.1 | 2.3% | 2.3% | 2.0% | 2.2% | 1.9% |
| 3.2 | 4.1% | 4.0% | 3.9% | 4.0% | 4.0% |
| 3.4 | 4.0% | 3.9% | 3.8% | 4.0% | 3.6% |
| 3.6 | 4.0% | 3.8% | 4.0% | 3.7% | 3.3% |
| 3.8 | 2.1% | 2.1% | 1.9% | 2.0% | 1.8% |
| 3.9 | 1.9% | 1.6% | 2.0% | 1.8% | 1.5% |
| Advanced | 17.5% | 18.8% | 21.1% | 20.7% | 17.7% |
| 4 | 7.4% | 7.3% | 8.2% | 7.7% | 7.1% |
| 4.1 | 5.0% | 5.5% | 6.0% | 5.6% | 4.7% |
| 4.2 | 4.1% | 4.8% | 5.4% | 5.7% | 4.5% |
| 4.4 | 0.8% | 1.0% | 1.3% | 1.5% | 1.2% |
| 4.6 | 0.1% | 0.2% | 0.2% | 0.2% | 0.2% |
| 4.8 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 4.9 | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% |
| Grade 10 | | | | | |
| Below Basic | 40.3% | 39.8% | 39.3% | 39.7% | 39.7% |
| 1 | 0.2% | 0.1% | 0.2% | 0.2% | 1.0% |
| 1.1 | 0.1% | 0.1% | 0.1% | 0.1% | 0.4% |
| 1.2 | 0.6% | 0.7% | 0.7% | 0.8% | 1.1% |
| 1.4 | 2.7% | 3.2% | 3.6% | 3.5% | 3.7% |
| 1.6 | 11.3% | 11.8% | 11.5% | 11.6% | 11.2% |
| 1.8 | 11.3% | 10.8% | 10.2% | 10.6% | 9.6% |
| 1.9 | 14.3% | 13.1% | 13.1% | 12.9% | 12.6% |
| Basic | 29.0% | 28.2% | 27.9% | 26.9% | 27.7% |
| 2 | 3.3% | 3.0% | 3.1% | 3.0% | 3.2% |
| 2.1 | 3.1% | 2.5% | 2.6% | 2.7% | 2.6% |
| 2.2 | 5.8% | 6.1% | 6.0% | 5.8% | 5.2% |
| 2.4 | 5.5% | 5.8% | 5.7% | 5.2% | 5.8% |
| 2.6 | 5.7% | 5.6% | 5.5% | 5.1% | 5.5% |
| 2.8 | 2.6% | 2.4% | 2.4% | 2.5% | 2.4% |

| Score Mod Quint Distribution | 2016 | 2017 | 2018 | 2019 | 2021 |
|-------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Bottom of Range | | | | | |
| 2.9 | 3.0% | 2.8% | 2.6% | 2.6% | 2.9% |
| Proficient | 20.2% | 20.4% | 19.6% | 19.3% | 18.9% |
| 3 | 2.8% | 2.6% | 2.3% | 2.6% | 2.6% |
| 3.1 | 2.3% | 2.2% | 2.0% | 2.1% | 2.1% |
| 3.2 | 4.1% | 4.4% | 4.2% | 4.4% | 4.1% |
| 3.4 | 4.0% | 4.2% | 4.2% | 4.1% | 3.7% |
| 3.6 | 3.7% | 3.7% | 3.5% | 3.2% | 3.2% |
| 3.8 | 1.6% | 1.6% | 1.7% | 1.5% | 1.5% |
| 3.9 | 1.6% | 1.7% | 1.8% | 1.5% | 1.7% |
| Advanced | 10.5% | 11.5% | 13.2% | 14.1% | 13.7% |
| 4 | 5.2% | 4.9% | 5.6% | 5.8% | 6.1% |
| 4.1 | 2.9% | 3.1% | 3.5% | 4.0% | 3.8% |
| 4.2 | 2.1% | 2.9% | 3.4% | 3.6% | 3.1% |
| 4.4 | 0.3% | 0.5% | 0.6% | 0.7% | 0.6% |
| 4.6 | 0.0% | 0.1% | 0.1% | 0.0% | 0.1% |
| 4.8 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 4.9 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| ISAT Science | | | | | |
| Grade 5 | | | | | |
| Below Basic | 8.2% | 6.9% | 7.0% | 7.5% | |
| 1 | 0.0% | 0.0% | 0.0% | 0.0% | |
| 1.2 | 0.0% | 0.0% | 0.0% | 0.0% | |
| 1.4 | 0.1% | 0.1% | 0.1% | 0.1% | |
| 1.6 | 0.8% | 1.2% | 1.1% | 1.5% | |
| 1.8 | 1.5% | 1.6% | 1.8% | 1.8% | |
| 1.9 | 5.9% | 4.0% | 4.1% | 4.2% | |
| Basic | 28.8% | 27.0% | 27.8% | 28.0% | |
| 2 | 2.0% | 3.4% | 3.6% | 3.9% | |
| 2.1 | 2.4% | 0.0% | 0.0% | 0.0% | |
| 2.2 | 4.9% | 4.3% | 4.3% | 4.3% | |
| 2.4 | 5.8% | 5.2% | 5.5% | 5.2% | |
| 2.6 | 6.6% | 6.4% | 6.7% | 6.7% | |
| 2.8 | 0.0% | 3.6% | 3.8% | 3.8% | |
| 2.9 | 7.1% | 4.1% | 3.9% | 4.1% | |
| Proficient | 36.1% | 41.8% | 42.1% | 42.4% | |
| 3 | 4.2% | 4.4% | 4.5% | 4.3% | |
| 3.1 | 4.2% | 4.8% | 4.8% | 4.9% | |
| 3.2 | 4.2% | 5.0% | 5.2% | 5.0% | |
| 3.4 | 9.1% | 11.0% | 10.8% | 11.2% | |
| 3.6 | 4.8% | 5.8% | 5.8% | 5.7% | |
| 3.8 | 4.8% | 5.5% | 5.6% | 5.8% | |
| 3.9 | 4.8% | 5.3% | 5.4% | 5.5% | |
| Advanced | 26.8% | 24.4% | 23.0% | 22.1% | |
| 4 | 9.4% | 10.1% | 9.6% | 9.3% | |
| 4.1 | 8.4% | 7.6% | 7.0% | 7.2% | |
| 4.2 | 5.9% | 4.7% | 4.5% | 3.9% | |
| 4.4 | 1.9% | 1.2% | 1.1% | 1.0% | |
| 4.6 | 0.9% | 0.6% | 0.6% | 0.4% | |
| 4.9 | 0.4% | 0.2% | 0.2% | 0.2% | |
| Grade 7 | | | | | |
| Below Basic | 21.7% | 22.2% | 24.3% | 24.2% | |
| 1 | 0.0% | 0.0% | 0.0% | 0.0% | |
| 1.2 | 0.0% | 0.0% | 0.0% | 0.0% | |
| 1.4 | 0.0% | 0.0% | 0.0% | 0.0% | |
| 1.6 | 2.1% | 1.9% | 2.4% | 2.5% | |
| 1.8 | 6.8% | 5.9% | 6.8% | 6.8% | |
| 1.9 | 12.7% | 14.4% | 15.2% | 14.9% | |

| Score Mod Quint Distribution | 2016 | 2017 | 2018 | 2019 | 2021 |
|------------------------------|--------------|--------------|--------------|--------------|------|
| Bottom of Range | | | | | |
| Basic | 24.5% | 25.3% | 24.4% | 24.7% | |
| 2 | 2.7% | 2.7% | 2.7% | 2.6% | |
| 2.1 | 2.9% | 2.9% | 2.8% | 2.7% | |
| 2.2 | 2.8% | 6.2% | 6.0% | 6.1% | |
| 2.4 | 2.7% | 3.3% | 3.1% | 3.1% | |
| 2.6 | 3.3% | 3.3% | 3.2% | 3.4% | |
| 2.8 | 6.7% | 3.4% | 3.2% | 3.3% | |
| 2.9 | 3.5% | 3.6% | 3.4% | 3.5% | |
| Proficient | 19.8% | 18.7% | 18.1% | 18.4% | |
| 3 | 3.5% | 3.6% | 3.4% | 3.5% | |
| 3.2 | 4.1% | 3.7% | 3.9% | 3.6% | |
| 3.4 | 0.0% | 3.7% | 3.6% | 3.6% | |
| 3.6 | 4.1% | 3.7% | 3.5% | 3.7% | |
| 3.8 | 3.9% | 0.0% | 0.0% | 0.0% | |
| 3.9 | 4.3% | 3.9% | 3.8% | 4.0% | |
| Advanced | 34.1% | 33.9% | 33.2% | 32.6% | |
| 4 | 13.5% | 11.3% | 10.7% | 11.1% | |
| 4.1 | 8.2% | 10.4% | 10.6% | 9.9% | |
| 4.2 | 9.1% | 8.3% | 8.2% | 7.9% | |
| 4.4 | 2.7% | 3.1% | 2.8% | 3.0% | |
| 4.6 | 0.5% | 0.7% | 0.7% | 0.6% | |
| 4.9 | 0.2% | 0.1% | 0.2% | 0.2% | |

The left side of table below represents the distribution of students by attainment level within each test and reported grade. The testing years are rolled into a composite output and population of the report is constrained by students who have test presence in both the initial year and three years out. The average modified score quintile (modified to show deciles for the top and bottom of each quintile) and the absolute average increase or decrease in average student level score.

The right side of table below illustrates the testing distribution three years after the initial test, with the distribution displayed within the same row context as the initial test.

In example, KG Fall IRI show 20.81% of student had an assessment level of 1, 26.83% at level 2, and 52.36% at 3 (grade level); totaling 100% of the population in the report for that grade and test type. Of those who tested at level 1, the right side of the report displays 39.5% remained at level 1 when tested three years later, 29.5% improved to level 2, and 31% attained grade level performance (assessment level 3).

Score Distribution by Grade and Assessment Level

Growth from Initial Attainment Level on Subsequent Distribution by Assessment Level

| Initial Attainment Level by Grade | | | | Attainment Level After 3 Years | | | |
|-----------------------------------|-------------------------|----------------------|---------------------|--------------------------------|---------|---------|---------|
| Initial Grade and Level | Assessment Distribution | Avg Score w/Quintile | 3 Year Gain or Loss | Level 1 | Level 2 | Level 3 | Level 4 |
| Fall IRI | | | | | | | |
| Grade KG | | | | Grade KG | | | |
| 1 | 20.81% | 1.00 | 0.91 | Growth Distr -> | 39.5% | 29.5% | 31.0% |
| 2 | 26.83% | 2.00 | 0.31 | -> | 20.0% | 29.3% | 50.8% |
| 3 | 52.36% | 3.00 | -0.26 | -> | 5.5% | 15.1% | 79.3% |
| Spring IRI | | | | | | | |
| Grade KG | | | | Grade KG | | | |
| 1 | 6.06% | 1.00 | 0.77 | Growth Distr -> | 49.9% | 22.9% | 27.2% |
| 2 | 12.79% | 2.00 | 0.22 | -> | 25.7% | 26.1% | 48.2% |
| 3 | 81.15% | 3.00 | -0.27 | -> | 6.4% | 14.3% | 79.4% |
| ISAT ELA | | | | | | | |
| Grade 3 | | | | Grade 3 | | | |
| 1 | 23.41% | 1.79 | 0.30 | Growth Distr -> | 57.4% | 32.6% | 9.6% |
| 2 | 26.39% | 2.44 | 0.24 | -> | 19.3% | 42.3% | 34.8% |
| 3 | 25.25% | 3.41 | -0.17 | -> | 4.2% | 24.0% | 55.0% |
| 4 | 24.95% | 4.08 | -0.32 | -> | 0.7% | 5.8% | 39.6% |
| Grade 4 | | | | Grade 4 | | | |
| 1 | 27.73% | 1.77 | 0.42 | Growth Distr -> | 51.7% | 33.1% | 14.7% |
| 2 | 21.44% | 2.44 | 0.38 | -> | 14.5% | 36.1% | 45.4% |
| 3 | 25.60% | 3.41 | -0.12 | -> | 4.0% | 19.2% | 60.1% |
| 4 | 25.23% | 4.09 | -0.30 | -> | 0.6% | 4.0% | 42.6% |
| Grade 5 | | | | Grade 5 | | | |
| 1 | 23.57% | 1.78 | 0.31 | Growth Distr -> | 56.7% | 34.2% | 8.8% |
| 2 | 20.99% | 2.44 | 0.22 | -> | 18.4% | 45.0% | 34.4% |
| 3 | 33.14% | 3.42 | -0.19 | -> | 4.5% | 22.8% | 58.6% |
| 4 | 22.30% | 4.08 | -0.28 | -> | 0.6% | 3.9% | 41.1% |
| Grade 7 | | | | Grade 7 | | | |
| 1 | 19.79% | 1.78 | 0.32 | Growth Distr -> | 56.8% | 33.2% | 9.7% |
| 2 | 24.25% | 2.47 | 0.26 | -> | 18.8% | 38.8% | 38.2% |
| 3 | 40.53% | 3.40 | 0.04 | -> | 3.6% | 15.0% | 51.9% |
| 4 | 15.43% | 4.07 | -0.10 | -> | 0.5% | 1.7% | 22.1% |
| ISAT Math | | | | | | | |
| Grade 3 | | | | Grade 3 | | | |
| 1 | 22.45% | 1.77 | 0.07 | Growth Distr -> | 77.2% | 19.9% | 2.7% |
| 2 | 24.70% | 2.44 | -0.09 | -> | 36.3% | 46.0% | 15.1% |
| 3 | 31.74% | 3.40 | -0.38 | -> | 9.3% | 38.5% | 35.0% |
| 4 | 21.11% | 4.10 | -0.33 | -> | 1.0% | 10.8% | 27.3% |
| Grade 4 | | | | Grade 4 | | | |
| 1 | 19.29% | 1.79 | 0.01 | Growth Distr -> | 81.2% | 17.0% | 1.6% |
| 2 | 32.40% | 2.46 | -0.05 | -> | 33.2% | 46.0% | 18.5% |
| 3 | 29.01% | 3.39 | -0.22 | -> | 5.7% | 30.8% | 42.9% |
| 4 | 19.30% | 4.09 | -0.23 | -> | 0.5% | 6.3% | 25.7% |
| Grade 5 | | | | Grade 5 | | | |
| 1 | 27.85% | 1.78 | 0.09 | Growth Distr -> | 76.5% | 20.3% | 3.0% |
| 2 | 29.78% | 2.44 | 0.02 | -> | 33.2% | 42.9% | 19.8% |
| 3 | 20.85% | 3.42 | -0.33 | -> | 10.3% | 32.7% | 35.2% |
| 4 | 21.52% | 4.08 | -0.31 | -> | 1.9% | 10.0% | 24.9% |
| Grade 7 | | | | Grade 7 | | | |
| 1 | 24.12% | 1.74 | 0.03 | Growth Distr -> | 84.9% | 13.6% | 1.4% |
| 2 | 30.67% | 2.46 | -0.24 | -> | 46.3% | 40.6% | 12.1% |
| 3 | 26.06% | 3.39 | -0.50 | -> | 13.9% | 38.0% | 36.3% |
| 4 | 19.15% | 4.09 | -0.38 | -> | 2.0% | 10.5% | 31.3% |

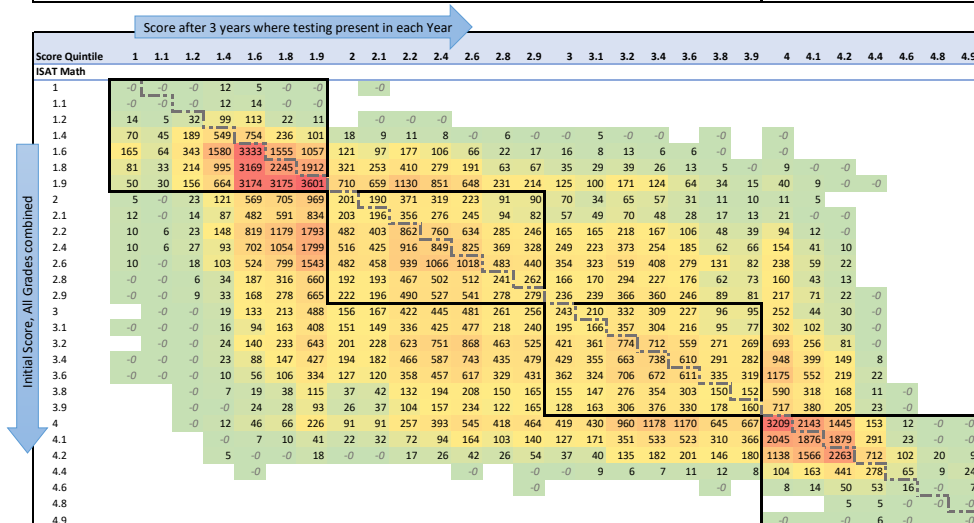
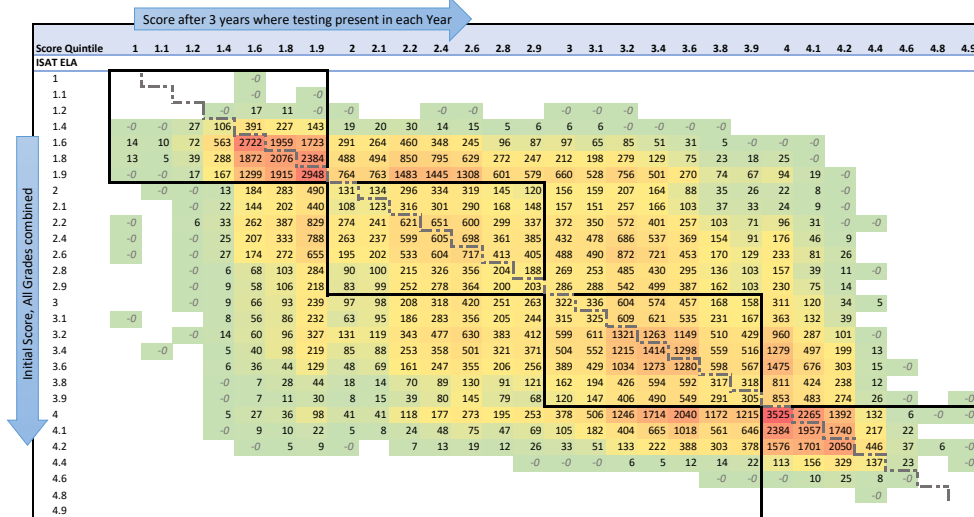
The two heat maps below roll all grade levels and testing years, where students are present in both the initial year and the third year out, into student test counts at the intersection of the initial modified quintile score and the modified quintile score after three years. Student counts of less than five are displayed as -0 and the heat coloring is based on the volume of records. The large squares represent the intersection of the overall attainment levels of 1 thru 4, and the dashed diagonal line shows the intersection of common scores (2.8 in Initial score and 2.8 after three years).

Cells to the right of the diagonal represents students who showed improvement in their test scores, the last cell before the line represent who maintained the same score, and those to the left declined. Highlighting cell ranges allow the user to pull cumulative numbers.

In example, ISAT ELA is displayed in the first chart, and students who scored a 4 at initial placement show counts across that row (counts of 5,27,36,98, etc.). 3,525 students tested at the same score and quintile three years later (also highlighted in red as it is a large cluster), approximately 3,595 improved their score (cells in that row to the right of the diagonal) and 9,535 dropped. Of those that dropped, 8,271 were still at grade level (assessment level 3).

Composite Heatmap of Modified Quintiles

Intersection of Initial Score to Score After 3 Years



WORK SESSION OCTOBER 20, 2021

ATTACHMENT 2

Assessment Scores by Modified Score Quintile*, Growth from Comp Year
Individual Student Progress to Prior Year where both years in common

*Score range broken into five even quintiles, top and bottom range is additional split

| to Prior Year | Students | Avg Score w/Quintile | Avg Growth w/Quintile | Growth Rate w/Quintile |
|---------------------|----------|-------------------------|--------------------------|---------------------------|
| Fall IRI | | | | |
| Grade 1 | 95,530 | 2.32 | 0.06 | 2.80% |
| 2017 | 18,842 | 2.48 | 0.15 | 6.53% |
| 2018 | 18,863 | 2.50 | 0.19 | 8.32% |
| 2019 | 19,245 | 2.16 | (0.12) | -5.40% |
| 2020 | 19,729 | 2.30 | 0.12 | 5.27% |
| 2021 | 19,151 | 2.15 | (0.02) | -0.87% |
| Grade 2 | 101,861 | 2.38 | (0.01) | -0.24% |
| 2017 | 20,404 | 2.36 | (0.11) | -4.41% |
| 2018 | 20,285 | 2.33 | (0.15) | -6.02% |
| 2019 | 20,338 | 2.40 | (0.09) | -3.46% |
| 2020 | 20,630 | 2.48 | 0.11 | 14.66% |
| 2021 | 20,204 | 2.32 | 0.03 | 1.43% |
| Grade 3 | 105,045 | 2.48 | 0.10 | 4.05% |
| 2017 | 21,410 | 2.51 | 0.16 | 6.73% |
| 2018 | 21,061 | 2.52 | 0.16 | 6.50% |
| 2019 | 20,869 | 2.45 | 0.12 | 5.01% |
| 2020 | 21,266 | 2.50 | 0.10 | 4.22% |
| 2021 | 20,439 | 2.41 | (0.06) | -2.52% |
| Spring IRI | | | | |
| Grade 1 | 56,697 | 2.53 | (0.21) | -7.77% |
| 2017 | 18,583 | 2.53 | (0.20) | -7.40% |
| 2018 | 18,697 | 2.52 | (0.23) | -8.34% |
| 2019 | 19,417 | 2.53 | (0.21) | -7.67% |
| Grade 2 | 60,320 | 2.58 | 0.03 | 1.30% |
| 2017 | 19,999 | 2.56 | (0.01) | -0.40% |
| 2018 | 19,737 | 2.53 | (0.01) | -0.40% |
| 2019 | 20,584 | 2.65 | 0.12 | 4.75% |
| Grade 3 | 62,304 | 2.63 | 0.09 | 3.65% |
| 2017 | 20,514 | 2.64 | 0.09 | 3.72% |
| 2018 | 20,447 | 2.64 | 0.08 | 3.24% |
| 2019 | 20,883 | 2.63 | 0.10 | 3.99% |
| ISAT ELA | | | | |
| Grade 4 | 65,418 | 2.91 | (0.01) | -0.30% |
| 2017 | 21,640 | 2.86 | (0.07) | -2.37% |
| 2018 | 22,106 | 2.91 | 0.04 | 1.29% |
| 2019 | 21,672 | 2.95 | 0.01 | 0.19% |
| Grade 5 | 66,123 | 2.98 | 0.09 | 2.98% |
| 2017 | 21,266 | 2.94 | 0.03 | 1.16% |
| 2018 | 22,231 | 2.98 | 0.12 | 4.11% |
| 2019 | 22,636 | 2.92 | 0.10 | 3.50% |
| Grade 6 | 65,551 | 2.94 | (0.01) | -0.39% |
| 2017 | 21,360 | 2.90 | (0.04) | -1.53% |
| 2018 | 21,614 | 2.95 | 0.01 | 0.21% |
| 2019 | 22,577 | 2.98 | 0.00 | 0.10% |
| Grade 7 | 64,679 | 2.96 | 0.04 | 1.24% |
| 2017 | 20,899 | 2.93 | 0.02 | 0.67% |
| 2018 | 21,744 | 2.93 | 0.03 | 0.96% |
| 2019 | 22,036 | 3.01 | 0.06 | 2.03% |
| Grade 8 | 63,887 | 2.94 | 0.01 | 0.44% |
| 2017 | 20,490 | 2.92 | 0.00 | 0.10% |
| 2018 | 21,281 | 2.95 | 0.02 | 0.60% |
| 2019 | 22,116 | 2.95 | 0.02 | 0.55% |
| Grade 10 | 58,724 | 3.08 | 0.12 | 3.88% |
| 2018 | 18,552 | 3.08 | 0.11 | 3.75% |
| 2019 | 19,655 | 3.08 | 0.14 | 4.59% |
| 2021 | 20,117 | 3.09 | 0.10 | 3.33% |
| ISAT Math | | | | |
| Grade 4 | 65,545 | 2.92 | (0.01) | -0.30% |
| 2017 | 21,666 | 2.89 | (0.05) | -1.54% |
| 2018 | 22,157 | 2.91 | 0.01 | 0.35% |
| 2019 | 21,722 | 2.95 | 0.01 | 0.35% |
| Grade 5 | 66,178 | 2.93 | (0.01) | -0.25% |
| 2017 | 21,263 | 2.80 | (0.10) | -3.36% |
| 2018 | 22,279 | 2.83 | (0.05) | -1.86% |
| 2019 | 22,036 | 2.87 | (0.05) | -1.60% |
| Grade 6 | 65,590 | 2.80 | 0.00 | 0.12% |
| 2017 | 21,366 | 2.76 | (0.01) | -0.18% |
| 2018 | 21,634 | 2.81 | 0.03 | 1.14% |
| 2019 | 22,590 | 2.81 | (0.01) | -0.37% |
| Grade 7 | 64,659 | 2.82 | 0.04 | 1.30% |
| 2017 | 20,869 | 2.80 | 0.04 | 1.50% |
| 2018 | 21,754 | 2.81 | 0.04 | 1.55% |
| 2019 | 22,036 | 2.86 | 0.02 | 0.86% |
| Grade 8 | 63,782 | 2.74 | (0.06) | -2.10% |
| 2017 | 20,431 | 2.71 | (0.08) | -2.74% |
| 2018 | 21,249 | 2.75 | (0.05) | -1.82% |
| 2019 | 22,102 | 2.76 | (0.05) | -1.79% |
| Grade 10 | 58,690 | 2.57 | (0.20) | -7.13% |
| 2018 | 18,535 | 2.57 | (0.17) | -6.24% |
| 2019 | 19,599 | 2.58 | (0.14) | -5.94% |
| 2021 | 20,156 | 2.56 | (0.26) | -9.11% |
| ISAT Science | | | | |
| Grade 7 | 41,532 | 3.04 | (0.10) | -3.19% |
| 2018 | 20,612 | 3.04 | (0.19) | -5.94% |
| 2019 | 20,920 | 3.04 | (0.21) | -6.44% |

| Three Year Span (Prior) | Students | Avg Score w/Quintile | Avg Growth w/Quintile | Growth Rate w/Quintile |
|-------------------------|----------|-------------------------|--------------------------|---------------------------|
| 2019 | | | | |
| Fall IRI | | | | |
| Grade 3 | 17,632 | 2.45 | 0.11 | 4.62% |
| At or above grade | 10,859 | 3.00 | 0.41 | 15.91% |
| Below grade | 6,773 | 1.56 | (0.38) | -19.56% |
| Spring IRI | | | | |
| Grade 3 | 17,894 | 2.63 | (0.11) | -3.94% |
| At or above grade | 11,252 | 3.00 | 0.14 | 4.90% |
| Below grade | 6,642 | 1.59 | (0.51) | -31.90% |
| ISAT ELA | | | | |
| Grade 6 | 20,558 | 2.99 | 0.05 | 1.73% |
| At or above grade | 11,433 | 3.45 | 0.19 | 5.48% |
| Below grade | 9,125 | 2.16 | (0.12) | -5.37% |
| Grade 7 | 20,075 | 3.01 | 0.09 | 3.21% |
| At or above grade | 11,760 | 3.62 | 0.20 | 5.90% |
| Below grade | 8,315 | 2.15 | (0.06) | -2.68% |
| Grade 8 | 20,176 | 2.95 | (0.00) | -0.07% |
| At or above grade | 10,945 | 3.61 | 0.12 | 3.33% |
| Below grade | 9,231 | 2.17 | (0.14) | -6.18% |
| ISAT Math | | | | |
| Grade 6 | 20,573 | 2.82 | (0.12) | -4.10% |
| At or above grade | 8,919 | 3.74 | 0.14 | 3.91% |
| Below grade | 11,654 | 2.11 | (0.12) | -11.17% |
| Grade 7 | 20,046 | 2.86 | (0.04) | -1.47% |
| At or above grade | 9,353 | 3.73 | 0.20 | 5.76% |
| Below grade | 10,693 | 2.11 | (0.26) | -10.89% |
| Grade 8 | 20,157 | 2.76 | (0.01) | -0.52% |
| At or above grade | 8,324 | 3.77 | 0.27 | 7.85% |
| Below grade | 11,833 | 2.06 | (0.22) | -9.57% |
| 2020 | | | | |
| Fall IRI | | | | |
| Grade 3 | 17,540 | 2.50 | 0.19 | 8.13% |
| At or above grade | 11,602 | 3.00 | 0.44 | 17.39% |
| Below grade | 5,938 | 1.59 | (0.38) | -15.03% |
| 2021 | | | | |
| Fall IRI | | | | |
| Grade 3 | 17,383 | 2.40 | 0.11 | 4.77% |
| At or above grade | 10,160 | 3.00 | 0.43 | 16.94% |
| Below grade | 7,223 | 1.56 | (0.35) | -18.19% |
| Spring IRI | | | | |
| Grade 3 | 17,546 | 2.58 | (0.18) | -6.50% |
| At or above grade | 12,347 | 3.00 | 0.12 | 4.20% |
| Below grade | 5,199 | 1.58 | (0.89) | -36.07% |
| ISAT ELA | | | | |
| Grade 6 | 19,918 | 2.92 | (0.03) | -0.87% |
| At or above grade | 10,390 | 3.63 | 0.13 | 3.71% |
| Below grade | 9,528 | 2.16 | (0.20) | -8.30% |
| Grade 7 | 20,698 | 3.02 | 0.09 | 3.14% |
| At or above grade | 12,107 | 3.62 | 0.20 | 5.91% |
| Below grade | 8,591 | 2.15 | (0.06) | -2.87% |
| Grade 8 | 20,665 | 2.99 | (0.01) | -0.26% |
| At or above grade | 11,590 | 3.63 | 0.11 | 3.25% |
| Below grade | 9,075 | 2.17 | (0.16) | -7.04% |
| Grade 10 | 18,670 | 3.09 | 0.15 | 5.03% |
| At or above grade | 11,290 | 3.70 | 0.34 | 10.26% |
| Below grade | 7,380 | 2.16 | (0.15) | -6.56% |
| ISAT Math | | | | |
| Grade 6 | 19,902 | 2.68 | (0.27) | -9.28% |
| At or above grade | 7,255 | 3.72 | 0.01 | 0.18% |
| Below grade | 12,647 | 2.07 | (0.45) | -17.91% |
| Grade 7 | 20,711 | 2.72 | (0.20) | -6.79% |
| At or above grade | 8,373 | 3.70 | 0.09 | 2.40% |
| Below grade | 12,338 | 2.06 | (0.39) | -15.96% |
| Grade 8 | 20,656 | 2.65 | (0.20) | -6.89% |
| At or above grade | 7,539 | 3.75 | 0.10 | 2.86% |
| Below grade | 13,117 | 2.02 | (0.37) | -15.41% |
| Grade 10 | 18,717 | 2.56 | (0.24) | -9.19% |
| At or above grade | 6,195 | 3.68 | 0.05 | 1.24% |
| Below grade | 12,522 | 2.00 | (0.41) | -16.98% |

| to Prior Year | Students | Avg Score w/Quintile | Avg Growth w/Quintile | Growth Rate w/Quintile |
|--------------------------|----------|-------------------------|--------------------------|---------------------------|
| Fall IRI | | | | |
| Grade 1 | 76,779 | 2.36 | 0.08 | 3.67% |
| Dist Cont' Enroll | | | | |
| 2017 | 18,842 | 2.48 | 0.15 | 6.53% |
| 2018 | 18,863 | 2.50 | 0.19 | 8.32% |
| 2019 | 19,245 | 2.16 | (0.12) | -5.40% |
| 2020 | 19,729 | 2.30 | 0.12 | 5.27% |
| Grade 2 | 81,657 | 2.39 | (0.02) | -0.83% |
| Dist Cont' Enroll | | | | |
| 2017 | 20,404 | 2.36 | (0.13) | -5.41% |
| 2018 | 20,285 | 2.33 | (0.15) | -6.02% |
| 2019 | 20,338 | 2.40 | (0.09) | -3.46% |
| 2020 | 20,630 | 2.48 | 0.11 | 14.66% |
| Grade 3 | 84,606 | 2.50 | 0.13 | 5.72% |
| Dist Cont' Enroll | | | | |
| 2017 | 21,410 | 2.51 | 0.16 | 6.73% |
| 2018 | 21,061 | 2.52 | 0.16 | 6.92% |
| 2019 | 20,869 | 2.45 | 0.12 | 5.01% |
| 2020 | 21,266 | 2.50 | 0.10 | 4.22% |
| Spring IRI | | | | |
| Grade 1 | 56,697 | 2.53 | (0.21) | -7.77% |
| Dist Cont' Enroll | | | | |
| 2017 | 17,904 | 2.54 | (0.20) | -7.20% |
| 2018 | 18,020 | 2.53 | (0.22) | -8.03% |
| 2019 | 18,727 | 2.54 | (0.21) | -7.48% |
| Not Cont' Enroll | | | | |
| 2017 | 17,999 | 2.56 | (0.03) | -0.89% |
| 2018 | 19,737 | 2.53 | (0.01) | -0.40% |
| 2019 | 20,584 | 2.65 | 0.12 | 4.75% |
| Grade 2 | 60,320 | 2.58 | 0.03 | 1.30% |
| Dist Cont' Enroll | | | | |
| 2017 | 19,999 | 2.56 | (0.01) | -0.40% |
| 2018 | 19,737 | 2.53 | (0.01) | -0.40% |
| 2019 | 20,584 | 2.65 | 0.12 | 4.75% |
| Grade 3 | 62,304 | 2.63 | 0.09 | 3.65% |
| Dist Cont' Enroll | | | | |
| 2017 | 20,514 | 2.64 | 0.09 | 3.72% |
| 2018 | 20,447 | 2.64 | 0.08 | 3.24% |
| 2019 | 20,883 | 2.63 | 0.10 | 3.99% |
| ISAT ELA | | | | |
| Grade 4 | 65,418 | 2.91 | (0.01) | -0.30% |
| Dist Cont' Enroll | | | | |
| 2017 | 21,640 | 2.86 | (0.07) | -2.37% |
| 2018 | 22,106 | 2.91 | 0.04 | 1.29% |
| 2019 | 21,672 | 2.95 | 0.01 | 0.19% |
| Grade 5 | 66,123 | 2.98 | 0.09 | 2.98% |
| Dist Cont' Enroll | | | | |
| 2017 | 21,266 | 2.94 | 0.03 | 1.16% |
| 2018 | 22,231 | 2.98 | 0.12 | 4.11% |
| 2019 | 22,636 | 2.92 | 0.10 | 3.50% |
| Grade 6 | 65,551 | 2.94 | (0.01) | -0.39% |
| Dist Cont' Enroll | | | | |
| 2017 | 21,360 | 2.90 | (0.04) | -1.53% |
| 2018 | 21,614 | 2.95 | 0.01 | 0.21% |
| 2019 | 22,577 | 2.98 | 0.00 | 0.10% |
| Grade 7 | 64,679 | 2.96 | 0.04 | 1.24% |
| Dist Cont' Enroll | | | | |
| 2017 | 20,899 | 2.93 | 0.02 | 0.67% |
| 2018 | 21,744 | 2.93 | 0.03 | 0.96% |
| 2019 | 22,036 | 3.01 | 0.06 | 2.03% |
| Grade 8 | 63,887 | 2.94 | 0.01 | 0.44% |
| Dist Cont' Enroll | | | | |
| 2017 | 20,490 | 2.92 | 0.00 | 0.10% |
| 2018 | 21,281 | 2.95 | 0.02 | 0.60% |
| 2019 | 22,116 | 2.95 | 0.02 | 0.55% |
| Grade 10 | 58,724 | 3.08 | 0.12 | 3.88% |

WORK SESSION OCTOBER 20, 2021

ATTACHMENT 2

Assessment Scores by Socio-Economic Identifier w Modified Score Quintile*

Individual Student Progress to Prior Year where both years in common

*Score range broken into five even quintiles, top and bottom range w additional split

Breakouts by Economically Disadvantaged Indictors

Breakouts by Special Education Participation Participation in Any Year Triggers Breakout thru All Years

Breakouts by English Language Learners Participation

Breakouts by Grade Level Attainment No Demographic Indicators

| Row Labels | Students | Avg Score wQuintile | Avg Growth wQuintile | Growth Rate wQuintile |
|-------------------|----------|---------------------|----------------------|-----------------------|
| Fall IRI | | | | |
| Grade 1 | 95,925 | 2.32 | 0.06 | 2.80% |
| Not Disadv | | | | |
| 2017 | 8,111 | 2.64 | 0.04 | 1.58% |
| 2018 | 9,050 | 2.65 | 0.08 | 3.03% |
| 2019 | 8,943 | 2.38 | (0.16) | -6.17% |
| 2020 | 11,171 | 2.46 | 0.07 | 3.00% |
| 2021 | 11,063 | 2.30 | (0.04) | -1.58% |
| Econ Disadv | | | | |
| 2017 | 10,731 | 2.36 | 0.24 | 11.10% |
| 2018 | 9,913 | 2.36 | 0.30 | 14.32% |
| 2019 | 10,302 | 1.96 | (0.09) | -4.57% |
| 2020 | 8,558 | 2.08 | 0.17 | 8.99% |
| 2021 | 8,083 | 1.95 | 0.01 | 0.30% |
| Grade 2 | 101,852 | 2.38 | (0.01) | -0.24% |
| Not Disadv | | | | |
| 2017 | 8,934 | 2.55 | (0.10) | -3.83% |
| 2018 | 9,522 | 2.52 | (0.09) | -3.61% |
| 2019 | 9,796 | 2.59 | (0.04) | -1.35% |
| 2020 | 11,702 | 2.61 | 0.26 | 11.24% |
| 2021 | 11,697 | 2.47 | 0.03 | 1.24% |
| Econ Disadv | | | | |
| 2017 | 11,470 | 2.21 | (0.16) | -6.78% |
| 2018 | 10,763 | 2.16 | (0.20) | -8.39% |
| 2019 | 10,542 | 2.23 | (0.13) | -5.65% |
| 2020 | 8,928 | 2.30 | 0.36 | 18.54% |
| 2021 | 8,498 | 2.11 | 0.03 | 1.65% |
| Grade 3 | 105,038 | 2.48 | 0.10 | 4.05% |
| Not Disadv | | | | |
| 2017 | 9,440 | 2.67 | 0.13 | 5.19% |
| 2018 | 9,938 | 2.68 | 0.14 | 5.48% |
| 2019 | 9,777 | 2.62 | 0.10 | 4.05% |
| 2020 | 12,214 | 2.64 | 0.08 | 3.27% |
| 2021 | 11,817 | 2.53 | (0.06) | -2.48% |
| Econ Disadv | | | | |
| 2017 | 11,970 | 2.39 | 0.18 | 8.13% |
| 2018 | 11,123 | 2.38 | 0.18 | 8.42% |
| 2019 | 11,092 | 2.29 | 0.13 | 6.00% |
| 2020 | 9,052 | 2.32 | 0.13 | 5.70% |
| 2021 | 8,615 | 2.24 | (0.06) | -2.58% |
| Spring IRI | | | | |
| Grade 1 | 56,697 | 2.53 | (0.21) | -7.77% |
| Not Disadv | | | | |
| 2017 | 8,042 | 2.69 | (0.13) | -4.71% |
| 2018 | 8,978 | 2.69 | (0.15) | -5.18% |
| 2019 | 8,938 | 2.71 | (0.13) | -4.59% |
| Econ Disadv | | | | |
| 2017 | 10,541 | 2.41 | (0.25) | -9.56% |
| 2018 | 9,719 | 2.37 | (0.30) | -11.23% |
| 2019 | 10,479 | 2.39 | (0.28) | -10.46% |
| Grade 2 | 60,320 | 2.58 | 0.03 | 1.30% |
| Not Disadv | | | | |
| 2017 | 8,796 | 2.71 | (0.02) | -0.67% |
| 2018 | 9,300 | 2.69 | (0.01) | -0.32% |
| 2019 | 9,832 | 2.79 | 0.10 | 3.80% |
| Econ Disadv | | | | |
| 2017 | 11,203 | 2.44 | (0.01) | -0.27% |
| 2018 | 10,437 | 2.39 | (0.02) | -0.66% |
| 2019 | 10,752 | 2.52 | 0.14 | 5.73% |
| Grade 3 | 62,304 | 2.63 | 0.09 | 3.65% |
| Not Disadv | | | | |
| 2017 | 9,386 | 2.78 | 0.08 | 2.97% |
| 2018 | 9,716 | 2.77 | 0.06 | 2.28% |

| Row Labels | Students | Avg Score wQuintile | Avg Growth wQuintile | Growth Rate wQuintile |
|-------------------|----------|---------------------|----------------------|-----------------------|
| Fall IRI | | | | |
| Grade 1 | 95,930 | 2.32 | 0.06 | 2.80% |
| Not SpEd | | | | |
| 2017 | 15,214 | 2.60 | 0.19 | 7.96% |
| 2018 | 15,406 | 2.61 | 0.23 | 9.72% |
| 2019 | 15,870 | 2.27 | (0.07) | -3.16% |
| 2020 | 16,604 | 2.40 | 0.14 | 6.06% |
| 2021 | 16,511 | 2.22 | (0.00) | -0.21% |
| Ever_SpEd | | | | |
| 2017 | 3,628 | 1.97 | (0.01) | -0.71% |
| 2018 | 3,557 | 2.01 | 0.02 | 1.04% |
| 2019 | 3,375 | 1.61 | (0.35) | -17.98% |
| 2020 | 3,125 | 1.76 | (0.00) | -0.07% |
| 2021 | 2,640 | 1.69 | (0.11) | -5.95% |
| Grade 2 | 101,861 | 2.38 | (0.01) | -0.24% |
| Not SpEd | | | | |
| 2017 | 16,509 | 2.49 | (0.11) | -4.31% |
| 2018 | 16,393 | 2.47 | (0.13) | -4.89% |
| 2019 | 16,529 | 2.55 | (0.05) | -2.00% |
| 2020 | 17,033 | 2.60 | 0.32 | 13.79% |
| 2021 | 16,998 | 2.42 | 0.03 | 1.41% |
| Ever_SpEd | | | | |
| 2017 | 3,895 | 1.79 | (0.23) | -11.44% |
| 2018 | 3,892 | 1.75 | (0.24) | -12.23% |
| 2019 | 3,809 | 1.78 | (0.23) | -11.60% |
| 2020 | 3,597 | 1.89 | 0.26 | 15.86% |
| 2021 | 3,206 | 1.79 | 0.02 | 1.38% |
| Grade 3 | 105,045 | 2.48 | 0.10 | 4.05% |
| Not SpEd | | | | |
| 2017 | 17,447 | 2.65 | 0.16 | 6.37% |
| 2018 | 17,078 | 2.66 | 0.16 | 6.58% |
| 2019 | 16,873 | 2.59 | 0.13 | 5.17% |
| 2020 | 17,274 | 2.64 | 0.10 | 3.93% |
| 2021 | 16,934 | 2.53 | (0.06) | -2.40% |
| Ever_SpEd | | | | |
| 2017 | 3,963 | 1.91 | 0.16 | 9.00% |
| 2018 | 3,983 | 1.95 | 0.16 | 8.94% |
| 2019 | 3,996 | 1.82 | 0.07 | 4.08% |
| 2020 | 3,992 | 1.88 | 0.11 | 5.98% |
| 2021 | 3,505 | 1.83 | (0.06) | -3.35% |
| Spring IRI | | | | |
| Grade 1 | 56,697 | 2.53 | (0.21) | -7.77% |
| Not SpEd | | | | |
| 2017 | 15,000 | 2.67 | (0.15) | -5.16% |
| 2018 | 15,200 | 2.66 | (0.17) | -6.07% |
| 2019 | 15,998 | 2.66 | (0.17) | -5.89% |
| Ever_SpEd | | | | |
| 2017 | 3,583 | 1.93 | (0.44) | -18.54% |
| 2018 | 3,497 | 1.93 | (0.46) | -19.90% |
| 2019 | 3,419 | 1.97 | (0.42) | -17.53% |
| Grade 2 | 60,320 | 2.58 | 0.03 | 1.30% |
| Not SpEd | | | | |
| 2017 | 16,203 | 2.70 | (0.00) | -0.10% |
| 2018 | 15,925 | 2.68 | (0.01) | -0.19% |
| 2019 | 16,723 | 2.79 | 0.12 | 4.55% |
| Ever_SpEd | | | | |
| 2017 | 3,796 | 1.94 | (0.05) | -2.55% |
| 2018 | 3,812 | 1.91 | (0.04) | -2.21% |
| 2019 | 3,861 | 2.06 | 0.11 | 5.91% |
| Grade 3 | 62,304 | 2.63 | 0.09 | 3.65% |
| Not SpEd | | | | |
| 2017 | 17,121 | 2.78 | 0.09 | 3.23% |
| 2018 | 16,569 | 2.77 | 0.07 | 2.76% |

| Row Labels | Students | Avg Score wQuintile | Avg Growth wQuintile | Growth Rate wQuintile |
|-------------------|----------|---------------------|----------------------|-----------------------|
| Fall IRI | | | | |
| Grade 1 | 95,930 | 2.32 | 0.06 | 2.80% |
| Not ELL | | | | |
| 2017 | 16,660 | 2.52 | 0.11 | 4.36% |
| 2018 | 16,807 | 2.53 | 0.14 | 5.99% |
| 2019 | 17,260 | 2.22 | (0.14) | -5.77% |
| 2020 | 17,789 | 2.36 | 0.09 | 4.04% |
| 2021 | 17,349 | 2.21 | (0.03) | -1.53% |
| Ever ELL | | | | |
| 2017 | 2,182 | 2.21 | 0.51 | 30.14% |
| 2018 | 2,156 | 2.24 | 0.57 | 34.30% |
| 2019 | 1,985 | 1.61 | (0.01) | -0.71% |
| 2020 | 1,940 | 1.72 | 0.33 | 23.70% |
| 2021 | 1,802 | 1.51 | 0.13 | 9.50% |
| Grade 2 | 101,861 | 2.38 | (0.01) | -0.24% |
| Not ELL | | | | |
| 2017 | 18,247 | 2.40 | (0.12) | -4.88% |
| 2018 | 17,937 | 2.38 | (0.14) | -5.66% |
| 2019 | 18,081 | 2.45 | (0.07) | -2.76% |
| 2020 | 18,530 | 2.52 | 0.29 | 12.85% |
| 2021 | 18,164 | 2.37 | 0.02 | 0.87% |
| Ever ELL | | | | |
| 2017 | 2,157 | 2.01 | (0.23) | -10.43% |
| 2018 | 2,348 | 1.99 | (0.20) | -9.22% |
| 2019 | 2,257 | 2.00 | (0.22) | -9.84% |
| 2020 | 2,100 | 2.08 | 0.47 | 28.91% |
| 2021 | 2,040 | 1.84 | 0.14 | 7.98% |
| Grade 3 | 105,045 | 2.48 | 0.10 | 4.05% |
| Not ELL | | | | |
| 2017 | 18,932 | 2.55 | 0.15 | 6.17% |
| 2018 | 18,813 | 2.56 | 0.15 | 6.44% |
| 2019 | 18,432 | 2.49 | 0.11 | 4.77% |
| 2020 | 18,942 | 2.54 | 0.09 | 3.58% |
| 2021 | 18,287 | 2.45 | (0.07) | -2.87% |
| Ever ELL | | | | |
| 2017 | 2,478 | 2.25 | 0.24 | 11.87% |
| 2018 | 2,248 | 2.24 | 0.24 | 11.77% |
| 2019 | 2,437 | 2.11 | 0.14 | 7.18% |
| 2020 | 2,324 | 2.19 | 0.21 | 10.61% |
| 2021 | 2,152 | 2.06 | 0.02 | 1.14% |
| Spring IRI | | | | |
| Grade 1 | 56,697 | 2.53 | (0.21) | -7.77% |
| Not ELL | | | | |
| 2017 | 16,440 | 2.57 | (0.18) | -6.55% |
| 2018 | 16,589 | 2.56 | (0.21) | -7.55% |
| 2019 | 17,368 | 2.59 | (0.18) | -6.35% |
| Ever ELL | | | | |
| 2017 | 2,143 | 2.22 | (0.37) | -14.29% |
| 2018 | 2,108 | 2.25 | (0.36) | -13.95% |
| 2019 | 2,049 | 2.10 | (0.51) | -19.53% |
| Grade 2 | 60,320 | 2.58 | 0.03 | 1.30% |
| Not ELL | | | | |
| 2017 | 17,892 | 2.59 | (0.01) | -0.57% |
| 2018 | 17,463 | 2.57 | (0.02) | -0.73% |
| 2019 | 18,288 | 2.69 | 0.12 | 4.76% |
| Ever ELL | | | | |
| 2017 | 2,107 | 2.27 | 0.02 | 0.67% |
| 2018 | 2,274 | 2.24 | 0.04 | 1.63% |
| 2019 | 2,296 | 2.33 | 0.10 | 4.64% |
| Grade 3 | 62,304 | 2.63 | 0.09 | 3.65% |
| Not ELL | | | | |
| 2017 | 18,596 | 2.67 | 0.09 | 3.53% |
| 2018 | 18,271 | 2.67 | 0.08 | 2.94% |

| Row Labels | Students | Avg Score wQuintile | Avg Growth wQuintile | Growth Rate wQuintile |
|-------------------|----------|------------------------|-------------------------|--------------------------|
| Fall IRI | | | | |
| Grade 1 | 95,930 | 2.32 | 0.06 | 2.80% |
| At or above grade | | | | |
| 2017 | 12,008 | 3.00 | 0.45 | 17.66% |
| 2018 | 12,291 | 3.00 | 0.47 | 18.79% |
| 2019 | 8,216 | 3.00 | 0.30 | 11.15% |
| 2020 | 9,923 | 3.00 | 0.36 | 13.84% |
| 2021 | 8,089 | 3.00 | 0.33 | 12.28% |
| Below Grade | | | | |
| 2017 | 6,834 | 1.57 | (0.37) | -19.13% |
| 2018 | 6,672 | 1.58 | (0.33) | -17.26% |
| 2019 | 11,029 | 1.53 | (0.44) | -22.29% |
| 2020 | 9,806 | 1.58 | (0.14) | -7.99% |
| 2021 | 11,062 | 1.53 | (0.27) | -15.15% |
| Grade 2 | 101,861 | 2.38 | (0.01) | -0.24% |
| At or above grade | | | | |
| 2017 | 11,463 | 3.00 | 0.21 | 7.69% |
| 2018 | 11,101 | 3.00 | 0.21 | 7.39% |
| 2019 | 12,356 | 3.00 | 0.25 | 9.08% |
| 2020 | 13,140 | 3.00 | 0.46 | 18.31% |
| 2021 | 11,105 | 3.00 | 0.29 | 10.87% |
| Below Grade | | | | |
| 2017 | 8,941 | 1.54 | (0.58) | -27.48% |
| 2018 | 9,184 | 1.52 | (0.58) | -27.58% |
| 2019 | 7,982 | 1.48 | (0.61) | -29.07% |
| 2020 | 7,490 | 1.56 | 0.03 | 1.73% |
| 2021 | 9,099 | 1.49 | (0.29) | -16.18% |
| Grade 3 | 105,045 | 2.48 | 0.10 | 4.05% |
| At or above grade | | | | |
| 2017 | 13,919 | 3.00 | 0.20 | 7.19% |
| 2018 | 13,939 | 3.00 | 0.20 | 7.28% |
| 2019 | 12,870 | 3.00 | 0.24 | 8.69% |
| 2020 | 13,771 | 3.00 | 0.20 | 6.99% |
| 2021 | 12,035 | 3.00 | 0.12 | 4.04% |
| Below Grade | | | | |
| 2017 | 7,491 | 1.60 | 0.08 | 5.18% |
| 2018 | 7,122 | 1.59 | 0.08 | 5.63% |
| 2019 | 7,999 | 1.55 | (0.08) | -4.99% |
| 2020 | 7,495 | 1.59 | (0.07) | -4.40% |
| 2021 | 8,404 | 1.56 | (0.32) | -16.93% |
| Spring IRI | | | | |
| Grade 1 | 56,697 | 2.53 | (0.21) | -7.77% |
| At or above grade | | | | |
| 2017 | 12,554 | 3.00 | 0.09 | 3.10% |
| 2018 | 12,589 | 3.00 | 0.08 | 2.90% |
| 2019 | 12,956 | 3.00 | 0.10 | 3.44% |
| Below Grade | | | | |
| 2017 | 6,029 | 1.55 | (0.81) | -34.34% |
| 2018 | 6,108 | 1.54 | (0.87) | -36.04% |
| 2019 | 6,461 | 1.60 | (0.83) | -34.23% |
| Grade 2 | 60,320 | 2.58 | 0.03 | 1.30% |
| At or above grade | | | | |
| 2017 | 14,086 | 3.00 | 0.11 | 3.88% |
| 2018 | 13,677 | 3.00 | 0.12 | 4.04% |
| 2019 | 15,602 | 3.00 | 0.20 | 7.17% |
| Below Grade | | | | |
| 2017 | 5,913 | 1.50 | (0.31) | -16.96% |
| 2018 | 6,060 | 1.47 | (0.30) | -17.09% |
| 2019 | 4,982 | 1.56 | (0.13) | -7.79% |
| Grade 3 | 62,304 | 2.63 | 0.09 | 3.65% |
| At or above grade | | | | |
| 2017 | 15,787 | 3.00 | 0.13 | 4.39% |
| 2018 | 15,370 | 3.00 | 0.12 | 4.10% |

WORK SESSION OCTOBER 20, 2021

ATTACHMENT 2

| Row Labels | Students | Avg Score wQuintile | Avg Growth wQuintile | Growth Rate wQuintile |
|-------------|----------|------------------------|-------------------------|--------------------------|
| 2019 | 9,791 | 2.78 | 0.09 | 3.37% |
| Econ Disadv | | | | |
| 2017 | 11,588 | 2.52 | 0.11 | 4.40% |
| 2018 | 10,731 | 2.51 | 0.10 | 4.21% |
| 2019 | 11,092 | 2.49 | 0.11 | 4.62% |
| ISAT ELA | | | | |
| Grade 4 | 65,418 | 2.91 | (0.01) | -0.30% |
| Not Disadv | | | | |
| 2017 | 9,667 | 3.15 | (0.05) | -1.51% |
| 2018 | 10,860 | 3.17 | 0.06 | 1.83% |
| 2019 | 10,912 | 3.21 | 0.02 | 0.63% |
| Econ Disadv | | | | |
| 2017 | 11,973 | 2.64 | (0.09) | -3.18% |
| 2018 | 11,246 | 2.67 | 0.02 | 0.68% |
| 2019 | 10,760 | 2.68 | (0.01) | -0.34% |
| Grade 5 | 66,123 | 2.98 | 0.09 | 2.98% |
| Not Disadv | | | | |
| 2017 | 9,729 | 3.22 | 0.02 | 0.54% |
| 2018 | 10,979 | 3.23 | 0.11 | 3.47% |
| 2019 | 11,565 | 3.25 | 0.09 | 2.95% |
| Econ Disadv | | | | |
| 2017 | 11,537 | 2.71 | 0.05 | 1.80% |
| 2018 | 11,252 | 2.75 | 0.13 | 4.85% |
| 2019 | 11,061 | 2.77 | 0.12 | 4.38% |
| Grade 6 | 65,551 | 2.94 | (0.01) | -0.39% |
| Not Disadv | | | | |
| 2017 | 10,397 | 3.15 | (0.05) | -1.67% |
| 2018 | 11,323 | 3.19 | (0.00) | -0.11% |
| 2019 | 11,968 | 3.21 | 0.00 | 0.15% |
| Econ Disadv | | | | |
| 2017 | 10,963 | 2.66 | (0.04) | -1.37% |
| 2018 | 10,291 | 2.69 | 0.02 | 0.62% |
| 2019 | 10,609 | 2.73 | 0.00 | 0.03% |
| Grade 7 | 64,679 | 2.96 | 0.04 | 1.24% |
| Not Disadv | | | | |
| 2017 | 10,713 | 3.15 | 0.01 | 0.24% |
| 2018 | 11,969 | 3.15 | 0.03 | 0.80% |
| 2019 | 12,435 | 3.22 | 0.05 | 1.52% |
| Econ Disadv | | | | |
| 2017 | 10,186 | 2.68 | 0.03 | 1.22% |
| 2018 | 9,775 | 2.66 | 0.03 | 1.18% |
| 2019 | 9,601 | 2.74 | 0.08 | 2.83% |
| Grade 8 | 63,887 | 2.94 | 0.01 | 0.44% |
| Not Disadv | | | | |
| 2017 | 10,821 | 3.11 | (0.02) | -0.52% |
| 2018 | 12,086 | 3.15 | 0.01 | 0.36% |
| 2019 | 12,817 | 3.15 | 0.01 | 0.32% |
| Econ Disadv | | | | |
| 2017 | 9,669 | 2.70 | 0.02 | 0.91% |
| 2018 | 9,195 | 2.69 | 0.03 | 1.10% |
| 2019 | 9,299 | 2.68 | 0.02 | 0.94% |
| Grade 10 | 58,698 | 3.08 | 0.12 | 3.88% |
| Not Disadv | | | | |
| 2018 | 11,790 | 3.26 | 0.12 | 3.95% |
| 2019 | 12,729 | 3.24 | 0.15 | 4.85% |
| 2021 | 14,578 | 3.20 | 0.10 | 3.27% |
| Econ Disadv | | | | |
| 2018 | 7,162 | 2.80 | 0.09 | 3.37% |
| 2019 | 6,926 | 2.79 | 0.11 | 4.04% |
| 2021 | 5,513 | 2.79 | 0.09 | 3.48% |
| ISAT Math | | | | |
| Grade 4 | 65,545 | 2.92 | (0.01) | -0.26% |
| Not Disadv | | | | |
| 2017 | 9,656 | 3.16 | (0.04) | -1.20% |
| 2018 | 10,856 | 3.16 | 0.02 | 0.50% |
| 2019 | 10,909 | 3.20 | 0.01 | 0.21% |
| Econ Disadv | | | | |
| 2017 | 12,010 | 2.67 | (0.05) | -1.86% |
| 2018 | 11,301 | 2.68 | 0.00 | 0.19% |
| 2019 | 10,813 | 2.70 | 0.02 | 0.61% |
| Grade 5 | 66,178 | 2.83 | (0.07) | -2.25% |
| Not Disadv | | | | |
| 2017 | 9,712 | 3.09 | (0.08) | -2.39% |
| 2018 | 10,973 | 3.10 | (0.03) | -1.07% |

| Row Labels | Students | Avg Score wQuintile | Avg Growth wQuintile | Growth Rate wQuintile |
|------------|----------|------------------------|-------------------------|--------------------------|
| 2019 | 16,892 | 2.77 | 0.09 | 3.51% |
| Ever_SpEd | | | | |
| 2017 | 3,853 | 2.02 | 0.13 | 6.80% |
| 2018 | 3,878 | 2.06 | 0.12 | 6.10% |
| 2019 | 3,991 | 2.04 | 0.13 | 6.85% |
| ISAT ELA | | | | |
| Grade 4 | 65,418 | 2.91 | (0.01) | -0.30% |
| Not SpEd | | | | |
| 2017 | 17,940 | 3.00 | (0.07) | -2.18% |
| 2018 | 18,131 | 3.06 | 0.04 | 1.49% |
| 2019 | 17,674 | 3.09 | 0.01 | 0.35% |
| Ever_SpEd | | | | |
| 2017 | 3,700 | 2.19 | (0.08) | -3.60% |
| 2018 | 3,975 | 2.25 | 0.00 | 0.08% |
| 2019 | 3,998 | 2.31 | (0.02) | -0.78% |
| Grade 5 | 66,123 | 2.98 | 0.09 | 2.98% |
| Not SpEd | | | | |
| 2017 | 17,644 | 3.08 | 0.03 | 1.13% |
| 2018 | 18,438 | 3.12 | 0.12 | 3.98% |
| 2019 | 18,587 | 3.16 | 0.10 | 3.38% |
| Ever_SpEd | | | | |
| 2017 | 3,622 | 2.25 | 0.03 | 1.40% |
| 2018 | 3,793 | 2.29 | 0.11 | 4.97% |
| 2019 | 4,039 | 2.36 | 0.11 | 4.88% |
| Grade 6 | 65,551 | 2.94 | (0.01) | -0.39% |
| Not SpEd | | | | |
| 2017 | 17,726 | 3.03 | (0.05) | -1.71% |
| 2018 | 18,002 | 3.08 | 0.00 | 0.00% |
| 2019 | 18,733 | 3.13 | (0.00) | -0.03% |
| Ever_SpEd | | | | |
| 2017 | 3,634 | 2.24 | (0.01) | -0.30% |
| 2018 | 3,612 | 2.28 | 0.03 | 1.42% |
| 2019 | 3,844 | 2.31 | 0.02 | 0.96% |
| Grade 7 | 64,679 | 2.96 | 0.04 | 1.24% |
| Not SpEd | | | | |
| 2017 | 17,557 | 3.05 | 0.02 | 0.65% |
| 2018 | 18,089 | 3.06 | 0.03 | 0.86% |
| 2019 | 18,394 | 3.14 | 0.06 | 1.85% |
| Ever_SpEd | | | | |
| 2017 | 3,342 | 2.27 | 0.02 | 0.86% |
| 2018 | 3,655 | 2.27 | 0.04 | 1.64% |
| 2019 | 3,642 | 2.35 | 0.08 | 3.31% |
| Grade 8 | 63,887 | 2.94 | 0.01 | 0.44% |
| Not SpEd | | | | |
| 2017 | 17,453 | 3.03 | (0.00) | -0.01% |
| 2018 | 17,941 | 3.07 | 0.02 | 0.56% |
| 2019 | 18,458 | 3.08 | 0.01 | 0.36% |
| Ever_SpEd | | | | |
| 2017 | 3,037 | 2.26 | 0.02 | 0.99% |
| 2018 | 3,340 | 2.30 | 0.03 | 1.33% |
| 2019 | 3,658 | 2.32 | 0.04 | 1.90% |
| Grade 10 | 58,724 | 3.08 | 0.12 | 3.88% |
| Not SpEd | | | | |
| 2018 | 16,469 | 3.19 | 0.11 | 3.68% |
| 2019 | 16,826 | 3.19 | 0.14 | 4.54% |
| 2021 | 16,955 | 3.21 | 0.10 | 3.22% |
| Ever_SpEd | | | | |
| 2018 | 2,483 | 2.35 | 0.10 | 4.40% |
| 2019 | 2,829 | 2.39 | 0.11 | 5.01% |
| 2021 | 3,162 | 2.45 | 0.10 | 4.09% |
| ISAT Math | | | | |
| Grade 4 | 65,545 | 2.92 | (0.01) | -0.26% |
| Not SpEd | | | | |
| 2017 | 17,955 | 3.01 | (0.05) | -1.69% |
| 2018 | 18,186 | 3.04 | 0.00 | 0.02% |
| 2019 | 17,720 | 3.08 | 0.00 | 0.15% |
| Ever_SpEd | | | | |
| 2017 | 3,711 | 2.29 | (0.01) | -0.58% |
| 2018 | 3,971 | 2.35 | 0.05 | 2.33% |
| 2019 | 4,002 | 2.41 | 0.04 | 1.76% |
| Grade 5 | 66,178 | 2.83 | (0.07) | -2.25% |
| Not SpEd | | | | |
| 2017 | 17,641 | 2.93 | (0.09) | -3.07% |
| 2018 | 18,476 | 2.96 | (0.05) | -1.67% |

| Row Labels | Students | Avg Score wQuintile | Avg Growth wQuintile | Growth Rate wQuintile |
|------------|----------|------------------------|-------------------------|--------------------------|
| 2019 | 18,429 | 2.67 | 0.10 | 3.94% |
| Ever ELL | | | | |
| 2017 | 2,378 | 2.40 | 0.12 | 5.38% |
| 2018 | 2,176 | 2.39 | 0.14 | 6.10% |
| 2019 | 2,454 | 2.32 | 0.10 | 4.47% |
| ISAT ELA | | | | |
| Grade 4 | 65,418 | 2.91 | (0.01) | -0.30% |
| Not ELL | | | | |
| 2017 | 19,206 | 2.93 | (0.07) | -2.42% |
| 2018 | 19,598 | 2.98 | 0.04 | 1.23% |
| 2019 | 19,413 | 3.01 | 0.01 | 0.23% |
| Ever ELL | | | | |
| 2017 | 2,434 | 2.31 | (0.04) | -1.81% |
| 2018 | 2,508 | 2.38 | 0.04 | 1.84% |
| 2019 | 2,259 | 2.39 | (0.01) | -0.27% |
| Grade 5 | 66,123 | 2.98 | 0.09 | 2.98% |
| Not ELL | | | | |
| 2017 | 18,949 | 3.01 | 0.03 | 0.94% |
| 2018 | 19,761 | 3.05 | 0.11 | 3.86% |
| 2019 | 20,050 | 3.08 | 0.10 | 3.34% |
| Ever ELL | | | | |
| 2017 | 2,317 | 2.38 | 0.08 | 3.49% |
| 2018 | 2,470 | 2.46 | 0.15 | 6.65% |
| 2019 | 2,576 | 2.50 | 0.14 | 6.06% |
| Grade 6 | 65,551 | 2.94 | (0.01) | -0.39% |
| Not ELL | | | | |
| 2017 | 18,791 | 2.96 | (0.05) | -1.75% |
| 2018 | 19,281 | 3.01 | (0.00) | -0.08% |
| 2019 | 20,070 | 3.05 | (0.00) | -0.11% |
| Ever ELL | | | | |
| 2017 | 2,569 | 2.43 | 0.01 | 0.51% |
| 2018 | 2,333 | 2.45 | 0.08 | 3.23% |
| 2019 | 2,507 | 2.49 | 0.05 | 2.20% |
| Grade 7 | 64,679 | 2.96 | 0.04 | 1.24% |
| Not ELL | | | | |
| 2017 | 18,614 | 2.98 | 0.02 | 0.66% |
| 2018 | 19,133 | 2.99 | 0.03 | 0.88% |
| 2019 | 19,651 | 3.07 | 0.06 | 1.91% |
| Ever ELL | | | | |
| 2017 | 2,285 | 2.48 | 0.02 | 0.83% |
| 2018 | 2,611 | 2.46 | 0.04 | 1.68% |
| 2019 | 2,385 | 2.51 | 0.08 | 3.29% |
| Grade 8 | 63,887 | 2.94 | 0.01 | 0.44% |
| Not ELL | | | | |
| 2017 | 18,358 | 2.97 | (0.00) | -0.11% |
| 2018 | 18,975 | 3.00 | 0.01 | 0.47% |
| 2019 | 19,450 | 3.01 | 0.01 | 0.33% |
| Ever ELL | | | | |
| 2017 | 2,132 | 2.47 | 0.06 | 2.35% |
| 2018 | 2,306 | 2.53 | 0.06 | 2.50% |
| 2019 | 2,666 | 2.51 | 0.06 | 2.53% |
| Grade 10 | 58,724 | 3.08 | 0.12 | 3.88% |
| Not ELL | | | | |
| 2018 | 16,973 | 3.14 | 0.12 | 3.84% |
| 2019 | 17,640 | 3.13 | 0.14 | 4.54% |
| 2021 | 17,718 | 3.15 | 0.10 | 3.28% |
| Ever ELL | | | | |
| 2018 | 1,979 | 2.58 | 0.07 | 2.83% |
| 2019 | 2,015 | 2.61 | 0.13 | 5.08% |
| 2021 | 2,399 | 2.63 | 0.10 | 3.79% |
| ISAT Math | | | | |
| Grade 4 | 65,545 | 2.92 | (0.01) | -0.26% |
| Not ELL | | | | |
| 2017 | 19,185 | 2.95 | (0.05) | -1.56% |
| 2018 | 19,573 | 2.98 | 0.01 | 0.36% |
| 2019 | 19,379 | 3.02 | 0.01 | 0.23% |
| Ever ELL | | | | |
| 2017 | 2,481 | 2.35 | (0.03) | -1.36% |
| 2018 | 2,584 | 2.38 | 0.01 | 0.23% |
| 2019 | 2,343 | 2.42 | 0.05 | 2.05% |
| Grade 5 | 66,178 | 2.83 | (0.07) | -2.25% |
| Not ELL | | | | |
| 2017 | 18,913 | 2.87 | (0.10) | -3.24% |
| 2018 | 19,724 | 2.90 | (0.05) | -1.75% |

| Row Labels | Students | Avg Score wQuintile | Avg Growth wQuintile | Growth Rate wQuintile |
|-------------------|----------|------------------------|-------------------------|--------------------------|
| 2019 | 15,401 | 3.00 | 0.18 | 6.22% |
| Below Grade | | | | |
| 2017 | 5,187 | 1.54 | 0.00 | -0.08% |
| 2018 | 5,077 | 1.54 | (0.02) | -1.58% |
| 2019 | 5,482 | 1.58 | (0.11) | -6.48% |
| ISAT ELA | | | | |
| Grade 4 | 65,418 | 2.91 | (0.01) | -0.30% |
| At or above grade | | | | |
| 2017 | 10,414 | 3.73 | 0.14 | 3.91% |
| 2018 | 11,202 | 3.75 | 0.24 | 6.82% |
| 2019 | 11,283 | 3.77 | 0.20 | 5.71% |
| Below Grade | | | | |
| 2017 | 11,226 | 2.06 | (0.26) | -11.38% |
| 2018 | 10,904 | 2.05 | (0.17) | -7.67% |
| 2019 | 10,389 | 2.05 | (0.21) | -9.27% |
| Grade 5 | 66,123 | 2.98 | 0.09 | 2.98% |
| At or above grade | | | | |
| 2017 | 11,487 | 3.67 | 0.15 | 4.17% |
| 2018 | 12,369 | 3.69 | 0.23 | 6.75% |
| 2019 | 12,944 | 3.70 | 0.21 | 5.96% |
| Below Grade | | | | |
| 2017 | 9,779 | 2.08 | (0.10) | -4.54% |
| 2018 | 9,862 | 2.09 | (0.03) | -1.29% |
| 2019 | 9,682 | 2.10 | (0.03) | -1.61% |
| Grade 6 | 65,551 | 2.94 | (0.01) | -0.39% |
| At or above grade | | | | |
| 2017 | 10,928 | 3.60 | 0.03 | 0.97% |
| 2018 | 11,655 | 3.63 | 0.09 | 2.48% |
| 2019 | 12,541 | 3.65 | 0.09 | 2.46% |
| Below Grade | | | | |
| 2017 | 10,432 | 2.16 | (0.13) | -5.60% |
| 2018 | 9,959 | 2.15 | (0.09) | -3.98% |
| 2019 | 10,036 | 2.16 | (0.10) | -4.55% |
| Grade 7 | 64,679 | 2.96 | 0.04 | 1.24% |
| At or above grade | | | | |
| 2017 | 11,380 | 3.57 | 0.14 | 4.03% |
| 2018 | 11,893 | 3.58 | 0.14 | 3.93% |
| 2019 | 12,950 | 3.62 | 0.17 | 4.89% |
| Below Grade | | | | |
| 2017 | 9,519 | 2.15 | (0.12) | -5.38% |
| 2018 | 9,851 | 2.14 | (0.10) | -4.55% |
| 2019 | 9,086 | 2.14 | (0.10) | -4.26% |
| Grade 8 | 63,887 | 2.94 | 0.01 | 0.44% |
| At or above grade | | | | |
| 2017 | 10,878 | 3.58 | 0.10 | 2.88% |
| 2018 | 11,595 | 3.59 | 0.12 | 3.44% |
| 2019 | 12,018 | 3.61 | 0.13 | 3.73% |
| Below Grade | | | | |
| 2017 | 9,612 | 2.18 | (0.11) | -4.68% |
| 2018 | 9,686 | 2.18 | (0.10) | -4.43% |
| 2019 | 10,098 | 2.16 | (0.12) | -5.21% |
| Grade 10 | 58,724 | 3.08 | 0.12 | 3.88% |
| At or above grade | | | | |
| 2018 | 11,390 | 3.68 | 0.27 | 7.84% |
| 2019 | 11,836 | 3.69 | 0.31 | 9.29% |
| 2021 | 12,189 | 3.70 | 0.27 | 7.97% |
| Below Grade | | | | |
| 2018 | 7,562 | 2.19 | (0.12) | -5.36% |
| 2019 | 7,819 | 2.15 | (0.14) | -5.95% |
| 2021 | 7,928 | 2.16 | (0.17) | -7.20% |
| ISAT Math | | | | |
| Grade 4 | 65,545 | 2.92 | (0.01) | -0.26% |
| At or above grade | | | | |
| 2017 | 10,163 | 3.66 | 0.06 | 1.57% |
| 2018 | 10,725 | 3.68 | 0.11 | 3.15% |
| 2019 | 10,925 | 3.69 | 0.10 | 2.69% |
| Below Grade | | | | |
| 2017 | 11,503 | 2.20 | (0.14) | -5.79% |
| 2018 | 11,432 | 2.19 | (0.09) | -3.76% |
| 2019 | 10,797 | 2.20 | (0.07) | -3.27% |
| Grade 5 | 66,178 | 2.83 | (0.07) | -2.25% |
| At or above grade | | | | |
| 2017 | 8,924 | 3.76 | 0.14 | 3.73% |
| 2018 | 9,686 | 3.78 | 0.18 | 4.97% |

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ATTACHMENT 2

| Row Labels | Students | Avg Score wQuintile | Avg Growth wQuintile | Growth Rate wQuintile | Row Labels | Students | Avg Score wQuintile | Avg Growth wQuintile | Growth Rate wQuintile | Row Labels | Students | Avg Score wQuintile | Avg Growth wQuintile | Growth Rate wQuintile | Row Labels | Students | Avg Score wQuintile | Avg Growth wQuintile | Growth Rate wQuintile |
|--------------|----------|------------------------|-------------------------|--------------------------|--------------|----------|------------------------|-------------------------|--------------------------|--------------|----------|------------------------|-------------------------|--------------------------|-------------------|----------|------------------------|-------------------------|--------------------------|
| 2019 | 11,557 | 3.12 | (0.03) | -1.04% | 2019 | 18,603 | 3.00 | (0.04) | -1.39% | 2019 | 20,002 | 2.94 | (0.05) | -1.65% | 2019 | 10,271 | 3.79 | 0.18 | 4.93% |
| Econ Disadv | | | | | Ever_SpEd | | | | | Ever ELL | | | | | Below Grade | | | | |
| 2017 | 11,551 | 2.55 | (0.12) | -4.32% | 2017 | 3,622 | 2.19 | (0.12) | -5.20% | 2017 | 2,350 | 2.24 | (0.11) | -4.55% | 2017 | 12,339 | 2.11 | (0.27) | -11.19% |
| 2018 | 11,306 | 2.57 | (0.07) | -2.76% | 2018 | 3,803 | 2.21 | (0.07) | -3.10% | 2018 | 2,555 | 2.27 | (0.07) | -2.95% | 2018 | 12,593 | 2.10 | (0.23) | -9.95% |
| 2019 | 11,079 | 2.61 | (0.06) | -2.29% | 2019 | 4,033 | 2.28 | (0.07) | -2.87% | 2019 | 2,634 | 2.34 | (0.03) | -1.20% | 2019 | 12,365 | 2.10 | (0.23) | -9.99% |
| Grade 6 | 65,590 | 2.80 | 0.00 | 0.12% | Grade 6 | 65,590 | 2.80 | 0.00 | 0.12% | Grade 6 | 65,590 | 2.80 | 0.00 | 0.12% | Grade 6 | 65,590 | 2.80 | 0.00 | 0.12% |
| Not Disadv | | | | | Not SpEd | | | | | Not ELL | | | | | At or above grade | | | | |
| 2017 | 10,382 | 3.06 | 0.03 | 0.88% | 2017 | 17,732 | 2.89 | 0.00 | 0.11% | 2017 | 18,756 | 2.83 | (0.01) | -0.28% | 2017 | 8,602 | 3.72 | 0.16 | 4.63% |
| 2018 | 11,314 | 3.10 | 0.05 | 1.48% | 2018 | 18,015 | 2.97 | 0.04 | 1.45% | 2018 | 19,243 | 2.90 | 0.03 | 1.09% | 2018 | 9,531 | 3.74 | 0.17 | 4.79% |
| 2019 | 11,947 | 3.07 | (0.01) | -0.32% | 2019 | 18,751 | 2.95 | (0.01) | -0.38% | 2019 | 20,011 | 2.88 | (0.02) | -0.67% | 2019 | 9,776 | 3.74 | 0.13 | 3.64% |
| Econ Disadv | | | | | Ever_SpEd | | | | | Ever ELL | | | | | Below Grade | | | | |
| 2017 | 10,984 | 2.48 | (0.04) | -1.39% | 2017 | 3,634 | 2.13 | (0.05) | -2.07% | 2017 | 2,610 | 2.24 | 0.02 | 0.73% | 2017 | 12,764 | 2.12 | (0.12) | -5.34% |
| 2018 | 10,320 | 2.54 | 0.02 | 0.70% | 2018 | 3,619 | 2.16 | (0.02) | -0.92% | 2018 | 2,391 | 2.27 | 0.04 | 1.62% | 2018 | 12,103 | 2.12 | (0.08) | -3.53% |
| 2019 | 10,643 | 2.53 | (0.02) | -0.91% | 2019 | 3,839 | 2.17 | (0.04) | -1.82% | 2019 | 2,579 | 2.27 | 0.01 | 0.38% | 2019 | 12,814 | 2.11 | (0.13) | -5.75% |
| Grade 7 | 64,659 | 2.82 | 0.04 | 1.30% | Grade 7 | 64,659 | 2.82 | 0.04 | 1.30% | Grade 7 | 64,659 | 2.82 | 0.04 | 1.30% | Grade 7 | 64,659 | 2.82 | 0.04 | 1.30% |
| Not Disadv | | | | | Not SpEd | | | | | Not ELL | | | | | At or above grade | | | | |
| 2017 | 10,674 | 3.07 | 0.04 | 1.30% | 2017 | 17,534 | 2.92 | 0.04 | 1.34% | 2017 | 18,548 | 2.86 | 0.04 | 1.46% | 2017 | 8,977 | 3.70 | 0.17 | 4.87% |
| 2018 | 11,936 | 3.06 | 0.04 | 1.49% | 2018 | 18,111 | 2.94 | 0.04 | 1.45% | 2018 | 19,073 | 2.88 | 0.05 | 1.61% | 2018 | 9,661 | 3.70 | 0.18 | 5.20% |
| 2019 | 12,422 | 3.10 | 0.02 | 0.64% | 2019 | 18,409 | 2.99 | 0.02 | 0.61% | 2019 | 19,600 | 2.93 | 0.02 | 0.79% | 2019 | 10,273 | 3.73 | 0.15 | 4.29% |
| Econ Disadv | | | | | Ever_SpEd | | | | | Ever ELL | | | | | Below Grade | | | | |
| 2017 | 10,195 | 2.51 | 0.04 | 1.77% | 2017 | 3,335 | 2.17 | 0.06 | 2.71% | 2017 | 2,321 | 2.26 | 0.04 | 1.92% | 2017 | 11,892 | 2.12 | (0.06) | -2.62% |
| 2018 | 9,818 | 2.50 | 0.04 | 1.63% | 2018 | 3,643 | 2.17 | 0.05 | 2.20% | 2018 | 2,681 | 2.25 | 0.02 | 0.97% | 2018 | 12,093 | 2.10 | (0.07) | -3.20% |
| 2019 | 9,614 | 2.55 | 0.03 | 1.22% | 2019 | 3,627 | 2.22 | 0.06 | 2.60% | 2019 | 2,436 | 2.30 | 0.04 | 1.65% | 2019 | 11,763 | 2.11 | (0.09) | -4.01% |
| Grade 8 | 63,782 | 2.74 | (0.06) | -2.10% | Grade 8 | 63,782 | 2.74 | (0.06) | -2.10% | Grade 8 | 63,782 | 2.74 | (0.06) | -2.10% | Grade 8 | 63,782 | 2.74 | (0.06) | -2.10% |
| Not Disadv | | | | | Not SpEd | | | | | Not ELL | | | | | At or above grade | | | | |
| 2017 | 10,787 | 2.97 | (0.07) | -2.25% | 2017 | 17,412 | 2.83 | (0.08) | -2.72% | 2017 | 18,269 | 2.78 | (0.08) | -2.84% | 2017 | 8,009 | 3.74 | 0.14 | 4.01% |
| 2018 | 12,056 | 3.00 | (0.03) | -1.11% | 2018 | 17,925 | 2.87 | (0.05) | -1.68% | 2018 | 18,900 | 2.82 | (0.05) | -1.84% | 2018 | 8,855 | 3.77 | 0.18 | 4.92% |
| 2019 | 12,777 | 3.00 | (0.05) | -1.50% | 2019 | 18,464 | 2.89 | (0.05) | -1.73% | 2019 | 19,384 | 2.83 | (0.06) | -2.00% | 2019 | 9,135 | 3.77 | 0.14 | 3.99% |
| Econ Disadv | | | | | Ever_SpEd | | | | | Ever ELL | | | | | Below Grade | | | | |
| 2017 | 9,644 | 2.43 | (0.09) | -3.40% | 2017 | 3,019 | 2.07 | (0.06) | -2.85% | 2017 | 2,162 | 2.18 | (0.04) | -1.67% | 2017 | 12,422 | 2.05 | (0.22) | -9.64% |
| 2018 | 9,193 | 2.42 | (0.07) | -2.96% | 2018 | 3,324 | 2.11 | (0.06) | -2.81% | 2018 | 2,349 | 2.22 | (0.04) | -1.63% | 2018 | 12,394 | 2.02 | (0.21) | -9.57% |
| 2019 | 9,325 | 2.44 | (0.06) | -2.27% | 2019 | 3,638 | 2.12 | (0.05) | -2.21% | 2019 | 2,718 | 2.25 | 0.00 | 0.21% | 2019 | 12,967 | 2.06 | (0.19) | -8.36% |
| Grade 10 | 58,663 | 2.57 | (0.20) | -7.15% | Grade 10 | 58,690 | 2.57 | (0.20) | -7.15% | Grade 10 | 58,690 | 2.57 | (0.20) | -7.15% | Grade 10 | 58,690 | 2.57 | (0.20) | -7.15% |
| Not Disadv | | | | | Not SpEd | | | | | Not ELL | | | | | At or above grade | | | | |
| 2018 | 11,777 | 2.76 | (0.18) | -6.26% | 2018 | 16,461 | 2.66 | (0.19) | -6.60% | 2018 | 16,930 | 2.63 | (0.18) | -6.36% | 2018 | 6,335 | 3.68 | 0.05 | 1.34% |
| 2019 | 12,690 | 2.76 | (0.17) | -5.71% | 2019 | 16,788 | 2.67 | (0.18) | -6.38% | 2019 | 17,550 | 2.64 | (0.17) | -6.03% | 2019 | 6,710 | 3.68 | 0.05 | 1.35% |
| 2021 | 14,587 | 2.68 | (0.27) | -9.03% | 2021 | 17,000 | 2.65 | (0.28) | -9.61% | 2021 | 17,718 | 2.62 | (0.26) | -9.14% | 2021 | 6,696 | 3.68 | (0.05) | -1.26% |
| Econ Disadv | | | | | Ever_SpEd | | | | | Ever ELL | | | | | Below Grade | | | | |
| 2018 | 7,158 | 2.26 | (0.15) | -6.22% | 2018 | 2,474 | 1.99 | (0.06) | -2.99% | 2018 | 2,005 | 2.10 | (0.11) | -4.98% | 2018 | 12,600 | 2.02 | (0.28) | -12.26% |
| 2019 | 6,909 | 2.26 | (0.16) | -6.44% | 2019 | 2,811 | 2.05 | (0.05) | -2.34% | 2019 | 2,049 | 2.08 | (0.11) | -4.95% | 2019 | 12,889 | 2.01 | (0.27) | -11.98% |
| 2021 | 5,542 | 2.23 | (0.23) | -9.42% | 2021 | 3,156 | 2.04 | (0.12) | -5.47% | 2021 | 2,438 | 2.08 | (0.20) | -8.92% | 2021 | 13,460 | 2.00 | (0.36) | -15.30% |
| ISAT Science | | | | | ISAT Science | | | | | ISAT Science | | | | | ISAT Science | | | | |
| Grade 7 | 41,532 | 3.04 | (0.20) | -6.19% | Grade 7 | 41,532 | 3.04 | (0.20) | -6.19% | Grade 7 | 41,532 | 3.04 | (0.20) | -6.19% | Grade 7 | 41,532 | 3.04 | (0.20) | -6.19% |
| Not Disadv | | | | | Not SpEd | | | | | Not ELL | | | | | At or above grade | | | | |
| 2018 | 11,355 | 3.29 | (0.15) | -4.36% | 2018 | 17,141 | 3.15 | (0.19) | -5.59% | 2018 | 18,079 | 3.12 | (0.18) | -5.56% | 2018 | 10,633 | 3.88 | 0.14 | 3.78% |
| 2019 | 11,764 | 3.27 | (0.16) | -4.56% | 2019 | 17,432 | 3.15 | (0.21) | -6.17% | 2019 | 18,576 | 3.12 | (0.20) | -5.89% | 2019 | 10,810 | 3.88 | 0.17 | 4.48% |
| Econ Disadv | | | | | Ever_SpEd | | | | | Ever ELL | | | | | Below Grade | | | | |
| 2018 | 9,257 | 2.73 | (0.24) | -8.17% | 2018 | 3,471 | 2.45 | (0.22) | -8.10% | 2018 | 2,533 | 2.42 | (0.25) | -9.26% | 2018 | 9,979 | 2.14 | (0.55) | -20.37% |
| 2019 | 9,156 | 2.73 | (0.28) | -9.18% | 2019 | 3,488 | 2.47 | (0.22) | -8.08% | 2019 | 2,344 | 2.39 | (0.32) | -11.71% | 2019 | 10,110 | 2.14 | (0.61) | -22.19% |

| Row Labels | Students | Avg Score wQuintile | Avg Growth wQuintile | Grow Rate |
|------------------------|----------|------------------------|-------------------------|--------------|
| Spring IRI (over Fall) | | | | |
| Grade KG | 98,792 | 2.63 | 0.38 | 16.93% |
| Not Disadv | | | | |
| 2016 | 9,211 | 2.80 | 0.23 | 8.82% |
| 2017 | 9,186 | 2.82 | 0.27 | 10.52% |
| 2018 | 9,867 | 2.82 | 0.31 | 12.18% |
| 2019 | 10,288 | 2.64 | 0.24 | 9.96% |
| 2021 | 11,861 | 2.58 | 0.28 | 12.32% |
| Econ Disadv | | | | |
| 2016 | 10,438 | 2.64 | 0.55 | 26.05% |
| 2017 | 10,077 | 2.67 | 0.59 | 28.66% |
| 2018 | 10,004 | 2.65 | 0.62 | 30.60% |
| 2019 | 10,133 | 2.32 | 0.38 | 19.49% |
| 2021 | 7,727 | 2.27 | 0.31 | 15.92% |
| Grade 1 | 104,626 | 2.51 | 0.17 | 7.13% |
| Not Disadv | | | | |
| 2016 | 9,326 | 2.71 | 0.08 | 2.97% |
| 2017 | 8,943 | 2.69 | 0.07 | 2.79% |
| 2018 | 10,032 | 2.68 | 0.06 | 2.16% |

| Row Labels | Students | Avg Score wQuintile | Avg Growth wQuintile | Grow Rate |
|------------------------|----------|------------------------|-------------------------|--------------|
| Spring IRI (over Fall) | | | | |
| Grade KG | 98,792 | 2.63 | 0.38 | 16.93% |
| Not SpEd | | | | |
| 2016 | 15,823 | 2.81 | 0.40 | 16.82% |
| 2017 | 15,607 | 2.83 | 0.45 | 18.95% |
| 2018 | 16,359 | 2.82 | 0.48 | 20.30% |
| 2019 | 17,148 | 2.57 | 0.32 | 14.15% |
| 2021 | 17,294 | 2.52 | 0.30 | 13.56% |
| Ever_SpEd | | | | |
| 2016 | 3,826 | 2.33 | 0.36 | 18.50% |
| 2017 | 3,656 | 2.37 | 0.39 | 19.65% |
| 2018 | 3,512 | 2.37 | 0.42 | 21.46% |
| 2019 | 3,273 | 2.00 | 0.25 | 14.45% |
| 2021 | 2,294 | 2.02 | 0.25 | 14.04% |
| Grade 1 | 104,631 | 2.51 | 0.17 | 7.13% |
| Not SpEd | | | | |
| 2016 | 17,100 | 2.69 | 0.09 | 3.63% |
| 2017 | 16,481 | 2.68 | 0.08 | 3.17% |
| 2018 | 16,996 | 2.66 | 0.07 | 2.64% |

| Row Labels | Students | Avg Score wQuintile | Avg Growth wQuintile | Grow Rate |
|------------------------|----------|------------------------|-------------------------|--------------|
| Spring IRI (over Fall) | | | | |
| Grade KG | 98,792 | 2.63 | 0.38 | 16.93% |
| Not ELL | | | | |
| 2016 | 17,383 | 2.74 | 0.33 | 13.90% |
| 2017 | 17,141 | 2.76 | 0.38 | 15.79% |
| 2018 | 17,795 | 2.75 | 0.40 | 17.20% |
| 2019 | 18,430 | 2.55 | 0.29 | 12.84% |
| 2021 | 17,925 | 2.52 | 0.28 | 12.74% |
| Ever ELL | | | | |
| 2016 | 2,266 | 2.56 | 0.88 | 52.12% |
| 2017 | 2,122 | 2.61 | 0.95 | 56.99% |
| 2018 | 2,076 | 2.61 | 0.99 | 61.29% |
| 2019 | 1,991 | 1.87 | 0.48 | 34.47% |
| 2021 | 1,663 | 1.81 | 0.40 | 28.33% |
| Grade 1 | 104,631 | 2.51 | 0.17 | 7.13% |
| Not ELL | | | | |
| 2016 | 18,986 | 2.59 | 0.08 | 2.99% |
| 2017 | 18,120 | 2.57 | 0.06 | 2.51% |
| 2018 | 18,627 | 2.56 | 0.05 | 1.80% |

| Row Labels | Students | Avg Score wQuintile | Avg Growth wQuintile | Grow Rate |
|--------------------|----------------|------------------------|-------------------------|--------------|
| 2019 | 9,971 | 2.71 | 0.32 | 13.54% |
| 2021 | 11,911 | 2.59 | 0.30 | 13.07% |
| Econ Disadv | | | | |
| 2016 | 11,900 | 2.42 | 0.06 | 2.54% |
| 2017 | 11,503 | 2.41 | 0.05 | 1.96% |
| 2018 | 10,935 | 2.37 | 0.03 | 1.21% |
| 2019 | 11,389 | 2.39 | 0.42 | 21.18% |
| 2021 | 8,716 | 2.23 | 0.28 | 14.59% |
| Grade 2 | 107,276 | 2.56 | 0.21 | 9.10% |
| Not Disadv | | | | |
| 2016 | 9,868 | 2.69 | 0.16 | 6.23% |
| 2017 | 9,265 | 2.71 | 0.16 | 6.33% |
| 2018 | 9,981 | 2.69 | 0.17 | 6.60% |
| 2019 | 10,442 | 2.79 | 0.20 | 7.77% |
| 2021 | 12,194 | 2.69 | 0.23 | 9.30% |
| Econ Disadv | | | | |
| 2016 | 12,171 | 2.41 | 0.21 | 9.62% |
| 2017 | 11,747 | 2.43 | 0.22 | 9.91% |
| 2018 | 11,350 | 2.38 | 0.23 | 10.53% |
| 2019 | 11,325 | 2.52 | 0.29 | 13.01% |
| 2021 | 8,933 | 2.37 | 0.26 | 12.37% |
| Grade 3 | 109,285 | 2.62 | 0.14 | 5.79% |
| Not Disadv | | | | |
| 2016 | 9,891 | 2.76 | 0.09 | 3.50% |
| 2017 | 9,835 | 2.78 | 0.11 | 4.27% |
| 2018 | 10,441 | 2.77 | 0.09 | 3.43% |
| 2019 | 10,320 | 2.78 | 0.16 | 6.18% |
| 2021 | 12,198 | 2.70 | 0.17 | 6.56% |
| Econ Disadv | | | | |
| 2016 | 12,216 | 2.50 | 0.13 | 5.66% |
| 2017 | 12,085 | 2.52 | 0.14 | 5.71% |
| 2018 | 11,613 | 2.51 | 0.14 | 5.76% |
| 2019 | 11,716 | 2.49 | 0.20 | 8.89% |
| 2021 | 8,970 | 2.42 | 0.19 | 8.56% |

| Row Labels | Students | Avg Score wQuintile | Avg Growth wQuintile | Grow Rate |
|------------------|----------------|------------------------|-------------------------|--------------|
| 2019 | 17,621 | 2.66 | 0.38 | 16.75% |
| 2021 | 17,787 | 2.51 | 0.30 | 13.41% |
| Ever SpEd | | | | |
| 2016 | 4,126 | 1.96 | -0.04 | -2.06% |
| 2017 | 3,965 | 1.93 | -0.04 | -2.19% |
| 2018 | 3,971 | 1.94 | -0.07 | -3.54% |
| 2019 | 3,739 | 1.96 | 0.33 | 20.57% |
| 2021 | 2,845 | 1.93 | 0.26 | 15.60% |
| Grade 2 | 107,285 | 2.56 | 0.21 | 9.10% |
| Not SpEd | | | | |
| 2016 | 17,943 | 2.69 | 0.20 | 7.96% |
| 2017 | 17,026 | 2.70 | 0.20 | 8.21% |
| 2018 | 17,227 | 2.67 | 0.21 | 8.46% |
| 2019 | 17,707 | 2.79 | 0.24 | 9.51% |
| 2021 | 17,795 | 2.66 | 0.24 | 10.13% |
| Ever SpEd | | | | |
| 2016 | 4,096 | 1.88 | 0.14 | 8.10% |
| 2017 | 3,986 | 1.94 | 0.15 | 8.16% |
| 2018 | 4,104 | 1.90 | 0.16 | 9.01% |
| 2019 | 4,060 | 2.05 | 0.27 | 15.25% |
| 2021 | 3,341 | 2.01 | 0.23 | 13.01% |
| Grade 3 | 109,293 | 2.62 | 0.14 | 5.79% |
| Not SpEd | | | | |
| 2016 | 18,224 | 2.75 | 0.12 | 4.55% |
| 2017 | 17,930 | 2.78 | 0.13 | 4.91% |
| 2018 | 17,897 | 2.77 | 0.12 | 4.44% |
| 2019 | 17,853 | 2.77 | 0.18 | 6.83% |
| 2021 | 17,595 | 2.70 | 0.17 | 6.88% |
| Ever SpEd | | | | |
| 2016 | 3,883 | 1.98 | 0.10 | 5.21% |
| 2017 | 3,990 | 2.02 | 0.11 | 5.74% |
| 2018 | 4,157 | 2.06 | 0.11 | 5.44% |
| 2019 | 4,183 | 2.03 | 0.21 | 11.77% |
| 2021 | 3,581 | 2.01 | 0.19 | 10.53% |

| Row Labels | Students | Avg Score wQuintile | Avg Growth wQuintile | Grow Rate |
|-----------------|----------------|------------------------|-------------------------|--------------|
| 2019 | 19,198 | 2.59 | 0.36 | 16.18% |
| 2021 | 18,767 | 2.49 | 0.28 | 12.75% |
| Ever ELL | | | | |
| 2016 | 2,240 | 2.22 | 0.01 | 0.34% |
| 2017 | 2,326 | 2.21 | 0.02 | 0.80% |
| 2018 | 2,340 | 2.22 | 0.02 | 0.74% |
| 2019 | 2,162 | 2.10 | 0.49 | 30.44% |
| 2021 | 1,865 | 1.91 | 0.41 | 26.91% |
| Grade 2 | 107,285 | 2.56 | 0.21 | 9.10% |
| Not ELL | | | | |
| 2016 | 19,514 | 2.57 | 0.18 | 7.40% |
| 2017 | 18,800 | 2.59 | 0.19 | 7.77% |
| 2018 | 18,863 | 2.56 | 0.19 | 8.04% |
| 2019 | 19,401 | 2.69 | 0.24 | 9.62% |
| 2021 | 19,038 | 2.60 | 0.23 | 9.75% |
| Ever ELL | | | | |
| 2016 | 2,525 | 2.27 | 0.27 | 13.33% |
| 2017 | 2,212 | 2.26 | 0.25 | 12.65% |
| 2018 | 2,468 | 2.23 | 0.26 | 13.13% |
| 2019 | 2,366 | 2.32 | 0.34 | 17.20% |
| 2021 | 2,098 | 2.17 | 0.35 | 19.06% |
| Grade 3 | 109,293 | 2.62 | 0.14 | 5.79% |
| Not ELL | | | | |
| 2016 | 19,625 | 2.65 | 0.11 | 4.37% |
| 2017 | 19,458 | 2.67 | 0.12 | 4.83% |
| 2018 | 19,715 | 2.66 | 0.11 | 4.34% |
| 2019 | 19,516 | 2.67 | 0.18 | 7.24% |
| 2021 | 19,001 | 2.62 | 0.18 | 7.16% |
| Ever ELL | | | | |
| 2016 | 2,482 | 2.32 | 0.15 | 7.09% |
| 2017 | 2,462 | 2.39 | 0.15 | 6.74% |
| 2018 | 2,339 | 2.37 | 0.16 | 7.02% |
| 2019 | 2,520 | 2.31 | 0.21 | 10.20% |
| 2021 | 2,175 | 2.23 | 0.19 | 9.22% |

**WORK SESSION
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ATTACHMENT 3

| | FY2016 | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 | Benchmark |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---------------|
| 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. | | | | | | | |
| Development of a single K-20 data dashboard and timeline for implementation | FY2021 | | | | | | |
| Objective B: Alignment and Coordination -Ensure the articular and transfer of students throughout the education pipeline. | | | | | | | |
| Percent of graduates from Four-year institution who transferred from Idaho community college1 | 15% | 15% | 16% | 17% | 16% | 13% | 25% or more |
| Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and/or language arts ¹ | 2014-15 graduates | 2015-16 graduates | 2016-17 graduates | 2017-18 graduates | 2018-19 graduates | 2019-20 graduates | Less than 55% |
| Two-year institution | | | | | | | |
| Math | 50.5% | 49.4% | 45.6% | 41.5% | 39.1% | 29.8% | |
| English | 23.9% | 25.1% | 19.0% | 15.0% | 15.3% | 14.1% | |
| Four-year institution | | | | | | | Less than 20% |
| Math | 35.6% | 37.1% | 35.8% | 33.1% | 29.9% | 26.7% | |
| English | 14.7% | 15.2% | 18.3% | 18.1% | 14.5% | 14.1% | |
| 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. | | | | | | | |
| Objective A: Rigorous Education - Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system. | | | | | | | |
| Performance of students scoring at grade level or higher on the statewide reading assessment | Spring 2016 | Spring 2017 | Spring 2018 | Spring 2019 | Spring 2020 | Spring 2021 | |
| Kindergarten | | | | 63.1% | NA ¹⁰ | 61.3% | TBD |
| 1st Grade | | | | 66.7% | NA ¹⁰ | 59.5% | TBD |
| 2nd Grade | | | | 75.3% | NA ¹⁰ | 69.2% | TBD |
| 3rd Grade | | | | 73.2% | NA ¹⁰ | 70.1% | TBD |
| Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3) | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | |
| Kindergarten | | | | 44.9% | 42.3% | 43.4% | TBD |
| 1st Grade | | | | 42.9% | 48.9% | 41.7% | TBD |
| 2nd Grade | | | | 60.3% | 62.9% | 54.3% | TBD |
| 3rd Grade | | | | 61.2% | 64.0% | 58.3% | TBD |
| Growth | | | | | | | |
| Kindergarten | | | | 18.2% | NA ¹⁰ | 17.9% | TBD |
| 1st Grade | | | | 23.8% | NA ¹⁰ | 17.8% | TBD |
| 2nd Grade | | | | 15.0% | NA ¹⁰ | 14.9% | TBD |
| 3rd Grade | | | | 12.0% | NA ¹⁰ | 11.8% | TBD |

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| | FY2016 | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 | Benchmark |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|---------------|
| Percentage of students meeting proficient or advanced on the Idaho Standards Achievement Test ¹⁰ | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| Math | | | | | | | |
| 5th Grade | | 42.3% | 43.8% | 45.5% | NA ¹⁰ | 39.8% | 58.59% |
| 8th Grade | | 39.5% | 42.1% | 41.6% | NA ¹⁰ | 35.8% | 57.59% |
| High School | | 33.2% | 34.2% | 34.7% | NA ¹⁰ | 32.6% | 53.30% |
| ELA | | | | | | | |
| 5th Grade | | 54.2% | 55.8% | 57.3% | NA ¹⁰ | 55.3% | 68.04% |
| 8th Grade | | 52.9% | 54.7% | 54.4% | NA ¹⁰ | 55.5% | 67.64% |
| High School | | 60.3% | 60.6% | 60.3% | NA ¹⁰ | 60.1% | 73.60% |
| Science | | | | | | | |
| 5th Grade | | 66.5% | 65.6% | 64.8% | NA ¹⁰ | NA | FY21 Baseline |
| High School | | 65.2% | 67.3% | 62.8% | NA ¹⁰ | NA | FY21 Baseline |
| High School Cohort Graduation Rate | 2014-15 graduates 78.9% | 2015-16 graduates 79.7% | 2016-17 graduates 79.7% | 2017-18 graduates 80.6% | 2018-19 graduates 80.7% | 2019-20 graduates 82.1% | At least 95% |

| | FY2016 | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 | Benchmark |
|--|----------------|----------------|----------------|----------------|----------------|----------------|---------------------|
| Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks | 2016 graduates | 2017 graduates | 2018 graduates | 2019 graduates | 2020 graduates | 2021 graduates | |
| ACT | 36% | 33% | 34% | 35% | 37% | | At least 60% |
| English | 77% | 71% | 72% | 73% | 74% | | |
| Mathematics | 54% | 49% | 49% | 51% | 52% | | |
| Reading | 59% | 57% | 57% | 59% | 61% | | |
| Science | 46% | 44% | 45% | 47% | 49% | | |
| SAT | | 34% | 33% | 32% | 32% | | At least 60% |
| Evidence-Based Reading and Writing (ERW) | Test changed | 63% | 60% | 58% | 57% | | |
| Mathematics | | 36% | 35% | 34% | 34% | | |
| Percent of high school graduates who participated in one or more advanced opportunities ² | 2016 graduates | 2017 graduates | 2018 graduates | 2019 graduates | 2020 graduates | 2021 graduates | |
| Any Advanced Opportunities | 87% | 89% | 90% | 90% | 87% | 83% | At least 80% |
| Specific Advanced Opportunities | | | | | | | |
| Advanced Placement | 39% | 38% | 39% | 39% | 40% | 41% | |
| International Baccalaureate | 7% | 3% | 2% | 1% | 1% | 1% | |
| Dual Credit (Earned) ² | 42% | 48% | 54% | 58% | 60% | 60% | |
| Technical Competency Credit | 54% | 62% | 59% | 56% | 44% | 24% | |
| Industry Certification | | | 2% | 2% | 3% | 3% | |
| Percent of dual credit students who graduate high school with an Associate's Degree | 1.15% | 1.55% | 1.42% | 1.39% | 1.68% | NA | At least 3% |
| Percent of high school graduates who enroll in a postsecondary institution | 2016 graduates | 2017 graduates | 2018 graduates | 2019 graduates | 2020 graduates | 2021 graduates | |
| Fall Immediately after high school graduation | 49.3% | 49.7% | 47.6% | 45.5% | 38.0% | | |
| Within 12 months of high school graduation | 53.0% | 53.0% | 52.0% | 49.0% | | | |
| Within 36 months of high school graduation | 64.2% | 63.0% | | | | | At least 60% |
| Objective B: School Readiness - Explore opportunities to enhance school readiness. | | | | | | | |
| | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | |
| Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten. | NA | NA | NA | 44.9% | 42.3% | 43.4% | 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. | | | | | | | |
| Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study ³ | 42.4% | 42.4% | 41.8% | 42.2% | 43.8% | | At least 60% |

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| | FY2016 | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 | Benchmark |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| Total number of certificates/degrees produced, by institution per year ¹ | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| Certificates of at least one year | 1,059 | 1,221 | 1,564 | 1,685 | 2,293 | 2,294 | TBD |
| College of Eastern Idaho | 102 | 109 | 110 | 108 | 110 | 96 | |
| College of Southern Idaho | 192 | 151 | 154 | 146 | 129 | 147 | |
| College of Western Idaho | 229 | 240 | 402 | 508 | 1264 | 1158 | |
| North Idaho College | 259 | 431 | 556 | 604 | 619 | 639 | |
| Boise State University | 0 | 0 | 0 | 0 | 0 | 0 | |
| Idaho State University | 200 | 194 | 200 | 215 | 171 | 304 | |
| Lewis-Clark State College | 22 | 18 | 19 | 12 | 14 | 19 | |
| University of Idaho | 0 | 0 | 0 | 0 | 0 | 0 | |
| Associate degrees | 3,637 | 3,541 | 3,580 | 3,461 | 3,583 | 3,584 | TBD |
| College of Eastern Idaho | 118 | 121 | 93 | 147 | 164 | 227 | |
| College of Southern Idaho | 919 | 816 | 800 | 839 | 947 | 947 | |
| College of Western Idaho | 996 | 979 | 984 | 886 | 949 | 944 | |
| North Idaho College | 749 | 687 | 690 | 681 | 657 | 717 | |
| Boise State University | 145 | 116 | 119 | 133 | 111 | 132 | |
| Idaho State University | 362 | 405 | 472 | 428 | 420 | 494 | |
| Lewis-Clark State College | 351 | 414 | 425 | 347 | 365 | 218 | |
| University of Idaho | 0 | 0 | 0 | 0 | 0 | 0 | |
| Baccalaureate degrees | 6,808 | 6,865 | 6,924 | 7,033 | 7,101 | 7,102 | TBD |
| Boise State University | 3,174 | 3,317 | 3,373 | 3,472 | 3,680 | 3,929 | |
| Idaho State University | 1,228 | 1,168 | 1,166 | 1,233 | 1,155 | 1,284 | |
| Lewis-Clark State College | 541 | 528 | 587 | 626 | 505 | 599 | |
| University of Idaho | 1,865 | 1,852 | 1,798 | 1,702 | 1,761 | 1,631 | |
| Percentage of new full-time degree seeking students who return (or who graduate) for second year in an Idaho postsecondary institution ¹ | Fall 2015 cohort | Fall 2016 cohort | Fall 2017 cohort | Fall 2018 cohort | Fall 2019 cohort | Fall 2020 cohort | |
| Two-year institution | | | | | | | |
| New student | 52% | 56% | 55% | 54% | 58% | 60% | At least 75% |
| Transfer | 58% | 61% | 65% | 57% | 63% | 61% | At least 75% |
| Four-year institution | | | | | | | |
| New student | 74% | 74% | 75% | 74% | 75% | 72% | At least 85% |
| Transfer | 72% | 76% | 76% | 75% | 76% | 74% | At least 85% |
| Percent of full-time, first-time freshman graduating within 150% of time or less ¹ | | | | | | | |
| Two-year institution | 2013-14 cohort 20% | 2014-15 cohort 22% | 2015-16 cohort 25% | 2016-17 cohort 26% | 2017-18 cohort 28% | 2018-19 cohort 29% | At least 50% |
| Four-year institution | 2010-11 cohort 41% | 2011-12 cohort 42% | 2012-13 cohort 46% | 2013-14 cohort 47% | 2014-15 cohort 49% | 2015-16 cohort 50% | At least 50% |

| | FY2016 | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 | Benchmark |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------|
| 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). | | | | | | | |
| Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting ¹ | 21% | 21% | 22% | 23% | 23% | 22% | 50% or more |
| Two-year institution | 7% | 7% | 7% | 8% | 7% | 7% | |
| Four-year institution | 26% | 27% | 28% | 30% | 31% | 30% | |
| Percent of new degree-seeking freshmen completing a gateway math course within two years ¹ | 2013-14 cohort 40% | 2014-15 cohort 44% | 2015-16 cohort 47% | 2016-17 cohort 48% | 2017-18 cohort 47% | 2018-19 cohort 26% | 60% or more |
| Median number of credits earned at completion of Associate's or Baccalaureate degree program ¹ | | | | | | | |
| Transfer students | | | | | | | |
| Associate - Two Year Institution | 79 | 75 | 75 | 80 | 75 | 83 | 69 |
| Associate - Four Year Institution | 129 | 131 | 127 | 116 | 118 | 96 | |
| Baccalaureate | 145 | 145 | 145 | 146 | 143 | 143 | 138 |
| Non-transfer students | | | | | | | |
| Associate - Two Year Institution | 77 | 71 | 71 | 71 | 69 | 69 | 69 |
| Associate - Four Year Institution | 112 | 106 | 106 | 106 | 101 | 81 | |
| Baccalaureate | 137 | 137 | 136 | 136 | 133 | 135 | 138 |
| Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic locations. | | | | | | | |
| Annual number of state-funded scholarships awarded and total dollar amount | FY2016 | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 | |
| Total Scholarships Awarded | 1,774 | 3,487 | 3,795 | 4,403 | 4,988 | 6,356 | At least 3,000 |
| Armed Forces and Public Safety Officer Scholarship | 10 | 10 | 11 | 13 | 12 | 9 | |
| Opportunity Scholarship | 1,764 | 3,461 | 3,739 | 4,254 | 4,767 | 6,144 | |
| Opportunity Scholarship for Adult Learners | 0 | 0 | 0 | 57 | 126 | 118 | |
| Postsecondary Credit Scholarship | 0 | 16 | 45 | 79 | 83 | 85 | |
| Total Dollar Amount of Scholarships Awarded | \$5,300,248 | \$10,074,212 | \$11,822,718 | \$14,641,323 | \$16,263,535 | \$20,874,646 | At least \$16 M |
| Armed Forces and Public Safety Officer Scholarship | \$176,000 | \$152,038 | \$174,497 | \$185,627 | \$158,777 | \$98,915 | |
| Opportunity Scholarship | \$5,124,248 | \$9,901,424 | \$11,585,371 | \$14,237,582 | \$15,628,220 | \$20,439,343 | |
| Opportunity Scholarship for Adult Learners | \$0 | \$0 | \$0 | \$104,564 | \$357,088 | \$324,909 | |
| Postsecondary Credit Scholarship | \$0 | \$20,750 | \$62,850 | \$113,550 | \$119,450 | \$11,479 | |
| Proportion of postsecondary graduates with student loan debt | 2015-16 graduates 50% | 2016-17 graduates 45% | 2017-18 graduates 45% | 2018-19 graduates 44% | 2019-20 graduates 42% | 2020-21 graduates 40% | |
| Two-year institution | 48% | 41% | 42% | 40% | 38% | 35% | |
| Four-year institution | 50% | 46% | 46% | 46% | 43% | 42% | Less than 50% |
| Percent of students who complete the Free Application for Federal Student Aid (FAFSA) - Limited to graduating class cohort | NA | 2016-17 graduates 60% | 2017-18 graduates 61% | 2018-19 graduates 52% | 2019-20 graduates 51% | 2020-21 graduates 46% | 60% or more |

| | FY2016 | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 | Benchmark |
|---|----------|-------------|-----------|-----------|-----------|-----------|--------------------|
| Percent cost of attendance (to the student) ³ In-State First Time, Full Time Degree Seeking Undergraduate living on campus (In-District for Two-Year) | FY2015 | FY2016 | FY2017 | FY2018 | FY2019 | FY2020 | |
| Two-year institution | | | | | | | |
| Students living off campus (w family) | 88% | 92% | 94% | 97% | 91% | 92% | Less than 4% |
| Four-year institution | | | | | | | |
| Students living on campus | 96% | 91% | 88% | 90% | 88% | 90% | Less than 4% |
| Students living off campus (w family) | 102% | 98% | 88% | 88% | 88% | 89% | Less than 4% |
| Average net cost to attend public institution. ³ First Time, Full Time Degree Seeking Undergraduate awarded grant or scholarship | FY2015 | FY2016 | FY2017 | FY2018 | FY2019 | FY2020 | |
| Four-year institution | 101.1% | 94.4% | 98.1% | 94.3% | 93.1% | | 90% of peers |
| Expense per student FTE ³ IPEDS Total expenses and deductions / 12 Month FTE (Undergrad, Grad & PhD) | FY2015 | FY2016 | FY2017 | FY2018 | FY2019 | FY2020 | |
| | \$22,140 | \$23,758 | \$24,516 | \$25,111 | \$25,415 | | Less than \$20,000 |
| Two-year institution | \$13,883 | \$15,168 | \$15,432 | \$15,196 | \$15,339 | | |
| Four-year institution | \$25,118 | \$26,691 | \$27,706 | \$28,766 | \$29,168 | | |
| Number of degrees produced (Undergraduate) ¹ | 11,489 | 12,944 | 13,299 | 13,239 | 13,656 | 14,620 | At least 15,000 |
| 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. | | | | | | | |
| Percentage of students participating in internships | 5% | 5% | 8% | 6% | 6% | 6% | 10% or more |
| Percentage of undergraduate students participating in undergraduate research. ¹ | | | | | | | |
| BSU | 35% | 37% | 37% | 43% | 43% | 34% | Greater than 40% |
| ISU | 43% | 42% | 41% | 38% | 36% | 37% | Greater than 50% |
| UI | 64% | 65% | 61% | 58% | 60% | 56% | Greater than 60% |
| LCSC | 10% | 14% | 16% | 20% | 12% | 11% | |
| Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields ¹ | 1:0.21 | 1:0.22 | 1:0.22 | 1:0.22 | 1:0.22 | 1:0.20 | 1:0.25 or more |
| Increase in postsecondary programs tied to workforce needs | 23 | 20 | 20 | 22 | 45 | 46 | 10 |
| Objective B: Medical Education - Deliver relevant education that meets the health care needs of Idaho and the region. | | | | | | | |
| Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs. ⁵ | NA | 4 | 8 | 11 | 11 | 21 | 8 |
| Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho | NA | WWAMI - 50% | WWAMI-51% | WWAMI-51% | WWAMI-51% | WWAMI-50% | At least 60% |

| | FY2016 | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 | Benchmark |
|--|--------|--------|--------|--------|--------|--------|--------------|
| Percentage of Family Medicine Residency graduates practicing in Idaho | | | | | | | |
| Boise | 47% | 56% | 53% | 73% | 63% | 38% | At least 60% |
| ISU | 43% | 71% | 29% | 43% | 43% | 71% | At least 60% |
| CDA | NA | 50% | 83% | 72% | 67% | 71% | At least 60% |
| Percentage of Psychiatry Residency Program graduates practicing in Idaho. | NA | NA | NA | NA | NA | NA | At least 50% |
| Medical related postsecondary programs (other than nursing) | 79 | 84 | 91 | 102 | 111 | 115 | 100 |
| <p>Notes:</p> <p>¹ FY20 performance measures for the postsecondary institutions are preliminary.</p> <p>² SDE report card data except Dual Credit has been modified to only include students with earned course credits</p> <p>³ This metric is contingent on the IPEDS data release.</p> <p>⁴ The Public Use Microdata Sample of the American Community Survey is published In November ea year.</p> <p>⁵ An expansion in the number of graduate medical programs in the state resulted in increased gradutes in FY21</p> <p>¹⁰ Spring IRI tests results not tabulated, ISAT not administered due to COVID closures</p> | | | | | | | |

DRAFT CREDENTIAL TARGETS – FOR DISCUSSION

K-20 Education Strategic Plan Performance Measure (Approved by the Board February 2019)

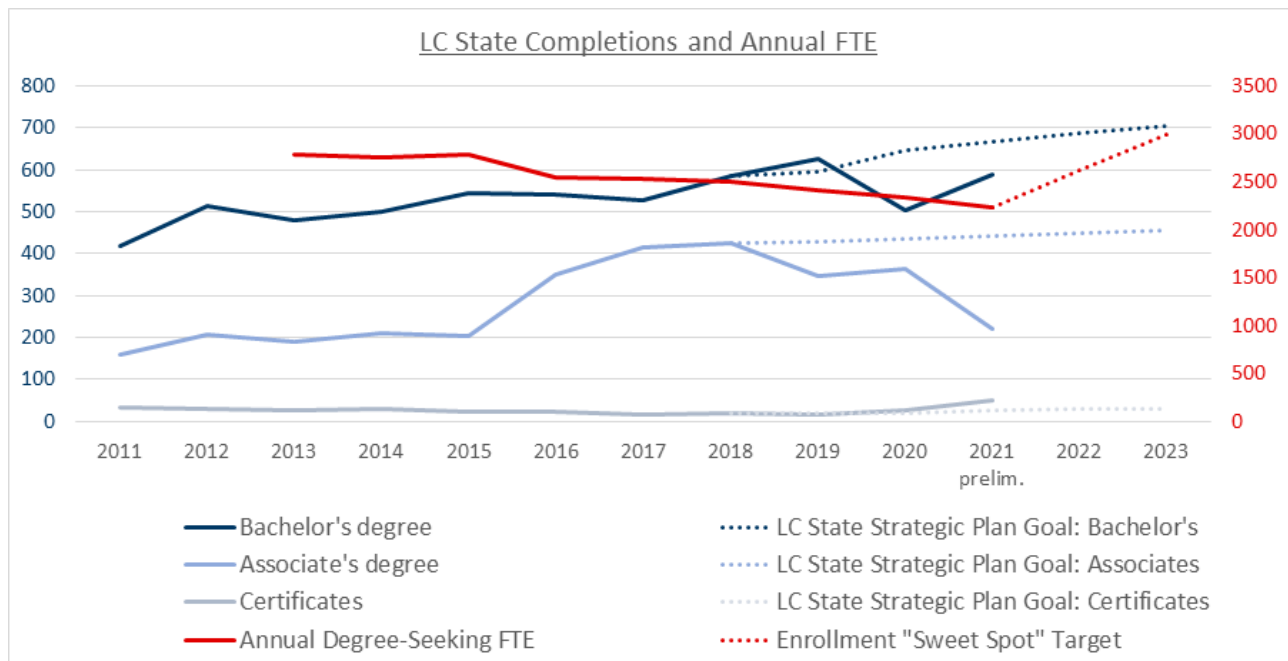
| | | | | | | | |
|--|---------|---------|---------|---------|---------|---------|-----|
| Goal 3: EDUCATIONAL ATTAINMENT -Ensure Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy. | | | | | | | |
| Objective A: Higher Level of Educational Attainment - Increase completion of certificates and degrees through Idaho's educational system. | | | | | | | |
| Total number of certificates/degrees produced, by institution per year ¹ | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| Certificates of at least one year | 1,059 | 1,221 | 1,564 | 1,685 | 2,293 | 2,294 | TBD |
| College of Eastern Idaho | 102 | 109 | 110 | 108 | 110 | 96 | |
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| Boise State University | 0 | 0 | 0 | 0 | 0 | 0 | |
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| Lewis-Clark State College | 22 | 18 | 19 | 12 | 14 | 19 | |
| University of Idaho | 0 | 0 | 0 | 0 | 0 | 0 | |
| Associate degrees | 3,637 | 3,541 | 3,580 | 3,461 | 3,583 | 3,584 | TBD |
| College of Eastern Idaho | 118 | 121 | 93 | 147 | 164 | 227 | |
| College of Southern Idaho | 919 | 816 | 800 | 839 | 947 | 947 | |
| College of Western Idaho | 996 | 979 | 984 | 886 | 949 | 944 | |
| North Idaho College | 749 | 687 | 690 | 681 | 657 | 717 | |
| Boise State University | 145 | 116 | 119 | 133 | 111 | 132 | |
| Idaho State University | 362 | 405 | 472 | 428 | 420 | 494 | |
| Lewis-Clark State College | 351 | 414 | 425 | 347 | 365 | 218 | |
| University of Idaho | 0 | 0 | 0 | 0 | 0 | 0 | |
| Baccalaureate degrees | 6,808 | 6,865 | 6,924 | 7,033 | 7,101 | 7,102 | TBD |
| Boise State University | 3,174 | 3,317 | 3,373 | 3,472 | 3,680 | 3,929 | |
| Idaho State University | 1,228 | 1,168 | 1,166 | 1,233 | 1,155 | 1,284 | |
| Lewis-Clark State College | 541 | 528 | 587 | 626 | 505 | 599 | |
| University of Idaho | 1,865 | 1,852 | 1,798 | 1,702 | 1,761 | 1,631 | |

Lewis-Clark State College

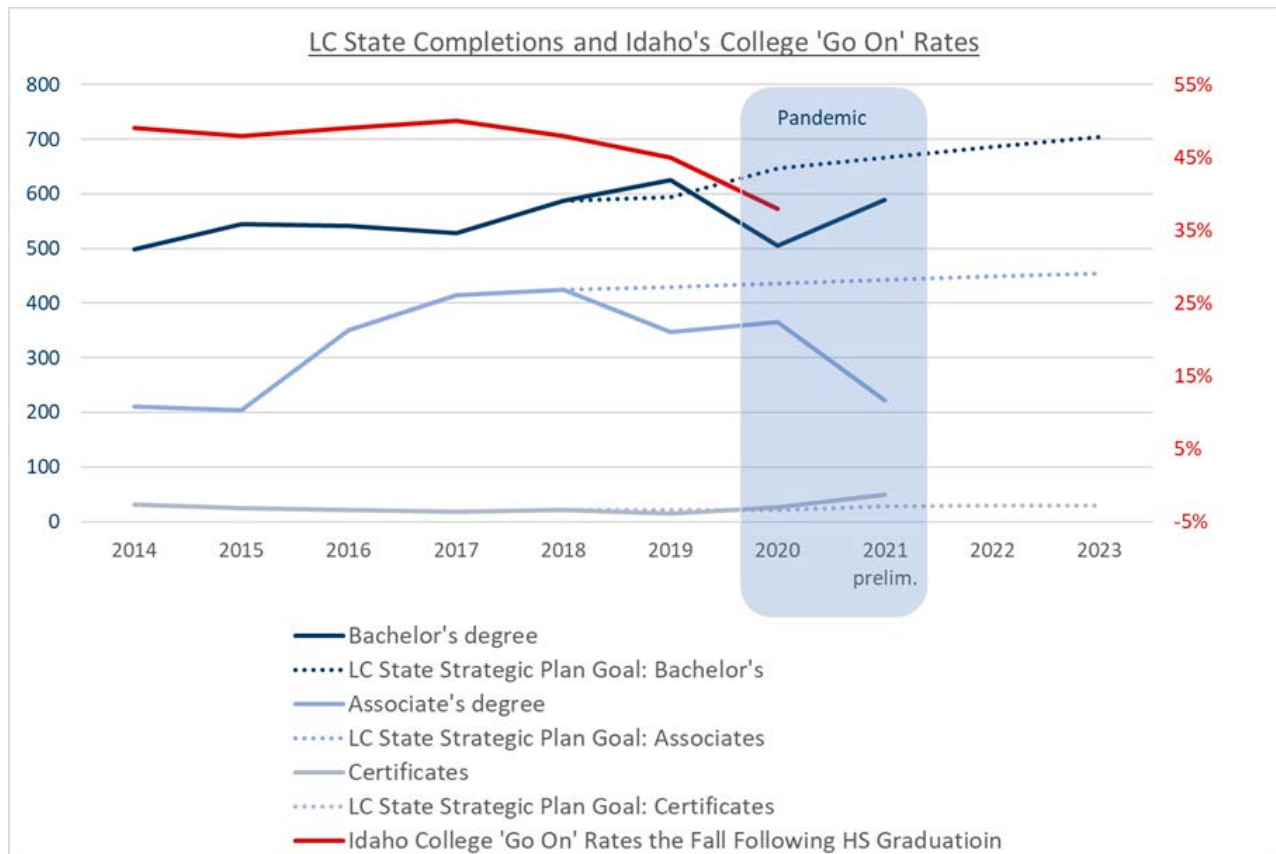
Assumptions:

- LC State is and should remain Idaho's most **accessible** and affordable 4-year school – providing a small college “private” school experience at a public school price.
 - Which means a student demographic dominated by first generation, low-income (PELL eligible) students; serving primarily Idaho residents.
- LC State is and should remain teaching-focused, with a “sweet-spot” enrollment target of 3000 FTE / 4000 HC.

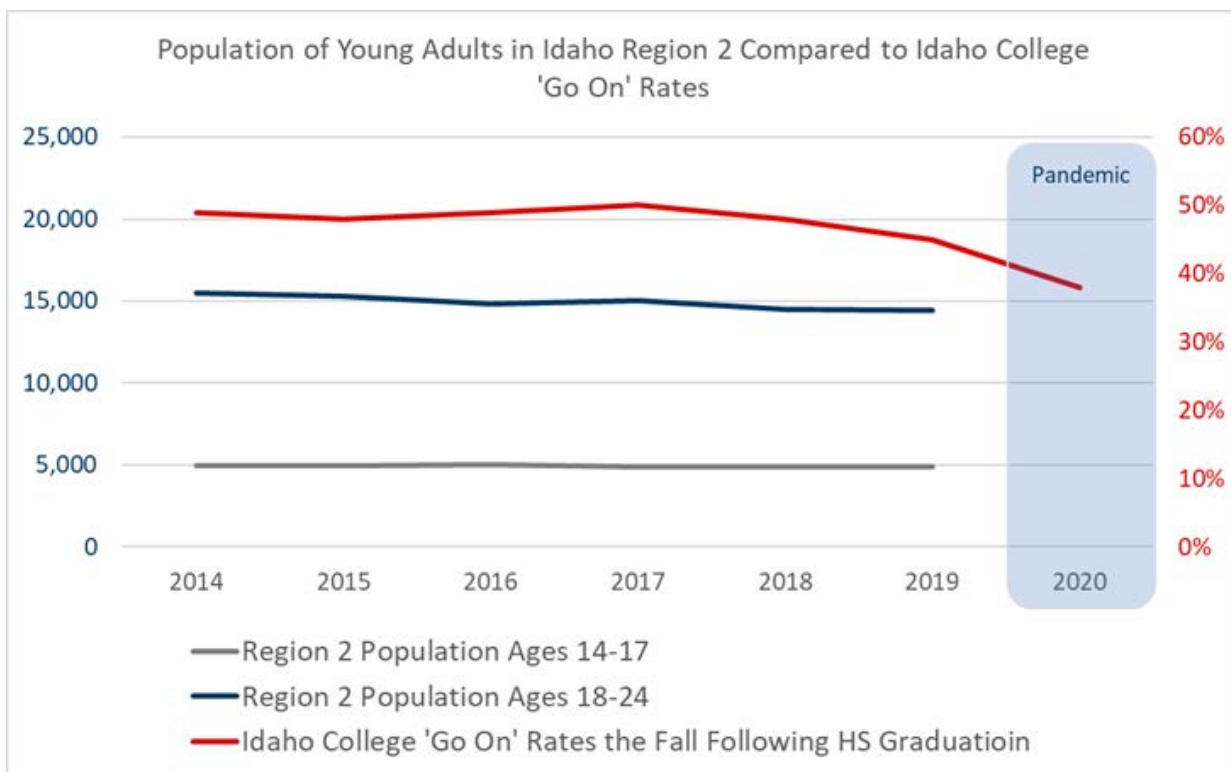
The graph below displays LC State completions relative to annual FTE over the past decade. Given current strategic plan targets (goals) relative to retention and completion, the graph indicates the growth trajectory associated with the sweet-spot enrollment goals (dotted lines). The reality is that the pandemic (see charts below) is impacting outcomes and expectations associated with how fast or slow we may be able to reach these targets.



This graph displays the same information as above, inclusive of the drastically declining Idaho go-on rate (see red line), and highlights/shades the pandemic time period so far. These data indicate that LC is producing in excess of what might be reasonably expected given these conditions.

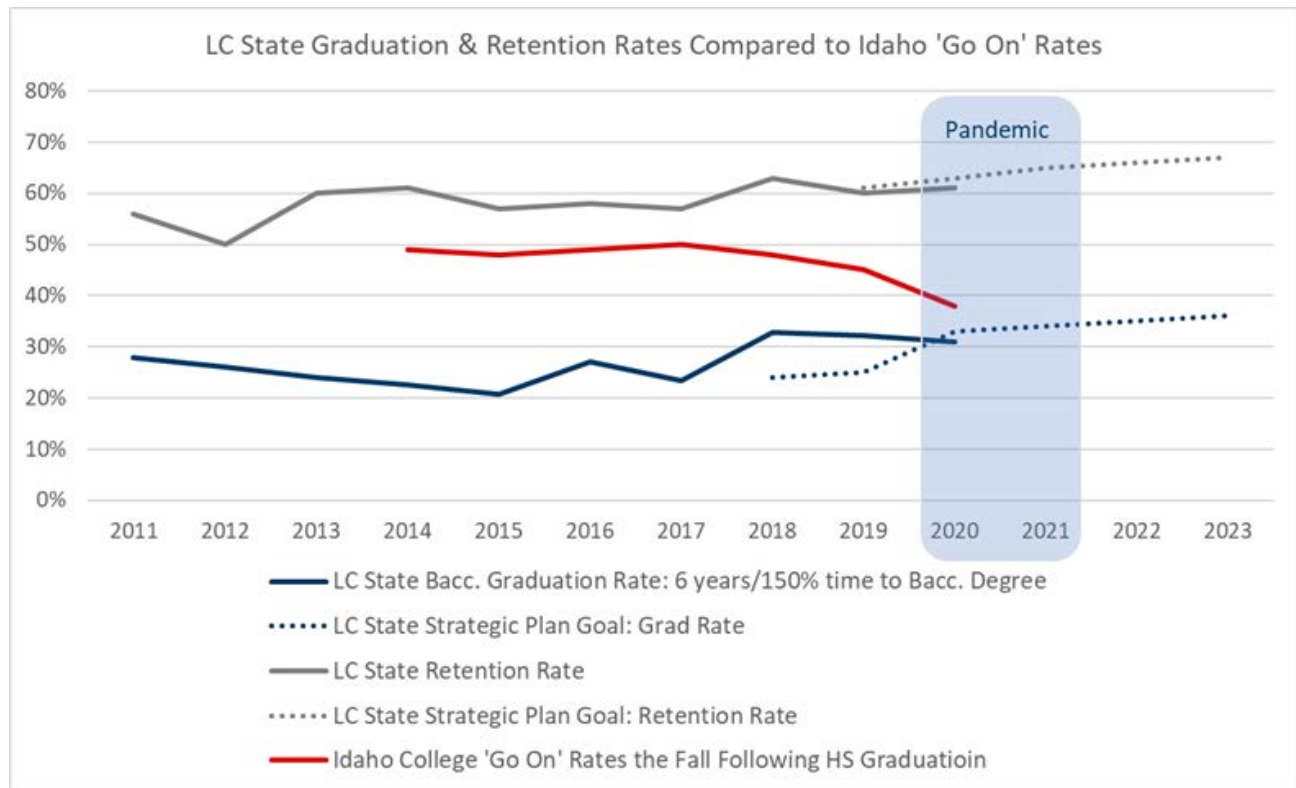


This graph informs us that the population of traditional age college-going individuals in our region (the region that dominates LC State's student enrollment demographic), has been and is relatively constant. What has and is changing is the go-on rate.

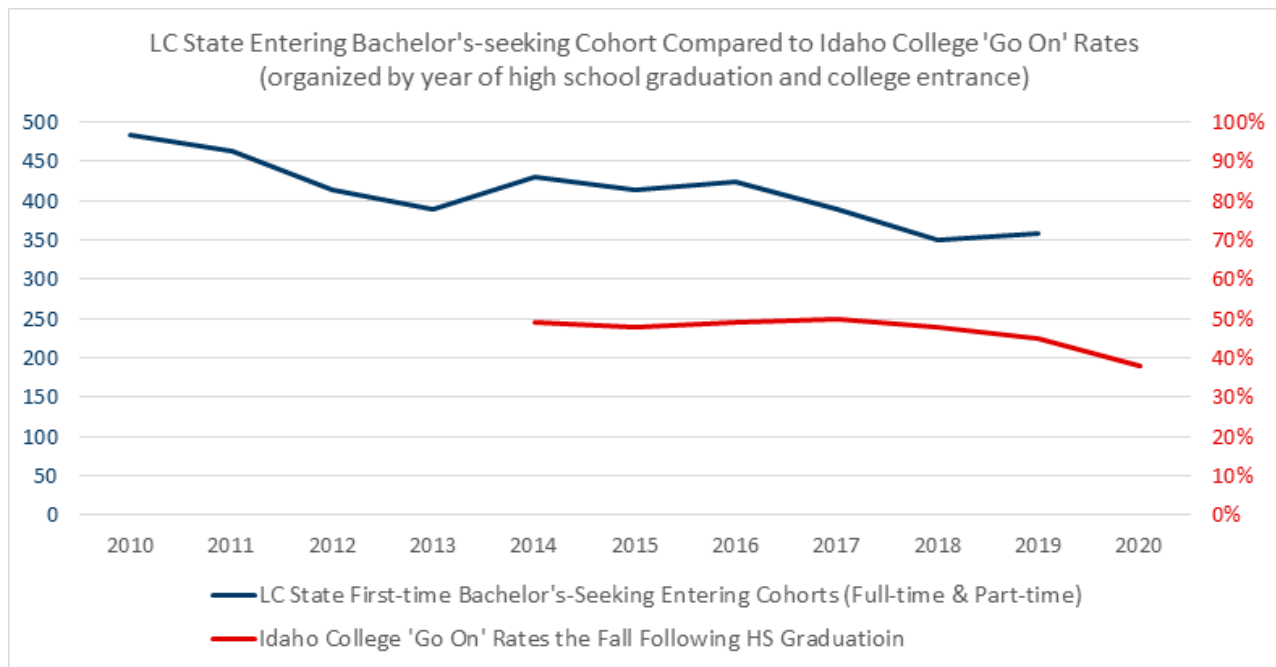


This graph shows that despite the decline in go-on rate, LC State's graduation and retention rates have been/are relatively stable – again we are defying the odds!

Note: The grad rate is 6 years behind due to the cohort calculation, most recent reflected is the 2014 starting cohort; while the retention rate is 1-2 years behind depending on when the tally is taken. This means that the recent decline in go-on rate will reflect into our measures starting 1-6 years into the future.



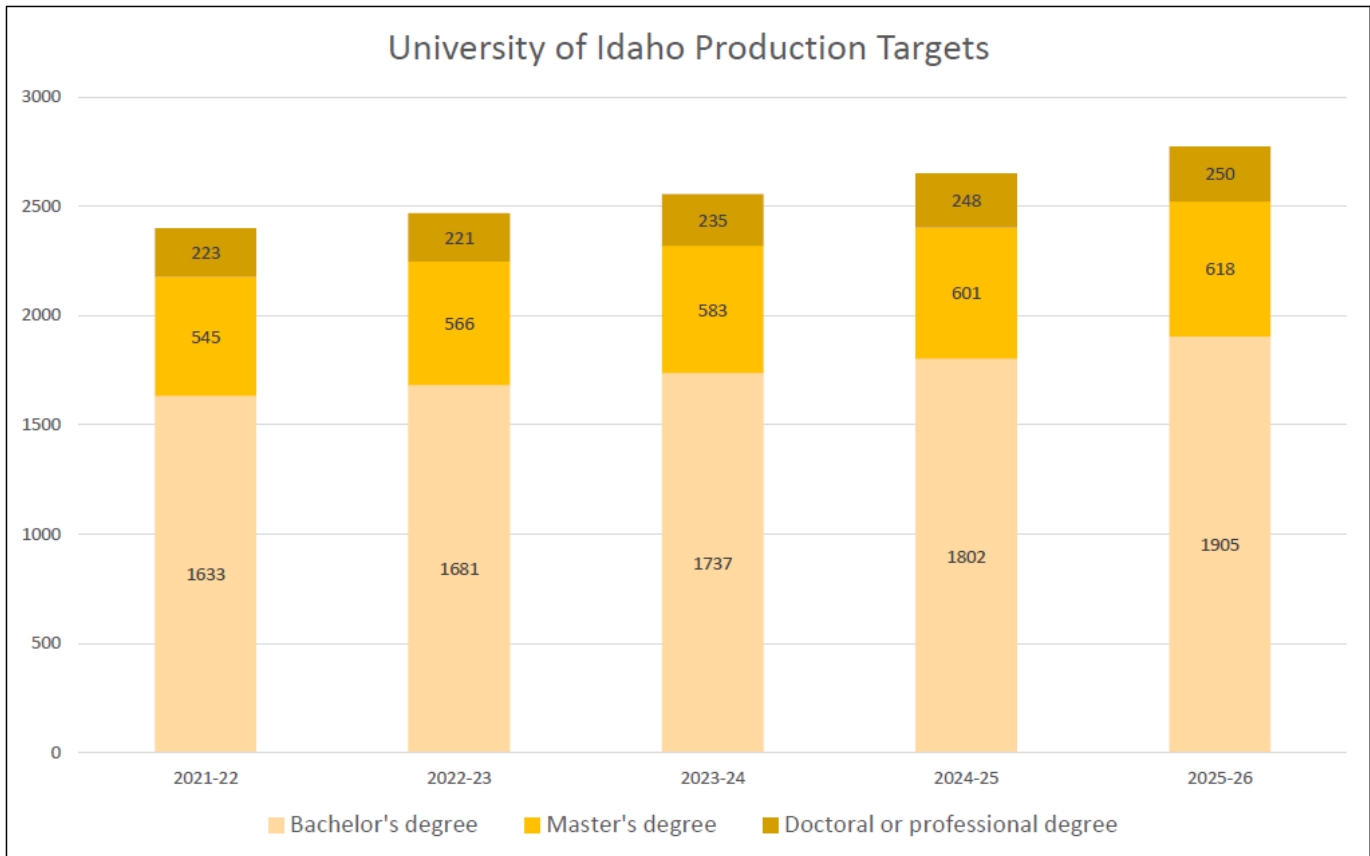
This final graph helps us understand that the absolute number in cohorts is declining, even though LC's retention rate has begun to climb (see gray line above).



So, what does all this mean? It means that under “normal” conditions we might be able to estimate, based on linear trends, degree production relative to retention and grad rates. However, given the precipitous decline in go-on rate (remember LC's enrollment is overwhelmingly [80+%] Idaho residents) and the pandemic, engaging predictive exercises verges on nonsensical.

Our next steps if we are to move the process forward would be to: (a) guestimate impact of go-on and pandemic on enrollment; (b) extrapolate that out to our sweet spot enrollment targets (3000 FTE/4000 HC); and then (c) theoretically determine not only degree production numbers, but how long it will take us to get there.

University of Idaho



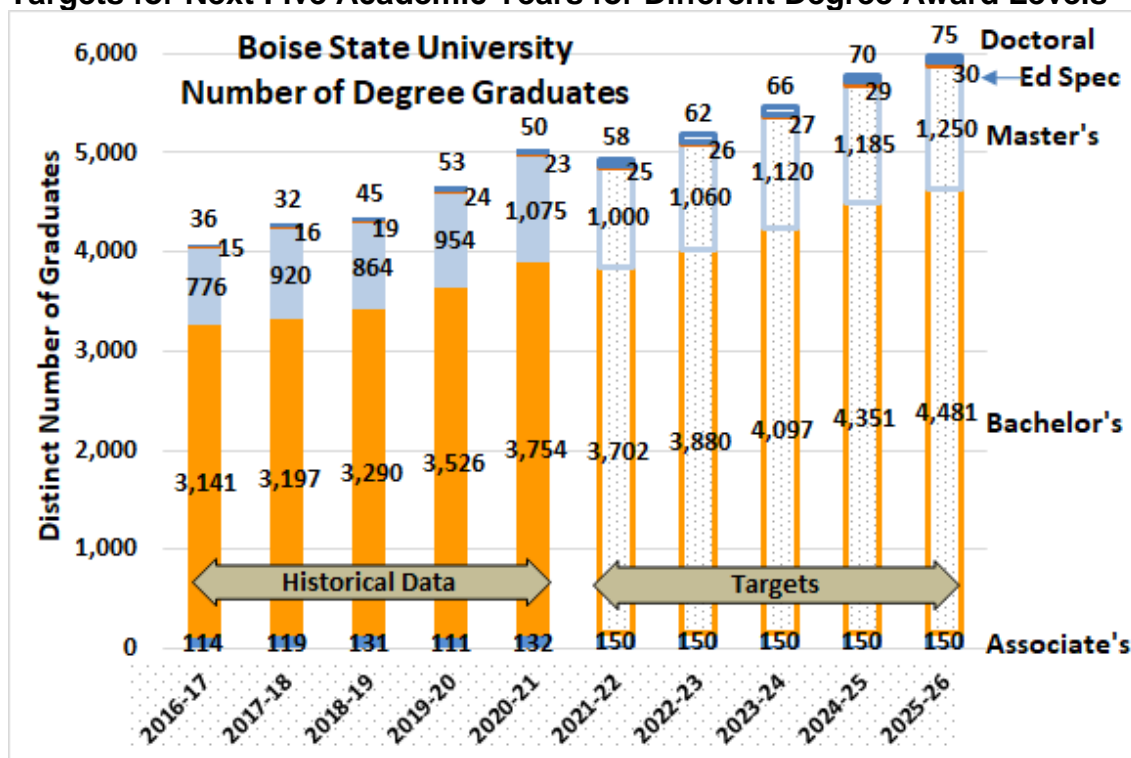
Please note: These figures do not include certificates. The increase each year is currently based on the historic graduation rates and informed by the College enrollment targets for the new Vandal Hybrid Budget Model.

Boise State University

Figure 1 below depicts, for Boise State University, the historical number of graduates at each degree award level as well as the targets for future years. The targets shown below for 2021-22 and 2025-26 were submitted in spring 2021 with our new strategic plan, Blueprint for Success. At the time of submission of the strategic plan, the number of degree graduates for 2020-21 were not yet available. Now that 2021 graduate numbers are final, we note that the numbers of baccalaureate and Master's graduates in 2020-21 exceeded the targets for the following year and thus will likely result in an increase in targets for subsequent years.

Note that throughout we use "Distinct Number of Graduates" as the key metric (instead of number of degrees) because it reflects the headcount of graduates (not the number of degrees) who enter the workforce and contribute to progress toward the 60% goal.

Figure 1: Boise State University Historical Number of Degree Graduates and Targets for Next Five Academic Years for Different Degree Award Levels



The logic behind the targets is as follows.

Graduate Degrees

For Doctoral degrees, the target for 2025-26 represents a **doubling** of the number of PhD, DNP, and EdD recipients over a ten-year span. The reason for that large increase is twofold. First, we have initiated a number of new doctoral programs over the last few years, and they are beginning to produce graduates. Second, we have been very selective in the new programs that have been created, typically pursuing those that have

an interdisciplinary (and therefore substantial) base of faculty members. An example is our PhD in Computing, which was launched in Fall of 2016 with four areas of emphasis (including an emphasis in cybersecurity). It currently has 66 students enrolled in Fall 2021, and has already graduated seven students.

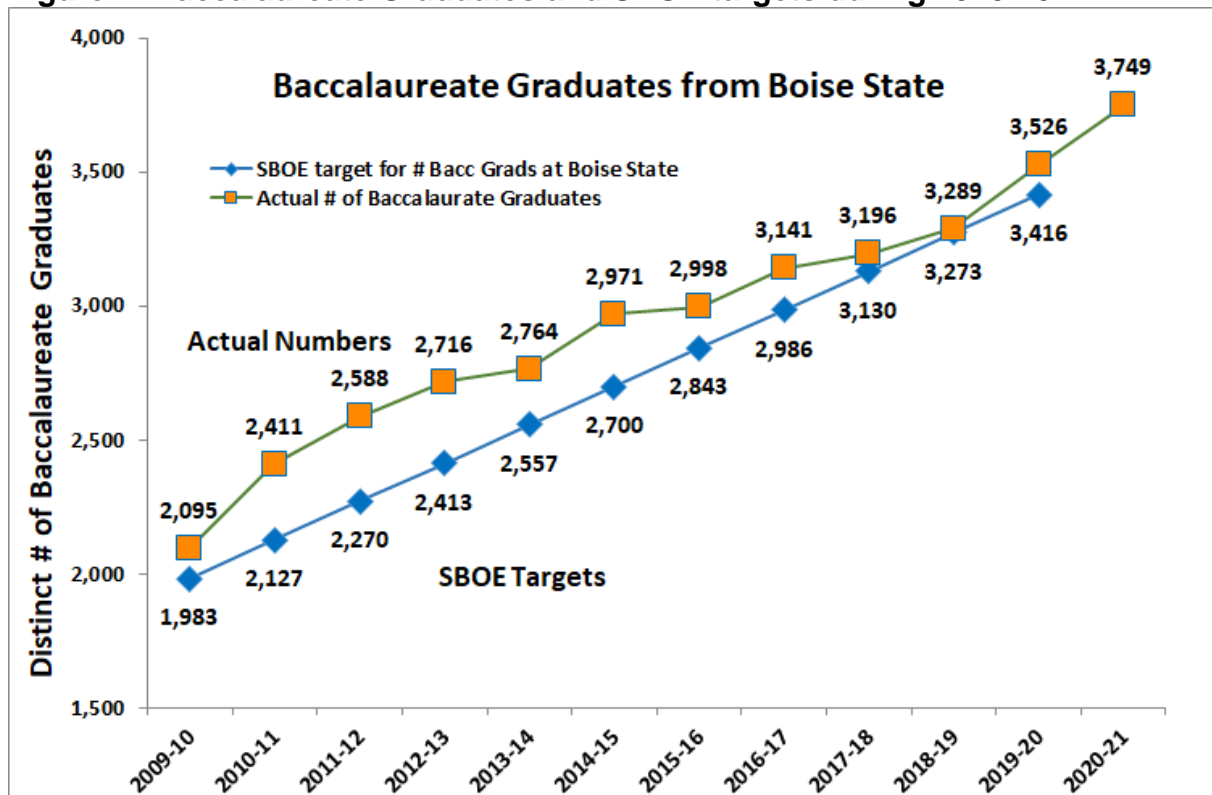
For Master's and Education Specialist degrees, the targets represent a reasonable extrapolation of past numbers, accounting for continued growth in some programs as well as the creation of new and innovative programs such as the Master of Science in Genetic Counseling, one of the first of its kind in the country.

Undergraduate Degrees

For Associate degrees, we have kept the target at 150 for each year simply because at the undergraduate level, it is baccalaureate degrees that are the focus of our efforts, not associate's degrees.

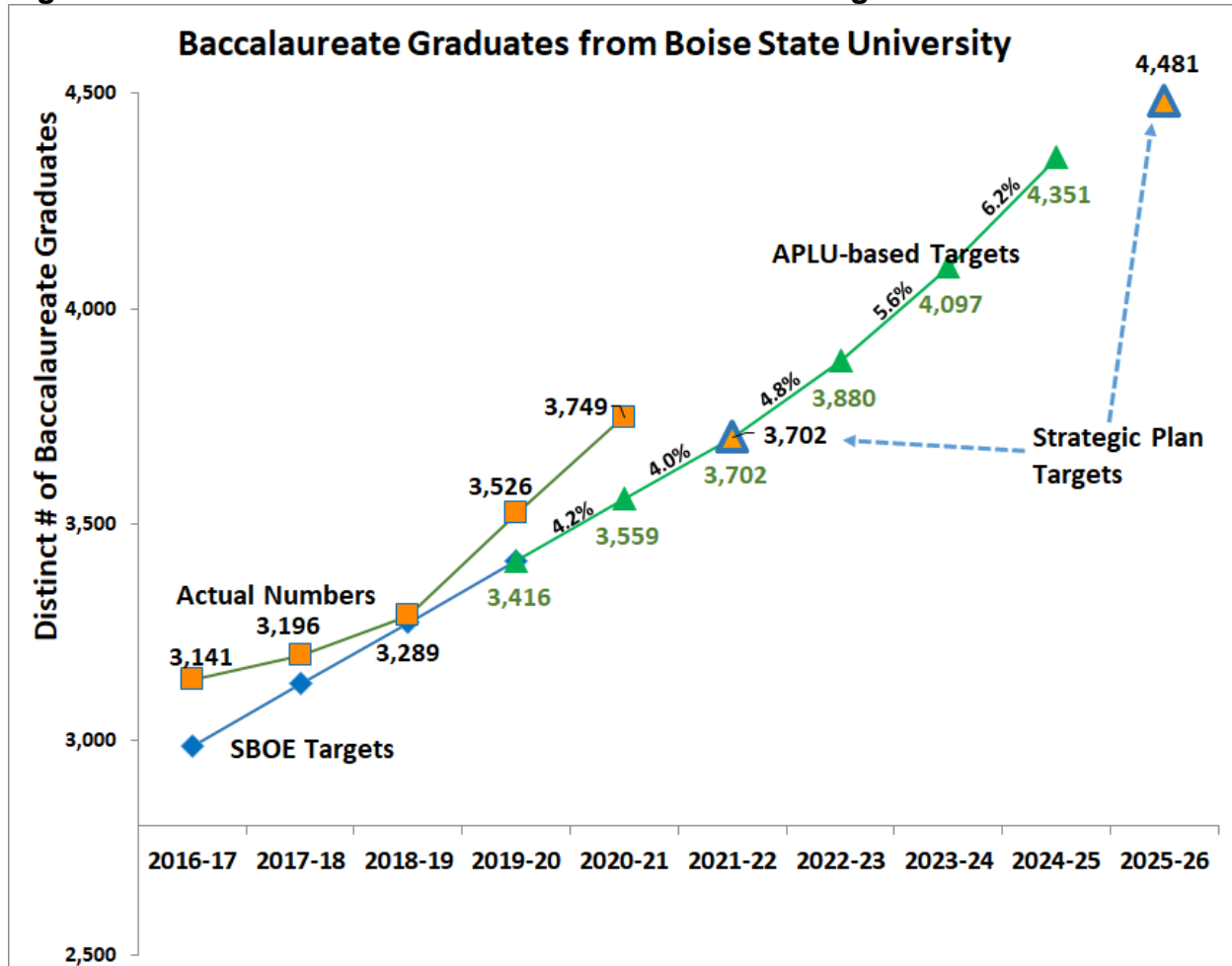
Because baccalaureate degrees represent the substantial majority of degree graduates that Boise State provides to the workforce, the development of targets for that level has been much more extensive. In addition, Boise State has made use of targets put forth by the SBOE in August 2010 that, although not formally approved, were an important motivator for the university to increase retention and graduation rates, and therefore numbers of graduates. Figure 2 below illustrates that Boise State exceeded our targets in each of the years covered by the 2010 to 2020 targets.

Figure 2: Baccalaureate Graduates and SBOE targets during 2010-20



Finally, Boise State is a member of the “Powered by Publics” initiative of the Association of Public and Land-grant Universities (APLU). As part of that initiative, institutions were asked to commit to an increased number of baccalaureate graduates to contribute to the targets set by the overall initiative. The green line in the graph that follows (Figure 3) shows the specific targets for the number of baccalaureate graduates adopted by Boise State. For the first two years, those targets are based on an extrapolation of the SBOE targets, and the latter three years are based on the overall percentage increases of the targets for the initiative. Note that the annual rate of increase for the last three years is more substantial than that of the original SBOE targets, which increased by about 4% per year.

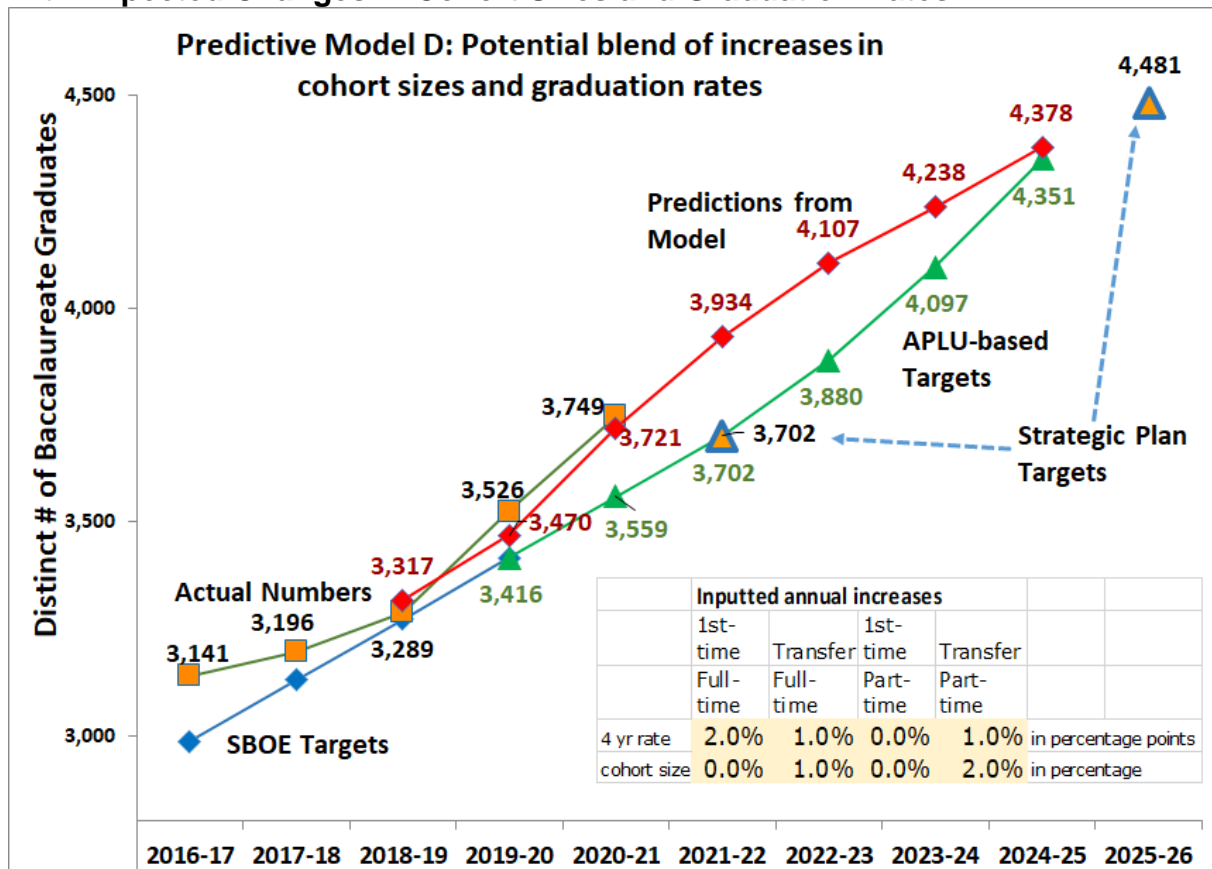
Figure 3: Baccalaureate Graduates and APLU-based Targets



To determine the feasibility of attaining these 5-years targets, we developed a model that predicts the number of graduates based on changes in two factors: (i) cohort size and (ii) graduation rates for each cohort type. One potential scenario that would produce the targeted number of graduates is shown in the table embedded in the following graph. For the First-time Full-time cohorts, it was assumed that aggressive work on graduation rates would continue but that internal and external constraints (such as on-campus housing, instructional capacity, and stagnation in statewide college go-on rates) would likely

prevent increases in cohort size. For Transfer Full-time and Part-time, it was assumed that work on graduation rates would continue and that cohort sizes would continue to increase, especially as a result of increased enrollment in our online degree-completion programs such as the “RN to BS Nursing” program. Minimal assumptions were made regarding the small First-time Part-time cohort because of the very small numbers of students that it represents. The result of applying these assumptions to the cohorts is shown in the following figure.

Figure 4: Predicted Number of Distinct Baccalaureate Graduates based on a Model with Expected Changes in Cohort Sizes and Graduation Rates



Attaining the depicted targets will be a challenge given falling go-on rates and constrained state funding. Additionally, under our new strategic plan and given the emphasis by our accreditor, NWCCU, we will be working to close equity gaps of groups underrepresented in college attainment rates (i.e., first generation, rural, Hispanic, and low income). If successful, those efforts should have a substantial impact on our overall number of graduates and also will better serve Idahoans who are underserved by post-secondary education.

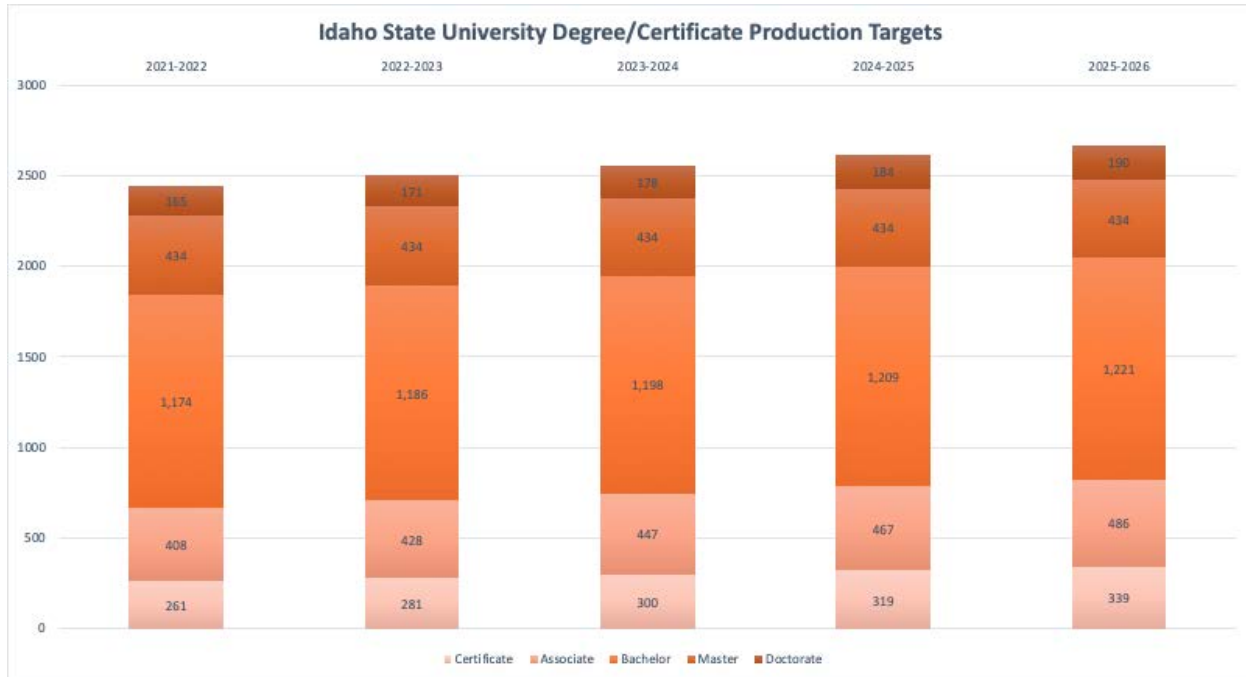
In conclusion, Boise State has established targets for degree graduates that are responsive to internal and external conditions and that will push the university to sustain and expand our student success efforts.



**Idaho State
University**

Degree Production Targets

Submitted October 2021



| Award Level | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|--------------------|--------------|--------------|--------------|--------------|--------------|
| Certificate | 261 | 281 | 300 | 319 | 339 |
| Associate | 408 | 428 | 447 | 467 | 486 |
| Bachelor | 1,174 | 1,186 | 1,198 | 1,209 | 1,221 |
| Master | 434 | 434 | 434 | 434 | 434 |
| Doctorate | 165 | 171 | 178 | 184 | 190 |
| Grand Total | 2,443 | 2,500 | 2,557 | 2,613 | 2,670 |

Please Note - The degree production targets for Idaho State University are based on historical graduation rates, enrollment trends, and reasonable expectations that ISU's retention and recruitment efforts will continue to yield positive results for degree and certificate completion.

College of Southern Idaho

While our overall production targets lag behind the analysis based upon the “Oregon Economy” aspirational goals (1404 awards compared to 1491), we do exceed the Production Targets Report for each year in the number of associate degrees that CSI awards. These projections assume that CSI does not “auto-award” certificates or degrees to students who have earned them, but have not requested to receive them. Additionally, as in the *February 2021 Update Production_Targets_Report_2018_2028*, these targets include all certificates that CSI awards (regardless of length) *with the exception of the Academic Certificate*.

| | Fiscal Year | Total Production | Associate's degree | Certificates |
|----------------------------|------------------------|-----------------------------|-------------------------------|---------------------|
| Number of degrees produced | FY16 | 1167 | 919 | 248 |
| Number of degrees produced | FY17 | 1054 | 817 | 237 |
| Number of degrees produced | FY18 | 1103 | 800 | 303 |
| Number of degrees produced | FY19 | 1119 | 839 | 280 |
| Number of degrees produced | FY20 | 1240 | 947 | 293 |
| Number of degrees produced | FY21 | 1250 | 947 | 303 |
| <i>Production Target</i> | <i>FY22</i> | <i>1287</i> | <i>978</i> | <i>309</i> |
| <i>Production Target</i> | <i>FY23</i> | <i>1325</i> | <i>1007</i> | <i>318</i> |
| <i>Production Target</i> | <i>FY24</i> | <i>1364</i> | <i>1037</i> | <i>327</i> |
| <i>Production Target</i> | <i>FY25</i> | <i>1404</i> | <i>1067</i> | <i>337</i> |

COLLEGE OF EASTERN IDAHO

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|-----------------------------------|---------|---------|---------|---------|---------|-----------|
| Certificates of at least one year | | | | | | |
| College of Eastern Idaho | 102 | 109 | 110 | 108 | 110 | 96 |
| Associate degrees | 3,637 | 3,541 | 3,580 | 3,461 | 3,583 | 3,584 TBD |
| College of Eastern Idaho | 118 | 121 | 93 | 147 | 164 | 227 |

| Industry Certifications | 2019 | 2020 |
|--------------------------------|-------------|-------------|
| Health and Human Services | 26 | 28 |
| CTE Certifications | 114 | 120 |
| Workforce Certifications | 1,258 | 1,034 |
| Totals | 1,398 | 1,182 |

In addition to certificate and associate level credentials, the College of Eastern Idaho would also like the Board to consider a level of industry certifications. The above provides a list of select industry certifications.

Targets

| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|---|---------|---------|---------|---------|---------|---------|---------|
| | | | | | | | |
| Industry Certifications (Select Fields) | 1,182 | | | | | | |
| | | | | | | | |
| Certificates of at least one year | 110 | 96 | 167 | 192 | 216 | 241 | 266 |
| | | | | | | | |
| Associate degrees | 164 | 227 | 319 | 385 | 451 | 517 | 583 |

[DRAFT] Postsecondary Education Production Targets for Degrees
and Certificates Related to Workforce Needs

2018-2028 Labor Projections Base

Office of the State Board of Education, Research Staff

February 2, 2021

Contents

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|--|----|
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| Community Colleges | 12 |
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Created by: Cate Collins

Last Revised: 2021-02-04

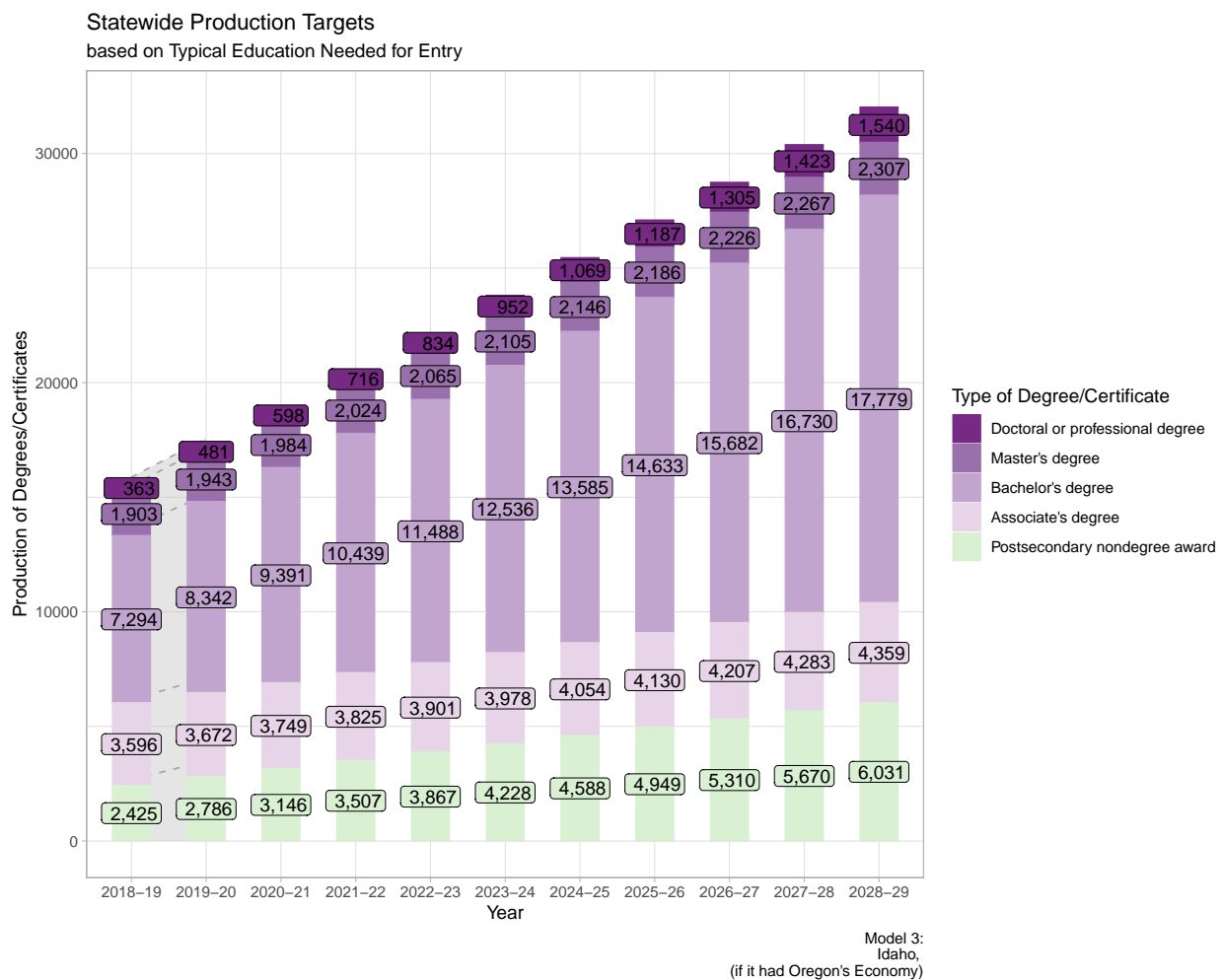
Assumptions

- An aspirational model was selected to estimate and project production targets based on workforce needs. This model is referred to as “**Model 3: Idaho, (if it had Oregon’s Economy)**”.
- Type of Degree/Certificate category is based on **Typical Education Needed For Entry** which reflects the level of education typically needed for entry level positions in an occupation.
- No degrees or certificates were excluded from the model.
- The label “**Postsecondary nondegree award**” includes all **Certificates** awarded by an institution.
- Universities **with** Career & Technical programs had their “Postsecondary nondegree award” (Certificates) production targets calculated based on meeting the *regional* workforce needs for their areas. All other Degree category production targets were calculated based on meeting *statewide* workforce needs.

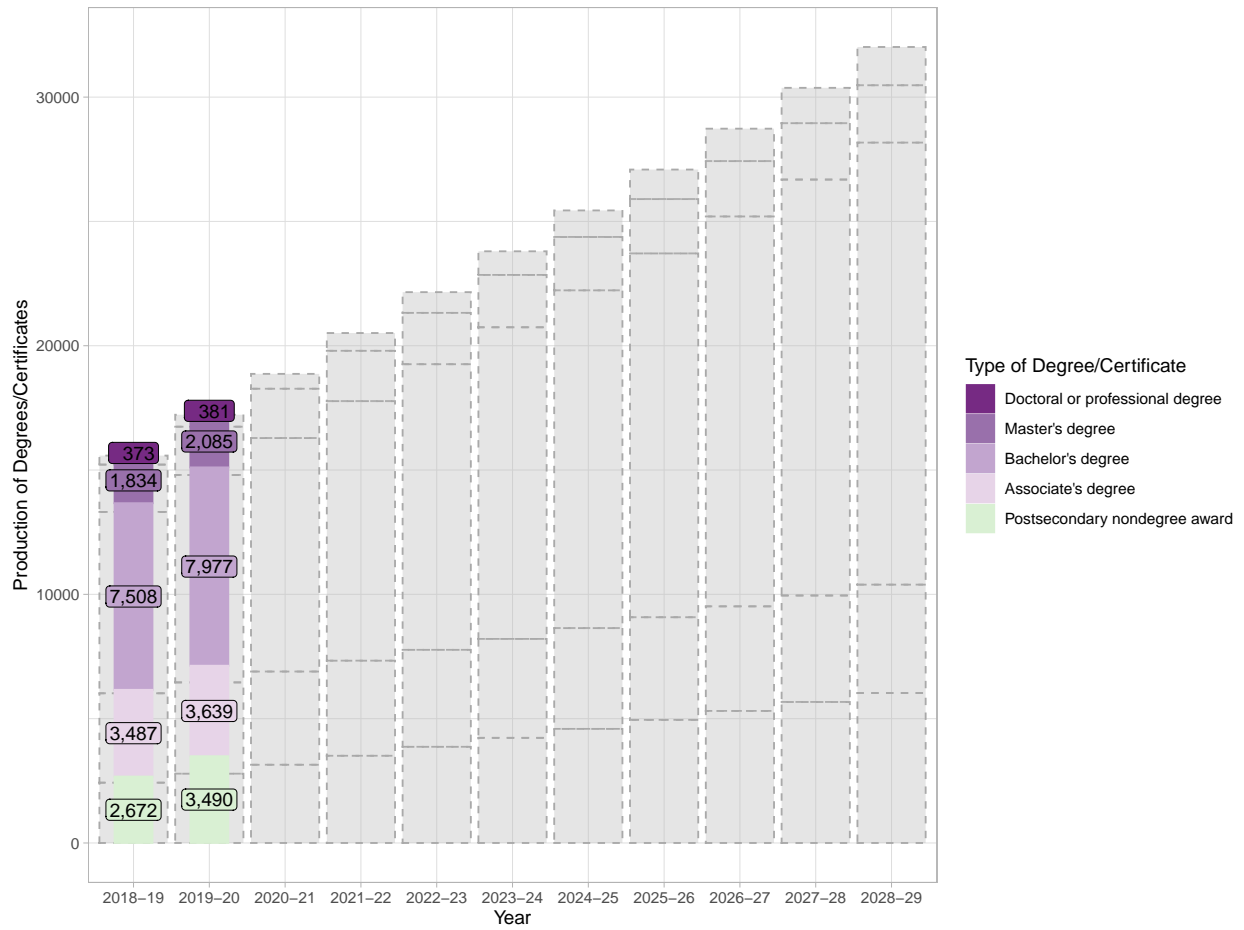
- Community Colleges had all their Degree/Certificate production targets calculated based on meeting the *regional* workforce needs for their areas.
- Yearly targets were smoothed over the 10 year projection span so as not to expect the production to be filled in year 1 but spread across all years.
- It is assumed that Institutions will be responsible for filling approximately **64%** of workforce needs. This is the proportion of degrees and certificates produced by Idaho's 8 public Universities and Community Colleges: Boise State University, University of Idaho, Idaho State University, Lewis-Clark State College, North Idaho College, College of Western Idaho, College of Southern Idaho, College of Eastern Idaho
- This model assumes inflow (in-migration) is approximately equal to outflow (out-migration).

See Notes section for further detail.

Statewide Production Targets



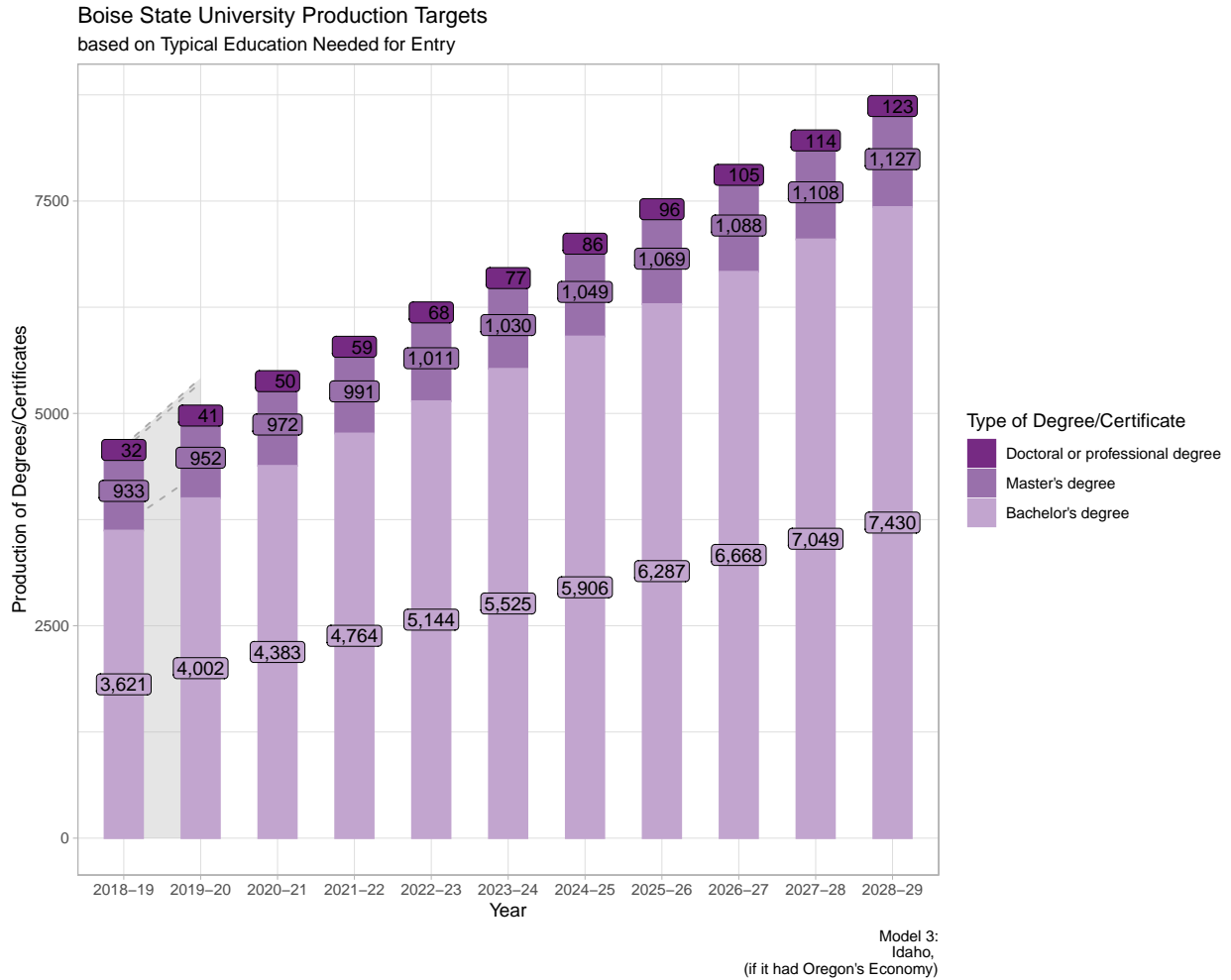
Statewide Production Actuals
showing Production Targets



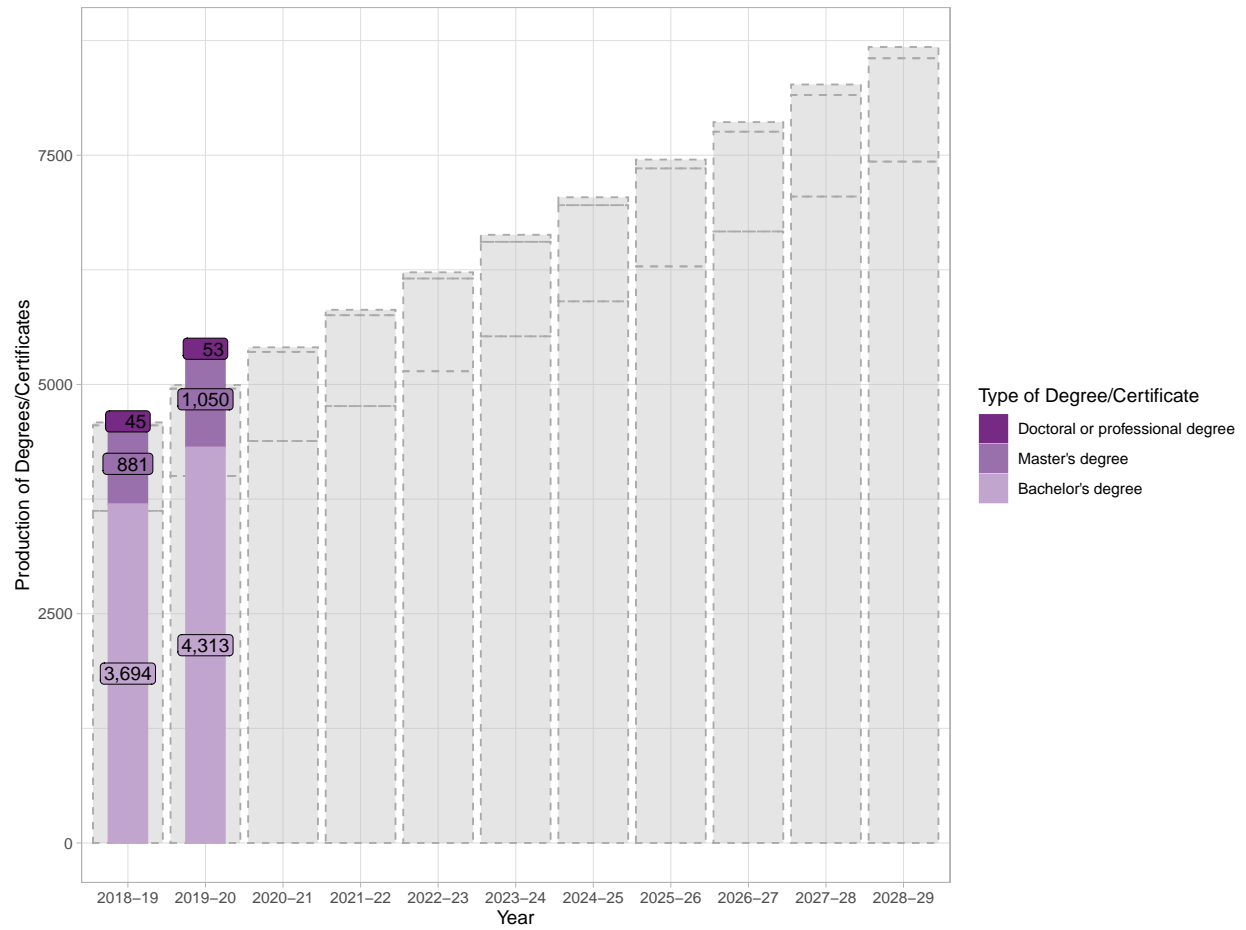
Institution Production Targets

Colleges and Universities

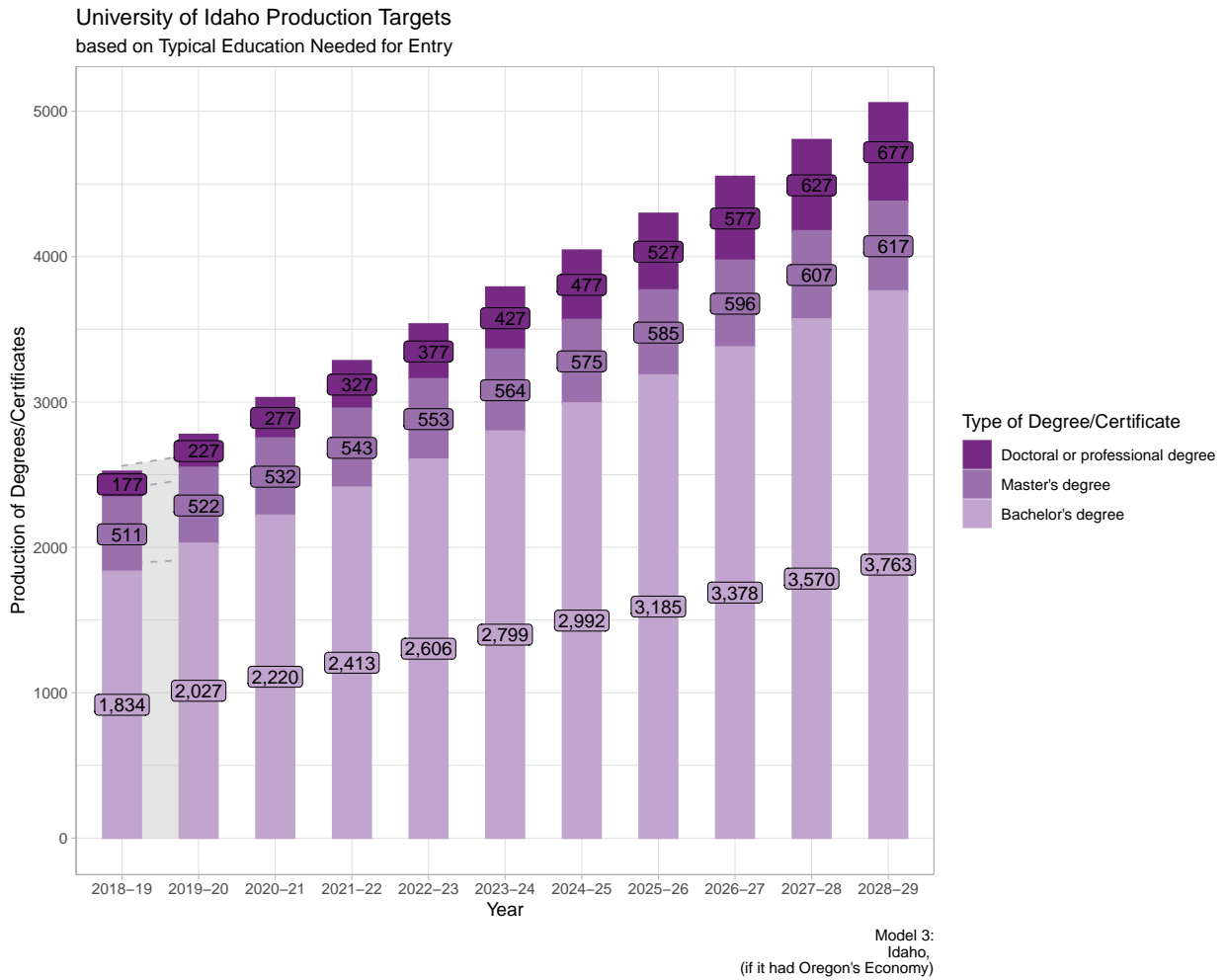
Boise State University



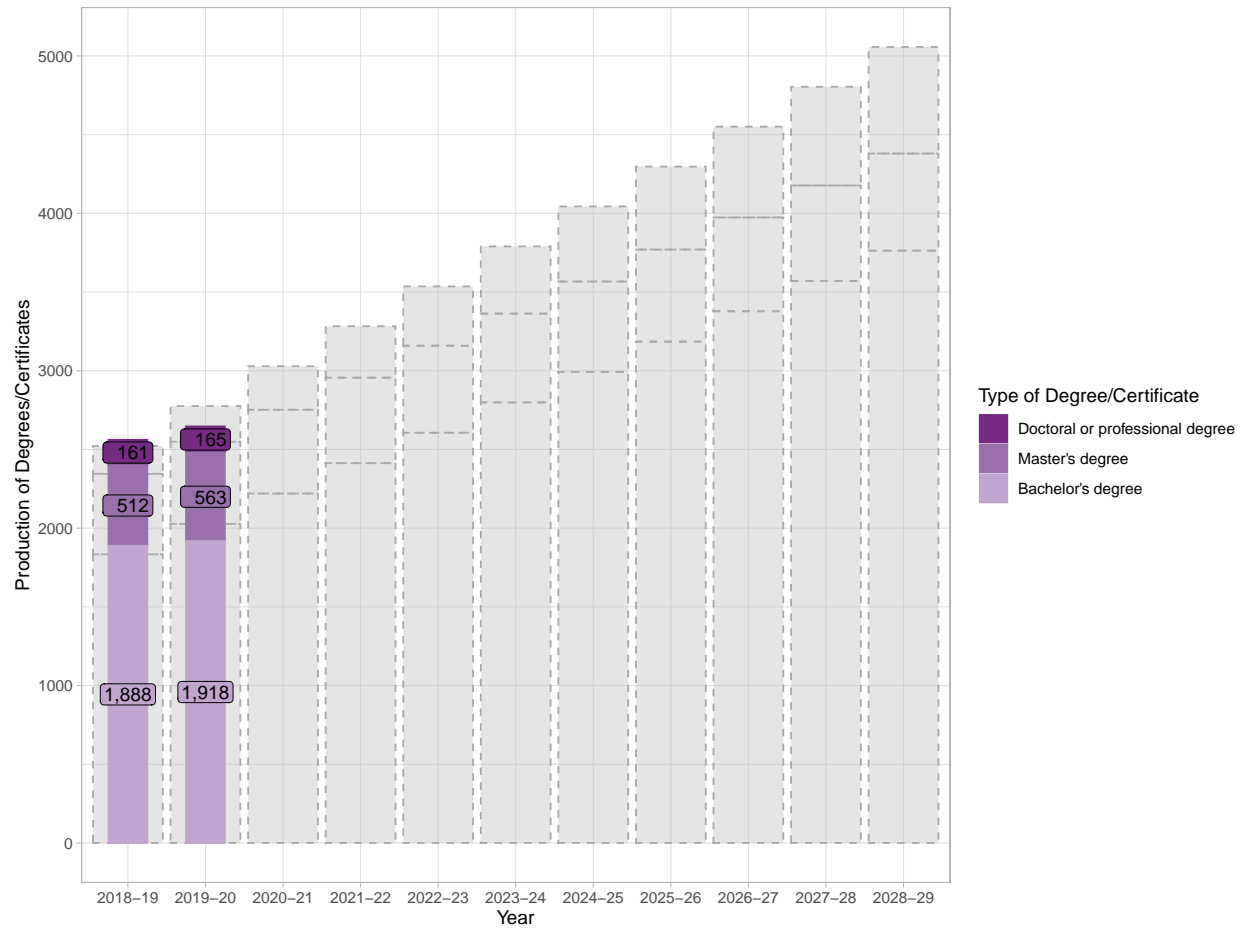
Boise State University Production Actuals
showing Production Targets



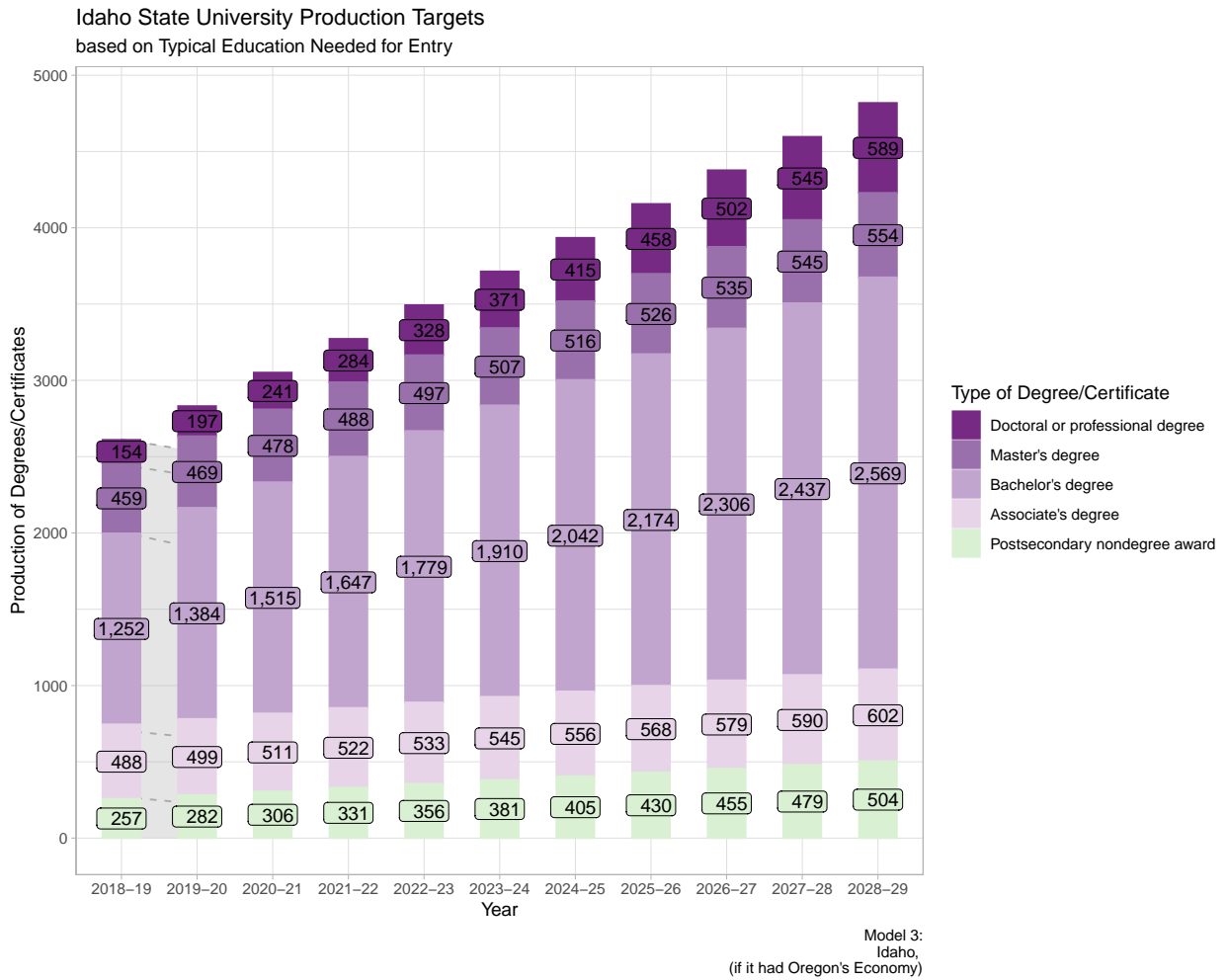
University of Idaho

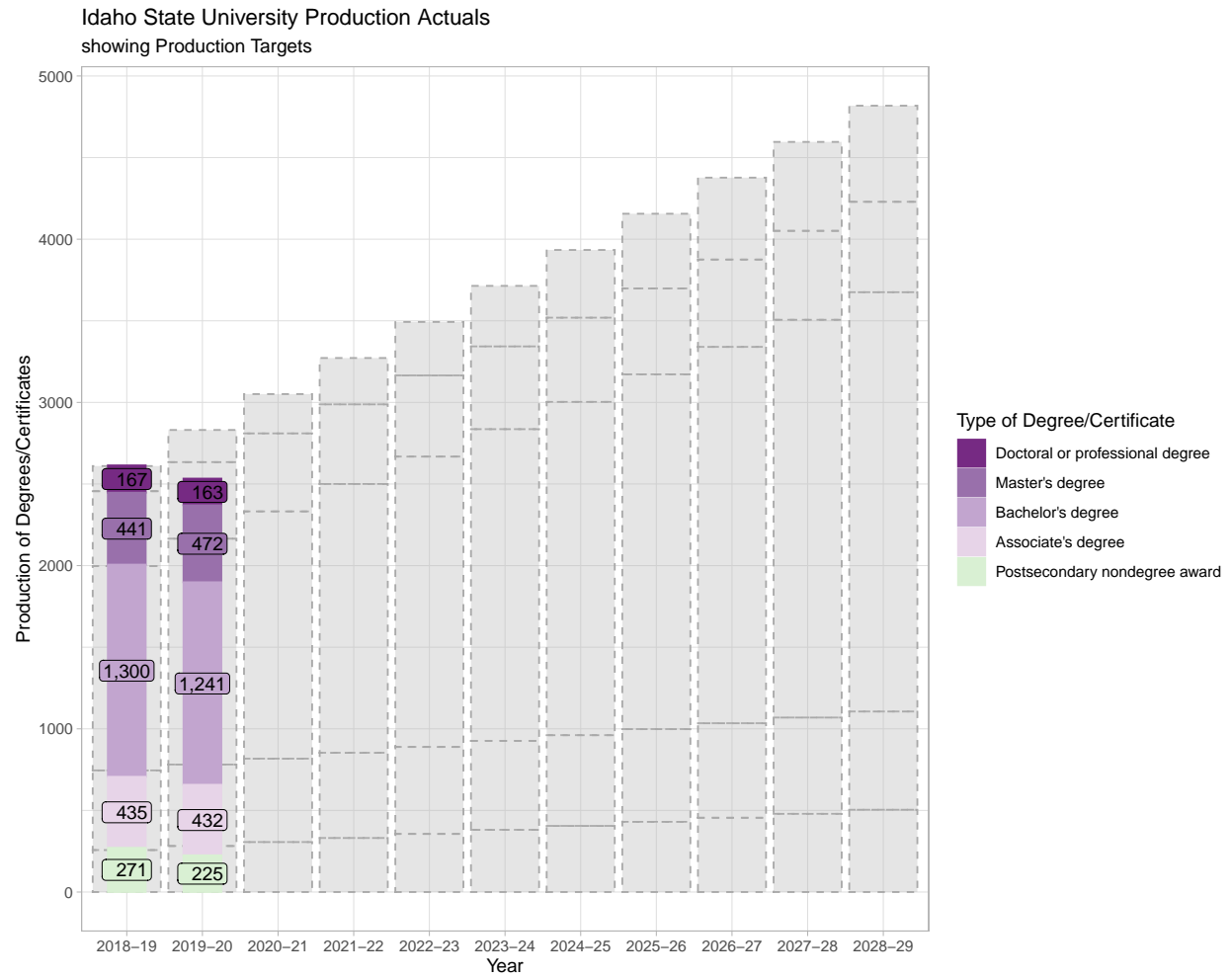


University of Idaho Production Actuals
showing Production Targets

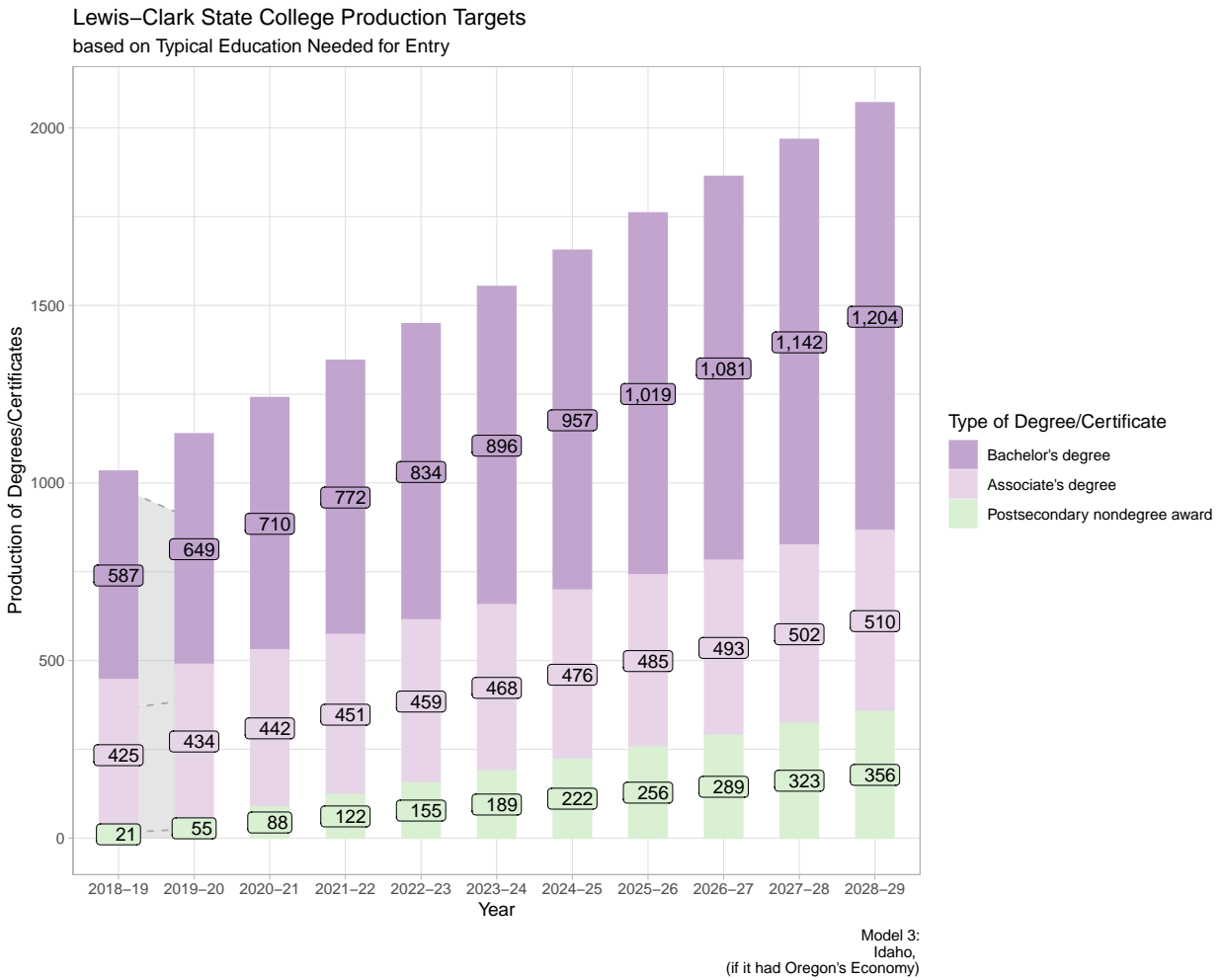


Idaho State University

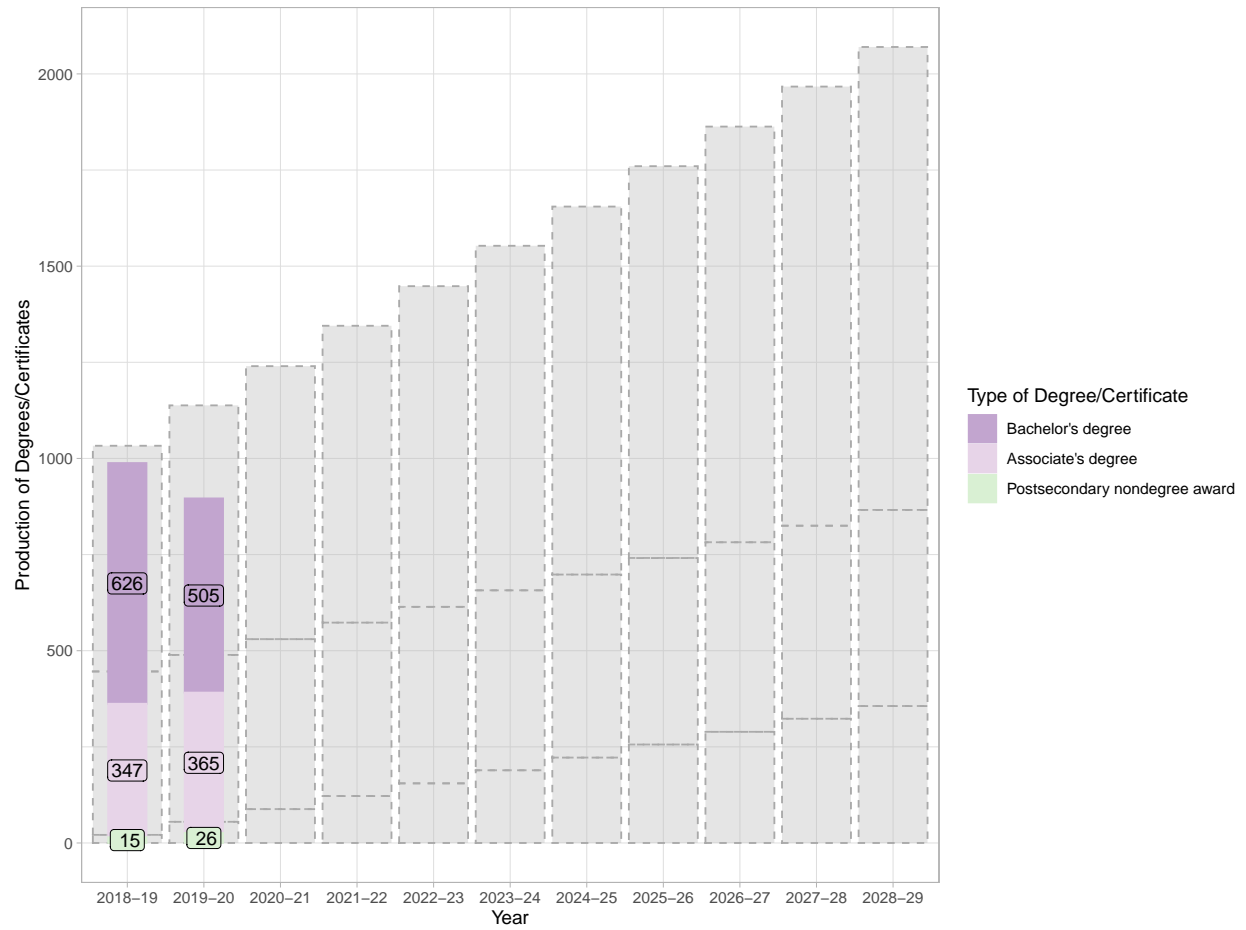




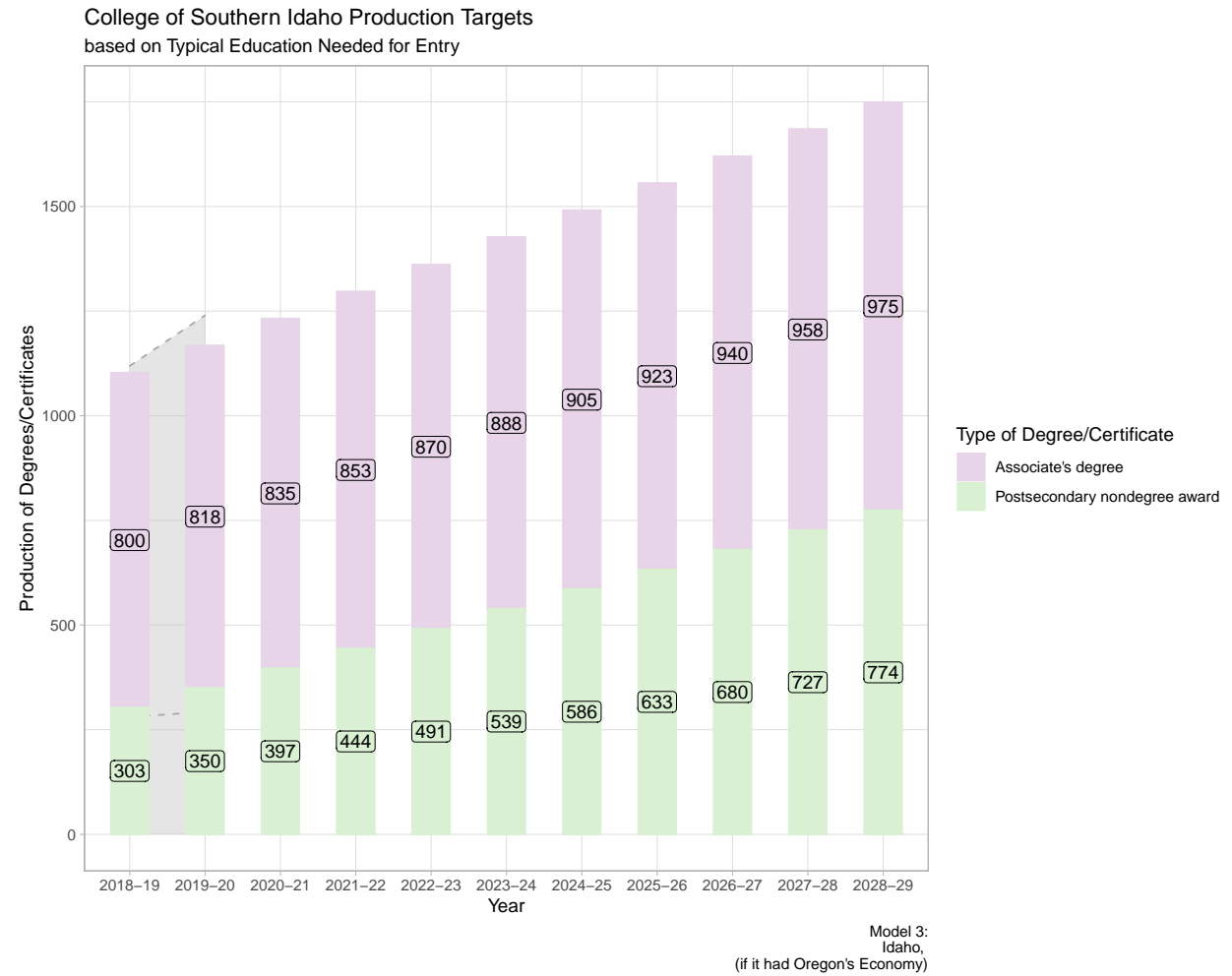
Lewis-Clark State College



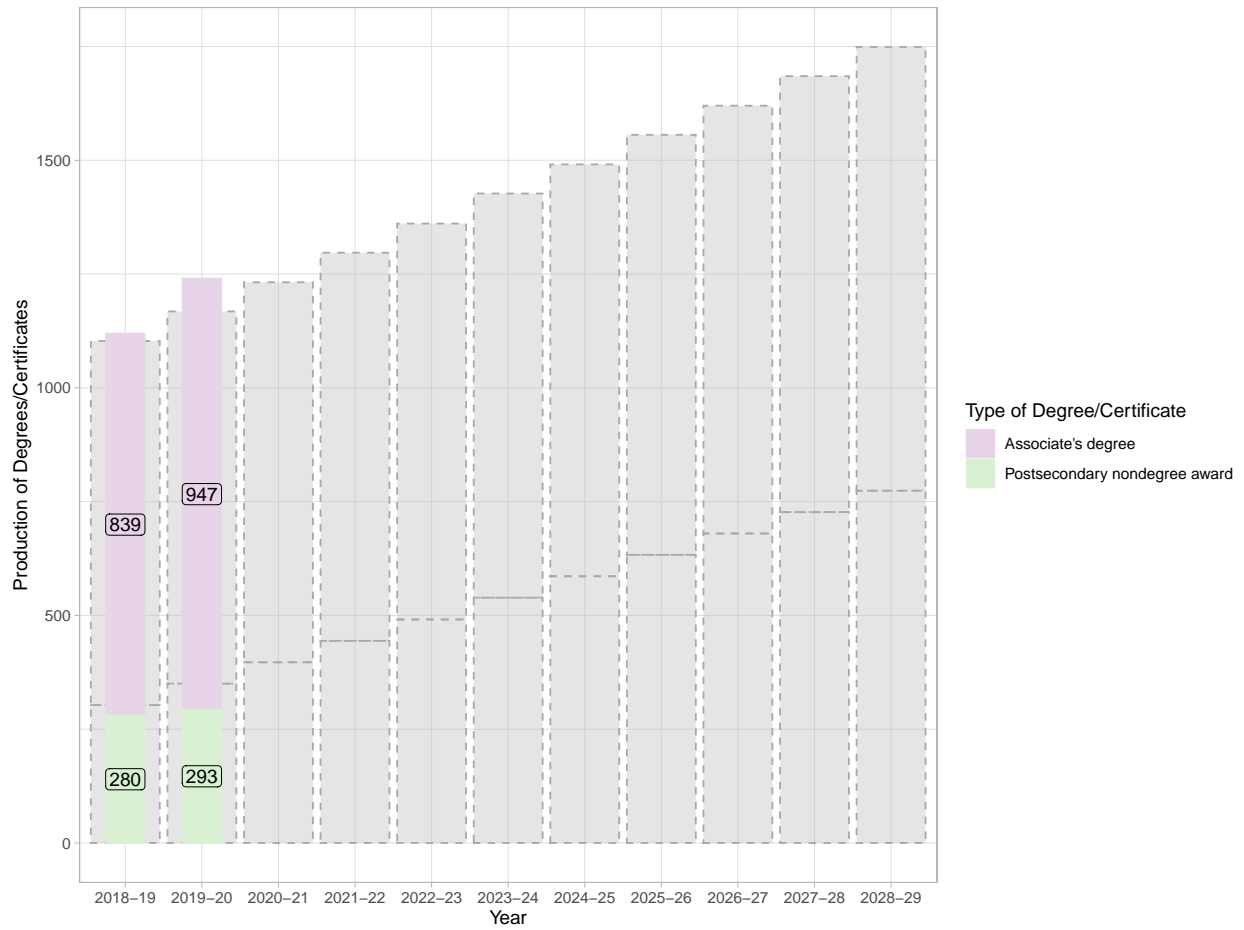
Lewis–Clark State College Production Actuals
showing Production Targets



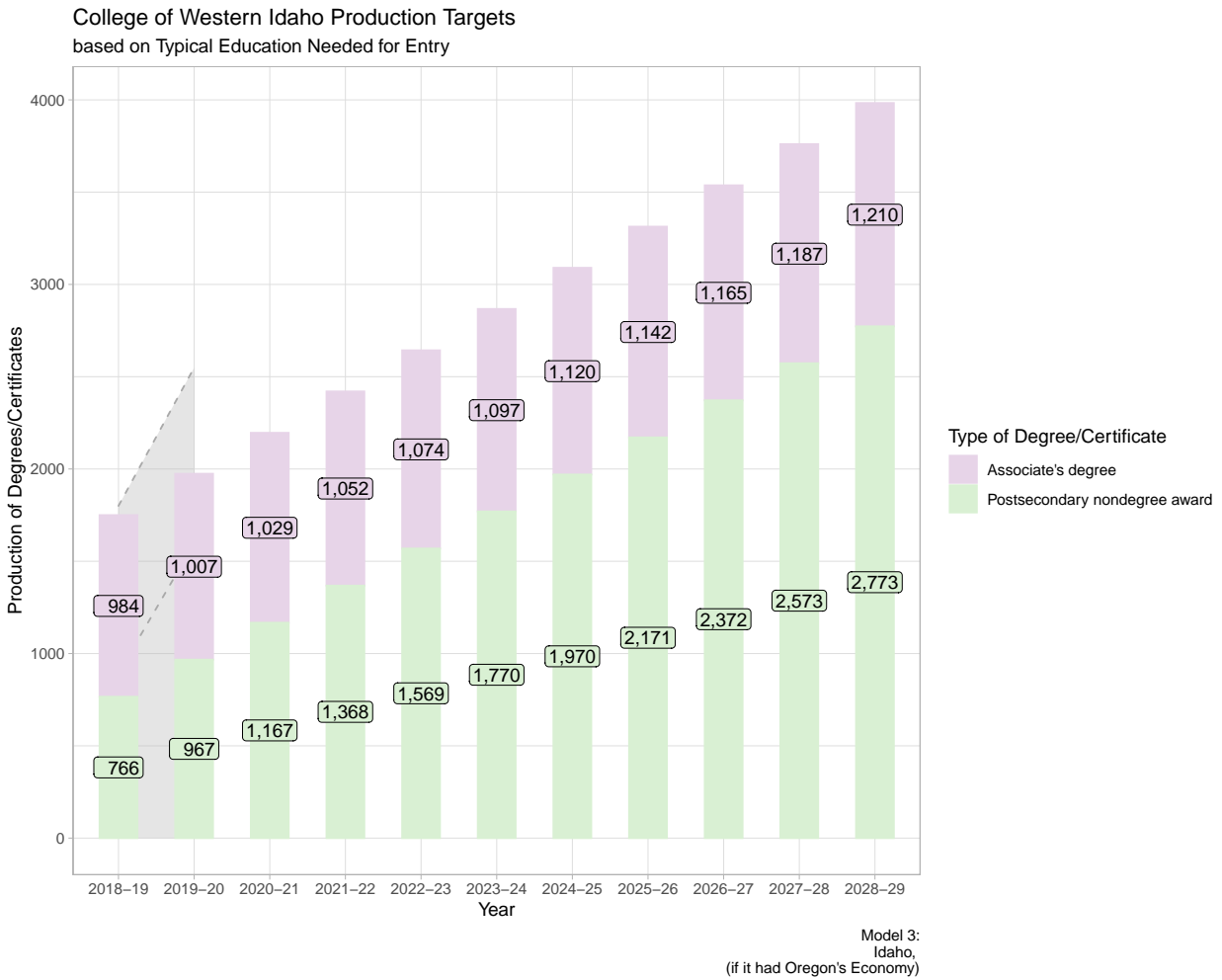
Community Colleges
College of Southern Idaho



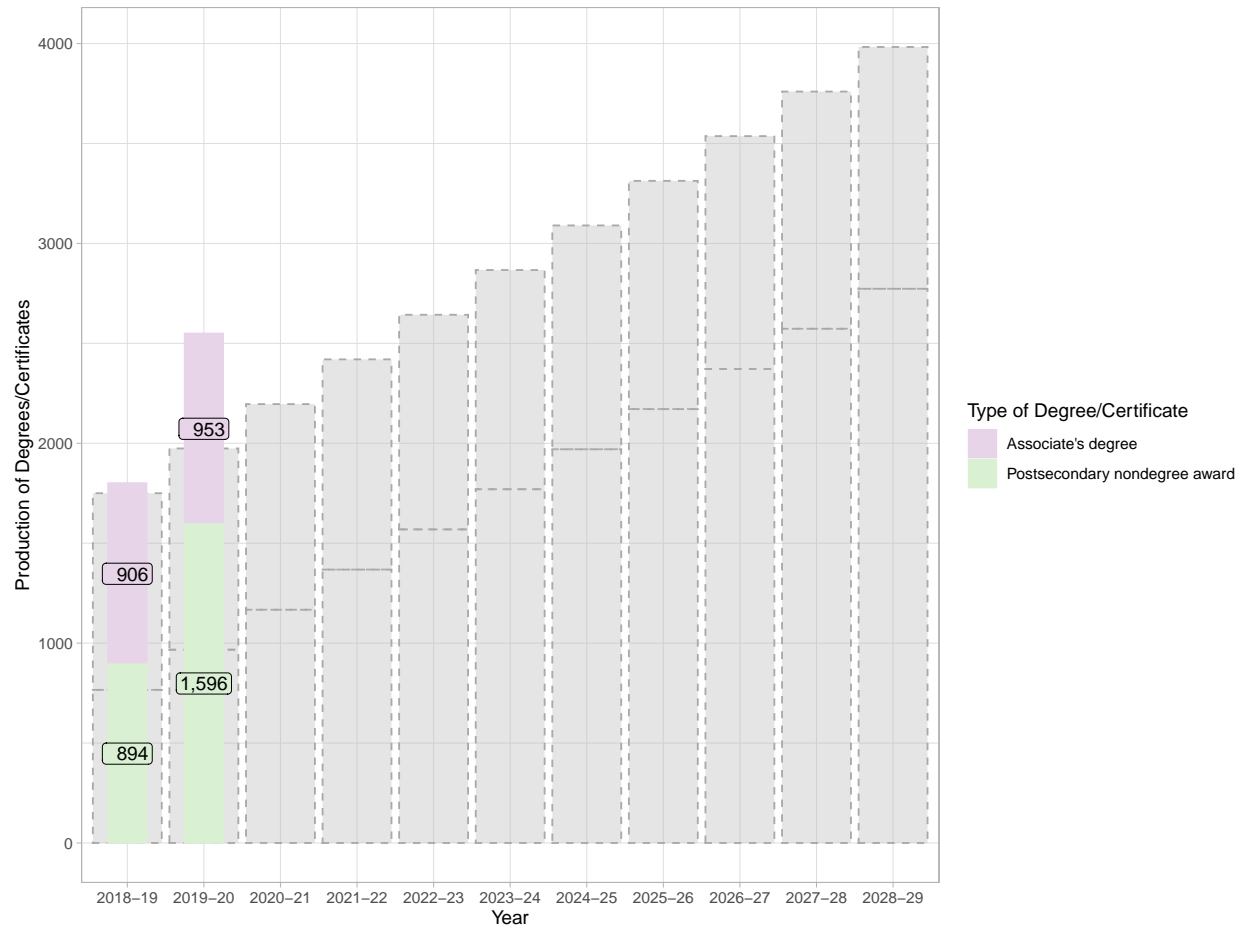
College of Southern Idaho Production Actuals
showing Production Targets



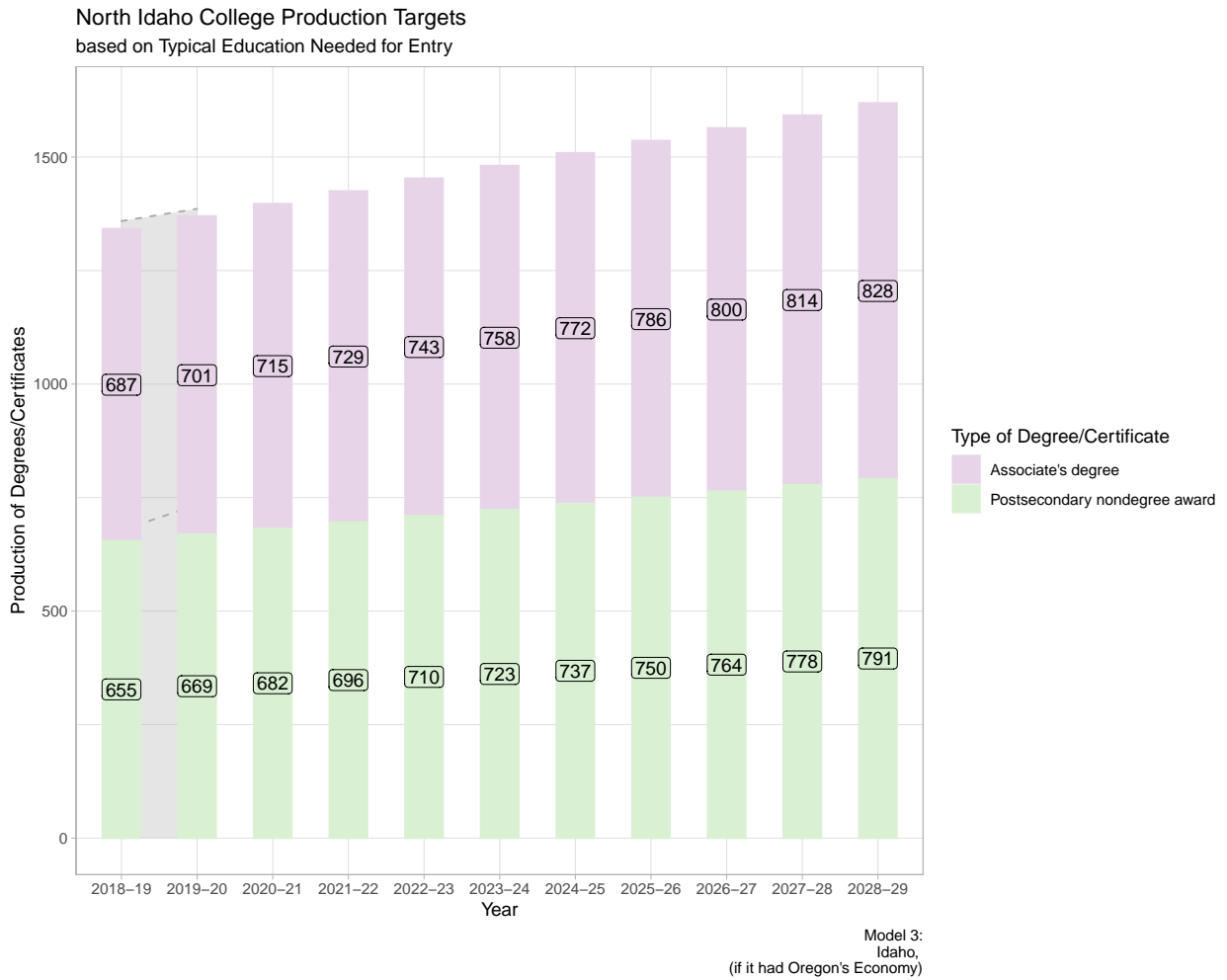
College of Western Idaho



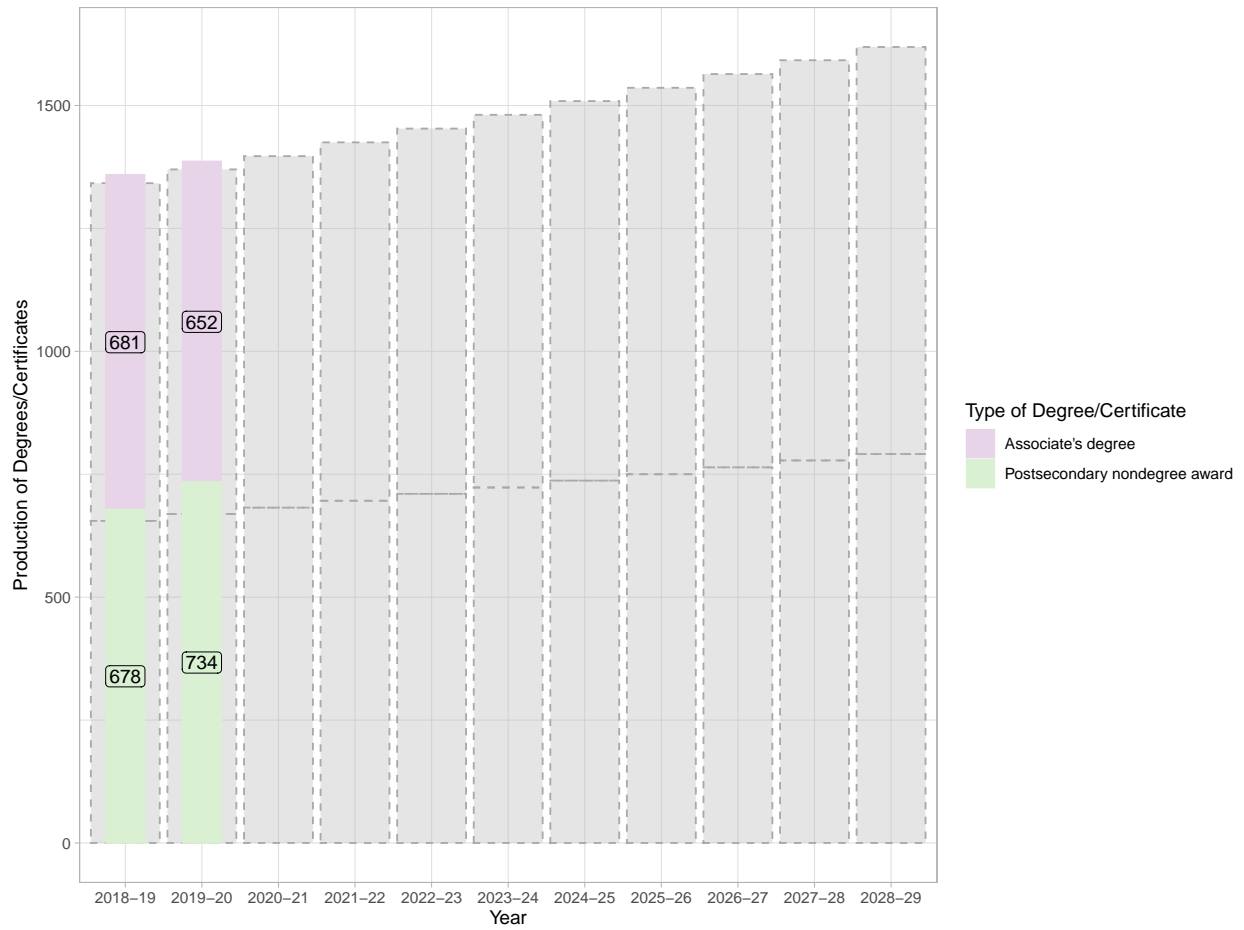
College of Western Idaho Production Actuals
showing Production Targets



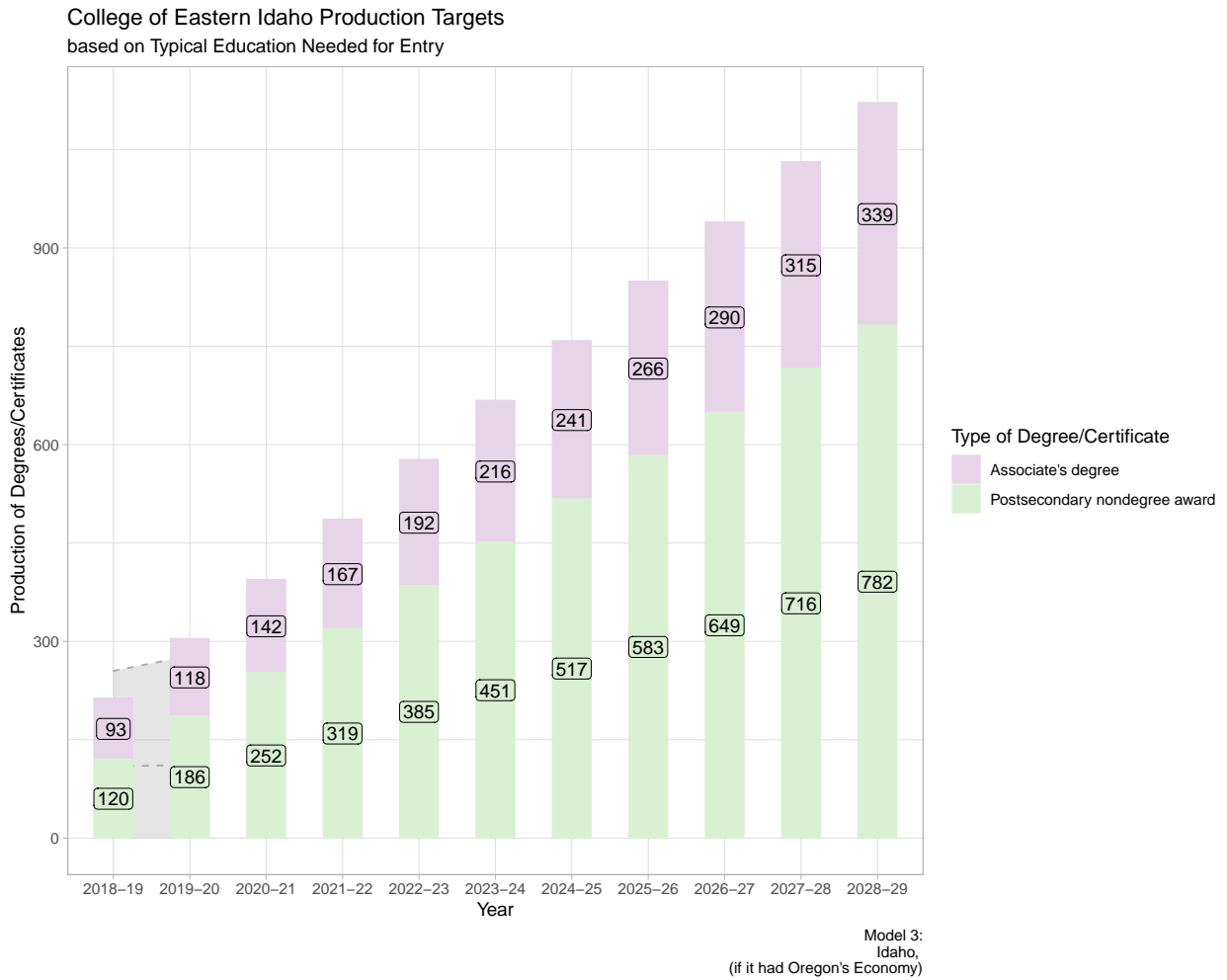
North Idaho College



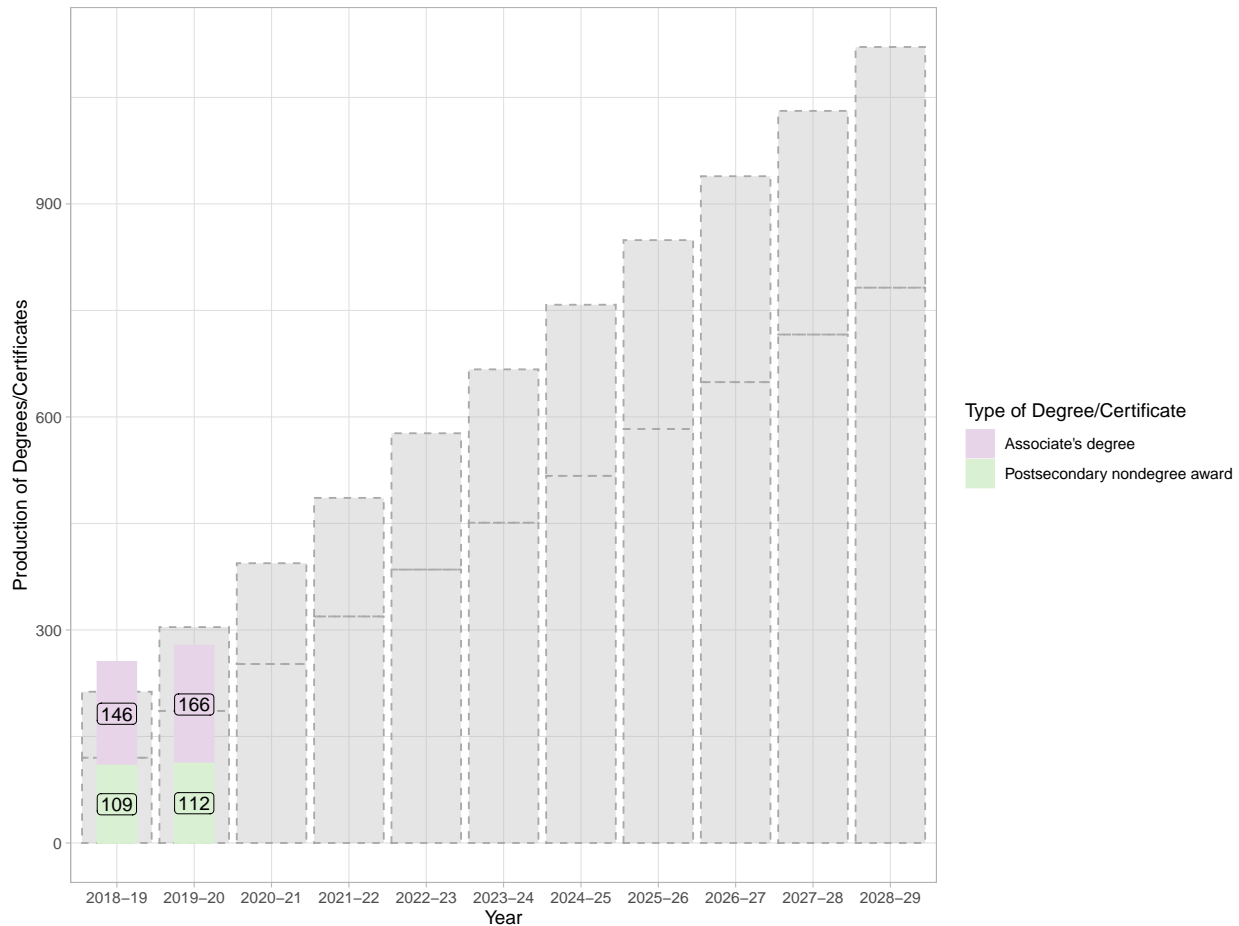
North Idaho College Production Actuals
showing Production Targets



College of Eastern Idaho



College of Eastern Idaho Production Actuals
showing Production Targets



Notes

- Idaho's occupational data, including actual employment and projections, use the Idaho Department of Labor (IDL); Occupational Projections, Idaho, by Region; 2018-2028.
- Idaho education production data use the Integrated Postsecondary Education Data System (IPEDS); IPEDS Completions Survey, Awards/degrees conferred by program (6-digit CIP code), by award level; July 1, 2018 to June 30, 2019, subset by "control of institution" being Public and "level of institution" being Four or more years, At least 2 but less than 4 years.
- Due to rounding to the nearest whole number, totals across categories may not sum exactly.

Aligning Degree/Certificate Categories

| Award Level Category | Type of Degree/Certificate |
|---|---------------------------------|
| Doctor's degree - professional practice | Doctoral or professional degree |
| Doctor's degree - research/scholarship | Doctoral or professional degree |
| Post-master's certificate | Master's degree |
| Master's degree | Master's degree |
| Postbaccalaureate certificate | Bachelor's degree |
| Bachelor's degree | Bachelor's degree |
| Associate's degree | Associate's degree |

| Award Level Category | Type of Degree/Certificate |
|--|-------------------------------|
| Award of at least 1 but less than 2 academic years | Postsecondary nondegree award |
| Award of at least 2 but less than 4 academic years | Postsecondary nondegree award |
| Award of less than 1 academic year | Postsecondary nondegree award |

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Citation

Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections (2018), Oregon. Retrieved from <https://www.bls.gov/oes/tables.htm>

Idaho Department of Labor (2016). In-Demand Occupations. Retrieved from https://public.tableau.com/profile/idlabor#!/vizhome/OSBE_In-DemandOccupations/In-DemandOccupations?publish=yes

Integrated Postsecondary Education Data System (2018). Completions Survey, Awards/degrees conferred by program (6-digit CIP code), by award level. Retrieved from <https://nces.ed.gov/ipeds/datacenter>.

Part I – Agency Profile

Agency Overview

The Idaho 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.” The State Board of Education envisions an accessible, seamless public education system that results in a highly educated citizenry that contributes to the overall economy and improves the general quality of life in Idaho.

The Idaho educational system, consisting of the diverse agencies, institutions, school districts, and charter schools governed by the State Board of Education; delivers public elementary, secondary, and postsecondary education, training, rehabilitation, outreach, information, and research services throughout the state. These public organizations collaborate to provide educational programs and services that are high quality, readily accessible, relevant to the needs of the state, and delivered in the most efficient manner. The State Board of Education endeavors to ensure our citizens are informed and educated in order to achieve a higher quality of life and effectively participate in a democratic society.

Core Functions/Idaho Code

The State Board of Education (Board) is established in the Idaho Constitution, Article IX, Section 2, the membership, powers and duties of which are then prescribed in Idaho statutes. Pursuant to Section 33-101, Idaho Code, the Board is charged with the general supervision, governance and control of all educational institutions and agencies supported in whole or in part by state funds. This includes public schools, colleges and universities, and the agencies of the Board: Office of the State Board of Education, Department of Education, Division of Career Technical Education, Idaho Public Television, and the Division of Vocational Rehabilitation. The Board and the agencies of the Board are charged with enforcing and implementing the education laws of the state. More specific responsibilities are identified throughout Idaho Code, Title 33.

The Board is composed of eight members. Seven are citizen members appointed by the governor. The eighth is the state superintendent of public instruction who serves as an *ex officio* member.

The Board is responsible for general supervision and oversight of 26 agencies, institutions, health, and special programs; which are as follows:

- 1) Boise State University
 - a) Small Business Development Center
 - b) Tech Help
- 2) Idaho State University
 - a) Family Medicine Residency
 - b) Idaho Dental Education Program
 - c) Museum of Natural History
- 3) Lewis-Clark State College
- 4) University of Idaho
 - a) WI (Washington-Idaho) Veterinary Medicine Program
 - b) WAMMI Medical Education
 - c) Agriculture Research and Extension
 - d) Forest Utilization Research
 - e) Idaho Geological Survey
- 5) College of Eastern Idaho
- 6) College of Southern Idaho
- 7) College of Western Idaho
- 8) North Idaho College
- 9) State Department of Education
- 10) Idaho Division of Career Technical Education
- 11) Idaho Public Television

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ATTACHMENT 5

12) Idaho Division of Vocational Rehabilitation

13) Special and Health Programs:

a) Special Programs, Scholarships and Grants

b) Health Programs: University of Utah School of Medicine, Boise Internal Medicine Residency, Eastern Idaho Psychiatry, Eastern Idaho Regional Medical Center Residency Programs, Family Medicine Residency of Idaho, Kootenai Clinic Family Medicine Coeur d'Alene Residency, and Western Idaho Psychiatry

Revenue and Expenditures

| Revenue | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--------------------------|--------------------|---------------------|---------------------|-------------------|
| General Fund | \$5,584,900 | \$6,374,900 | \$5,552,900 | 7,761,000 |
| Federal Grant | \$2,736,400 | \$2,740,100 | \$2,744,200 | 502,100 |
| Misc. Revenue | \$715,200 | \$6,846,200 | \$7,223,300 | 7,831,900 |
| Total | \$9,036,500 | \$15,961,200 | \$15,520,400 | 16,095,000 |
| Expenditures | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
| Personnel Costs | \$3,080,900 | \$3,377,900 | \$3,581,700 | 5,541,000 |
| Operating Expenditures | \$3,414,200 | \$9,877,000 | \$9,220,700 | 8,979,000 |
| Capital Outlay | \$3,000 | \$42,900 | \$54,600 | 0 ¹ |
| Trustee/Benefit Payments | \$2,538,400 | \$2,663,400 | \$2,663,400 | 1,575,000 |
| Total | \$9,036,500 | \$15,961,200 | \$15,520,400 | 16,095,000 |

Health Education Programs Revenue and Expenditures²

| Revenue | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---------------------------|--------------------|--------------------|--------------------|------------------|
| University of Utah | \$1,576,000 | \$1,694,900 | \$2,049,800 | 2,098,500 |
| FMRI - Boise | \$2,530,000 | \$2,770,000 | \$3,010,000 | 2,859,500 |
| FMR - Kootenai | \$560,000 | \$650,000 | \$740,000 | 703,000 |
| Boise Internal Medicine | \$540,000 | \$617,500 | \$845,000 | 850,200 |
| Eastern Idaho Medical | \$0 | \$455,000 | \$1,005,000 | 1,714,700 |
| Bingham Internal Medicine | \$0 | \$525,000 | \$635,000 | 0 |
| Psych Residency | \$157,800 | \$397,800 | \$397,800 | 567,900 |
| Total | \$5,363,800 | \$7,110,200 | \$7,110,200 | 8,793,800 |
| Expenditures | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
| University of Utah | \$1,576,000 | \$1,694,900 | \$2,049,800 | 2,098,500 |
| FMRI - Boise | \$2,530,000 | \$2,770,000 | \$3,010,000 | 2,859,500 |
| FMR - Kootenai | \$560,000 | \$650,000 | \$740,000 | 703,000 |
| Boise Internal Medicine | \$540,000 | \$617,500 | \$845,000 | 850,200 |
| Eastern Idaho Medical | \$0 | \$455,000 | \$1,005,000 | 1,714,700 |
| Bingham Internal Medicine | \$0 | \$525,000 | \$635,000 | 0 ³ |
| Psych Residency | \$157,800 | \$397,800 | \$397,800 | 567,900 |
| Total | \$5,363,800 | \$7,110,200 | \$7,110,200 | 8,793,800 |

¹No funds were appropriated by legislature for this year.

²Revenue and Expenditures for WWAMI, Idaho Dental Education Program and WI Vet Med are reported in agency performance reports.

³Lost accreditation, no funding provided.

**WORK SESSION
OCTOBER 20, 2021**

ATTACHMENT 5

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021¹ |
|--|----------------|----------------|----------------|----------------------------|
| Student Aid Dollars | | | | |
| • Atwell Parry Work Study Program | \$1,186,000 | \$1,186,000 | \$1,186,695 | \$1,186,000 |
| • Armed Forces and Public Safety Officer Scholarship | \$174,497 | \$185,627 | \$158,777 | \$98,915 |
| • GEAR UP Idaho Scholarship | \$1,590,354 | \$2,679,543 | \$2,949,357 | \$3,332,961 |
| • Opportunity Scholarship ² | \$11,585,371 | \$14,237,582 | \$15,628,220 | \$20,439,343 |
| • Opportunity Scholarship for Adult Learners | \$0 | \$104,564 | \$357,088 | \$324,909 |
| • Postsecondary Credit Scholarship | \$62,850 | \$113,550 | \$119,450 | \$11,479 |
| Number of Scholarships Awarded | | | | |
| • Armed Forces and Public Safety Officer Scholarship | 11 | 13 | 12 | 9 |
| • GEAR UP Idaho Scholarship | 907 | 1,333 | 1,022 | 769 |
| • Opportunity Scholarship ² | 3,739 | 4,254 | 4,767 | 6,144 |
| • Opportunity Scholarship for Adult Learners | 0 | 57 | 126 | 118 |
| • Postsecondary Credit Scholarship | 45 | 79 | 83 | 85 |
| Public Postsecondary Annual Enrollment Headcount ³ | | | | |
| • Career Technical | 5,170 | 5,295 | 5,300 | 5,031 |
| • Undergraduate | 52,674 | 52,129 | 51,819 | 51,862 |
| • Graduate | 7,682 | 7,852 | 8,139 | 8,415 |
| • Professional | 404 | 409 | 427 | 550 |
| Public Postsecondary Annual Credit Hours ³ | | | | |
| • Career Technical | 106,626 | 106,174 | 113,353 | 104,258 |
| • Undergraduate | 1,322,046 | 1,343,621 | 1,352,498 | 1,309,349 |
| • Graduate | 133,816 | 137,157 | 141,527 | 145,520 |
| • Professional | 13,573 | 14,221 | 14,750 | 18,093 |
| Public Postsecondary Annual Full-Time Equivalent Students ³ | | | | |
| • Career Technical | 3,554 | 3,539 | 3,778 | 33,475 |
| • Undergraduate | 44,068 | 44,787 | 45,083 | 43,645 |
| • Graduate | 5,576 | 5,715 | 5,897 | 6,063 |
| • Professional | 423 | 430 | 447 | 565 |
| Annual Advanced Opportunities Enrollment Headcount | | | | |
| • Dual Credit ³ | 31,508 | 34,852 | 35,961 | 34,342 |
| • AP Enrollment ⁴ | 7,777 | 8,116 | 7,852 | 8,201 |
| • AP Examinations ⁴ | 13,378 | 13,338 | 13,081 | 13,681 |
| Health Education Compacts ⁵ | | | | |
| • Idaho Sponsored Students Enrolled in University of Utah School of Medicine | 36 | 41 | 40 | 40 |
| Number of Residents in Training | | | | |
| • FMRI (Boise) | 47 | 47 | 55 | 63 |
| • Idaho State University FMR (Pocatello) | 21 | 21 | 22 | 23 |
| • Kootenai Clinic FMR (Coeur d'Alene) | 18 | 18 | 18 | 18 |

**WORK SESSION
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ATTACHMENT 5

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021¹ |
|---|---|---|---|---|
| College Entrance Exams: | | | | |
| • Number of Public School Seniors that Took the ACT During Their High School Years ⁶ | 7,352 | 6,392 | 3,550 ⁶ | 2,219 |
| • Number of Public School Seniors That Took the SAT During Their High School Years ⁴ | 19,832 | 20,739 | N/A | 20,624 |
| Postsecondary Employee FTE ⁷ | | | | |
| • Faculty | 1,850.20 | 1,900.68 | 1,917.02 | 1,937.22 |
| • Executive/Administrative | 129.19 | 127.32 | 133.98 | 139.49 |
| • Managerial/Professional | 1,167.00 | 1,220.79 | 1,336.05 | 1,446.70 |
| • Classified | 1,364.99 | 1,415.81 | 1,363.31 | 1,348.39 |
| Percent of first-time, full-time freshman graduating within 100% of time: | | | | |
| • Two-year Institution | 2016 2-Yr Cohort 2014 4-Yr Cohort 15.3% | 2017 2-Yr Cohort 2015 4-Yr Cohort 18.6% | 2018 2-Yr Cohort 2016 4-Yr Cohort 17.5% | 2018 2-Yr Cohort 2016 4-Yr Cohort 20.4% |
| • Four-year Institution | 27.3% | 28.1% | 32.9% | 33.8% |

¹ Preliminary numbers for most recent year, subject to change.

² Excludes students who were initially awarded a scholarship but received no actual funds due to tuition and fees being met by other grant or scholarship sources. Awarded dollars from fiscal reporting will not match publication reporting on annual academic years awards due to variant capture periods.

³ State Postsecondary Student Enrollment Report (PSR), Annual.

⁴ College Board: SAT data from Idaho SAT Suite of Assessments Annual Report; AP data from AP Program Participation and Performance Data

⁵ WWAMI enrolled students reported in University of Idaho WWAMI Performance Report.

⁶ ACT, Inc.: ACT State Profile Report.

⁷ Four-year institutions; Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho; excluding adjuncts (who are contracted, non-benefitted employees with variable class load).

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Part II – Performance Measures

| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 ¹ | FY 2022 |
|---|--------|---|---|--|--|------------------------------------|
| Goal 1: EDUCATIONAL SYSTEM ALIGNMENT | | | | | | |
| <i>Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.</i> | | | | | | |
| 1. 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. • Two-year Institution • Four-year Institution Goal 1 Objective B II | actual | Class of 2017 40% ⁵ 19% ⁵ | Class of 2018 36% ⁵ 17% ⁵ | Class of 2019 34% 15% | Class of 2020 28% 14% | ----- |
| | target | Less than 55% Less than 20% | Less than 55% Less than 20% | Less than 55% Less than 20% | Less than 55% Less than 20% | Less than 55% Less than 20% |
| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
| Goal 2: EDUCATIONAL READINESS | | | | | | |
| <i>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.</i> | | | | | | |
| 2. High School Cohort Graduation Rate Goal 2 Objective A III | actual | Class of 2018 80.6% | Class of 2019 80.7% | Class of 2020 82.1% | Class of 2021 N/A | ----- |
| | target | 84.8% | 87.3% | 89.9% | 89.9% | 92.4% |
| 3. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks. • ACT • SAT ³ Goal 2 Objective A IV | actual | Class of 2018 34% ² 33% | Class of 2019 35% ² 32% | Class of 2020 37% ⁶ 32% | Class of 2021 42% ⁶ N/A | ----- |
| | target | 60% 60% | 60% 60% | 60% 60% | 60% 60% | 60% 60% |
| 4. Percent of high school graduates who enroll in a postsecondary institution within 12 months of graduation. Goal 2 Objective A VII | actual | Class of 2017 53% | Class of 2018 52% | Class of 2019 49% | Class of 2020 N/A | ----- |
| | target | 60% of Idaho High School Graduates | 60% of Idaho High School Graduates | 60% of Idaho High School Graduates | 60% of Idaho High School Graduates | 60% of Idaho High School Graduates |
| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
| Goal 3: EDUCATIONAL ATTAINMENT | | | | | | |
| <i>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.</i> | | | | | | |
| 5. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. • Two-year Institution, New Student • Two-year Institution, Transfer • Four-year Institution, New Student • Four-year Institution, Transfer Goal 3 Objective A III | actual | 56% 61% | 55% 65% | 54% 57% | 58% 63% | ----- |
| | target | 75% | 75% | 75% | 75% | 75% |
| | actual | 74% 76% | 75% 76% | 74% 75% | 75% 76% | ----- |
| | target | 85% | 85% | 85% | 85% | 85% |

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| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|--------|---------|---------|---------|---------|---------|
| Goal 4: WORKFORCE READINESS | | | | | | |
| <i>Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.</i> | | | | | | |
| 6. Ratio of non-STEM to STEM baccalaureate degrees Goal 4 Objective A III | actual | 1:0.25 | 1:0.24 | 1:0.26 | 1:0.20 | ----- |
| | target | 1:0.25 | 1:0.25 | 1:0.25 | 1:0.25 | 1:0.25 |

Performance Measure Explanatory Notes (Optional)

- ¹ Preliminary numbers for most recent year, subject to change.
² ACT, Inc.: ACT State Profile Report.
³ College Board: Idaho SAT Suite of Assessments Annual Report.
⁴ The American Community Survey (ACS) Public Use Microdata Sample (PUMS)
⁵ FY16 through FY18 reported values have been updated due to clarification on qualifying courses.
⁶ State Profile Report no longer published, percent of 12 grade test takers at college level.
⁷ Updated numbers, prior year calculated with inconsistent capture period

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Part I – Agency Profile

Agency Overview

The Idaho State Department of Education (SDE) is a government agency supporting schools and students. We are responsible for implementing policies, distributing funds, administering statewide assessments, licensing educators, and providing accountability data. We deliver leadership, expertise, research, and technical assistance to school districts and schools to promote the academic success of students.

The vision of the State Department of Education is to support schools and students to achieve by ensuring:

- **All Idaho students persevere in life and are ready for college and careers.**

The strategy to attaining this goal is to consistently remind students that they are going to experience misfortunes and falls, but that's certainly not the end of the path to their college and career readiness; it's how quickly you get up, and that you persevere through the path, that really matters. The Department's mission is dedicated to providing the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

The State Department of Education partners with independent school districts to ensure all students receive an education that prepares students for successful post-secondary education, employment and life.

Core Functions/Idaho Code

Pursuant to Title 33, chapter 1, Section 125, there is hereby established as an executive agency of the state board of education a department known as the State Department of Education. The State Superintendent shall serve as the executive officer of such department and shall have the responsibility for carrying out policies, procedures, and duties authorized by law or established by the State Board of Education for all elementary and secondary school matters, and to administer grants for the promotion of science education as provided in sections 33-128 and 33-129, Idaho Code.

Revenue and Expenditures

| Revenue | FY 2018¹ | FY 2019² | FY 2020³ | FY 2021⁴ |
|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| General Fund | 1,685,262,200 | 1,785,265,900 | 1,879,414,900 | 1,886,178,500 |
| Federal Grant | 230,722,600 | 224,890,900 | 225,794,800 | 432,478,700 |
| Dedicated Fund | <u>91,638,500</u> | <u>91,901,500</u> | <u>104,924,600</u> | <u>105,608,400</u> |
| Total | 2,007,513,300 | 2,101,058,300 | 2,210,124,300 | 2,424,265,600 |
| Expenditure | FY 2018⁵ | FY 2019⁶ | FY 2020⁷ | FY 2021⁸ |
| Personnel Costs | 0 | 0 | 0 | 0 |
| Operating Expenditures | 12,725,900 | 12,777,300 | 10,834,200 | 10,378,800 |
| Capital Outlay | 1,200 | 0 | 0 | 0 |
| Trustee/Benefit Payments | <u>2,016,453,300</u> | <u>2,103,946,400</u> | <u>2,231,638,500</u> | <u>2,444,121,200</u> |
| Total | 2,028,979,700 | 2,116,723,700 | 2,242,472,700 | 2,454,500,000 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|---|---|---|---|
| Number of School Districts Supported ⁹ | 115 Districts 52 Charters 1 COSSA | 115 Districts 57 Charters 1 COSSA | 115 Districts 61 Charters 1 COSSA | 115 Districts 66 Charters 1 COSSA |
| Number of Public School District (K12) Students ¹⁰ | 299,225 | 303,787 | 308,285 | 307,342 |
| Teacher FTE | 16,451 ¹¹ | 16,572 ¹² | 17,252 ¹⁴ | 17,777 ²³ |

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|----------------|----------------|----------------|----------------|
| FTE Student Teacher Ratio | 18.19 | 18.33 | 17.87 | 17.29 |

| Cases Managed and/or Key Services Provided | | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--|----------|----------------|----------------|----------------|----------------|
| Number of schools participating in the Idaho Mastery Education Network | Cohort 1 | 32 | 32 | 32 | 14 |
| | Cohort 2 | -- | 30 | 30 | 8 |
| | Cohort 3 | -- | -- | -- | 19 |

Part II – Performance Measures

| Performance Measure | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|----------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Goal 1 | | | | | |
| <i>All Idaho students persevere in life and are ready for college and careers.</i> | | | | | |
| Objective A | | | | | |
| <i>Fully Implement the Idaho Content Standards</i> | | | | | |
| I. Percentage of students placing as proficient on the Idaho Reading Indicator (IRI) K-3. *New assessment administered in 2018/19 School Year. Benchmarks to be determined after 2 years of data is available. | | 2017-18 School Yr. | 2018-19 School Yr. | 2019-20 School Yr. | 2020-21 School Yr. |
| | Actual | 72.4% | 70.4% | NA | 65.9% |
| | Benchmark | NA | NA* | TBD | TBD |

| | | | | | | |
|---|--|---------------------------|---------------------------|---------------------------|---------------------------|--|
| II. Percentage of students meeting proficient or advanced placement on the Idaho Standards Achievement Test | | 2017-18 School Yr. | 2018-19 School Yr. | 2019-20 School Yr. | 2020-21 School Yr. | |
| | 3 rd Grade ELA ¹⁵ Actual | 50.5% | 50.7% | NA | 47.9% | |
| | 3 rd Grade ELA ¹⁶ Benchmark | 58.2% | 60.8% | 63.4% | 66.1% | |
| | 3 rd Grade Math ¹⁵ Actual | 52.9% | 53.3% | NA | 48.1% | |
| | 3 rd Grade Math ¹⁶ Benchmark | 48.1% | 51.3% | 54.6% | 57.8% | |
| | 8 th Grade ELA Actual | 54.7% | 54.4% | NA | 56.4% | |
| | 8 th Grade ELA Benchmark | 58.2% | 60.8% | 63.4% | 66.1% | |
| | 8 th Grade Math Actual | 42.1% | 41.5% | NA | 36.8% | |
| | 8 th Grade Math Benchmark | 48.1% | 51.3% | 54.6% | 57.8% | |
| | High School ELA Actual | 60.6% | 60.4% | NA | 61.0% | |
| | High School ELA Benchmark | 58.2% | 60.8% | 63.4% | 66.1% | |
| | High School Math Actual | 34.2% | 34.7% | NA | 33.6% | |
| | High School Math Benchmark | 48.1% | 51.3% | 54.6% | 57.8% | |

| Goal 1 <i>All Idaho students persevere in life and are ready for college and careers.</i> Objective B <i>Provide pathways to success post high school</i> | | | | | | |
|---|--------------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|--|
| I. Percentage of high school juniors and seniors participating in Advanced Opportunities, which includes: dual credit, technical competency credit, Advanced Placement, and International Baccalaureate programs. | | 2017-18 School Yr. | 2018-19 School Yr. | 2019-20 School Yr. | 2020-21 School Yr. | |
| | Actual | 64.0% | 64.0% | 65% | 55.77 | |
| | Benchmark | 80% | 80% | 80% | 80% | |
| II. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks | | Class of 2018 | Class of 2019 | Class of 2020 | Class of 2021 | |
| | SAT | 33% ¹⁸ | 32% ¹⁹ | 32 | NA | |
| | SAT Benchmark | 60% | 60% | 60% | 60% | |
| III. High School Cohort Graduation Rate | | Class of 2018 | Class of 2019 | Class of 2020 | Class of 2021 | |
| | Graduation Rate Actual ²¹ | 80.6% | 80.7% ²² | 82.1 | NA | |
| | Graduation Rate Benchmark | 84.8% | 87.3% | 89.9% | 92.4% | |

| Goal 1 <i>All Idaho students persevere in life and are ready for college and careers.</i> Objective C <i>Expand participation in the Idaho Mastery Education Network (IMEN).</i> | | | | | | |
|---|--------------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|--|
| I. Percentage of students in IMEN that meet their 3-year growth target in ELA and Math [^] | | 2017-18 School Yr. | 2018-19 School Yr. | 2019-20 School Yr. | 2020-21 School Yr. | |
| | IMEN Cohort 1 ELA Actual | 62.0% | 62.1% | NA | NA | |
| | ELA Benchmark | 64.4% | 65.4% | NA | >State Average | |
| | IMEN Math Cohort 1 Actual | 45.5% | 46.4% | NA | NA | |
| | Math Benchmark | 53.8% | 54.2% | NA | NA | |

[^]Growth metric can only be calculated for 20 schools in Cohort 1 due to grades served.

| Goal 3 <i>Recruit and retain effective teachers</i> Objective A <i>Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service.</i> | | | | | | |
|---|------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|--|
| II. Teacher Retention Rate | | 2017-18 School Yr. | 2018-19 School Yr. | 2019-20 School Yr. | 2020-21 School Yr. | |
| | Actual | 89.02% | 88.23% | 89.29% | 90.8% | |
| | Benchmark | 92.% | 92.% | 92.% | 92% | |

Notes

NA: Data not available due to the disruptions caused by COVID-19. The Idaho Standards Achievements Tests summative assessments were canceled for the 2019-2020 school year. The spring 2020 SAT and ACT administrations were canceled/postponed and the Idaho State Board of Education waived the College Entrance Exam graduation requirement for the class of 2020.

Values in bold are the accountability calculations restricted to students continuously enrolled in Idaho in the listed year. Non-bold values are for all students.

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¹ Revenues and expenditures, FY2017 Actual by Fund Source, page 1-3.

<https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2018>,

² Revenues and expenditures, FY2018 Actual by Fund Source, page 1-3.

<https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2019>,

³ Revenues and expenditures, FY2019 Actual by Fund Source, page 1-3.

<https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2020>,

⁴ Revenues and expenditures, FY2020 Actual by Fund Source, page 1-3.

<https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2021>,

⁵ Revenues and expenditures, FY2017 Actual by Expenditure Classification, page 1-3

<https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2018>,

⁶ Revenues and expenditures, FY2018 Actual by Expenditure Classification, page 1-3

<https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2019>,

⁷ Revenues and expenditures, FY2019 Actual by Expenditure Classification, page 1-3

<https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2020>,

⁸ Revenues and expenditures, FY2020 Actual by Expenditure Classification, page 1-3

<https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2021>,

⁹ Historical Fall Enrollment of Charter Schools by Grade by Year <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Charter-School-Historical-Enrollment-by-Year.xls>,

¹⁰ Historical Fall Enrollment/Membership by Grade for Idaho Public Schools

<http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx>,

¹¹ 2017-2018 Statewide Certificated Staff Salary Report <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2017-2018/2017-2018-Statewide-Certificated-Staff-Salary-Summary.xlsx>,

¹² 2018-2019 Statewide Certificated Staff Salary Report <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2018-2019/2018-2019-Statewide-Certificated-Staff-Salary-Report.xlsx>,

¹⁴ 2019-2020 Statewide Certificated Staff Salary Report <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2019-2020/2019-2020-Statewide-Certificated-Staff-Salary-Report.xlsx>,

¹⁵ Results reflect accountability results, which are restricted to students continuously enrolled in Idaho schools during the listed school year and available at <https://idahoschools.org/>.

¹⁶ Goals are not set at specific grades but derived using the same methodology

<https://www.sde.idaho.gov/assessment/accountability/files/state-goals/ESSA-State-Plan-Long-Term-and-Interim-Progress-Goals.docx>.

- ¹⁷ 2017 Idaho College Board SAT Suite of Assessments Annual Report
<https://reports.collegeboard.org/pdf/2017-idaho-sat-suite-assessments-annual-report.pdf>,
- ¹⁸ 2018 Idaho College Board SAT Suite of Assessments Annual Report
<https://reports.collegeboard.org/pdf/2018-idaho-sat-suite-assessments-annual-report.pdf>,
- ¹⁹ 2019 Idaho College Board SAT Suite of Assessments Annual Report
<https://reports.collegeboard.org/pdf/2019-idaho-sat-suite-assessments-annual-report.pdf>
- ²⁰ The ACT Profile Report – State, Graduating Class 2019 Public High School Students Idaho, Page 7 - Table 1.1 – Five Year Trends Percent of Students Who Met College Readiness Benchmarks – Met All Four. Figures may change slightly over time due to updated data.
- ²¹ Four-Year Graduation Rate <https://idahoschools.org/state/ID/graduation>,
- ²² Accountability Results – Graduation Rate <https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2019-4-Year-Grad-Rate-Master.xlsx>
- ²³: 2020-2021 Statewide Certificated Staff Salary Public School Finance Report [Public School Finance / Departments / SDE \(idaho.gov\)](#)

Part I – Agency Profile

Agency Overview

As designated by the Carnegie Foundation, the University of Idaho is a doctoral granting higher research activity institution and the state's land-grant university committed to undergraduate- and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The University is also responsible for medical and veterinary medical education programs in which the state of Idaho participates; WWAMI – Washington-Wyoming-Montana-Alaska-Idaho for medical education; WI – Washington-Idaho for veterinary medical education. The University of Idaho has a primary and continuing emphasis in agriculture, natural resources and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs, business, education, liberal arts, physical, life and social sciences; some of which also provide the core curriculum or general education portion of the curriculum.

The institution serves students, business and industry, the professional and public sector groups throughout the state and nation as well as diverse and special constituencies. The University also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state postsecondary institutions in serving these constituencies.

Core Functions/Idaho Code

Recognizing that education was vital to the development of Idaho, the Idaho territorial legislature set as a major objective the establishment of an institution that would offer to all the people of the territory, on equal terms, higher education that would excel not only in the arts, letters, and sciences, but also in the agricultural and mechanic arts. The federal government's extensive land grants, particularly under the Morrill Act of 1862, provided substantial assistance in this undertaking. Subsequent federal legislation provided further for the teaching function of the institution and for programs of research and extension. In all, approximately 240,000 acres were allocated to the support of the University of Idaho's land-grant institution.

After selecting Moscow as the site for the new university, in part because Moscow was located in the "center of one of the richest and most populous agricultural sections in the entire Northwest" and the surrounding area was not subject to the "vicissitudes of booms, excitement, or speculation," the University of Idaho was founded January 30, 1889, by an act of the 15th and last territorial legislature. That act, commonly known as the university's charter, became a part of Idaho's organic law by virtue of its confirmation under article IX, section 10, of the state constitution when Idaho was admitted to the union. As the constitution of 1890 provides, "The location of the University of Idaho, as established by existing laws, is hereby confirmed. All the rights, immunities, franchises, and endowments heretofore granted thereto by the territory of Idaho are hereby perpetuated unto the said university. The regents shall have the general supervision of the university and the control and direction of all the funds of, and appropriations to, the university, under such regulations as may be prescribed by law." Under these provisions, the University of Idaho was given status as a constitutional entity.

Revenue and Expenditures¹

| Revenue | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|----------------------|----------------------|----------------------|----------------|
| Approp: General Funds | \$134,373,900 | \$137,438,200 | 137,839,878 | |
| Approp: Federal Stimulus | 0 | 0 | | |
| Approp: Endowment Funds | 10,099,200 | 10,498,800 | 10,756,000 | |
| Approp: Student Fees | 78,892,885 | 75,547,865 | 76,522,032 | |
| Institutional Student Fees ² | 16,901,117 | 23,883,906 | 20,882,580 | |
| Federal Grants & Contracts | 81,031,511 | 80,515,260 | 84,081,922 | |
| State Grants & Contracts ² | 7,689,506 | 7,561,658 | 8,729,387 | |
| Private Gifts, Grants & Contracts | 4,550,353 | 4,929,896 | 3,954,408 | |
| Sales & Serv of Educ Act | 11,152,508 | 9,557,950 | 8,883,097 | |
| Sales & Serv of Aux Ent | 20,697,095 | 23,284,674 | 21,165,206 | |
| Indirect Costs/Other | 31,935,433 | 36,575,632 | 43,896,176 | |
| Total | \$397,323,508 | \$409,793,841 | \$416,710,686 | |

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| Expenditures | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--------------------------|----------------------|----------------------|----------------------|----------------|
| Instruction | \$128,819,423 | \$128,207,884 | 120,582,004 | |
| Research | 72,444,731 | 76,307,926 | 75,385,095 | |
| Public Service | 35,552,774 | 38,594,581 | 36,817,304 | |
| Library | 9,380,615 | 9,225,473 | 6,188,241 | |
| Student Services | 14,566,778 | 15,121,866 | 14,946,961 | |
| Physical Plant | 62,166,116 | 56,573,605 | 53,772,867 | |
| Institutional Support | 35,827,761 | 38,243,471 | 41,931,097 | |
| Academic Support | 14,915,021 | 20,571,712 | 20,199,124 | |
| Athletics | 11,210,364 | 14,166,188 | 15,050,173 | |
| Auxiliary Enterprises | 18,163,831 | 17,312,576 | 15,408,032 | |
| Scholarships/Fellowships | 15,341,924 | 14,802,044 | 15,528,665 | |
| Other | <u>0</u> | <u>0</u> | <u>0</u> | |
| Total | \$418,389,338 | \$429,127,326 | \$415,809,563 | |

1. These amounts conform to our audited financial statements available in the Fall.
2. There was a State scholarship amount that had been incorrectly recorded prior to FY19 as a State grant and contract. The correction was made to reflect the FY18 and FY19 amounts related to this scholarship in institutional student fees rather than State grants and contracts.
3. FY19 amounts were compiled under the University's chart of accounts conversion effective July 1, 2018. In addition, there were corrections made by the University to some category assignments of certain expenditures. For consistency, FY18 amounts were restated to conform to the update category assignments of FY19. The University does not have the ability to restate years prior to FY18. Total expenses did not change as a result of these updated category assignments.

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|----------------|----------------|----------------|----------------|
| Annual (unduplicated) Enrollment Headcount ¹ | | | | |
| - Undergraduate | 8,358 | 8,134 | 7,805 | 7,401 |
| - Graduate | 2,039 | 2,107 | 2,141 | 2,187 |
| - <u>Professional</u> | <u>396</u> | <u>401</u> | <u>419</u> | <u>542</u> |
| Total | 10,793 | 10,642 | 10,365 | 10,130 |
| Annual Credit Hours Taught ¹ | | | | |
| - Undergraduate | 246,300 | 238,069 | 227,582 | 211,198 |
| - Graduate | 28,203 | 29,537 | 29,788 | 29,157 |
| - <u>Professional</u> | <u>13,210</u> | <u>13,866</u> | <u>14,390</u> | <u>17,733</u> |
| Total | 287,713 | 281,472 | 271,760 | 258,088 |
| Annual Enrollment FTE ² | | | | |
| - Undergraduate | 8,210 | 7,936 | 7,586 | 7,040 |
| - Graduate | 1,175 | 1,231 | 1,241 | 1,215 |
| - <u>Professional</u> | <u>415</u> | <u>422</u> | <u>439</u> | <u>557</u> |
| Total | 9,800 | 9,588 | 9,266 | 8,812 |
| Degree Production: Unduplicated HC of Graduates over rolling 3-yr average degree-seeking student FTE ³ | | | | |
| - Academic Certificates | 61% | 60% | 64% | 54% |
| - Undergraduate | 19% | 21% | 22% | 24% |
| - Graduate | 48% | 46% | 49% | 43% |
| - Professional | 34% | 32% | 30% | 29% |

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| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|--|--|--|--|
| Undergraduate Cost per Credit: Cost of College Step 4 ⁴ / EWA weighted undergrad credits (all students calculated by cip code) | \$171,692,245/ 447,959.1 \$383.3 | \$180,805,270 /439,219.1 \$411.7 | \$186,007,603 / 420,122.58 \$422.7 | \$191,926,758 / 378,516.27 \$507.1 |
| Graduates (UG) per \$100,000: unduplicated HC of UG degree + certificate graduates / Cost of College Step 4 ⁴ | (1658/1716)) .97 | (1739/1808)) .96 | (1796/1860)) .97 | (1685/1916)) .88 |
| Dual Credit hours taught ⁵ - Total Annual Credit Hours - Total Annual Student Headcount | 12,004 2,755 | 11,606 2,450 | 11,504 2,371 | 8,996 1,886 |
| Undergraduate students participating in Study Abroad and National Student Exchange programs ⁶ - Number - Percent | 625 7.5% | 632 7.8% | 683 8.8% | 29 0.0% |
| *Remediation ⁷ - Number of New Frosh from Idaho who need remediation in English/Reading - Percent | 203/1,082 19% | 203/970 21% | 220/1,005 22% | 253/931 27% |
| Percent of undergraduate students participating in research programs ⁸ | 61% | 58% | 60% | 56% |
| Number and Percent of UG degrees conferred in STEM fields ⁹ UI Number / Percent | 614 / 1,670 37% | 636 / 1,702 37% | 719 / 1,761 41% | 627 / 1,631 38% |
| Percent of students participating in service learning opportunities ¹⁰ - Number - Percent | 2,013 24% | 2,073 25% | 1,820 23% | 1,701 23% |
| Institution primary reserve ratio comparable to the advisable level of reserves ¹¹ | 29% | 23% | 21% | NA ¹² |
| Number of Postdocs, and Non-faculty Research Staff with Doctorates. ¹³ (Goal 1: Objective A Measure II) | 92 | 83 | 103 | 70 |
| Research Expenditures (\$Million) (Goal 1: Objective A Measure I) | \$109,000 M | \$111,590 M | \$113,107 M | \$112,810 M |
| NSSE Means Service Learning, Field Placement or Study Abroad ¹⁴ (Goal 2: Objective C Measure II) | 52% | 52% | 53% ¹⁵ | 53% |
| Faculty Collaboration with Communities (HERI) ¹⁶ (Goal 2: Objective B Measure I) | 57% | 57% | 57% | 57% |
| Enrollment (Fall Census) ¹⁷ (Goal 3: Objective A Measure I) | 12,072 | 11,841 | 11,926 | 10,791 |
| Retention New Freshman Retention Rate ¹⁸ Full-time Percent (Goal 3: Objective B Measure I) | 81.6% | 80.8% | 77.3% | 74.3% |
| Retention New Transfer Retention Rate Full-time Percent (Goal 3: Objective B Measure II) | 82.4% | 81.3% | 82.6% | 77.7% |
| Percent Multicultural Faculty & Staff ¹⁹ (Goal 4: Objective A Measure III) | 22%/13% | 20.6%/12.1% | 21.3%/13.2% | 20.6% / 13.4% |
| Multicultural Student Enrollment ²⁰ (Goal 4 Objective A Measure I) | 2,799 | 2,764 | 2,613 | 2,406 |
| Proportion of postsecondary graduates with student loan debt - Bachelors degrees | 940/1,570 59.9% | 995/1,639 60.7% | 966/1,675 57.7% | 882/1,568 56.3% |

Footnotes for Profile of Cases Managed and/or Key Services Provided

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- ¹ Summer, Fall and Spring, as reported to SBOE on the PSR-1 Annual Student Enrollment Report only includes UG and GR (no early college). FY15 had an incorrect total, it has been corrected.
- ² Based on SBOE Annual PSR-1. FTE = Annual Credits divided by 30 for Undergraduate, 24 for Graduate, 28 for Law. WWAMI is student headcount.
- ³ Rolling 3-year FTE calculated from UI data warehouse to derive Academic Certificate values.
- ⁴ Cost of College Step 4 figures based on Audited Financial Statements for previous FY (from General Accounting office). Total weighted undergraduate credit hours from EWA divided by undergraduate dollars from Cost of College report.
- ⁵ Only postsecondary credits taken by high school students are counted as dual credit.
- ⁶ Study Abroad and National Student Exchange are coded in the course subject fields.
- ⁷ Idaho high school graduates in the previous year requiring remedial education.
- ⁸ From the UI web-based, Graduating Senior Survey.
- ⁹ Bachelor's degrees only, as reported to IPEDS. STEM fields using CCA definitions.
- ¹⁰ Number of participating students, as reported by UI Career Center/Service Learning Center, divided by degree seeking UG student headcount.
- ¹¹ As reported by UI Controller's Office, Benchmark based on NACUBO recommendations. Values represent calculations for prior fiscal year.
- ¹² Institution Primary Reserve Ratio is available with the audited financials in Fall.
- ¹³ Postdocs and Non-faculty Research Staff with Doctorates as reported annually in the Graduate Students and Postdoctorates in Science and Engineering Survey (<http://www.nsf.gov/statistics/srvygradpostdoc/#qs>).
- ¹⁴ This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE. Survey completed every three years.
- ¹⁵ Updated to the final NSSE data.
- ¹⁶ HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, "Collaborated with the local community in research/teaching." This survey is administered every three to five years.
- ¹⁷ This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of Fall census date. The data is updated annually.
- ¹⁸ As reported to IPEDS. Each year's rates reflect the percentage returning the fall of the FY specified. In FY2013 the target for First-time Full-time Freshman was obtained from the SBOE Strategic Plan rather than the peer median.
- ¹⁹ The percentage of full-time faculty and staff that are not Caucasian/Unknown from the IPEDS report. Full-time faculty is as reported in IPEDS HR Part A1 for full-time tenured and tenure track. Full-time staff is as reported in IPEDS B1 using occupational category totals for full-time non-instructional staff.
- ²⁰ The headcounts used for this metric are derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.

Part II – Performance Measures

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| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|--|--------|--|--|--|--|-------------------------------------|
| Timely Degree Completion | | | | | | |
| I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting | actual | 7,284 3,089 42.4% | 7,022 3,068 43.7% | 6,641 2,787 42% | 6,288 2,631 41.8% | |
| | target | 40% | 40% | 40% | 40% | 40% |
| II. Percent of first-time, full-time, freshmen graduating within 150% of time | actual | 59.3% 937 1,578 Cohort 2012-13 | 59.4% 890 1,586 Cohort 2013-14 | 59.5% 923 1,552 Cohort 2014-15 | 59.1% 917 1,551 Cohort 2015-16 | |
| | target | 60% | 60% | 58% | 58% | 58% |
| III. Total number of certificates/degrees produced, broken out by: Certificates less than 1 year Certificates 1 year or more ¹ Associates ¹ Bachelors Graduate (Masters, Specialists and Doctorates) Professional (M.S.A.T., J.D, Ed.D., and D.A.T.) Total ² | actual | 91 0 0 1,670 544 <u>143</u> 2,448 | 105 0 0 1,702 538 <u>134</u> 2,479 | 128 0 0 1,761 594 <u>132</u> 2,615 | 128 0 0 1,631 528 <u>171</u> 2,458 | |
| | target | 0 0 0 1,800 750 <u>130</u> 2,950 | 0 0 0 1,800 750 <u>130</u> 2,950 | 0 0 0 1,850 800 <u>150</u> 3,000 | 0 0 0 1,850 800 <u>150</u> 3,000 | 1,850 800 <u>150</u> 3,000 |
| IV. Number of unduplicated graduates, broken out by: Certificates less than 1 year Certificates 1 year or more ¹ Associates ¹ Bachelors Graduate (Masters, Specialists and Doctorates) Professional (M.S.A.T., J.D, Ed.D., and D.A.T.) Total ² | actual | 88 0 0 1,570 543 <u>143</u> 2,344 | 100 0 0 1,639 538 <u>134</u> 2,479 | 121 0 0 1,675 592 <u>132</u> 2,520 | 117 0 0 1,568 526 <u>171</u> 2,382 | |
| | target | Certificates less than 1 year Certificates 1 year or more ¹ Associates ¹ Bachelors 2,000 | 2,000 | 2,000 | 2,000 | 2,000 |
| Performance Measures | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |

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| Reform Remediation | | | | | | |
|---|--------|---------|---------|---------|---------|-----|
| V. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course within a year with a "C" or higher | actual | 50.1% | 51.9% | 50% | 52.4% | |
| | | 326 | 353 | 321 | 300 | |
| | | 651 | 680 | 642 | 573 | |
| | ENGL | 79.4% | 74.9% | 73.4% | 69.0% | |
| | | 196 | 170 | 179 | 171 | |
| | | 247 | 227 | 244 | 248 | |
| | target | | | | | |
| | Math | 56% | 56% | 56% | 56% | 56% |
| | ENGL | 77% | 77% | 77% | 77% | 77% |
| Math Pathways | | | | | | |
| VI. Percent of new degree-seeking freshmen completing a gateway math course within two years | actual | 56.6% | 59.0% | 59.1% | 60.7% | |
| | | 287 | 315 | 299 | 267 | |
| | | 507 | 534 | 506 | 440 | |
| | target | 74% | 74% | 74% | 74% | 74% |
| Guided Pathways | | | | | | |
| VII. Percent of first-time, full-time freshmen graduating within 100% of time | actual | 37.1% | 38.2% | 40.7% | 38.8% | |
| | | 577 | 594 | 663 | 587 | |
| | | 1,554 | 1,556 | 1,630 | 1,515 | |
| | | Cohort | Cohort | Cohort | Cohort | |
| | | 2014-15 | 2015-16 | 2016-17 | 2017-18 | |
| | target | 34% | 34% | 34% | 34% | 34% |

Performance Measure Explanatory Notes

¹The University of Idaho does not currently offer associate degrees or certificates of one year or more.

²An error was found in how certificates were counted for FY2017, the Academic Certificates and Totals are updated to reflect the correct number reported to IPEDS.

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Part I – Agency Profile

Agency Overview

Boise State University is a public, metropolitan research university that fosters student success in and after their college years, lifelong learning, community engagement, innovation and creativity. Research and creative activity advance new knowledge and benefit students, the economy, the community, the state and the nation. Boise State is a Carnegie doctoral university with high research activity. We lead the way on Idaho's goal of ensuring that 60 percent of Idahoans have a college degree or certificate and produce more than 40 percent of all bachelor's degrees awarded by Idaho public universities.

Boise State University employs just over 3,200 full and part-time employees, including approximately 1,750 full-time professional and classified staff and nearly 800 full-time instructional faculty members. The main campus of Boise State University is located at 1910 University Drive in Boise, Idaho. Classes also are offered at Twin Falls' CSI campus; Coeur d'Alene's North Idaho College, Micron Technology, downtown Boise (BoDo), and Boise State University at College of Western Idaho. Boise State University provides an impressive array of online courses and programs that are available across the state and nation.

Boise State University offers studies in nearly 200 fields of interest in 102 bachelor degree programs, 67 master's programs, 2 education specialist programs, and 13 doctoral programs. These are delivered through our College of Arts and Sciences, College of Business and Economics, College of Education, College of Engineering, College of Health Sciences, College of Innovation and Design, and School of Public Service.

Boise State University is governed by the Idaho State Board of Education, which is statutorily designated as the Board of Trustees for the institution. Dr. Marlene Tromp is President of Boise State University.

Core Functions/Idaho Code

Boise State University is created by Idaho Code Title 33, Chapter 40. Idaho Code 33-4001 provides the primary function of Boise State University to be that of "an institution of higher education" and "for the purposes of giving instruction in college courses..." In addition, it provides the "standards of the courses and departments maintained in said university shall be at least equal to, or on a parity with those maintained in other similar colleges and universities in Idaho and other states," and that the "courses offered and degrees granted at said university shall be determined by the board of trustees."

Revenue and Expenditures

| Operating Revenue | FY 2018 restated¹ | FY 2019 | FY 2020 | FY 2021 |
|---|-------------------------------------|----------------|----------------|---|
| Student tuition and fees (Gross) | 168,637,987 | 182,232,202 | 198,262,256 | Required audited financials avail. Dec 2021 |
| Scholarship discounts and allowances | (25,946,000) | (27,628,700) | (27,777,200) | " " |
| Federal grants and contracts | 36,120,893 | 37,525,093 | 40,464,905 | " " |
| State and local grants and contracts | 5,515,960 | 6,929,166 | 6,512,805 | " " |
| Private grants and contracts | 2,527,409 | 2,581,578 | 2,991,720 | " " |
| Sales and services of educational activities | 7,917,684 | 8,264,779 | 7,778,456 | " " |
| Sales and services of auxiliary enterprises | 59,876,126 | 64,037,202 | 56,868,054 | " " |
| Other | 1,705,898 | 1,099,336 | 1,395,970 | " " |
| Total operating revenues | 256,355,957 | 275,040,656 | 286,496,966 | " " |

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| Operating Expenses | FY 2018- restated | FY 2019 | FY 2020 | FY 2021 |
|--|--------------------------|----------------|----------------|----------------|
| Instruction | 130,615,578 | 132,585,914 | 139,307,732 | " " |
| Research | 30,675,466 | 33,105,475 | 37,304,459 | " " |
| Public Service | 17,160,269 | 19,480,045 | 21,034,497 | " " |
| Libraries | 6,003,980 | 5,896,359 | 5,924,455 | " " |
| Student Services | 19,852,758 | 20,198,874 | 20,933,265 | " " |
| Operation & Maintenance of plant | 21,516,192 | 21,641,435 | 27,359,524 | " " |
| Institutional Support | 30,958,162 | 32,412,902 | 34,074,154 | " " |
| Academic Support | 28,683,758 | 31,183,237 | 32,434,522 | " " |
| Auxiliary Enterprises | 71,257,115 | 75,270,328 | 74,189,656 | " " |
| Scholarships and Fellowships | 12,797,433 | 11,972,205 | 18,384,851 | " " |
| Depreciation | 26,468,896 | 26,359,987 | 26,623,055 | " " |
| Total operating expenses | 395,989,607 | 410,106,761 | 437,570,168 | " " |
| Operating income/(loss) | (139,633,650) | (135,066,105) | (151,073,202) | " " |
| Non-operating revenues/(expenses) | FY 2018- restated | FY 2019 | FY 2020 | FY 2021 |
| State appropriation - general | 98,775,333 | 101,955,031 | 105,337,986 | " " |
| State appropriation - maintenance | 1,686,375 | 837,657 | 2,674,540 | " " |
| Pell grants | 23,600,874 | 22,702,825 | 22,185,765 | " " |
| Gifts | 28,482,810 | 32,141,995 | 35,465,134 | " " |
| Net investment income | 2,595,265 | 4,148,780 | 3,521,477 | " " |
| Change in fair value of investments | (336,336) | 884,188 | 1,182,328 | " " |
| Interest | (7,571,626) | (7,030,946) | (6,881,404) | " " |
| Gain/loss on retirement of assets | (344,022) | (258,821) | (305,978) | " " |
| Loss on Perkins federal capital contribution | - | (8,209,463) | - | " " |
| CARES Act revenue | | | 7,344,256 | " " |
| Other non-operating revenue/(expense) | 160,272 | 330,110 | 66,653 | " " |
| Net non-operating revenues/(expenses) | 147,048,945 | 147,501,356 | 170,590,756 | " " |
| Other revenue and expenses | FY 2018- restated | FY 2019 | FY 2020 | FY 2021 |
| Capital appropriations | 1,858,258 | 666,061 | 5,707,955 | " " |
| Capital gifts and grants | 27,275,727 | 15,825,339 | 7,351,466 | " " |
| Total other revenues and expenses | 29,133,985 | 16,491,400 | 13,059,421 | " " |
| | FY 2018- restated | FY 2019 | FY 2020 | FY 2021 |
| Increase/decrease in net position | 37,106,374 | 28,926,651 | 32,576,975 | " " |
| Net position - beginning of year | 397,362,179 | 434,468,553 | 463,395,204 | " " |
| Net position - end of year | 434,468,553 | 463,395,204 | 495,972,179 | " " |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--|----------------|----------------|----------------|----------------|
| 1. Enrollments: | | | | |
| Fall Enrollment on Fall Census Day (Oct. 15) includes degree seeking and non-degree seeking students | | | | |
| Total | 24,154 | 25,540 | 26,272 | 24,103 |
| Undergraduate | 20,767 | 22,064 | 22,939 | 20,788 |
| Graduate | 3,387 | 3,476 | 3,333 | 3,315 |
| Degree Seeking Student Enrollment on Fall Census Day (Oct. 15) | | | | |

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| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|----------------|----------------|----------------|----------------|
| Total | 18,982 | 19,361 | 19,825 | 19,930 |
| Undergraduate | 16,270 | 16,537 | 16,898 | 16,975 |
| Graduate | 2,712 | 2,824 | 2,927 | 2,955 |
| Annual Enrollment Total Headcount from PSR 1 Student Enrollment Report (End of Term; unduplicated count of students attending Su, Fa, and/or Spr) | 31,053 | 32,545 | 33,274 | 32,066 |
| Non-Degree Seeking (Graduate and Undergrad) | 3,849 | 3,813 | 3,341 | 2,585 |
| Early College | 5,403 | 6,570 | 7,061 | 6,317 |
| Undergraduate (degree seeking) | 18,358 | 18,637 | 19,159 | 19,388 |
| Graduate (degree seeking) | 3,443 | 3,520 | 3,626 | 3,732 |
| 2. Student Credit Hours (SCH) by Level (Su, Fa, and Spr) (see Part II for Cost per credit hour delivered) | | | | |
| Annual SCH Attempted (End of Term) Total | 496,274 | 514,178 | 537,586 | 533,808 |
| Professional Technical | 0 | 0 | 0 | 0 |
| Undergraduate credits | 440,207 | 456,168 | 477,921 | 473,031 |
| Graduate credits | 56,067 | 58,010 | 59,665 | 60,777 |
| Annual SCH Earned (End of Term) Total ² | 438,979 | 455,252 | 467,872 | 464,741 |
| Undergraduate credits | 387,088 | 402,014 | 413,308 | 409,369 |
| Graduate credits | 51,891 | 53,238 | 54,564 | 55,372 |
| SCH earned as a % of Attempted Total | 88.5% | 88.5% | 87.0% | 87.1% |
| Undergraduate credits | 87.9% | 88.1% | 86.5% | 86.5% |
| Graduate credits | 92.6% | 91.8% | 91.5% | 91.1% |
| 3. Dual Enrollment³ and Distance Education ⁴ | | | | |
| Dual Enrollment Student Credit Hours – 12 month academic year | 23,664 | 29,184 | 33,100 | 28,756 |
| Dual Enrollment Distinct Students – 12 month academic year | 5,408 | 6,570 | 7,062 | 6,318 |
| Distance Education Student Credit Hours – 12 month academic year | 108,315 | 125,318 | 143,714 | 364,790 |
| Distance Education Distinct Students Enrolled – 12 month academic year | 14,430 | 15,888 | 17,826 | 25,750 |
| 4. Degrees and Certificates Awarded (see Part II for Number of Distinct Graduates)* ⁵ | | | | |
| Professional Technical Degrees and Certificates | N/A | N/A | N/A | N/A |
| Associate Degrees (Academic) | 119 | 133 | 111 | 132 |
| Bachelor's Degree (Academic, first and second majors) | 3,373 | 3,472 | 3,680 | 3,929 |
| Certificate – Undergraduate | 248 | 360 | 411 | 511 |
| Certificate – Graduate | 248 | 221 | 189 | 170 |
| Master's Degree | 917 | 861 | 954 | 1,074 |
| Education Specialist Degree ⁶ | 16 | 19 | 24 | 23 |
| Doctoral Degree | 32 | 45 | 53 | 50 |
| Total awards (sum) | 4,953 | 5,112 | 5,422 | 5,889 |

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| 5. Sponsored Projects Proposals and Awards ⁷ (see Part II for Externally Funded Research Expenditures) | | | | |
|--|---------|---------|---------|---------|
| Total # of Proposals Submitted | 606 | 560 | 506 | 598 |
| Total # of Awards | 368 | 378 | 411 | 425 |
| Total Sponsored Projects Funding (dollars awarded) | \$56.0M | \$53.5M | \$58.2M | \$65.3M |
| Total Sponsored Project Expenditures | \$44.8M | \$44.7M | \$47.9M | \$55.7M |
| % of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary) ⁸ | 28.9% | 17.9% | 22.6% | 16.9% |

FY 2021 Performance Highlights

- Boise State University continues to be highly successful in helping students graduate and succeed, which contributes to the educational attainment rate of Idahoans. In FY21, a record-high 3,749 students graduated from Boise State with baccalaureate degrees, once again exceeding the target set in Boise State University's strategic plan.
- Boise State not only impacts Idaho's college completion rate, for five consecutive years, we have seen increases in the numbers of graduates who are from specific underrepresented minority groups with 505 baccalaureate degree graduates in 2020-21. Additionally, Boise State graduated a new high of 525 students who were from rural counties in Idaho. The latter students are a special focus of the newly launched Community Impact Programs.
- The number of doctoral degree graduates was 50 in FY21, growing by 50% since FY18. This growth significantly contributes to our impact in the state and region, driving Idaho's clean knowledge economy.
- The retention rate for first year students largely maintained its positive trajectory after a substantial increase over the last decade. However, it was slightly lower for the Fall 2020 cohort, as a result of the pandemic. Between the Fall 2013 cohort and the Fall 2016 cohort, the retention rate increased by five percentage points and Boise State attained and maintained at least 79.5% retention for first-time, full-time freshmen in the Fall 2016, Fall 2017 and Fall 2018 cohorts. The retention rate in Fall 2020 cohort was 74.6%.
- The six-year graduation rate has continued to increase with Boise State exceeding a 50% graduation rate for the Fall 2013 cohort of first-time, full-time (FTFT) freshmen. We anticipate the six-year graduation rate to be approximately 52.5% for the Fall 2015 FTFT cohort. The graduation rate of Idaho-resident, Pell-eligible students is expected to be nearly 40% for the Fall 2015 cohort. Although these preliminary numbers have been impacted by the pandemic and are slightly lower than the historic graduation rates achieved with Fall 2014 cohorts, the positive momentum and trajectory of increases in graduation rates demonstrate Boise State's fundamental transformation of support for student success. This has been achieved through significant innovation, including a wholesale revision of remedial education, use of learning assistants, changes to advising, and use of analytics to enable early intervention for at-risk students.
- Dual Enrollment and Distance Education were significantly impacted by the global pandemic. The number of students participating in dual enrollment decreased to 6,318, which was similar to FY19 participation. Distance education credit hours in FY21 increased by 154% over FY20 with 25,750 students participating in a distance learning course.
- Boise State's total sponsored projects funding (dollars awarded) exceeded \$65M for FY21, which brings new revenue and new opportunities to the state and supports our state's economic engine.

Part II – Performance Measures

| Productivity Measure | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|---------|---------|---------|---------|---------|
| Goal 2 | | | | | |
| Facilitate the timely attainment of educational goals of our diverse student population. | | | | | |
| 1. Count of Distinct Graduates ⁹ (Objective A)* | | | | | |

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| Productivity Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|--------|--------------------------|--------------------------|--------------------------|--|--------------------------|
| Associate Degree (Academic) | actual | 118 | 131 | 109 | 132 | ----- |
| | target | 150 | 150 | 150 | 150 | 150 |
| Bachelor's Degree (Academic) | actual | 3,196 | 3,289 | 3,525 | 3,749 | ----- |
| | target | 3,300 | 3,450 | 3,500 | 3,559 | 3,702 |
| Certificate – Undergraduate | actual | 248 | 360 | 414 | 511 | ----- |
| | target | NA | NA | 300 | 425 | 425 |
| Certificate – Graduate | actual | 241 | 219 | 184 | 166 | ----- |
| | target | 250 | 250 | 270 | 280 | 250 |
| Master's Degrees | actual | 917 | 862 | 954 | 1,074 | ----- |
| | target | 785 | 825 | 950 | 950 | 1,000 |
| Educational Specialist's Degree | actual | 16 | 19 | 24 | 23 | ----- |
| | target | 20 | 20 | 23 | 25 | 25 |
| Doctoral Degree | actual | 32 | 45 | 53 | 50 | ----- |
| | target | 35 | 38 | 40 | 50 | 58 |
| Total distinct graduates | actual | 4,393 | 4,455 | 4,760 | 5,120 | ----- |
| | target | Increase over prior year | Increase over prior year | Increase over prior year | Increase over prior year | Increase over prior year |
| 2. First Year Retention Rate (Objective A) | | | | | | |
| % of first-time, full-time freshmen retained ^{10*} | actual | F2017 cohort 79.5% | F2018 cohort 79.5% | F2019 cohort 77.8% | F2020 cohort 75.3% (preliminary) | F2021 cohort |
| | target | 80% | 81% | 82% | 82% | 80% |
| % of Idaho-resident Pell-eligible first-time full-time freshmen retained | actual | 70.8% | 72.0% | 70.6% | 64.9% (preliminary) | ----- |
| | target | 76% | 77% | 74% | 74% | 73% |
| % of full-time transfers retained or graduated* | actual | 76.6% | 74.7% | 78.5% | 73.9% (preliminary) | ----- |
| | target | 78% | 78% | 79% | 79% | 79% |
| 3. Graduation Rates (Objective A)* | | | | | | |
| 4-yr graduation rate: % of baccalaureate-seeking, full-time, first time students graduating in four years or less ¹¹ | actual | F2014 cohort 28.7% | F2015 cohort 30.6% | F2016 cohort 38.1% | F2017 cohort 37.4% (preliminary) | F2018 cohort ----- |
| | target | NA | NA | 33% | 33% | |
| 6-yr graduation rate: % of baccalaureate-seeking, full-time, first time students graduating in six years or less ¹² | actual | F2012 cohort 45.8% | F2013 cohort 50.3% | F2014 cohort 54.1% | F2015 cohort 52.5% (preliminary) | F2016 cohort ----- |
| | target | 45% | 46% | 48% | 52% | |
| 6-yr: % of Idaho-resident, Pell-eligible first time, full-time freshman who graduated in six years or less | actual | 34.3% | 38.0% | 42.3% | 39.5% (preliminary) | ----- |
| | target | 37% | 37% | 38% | 43% | |
| 6-yr: % of full-time transfers who graduated in six years or less | actual | 57.4% | 58.5% | 56.9% | 59.5% (preliminary) | ----- |
| | target | 55% | 57% | 58% | 59% | |
| 4. Progression to Degree (Objective A)* | | | | | | |
| | actual | 23.9% | 26.5% | 28.7% | 28.3% | ----- |

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| Productivity Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|--------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Progress in credits: % of undergraduate degree seeking students completing 30 or more credits per year ¹³ | target | NA | 30% | 25% | 28% | 30% |
| Gateway Math Completion: % of new degree-seeking freshmen completing a gateway math course within two years ¹⁴ | actual | 79.8% | 82.1% | 83.4% | 81.5% | ----- |
| | target | NA | 83% | 83% | 83% | 85% |
| Remedial English: % of undergraduates completing credit-bearing course after remedial ¹⁵ | actual | 88.5% | 88.5% | 87.1% | 83.1% | ----- |
| | target | NA | 90% | 90% | 90% | 90% |
| Remedial Math: % of undergraduates completing credit-bearing course after remedial ¹⁶ | actual | 57.4% | 55.8% | 56.7% | 59.6% | ----- |
| | target | NA | 55% | 55% | 55% | 58% |
| Goal 3 Gain distinction as a doctoral research university. | | | | | | |
| 5. Total Research & Development Expenditures ¹⁷ (Objective A) | | | | | | |
| Expenditures as reported to the National Science Foundation | actual | \$41.4M | \$39.8M | \$43.3M | Not available at this time | ----- |
| | target | \$36M | \$38M | \$44M | \$47M | \$47M |
| Goal 4 Align university programs and activities with community needs. | | | | | | |
| 6. Number of graduates with high impact on Idaho's college completion rate (Objective C) ¹⁸ | | | | | | |
| Baccalaureate graduates from underrepresented groups: rural counties ¹⁹ | actual | 496 | 528 | 459 | 505 | ----- |
| | Target | NA | NA | 500 | 525 | 550 |
| Baccalaureate graduates from underrepresented groups: ethnic minorities ²⁰ | actual | 359 | 444 | 467 | 525 | ----- |
| | Target | 400 | 430 | 500 | 500 | 500 |
| Baccalaureate graduates who are Idaho residents | actual | 2,263 | 2,200 | 2,208 | 2,266 | ----- |
| | Target | 2,585 | 2,700 | 2,700 | 2,700 | 2,500 |
| Baccalaureate graduates who are of non-traditional age (30 and up) | actual | 847 | 845 | 847 | 826 | ----- |
| | Target | 950 | 950 | 1,000 | 1,000 | 1,000 |
| Baccalaureate graduates who began as transfers from Idaho community college ²¹ | actual | 406 | 446 | 442 | 463 | ----- |
| | Target | 600 | 650 | 700 | 700 | 500 |
| | | | | | | |
| 7. Cost of Education (resident undergraduate with 15 credit load per semester; tuition & fees per year) (Objective A) | | | | | | |
| Boise State | actual | \$7,326 | \$7,694 | \$8,068 | \$8,060 | ----- |
| | target | Remain less than WICHE state avg | Remain less than WICHE state avg | Remain less than WICHE state avg | Remain less than WICHE state avg | Remain less than WICHE state avg |
| Boise State as % of WICHE ²² | actual | 87.1% | 89.2% | 90.3% | 88.0% | ----- |

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| Productivity Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|--|---------------|---|---|---|---|--|
| | <i>target</i> | <i>Remain less than WICHE state avg</i> | <i>Remain less than WICHE state avg</i> | <i>Remain less than WICHE state avg</i> | <i>Remain less than WICHE state avg</i> | <i>Remain less than WICHE state avg</i> |
| 8. Expense per EWA-Weighted Student Credit Hour (SCH) ²³ * (Objective A) | | | | | | |
| \$ per Undergraduate SCH: in 2015 \$\$ (i.e., inflation adjusted) ²⁴ | actual | \$263.08 | \$255.42 | \$256.42 | Not available at this time | ----- |
| | target | No increase in CPI adjusted \$\$ | No increase in CPI adjusted \$\$ | No increase in CPI adjusted \$\$ | No increase in CPI adjusted \$\$ | Very low increase (0.5 to 1%) in inflation adjusted \$\$ |
| \$ per Undergraduate SCH: Unadjusted | actual | \$276.98 | \$273.59 | \$276.21 | Not available at this time | ----- |
| | target | No increase in CPI adjusted \$\$ | No increase in CPI adjusted \$\$ | No increase in CPI adjusted \$\$ | No increase in CPI adjusted \$\$ | Very low increase (0.5 to 1%) in inflation adjusted \$\$ |
| \$ per Total Undergraduate & Graduate SCH: in 2015 \$\$ (i.e., inflation adjusted) ²⁵ | actual | \$244.00 | \$237.14 | \$238.14 | Not available at this time | ----- |
| | target | No increase in CPI adjusted \$\$ | No increase in CPI adjusted \$\$ | No increase in CPI adjusted \$\$ | No increase in CPI adjusted \$\$ | Very low increase (0.5 to 1%) in inflation adjusted \$\$ |
| \$ per Total Undergraduate & Graduate SCH: Unadjusted | actual | \$256.89 | \$254.01 | \$256.52 | Not available at this time | ----- |
| | target | No increase in CPI adjusted \$\$ | No increase in CPI adjusted \$\$ | No increase in CPI adjusted \$\$ | No increase in CPI adjusted \$\$ | Very low increase (0.5 to 1%) in inflation adjusted \$\$ |
| 9. Graduates per FTE (Objective A) | | | | | | |
| Baccalaureate graduates per undergraduate FTE ²⁶ | actual | 21.8 | 21.6 | 22.1 | 23.8 | ----- |
| | target | NA | NA | 22.2 | 22.2 | 22.3 |
| Baccalaureate graduates per junior/senior FTE ²⁷ | actual | 41.2 | 41.2 | 42.5 | 43.6 | ----- |
| | target | NA | NA | 42.5 | 42.5 | 43.0 |
| Graduate degree graduates per graduate FTE ²⁸ | actual | 46.8 | 42.7 | 45.3 | 48.8 | ----- |
| | target | NA | NA | 44.0 | 44.0 | 46.0 |

Performance Measure Explanatory Notes

*Measure required by SBOE

¹ Prior Period Adjustment – GASB Statement No. 75, “Accounting and Financial Reporting for Post-Employment Benefit Plans Other Than Pension Plans (OPEB).” The June 30, 2018 financial statements have been adjusted to properly reflect the University’s proportionate share of the SLIRF asset and activity. The opening balance of Net Position was adjusted to reflect the SLIRF in fiscal 2018.

² Student credit hours (SCH) earned are based on an end-of-term snapshot. Due to the snapshot timing, some earned credits (e.g., concurrent enrollment credits) may not be included in the total, resulting in the ratio of earned to attempted credits being underreported.

³ Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by

term) provide the most complete picture of the number of unduplicated students that are enrolled and the number of credits earned. The credits and students align to the totals in the annual Dual Credit Report.

⁴ Distance Education is characterized by: the use of one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. (Summarized from the language in the Higher Education Opportunity Act.) Courses that are taught at a distance using educational technology are referred to as distance education classes; includes course modes of Internet-E, Online, and Remote (which was introduced in 2020-21).

⁵ The count of awards reflects data submitted to IPEDS. Bachelor's awards and others include first plus second major. These figures are greater than the total number of graduating students because some graduating students receive multiple awards. 2014-15 was the first year that Boise State transcribed all undergraduate certificates and, therefore, began reporting these to IPEDS in that year. Data presented for 2020-2021 are preliminary as they have not yet been reported to IPEDS.

⁶ Note that although the Education Specialist degree is a distinct degree type, it is categorized by IPEDS as a "post-master's certificate." Boise State awarded the first Ed.S. degrees in 2015-16.

⁷ "Sponsored Projects" refers to externally funded projects of all types (research, instructional, and public service) funded from all sources (federal, state, local, and private).

⁸ Reflects the percentage of research grants that have investigators from more than one department. Includes only initial awards in the Research-Basic and Research-Applied categories.

⁹ The distinct (unduplicated) graduates reflects completers by award level as submitted to IPEDS. The total of distinct graduates does not equal the sum of the graduates at each level because there is some duplication of individuals between levels (e.g., earning both a graduate certificate and a master's degree). Data presented for 2020-21 are preliminary as they have not yet been reported to IPEDS.

¹⁰ Retention is a measure of entering cohorts returning to enroll one year later (e.g., the percent of the Fall 2018 cohort of first time, full-time baccalaureate-seeking freshmen that return to enroll in Fall of 2019). Retention rate is calculated in a manner consistent with IPEDS. The four columns of data represent numbers from Fall 2017 through Fall 2020 cohorts, with the Fall 2020 cohort data being a preliminary estimate as of August 3, 2021.

¹¹ Four-year graduation rate is a measure of entering cohorts graduating within a four-year time frame (e.g., the percent of the Fall 2015 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2019 semester). Graduation rate is calculated in a manner consistent with IPEDS. The four columns of data represent the rates for the Fall 2014 through Fall 2017 cohorts, with the Fall 2017 cohort data being a preliminary estimate as of August 3, 2021.

¹² Six-year graduation rate is a measure of entering cohorts graduating within a six-year time frame (e.g., the percent of the Fall 2013 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2019 semester). Graduation rate is calculated in a manner consistent with IPEDS. The four columns of data represent the rates for the Fall 2012 through Fall 2015 cohorts, with the Fall 2015 cohort data being a preliminary estimate as of August 3, 2021.

¹³ SBOE required metric: timely degree completion. Percent of undergraduate, degree-seeking students completing 30 or more credits across one year (defined as summer, fall, and spring term). Based on end-of-term data version. Degree-seeking status is determined as of fall semester unless the student was not enrolled in fall, in which case summer is used. Spring term is used to determine degree-seeking status of students enrolled only for the spring term. Excludes students who earned degrees during the reported year and who did not reach the 30-credit threshold. Includes students meeting the criteria regardless of full- or part-time status and the number of terms enrolled in that year. Students enrolled part-time or for a partial year, especially for only one term, would not be expected to complete 30 credits; thus, the denominator may be inflated resulting in a lower percentage reported.

Note: the target presented for FY19 was set and reported in the spring 2018 BSU Strategic Plan Report. Since that time, the methodology for this measure has been clarified and refined by OSBE. The FY20 target follows from the new methodology, thus, replacing the prior target shown for FY19. All years of data reported reflect the updated methodology.

¹⁴ SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking students (full- plus part-time) who complete a gateway course (Math 123, 143, 157, or 254) or higher within two years (e.g., students who entered in fall 2017 and completed a gateway math or higher by the end of summer 2019 are reported for FY19). Note: the target presented for FY19 was set and reported in the spring 2018 BSU Strategic Plan Report. Since that time, the methodology for this measure has been clarified and refined by OSBE. The FY20 target follows from the new methodology, thus, replacing the prior target shown for FY19. All years of data reported reflect the updated methodology.

¹⁵ SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing, gateway, course within one year of completing the remedial course. Boise State uses a corequisite model for English, therefore, this measure is calculated as the number of students who took and completed English 101P in the given academic year. Note: the data and targets do match those previously reported as the methodology for this measure has been updated per guidance from OSBE. All years of data reported and the targets reflect the updated methodology.

¹⁶ SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course (Math defined as Math 025, 103, or 108) and completed (C- or above) a subsequent credit-bearing, gateway, course (Math 123, 143, 157, or 254) or higher within one year of completing the remedial course (e.g., students who took a remedial course in fall 2017 and completed a subsequent course by the end of fall 2018). Note: the target presented for FY19 was set and reported in the spring 2018 BSU Strategic Plan Report. Since that time, the methodology for this measure has been clarified and refined by OSBE. The FY20 target follows from the new methodology, thus, replacing the prior target shown for FY19. All years of data reported reflect the updated methodology.

¹⁷ Total Research and Development Expenditures are submitted to NSF approximately in March for the previous fiscal year.

¹⁸ Boise State tracks a number of demographic categories of students that are important to Idaho's college completion rates. Note that graduates may fall into more than one category and are counted one time in each of the relevant categories. As such, the numbers across categories cannot be summed to achieve a total.

¹⁹ Distinct number of graduates who began college as residents from a rural county in Idaho. The definition for this measure was updated in 2020 to align with Boise State's new efforts to serve rural communities in Idaho. Rural is defined as all places outside of "Urban Areas and their Places" as specified by the U.S. Census Bureau. Data for all reported years were updated in 2021 to align with a new campus data warehouse reporting field.

²⁰ Distinct number of graduates who are American Indian/Alaska Native or Hispanic/Latino.

²¹ Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

²² WICHE average from Table 1a of annual Tuition and Fees report. We use the average excluding California and the values were as follows: FY15 \$7,558; FY16 \$7,826, FY17 \$7,980, FY18 \$8,407. A typical report can be found at http://www.wiche.edu/info/publications/Tuition_and_Fees2012-13.pdf

²³ Expense information is from the Cost of College study, which is produced yearly by Boise State's Controller's Office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost State of Idaho

of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergraduate only" uses Undergraduate costs and the sum of EWA weighted credit hours for remedial, lower division, upper division for residents and nonresidents. "Undergraduate and graduate" uses undergraduate and graduate expenses, and includes EWA weighed credit hours from the undergraduate and graduate levels for residents and nonresidents.

²⁴ Consumer Price Index is used to adjust for inflation and makes use of a calculator such as that found at <http://data.bls.gov/cgi-bin/cpicalc.pl>

²⁵ Consumer Price Index is used to adjust for inflation and makes use of a calculator such as that found at <http://data.bls.gov/cgi-bin/cpicalc.pl>

²⁶ Includes the unduplicated number of annual baccalaureate degree graduates divided by the IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking student in calculating FTE.

²⁷ Includes the unduplicated number of annual baccalaureate degree graduates divided by the fall semester FTE of juniors and seniors. FTE are determined using total fall credits of juniors and seniors divided by 15. This measure depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment.

²⁸ Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by the IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking student in calculating FTE.

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Part I – Agency Profile

Agency Overview

Founded in 1901, Idaho State University (ISU) is a Carnegie classified Doctoral University: High Research Activity. Idaho State has evolved through distinct phases—the last occurring in 1963 with the change from Idaho State College to Idaho State University—reflecting a steady trajectory of growth and development. Today, Idaho State serves a student population of 12,339 (Fall 2020-end of term), and 14,241 unduplicated annual headcount (Fiscal Year 2021), representing 45 states and 54 countries. In addition, Idaho State taught over 16,000 students (FY 2021) in professional development, Workforce Training, and Continuing Education courses. Idaho State's mission and Idaho State Board of Education (the Board) mandated service region is the result of the institution's history and Idaho's unique geography.

Idaho State's geographic service region extends from the upper-Snake River region on the east side of the state, to the Magic Valley/Twin Falls towards the west, and the rural communities of the central mountains on the north. The University has campuses in four locations: Pocatello, Meridian, Idaho Falls, and Twin Falls. Idaho State offers more than 250-degree programs ranging from career technical education certificates to postgraduate doctoral degrees (PhDs). Idaho State's disciplinary breadth, combined with its unique degree mix, offers opportunity and access commensurate with the Board's mandate to serve its diverse, largely rural region, and to provide healthcare programming for the state. Idaho State hosts 13 men's and women's National Collegiate Athletic Association (NCAA) athletic teams and offers 112 student clubs and organizations for student participation.

Idaho State is organized into seven colleges. The colleges include the colleges of Arts and Letters, Business, Education, Science and Engineering, Technology, Pharmacy, and Health. In addition, Idaho State houses a Graduate School overseen by a graduate dean advised by graduate faculty.

Idaho State boasts many incredible facilities, including the Center for Advanced Energy Studies (CAES), the Idaho Accelerator Center, and the state-of-the-art Stephens Performing Arts Center, which brings music, theatre, and cultural performances to southeastern Idaho. The Idaho Museum of Natural History, located on the Pocatello campus, provides children, families, and adults an in-depth exploration of the natural history of Idaho.

Core Functions/Idaho Code

Idaho State University is a publicly supported institution of higher education as created under the laws of the State of Idaho, Idaho Statute Title 33, Chapter 30 and is governed by the Board.

ISU's Mission:

Idaho State University is a public research-based institution that advances scholarly and creative endeavors through academic instruction, and the creation of new knowledge, research, and artistic works. Idaho State University provides leadership in the health professions, biomedical, and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs. The University provides access to its regional and rural communities through the delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education. The University fosters a culture of diversity, and engages and impacts its communities through partnerships and services.

Central to its mission is the emphasis on health sciences education. Idaho State offers high-quality degree programs in nearly all of the health professions, as well as postgraduate residency training in family medicine, dentistry, and pharmacy. Idaho State also serves southern Idaho by providing full-service, cost-effective medical care options at its 20 health clinics. Idaho State faculty and staff provided health services for more than 44,000 patient visits and over 65,000 prescriptions during the 2021 fiscal year. The ISU Bengal Pharmacy serves as an onsite classroom lab for students in the College of Pharmacy while providing pharmacy service options to the region. The Bengal Pharmacy/Telepharmacy Operation has four telehealth pharmacies in rural southern Idaho: Arco, Challis, Council, and Kendrick, plus the "home base" pharmacy in Pocatello. These partnerships were requested by city officials concerned that pharmacy services would no longer be available in their towns.

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Idaho State's commitment to access to university-level learning and discovery extends into the K-12 system in Idaho. Idaho State's Early College program, which provides dual enrollment opportunities for Idaho high school students at reduced tuition rates, continues to grow, enabling high school students to take college-level courses preparing them for their future college careers.

Idaho State is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The NWCCU required that the institution identify core themes that individually manifest elements of its mission and collectively encompass its mission. Idaho State University's Core Themes were chosen through an inclusive process that included faculty, students, and staff.

ISU's core themes:



**Learning
and
Discovery**

Core Theme One:

Learning and Discovery. Idaho State University fosters student learning and discovery through teaching, research, and creative activity. ISU delivers high-quality academic programs at all levels: technical certificates; undergraduate, graduate, and professional degrees; and postgraduate professional training.



**Access
and
Opportunity**

Core Theme Two:

Access and Opportunity. Idaho State University provides diverse pathways to retention and graduation through educational preparation, academic and co-curricular opportunities, and extensive student support services.



**Leadership
in
Health Sciences**

Core Theme Three:

Leadership in the Health Sciences. Idaho State University provides statewide leadership in the health sciences. With the academic support of its colleges and the division, the University offers a broad spectrum of degree levels and provides residency training in the health professions. New knowledge is created through biomedical, translational, clinical, rural, and health services research. Teaching, research, practice, and community partnerships provide interprofessional education and excellence in patient care. University clinics provide an environment for learning, inquiry and comprehensive health care service to the community.



**Community Engagement
and
Impact**

Core Theme Four:

Community Engagement and Impact. As an integral component of the community, Idaho State University develops partnerships and affiliations through the exchange of knowledge, resources, research, and expertise. Through a diverse university staff, faculty, and student body, ISU provides cultural, social, economic, and other opportunities to enrich the lives of citizens.

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Revenue and Expenditures

| Revenue | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|----------------|----------------|----------------|----------------|
| Operating revenues | | | | |
| Student tuition and fees (Gross) | 105,380,000 | 104,794,000 | 104,240,000 | |
| Scholarship discounts and allowances | (30,218,000) | (30,516,000) | (31,449,000) | |
| Federal grants and contracts | 8,525,000 | 8,832,000 | 8,647,000 | |
| State and local grants and contracts | 10,220,000 | 8,764,000 | 10,356,000 | |
| Private grants and contracts | 5,922,000 | 5,791,000 | 5,865,000 | |
| Sales and services of education activities | 4,976,000 | 6,030,000 | 5,395,000 | |
| Sales and services of auxiliary enterprises | 14,015,000 | 14,679,000 | 12,827,000 | |
| Other | 4,557,000 | 4,713,000 | 3,514,000 | |
| Total operating revenues | 123,377,000 | 123,087,000 | 119,395,000 | |
| Expenditure | FY 2018 | FY 2019 | FY 2020 | |
| Operating expenses | 249,231,000 | 252,645,000 | 253,036,000 | |
| Instruction | 103,664,000 | 105,022,000 | 103,887,000 | |
| Research | 16,371,000 | 14,878,000 | 13,173,000 | |
| Public Services | 3,612,000 | 3,812,000 | 3,910,000 | |
| Academic Support | 17,464,000 | 18,224,000 | 18,285,000 | |
| Libraries | 3,718,000 | 3,776,000 | 3,812,000 | |
| Student Services | 9,562,000 | 10,490,000 | 11,001,000 | |
| Institutional Support | 25,855,000 | 25,874,000 | 30,662,000 | |
| Maintenance & Operations | 20,241,000 | 18,666,000 | 17,473,000 | |
| Auxiliary Enterprises | 22,477,000 | 25,243,000 | 22,599,000 | |
| Scholarships and Fellowships | 14,103,000 | 13,993,000 | 15,855,000 | |
| Depreciation | 12,163,000 | 12,667,000 | 12,379,000 | |
| Operating income/(loss) | (125,854,000) | (129,558,000) | (133,641,000) | |
| Nonoperating revenues/(expenses) | | | | |
| State appropriations: | 96,604,000 | 100,023,000 | 102,269,000 | |
| State General Account | 77,405,000 | 80,244,000 | 81,437,000 | |
| Endowment Income | 3,610,000 | 3,739,000 | 4,008,000 | |
| Other State Appropriations | 3,485,000 | 3,704,000 | 4,303,000 | |
| Professional Technical Education | 12,104,000 | 12,336,000 | 12,521,000 | |
| State Department of Public Works | 1,210,000 | 153,000 | (104,000) | |
| Title IV grants | 16,682,000 | 16,221,000 | 15,495,000 | |
| Other Federal grants | 0 | 0 | 1,989,000 | |
| Gifts | 4,390,000 | 10,618,000 | 7,390,000 | |
| Net investment income | 235,000 | 908,000 | 1,005,000 | |
| Amortization of bond financing costs | (3,000) | (2,000) | (9,000) | |
| Bond issuance costs | 0 | 0 | 0 | |
| Interest on capital asset-related debt | (1,208,000) | (1,115,000) | (1,421,000) | |
| Gain or (loss) on disposal of fixed assets | (196,000) | (149,000) | (84,000) | |
| Net nonoperating revenues/(expenses) | 117,714,000 | 126,657,000 | 126,530,000 | |
| Other Revenue and Expenses | FY 2018 | FY 2019 | FY 2020 | |
| Capital gifts and grants | 7,575,000 | 6,820,000 | 13,360,000 | |
| Other Expenses | 0 | 0 | (1,356,000) | |
| Net other revenues and expenses | 7,575,000 | 6,820,000 | 12,004,000 | |
| Increase in net assets | (565,000) | 3,919,000 | 4,893,000 | |

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| Other Revenue and Expenses | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|----------------|----------------|----------------|----------------|
| Net assets - beginning of year (*-restated) | *248,744,000 | 248,179,000 | 252,098,000 | |
| Net assets – end of year (*-restated) | *248,179,000 | 252,098,000 | 256,991,000 | |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|----------------|----------------|----------------|------------------------|
| Grand Total Number of Students ¹ | 24,001 | 23,210 | 23,197 | 30,558 |
| Total number of enrolled ISU students in a fiscal year | 15,113 | 14,976 | 14,870 | 14,241 |
| Total number of College of Education K-12 professional development students in a fiscal year (see note ¹) | 1,664 | 2,005 | 2,703 | 11,484 |
| Total number of Workforce Training / Continuing Education students in a fiscal year | 7,224 | 6,229 | 5,624 | 4,833 |
| Percentage of undergraduates (based on fall term) | | | | |
| - Full-time | 56% | 57% | 56% | 57% |
| - Part-time | 44% | 43% | 44% | 43% |
| Total annual full-time equivalency (FTE) enrollment ² | 9,960 | 9,775 | 9,589 | 9,322 |
| - Career Technical | 747 | 828 | 819 | 749 |
| - Undergraduate | 7,108 | 6,864 | 6,587 | 6,246 |
| - Graduate | 2,105 | 2,083 | 2,183 | 2,327 |
| Total credit hours taught: ³ | 286,161 | 280,770 | 274,551 | 265,715 |
| - Career Technical credit hours | 22,401 | 24,852 | 24,556 | 22,473 |
| - Academic credit hours | 263,760 | 255,918 | 249,995 | 243,242 |
| o Undergraduate credit hours | 213,250 | 205,928 | 197,601 | 187,391 |
| o Graduate credit hours | 50,510 | 49,990 | 52,394 | 55,851 |
| Percentage of all degree-seeking undergraduates receiving a PELL grant | 43% | 43% | 43% | 40% |
| Amount of ISU student scholarships/fellowships awarded | \$14,103,000 | \$13,993,000 | \$15,855,000 | Available in fall 2021 |
| Total number of certificates and degrees awarded ⁴ | 2,540 | 2,554 | 2,462 | 2,756 |
| - Undergraduate | 1,917 | 1,933 | 1,803 | 2,082 |
| - Graduate | 623 | 621 | 659 | 674 |
| % degrees awarded in Health Professions ⁵ | 34% | 35% | 33% | 37% |
| % degrees awarded in STEM Disciplines ⁶ | 18% | 18% | 15% | 15% |

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| | | | | |
|--|--------------|--------------|--------------|--------------|
| Total new degree-seeking undergraduate students in FY ⁷ | 1,811 | 1,828 | 1,737 | 1,593 |
| - Idaho Resident | 1,643 | 1,681 | 1,584 | 1,437 |
| - Non-resident | 110 | 116 | 123 | 130 |
| - International | 58 | 31 | 30 | 26 |
| Percentage of students participating in course-based community engaged learning ⁸ | | | | |
| - Total Students Enrolled | 50% 7,534 | 48% 7,143 | 45% 6,719 | 44% 6,316 |

1. Student headcounts are unduplicated in a fiscal year by category. If a student is enrolled in an ISU course, enrolled in a College of Education professional development course, and enrolled in a Workforce Training / Continuing Education in the same fiscal year, the student will be counted 3 times, once in each category. The main reason for the large increase in the total number of College of Education K-12 professional development students in fiscal year 2021 was the result of an out-of-state marketing campaign.
2. Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Career Technical credit hours (SCH) by 30; total Graduate SCH is divided by 24.
3. Total student credit hour production for the fiscal year.
4. Degrees are those awarded and posted as of July 27, 2021 for the fiscal year.
5. Certificates/Degrees with a U.S. Dept. of Education Classification of Instructional Programs (CIP) Code of 51 – Health Professions and Related Clinical Sciences, and Clinical Psychology degrees.
6. Certificates/Degrees with a CIP Code in Science, Technology, Engineering, and Mathematics (STEM) as defined by the CIP codes, 01,03,04,11,14,15,26,27,29,40,41.
7. New students in the summer term enrolled in the subsequent fall term are counted as “new” in the fall term.
8. Community Engaged Learning describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. These undergraduate and graduate for-credit opportunities include, but are not limited to, internships, externships, job shadowing, service learning, community based research, public service courses, practicums, practical work (live work), and clinical rotations.

FY 2021 Performance Highlights *(Optional)*

College of Arts and Letters

Resilience of the Performing Arts

Because of what they teach and the direct, hands-on way it must be taught, the Theatre, Dance, and Music faculty faced what seemed like an impossible challenge in response to COVID. Yet, they continued to serve performing arts students for an entire year and help them continue to advance toward degree completion. They did this by modifying classrooms and studios, learning and leveraging new software and technology, using their exceptional creativity, committing untold and uncompensated extra hours, and putting students and student safety first. Additionally, they continued to serve the larger Idaho community by providing public concerts and performances made available through online streaming technology, including a New Year's Eve streamed event that showcased many students' talent.

ISU CommuniVax Research on COVID-19 Vaccination Efforts

ISU faculty and students are working with Johns Hopkins, Bloomberg School of Public Health on CommuniVax, a national research coalition located at seven U.S. locations. The ISU team sought to raise awareness of and access to COVID-19 vaccines for the Hispanic population in rural Idaho regions of Bingham and Power counties. The ISU team used a Research-as-Intervention approach that involved a remarkable

interdisciplinary team of 21 students and community members (half of which were from the study community), three public health experts and three ISU faculty members—Elizabeth Cartwright (Anthropology), Diana Campanella Schow (Community and Public Health) and Tamra Bassett (Global Studies and Languages). Faculty-led training for all students, who conducted and analyzed 89 semi-structured interviews and three focus groups. Results laid bare the deeply difficult, pandemic-related consequences of living and working both in the U.S. and Mexico. They also revealed an unwavering determination to work, carry on, and provide for families, showing strong acceptance for receiving the vaccine among Idaho's farmworker families.

🐾 ISU INCLUDE Project Provides Educational Access to Rural Communities

The ISU College of Arts and Letters established a state-of-the-art distance education program to provide Idaho high school students in rural communities the opportunity to earn college credit and utilize financial support through the Idaho Department of Education's Fast Forward Program. The INCLUDE (Idaho Needs Connectivity Leading University Distance Education) Project has funded the acquisition and installation of video conferencing equipment for 29 rural high schools in Southeastern Idaho by supporting several community partners and donors and a large grant from the USDA. College instructors and classrooms are streamed live into rural communities and high schools, providing access to ISU classes for all regional high school students and communities. This program creates meaningful relationships between ISU and rural communities, providing Idaho high school students the opportunity to take dual enrollment classes from ISU faculty, build student confidence in attending college, and increase Idaho's Go-on rate.

College of Business

- 🐾 11 Brand New Permanently Endowed Scholarships.
- 🐾 First Endowed Professorship in Finance and First Endowed Professorship in Marketing in the history of Idaho State University.
- 🐾 ISU College of Business Students were featured in a PBS documentary that has been nominated for an Emmy award by the Northwest Chapter of the National Academy of Television Arts & Sciences (NATAS). The documentary, "Through Youthful Eyes" was featured on Idaho Public Television in 2020 and featured the story of our students' work writing the "Idaho in World War II" book.

College of Education

- 🐾 Developed a fully-online, fee-based teacher education program to allow a flexible, affordable pathway to becoming a teacher
- 🐾 Earned an A+ by the National Council on Teacher Quality, for contributing significantly to the diversification of the teacher workforce.
- 🐾 Strengthened the CSI-ISU relationship by finalizing teacher education articulation agreements and a co-enrollment MOU between the two institutions.

College of Science & Engineering

- 🐾 ISU's Disaster Response Complex is open for business! The DRC involves students in research and data-informed training to first responders across the Pacific Northwest. DRC training started on October 31, 2020. Since then more than 300 individuals including instructors and role players have participated in exercises at the DRC. From these, about 150 were civilians (from the Idaho National Laboratory, the Idaho State Police, Pocatello Police, regional fire departments, regional search and rescue units, among others) and approximately 170 military members from National Guard units representing some 20 states. More than 150 additional National Guard members from across the country are expected to train at the DRC by Fall 2021. The DRC has been expanding its collaboration with local, regional, and national

stakeholders, including the FBI, the Southeast Idaho Health Public District and other partners from private industry.

- 🐾 Two new cybersecurity certificate programs have been added, one to correspond with the Bachelor of Science in Computer Science and the other to align with the Master of Science in Computer Science. The certificates are supported by INL and offered in conjunction with the Idaho Universities.
- 🐾 Mary Lou Duzik-Gougar is the current president of the American Nuclear Society (ANS). Established in 1954, ANS is an international professional organization of engineers and scientists devoted to the peaceful applications of nuclear science and technology. Its more than 10,000 members represent government, academia, research laboratories, medical facilities and private industry.

College of Technology

- 🐾 Provided high-resolution photos for Shaw auto parts commercial properties.
- 🐾 Obtained and processed multi-spectral and electro-optical imagery for the Sageland Land and Trust foundation in the Century Heights area.
- 🐾 Performed a dipping sonar scan experiment in the Rose Ponds and provided results to the Idaho Falls Police Department.

Kasiska Division of Health Sciences

In partnership with Southeastern Idaho Public Health and Portneuf Medical Center, over 130 students and faculty from the Kasiska Division of Health Sciences administered 10,029 COVID vaccinations to the public. 4,000 at the Meridian Health Sciences Center in partnership with Albertsons Pharmacy as well.

College of Health Professions

- 🐾 The College of Health is focused on growth and expansion to support workforce needs of our state and region
- 🐾 Our faculty are actively involved in education, scholarship, and service to the community
- 🐾 Largest college on campus:
 - School of Nursing
 - School of Rehabilitation and Communication Sciences
 - PT/OT, CSD
 - Departments for different health professions:
 - Counseling, Dietetics, Dental Hygiene, Radiographic Science, Medical Lab Science, Physician assistant, Community and Public Health, Emergency Services
 - Pre-health students (AS and BS in Health Sciences)

College of Pharmacy

COVID-19 Response

- 🐾 Supported testing
 - Equipped community pharmacies
 - Supported PPE needs
- 🐾 Conducted vaccination clinics

- Influenza
- COVID-19

- 🐾 Supported Idaho Public Health
 - Supported ISU and KDHS efforts

School of Nursing

- 🐾 Achieved full 10-year accreditation:
 - Traditional Bachelor of Science in Nursing
 - Bachelor of Science completion program
 - Masters in Nursing, Education focus
 - Doctor of Nursing Practice [DNP] Family Nurse Practitioner option
 - Doctor of Nursing Practice [DNP] Psychiatric Mental Health Nurse Practitioner option
- 🐾 Addition of Psychiatric Mental Health Nurse Practitioner Graduate Certification
- 🐾 Articulation agreements were finalized with the College of Southern Idaho (CSI) and College of Eastern Idaho (CEI) for students to concurrently enroll for completion of the Bachelor's degree in nursing at ISU SON.
- 🐾 Opening nurse practitioner clinic in Meridian

School of Rehabilitation and Communication Sciences

- 🐾 Expansion of the Masters in OT to Meridian
 - Projected class of 20 students - Fall of 2022
 - Hiring 3-4 additional faculty
- 🐾 First graduating class of Doctorate in PT in Meridian
 - Represents a 100% increase in graduating DPT students this year
- 🐾 Clinical services to cochlear implant and other audiology patients throughout 2020, including in Northern Idaho

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Part II – Performance Measures

| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|--|-----------------------|---------|---------|---------|---------------------|---------|
| Goal 1: Grow Enrollment – | | | | | | |
| Objective: Increase new full-time, degree-seeking students by 20% (+450 new students, 2,702) over the next five years.* | | | | | | |
| * full-time certificate and undergraduate and full and part-time graduate degree-seeking students | | | | | | |
| 1. Increase new full-time, certificate and degree-seeking undergraduate student enrollment and full and part-time graduate student enrollment for FYs 18-22 by 20% (450). | actual | 2,282 | 2,327 | 2,319 | 2,255 | ----- |
| | target | 2,320 | 2,401 | 2,485 | 2,499 | 2,702 |
| Goal 2: Strengthen Retention – | | | | | | |
| Objective: Improve undergraduate student retention rates by 5% by 2022. | | | | | | |
| 2. Fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate FYs 18-22. Benchmark Definition: A 5% (74%) increase in fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate beginning from FY 16 (69%) retention numbers (SBOE benchmark = 80%). ¹ | actual | 63% | 64% | 63% | 66% | ----- |
| | Total | 1,186 | 1,174 | 1,073 | 992 | |
| | Retained | 750 | 752 | 675 | 655 | |
| | Not Retained | 436 | 422 | 398 | 337 | |
| | target | 71% | 72% | 72% | 72% | 74% |
| Goal 3: Promote ISU's Identity – | | | | | | |
| Objective: Over the next five years, promote ISU's unique identity by 50% (5.750b) as Idaho's only institution delivering technical certificates through undergraduate, graduate, and professional degrees. | | | | | | |
| 3.2 Promote the public's knowledge of ISU through owned and earned media captures FY 18-22. (FY 2022 = 5.750 billion) ² | actual | 1,171 b | 779.2 m | 1,920 b | Available Fall 2021 | ----- |
| | target | 3.833b | 4.312b | 4.792b | 5.271b | 5.750b |
| Idaho State Board Of Education System-Wide Strategic Plan Measures | | | | | | |
| 1. Math Pathways VI - Percent of new degree-seeking freshmen completing a gateway math course within two years. (FY 2025 = 40%) (SBOE system-wide Strategic Plan Measure) | actual | 42% | 42% | 37% | 35% | ----- |
| | Total | 1,937 | 1,823 | 1,836 | 1,809 | |
| | Completed Math | 821 | 764 | 682 | 630 | |
| | Did Not Complete Math | 1,116 | 1,059 | 1,154 | 1,179 | |
| | target | 34% | 37% | 37% | 37% | 38% |

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| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|---|----------------|----------------|----------------|----------------|----------------|
| 2. Reform Remediation V - Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. (FY 2025 = 45%) ³ (SBOE system-wide Strategic Plan Measure) | Math - actual | 28% | 31% | 32% | 42% | ----- |
| | Math - Total | 496 | 521 | 400 | 334 | |
| | Completed Math | 137 | 163 | 126 | 140 | |
| | Did Not Complete Math | 359 | 358 | 274 | 194 | |
| | English -actual | 92% | 94% | 92% | 89% | ----- |
| | English - Total | 276 | 362 | 296 | 92 | |
| | Completed English | 253 | 339 | 273 | 82 | |
| | Did Not Complete English | 23 | 23 | 23 | 10 | |
| | <i>target</i> | 34% | 37% | 38% | 39% | 40% |
| 3. Timely Degree I - Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. (FY 2025 = 50%) (SBOE system-wide Strategic Plan Measure) | actual | 25% | 25% | 26% | 23% | ----- |
| | Total | 9,263 | 8,876 | 8,531 | 7,746 | |
| | Completed 30+ hours | 2,292 | 2,192 | 2,256 | 1,767 | |
| | Did Not Complete 30+ hours | 6,971 | 6,684 | 6,275 | 5,979 | |
| | <i>target</i> | 28% | 29% | 29% | 29% | 30% |
| 4. Timely Degree II - Percent of first-time, full-time, freshmen graduating within 150% of time. (FY 2025 = 40%) ⁴ (SBOE system-wide Strategic Plan Measure) | actual | 32% | 34% | 33% | 36% | ----- |
| | Total | 1,171 | 1,070 | 1,360 | 1,169 | |
| | Graduated Within 150% | 372 | 369 | 443 | 420 | |
| | Did Not Graduate Within 150% | 799 | 701 | 917 | 749 | |
| | <i>target</i> | 34% | 35% | 35% | 35% | 36% |
| 5. Timely Degree III - Total number of certificates/degrees produced (FY 2025 = 2,058) (SBOE system-wide Strategic Plan Measure) ⁵ | actual | 1,896 | 1,932 | 1,800 | 2,082 | ----- |
| | Certificates of less than 1 academic year | 26 | 29 | 6 | 4 | |
| | Certificates of 1 academic year or more | 231 | 242 | 219 | 300 | |
| | Associate | 473 | 428 | 420 | 494 | |
| | Bachelor | 1,166 | 1,233 | 1,155 | 1,284 | |
| | <i>target</i> | +22 | +22 | +22 | +22 | +22 |

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| | | | | | | |
|---|---|----------------|----------------|----------------|----------------|----------------|
| 6. Guided Pathways VII - Percent of first-time, full-time freshmen graduating within 100% of time. (FY 2025 = 20%)⁴ (SBOE system-wide Strategic Plan Measure) | actual | 16% | 20% | 19% | 23% | ----- |
| | Total | 1,361 | 1,169 | 1,141 | 1,172 | |
| | Graduated Within 100% | 222 | 229 | 220 | 264 | |
| | Did Not Graduate Within 100% | 1,139 | 940 | 921 | 908 | |
| | target | 17% | 18% | 19% | 20% | 20% |
| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
| 7. Timely Degree IV - Number of unduplicated graduates. (FY 2025 = 1,998) (SBOE system-wide Strategic Plan Measure)⁶ | actual | 1,851 | 1,867 | 1,739 | 2,008 | ----- |
| | Certificates of less than 1 academic year | 21 | 28 | 6 | 4 | |
| | Certificates of 1 academic year or more | 227 | 238 | 218 | 288 | |
| | Associate | 472 | 427 | 411 | 489 | |
| | Bachelor | 1,131 | 1,174 | 1,104 | 1,227 | |
| | target | 1,887 | 1,896 | 1,905 | 1,910 | 1,915 |

Performance Measure Explanatory Notes (Optional)

1. The FY 2021 data (Fall 2020 cohort) are those enrolled at ISU as of August 18, 2021. This rate could change by Census Day (October 15, 2021).
2. The methodology for calculating the public's knowledge of ISU through owned and earned media was revised in ISU's 2020 Strategic Plan because the previous methodology was greatly influenced by unexpected media events.
3. The methodology for this metric was revised in 2020 for all years. Remedial Math includes courses numbered below a 100 level, Math 1108, 1108P – Intermediate Algebra, MATH 1123P and 1153P are a co-requisite model. Remedial English courses were replaced with a co-requisite model in 2015. ENGL 1101P is a variation of ENGL 1101 in which students not placing into ENGL 1101 receive intensive supplemental instruction in reading, analyzing, and writing expository essays. Data in FY 2016 includes student enrolled in a remedial English course or ENGL 1101P. After FY 2016, data represents students enrolled in only ENGL 1101P. Student cohorts are new first-time and new transfer students that graduated from an Idaho high school upon their first successful completion of a remedial course.
4. The data reported in the FY 2021 column for the percent of first-time, full-time, freshmen graduating within 150% of time and 100% are tentative and may be revised after degrees awarded in Summer 2021 are posted.
5. Total number of certificates/degrees produced, broken out by award levels.
6. Number of unduplicated graduates, broken out by award levels. Leverage IPEDS methodology: Students are counted once per award level, regardless of double majors. So if a student earned an associate's and a bachelor's in the same year, they would be counted once under each level (twice overall), but if they received two bachelors, they would be counted once.

For More Information Contact

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Part I – Agency Profile

Agency Overview

Lewis-Clark State College (LC State) was established by the Idaho State Legislature in 1893 as a regional Normal School dedicated to teacher training. Today, LC State is one of Idaho's four public 4-year higher education institutions. LC State's Carnegie classification is *Baccalaureate College—Diverse Fields*, with the "diverse" designation referring to the College's broad mix of undergraduate programs in the professions, arts, and sciences. The Carnegie classification of LC State's size and setting is "small four-year, primarily non-residential."

LC State's credit and non-credit programs fall within three primary mission areas: academic programs, career & technical education programs, and professional programs. In addition to its traditional 4-year baccalaureate programs, the College has been assigned a collateral mission of providing community college programs within its five-county area of operations (Clearwater, Idaho, Latah, Lewis, and Nez Perce Counties) by its governing body, the State Board of Education. The College emphasizes undergraduate teaching and learning (with research playing a supporting role to teaching), application of learning, direct interaction among students and faculty (LC State does not utilize teaching assistants), and a small-college/small-class environment that maximizes the opportunities for the success of LC State's traditional and non-traditional students.

LC State's campus is located in Lewiston, ID. The College also delivers instructional programs at the LC State Coeur d'Alene Center (in collaboration with its Northern Idaho Center for Higher Education [NICHE] partners: Boise State University, Idaho State University, North Idaho College, and the University of Idaho), and operates outreach centers in Grangeville and Orofino. LC State's chief executive officer, Dr. Cynthia Pemberton, assumed her duties as the College's 16th president July 1, 2018. LC State is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Core Functions/Idaho Code

The statutory basis for LC State is located in the Idaho Code, Title 33 (Education), Chapter 31, which directs the College to offer instruction in *"college courses in the sciences, arts and literature, professional, technical, and courses or programs of higher education as are usually included in colleges and universities leading to the granting of appropriate collegiate degrees as approved by the state board of education."*

Mission:

Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

Core Theme One: Opportunity

Expand access to higher education and lifelong learning.

Core Theme Two: Success

Ensure attainment of educational goals through excellent instruction in a supportive environment.

Core Theme Three: Partnerships

Engage with educational institutions, the business sector, and the community for the benefit of students and the region.

LC State's revenue comes from state appropriations; student tuition and fees; federal, state, and private grants and contracts; sales and services from educational and auxiliary services; and endowments and gifts. These revenues are allocated to instructional programs and support functions.

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Revenues and Expenditures (includes Career & Technical Education)

| Revenue | FY 2018 | FY 2019 | FY 2020 | FY 2021¹ |
|-----------------------------------|---------------------|----------------------------|---------------------|----------------------------|
| State Appropriations | \$24,759,707 | \$24,687,632 | \$25,281,256 | |
| Student Fees | \$12,275,296 | \$12,553,544 | \$12,634,678 | |
| Federal Grants & Contracts | \$7,629,716 | \$7,286,855 | \$8,374,957 | |
| State Grants & Contracts | \$2,671,345 | \$2,825,307 | \$3,218,872 | |
| Private Gifts, Grants & Contracts | \$1,873,069 | \$1,857,096 | \$5,521,221 | |
| Sales & Services of Education Act | \$1,409,868 | \$1,326,814 | \$913,587 | |
| Sales & Services of Aux Ent | \$2,382,034 | \$2,177,835 | \$2,100,998 | |
| Other | \$490,752 | \$695,616 | \$597,259 | |
| Total | \$53,491,787 | \$53,410,699 | \$58,642,828 | |
| Expenditures | FY 2018 | FY 2019¹ | FY 2020 | FY 2021¹ |
| Instruction | \$23,435,037 | \$23,045,531 | \$22,420,874 | |
| Research | \$435,193 | \$410,944 | \$348,337 | |
| Public Service | \$964,570 | \$917,740 | \$741,497 | |
| Library | \$1,213,477 | \$1,209,530 | \$1,033,312 | |
| Student Services | \$5,504,906 | \$5,539,887 | \$5,374,379 | |
| Physical Operations | \$6,075,117 | \$6,298,617 | \$5,933,200 | |
| Institutional Support | \$5,619,949 | \$5,719,060 | \$5,436,312 | |
| Academic Support | \$3,732,461 | \$4,038,924 | \$3,865,516 | |
| Auxiliary Enterprises | \$5,626,370 | \$1,136,513 | \$2,393,266 | |
| Scholarships/Fellowships | \$1,511,937 | \$5,731,987 | \$5,180,679 | |
| Other | \$6,894 | \$0 | | |
| Total | \$54,125,911 | \$54,048,733 | \$52,727,372 | |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|----------------|------------------|------------------|------------------|
| Annual (unduplicated) enrollment headcount (EOT) | 4,919 | 4,912 | 5,291 | 4,835 |
| - Academic | 4,528 | 4,496 | 4,833 | 4,268 |
| - Career & Technical | 391 | 416 | 458 | 567 |
| Annual Enrollment FTE | 2,765 | 2,687 | 2,711 | 2,542 |
| - Academic | 2,418 | 2,334 | 2,364 | 2,282 |
| - Career & Technical | 347 | 353 | 346 | 260 |
| Annual student credit hour production | 82,937 | 80,600 | 81,318 | 76,267 |
| - Academic | 72,524 | 70,024 | 70,926 | 68,463 |
| - Career & Technical | 10,413 | 10,576 | 10,392 | 7,804 |
| Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course. Goal 2, Objective B, Measure II - English⁶ | 63% | 73% | 68% ⁵ | 61% ³ |
| Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course. Goal 2, Objective B, Measure II - Mathematics⁶ | 47% | 44% | 44% ⁵ | 45% ³ |
| Percent of new degree-seeking freshmen completing a gateway math course within two years. Goal 2, Objective B, Measure III | 48% | 53% ⁵ | 36% ³ | 44% ³ |

FY 2021 Performance Highlights (Optional)

- **AASCU EXCELLENCE AWARD** – LC State was chosen to receive the 2021 American Association of State Colleges and Universities Excellence and Innovation Award for Leadership Development and Diversity for its Do More: Leadership Development Program.
- **BUILDING IDAHO'S FUTURE** – The college received two grants from the Building Idaho's Future program for \$308,814.04 to help specifically with the college's popular hospitality management and medical assistant degree and certificate offerings.
- **NURSING ACCREDITATION** – LC State's baccalaureate degree program in nursing was granted continued accreditation for another 10 years by the Commission on Collegiate Nursing Education.
- **MOU WITH CSI** – To help address southern Idaho's teacher shortage, LC State and the College of Southern Idaho signed a Memorandum of Understanding to allow students at the two-year junior college in Twin Falls to complete a bachelor's degree in elementary education through LC State without leaving the Magic Valley. The two schools also formed a co-admission and co-enrollment agreement earlier in the year.
- **SPORT COACHING GRAD CERTIFICATE** – The college received approval from the Northwest Commission on Colleges and Universities to offer a 12-credit online graduate program in Sport Coaching. It's second post-graduate offering in the college's 128-year history.
- **BEST NURSING PROGRAM IN IDAHO** – RNtoMSN.org ranked LC State's registered nurse (RN) to a Bachelor of Science degree in nursing (BSN) online program as No. 1 in Idaho for the best overall program, the fastest program for earning a BSN, and the most affordable program. The nursing program was also rated as the best among all four-year institutions in the state of Idaho by RegisteredNursing.org.
- **IDAHO GEM AWARD** – Amy Minervini, an English instructor in LC State's Humanities Division, was recognized as the 2021 Innovative Educator for Written Communication in the third annual Idaho GEM Innovative Educator Awards, presented by the Idaho State Board of Education's General Education Committee and Capital Educators Credit Union.
- **CAMP GRANT & TALENT SEARCH GRANT** – Lewis-Clark State's College Assistance Migrant Program was renewed for five years with a \$2,279,297 grant, as was the Talent Search Grant for \$1,640,000 from the United States Department of Education.
- **NURSING GRAD CERTIFICATE** – LC State's Nursing Management and Leadership graduate certificate received approval from the Northwest Commission on Colleges and Universities to be offered in the fall. The certificate marks the first post-graduate offering in the college's 128-year history.
- **DUAL CREDIT ACCREDITATION** – The college's dual credit program was accredited by the National Alliance of Concurrent Enrollment Partnerships.
- **AUTO MECHANICS ACCREDITATION** – LC State's Auto Mechanics Technology program had its Master Automobile Service Technology (MAST) accreditation renewed for five years. The MAST accreditation is the highest level of program accreditation recognized by the National Institute for Automotive Service Excellence.
- **TOP CPA MARKS** – For the second straight year, Lewis-Clark State College graduates recorded the highest average score and pass rate on the Certified Public Accountant exams among four-year public institutions in Idaho, according to data released by the Idaho State Board of Accountancy.
- **BLUE CROSS SCHOLARSHIPS** – The Blue Cross of Idaho Foundation for Health partnered with Lewis-Clark State College to award \$1 million in scholarships over the next 10 years to students from Idaho majoring in health care-related fields
- **RADIOGRAPHIC SCIENCE ACCREDITATION** – The Radiographic Science program at LC State was granted maintenance of accreditation by the Joint Review Committee on Education in Radiologic Technology for a period of eight years.
- **SCHWEITZER CTE CENTER OPENS** – The start of spring semester, Jan. 19, 2021, marked the official opening of the Schweitzer Career & Technical Education Center. The \$27 million, 86,000-square foot state-of-the-art facility is the new home of seven of LC State's Technical & Industrial Division programs.

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- **MOU WITH CEI** – LC State signed a memorandum of understanding and agreement with College of Eastern Idaho for a co-admission and co-enrollment partnership as well as a financial aid consortium agreement.
- **MOU WITH CONFEDERATED TRIBES** – The college signed a Memorandum of Understanding (MOU) with the Confederated Tribes of the Umatilla Indian Reservation (CTUIR). The MOU strengthens the relationship between the two and improves the quality of educational services and opportunities provided to the tribes and students at LC State.
- **ENROLLMENT** – Despite a pandemic and dire enrollment predictions and realities across the nation, LC State's overall fall enrollment grew by 2.88 percent, while its full-time equivalent enrollment inched up 0.26 percent. Overall, LC State had 3,856 students enrolled in fall 2020.
- **CTE DONATIONS** – The J.A. and Kathryn Albertson Family Foundation donated \$1 million to the Schweitzer Career & Technical Education Center. In all, the college has raised more than \$7.6 million toward the CTE center.
- **BEST IN THE WEST** – LC State was named one of the top four public regional colleges in the West by U.S. News & World Report's rankings of the 2021 best colleges.
- **IDAHO FIRST & FIRST GEN** – Idaho residents accounted for 82 percent of LC State's total student head count in fall 2020. Seventy-eight percent of LC State's student body were first generation college students.
- **TUITION FREEZE** – Along with its sister institutions, LC State froze tuition in 2020-21 for the second straight year. The college continues to have the lowest tuition and fees among Idaho's public four-year institutions.
- **AFFORDABILITY MATTERS** – 82 percent of LC State students receive financial aid and nearly half are low-income (receive Pell Grant).
- **HIGH PLACEMENT RATES** – 97% of academic program graduates and 98% of career-technical graduates are successfully placed in careers, continuing education, or the military.
- **MEN'S BASKETBALL FINISHES SECOND** – The LC State men's basketball team finished second in the NAIA national tournament, its best finish ever. The team went 22-2 and won both the Cascade Conference regular season and tournament titles.
- **SUCCESS IN THE CASCADE CONFERENCE & NAIA** – In its first year competing in the Cascade Collegiate Conference (CCC), Lewis-Clark State won four of the 10 conference championships it competed in, capturing titles in men's and women's basketball, baseball and men's cross country. Men's Track and Field standout, Leon Menton won a NAIA national title in the javelin. LC State Athletics earned CCC President's Club honors for academic excellence with an overall composite GPA of 3.34 and 68% of the student-athletes earning Academic All-Conference Honors.
- **OLYMPIC AND MLB SUCCESS** – LC State had its second Olympic competitor when former standout and current assistant coach Sam Atkin competed in the 10,000-meter run for Great Britain. The college also has alumnus Seth Brown playing in Major League Baseball as the outfielder/first baseman for the Oakland Athletics.

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Part II – Performance Measures

| Performance Measure | | FY 2018 | FY 2019 | FY 2020 ⁴ | FY 2021 | FY 2022 |
|---|--------|---------|---------|----------------------|------------------|---------|
| Goal 1 | | | | | | |
| <i>Sustain and enhance excellence in teaching and learning.</i> | | | | | | |
| 1. Number of online programs. | actual | | 36 | 40 | 42 | |
| | Target | | | 37 | 42 | 42 |
| Number of evening/weekend programs. Goal 1, Objective A, Measure 1 | actual | | 0 | 7 | 7 | |
| | Target | | | 2 | 6 | 7 |
| 2. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the reporting institution. Goal 2, Objective B, Measure I | actual | 38% | 31% | 33% | 29% | |
| | target | | 30 | 32 | 34 | 36 |
| Goal 2 | | | | | | |
| <i>Optimize student enrollment and promote student success</i> | | | | | | |
| 3. Percent of full-time, first-time, baccalaureate-seeking students graduating with a baccalaureate degree within 150% of time or less. Goal 2, Objective A, Measure IV | actual | 34% | 35% | 34% | 36% ² | |
| | target | 24 | 25 | 33 | 34 | 36 |
| 4. Total number of degrees/certificates produced. Goal 2, Objective C, Measure XI | actual | 1033 | 988 | 896 | 868 | |
| Certificate | actual | 21 | 15 | 26 | 51 | |
| | target | | 21 | 21 | 28 | 30 |
| Associate | actual | 425 | 347 | 365 | 218 | |
| | target | | 430 | 430 | 442 | 455 |
| Bachelor | actual | 587 | 626 | 505 | 599 | |
| | target | | 594 | 646 | 666 | 705 |
| 5. Number of <u>unduplicated</u> awards Goal 2, Objective B, Measure II | actual | 962 | 874 | 806 | 756 | |
| Certificate – [1b] certificates less than one year and [1] certificates of one year or more. | actual | 20 | 15 | 25 | 42 | |
| | target | | 20 | 20 | 30 | 30 |
| Associate | actual | 410 | 325 | 357 | 206 | |
| | target | | 415 | 420 | 424 | 433 |
| Bachelor | actual | 573 | 616 | 491 | 589 | |
| | target | | 580 | 622 | 628 | 641 |
| 6. Percent of first time, full-time freshmen graduating within 100% of time. Objective B, Measure IX | actual | 15% | 21% | 18% | 24% ² | |
| | target | 22 | 23 | 24 | 25 | 27 |

Performance Measure Explanatory Notes (Optional)

- Audited financials available after November 1, 2022.

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2. Preliminary percentage – IPEDS graduation rates based on September 1 to August 31-graduation period. Current calculation based on July1, 2020 and June 30, 2021. Updated numbers will be available after September 1, 2020.
3. Preliminary result based on 2020-21 course completions.
4. The current Strategic Plan (2019-2023) is based on new measures, which may not have data available prior to FY2019.
5. Previously reported as preliminary numbers and have been updated as final numbers.
6. Previously reported as one number (unduplicated headcount). Now reported as breakouts of English and Math (duplicate headcount).

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Part I – Agency Profile

Agency Overview

College of Eastern Idaho (CEI) was, until 2017, Eastern Idaho Technical College (EITC) a public, state, two-year technical college in Idaho Falls, Idaho. The voters of Bonneville County on May 16, 2017, passed a ballot initiative creating a taxing district to form College of Eastern Idaho. The Northwest Commission on Colleges and Universities (NWCCU) recognized the new community college, subsequent mission change, and the addition of an Associate of Arts (AA) and Associate of Science (AS) in June 2017. Given the new status as an Idaho community college, the SBOE appointed a five-member board of trustees in July 2017 to locally govern CEI. This Board of Trustees went through an election in 2018 and are now the voted in members of the board. CEI established a name change with U.S. Department of Education and transitioned federal financial aid to College of Eastern Idaho in July 2017. CEI opened its doors to academic transfer students in August 2017.

Core Functions/Idaho Code

College of Eastern Idaho provides career and technical, academic transfer, and community education opportunities. Idaho Statute Title 33, Chapter 21.

Revenue and Expenditures

| Revenue | FY 2018 | FY 2019 | FY 2020 | FY 2021* |
|-----------------------------------|---------------------|---------------------|---------------------|---------------------|
| General Fund and Misc. Receipts | 7,796,700 | 13,197,120 | 13,663,244 | 1,2649,998 |
| Grants and Contracts | 7,726,773 | 11,017,917 | 9,990,749 | 11,375,310 |
| Student Fees | 1,792,109 | 2,403,591 | 2,595,334 | 2,960,242 |
| Capital Grants and Appropriations | 5,500 | 0 | - | 0 |
| Sales and Services | 40,292 | 875,020 | 943,106 | 1,222,042 |
| Other | <u>148,038</u> | <u>774,702</u> | <u>1,030,218</u> | <u>1,252,194</u> |
| Total | \$17,509,412 | \$28,268,350 | \$28,222,651 | \$29,459,786 |
| Expenditures | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
| Personnel Costs | 10,473,212 | 13,341,000 | 15,316,221 | 16,982,123 |
| Operating Expenses | 6,340,778 | 11,034,539 | 11,700,820 | 12,124,572 |
| Capital Outlay | <u>5,500</u> | <u>26,729</u> | <u>49,569</u> | <u>584,776</u> |
| Total | \$16,819,490 | \$24,402,268 | \$27,066,610 | \$29,691,471 |

*2021FY financial numbers are preliminary at the time of this report

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|----------------|----------------|----------------|---------------------|
| Annual (unduplicated) Enrollment Headcount | 1,301 | 2,038 | 2,402 | 2,627 |
| Annual Unduplicated FTE | 584 | 865 | 999 | 1097 |
| Credit Hours Taught | 17,521 | 25,963 | 29,981 | 32,919 |
| Percent of Graduates to Total Unduplicated FTE | 39% | 28% | 27% | 30% |
| Graduates with certificates and degree completions per \$100,000 of financials. | 1.45 | 1.3 | 1.24 | 1.3 ¹ |
| Workforce Training Headcount | 15,676 | 16,236 | 14,309 | 14,582 ² |
| Number and percentage of Students successfully completing Remedial Math Courses | 101, 81% | 183, 68% | 121, 70% | 89, 70% |

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| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--|---------------|-----------------|----------------|-----------------------------|
| Remediation: Number of first-time freshman who graduate from and Idaho High school in the previous year requiring remedial education – unduplicated | 28/99, 28% | 62/217, 29% | 25/134, 19% | 20/159, 13% ³ |
| Retention Rate: Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission). | 98/122 80% | 103/140, 74% | 133/189 70% | 138/196 70% |
| Dual Credit - Total credit hours earned and the unduplicated headcount of participating students | 71/14 | 1516/345 | 3205/523 | 4342/742 |
| Percentage of students who pass the TSA for certification. Goal 2, Objective A, Measure 4 | 78% | 94% | 93% | 93% ⁴ |
| Total fall enrollment students that are retained or graduate in the following fall. Goal 4, Objective A, Measure 1 | 422 | 891 | 1,117 | 1,200 ⁵ |
| Center for New Directions (CND) number of applicants/students receiving CND services. Goal 5, Objective D, Measure 1 | 301 | 318 | 294 | 318 |

Part II – Performance Measures

| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|--------|-------------|-------------|-------------|--------------------|-------------|
| Goal 1 | | | | | | |
| <i>A Well Educated Citizenry</i> | | | | | | |
| 1. Degree and certificate production and headcount of recipients. Goal 1, Objective A, Measure 3 | actual | 213/211 | 255/245 | 278/273 | 346/328 | ----- |
| | target | >260 / >245 | >260 / >245 | >260 / >245 | >260 / >245 | >375 / >350 |
| Goal 2 | | | | | | |
| <i>Innovation and Economic Development.</i> | | | | | | |
| 2. Number of Graduates who found employment in their area of training. Goal 2, Objective A, Measure 1 | actual | 147 | 186 | 182 | 200 ⁶ | ----- |
| | target | >225 | >225 | >225 | >225 | >225 |
| Goal 4 | | | | | | |
| <i>Effective and Efficient Educational System.</i> | | | | | | |
| 3. Undergraduate Cost per Credit. Goal 4, Objective A, Measure 3 | actual | \$829 | \$756 | \$733 | \$725 ⁷ | ----- |
| | target | <\$700 | <\$700 | <\$700 | <\$700 | <\$700 |
| Goal 5 | | | | | | |
| <i>Student Centered.</i> | | | | | | |
| 4. Utilization of annual Student Satisfaction Survey results for Student Centeredness. Gap per Noel Levitz Annual Survey. Goal 5, Objective A, Measure 1 | actual | .89 | .62 | 0.61 | 0.48 ⁸ | ----- |
| | target | <0.25 | <0.50 | <0.25 | <0.25 | <0.25 |
| 5. Tutoring contact hours in support of student needs for the number of contact hours annually per unduplicated headcount. | actual | 9.3 | 8.86 | 12.9 | 11 | ----- |
| | target | >9Hrs | >9.5Hrs | >9.5Hrs | >9.5Hrs | >9.5Hrs |

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| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|--|--------|---------|---------|---------|------------------|---------|
| Goal 5, Objective B, Measure 1 | | | | | | |
| Statewide Measures <i>Not included above.</i> | | | | | | |
| 6. Timely Degree II - Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr) | actual | 54% | 58% | 56% | 40% ⁹ | ----- |
| | target | >55% | >55% | >65% | >65% | >55% |
| 7. Timely Degree I - Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. | actual | 12% | 8% | 6% | 4% | ----- |
| | target | >15% | >15% | >10% | >10% | >10% |
| 8. Reform Remediation V-Math - Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. (English) | actual | 88% | 69% | 74% | 75% | ----- |
| | target | >78% | >78% | >78% | >78% | >78% |
| 9. Reform Remediation V-Math - Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. (Math) | actual | 26% | 19% | 22% | 27% | ----- |
| | target | >35% | >35% | >30% | >30% | >30% |
| 10. Math Pathways VI - Percent of new degree-seeking freshmen completing a gateway math course within two years. | actual | 26% | 15% | 8% | 16% | ----- |
| | target | >30% | >30% | >30% | >30% | >30% |
| 11. Guided Pathways VII - Percent of first time, full-time freshman graduating within 100% of time. | actual | 58% | 49% | 32% | 31% ⁹ | ----- |
| | target | >45% | >45% | >45% | >45 | >45 |

Performance Measure Explanatory Notes

**2020FY financial numbers are preliminary.*

1. Projected number at this time. When financials have been audited, then this measure can be updated.
2. Workforce Training head count number has been coming from the WTN report for CTE. This number is not a total count of all Workforce Training and Community Education activities at CEI. The WTN has specific requirements for which courses to include, and does not take into account all offerings and participants.
3. Remediation is tracked by course taking behavior.
4. Projected number, scores are still being collected for this reporting year.
5. This is a trailing measure that follows a fall cohort from the FY listed to the next fall; FY 2020 is the most recently available update.
6. Projected number. Final number is published in the spring when placement follow-up is completed. FY 2020 is the most recent update in this measure.
7. Projected number at this time. Measure is reliant on finalized and audited financial information.
8. In early 2017, CEI shifted the Noel Levitz survey administration to the spring term in place of fall terms like previous years. The result of this decision lead to 2017 being skipped in the survey cycle. Also of note, is that nationally the spring surveys tend to have lower levels of satisfaction as compared to the fall survey. As a result, we note an increase in gap as compared to previous years.
9. Projected number at the time of the report, data is still being collected. FY 2020 is most recent confirmed number at the time of the report.

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Part I – Agency Profile

Agency Overview

The College of Southern Idaho (CSI) represents a shared vision and a collaborative effort of the citizens of South-Central Idaho. In 1963, the Idaho Legislature passed the Junior College Act, which provided for the establishment of junior college districts. Twin Falls County voted to form a junior college district in November 1964. The following year Jerome County citizens voted to join the junior college district and the college began offering courses in the fall of 1965.

CSI continues to be funded by the two-county community college district, student tuition and fees, and state allocations, and operates under the direction of a locally elected five-member Board of Trustees in cooperation with the Idaho State Board of Education. The Board of Trustees hired Dr. James L. Taylor as the first president of the College of Southern Idaho. He served as president until his death in November of 1982. Gerald R. Meyerhoeffer became president in 1983, Dr. Gerald Beck became CSI's third president in 2005, and Dr. Jeff Fox was selected to be the College of Southern Idaho's fourth president in 2014. On July 1, 2020, Dr. L. Dean Fisher was selected to be the fifth president of the College of Southern Idaho, and he continues to serve in that role.

CSI's service area is defined in Idaho Code primarily as an eight-county area consisting of Twin Falls, Jerome, Lincoln, Camas, Blaine, Gooding, Minidoka, and Cassia counties. CSI offers programs and courses at its more than 315-acre main campus in Twin Falls, as well as at off-campus centers in Burley (Mini-Cassia Center), Hailey (Blaine County Center), Gooding (North Side Center), and Jerome (Jerome Center). Additionally, CSI offers Early College opportunities at dozens of high schools throughout Idaho.

The College of Southern Idaho's mission is to provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. Students can choose from a wide range of transfer and career-technical programs with more than 120 program completion options ranging from short-term certificates to two-year associate degrees. The college also offers one Bachelor of Applied Science degree. Additionally, CSI provides workforce training opportunities to its students, along with basic skills, Adult Basic Education, and English as a Second Language courses for students requiring pre-college-level work.

Faculty teach in a variety of modalities including face-to-face in traditional classrooms and laboratories, online (both synchronously and asynchronously), and via other hybrid combinations. CSI partners with sister public post-secondary institutions in Idaho, which offer more than 50 bachelor's, master's, and other terminal degrees for students on the CSI campus or via online delivery. CSI is also active within its community, offering various enrichment courses, cultural and athletic events, business partnerships, and supporting economic development.

The institution was initially accredited by the Northwest Commission on Colleges and Universities (NWCCU) in 1968 and has had its accreditation continuously reaffirmed by NWCCU, most recently in June 2015.

Core Functions/Idaho Code

The College of Southern Idaho was established and is governed under Chapter 21 of Title 33 of Idaho Code. The primary function of the College of Southern Idaho as stated in Idaho Code is "instruction in academic subjects, and in such non-academic subjects as shall be authorized by its board of trustees" (Section 33-2102, Idaho Code).

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Revenue and Expenditures

| Revenue | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|------------------------|---------------------|---------------------|---------------------|---------------------|
| Academic Appropriation | \$14,105,800 | \$14,264,000 | \$14,117,900 | \$13,797,500 |
| One Time Appropriation | \$0 | \$0 | \$890,800 | \$0 |
| Liquor Fund | \$200,000 | \$200,000 | \$200,000 | \$200,000 |
| Inventory Phaseout | \$668,817 | \$678,000 | \$709,500 | \$752,500 |
| Property Taxes | \$6,641,069 | \$6,837,000 | \$7,355,800 | \$8,794,600 |
| Tuition & Fees | \$11,666,829 | \$11,604,467 | \$12,997,900 | \$13,309,100 |
| County Tuition | \$1,711,750 | \$1,889,931 | \$1,881,500 | \$1,811,600 |
| Other | \$1,520,735 | \$1,846,602 | \$1,750,100 | \$1,698,700 |
| Total | \$36,515,000 | \$37,320,000 | \$39,903,500 | \$40,364,000 |
| Expenditures | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
| Personnel Costs | \$24,482,000 | \$25,421,000 | \$25,664,000 | \$25,768,000 |
| Operating Expenditures | \$9,120,000 | \$9,847,000 | \$11,402,800 | \$10,640,000 |
| Capital Outlay | \$2,913,000 | \$2,052,000 | \$2,856,700 | \$3,956,000 |
| Total | \$36,515,000 | \$37,320,000 | \$39,903,500 | \$40,364,000 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|----------------------------|----------------------------|----------------------------|------------------------------|
| Annual Enrollment (Undup. Headcount) | 12,675 | 12,620 | 13,130 | 12,944 |
| Career Technical | 901 | 958 | 1,025 | 1,060 |
| Academic | 11,774 | 11,662 | 12,105 | 11,884 |
| (Source: State Board of Education (SBOE) Post-Secondary (PSR) Annual Enrollment Report) | (2017-2018) | (2018-2019) | (2019-2020) | (2020-2021) |
| Annual Enrollment (Full Time Equivalent) | 3,970.7 | 4,001.2 | 4,133.4 | 4105.0 |
| Career Technical | 703.03 | 671.90 | 725.56 | 775.4 |
| Transfer | 3267.67 | 3329.00 | 3407.86 | 3329.6 |
| (Source: SBOE PSR Annual Enrollment Report) | (2017-2018) | (2018-2019) | (2019-2020) | (2020-2021) |
| Dual Credit Enrollment | 6,360 | 6,613 | 7,648 | 7,472 |
| Unduplicated Headcount | 32,814 | 36,904 | 42,805 | 42,793 |
| Total Credit Hours | (2017-2018) | (2018-2019) | (2019-2020) | (2020-2021) |
| (Source: SBOE Dual Credit Enrollment Report) | | | | |
| Remediation Rate | Math | Math | Math | Math |
| First-Time, First-Year Students | 52.5% | 53.8% | 44.6% | 32.9% |
| Attending Idaho High School within Last 12 Months (broken out by math and English) | (345/657) | (344/639) | (342/766) | (223/678) |
| English | 16.9% | English | English | English |
| (Source: CSI) | (111/657) | (90/639) | (76/766) | (61/678) |
| (Required for Idaho State Board Strategic Plan) | (2017-2018) | (2018-2019) | (2019-2020) | (2020-2021) |
| Timely Degree Completion-Completions | 954 completions | 985 completions | 1,076 completions | 1,094 completions |
| Total number of certificates/degrees produced, broken out by certificates of one academic year or more; associate degrees | 154 certificates | 146 certificates | 129 certificates | 147 certificates |
| (Source: IPEDS ¹ Completions Report) | 800 degrees | 839 degrees | 947 degrees | 947 degrees |
| (Statewide Performance Measure) | (2017-2018) | (2018-2019) | (2019-2020) | (2020-2021) |
| Timely Degree Completion-Completers | 888 graduates ² | 905 graduates ² | 990 graduates ² | 1,023 graduates ² |
| Total number of unduplicated graduates, broken out by certificates of one academic year or more and associate degrees | 152 certificates | 146 certificates | 129 certificates | 147 certificates |
| (Source: IPEDS Completions Report) | 736 degrees | 795 degrees | 861 degrees | 876 degrees |
| (Statewide Performance Measure) | (2017-2018) | (2018-2019) | (2019-2020) | (2020-2021) |

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| | | | | |
|---|------------------------------|------------------------------|-----------------------------------|------------------------------|
| Workforce Training Completions Total Duplicated Completions (Source: State Workforce Training Report) | 7,531 (2017-2018) | 9,841 (2018-2019) | 4,714 ³ (2019-2020) | 7,367 (2020-2021) |
| Positive Placement of Career Technical Education Completers Percentage Placed (Source: CTE Postsecondary Follow-Up Report) | 96% (2016-2017 graduates) | 98% (2017-2018 graduates) | 98% (2018-2019 graduates) | 99% (2019-2020 graduates) |

FY 2019 Performance Highlights (Optional)

Part II – Performance Measures

| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|--------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|---------|
| Core Theme/Goal 2: Student Success | | | | | | |
| Objective C: Support student progress toward achievement of educational goals | | | | | | |
| 1. Timely Degree Completion-Credits completed per academic year Percentage of undergraduate, degree-seeking students completing 30 or more credits per academic year (Source: CSI) (Goal 2 Objective C; Measure VII) (Statewide Performance Measure) | actual | (2017-18) 12% (473/4,094) | (2018-19) 12% (456/3,947) | (2019-20) 11% (478/4,321) | (2020-21) 11% (467/4,416) | ----- |
| | target | NA (New measure) | NA (New measure) | 11% | 12% | 15% |
| Core Theme/Goal 2: Student Success | | | | | | |
| Objective C: Support student progress toward achievement of educational goals | | | | | | |
| 2. Timely Degree Completion-150% Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) (Goal 2; Objective C; Measure IX) (Statewide Performance Measure) | actual | Fall 2015 Cohort 27% (162/606) | Fall 2016 Cohort 31% (193/629) | Fall 2017 Cohort 35% (213/605) | Fall 2018 Cohort 36% (210/591) | ----- |
| | target | 23% | 28% | 28% | 30% | 35% |
| Core Theme/Goal 2: Student Success | | | | | | |
| Objective C: Support student progress toward achievement of educational goals | | | | | | |
| 3. Guided Pathways-100% Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) (Goal 2; Objective C; Measure X) (Statewide Performance Measure) | actual | Fall 2016 Cohort 15% (97/629) | Fall 2017 Cohort 20% (123/605) | Fall 2018 Cohort 21% (128/591) | Fall 2019 Cohort 31% (208/677) | ----- |
| | target | NA (New measure) | NA (New measure) | 16% | 19% | 22% |
| Core Theme/Goal 2: Student Success | | | | | | |
| Objective C: Support student progress toward achievement of educational goals | | | | | | |

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| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|--------|--|--|--|--|---------|
| 4. Remediation Reform-Math Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course (in the area identified as needing remediation) with a "C" or higher (Source: CSI) (Goal 2; Objective C; Measure VI) (Statewide Performance Measure) | actual | (2017-18) 48% (386/805) | (2018-19) 48% (435/914) | (2019-20) 43% (339/785) | (2020-21) 48% (484/1,012) | ----- |
| | target | NA (New measure) | NA (New measure) | 35% | 40% | 48% |
| Core Theme/Goal 2: Student Success | | | | | | |
| Objective C: Support student progress toward achievement of educational goals | | | | | | |
| 5. Remediation Reform-English Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course (in the area identified as needing remediation) with a "C" or higher (Source: CSI) (Goal 2; Objective C; Measure V) (Statewide Performance Measure) | actual | (2017-18) 72% (198/276) | (2018-19) 78% (203/261) | (2019-20) 73% (185/255) | (2020-21) 71% (151/214) | ----- |
| | target | NA (New measure) | NA (New measure) | 72% | 72% | 78% |
| Core Theme/Goal 2: Student Success | | | | | | |
| Objective C: Support student progress toward achievement of educational goals | | | | | | |
| 6. Math Pathways Percent of new degree-seeking freshmen completing a gateway math course within two years (Source: CSI) (Goal 2; Objective C; Measure VI) (Statewide Performance Measure) | actual | (2017-18) 34% (430/1,268) | (2018-19) 41% (485/1,187) | (2019-20) 48% (499/1,044) | (2020-21) 50% (517/1,030) | ----- |
| | target | NA (New measure) | NA (New measure) | 40% | 43% | 50% |
| Core Theme/Goal 2: Student Success | | | | | | |
| Objective C: Support student progress toward achievement of educational goals | | | | | | |
| 7. Retention Rates Percentage of first-time, full-time, degree-seeking students retained or graduated the following year (Source: IPEDS) (Goal 2; Objective C; Measure I) | actual | Fall 2016 Cohort New Students 58% (366/629) | Fall 2017 Cohort New Students 59% (355/607) | Fall 2018 Cohort New Students 61% (358/591) | Fall 2019 Cohort New Students 66% (445/678) | ----- |
| | | Transfer 71% (157/221) | Transfer 59% (121/205) | Transfer 71% (202/285) | Transfer 57% (63/110) | |

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| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---------------------|--------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | target | 61% (New Students) | 61% (New Students) | 61% (New Students) | 60% (New Students) | 63% (New Students) |

Performance Measure Explanatory Notes *(Optional)*

Notes

¹ Integrated Postsecondary Education Data System (IPEDS)

² Total number of graduates. Because the same graduate may complete both a certificate and a degree in the same year, the sum of those two categories may exceed the total number of graduates.

³ Drop primarily due to COVID restrictions.

For More Information Contact

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Part I – Agency Profile

Agency Overview

The College of Western Idaho (CWI) is Idaho's largest community college and is located in the vibrant and active Treasure Valley area. CWI has quickly become a valuable college resource for the region. CWI continues to experience consistent enrollment, with 10,148 credit students enrolled at the start of the 2020-2021 academic year, and 16,139 credit students in the spring semester of 2021.

CWI is a comprehensive community college fostering student learning and development academically, as well as personally and occupationally. CWI offers undergraduate, professional-technical, fast-track career training, and basic skills education. With over 50 credit programs and hundreds of non-credit courses, students have an abundance of options when it comes to developing career skills or preparing for further study at a baccalaureate institution. CWI serves as an exceptional economic engine for western Idaho, serving the local business and industry training needs with customized training to garner an edge in today's competitive market.

CWI's service area is unique, and the area's characteristics have implications for the future of local higher education. CWI's service area includes Ada County, Adams County, Boise County, Canyon County, Gem County, Payette County, Valley County, Washington County, and portions of Elmore and Owyhee Counties.

CWI adheres to Idaho Code Title 33 Education, Chapter 21 Junior (Community) Colleges. Policies of the Idaho State Board of Education that apply to CWI are limited as specified by Board Policy Section III, Subsection A.

Core Functions/Idaho Code

CWI is a two-year comprehensive community college as defined by Idaho Code 33, Chapters 21 and 22. The core functions of CWI are to provide instruction in: 1) academic courses and programs, 2) career-technical courses and programs, 3) workforce training through short- term courses and contract training for business and industry, and 4) non-credit, special interest courses.

Revenue and Expenditures¹

| Revenue | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|---------------------|---------------------|---------------------|----------------|
| General Funds–Gen Ed | \$12,570,000 | \$13,938,900 | \$14,998,100 | |
| Liquor Fund | \$200,000 | \$200,000 | \$200,000 | |
| Property Taxes | \$8,016,759 | \$8,564,845 | \$9,166,100 | |
| Tuition and Fees | \$24,015,199 | \$23,932,873 | \$25,754,900 | |
| County Tuition | \$833,750 | \$949,450 | \$830,000 | |
| Misc. Revenue | \$925,339 | \$1,466,816 | \$1,173,900 | |
| Total | \$46,561,047 | \$49,052,884 | \$52,123,000 | |
| General Funds - CTE | \$9,033,411 | \$9,255,700 | \$9,334,300 | |
| Total (with General Funds - CTE) | \$55,594,458 | \$58,308,584 | \$61,457,300 | |
| Expenditures | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
| Personnel Costs | \$26,913,517 | \$29,179,842 | \$30,845,300 | |
| Operating Expenditures | \$12,527,751 | \$11,133,325 | \$15,435,700 | |
| Capital Outlay ² | \$780,669 | \$16,210,896 | \$4,332,200 | |
| Total | \$40,221,937 | \$56,524,063 | \$50,613,200 | |

Footnotes

¹ Financials represent Total Expenditures on the Budget Request (B2) submitted to SBOE, available end of October.

² Capital Outlay in FY2019 includes \$13,650,408 for Certificate of Participation (COP) bond financing for CWI Aspen Creek buildings and land.

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|------------------|------------------|------------------|------------------|
| Annual Enrollment Headcount Career & Technical Academic <i>(PSR 1 Annual Enrollment Report, SBOE)</i> | 1,111 18,417 | 1,086 20,103 | 1,153 20,752 | 1,017 19,762 |
| Annual Enrollment FTE³ Career & Technical Academic <i>(PSR 1 Annual Enrollment Report, SBOE)</i> | 761 5,514 | 726 5,993 | 834 6,163 | 690 6,013 |
| Degree Production Unduplicated number of graduates over rolling 3-year average of Degree Seeking FTE <i>(Completions Survey, Grand total, IPEDS)</i> <i>(PSR 1 Annual Enrollment Report, SBOE)</i> <i>SBOE Measure</i> | 27% | 28% | 30% | 33% |
| Dual Credit Headcount (unduplicated)⁴ Total Annual Credit Hours Total Annual Student Headcount <i>(Annual Dual Credit Enrollment Report, SBOE)</i> <i>SBOE Measure</i> | 59,743 10,606 | 62,366 11,409 | 67,363 12,098 | 64,590 11,310 |
| Workforce Training Headcount (duplicated)⁵ <i>Workforce Training Network Report, Idaho Career and Technical Education)</i> | 9,150 | 8,127 | 6,026 | 5,231 |
| ABE/ASE/ESL (duplicated)⁶ <i>(Adult Basic Education Workforce Innovation and Opportunity Act (WIOA) Title II Report, Idaho Career and Technical Education)</i> | 2,885 | 2,647 | 2,108 | 1,965 |

Footnotes

³ Summer, Fall, Spring; Count reflects SDCTE definition of CTE majors who also complete a CTE course.

⁴ CWI, with over 11k dual credit students, is the largest provider of dual credit coursework/credits in the state of Idaho.

^{5,6} Non-credit programs (Workforce Training & Adult Basic Education) were partially impacted by COVID-19 in FY20 and FY21.

FY 2021 Performance Highlights *(Optional)*

- Graduation rates have improved since implementing new student advising models and guided pathways. (Noted in performance measures 9 and 10)
- Dual credit continues to be in high demand, allowing CWI to offer college credit to over 11,000 Idaho high school students across the State.
- Math remediation and gateway math completion have improved over the years with an innovative Math Solution Center and co-requisite courses; however, this subject remains a challenge, which CWI is continually addressing to improve student degree completion. (Noted in performance measures 7 and 8)
- COVID-19 partially impacted the FY20 and FY21 enrollments for the Workforce Development and Adult Basic Education non-credit programs.

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Part II – Performance Measures

| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|--------|---|---|---|---|---------|
| Timely Degree III | | | | | | |
| 1. Total number of certificates/degrees produced. a) Certificates of <i>one</i> academic year or more. | actual | 261 (402 w/General Education Awards) | 297 (508 w/General Education Awards) | 325 (1,264 w/General Education Awards) | 328 (1,158 w/General Education Awards) | ----- |
| | Target | >=300 | >=300 | >=300 | >=300 | |
| Timely Degree III | | | | | | |
| 2. Total number of certificates/degrees produced. b) Associate degrees. | actual | 963 | 886 | 949 | 944 | ----- |
| | Target | >=1000 | >=1000 | >=1,000 | >=1,000 | |
| Timely Degree IV | | | | | | |
| 3. Number of unduplicated graduates. a) Certificates of <i>one</i> academic year or more. | actual | 197 (336 w/General Education Awards) | 241 (451 w/General Education Awards) | 268 (1,197 w/General Education Awards) | 259 (1,086 w/General Education Awards) | ----- |
| | Target | >=275 | >=275 | >=275 | >=275 | |
| Timely Degree IV | | | | | | |
| 4. Number of unduplicated graduates. b) Associate degrees. (system-wide measure IV. a.) | actual | 898 | 861 | 917 | 913 | ----- |
| | Target | >=975 | >=975 | >=975 | >=975 | |
| Timely Degree Completion I | | | | | | |
| 5. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. (system-wide measure I) | actual | 4% | 5% | 4% | 4% | ----- |
| | Target | 7% | 7% | 7% | 8% | |

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| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|--|--------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|---------|
| Reform Remediation V | | | | | | |
| 6. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. a) English (system-wide measure V.) | actual | 71% | 70% | 74% | 70% | ----- |
| | Target | 100% | 100% | 72% | 72% | |
| Reform Remediation V | | | | | | |
| 7. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. b) Math (system-wide measure V.) | actual | 17% | 23% | 27% | 25% | ----- |
| | Target | >=65% | >=25% | >=25% | >=25% | |
| Math Pathways VI | | | | | | |
| 8. Percent of new degree-seeking freshmen completing a gateway math course within two years (system-wide measure VI.) | actual | 18% | 24% | 27% | 31% | ----- |
| | Target | >=25% | >=25% | >=25% | >=25% | |
| Timely Degree III | | | | | | |
| 9. Percent of first-time, full-time, freshmen graduating within 150% of time. (system-wide measure VIII.) | actual | 21% (Fall 2015 Cohort) | 22% (Fall 2016 Cohort) | 23% (Fall 2017 Cohort) | 24% (Fall 2018 Cohort) | ----- |
| | Target | >=16% | >=16% | >=16% | >=26% | |

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| Guided Pathways VII | | | | | | |
|---|--------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-------|
| 10. Percent of first-time, full-time freshmen graduating within 100% of time (system-wide measure VIII.) | actual | 11% (Fall 2016 Cohort) | 13% (Fall 2017 Cohort) | 14% (Fall 2018 Cohort) | 15% (Fall 2019 Cohort) | ----- |
| | Target | >=5% | >5% | >=5% | >=19% | |

Performance Measure Explanatory Notes (Optional)

- Math and English remediation metrics have undergone revisions since the system-wide measures launched in 2017. CWI's 2018 Strategic Plan targets for these metrics do not align with this PMR's measure methodology. The 2019-2021 CWI Strategic Plan contains the updated targets for Math and English remediation of 25% and 72% respectively.
- FY21 values for performance measures 9 and 10 are preliminary at the time of reporting, as data is still being collected.

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Part I – Agency Profile

History

North Idaho College was first known as Coeur d'Alene Junior College, a private school that was started in 1933 and operated for six years. The state legislature passed the Junior College Act in January 1939, which permitted qualified areas to establish junior college districts by a vote of eligible electors. Coeur d'Alene Junior College became North Idaho Junior College in June of 1939. On July 31, 1971, the college changed its name to North Idaho College. NIC's service area is the Idaho Panhandle, which includes Kootenai, Benewah, Bonner, Shoshone, and Boundary Counties.

General Information

North Idaho College is a comprehensive community college established in 1933 on the shores of Lake Coeur d'Alene at the headwaters of the Spokane River. NIC's vibrant college community includes 6,000+ students enrolled annually in credit courses and more than 4,800 students taking non-credit courses. College faculty and staff relentlessly focus on providing a rich, rewarding higher education experience for every student.

NIC offers a broad spectrum of career paths for students to choose from, with more than 80 academic degree, and career and technical education certificate programs. These career pathways at NIC cover various interest areas, including arts, communications and humanities; healthcare; science, technology, engineering and math; business administration and management; manufacturing and trades; and social sciences and human services.

With state-of-the-art facilities, the college's beautiful main campus is in [Coeur d'Alene, Idaho](#), a waterfront city of 52,400 residents. Coeur d'Alene lies within Kootenai County, which is home to 165,000 citizens. The larger city of Spokane, Washington, is just 34 miles west. The greater Spokane-Coeur d'Alene metropolitan area, with a population of 734,000+, is the economic and cultural center of the U.S. Inland Northwest.

NIC plays a vital role in the region's economic development by preparing competent, trained employees for area businesses, industries, and governmental agencies.

Beyond Coeur d'Alene, NIC meets the diverse educational needs of residents of Idaho's five northern counties with the [NIC Sandpoint center](#) in Sandpoint, Idaho, online services and courses, and comprehensive outreach services. The college's regional facilities include the [NIC Parker Technical Education Center](#) in Rathdrum and the [Workforce Training Center](#) in Post Falls.

Core Functions/Idaho Code

North Idaho College is a two-year community college as defined by Idaho Code 33, Chapter 21 and 22. The core functions of North Idaho College are to provide instruction in academic courses and programs and in career and technical courses and programs. As a part of career and technical education, the college also offer workforce training through short- term courses, contract training for business and industry, and non-credit, special interest courses.

As a second core function, the college confers the associate of arts degree and the associate of science degree for academic programs, and confers the associate of applied science degree and certificates for career and technical programs. Students obtaining an associate of arts or an associate of science degree can transfer with junior standing to all other Idaho public colleges and universities.

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Revenue and Expenditures

| Revenue | FY 2018 | FY 2019 | FY 2020 | FY 2021* |
|------------------------|---------------------|---------------------|---------------------|---------------------|
| General Funds | \$12,725,000 | \$12,909,900 | 12,430,200 | 11,805,400 |
| Economic Recovery | \$0 | \$0 | \$0 | \$0 |
| Liquor Fund | \$200,000 | \$200,000 | \$200,000 | \$200,000 |
| Property Taxes | \$15,014,800 | \$15,299,600 | \$15,992,700 | \$16,894,145 |
| Tuition and Fees | \$11,730,200 | \$11,603,600 | \$11,715,600 | \$11,002,270 |
| County Tuition | \$825,600 | \$824,000 | \$751,000 | \$676,400 |
| Misc. Revenue | \$1,859,200 | \$2,053,795 | \$3,819,500 | \$5,042,434 |
| Total | \$42,354,800 | \$42,890,895 | \$44,909,000 | \$45,620,649 |
| Expenditures | FY 2018 | FY 2019 | FY 2020 | FY 2021* |
| Personnel Costs | \$27,520,600 | \$28,335,373 | \$29,856,500 | \$28,288,703 |
| Operating Expenditures | \$14,293,100 | \$14,250,384 | \$14,882,600 | \$16,563,533 |
| Capital Outlay | \$541,100 | \$305,139 | \$169,900 | \$768,413 |
| Total | \$42,354,800 | \$42,890,895 | \$44,909,000 | \$45,620,649 |

Source for FY 2018 – FY 2020: Audited financials (actuals) as stated on the B2 report submitted to SBOE.

*FY 2021 represents unaudited (preliminary) financials.

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|----------------|----------------|----------------|----------------|
| <u>General Studies</u> ^{1, 2} | | | | |
| - Annual Unduplicated Headcount | 6,398 | 6,106 | 5,840 | 5,368 |
| - Annual Enrollment FTE | 2,722 | 2,692 | 2,554 | 2,376 |
| CCM 146/150 | | | | |
| <u>Career & Technical</u> ² | | | | |
| - Annual Unduplicated Headcount | 837 | 794 | 746 | 730 |
| - Annual Enrollment FTE | 572 | 534 | 523 | 500 |
| CCM 146/150 | | | | |
| <u>Dual Credit</u> | | | | |
| - Annual Unduplicated Headcount | 2,036 | 1,983 | 1,970 | 1,670 |
| - Total Credits Earned | 17,672 | 19,594 | 19,658 | 18,534 |
| CCM 017/019 | | | | |
| <u>Workforce Training</u> ³ | | | | |
| - Annual Unduplicated Headcount | 4,883 | 5,419 | 4,471 | 4,812 |
| - Annual Enrollment FTE | 486 | 488 | 452 | 473 |
| CCM 149/153 | | | | |
| <u>Adult Basic Education</u> ^{3, 4} | | | | |
| - Annual Unduplicated Headcount | 414 | 289 | 299 | 284 |
| - Annual Enrollment FTE | 59 | 46 | 39 | 31 |
| CCM 147/151 | | | | |
| GED Credentials Awarded | | | | |
| CCM 154 | 239 | 226 | 231 | 197 |

¹ General Studies includes Dual Credit students.

² General Studies and Career & Technical FTE is based on total credits for the year (end-of-term, summer, fall, and spring terms) divided by 30. Credits are determined by student type.

³ Workforce Training and Adult Basic Education FTE is based on 15 hours = 1 credit, 30 credits for the year = 1 FTE.

⁴ New methodology beginning in FY 2017. Reflects only those students taking 12 hours of instruction or more.

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Part II – Performance Measures

| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|--------|---|---|---|---|---|
| Strategic Plan Goal 1: Student Success | | | | | | |
| A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life | | | | | | |
| 1. <u>Timely Degree I</u> ¹ Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting (Goal 1, Objective C, System-Wide Performance Measure) CCM 195/Metric 50 | actual | 8.2% (345/4198) | 8.5% (332/3889) | 7.8% (288/3685) | 8.0% (280/3517) | ----- |
| | target | Benchmark under development | 10% | 10% | 10% | 10% |
| 2. <u>Timely Degree II</u> ² Percent of first-time, full-time, freshmen graduating within 150% of time (Goal 1, Objective C, System-Wide Performance Measure) CCM 196/Metric 40 | actual | 27% (169/625) Fall 15 Cohort NIC Rank 58% (IPEDS) | 25% (174/683) Fall 16 Cohort NIC Rank 55% (IPEDS) | 28% (188/668) Fall 17 Cohort Rank not yet available (IPEDS) | 27% (184/686) Fall 18 Cohort Rank not yet available (Preliminary) | ----- |
| | target | Rank of 60% against IPEDS comparator institutions | Rank of 60% against IPEDS comparator institutions | Rank of 60% against IPEDS comparator institutions | Rank of 60% against IPEDS comparator institutions | Rank of 60% against IPEDS comparator institutions |
| 3. <u>Timely Degree III</u> ³ Total number of certificates/degrees produced, broken out by a) certificates of less than one year; b) certificates of at least one year and c) associate degrees. (Goal 1, Objective A, System-Wide Performance Measure) CCM 238/Metric 120 | actual | a) 98 b) 556 c) 690 Total awards 1,344 (IPEDS) | a) 74 b) 604 c) 681 Total awards 1,359 (IPEDS) | a) 121 b) 620 c) 659 Total awards 1,400 (IPEDS) | a) 81 b) 639 c) 717 Total awards 1,437 (Preliminary) | ----- |
| | target | Benchmark under development | a) 125 b) 630 c) 700 | a) 125 b) 630 c) 700 | a) 125 b) 630 c) 700 | a) 125 b) 630 c) 700 |

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| | | | | | | |
|--|---------------|---|---|--|---|---|
| 4. Guided Pathways VII ⁴ Percent of first-time, full-time freshmen graduating within 100% of time (Goal 1, Objective C, System-Wide Performance Measure) CCM 199/Metric 180 | <i>actual</i> | 16% (112/683) Fall 16 Cohort NIC Rank 73% (IPEDS) | 20% (135/668) Fall 17 Cohort Rank not yet available (IPEDS) | 19% (128/686) Fall 18 Cohort Rank not yet available (Preliminary) | 15% (97/644) Fall 19 Cohort Rank not yet available (Preliminary) | ----- |
| | <i>target</i> | Rank of 60% against IPEDS comparator institutions | Rank of 60% against IPEDS comparator institutions | Rank of 65% against IPEDS comparator institutions | Rank of 65% against IPEDS comparator institutions | Rank of 65% against IPEDS comparator institutions |
| 5. Timely Degree IV ⁵ Number of unduplicated graduates, broken out by a) certificates of less than one year; b) certificates of at least one academic year and c) associate degrees (Goal 1, Objective A, System-Wide Performance Measure) CCM 239/Metric 170 | <i>actual</i> | a) 77 b) 534 c) 659 Total overall unduplicated count: 913 (IPEDS) | a) 65 b) 583 c) 650 Total overall unduplicated count: 872 (IPEDS) | a) 105 b) 604 c) 619 Total overall unduplicated count: 893 (IPEDS) | a) 66 b) 629 c) 659 Total overall unduplicated count: 902 (Preliminary) | ----- |
| | <i>target</i> | Benchmark under development | a) 110 b) 610 c) 700 | a) 110 b) 610 c) 700 | a) 110 b) 610 c) 700 | a) 110 b) 610 c) 700 |
| Strategic Plan Goal 2: Educational Excellence High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes | | | | | | |
| 1. Math Pathways VI ⁶ Percent of new degree-seeking freshmen completing a gateway math course within two years (Goal 2, Objective A, System-Wide Performance Measure) CCM 198/Metric 70 | <i>actual</i> | 27.4% (433/1578) 15-16 Cohort | 29.1% (493/1695) 16-17 Cohort | 33.6% (575/1713) 17-18 Cohort | 33.9% (573/1689) 17-18 Cohort (Preliminary) | ----- |
| | <i>target</i> | Benchmark under development | 30% | 35% | 35% | 35% |

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| | | | | | | |
|--|--------|------------------------------------|------------------------------------|------------------------------------|---|-------|
| <p>2. <u>Reform Remediation V ⁷</u> 2a) MATH: Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a “C” or higher. (Goal 2, Objective A, System-Wide Performance Measure)</p> <p style="text-align: right; color: purple;">CCM 203/Metric 60</p> | actual | 25.2% (245/971) 16-17 Cohort | 22.6% (171/757) 17-18 Cohort | 24.5% (135/551) 18-19 Cohort | 26.1% (109/418) 19-20 Cohort (Preliminary) | ----- |
| | target | <i>Benchmark under development</i> | 25% | 25% | 25% | 25% |
| <p>2. <u>Reform Remediation V ⁸</u> 2b) ENGLISH: Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a “C” or higher. (Goal 2, Objective A, System-Wide Performance Measure)</p> <p style="text-align: right; color: purple;">CCM 204/Metric 60</p> | actual | 30.2% (116/384) 16-17 Cohort | 23.0% (90/392) 17-18 Cohort | 28.9% (81/280) 18-19 Cohort | 20.1% (54/268) 19-20 Cohort (Preliminary) | ----- |
| | target | <i>Benchmark under development</i> | 35% | 35% | 35% | 35% |

Acronyms Defined:

- CCM: Common Campus Measure (internal tracking system)
- Metric: Tracking number established by the Idaho State Board of Education (ISBOE)
- IPEDS: Integrated Postsecondary Education Data System

Performance Measure Explanatory Notes

¹ Annual year cohort of degree-seeking students; Non-Degree, Dual Credit, and 100% Audit students are excluded. Students who earned an award within the capture year but were shy of the 30 credit threshold are excluded. General Studies Core Complete auto awards are also excluded. Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 195/Metric 50]

² Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. [CCM 196/Metric 40]

³ Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. Total awards by award level. Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 238/Metric 120]

⁴ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. [CCM 199/Metric 180]

⁵ Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. Distinct count of graduates per attainment level. Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 239/Metric 170]

⁶ Full year cohort, first-time and new degree-seeking, full and part time students. Gateway courses include MATH 123, 130, 143, 147, 157, 160, 170, and 253. Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 198/Metric 70]

⁷ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 203/Metric 60]

⁸ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 204/Metric 60]

For more information, contact

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Part I – Agency Profile

Agency Overview

The mission of Idaho Division of Career Technical Education (IDCTE) is to prepare Idaho youth and adults for high-skill, in-demand careers.

Idaho Code §33-2202 defines in section (2) “career technical education” as “secondary, postsecondary and adult courses, programs, training and services administered by the division of career technical education for occupations or careers that require other than a baccalaureate, master’s or doctoral degree.” As approved by the board, this term may also apply to specific courses or programs offered in grades 7 and 8 or offered by any approved public charter school that are delivered through traditional or virtual online instructional methods. This term may also apply to virtual, blended, or other career technical education programs. Section (3) states “the courses, programs, training, and services include, but are not limited to, career, technical and applied technology education. They are delivered through the career technical delivery system of public secondary schools, including public charter schools, irrespective of the delivery method, and postsecondary schools and colleges.”

IDCTE is an agency under the State Board of Education (SBOE) for career technical education (CTE) that provides leadership and technical assistance for CTE in Idaho, from secondary students through adults, as well as CTE teacher development. In addition to robust programs within secondary and postsecondary education, IDCTE also administers related programs that include GED, Centers for New Directions, Workforce Training Centers, apprenticeships, fire service training, hazardous materials transportation enforcement education and motorcycle safety training.

IDCTE is responsible for preparing and submitting an annual budget for career technical education to the SBOE, Governor and Legislature. Appropriations to IDCTE include state general funds, federal funds, miscellaneous revenue funds and other dedicated funds.

Career technical education programs are integrated into the Idaho public education system through school districts, colleges and universities. IDCTE provides the focus for career technical education programs and training within existing schools and institutions by using a statewide system approach with an emphasis on student learning, program quality and industry engagement.

Secondary career technical education programs and services are provided via junior high/middle schools, comprehensive high schools, career technical schools, and through cooperative programs with the Idaho technical college system.

Postsecondary career technical education programs and services are delivered through Idaho's six technical colleges. Four technical colleges are located on the campuses of community colleges: College of Eastern Idaho, College of Southern Idaho, College of Western Idaho and North Idaho College. Two technical colleges are on the campus of four-year institutions: Idaho State University and Lewis-Clark State College. The Idaho technical college system delivers certificate and A.A.S. degree occupational programs on a full- or part-time basis; workforce/short-term training; adult education; displaced homemaker services; and fire service training.

IDCTE was appropriated 41.0 full-time positions (FTP) for agency staff in fiscal year 2021 of which 32.5 were funded with state general funds and 8.5 with federal grants. The appropriation also included 540.26 FTP for career technical education staff within the six technical colleges.

Core Functions/Idaho Code

Statutory authority for IDCTE is delineated in Idaho Code, Chapter 22, §§ 33-2201 through 33-2212 and IDAPA 55. Idaho Code §33-1002G allows school districts to establish career technical schools and §39-5009 established the displaced homemaker account for appropriation to the SBOE. The role of IDCTE (IDAPA 55) is to coordinate career technical education in Idaho. Specifically, IDCTE:

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- Provides statewide leadership and coordination for career technical education;
- Assists local educational agencies in program planning, development and evaluation;
- Promotes the availability and accessibility of career technical education;
- Prepares annual and long-range state plans;
- Prepares an annual budget to present to SBOE, Governor and the Legislature;
- Provides a state finance and accountability system for career technical education;
- Evaluates career technical education programs;
- Initiates research, curriculum development and professional development activities;
- Collects, analyzes, evaluates and disseminates data and program information;
- Administers programs in accordance with state and federal legislation;
- Coordinates career technical education related activities with other agencies, officials and organizations.

Revenue and Expenditures*

| Revenue | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--------------------------------|---------------------|---------------------|---------------------|---------------------|
| 0001 General Fund | \$62,906,675 | 63,806,862 | \$66,967,076 | \$64,566,256 |
| 0218 Displaced Homemaker | 138,071 | 145,880 | 136,287 | 144,947 |
| 0274 Haz-Mat Waste Training | 67,800 | 67,800 | 67,800 | 67,800 |
| 0319 Motorcycle Safety** | 828,921 | 778,949 | 670,229 | 573,645 |
| 0345 CARES Act | | | | 1,570,528 |
| 0348 Federal Grants | 9,232,510 | 9,148,240 | 8,841,768 | 9,085,603 |
| 0349 Miscellaneous Revenue | 177,888 | 159,631 | 169,386 | 45,226 |
| 0401 Seminars and Publications | 0 | 0 | 0 | 0 |
| Total | \$73,351,865 | \$74,107,362 | \$76,852,546 | \$76,635,198 |
| Expenditures | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
| 4000 Personnel Costs | \$3,167,081 | \$3,306,576 | \$3,349,802 | \$3,580,841 |
| 5000 Operating Expenditures | 1,106,864 | 1,100,955 | 1,008,203 | 2,498,129 |
| 6000 Capital Outlay | 30,413 | 148,270 | 181,419 | 174,404 |
| 7000 Trustee/Benefit Payments | 71,324,248 | 72,264,278 | 72,503,422 | 70,381,824 |
| Total | \$75,628,606 | \$76,820,079 | \$77,042,847 | \$76,635,198 |

*All values are for budgeted fiscal years (BFY) to eliminate timing issues from encumbrances. Federal grants are two-year funding sources based on reimbursements within the period. BFY 2018 was first year without re-appropriation authority for general funds and thus T/B payments were higher from utilization of prior appropriation.

**All values now include continuous appropriations.

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--|----------------|----------------|----------------|----------------|
| Number of Students Enrolled in High School CTE Programs (headcount)* | 104,447 | 114,142 | 114,606 | 117,003 |
| Number of Students Enrolled in Postsecondary CTE Programs (headcount) | 5,597 | 5,234 | 5,402** | 5,328 |
| Number of Technical College FTE enrollments | 3,400 | 3,321 | 3,302 | 3,261 |
| Number of Workforce Training Network (WTN) enrollments (headcount) | 50,797 | 54,032 | 39,898*** | 43,809 |
| Number of enrollments for Fire and Emergency Services Training (headcount) | 4,276 | 5,098 | 3,182*** | 2,832 |

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| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--|----------------|----------------|----------------|---------------------|
| Number of clients served in the Adult Education program (headcount) | 5,549 | 5,141 | 4,187 | Reported in October |
| Number of Adults Served in the Displaced Homemaker Program (Center for New Directions) | 360 | 389 | 453 | 598 |
| Number of Students Enrolled in Digital CTE Courses (Idaho Digital Learning Alliance) | 1,311 | 1,694 | 1,425 | 1,931 |
| Number of SkillStack® Badges Awarded (Secondary)**** | 6,706 | 5,372 | 10,006 | 23,261 |
| Number of SkillStack® Badges Awarded (Postsecondary) | 1,102 | 733 | 1,154 | 343***** |

*New enrollment methodology, data updated from FY 2018 – FY 2021.

**After submission of our FY 2020 report, updated numbers were provided.

***Nearly four months of training events were canceled in FY 2020 due to the pandemic.

****Badges increased in FY 2020 with new assessment badges, increased teacher activity and more aligned programs. In FY 2021, the Workforce Readiness Incentive was implemented.

*****Decrease in postsecondary badges due to programmatic changes with the pandemic.

Part II – Performance Measures

| Performance Measure | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 | |
|---|-----------|-------------------|--------------------|-------------------|--------------------|-------|
| Board Goal 1 | | | | | | |
| <i>EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.</i> | | | | | | |
| CTE Objective: Student Success – Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements. <i>Performance Measures I – III, V (see pages 3 – 4)</i> | | | | | | |
| Board Goal 2 | | | | | | |
| <i>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.</i> | | | | | | |
| CTE Objective: Talent Pipelines/Career Pathways – CTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model. <i>Performance Measures I – III (see pages 4 – 5)</i> | | | | | | |
| 1. Secondary student pass rate for Technical Skill Assessment (TSA) | actual | 67.8 | 67.2 | n/a | 65.6 | ----- |
| | benchmark | 67.0 | 67.0 | n/a | 67.3 | 67.6 |
| 2. Positive placement rate of secondary concentrators | actual | 94.4 | 95.0 | 96.3 | 87.9 | ----- |
| | benchmark | 94.3 | 94.3 | n/a | 95.0 | 95.0 |
| 3. Number of program standards and outcomes that align with industry standards and outcomes | actual | 88% (46 of 52) | 100% (52 of 52) | 96% (52 of 53) | 100% (54 of 53) | ----- |
| | benchmark | n/a | 100% | 100% | 100% | 100% |

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| | | | | | | |
|---|-----------|------|------|------|------|-------|
| 4. <i>Placement rate of postsecondary program completers in jobs related to their training.</i> | actual | 55.8 | 62.3 | 69.7 | 79.1 | ----- |
| | benchmark | 65 | 65 | 65 | 65 | 65 |
| 5. <i>Positive placement rate of postsecondary program completers</i> | actual | 94.6 | 94.7 | 94.9 | 93.0 | ----- |
| | benchmark | 95.6 | 95.6 | n/a | 95.0 | 95.0 |
| 6. <i>The percent of secondary CTE concentrators who transition to postsecondary education</i> | actual | 35.5 | 44.8 | 41.0 | 44.4 | ----- |
| | benchmark | 60 | 60 | 60 | 60 | 60 |

Performance Measure Explanatory Notes

Performance Measure 1):

In FY 2020, assessment data was not required due to the pandemic. As states transitioned from Perkins IV to V, benchmarks were not required in FY 2020.

Performance Measure 2):

A secondary CTE concentrator is a junior or senior student enrolled in a capstone course during the school year. A capstone course is the final course in a state approved pathway. Positive placement represents the percent of secondary concentrators who attain employment, join the military or continue their education.

As states transitioned from Perkins IV to V, benchmarks were not required in FY 2020.

Performance Measure 3):

Due to the pandemic, alignment efforts were stalled. The number of programs in our strategic plan reference 54 programs and the number is actually 53.

Performance Measures 4, 5, and 6):

A technical college CTE completer is a postsecondary student who has completed all the requirements for a certificate or an A.A.S. degree in a state approved career technical education program. This person must have met all the requirements of the institution for program completion, whether or not the person officially graduated from the institution. Positive placement represents the percent of technical college completers who attain employment, join the military or continue their education within six months of completing.

Historical trends for positive placement show that job related training employment declines when additional education increases. (Measure 4).

As states transitioned from Perkins IV to V, benchmarks were not required in FY 2020 (Measure 5).

Performance Measures 6):

In the past, IDCTE used self-reported survey data for students that responded to a follow-up survey. Historical and current data includes (FY 2018–FY 2019) updated data for students identified through National Clearinghouse data. This matches OSBE methodology.

Numbers have been updated on this report to reflect when placement data is collected. For example, students from 19/20 were followed up in 20/21.

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Part I – Agency Profile

Agency Overview

Idaho Public Television (IdahoPTV) is an entity of the Idaho State Board of Education and holds in the public trust television and related broadcast telecommunication licenses issued and governed by the Federal Communications Commission. IdahoPTV is a statewide, non-commercial broadcast telecommunication system and media provider with the network operations center located in Boise and additional staffed facilities in Moscow and Pocatello.

IdahoPTV's service to the region began in September of 1965 with KUID-TV, Moscow. Over 56 years, IdahoPTV expanded its reach to include over-the-air broadcast television service to more than 98% of Idaho's population and portions of six adjoining states and Canada through an efficient system of five digital transmitters and 46 translators (41 translators and 5 relays). IdahoPTV's signals are rebroadcast under federal guidelines by cable and satellite systems in the region, as well as a rapidly expanding Internet-based distribution system. IdahoPTV's services and equipment have been made possible through diverse funding partnerships from individual contributions, grants from foundations and companies, and state and federal sources. IdahoPTV has been impacted by the congressionally mandated FCC spectrum repacking initiative requiring numerous transmitters and translators to change channel frequencies. This initiative has impacted several communities throughout the state.

IdahoPTV is a member in good standing of the Public Broadcasting Service (PBS) and is the only locally owned and operated network television station in Idaho.

IdahoPTV received an original appropriation for FY 2021 of \$8,783,100 in the following allocations: Dedicated Funding – 69%, State General Funding – 30%, and Federal Funding – 1%. The dedicated funds are primarily via Friends of Idaho Public Television, Inc., which typically receives more than \$4 million annually in donations from over 21,000 individuals, foundations, and organizations. Other dedicated funds come from the Corporation for Public Broadcasting, private grants, and services. IdahoPTV's comprehensive audit is conducted annually by the Legislative Auditor, Legislative Services Office.

IdahoPTV has developed a reputation for producing award-winning, quality television and other electronic media. IdahoPTV provides significant local public service to its viewers and users.

IdahoPTV produces a number of ongoing series, specials and services, including:

| | |
|--|---|
| Outdoor Idaho | Idaho Reports (coverage of the Idaho Legislature and statewide public affairs topics) |
| Dialogue (arts, humanities and public affairs program) | Idaho In Session (gavel-to-gavel live coverage of the Idaho House, Senate, JFAC, Idaho Supreme Court, and special meetings) |
| Science Trek (educational science program for grade school students) | Scout/PBS Learning Media (online educational resources) |
| The Idaho Debates (primary and statewide election coverage) | Idaho Science Journal |
| Idaho Experience (documentaries on Idaho history) | |
| Governor's State of the State/State of the Budget Address (live) | |

Also produced are other special programs including:

| | |
|---|---|
| Idaho: State of Wonder | Into Africa: The Idaho-Gorongosa Connection |
| Idaho Geology, A Convergence of Wonders | My Excellent Adventure |
| Capitol of Light: The People's House | State of Our Parks |
| The Color of Conscience | Idaho Headwaters |
| Education 2020 | Journey to Education |
| Resilience: Hope Lives Here | Journey to College |
| Classroom Idaho: Learn @ Home | Journey to Opportunity |

Outdoor Idaho continues to air on stations in Oregon, Washington and Utah.

IdahoPTV's community education services range from locally-produced events and workshops to children's events, such as literacy and STEM workshops, program screenings and discussions, science camps, a literacy contest,

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educator workshops, parent workshops, online book clubs, and online educational resources. IdahoPTV is engaged in a major effort to train teachers in utilizing digital media and technology in the classroom. It also has a major initiative to connect high school graduates with middle-skills careers. IdahoPTV is also engaged in a major project to help parents prepare their children to enter school with the resources to be successful, including mothers incarcerated in Idaho prisons. During FY 2021, IdahoPTV produced Classroom Idaho: Learn @ Home to connect all students with certified Idaho teachers to finish learning for the balance of the school year.

The staff is led by Jeff Tucker, interim general manager; Dave Taylor, director of financial affairs; Craig Koster, director of technology; Jenifer Johnson, director of marketing (development); Sandy McBride, director of communications; and Bruce Reichert, executive producer.

Core Functions/Idaho Code

Idaho Public Television is not referenced in Idaho Code. It was created by Legislative Intent within the budget process in 1982 and exists under the regulations of the Federal Communications Commission and the governance of the State Board of Education.

IdahoPTV's Mission Statement:

We harness the power of public media to encourage lifelong learning, connect our communities, and enrich the lives of all Idahoans. We tell Idaho's stories.

Revenue and Expenditures

| Revenue | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--------------------------|--------------------|--------------------|---------------------|--------------------|
| General Fund | \$2,836,500 | \$2,985,300 | \$3,263,300 | \$2,562,600 |
| Dedicated Fund | \$5,400,400 | \$5,377,900 | \$5,841,100* | \$6,009,500 |
| Federal | \$34,300 | \$166,400 | \$247,900* | \$461,300 |
| Total | \$8,271,200 | \$8,529,600 | \$9,352,300* | \$9,033,400 |
| Expenditures | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
| Personnel Costs | \$4,551,400 | \$4,568,100 | \$4,813,100 | \$5,053,600 |
| Operating Exp. | \$3,002,500 | \$3,088,700 | \$3,348,600 | \$3,658,800 |
| Capital Outlay | \$717,300 | \$872,800 | \$1,190,600* | \$321,000 |
| Trustee/Benefit Payments | \$0 | \$0 | \$0 | \$0 |
| Total | \$8,271,200 | \$8,529,600 | \$9,352,300* | \$9,033,400 |

*Capital expenditures for FY 2020 were increased by \$297,600 to \$1,190,600 to reflect an adjustment not captured on last year's report.

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|----------------|----------------|----------------|----------------|
| Channel Hours for Children (under the age of 12) | 15,214 | 12,386 | 12,666 | 13,057 |
| Channel Hours for Ethnic Minorities | 5,573 | 5,261 | 5,240 | 4,969 |
| Channel Hours for Learners | 16,231 | 13,094 | 12,187 | 11,861 |
| Number of Visitors to idahoptv.org | 1,584,947 | 2,263,398 | 1,635,238 | 1,979,811 |
| Channel Hours of News, Public Affairs and Documentaries | 12,624 | 11,755 | 11,947 | 12,329 |

FY 2021 Performance Highlights (Optional)

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- 13 technology training events attended by a total of 108 teachers and 54 students throughout the state.
- 9 presentations attended by a total of 259 teachers, parents and general public throughout the state regarding educational resources available through IdahoPTV and PBS.
- 36 literacy and STEM presentations attended by a total of 1,701 participants throughout the state.
- 120,905 children watched our broadcasts each week.
- Idaho In Session was viewed over 387,627 times online.
- 98,541 users utilized online Learning Media local and national resources.
- 4,534,522 page views on the Idaho Public Television website by 1,979,811 visitors.
- 43,800 hours of programming broadcast 24 hours a day across 5 free over-the-air digital channels from transmitters and repeaters statewide.
- IdahoPTV is regularly among the most-watched PBS stations in the US, per capita, with more than 500,000 weekly viewers.
- 11 online program screenings with panel discussions were attended by a total of 992 participants throughout the state.

Part II – Performance Measures

| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|--------|-------------|-------------|-------------|-------------|-------------|
| Goal 1: A WELL-EDUCATED CITIZENRY | | | | | | |
| <i>Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.</i> | | | | | | |
| 1. Number of DTV translators. Goal 1 Objective A | actual | 47 of 47 | 47 | 46 | 46 | ----- |
| | target | 48 | 47 | 47 | 46 | 46 |
| 2. Percentage of Idaho's population within our signal coverage area. Goal 1 Objective A | actual | 98.8% | 98.8% | 98.8% | 98.8% | ----- |
| | target | 98.4% | 98.4% | 98.4% | 98.4% | 98.4% |
| 3. Number of partnerships with other Idaho state entities and educational institutions. Goal 1 Objective B | actual | 40 | 49 | 41 | 55 | ----- |
| | target | 30 | 32 | 34 | 40 | 40 |
| 4. Number of broadcast hours of educational programming. Goal 1 Objective E | actual | 35,095 | 25,480 | 24,853 | 24,918 | ----- |
| | target | 36,760 | 37,260 | 37,760 | 25,000 | 25,000 |
| 5. Number of broadcast hours of Idaho-specific educational and informational programming. Goal 1 Objective G | actual | 1,509 | 1,986 | 1,393 | 2,431 | ----- |
| | target | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 |
| 6. Number of awards for IdahoPTV media and services. Goal 1 Objective H | actual | 56 | 57 | 68 | 81 | ----- |
| | target | 45 | 50 | 50 | 55 | 55 |
| 7. Total FTE in content delivery and distribution. Goal 1 Objective I | actual | 22 | 21 | 18 | 18 | ----- |
| | target | <25 | <25 | <24 | <24 | <24 |
| 8. Successfully comply with FCC policies/PBS programming, underwriting | actual | Yes/Yes/Yes | Yes/Yes/Yes | Yes/Yes/Yes | Yes/Yes/Yes | ----- |
| | target | Yes/Yes/Yes | Yes/Yes/Yes | Yes/Yes/Yes | Yes/Yes/Yes | Yes/Yes/Yes |

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| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|--|--------|---------|---------|---------|---------|---------|
| and membership policies/CPB guidelines. Goal 1 Objective I | | | | | | |
| 9. Work toward implementation of the Center for Internet Controls. Goal 1 Objective I | actual | Yes | Yes | Yes | Yes | ----- |
| | target | Yes | Yes | Yes | Yes | Yes |
| 10. Average number per month during the school year of local unique users utilizing PBS learning media.* Goal 2 Objective | actual | | | 7,137 | 9,997 | ----- |
| | target | | | 4,200 | 4,200 | 8,000 |

*new performance measure beginning FY 2020

Performance Measure Explanatory Notes (Optional)

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Part I – Agency Profile

Agency Overview

The Idaho Division of Vocational Rehabilitation (IDVR) is an agency under the oversight of the Office of the State Board of Education. Jane Donnellan is the Administrator for the Division. IDVR is charged with several major responsibilities: Management of the State/Federal Vocational Rehabilitation Program, Extended Employment Services (EES) and the fiscal management of the Council for the Deaf and Hard of Hearing (CDHH). It should be noted that nationally, under the Federal Vocational Rehabilitation Program, each state has the ability to choose to have a combined or separate agency to serve the blind and visually impaired. In Idaho, a separate state agency (the Idaho Commission for the Blind and Visually Impaired) provides vocational rehabilitation services for those who have a primary disability of blind and visually impaired.

The public Vocational Rehabilitation program is one of the oldest and most successful Federal/State programs in the United States. Vocational Rehabilitation serves individuals with severe disabilities that impose significant barriers to their employment. In FY 2021, the average time needed for a person to complete a rehabilitation plan and become employed was 25.5 months. Furthermore, employment of individuals with disabilities resulted in a 377% increase in customer weekly earnings and significantly decreases the need for public support.

The structure of the Vocational Rehabilitation program includes a Field Services unit as well as a Planning and Evaluation and Fiscal units. Under the Field Services unit, there are eight (8) regional managers who supervise field staff in the following regions: Coeur d'Alene, Lewiston, Treasure Valley East, Treasure Valley Central, Treasure Valley West, Twin Falls, Pocatello, and Idaho Falls.

The VR program is comprised of 147 employees, of which 138 are full-time positions serving in twenty (20) offices throughout the state. Offices are located throughout the state including Boise, Meridian, Coeur d'Alene, Sandpoint, Lewiston, Orofino, Twin Falls, Burley, Pocatello, Blackfoot, Preston, Idaho Falls, Salmon, Rexburg, Caldwell, and Nampa. There is one (1) Central Office, eight (8) regional offices, eight (8) general Sub-Offices, and three (3) Corrections Sub-Offices.

Core Functions/Idaho Code

Legal Authority for the Idaho Division of Vocational Rehabilitation is Idaho Code, 33-2301 and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), Public Law 113-128 and is augmented by regulations promulgated and set forth in 34 CFR § 361, 363, and 397.

Services that may be available include evaluation of rehabilitation potential, vocational guidance and counseling, physical and mental restoration, vocational, academic and other training, job placement and other services, which can reasonably be expected to benefit the individual in terms of employment.

The EES program operates with three full-time employees and is a State of Idaho appropriations program that provides needed long-term employment supports to individuals with disabilities in a competitive integrated employment setting or provides training services to individuals in a nonintegrated employment setting. The program contracts with providers to deliver the services on an individual basis.

CDHH is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. The program is comprised of four employees, of which three are full-time positions. The Council's vision is to ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available (Idaho Code, Title 67, Chapter 73, Idaho State Council for the Deaf and Hard of Hearing 67-7301 – 67-7308).

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Revenue and Expenditures

| Revenue | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--------------------------|---------------------|---------------------|---------------------|---------------------|
| General Fund | \$7,840,641 | \$8,648,300 | \$7,550,130 | \$7,719,300 |
| Rehab Rev & Refunds | \$611,564 | \$1,137,838 | \$891,200 | \$1,425,847 |
| Federal Grant | \$15,402,420 | \$14,431,087 | \$15,153,542 | \$13,572,235 |
| Miscellaneous Revenue | <u>\$703,883</u> | <u>\$686,992</u> | <u>\$681,692</u> | <u>\$533,797</u> |
| Total | \$24,558,508 | \$24,904,217 | \$24,276,564 | \$23,251,179 |
| Expenditures | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
| Personnel Costs | \$10,074,804 | \$10,328,411 | \$10,319,069 | \$10,294,796 |
| Operating Expenditures | \$1,530,745 | \$1,558,712 | \$2,155,746 | \$2,128,335 |
| Capital Outlay | \$447,493 | \$107,304 | \$96,148 | \$42,017 |
| Trustee/Benefit Payments | <u>\$13,063,469</u> | <u>\$11,811,060</u> | <u>\$10,392,458</u> | <u>\$9,055,033</u> |
| Total | \$25,116,511 | \$23,805,487 | \$22,963,421 | \$21,520,181 |

For FY 2018 IDVR used the federal fiscal year as the period for reporting financial data, all subsequent years use the state fiscal year as the period for reporting financial data.

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--|----------------|----------------|----------------|----------------|
| Number of Individuals Served by Vocational Rehabilitation | 11,209 | 9,368 | 5,878 | 5,056 |
| Number of Individuals Who Went to Work After Receiving VR Services | 1,835 | 1,281 | 808 | 658 |

Under WIOA, VR program performance reporting shifted from federal fiscal year reporting (October 1 – September 30) to program/state year reporting (July 1-June 30) as of FY 2019. FY 2018 performance data is based on federal fiscal year timeframe.

Beginning FY 2020, the definition of 'individuals served' changed to match the federal definition of 'participants served': Individuals who received at least one service under an Individualized Plan for Employment (IPE).

COVID-19 has had a considerable impact on the Division's performance, specifically related to the number of individuals served and the number of individuals who obtained employment. The impact began the 4th quarter of FY 2020 and is substantially more evident in FY 2021 data as COVID restrictions existed during the entire performance year.

FY 2021 Performance Highlights

The Division continues to transition with the changes required by the Workforce Innovation and Opportunity Act (WIOA), including the transition to the Common Performance Measures. The Division is collecting baseline data for four of the five performance measures and negotiated performance targets with Rehabilitation Services Administration (RSA) for one measure; Measurable Skill Gains. The negotiated targets change year over year based upon prior year performance and application of the federal Statistical Adjustment Module, used by the U.S. Departments of Labor and Education.

Three of Common Performance Measures are lagging indicators, including Median Earnings 2nd Quarter After Exit. Targets for this performance indicator will be negotiated with RSA June 2022 for the following performance year.

Part II – Performance Measures

| Performance Measures | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|--|--------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Goal 1 | | | | | | |
| <i>Provide quality, relevant, individualized vocational rehabilitation services to individuals with disabilities to maximize their career potential.</i> | | | | | | |
| 1. Number of students receiving Pre-employment Transition Services (Pre-ETS) Goal 1 Objective 1 | actual | 1180 | 947 | *1027 | *1216 | ----- |
| | target | ≥ 301 | ≥ 1,180 | ≥ 947 | ≥ 1027 | ≥1216 |
| Goal 2 | | | | | | |
| <i>Improve VR program efficiency through continuous quality improvement activities.</i> | | | | | | |
| 2. Common Performance Measure: Median Earnings 2 nd Quarter after Exit | actual | \$3870 | \$4063 | **4121 | (P)4287 | ----- |
| | target | ≥ ^(P) \$4680 | ≥ ^(P) \$4680 | ≥ ^(P) \$4680 | ≥ ^(P) \$4680 | ≥ ^(P) \$4680 |
| 3. Customer satisfaction rate (as demonstrated by “agree” and “strongly agree” responses Goal 2 Objective 2.2 | actual | 88.45% | 81.3% | 81.4% | (P)81.6% | ----- |
| | target | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% | ≥ 90% |
| 4. Of those cases using CRP employment services, the percentage which contributed to successful case closure Goal 2 Objective 2.4 | actual | 43% | 42% | 43.5% | 44.3% | ----- |
| | target | N/A | ≥ 30% | ≥ 30% | ≥ 30% | ≥ 30% |

New Performance Measure Explanatory Notes

Under WIOA, VR program performance reporting changed from a federal fiscal year (October 1-September 30) to a program/state year (July 1-June 30). Performance data for FYs 2017 and 2018 are reported on a complete federal fiscal year. FY 2019 data and later is reported for the program/state year.

Common Performance Measures are new federal performance measures. Benchmarks are preliminary until formally negotiated with Rehabilitation Services Administration (RSA) in June 2022.

*Includes services purchased from vendors and services provided by VR counselors.

**Median Earnings for the 2nd quarter after program exit for FY 2020 are updated and reflect complete data.

(P) Data for FY 2021 are preliminary (incomplete) as well as the target. Complete data for FY 2021 will be available and published in the FY 2022 performance report.

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Part I – Agency Profile

Agency Overview

The Idaho Small Business Development Center (Idaho SBDC) was established in 1986 as a partnership between the U.S. Small Business Administration, the State of Idaho, and Idaho's institutions of higher education. The Idaho SBDC provides no-cost business consulting and affordable training to help entrepreneurs and small business owners start and grow successful businesses. Nationally, as in Idaho, over 70% of net new jobs are being created by the small business sector.

The Idaho SBDC is a network of business consultants that operates under the umbrella of the state's colleges and universities. Boise State University's College of Business and Economics serves as the State Office with administrative responsibility for directing the type and quality of services across the state. Regional offices in the following locations are funded under sub-contracts with the host institutions.

North Idaho College – Coeur d'Alene
Lewis-Clark State College - Lewiston
Boise State University – Boise and Nampa
College of Southern Idaho - Twin Falls
Idaho State University - Pocatello
Idaho State University - Idaho Falls

The Idaho SBDC also manages two business accelerators – one in Nampa and one in downtown Boise. The accelerators are physical locations that provide space and programs to help early-stage companies accelerate their growth.

Core Functions/Idaho Code

Pursuant to Title **15 U.S.C. § 648** authorizes the State Board of Education to outline requirements in order to provide assistance towards small business development.

The Idaho Small Business Development Center has two basic functions—coaching/consulting and training.

Coaching/Consulting - The Idaho SBDC provides confidential, no-cost, individualized business consulting and coaching to help small business owners and entrepreneurs increase their knowledge, skills, and abilities for running a successful business. Primary consulting is accomplished with a small core staff of professionals, most with advanced degrees and five years or more of small business ownership/management experience. Business coaching/consulting is designed to provide in-depth business assistance in areas such as marketing, finance, management, production, innovation, government contracting and overall business planning.

Faculty and students at each institution expand the Center's knowledge and resource base and provide direct assistance in appropriate cases working directly with business owners and entrepreneurs on specific projects. The students are provided the opportunity, under the direction of professional staff and faculty, to apply classroom learning in real-world situations. 'Real-world' laboratory experience for our college and university faculty and students provides long-term benefits to the business community and helps the academic institutions remain current on needs, problems, and opportunities of Idaho's business sector.

The Idaho SBDC also provides low-cost, non-credit training to improve business skills. Workshops, primarily directed at business owners, are typically 2 – 4 hours in length and attended by 10 – 25 participants. Training covers topics such as marketing, accounting, management, finance, social media, etc. A variety of faculty, staff and private sector experts are used to ensure timely, useful material is presented by a subject-matter expert. A standard training format allows the Idaho SBDC to provide consistent, cost-effective training throughout the state.

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Revenue and Expenditures

| Revenue | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--------------------------|------------------|------------------|------------------|------------------|
| Revenue | \$613,100 | \$673,000 | \$686,700 | \$647,300 |
| Total | \$613,000 | \$673,000 | \$686,700 | \$647,300 |
| Expenditures | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
| Personnel Costs* | \$610,893 | \$661,300 | \$678,700 | \$639,500 |
| Operating Expenditures | \$0 | \$8,000 | \$8,000 | \$7,800 |
| Capital Outlay | \$0 | \$3,700 | \$0 | \$0 |
| Trustee/Benefit Payments | \$0 | \$0 | \$0 | \$0 |
| Total | \$610,893 | \$673,000 | \$686,700 | \$647,300 |

*Includes personnel costs under subcontracts with other host universities and colleges

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|----------------|----------------|----------------|----------------|
| Number of Small Businesses Receiving Consulting | 1,763 | 1,791 | 2,057 | 2,120 |
| Average Hours of Consulting Per Client | 11.2 | 10.2 | 11.8 | 11.5 |
| Number of Small Businesses Trained | 2,882 | 3,066 | 3,400 | 4,209 |
| Number of Consulting Hours (annual) | 19,729 | 20,923 | 24,294 | 24,354 |

FY 2020 Performance Highlights (Optional)

Part II – Performance Measures

| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|--------|----------------|----------------|--------------------------|----------------|----------------|
| Goal 1 – Network Reach | | | | | | |
| Focus time on clients with the highest potential for creating economic impact. | | | | | | |
| Objective: Develop long-term relationships with potential and existing growth and impact clients. | | | | | | |
| 1. Capital raised by clients in millions | actual | \$47.3 | \$49.5 | \$79.9 | \$55.8 | ----- |
| | target | \$30 | \$33 | \$36 | \$44 | \$53 |
| 2. Client sales growth in millions | actual | \$65.6 | \$60.0 | \$47.3 | \$67.7 | ----- |
| | target | \$31.6 | \$33 | \$36 | \$41 | \$53 |
| 3. Jobs created by clients | actual | 1,404 | 1,021 | 649 | 872 | ----- |
| | target | 602 | 675 | 742 | 853 | 892 |
| Goal 2 – Network Sustainability | | | | | | |
| Increase funding and consulting hours to create economic impact through increased client performance. | | | | | | |
| Objective: Increase overall network funding and assist regional offices in pursuit of local opportunities. | | | | | | |
| 4. Amount of funding increase | actual | \$50,000 | \$74,000 | \$1,366,503 ¹ | \$122,701 | ----- |
| | target | Target not set | \$50,000 | \$150,000 | \$225,000 | \$250,000 |

The Idaho SBDC continues to align the strategic plan and metrics with other funder requirements. Going forward, we will be using client verified data from the MIS system as consistent with SBA.

Performance Measure Explanatory Notes (Optional)

¹ Includes one-time funding of \$1,280,000 from CARES Act to support pandemic response in 2020.

For More Information Contact

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Part I – Agency Profile

Agency Overview

In 1993, the Idaho Department of Commerce convened 45 representatives of economic development groups who supported the manufacturing extension center concept. In 1994, the Governor and ten key economic development entities pledged support for manufacturing extension by signing Idaho's Technology Partnership Agreement. Approval to establish "TechHelp" within the National Institute of Standards and Technology (NIST) Manufacturing Extension Partnership (MEP) was granted in late 1995. In 1996, TechHelp was established at Boise State University and the first director and field engineer were appointed.

Today, TechHelp is a partnership of Idaho's three state universities and the Idaho Manufacturing Alliance (IMA). The center is an affiliate of the NIST MEP national network. It is also Idaho's Economic Development Administration University Center, targeting economically distressed areas of Idaho. TechHelp specialists have access to cutting-edge knowledge through links to local universities and to a national network of over 1,300 manufacturing specialists through 51 centers in the MEP system.

TechHelp's manufacturing specialists operate out of offices in Boise, Twin Falls, Post Falls, and Pocatello. The center's primary mission is to provide technical assistance, training, and information to strengthen the competitiveness of Idaho manufacturers and processors through product and process innovation. TechHelp provides experiential learning opportunities to Boise State students at the College of Engineering's studio\Blu, (New Product Development (NPD) and Engineering Innovation Studio), and to College of Business and Economics students at the Funding Accelerator and TechHelp, as well as to Idaho State University College of Business students and to University of Idaho College of Engineering students. Employment with TechHelp gives university students the opportunity to gain real world experience with innovative Idaho companies and expose these companies to talented young professionals who will soon enter the state's workforce.

TechHelp Advisory Board

TechHelp's Executive Director and its Advisory Board report to the Dean of the College of Business & Economics at Boise State. The TechHelp Advisory Board is made up of representatives from private industry, education, and government. TechHelp Board bylaws state that a full board consists of 9 - 11 members; at least 50% of whom represent manufacturing and two from the public sector. The TechHelp Executive Director appoints board members with approval of the Board.

TechHelp Partners

TechHelp works with state and federal partners, listed below, to meet its mission of assisting Idaho manufacturers. The center also works with local groups such as manufacturing associations and economic development organizations to stay abreast of community development issues and meet the needs of Idaho companies.

| Partnership | Center Role | Required/Desired of Center |
|---|------------------------------------|--|
| U.S. National Institute of Standards & Technology Manufacturing Extension Partnership, NIST MEP | MEP Center for Idaho | Assist manufacturers in Idaho to focus on growth and innovation strategies to be more competitive; connect Idaho manufacturers to other U.S. manufacturers via a supplier scouting program. |
| U.S. Economic Development Administration, EDA | EDA University Center | Leverage university assets, resources and capabilities to provide best-practice assistance to manufacturers in remote and distressed areas of Idaho. |
| State of Idaho | Manufacturing Economic Development | Support the state priority to "Enhance Economic Opportunity" by helping to create career-paths to manufacturing jobs by enhancing manufacturing company competitiveness and providing a bridge for students to employment in manufacturers across the state. |

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| Partnership | Center Role | Required/Desired of Center |
|---|--|---|
| Idaho State Universities – Host: Boise State, – Sub Recipients: University of Idaho, and Idaho State University | Contracted Partners (statewide outreach program for economic development) | Build universities' reputation for expert, capable outreach through expert consulting, technical assistance and training, and student engagement. |
| IMA – Sub Recipient | Manufacturing association, education, networking | Assist association to expand its reach and membership statewide to offer educational and business networking programs to all Idaho manufacturers. |
| Idaho SBDC | Informal Partnership | Cross-referrals, marketing and delivery services support |
| Idaho Department of Commerce | Idaho District Export Council, Export Excellence | Collaborate with Idaho District Export Council on Export Excellence. Cross-referrals of small manufacturers needing product and process assistance. |
| Idaho Department of Labor | Workforce Development Training, apprenticeships | Provide Idaho workers with on-the-job training in advanced manufacturing skills, act as intermediary to advance manufacturing companies in support of growing advanced manufacturing apprenticeships statewide. |
| Idaho Department of Agriculture | Export Excellence Program, Lean Manufacturing, Food Safety Programs | Cross-referrals and delivery of services for statewide programs related to export, lean manufacturing and operational excellence, and food safety. |
| Idaho Department of Environmental Quality | Informal Partnership, Operational Excellence program | Operational Excellence (Lean Six Sigma Greenbelt) programs, cross-referrals and delivery of services; collaborate on manufacturing company projects. |

Core Functions/Idaho Code

Pursuant to Title 15 U.S.C. § 648 authorizes the State Board of Education to outline requirements in order to provide assistance towards Idaho businesses.

TechHelp helps Idaho manufacturers inside of their companies, primarily through one-on-one training and technical assistance services. Manufacturer interaction ranges from major collaborative projects, which usually address fundamental challenges facing the companies, to smaller "value-added" projects, which bring a specific improvement to some aspect of company operations. TechHelp also hosts public workshops and seminars statewide focusing on topics that positively impact Idaho manufacturers. TechHelp's team of experts provides personalized solutions in the following areas of manufacturing.

- **Growth, New Product & Market Development**
 - Export Excellence
 - Studio\Blu New Product Development
 - Product Design, Prototyping & Testing
 - Design for Manufacturability
 - Funding Accelerator with VentureCapital.org
 - Engineering student experiential learning
- **Operational Excellence**
 - Lean Manufacturing and Six Sigma
 - Lean Six Sigma Green Belt
 - Lean Enterprise Certificate Program
 - Lean Manufacturing for the Food Industry
 - Lean Office, Lean Enterprise
 - Lean Leadership
 - Quality Systems, ISO, Six Sigma
 - Business student work experience
- **Food & Dairy Processing**
 - Food Safety Programs and Assistance
 - Training and technical assistance
 - Food Safety Prerequisite Programs
 - HACCP Systems and Training
 - Product & Process Development
 - Commissioning equipment and processing lines
 - Scale-up assistance, benchtop – pilot plant – factory
 - Sensory, shelf life, setting and extending
 - Ingredient sourcing
 - Market research, sensory and consumer science
 - New product development
 - Setting specifications
 - Quality Improvements
 - Engineering student experiential learning

Revenue and Expenditures

| Revenue | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---------|---------|---------|---------|---------|
|---------|---------|---------|---------|---------|

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| | | | | | |
|--------------------------|--|------------------|------------------|------------------|------------------|
| General Fund | | <u>\$166,500</u> | <u>\$356,500</u> | <u>\$357,800</u> | <u>\$344,690</u> |
| Total | | \$166,500 | \$356,500 | \$357,800 | \$344,690 |
| Expenditures | | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
| Personnel Costs | | \$99,000 | \$221,653 | \$254,066 | \$263,121 |
| Operating Expenditures | | \$41,500 | \$62,201 | \$21,972 | \$0 |
| Capital Outlay | | \$0 | \$0 | \$0 | \$0 |
| Trustee/Benefit Payments | | <u>\$26,000</u> | <u>\$72,646</u> | <u>\$81,762</u> | <u>\$81,569</u> |
| Total | | \$166,500 | \$356,500 | \$357,800 | \$344,690 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|----------------|----------------|------------------------|------------------------|
| State dollars expended per project/event | \$920 | \$1,992 | \$837 | \$1788 |
| Manufacturers Served | 181 | 179 | 426 ¹ | 295 |
| Geography of Idaho Served (Mfg Co.) | | | | |
| North Idaho | 17 (9%) | 23 (13%) | 32 (8%) | 21 (9%) |
| Southwest Idaho | 118 (65%) | 121 (67%) | 343 (80%) | 241 (80%) ¹ |
| Southeast Idaho | 46 (26%) | 35 (20%) | 51 (12%) | 33 (11%) |
| Size of Companies | | | | |
| 1-19 employees | 74 (41%) | 81 (45%) | 281 (66%) ¹ | 150 (51%) ¹ |
| 20-49 employees | 21 (11%) | 54 (30%) | 88 (21%) ¹ | 100(34%) ¹ |
| 50-249 employees | 45 (25%) | 29 (16%) | 39 (9%) | 32 (11%) |
| >249 employees | 41 (23%) | 15 (9%) | 18 (4%) | 13 (4%) |

The above data is associated with Goal 1, Objective B and Goal 2, Objective A of TechHelp's Strategic Plan.

Explanatory Note

¹ Manufacturers Served was significantly higher especially smaller companies in SW Idaho due to establishment of sub recipient agreement and partnership with the Idaho Manufacturers' Alliance, for which we captured manufacturers served for this period.

Part II – Performance Measures

| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|--|---------------------|----------------|----------------|----------------|-------------------|----------------|
| Goal 1: Economic Impact on Manufacturing in Idaho – Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client and the community. | | | | | | |
| 1. Number of New Jobs <i>Objective A</i> | actual | 731 | 785 | 885 | 1144 ³ | |
| | target ¹ | 180 | 180 | 190 | 200 | 210 |
| 2. Client reported sales, cost savings, and investments <i>Objective A</i> | actual | \$97.7M | \$166.7M | \$182.9M | \$114.4M | |
| | target ¹ | \$100M | \$100M | \$105M | \$120M | \$120M |
| Goal 2: Operational Efficiency – Make efficient and effective use of TechHelp staff, systems, partners and third parties, and Advisory Board members. | | | | | | |
| 3. Services to Idaho manufacturers: Clients Surveyed <i>Objective B</i> | actual | 59 | 93 | 60 | 94 | ----- |
| | target ¹ | 80 | 80 | 85 | 100 | 100 |
| Goal 3: Financial Health – Increase the amount of program revenue and the level of external funding to | | | | | | |

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| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|---------------------|----------|----------|----------|----------|----------|
| assure the fiscal health of TechHelp. | | | | | | |
| 4. Net Revenue from Client Projects <i>Objective A</i> | actual | \$337K | \$253K | \$322K | \$416K | |
| | target ² | \$700K | \$375K | \$425K | \$400K | \$425K |
| 5. Non-client funding (e.g., grants) for operations client services. <i>Objective B</i> | actual | \$869K | \$885K | \$1,104K | \$1,676K | |
| | target ² | \$1,300K | \$1,300K | \$1,300K | \$1,300K | \$1,300K |

Performance Measure Explanatory Notes

¹ Jobs and economic impact benchmarks established based on requirements of NIST MEP sCOREcard, incrementing annual goals to achieve FY21 goals.

² Net Revenue and External funding benchmarks established based on projected center annual funding needs.

³ New Jobs data captures all new jobs reported by clients between January and December 2020.

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Part I – Agency Profile

Agency Overview

There are three distinct family medicine residencies in Idaho that comprise seven accredited programs. These three distinct programs are the Family Medicine Residency of Idaho (FMRI) in Boise, the Idaho State University Family Medicine Residency (ISU FMR) in Pocatello, and the Kootenai Family Medicine Residency in Coeur d'Alene. All three programs are partially funded from State allocations, grants, local hospitals, Medicaid, Medicare, and other patient revenues. The Family Medicine Residency of Idaho (FMRI) was founded in 1975 as a non-profit, independent, corporate entity. The FMRI consists of four separately accredited GME Family Medicine programs. The oldest and first program is in Boise (1975), the most recent is in Nampa (2019) and the other two programs are Rural Training Tracks (RTT's) in Caldwell (1995) and Magic Valley (2008). FMRI is a Federally Qualified Health Center (FQHC) and one of the first 11 federally designated Teaching Health Centers in the United States. FMRI is governed by a consumer-based independent board and has a Graduate Medical Education Committee that oversees all residency education functions. The President, Chief Executive Officer, and Designated Institutional Official of FMRI is Ted Epperly, MD. The Boise Program Director is Justin Glass, MD, the Nampa Program Director is Kim Stutzman, MD, the Caldwell RTT Program Director is Samantha Portenier, MD and the Magic Valley Rural Program Director is Josh Kern, MD. FMRI is affiliated with the University of Washington WWAMI Residency Network.

Core Functions/Idaho Code

There are two core functions of FMRI:

1. Training family physicians to provide care to rural, urban and suburban populations throughout Idaho. FMRI, including its Boise, Nampa, Caldwell and Magic Valley Rural Training Tracks, will have up to 69 residents in training at any one time and now graduates 17 new family physicians each June. Idaho ranks 45th out of 50 for active primary care physicians per capita in the USA and ninety-five percent of all Idaho counties are Health Professional Shortage Areas for primary care. FMRI has an excellent track record of recruiting family physicians that settle and stay in isolated rural Idaho. Currently, FMRI's residency programs are exceeding their

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recruitment target of 50% of their graduates staying within Idaho. Since 1975 FMRI had graduated 407 family medicine physicians, Of the 402 practicing FMRI graduates, 52% of family medicine physicians have been recruited and settled in Idaho since the beginning of our program. This retention rate ranks us 9th best in the United States at keeping graduates in the state they train in. Of those residents choosing to remain in Idaho, 45% have chosen to practice in rural, underserved or health professional shortage areas for primary care.

2. Provision of services to underserved populations in Boise. Over the last four decades, FMRI has become the leading medical provider to the underserved population of Ada County. The FMRI is the largest provider of care to the Medicaid population in the State of Idaho. FMRI provides over nine million dollars in medical and mental health services to Medicaid, Medicare and the indigent and absorbs over two million dollars of uncompensated care annually. FMRI residents who settle in Idaho communities have an excellent track record of continuing outreach services to Medicare, Medicaid, uninsured and indigent patients and supporting free clinics in their communities.

Revenue and Expenditures

| Revenue | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--------------------------|--------------------|--------------------|--------------------|--------------------|
| General Fund | \$2,530,000 | \$2,770,000 | \$3,010,000 | \$2,859,500 |
| Total | \$2,530,000 | \$2,770,000 | \$3,010,000 | \$2,859,500 |
| Expenditures | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
| Personnel Costs | \$2,277,000 | \$2,493,000 | \$2,709,000 | \$2,573,550 |
| Operating Expenditures | \$253,000 | \$277,000 | \$301,000 | \$285,950 |
| Capital Outlay | 0 | 0 | 0 | 0 |
| Trustee/Benefit Payments | 0 | 0 | 0 | 0 |
| Total | \$2,530,000 | \$2,770,000 | \$3,010,000 | \$2,859,500 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|----------------|----------------|----------------|----------------|
| Number of Residents in Training | 47 | 48 | 56 | 57 |
| Average Total State Funded Dollar Cost per Resident as a Percent of Total Residency Training Costs | \$53,830 | \$57,708 | \$53,750 | \$50,167 |
| Number of Health Profession Students (non-physician) Receiving Clinical Training at FMRI Facilities | 119 | 167 | 167 | 170 |

FY 2021 Performance Highlights (Optional)

Part II – Performance Measures

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| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|--|--------|---------|---------|---------|---------|---------|
| Goal 1: Family Medicine Workforce | | | | | | |
| To produce Idaho's future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post-graduation from residency as Idaho Family Physicians. | | | | | | |
| 1. Track students who annually match for residency training in family medicine at FMRI <i>Goal 1, Objective A</i> | actual | 100% | 100% | 100% | 100% | |
| | target | 100% | 100% | 100% | 100% | 100% |
| 2. Track the ABFM board certification rates of the number of graduates per year from FMRI. <i>Goal 1, Objective B</i> | actual | 100% | 100% | 100% | 100% | |
| | target | >95% | >95% | >95% | >95% | >95% |
| 3. Encourage all graduates of the FMRI (residents and fellows) to practice in Idaho and track how many remain in Idaho. <i>Goal 1, Objective C</i> | actual | 53% | 73% | 63% | 38% | 52% |
| | target | >50% | >50% | >50% | >50% | >50% |
| 4. Of those graduates staying in Idaho, FMRI will track how many stay in rural or underserved Idaho. <i>Goal 1, Objective D</i> | actual | 78% | 45% | 45% | 67% | 45% |
| | target | 40% | 40% | 40% | 40% | 40% |
| Goal 2: Education | | | | | | |
| To provide an outstanding family medicine training program to prepare future family medicine physicians. | | | | | | |
| 5. FMRI will track its accreditation status and potential citations. <i>Goal 3, Objective A</i> | actual | 100% | 100% | 100% | 100% | 100% |
| | target | 100% | 100% | 100% | 100% | 100% |
| 6. FMRI will track its Next Accreditation System (NAS) Clinical Competency Committee (CCC), Annual Program Evaluation (APE), Annual Institutional Report (AIR) and Clinical Learning Environment Review (CLER) goals. <i>Goal 3, Objective B</i> | actual | 100% | 100% | 100% | 100% | 100% |
| | target | 100% | 100% | 100% | 100% | 100% |

Performance Measure Explanatory Notes (Optional)

For More Information Contact

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Part I – Agency Profile

Agency Overview

There are now five family medicine residencies in Idaho – the ISU Family Medicine Residency (ISU FMR) in Pocatello, the Family Medicine Residency of Idaho (FMRI) in Boise, the Kootenai Family Medicine Residency in Coeur d'Alene, Family Medicine Residency of Idaho Nampa Program and HCA Healthcare/Eastern Idaho Regional Medical Center Program. All five programs are funded from State allocations, grants, local hospitals, and Medicare and patient revenues. Idaho State University is recognized by the Accreditation Council for Graduate Medical Education (ACGME) as the official sponsoring institution of ISU – Family Medicine Residency (ISU FMR). Brandon Mickelsen, DO is the Director of the ISU FMR and William M. Woodhouse, MD is the Department's Director of External Relations for Health Affairs.

Core Functions/ Idaho Code

1. Training family physicians to provide care to populations throughout Idaho, both rural and urban.

Idaho ranks 49th out of 50 states in physicians per capita. Over 90% of the State is a federally-designated HPSA for primary care, including Bannock County where the Residency resides. Idaho's family medicine residency programs have an excellent track record of recruiting family physicians who then practice in Idaho, ranking eighth in the nation for retention of graduates. Fifty-six percent of the Residency's graduates go on to practice in rural and underserved settings. The ISU FMR has 24 family medicine residents, 3 pharmacotherapy residents, 1 hospitalist fellow, and 1 psychology intern in training, and graduates seven new family physicians each June. Seventy-five of ISU FMR's 151 graduates have stayed in Idaho.

2. Provision of services to underserved populations in Idaho:

The ISU FMR staffs community services such as the Health Department, adolescent detention centers, prison services, free clinics and HIV clinics. The Indian Health Service, migrant workers, nursing home residents, behavioral health unit patients, developmentally challenged children, and the home-bound also receive medical support from the residents and faculty. With the residency clinic within Health West, a Federally Qualified Community Health Center, ISU is further able to serve the indigent and uninsured of Southeast Idaho.

Pursuant to Idaho Code **§33-3720** authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs

Revenue and Expenditures

| Revenue | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|------------------------|--------------------|--------------------|--------------------|--------------------|---------------------|
| General Fund | \$1,084,900 | \$1,350,900 | \$1,580,900 | \$2,049,600 | \$ 2,115,000 |
| Total | \$1,084,900 | \$1,350,900 | \$1,580,900 | \$2,049,600 | \$ 2,115,000 |
| Expenditures | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
| Personnel Costs | \$756,400 | \$1,005,600 | \$1,259,300 | \$1,721,000 | \$ 1,793,400 |
| Operating Expenditures | \$321,600 | \$321,600 | \$321,600 | \$321,600 | \$ 321,600 |
| Capital Outlay | \$6,900 | \$23,700 | ----- | \$7,000 | ----- |
| Total | \$1,084,900 | \$1,350,900 | \$1,580,900 | \$2,049,600 | \$ 2,115,000 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--|----------------|----------------|----------------|----------------|----------------|
| Number of Residents in Training | 21 | 21 | 21 | 22 | 23 |
| Average Total State Funded Dollar Cost per Resident as a Percent of Total Residency Training Costs | 16.5% | 20.5% | 21.4% | 25.3% | 25.7% |

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| Cases Managed and/or Key Services | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--|--|---|---|--|---|
| Number of Health Profession Students (non-physician) Receiving Clinical Training at FMR Facilities | 1NP, 3PA, 3psychology, 9pharmacy (16) | 1NP, 1PA, 3psychology, 18pharmacy (23) | 1NP, 2PA, 3psychology, 20pharmacy (26) | 1NP, 2PA, 3psychology, 27pharmacy (33) | 1NP, 2PA, 2psychology, 27pharmacy (32) |
| Percentage of Physician Residents Graduating ¹ | 100% | 100% | 100% | 100% | 100% |
| Percentage of Graduates Successfully Completing Board Examination ¹ | 100% | 100% | 100% | 100% | 100% |

Dollar Cost per resident

The national estimated dollar cost per Family Medicine resident trained is \$180,000 per year. Pending the approved increase in the allocation of state dollars in the 10 year GME plan the amount received from the State for the ISU FMR is \$40,000 per resident for 24 residents or \$960,000 per year. The ISU FMR is housed in the ISU Department of Family Medicine (ISU DFM). The ISU DFM is a multidisciplinary academic health professions clinical training unit. The ISU DFM provides clinical training for the ISU Pharmacotherapy program, the ISU Psychology Internship, the ISU DFM Quality Improvement Program, PA and FNP Clinician Services, Undergraduate Medical Student rotations and PA and FNP student experiences. The ISU DFM also houses the Division of Clinical Research, the planned collaborative ISU/University of Utah Psychiatry Program and the local Transition of Care Program. These nine programs account for the remaining component of the \$2,115,000 state allocation.

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Part II – Performance Measures

| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|--|--------|----------------|----------------|----------------|----------------|------------------------------|
| 1. By the end of FY 2021, the clinic site is identified. | actual | Not Avail. | Not Avail. | Not Avail. | Completed | ----- |
| | target | | | | | Complete (Benchmark 2021) |
| 2. By the end of FY 2022, 10% past graduates are donors | actual | 0 | 0 | Not Avail. | 0% | ----- |
| | target | | | | | 10% (Benchmark 2022) |
| 3. By the end of FY 2023, 5 new non-graduate donors are identified | actual | 0 | 0 | Not Avail. | 0% | ----- |
| | target | | | | | 5 (Benchmark 2023) |
| 4. By the end of FY 2023, 80% of employees report feeling “satisfied” | actual | Not Avail. | Not Avail. | 66% | 66% | ----- |
| | target | | | | | 80% (Benchmark 2023) |
| 5. By the end of FY 2023, the Department reduces by 25%, 5 year avg. employee turnover | actual | Not Avail. | Not Avail. | 4% | 0% | ----- |
| | target | | | | | 3% (Benchmark 2023) |
| 6. By the end of FY 2023, all programs have adequate, dedicated support | actual | Not Avail. | Not Avail. | 60% | 100% | ----- |
| | target | | | | | 100% (Benchmark 2023) |
| 7. By the end of FY 2025, improve by 50% learner diversity that reflects community diversity | actual | Not Avail. | Not Avail. | 24% (86) | 28% (102) | ----- |
| | target | | | | | 361 (Benchmark 2025) |
| 8. By the end of FY 2025, increase by 50% learners and employees feeling that there is a culture of diversity | actual | Not Avail. | Not Avail. | 20% | 20% | ----- |
| | target | | | | | 30% (Benchmark 2025) |
| 9. By the end of FY 2021, establish new contacts in graduate medical education in eastern Idaho | actual | Not Avail. | Not Avail. | 2 | 4 | ----- |
| | target | | | | | 4 (Benchmark 2021) |
| 10. By the end of FY2022, in collaboration with Portneuf Medical Center establish a medical education task force | actual | Not Avail. | Not Avail. | 25% | 25% | ----- |
| | target | | | | | 100% (Benchmark 2022) |

Performance Measure Explanatory Notes (Optional)

1. This is a new benchmark and not previously tracked. This is a significant achievement toward accomplishing Goal 1.

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2. Currently, the Department of Family Medicine does not have any past graduates that donate funds to the Department. This is a new benchmark and not previously tracked.
3. Currently, the Department of Family Medicine does not have any past graduates that donate funds to the Department. This is a new benchmark and not previously tracked.
4. This is a new performance measure and not previously tracked.
5. This is a new performance measure and not previously tracked.
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7. This is a new performance measure and not previously tracked.
8. This is a new performance measure and not previously tracked.
9. This is a new performance measure and not previously tracked.
10. This is a new performance measure and not previously tracked.

For More Information Contact

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Part I – Agency Profile

Agency Overview

The Idaho Dental Education Program (IDEP) is Idaho's assisted route of access for dental education. There are currently eight (8) seats available per year for Idaho residents to obtain their dental education. The Program began in 1981 with a cooperative agreement between Idaho State University and The University of Washington School of Dentistry, where five (5) Idaho residents received their dental education. In 1982 the program became a cooperative effort between Creighton University's School of Dentistry in Omaha, Nebraska and Idaho State University in Pocatello, Idaho. The program involves a decentralized first year of education taught at Idaho State University and the second through fourth years taught at Creighton University.

The program currently has five (5) regular employees and five (5) adjunct employees in Pocatello. Dr. Jeff Ybarguen (IDEP graduate) is the program director and works with Dr. Brian Crawford who is the Chair of the Department of Dental Sciences at ISU. Jeri Larsen is the Department Coordinator and works with both the IDEP program and the Idaho Advanced Education in General Dentistry (AEGD) residency program. These programs are located in the same facility at Idaho State University.

Core Functions/Idaho Code

The mission of the Idaho Dental Education Program is two-fold: First, to provide residents of Idaho with ready access to a high quality dental education; and second, to help the population of Idaho have ready access to high quality dental professionals. As the majority of students graduating from the program return to Idaho to practice, residents of the state have access to high quality dental treatment. [Statutory Authority: Idaho Code §33-3720]

Revenue and Expenditures

| Revenue | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--------------------------|--------------------|--------------------|--------------------|--------------------|
| General Fund | \$1,600,000 | \$1,607,400 | \$1,670,100 | \$1,637,200 |
| Unrestricted Current | <u>\$960,000</u> | <u>\$768,900</u> | <u>\$859,700</u> | <u>\$939,300</u> |
| Total | \$2,560,000 | \$2,376,300 | \$2,529,800 | \$2,576,500 |
| Expenditure | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
| Personnel Costs | \$376,800 | \$338,000 | \$358,600 | \$348,400 |
| Operating Expenditures | \$107,200 | \$51,800 | \$68,600 | \$69,200 |
| Capital Outlay | \$178,800 | \$1,900 | \$0 | \$1,900 |
| Trustee/Benefit Payments | <u>\$1,257,700</u> | <u>\$1,252,400</u> | <u>\$1,355,200</u> | <u>\$1,419,800</u> |
| Total | \$1,920,500 | \$1,644,100 | \$1,782,400 | \$1,839,300 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|---------|---------|---------|---------|
| Number of Program Applicants | 41 | 36 | 33 | 28 |
| Number of Program Applicants Accepted | 8 | 8 | 8 | 8 |
| Number of Graduates (since program's inception) | 247 | 255 | 263 | 270 |

FY 2021 Performance Highlights (Optional)

Eight previous IDEP graduates that completed residency programs or initially began working outside Idaho returned to Idaho to practice during the reporting period.

Part II – Performance Measures

| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|--|--------|---|---|---|--|--|
| Goal 1 | | | | | | |
| <i>Provide access to a quality dental education for qualified Idaho Residents</i> | | | | | | |
| 1. Dental education opportunities for Idaho residents comparable to other states: • Contract for at least 8 Idaho residents per year | actual | 8 | 8 | 8 | 8 | ----- |
| | target | 8 | 8 | ≥8 | ≥8 | 10 |
| 2. First Time Pass Rate of National Dental Boards Part I | actual | 100% | 100% | 87.5% | 100% | ----- |
| | target | >90% | >90% | >85% | >85% | >85% |
| 3. First Time Pass Rate of National Dental Boards Part II | actual | 100% | 100% | 100% | 100% | ----- |
| | target | >90% | >90% | >85% | >85% | >85% |
| 4. 1 st time pass rate on Clinical Board Examination necessary to obtain dental license (Western Regional or Central Regional)* | actual | 100% | 100% | 100% | 100% | ----- |
| | target | >90% | >90% | >85% | >85% | >85% |
| 5. Provide additional opportunities for Idaho residents to obtain a quality dental education** • Number of students in the program | actual | 8 | 8 | 8 | 8 | ----- |
| | target | Increase number of students per year from 8 to 10 | Increase number of students per year from 8 to 10 | Increase number of students per year from 8 to 10 | Increase the number of students in the program per year to 10. | Increase the number of students in the program per year to 10. |
| Goal 2 | | | | | | |
| <i>Maintain some control over the rising costs of dental education</i> | | | | | | |
| 6. Provide the State of Idaho with a competitive value in educating Idaho Dentists*** • Cost per student compared to national average | actual | 43% | 35% | 40% | 40% | ----- |
| | target | <50% national average | <50% national average | <50% national average | <50% national average | <50% national average |
| Goal 3 | | | | | | |
| <i>Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.</i> | | | | | | |
| 7. Return Rate –Graduates returning to Idaho**** | actual | 67% | 100% | 25% | 20% | ----- |
| | target | >50% | >50% | >50% | >50% | >50% |

Performance Measure Explanatory Notes (Optional)

* Historically we have always seen a 100% pass rate.

** Our goal has been to expand the program to facilitate ten students per year. We currently have eight students per year in the program.

*** The cost per DDSE (DDS Equivalent) is a commonly utilized measure to evaluate the relative cost of a

dental education program. This information is tabulated in the *ADA Survey of Dental Education*, published by the American Dental Association. From this publication (inflation Adjusted) the national average cost per student for state programs is \$143,075 in 2021. The IDEP cost per student for 2021 was \$57,478 (40% of the national average). The program is accomplishing the goal of providing a competitive value in educating Idaho dentists.

Our goal is to have greater than 50% of our program participants return to Idaho to practice Dentistry. Two of the seven graduates in 2021 are furthering their education through post-graduate residency programs and may return to Idaho at the completion of their residency training. One of the graduates entering private practice returned to Idaho (Rexburg). One student who entered with the 2021 graduating class will graduate in 2022 due to taking approved personal leave. Eight previous IDEP graduates that completed residency programs or initially began working outside Idaho returned to Idaho to practice during the reporting period. The majority of IDEP graduates ultimately return to Idaho.

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Part I – Agency Profile

Agency Overview

Recognizing the importance of our natural heritage to the citizens of the State, the Idaho Museum of Natural History (IMNH) is charged with preserving and interpreting cultural and natural history for the citizens of Idaho. It is the mission of the Idaho Museum of Natural History to actively nurture an understanding of and delight in Idaho's natural and cultural heritage. As the official state museum of natural history, it acquires, preserves, studies, interprets, and displays natural and cultural objects for Idaho residents, visitors, and the world's community of students and scholars. The Museum also supports and encourages Idaho's other natural history museums through mentoring and training in sound museological practices and is building educational and research collaborations across the state.

The Idaho Museum of Natural History is home to collections in anthropology, archaeology, paleontology, earth science, and the life sciences. It holds an archive of collection related documentation, and field notes, historic and research documents, ethnographic photographs, and audio recordings. It also houses the eastern branch of the Archaeological Survey of Idaho. Researchers pursue scholarly study of the collections and publish their findings in peer reviewed and Museum-sponsored publications. Exhibitions emphasize the collections and mission of the Museum, and include permanent and special offerings. Educational classes for children, families, and adults provide more in-depth exploration of the natural history of Idaho.

Core Functions/Idaho Code

The Idaho Museum of Natural History has two core functions:

- 1) To collect, care for, preserve, research, interpret and present — through educational programs and exhibitions— Idaho's cultural and natural heritage.
- 2) To support and encourage local and municipal natural history museums throughout the state of Idaho.

Pursuant to **§33-3012**, Idaho Code, the State Board of Education establishes the Idaho State Museum of Natural History.

Revenue and Expenditures

| Revenue | | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|------------------------|------------------|------------------|------------------|------------------|----------------|
| General Fund | \$625,400 | \$616,200 | \$642,135 | \$593,500 | |
| Total | \$625,400 | \$616,200 | \$642,135 | \$593,500 | |
| Expenditures | | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
| Personnel Costs | \$596,600 | \$599,400 | \$567,200 | \$589,300 | |
| Operating Expenditures | \$16,800 | \$16,800 | \$61,803 | \$4,200 | |
| Capital Outlay | \$12,000 | \$0 | \$13,132 | \$0 | |
| Total | \$625,400 | \$616,200 | \$642,135 | \$593,500 | |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--|----------------|----------------|----------------|----------------|
| Number of educational programs for public audiences* | 114 | 100 | 49 | 10 |
| Number of students attending museum for school group programming** | 1,449 | 2,296 | 1,262 | 775 |
| Number of K-12 (Child 4-17 years old) visiting exhibits at museum | 2,852 | 5,174 | 1,887 | 2,194 |
| Number of people reached digitally | 104,795 | 66,385 | 73,307 | 259,160 |
| Number of physical collections (by catalog #) | 394,131 | 322,476 | 331,592 | 334,391 |
| Number of traveling exhibit visitors (shows) | 39,000 (2) | 130,000 (2) | ~100,000 (1) | ~97,000 (2) |
| Number of Volunteer Hours | 1,220.5 | 1,374 | 362 | 232 |

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*Education Coordinator position in transition FY21. Permanent hire made 8/2/2021.

**Citizen science goal stalled by COVID year and turnover in education position. Will address in FY22.

†COVID closures meant 216 open days in FY20, compared to 300 open days in FY19.

FY 2021 Performance Highlights (Optional)

- 1) Bounceback year for attendance at the Museum, returning close to pre-pandemic levels.
- 2) IMNH collections gain international attention through 2 new studies examining DNA recovered from Idaho fossils including dire wolf and mammoth from Power County.
- 3) *The Nature of Idaho* radio broadcast and podcast, cohosted by IMNH Director Leif Tapanila, completed its third season of nature-focused episodes, receives 2nd Place award for general excellence from Idaho Press Club.

Part II – Performance Measures

| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|--------|-----------|----------|-----------|-----------|-----------|
| Goal 1 | | | | | | |
| <i>Demonstrate the IMNH's essential value</i> | | | | | | |
| 1. By 2025, Increase number of visitors by 25% (10,000 total) <i>Performance Measure 1.1</i> | actual | 7,080 | 7,088 | 5,191† | 6,575 | ----- |
| | target | 8667 | 8889 | 9111 | 9333 | 8000 |
| 2. By 2025, Increase number of K-12 student interactions by 50% (7,500 total) <i>Performance Measure 1.2</i> | actual | 4,301 | 7,470 | 7,359† | 4,275* | ----- |
| | target | 5250 | 5472 | 5694 | 5917 | 7500 |
| 3. By 2025, Establish 500 members <i>Performance Measure 1.3</i> | actual | 33 | 85 | 86 | 76 | ----- |
| | target | -- | -- | 100 | 200 | 200 |
| 4. By 2025, 20% members are donors <i>Performance Measure 1.4</i> | actual | -- | -- | 17 (20%) | 33 (43%) | ----- |
| | target | -- | -- | 20% | 20% | 40% |
| Goal 2 | | | | | | |
| <i>Build capacity to support sustainable growth</i> | | | | | | |
| 1. By 2025, Increase annual donations to \$75,000 <i>Performance Measure 2.1</i> | actual | \$29,203 | \$29,304 | \$34,785 | \$11,467 | ----- |
| | target | \$21,119 | \$28,816 | \$36,514 | \$44,211 | \$44,211 |
| 2. By 2025, Increase annual sponsorship to \$300,000 <i>Performance Measure 2.2</i> | actual | \$103,185 | \$74,150 | \$54,995 | \$31,670 | ----- |
| | target | \$50,975 | \$86,550 | \$122,125 | \$157,700 | \$157,700 |
| 3. By 2025, Grow staffing FTE in Education and Collections <i>Performance Measure 2.3</i> | actual | 12.1 | 10.1 | 10.1 | 10.1 | ----- |
| | target | -- | -- | -- | 10.2 | 10.1 |
| 4. By 2025, Grow Leadership Board to 15 <i>Performance Measure 2.4</i> | actual | -- | 4 | 4 | 6 | |
| | target | -- | -- | 5 | 15 | 10 |
| Goal 3 | | | | | | |
| <i>Serve a statewide mission for education and research</i> | | | | | | |
| 1. By 2025, Increase statewide audience to all 44 counties <i>Performance Measure 3.1</i> | actual | 20 | 20 | 20 | 10* | |
| | target | -- | -- | -- | 30 | 20 |
| 2. By 2025, Increase total Idaho audience by 100% <i>Performance Measure 3.2</i> | actual | 58,200 | 297,076 | 314,628 | 364,695 | |
| | target | 176,738 | 212,085 | 247,433 | 282,780 | 375,000 |

Performance Measure Explanatory Notes (Optional)

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This PMR reflects metrics under a new 5-year strategic plan that started in FY20 with the 3 Goals of (1) Demonstrate the Museums' Essential Value; (2) Build Capacity to Support Sustainable Growth; and (3) Serve a Statewide Mission for Research and Education.

Definitions for Metric benchmarks

- 1.1 Benchmark: Museum growth FY2014-FY2016 was 20% per year and reached plateau after that. Modest growth (+25% of FY2016) is ambitious for the next five years without adding exhibit space.
- 1.2 Benchmark: Includes visits to museum exhibits and educational programs. Basis FY 2016.
- 1.3 Benchmark: Development goal of adding >100 new members per year and retaining 85% annually.
- 1.4 Benchmark: 20% is development standard.
- 2.1 Benchmark: Basis of FY 2017
- 2.2 Benchmark: Basis of 300% of FY 2018
- 2.3 Benchmark: To be decided after evaluation. This is a new metric.
- 2.4 Benchmark: Final Leadership Board size of 15
- 3.1 Benchmark: Audience includes all ways in which museum content impacts Idahoans (e.g., museum visitors + travelling exhibits + radio listeners + newsletter + social media followers).
- 3.2 Benchmark: Audience includes all ways in which museum content impacts Idahoan (museum visitors + travelling exhibits + radio listeners + newsletter + social media followers). Basis from FY2017

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Part I – Agency Profile

Agency Overview

The Agricultural Research and Extension Service (ARES) is part of the land-grant system established by the Morrill Act of 1862. The University of Idaho Cooperative Extension System, established in 1915 under the Smith-Lever Act of 1914, conducts educational outreach programs to improve the quality of life for Idaho citizens by helping them apply the latest scientific technology to their communities, businesses, lives, and families. The Idaho Agricultural Experiment Station, established in 1892 under the Hatch Act of 1887, conducts fundamental and applied research to solve problems and meet the needs in Idaho's agriculture, natural resources, youth and family, and related areas.

Core Functions/Idaho Code

The College of Agriculture (now the College of Agricultural and Life Sciences) in connection with the University of Idaho was established through Idaho Code **§33-2813**. The agricultural research station as a part of the college was created by legislative assent to the Hatch Act via Idaho Code **§33-9902**. The legislative assent to the Smith-Lever Act for cooperative agricultural extension work was created through legislative assent indicated in Idaho Code **§33-2904**. Lastly, Idaho Code **§33-2908** sets out legislative assent to an act of Congress approved May 22, 1928 for the further development of agricultural extension work between the agricultural colleges in the several states receiving the benefits of the Morrill Act and authorizes the State Board of Education and Board of Regents of the University of Idaho to receive the grants of money appropriated under said act and to organize and conduct agricultural extension work which shall be carried on in connection with the College of Agriculture of the state university.

Revenue and Expenditures

| Revenue | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|-----------------------------|---------------------|---------------------|---------------------|---------------------|
| General Fund | \$31,263,300 | \$31,307,100 | \$32,530,700 | \$32,108,400 |
| Federal Grant | \$5,699,743 | \$5,699,743 | \$5,957,235 | \$5,949,491 |
| Misc Revenue | 0 | 0 | 0 | 0 |
| Restricted Equine Education | 0 | 0 | 0 | 0 |
| Total | \$36,933,043 | \$37,006,843 | \$38,487,935 | \$38,057,891 |
| Expenditures | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
| Personnel Costs | \$29,223,301 | \$30,465,306 | \$31,645,772 | \$30,703,497 |
| Operating Expenditures | \$4,313,959 | \$4,550,633 | \$4,304,211 | \$4,082,754 |
| Capital Outlay | \$2,592,383 | \$2,576,260 | \$1,319,569 | \$1,316,000 |
| Trustee/Benefit Payments | 0 | 0 | 0 | 0 |
| Total | \$36,129,643 | \$37,592,199 | \$37,269,552 | \$36,102,251 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--|----------------|----------------|----------------|----------------|
| Number of Youth Participating in 4-H (Goal 2: Objective B: Measure I) | 70,122 | 72,688 | 73,478 | 51,846* |
| Number of Individuals/Families Benefiting from Outreach Programs (Goal 2: Objective A: Measure I) | 405,739 | 425,128 | 440,793 | 220,402* |
| Peer Reviewed and Professional Scientific Publications from University of Idaho Extension (Goal 2: Objective C: Measure I) | 133 | 147 | 157 | 176 |
| Increase educational and research web traffic and views of U of I Extension Content (Goal 2: Objective D: Measure I) | 562,769 | 707,267 | 832,352 | 840,362* |

* COVID-19 deterred direct participation in 4-H and other Outreach programs.

FY 2021 Performance Highlights (Optional)

Part II – Performance Measures

| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|--|--------|---------|---------|---------|---------|---------|
| Goal 1 | | | | | | |
| <i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.</i> | | | | | | |
| 1. Amount of grant funding received per year Objective A, Measure I | actual | \$17.8M | \$17.4M | \$17.2M | \$36.1M | ----- |
| | target | \$20M | \$34.3M | \$34.3M | \$34.3M | \$34.3M |

Performance Measure Explanatory Notes (Optional)

Performance Measure Alignment with ARES Strategic Plan

- (1) Profile of Cases Managed and/or Key Services Provided: Goal 2: Engage: Objective A, B, C, D
- (2) Scholarly and Creative Activity: Goal 1: Innovate: Objective A: Performance Measure I

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Part I – Agency Profile

Agency Overview

Research mission – investigation into forestry and rangeland resource management problems, forest nursery production, and related areas. Part of the College of Natural Resources, Forest Utilization Research also includes the Rangeland Center with a legislative mandate for interdisciplinary research, education and outreach as suggested by a partner advisory council to fulfill the University's land-grant mission (Idaho Code § 38-715), and the Policy Analysis Group with a legislative mandate to provide objective data and analysis pertinent to natural resource and land-use issues as suggested by an advisory committee of Idaho's natural resource leaders (Idaho Code § 38-714).

Core Functions/Idaho Code

The duty of the Experiment Station of the University of Idaho's College of Natural Resources is to institute and conduct investigations and research into the forestry, wildlife and range problems of the lands within the state. Such problems specifically include forest and timber growing, timber products marketing, seed and nursery stock production, game and other wildlife, and forage and rangeland resources. Information resulting from cooperative investigation and research, including continuing inquiry into public policy issues pertinent to resource and land use questions of general interest to the people of Idaho, is to be published and distributed to affected industries and interests. (Idaho Code § 38-701, 38-703, 38-706, 38-707, 38-708, 38-709, 38-710, 38-711, 38-714, 38-715)

Revenue and Expenditures

| Revenue | FY 2018 | FY 2019 | FY 2020 | FY21 |
|-----------------------------------|--------------------|--------------------|--------------------|--------------------|
| General Fund | \$1,347,100 | \$1,281,100 | \$1,435,500 | \$1,421,000 |
| Total | \$1,347,100 | \$1,281,100 | \$1,435,500 | \$1,421,000 |
| Expenditures | FY 2018 | FY 2019 | | |
| Personnel Costs | \$1,106,900 | \$1,121,800 | \$1,244,200 | \$1,258,400 |
| Operating Expenditures | \$159,300 | \$159,300 | \$191,300 | \$162,600 |
| Capital Outlay | \$80,900 | \$0 | \$0 | |
| Trustee/Benefit Payments | \$0 | \$0 | \$0 | |
| FY20 1% Rescission/1% COVID/HB557 | N/A | N/A | \$31,200 | |
| FY21 5% General Fund Holdback | | | | \$71,100 |
| Total | \$1,347,100 | \$1,281,100 | \$1,435,500 | \$1,349,900 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY2021 |
|---|----------------|----------------|----------------|---------------|
| Number of Private Landowners Assisted: Pitkin Forest Nursery | 1570 | 2082 | 2093 | 2898 |
| Number of Seedling Industry Research Projects: Pitkin Forest Nursery | 5 | 7 | 6 | 6 |
| Number of: | | | | |
| • Research Projects: | | | | |
| Experimental Forest | 16 | 15 | 14 | 15 |
| Policy Analysis Group | 12 | 12 | 13 | 5 |
| Pitkin Forest Nursery | 10 | 12 | 11 | 11 |
| Rangeland Center | 25 | 27 | 21 | 19 |
| Mica Creek | N/A | N/A | 5 | 3 |
| • Teaching Projects: | | | | |
| Experimental Forest | 22 | 25 | 14 | 19 |
| Policy Analysis Group | 8 | 8 | 6 | 6 |
| Pitkin Forest Nursery | 6 | 4 | 5 | 3 |
| Rangeland Center | 12 | 14 | 15 | 10 |
| Mica Creek | N/A | N/A | 3 | 4 |
| • Service Projects: | | | | |

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| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY2021 |
|---|----------------|----------------|----------------|---------------|
| Experimental Forest | 12 | 12 | 13 | 14 |
| Policy Analysis Group | 11 | 11 | 4 | 3 |
| Pitkin Forest Nursery | 10 | 10 | 9 | 9 |
| Rangeland Center | 16 | 17 | 12 | 9 |
| Mica Creek | N/A | N/A | 1 | 1 |

FY 2020 Performance Highlights (*Optional*)

Policy Analysis Group (PAG)

FY21 with its COVID-19 restrictions presented the Policy Analysis Group (PAG) with both challenges and opportunities to completing its mission of providing timely, scientific and objective data and analysis pertinent to resource and land use questions of general interest to the people of Idaho. The primary challenge was that PAG had thrived on in-person meetings with stakeholders and we were forced to reevaluate the way in which we developed and cultivated those relationships. Secondary was the inability to fill open positions including the position of Director and Research Scientist. Neither position was successfully filled in FY21 and is evidence in the reduction of research activity. The opportunity was that online methods allowed more availability of viewing our presentations both across the rural areas of the state as well as better interactions across state lines, the country, and globally. One example would be the opportunity for PAG to present alongside researchers from multiple universities, agencies, and a representative of the U.S. Department of State regarding forestry's role in natural climate solutions to climate change. The event was viewed by over 300 participants representing more than 13 countries. On the opposite end of the spectrum is the 29th annual Family Foresters Workshop where the event participation doubled from past years with most participants coming from the Inland Northwest. In FY 2021 we hope to get back to our in-person meetings and historical staffing levels while using a virtual option to maintain that extended reach. In total PAG researchers provided seventeen structured presentations to a wide array of stakeholders reaching well over 1,200 attendees. These presentations are a function of our strong research program with PAG also completing an Idaho Experiment Station Bulletin, Report, and an Issue Brief in addition to three peer reviewed journal articles. We also leveraged our legislative support through extramural funding of over \$100,000 which allows us to support a range of undergraduate, graduate, and post-graduate research opportunities.

Pitkin Forest Nursery (Nursery)

In FY21, the Pitkin Nursery proved its resiliency by rapidly adapting to the COVID-19 pandemic to continue our mission of research, outreach, and education focused on reforestation and ecosystem restoration, as well as producing high-quality nursery stock for Idahoans. Demand for seedlings and information was at an all time high, where the Nursery provided information to 2,898 stakeholders through phone calls and emails to help achieve planting success, while selling 358,821 seedlings to 1,478 customers. Nursery personnel continued our legacy of public engagement through various events, including meeting with citizens at the Boise Capital City Public Market and the Moscow Farmers Market, and sharing research findings with land managers and private and agency nursery staff. The Nursery pursued 12 new and ongoing projects with various partners including the USDA Forest Service, PotlatchDeltic Corp., Hancock Forest Management, The Nature Conservancy, and Idaho State Department of Agriculture, Nursery and Florist Advisory Committee. New funding for research projects was \$229,770 and the combined funding for new and ongoing research was over \$1.6 million. Seedlings at the Nursery were grown by 25 UI students throughout the year, where they learned the principles of irrigation, pest identification and control, and business aspects of nursery operation. The Nursery is looking towards the future and continuing our tradition as the pre-eminent nursery program in the country due to funding allocated by the Idaho Legislature through Governor Little's Building Idaho's Future Initiative and the UI Experimental Forest to build two new state-of-the-art greenhouses. The new greenhouses will increase capacity for research, integration into college courses, professional training, and production of high-quality nursery stock.

University of Idaho Experimental Forest (UIEF)

In FY21, the University of Idaho Experimental Forest (UIEF) pursued a variety of innovative new projects that typify our role as the Idaho's Land Grant University research, demonstration and teaching forest. Over \$7 million in new proposals were submitted, and over 30 students gained forestry experience working on the UIEF. An example of advancing cutting-edge forestry research and demonstration was the UIEF partnering with Idaho Dept. of Lands,

Northwest Management, Inc., and the Intermountain Forestry Cooperative to establish itself as the first Experimental Forest nationally to have a fully digitized, individual-tree stem map of all trees on our main, 8,300-acre timberlands on Moscow Mountain to support cutting-edge, technologically advanced forest management and research. This work has been presented at numerous venues and to hundreds of managers, including the Idaho Forest Owners Association annual Forest Owners Field Day on the UIEF (75+) and Forester's Forum (250+). For the first time ever, the UIEF hosted a semester-long research seminar series in Fall 2020 with 14 weekly presentations highlighting the range of current, published forestry research on the UIEF for over 25 registered students and numerous additional participants. In 2020 the UIEF established two committees to better engage our stakeholders: a Stakeholder Advisory Committee and a Non-Motorized Recreation Committee. These groups are proving extremely helpful for engaging the public in our management, as well as our research direction and forestry-oriented recreational outreach and education activities. We further worked with IDL on a \$300,000 Western Fire Managers Grant to reduce fuels and protect FUR research investments. Our social media influence increased broadly in 2020 to over 600 followers, with posts typically receiving over 100 likes. One recent forestry post was among the most popular on the main UI Instagram account, with over 1,450. In 2020-2021 the Experimental Forest mechanized the Student Logging Crew, now in its 49th year, acquiring a new log processor and skidder for educational and workforce training. All UI forestry students will now operate this heavy equipment on the UIEF as part of their education, developing applied, hands-on knowledge and skills for operational forestry that no other 4-year forestry program in the United States offers. After many years of planning, the UIEF is restructuring our staffing in 2021 with two new positions: a Senior Research Associate to conduct applied, hands-on research of interest to our forestry stakeholder groups, and a Forest Operations Training Supervisor to work closely with the Student Logging Crew and implement research and demonstration treatments. We completed over 2 miles of new forestry education hiking trails this year, with several new parking areas to better serve the public. We implemented over 300-acres of demonstration treatments that highlight active forest management, fuels reduction, and good stewardship.

Rangeland Center (Center)

The UI Rangeland Center continued to pursue its mission to use science to find long-term solutions for managing rangelands in FY21. Faculty associated with the Center published 14 peer-reviewed journal articles on a wide range of social, economic, and ecologic issues facing Idaho's rangelands. One such article showed land managers that contamination of water was more likely caused by recreationalists and wildlife than livestock and pointed to practical solutions to address the issue. Efforts to share the knowledge gained with the livestock industry, land managers, and other scientists continued with the Idaho Rangeland Fall Forum drawing 128 people in an online event and the Idaho Range Livestock Symposium bringing in 138 individuals. Center staff played a large role in putting together the annual Society for Range Management International Meeting, which had an attendance of 1,490 for the four-day event. Leveraging external funding from granting agencies continued to be a strength for the Center, with over \$2,129,000 in funds received in FY21. These funds went to support research projects including research on effects of grazing on sage-grouse. The rangeland center also sought funding to support students, including two undergraduate students working at the University's Rinker Rock Creek Ranch.

Mica Creek Experimental Watershed (MCEW)

In FY21, the MCEW continued to build on long-term research designed to assess the effects of Idaho forest Best Management Practices on water quantity, quality, streamflow regime, aquatic macroinvertebrates, and fish populations. A highlight of the current research was the synthesis of long-term fish monitoring data across the watershed. Project personnel are currently preparing two manuscripts on the fish community response to contemporary forest management practices. Preliminary results suggest that water temperatures never exceeded thresholds stressful to cold-water species and fish populations were not adversely impacted by timber harvest operations. MCEW personnel are also continuing to collect fish population information during ongoing harvest activity in the watershed. The MCEW also continues to serve as a long-term research site for a stream metabolism study by the National Council for Air and Stream Improvement (NCASI). The goal of this study is to provide predictive information that is transferrable across multiple watersheds from the regional to national scale. Project personnel facilitated the publication of an important peer-refereed paper on the effects of contemporary forest practices on nutrient and phosphorus dynamics in a commercially managed forest watershed (Deval et al., 2021). A second peer-refereed paper on the effects of timber harvest on water yield and runoff (Zhao et al., 2021) was published using data from BCEW, and project personnel assisted in the management of media communications resulting from the project.

Part II – Performance Measures

| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|--|--------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Goal 1 | | | | | | |
| <i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.</i> | | | | | | |
| 1. Objective A, Measure I: Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities. | actual | 50 | 64 | 54 | 62 | ----- |
| | target | 49 | 51 | 52 | 52 | 54 |
| 2. Objective A, Measure II: Number and diversity of courses that use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students. | actual | 28 | 43 | 41 | 38 | ----- |
| | target | 24 | 25 | 26 | 26 | 28 |
| 3. Objective B, Measure I: An accounting of products (e.g., research reports, economic analysis, BMPs) and services (e.g., protocols for new species shared with stakeholders, policy education programs and materials provided, accessible data bases or market models). | actual | 36 | 37 | 35 | 23 | ----- |
| | target | 32 | 33 | 34 | 34 | 34 |
| 4. Objective B, Measure II: An accounting of projects recognized and given credibility by external reviewers through licensing, patenting, publishing in refereed journals, etc. | actual | 16 | 24 | 40 | 32 | ----- |
| | target | 14 <i>refereed articles</i> | 15 <i>refereed articles</i> | 16 <i>refereed articles</i> | 16 <i>refereed articles</i> | 16 <i>refereed articles</i> |
| Goal 2 | | | | | | |
| <i>Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.</i> | | | | | | |
| 5. Objective A, Measure I: Document cases: Communities served and resulting documentable impact; governmental agencies served and resulting documentable impact; non-governmental agencies and resulting documentable impact; private businesses and resulting documentable impact; and private landowners and resulting documentable impact. Meeting target numbers for audiences identified below and identifying mechanisms to measure economic and social impacts | actual | 1,835 | 2,839 | 2,842 | 3,150 | ----- |
| | target | 1,250 | 1,750 | 1,850 | 1,850 | 1,850 |
| Goal 3 | | | | | | |
| <i>Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding.</i> | | | | | | |
| 6. Objective A, Measure I: New funding sources from external granting agencies, private and public partnerships and other funding groups. | actual | 17 | 14 | 22 | 18 | ----- |
| | target | 14 | 15 | 16 | 16 | 17 |

Performance Measure Explanatory Notes (Optional)

Performance Measure #1 – Seeking 20% growth by FY2023 based on increased staff resources in 2016 that allows more faculty, staff, students and constituency groups to be involved in FUR-related scholarship activities.

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- Performance Measure #2 – Seeking 15% growth by FY2023 based on College and program goals to enhance coordination of course offerings and research.
- Performance Measure #3 – Seeking 15% growth by FY2023 based on a critical need to communicate with external stakeholders, and increase the pace of products produced.
- Performance Measure #4 – Seeking 25% growth by FY2023 based on increased staff resources in 2016 focused on research that will increase scientific outreach and communication.
- Performance Measure #5 – This is a new measure based on UI and College strategic goal to increase involvement and communication with external stakeholders. The target of 1,250 participants served was established from internal analysis of recent year participants.
- Performance Measure #6 – Seeking 25% growth based on analysis of projects started and completed in recent years, staff capacity, and the need to increase the pace of projects completed annually.

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Part I – Agency Profile

Agency Overview

The Idaho Geological Survey (IGS) is the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology. The agency is currently staffed by 11.24 state-funded FTEs and 13 externally funded temporary full and part-time employees.

The Survey's mission is to provide the state with timely and relevant geologic information. Members of the IGS fulfill this mission through applied geologic research and strong collaborations with federal and state agencies, academia, and the private sector. IGS research focuses on geologic mapping, geologic hazards, hydrogeology, geothermal energy, oil and gas, and metallic and industrial minerals. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps and publications for the agency. The IGS is also engaged in dissemination of historic mining records, community service, and earth science education. As Idaho grows, demand is increasing for geologic and geospatial information related to energy, mineral, and water resource development, and landslide and earthquake hazards.

Core Functions/Idaho Code

Idaho Code Title 47, Chapter 2, defines the authority, administration, advisory board members, functions, and duties of the IGS.

- **Section 47-201:** Creates the IGS to be administered as a special program at the University of Idaho. Specifies the purpose as the lead state agency for the collection, interpretation, and dissemination of geologic and mineral information. Establishes a Survey advisory board and designates advisory board members and terms.
- **Section 47-202:** Provides for an annual meeting of the advisory board, and location of the chief office at the University of Idaho. Specifies the director of the IGS report to the President of the University through the Vice President for Research and Economic Development. Specifies for the appointment of a state geologist.
- **Section 47-203:** Defines the duties of the IGS to conduct statewide studies in the field and in the laboratory and to prepare and publish reports on the geology, hydrology, geologic hazards, and mineral resources of Idaho. Provides for establishment of a publication fund. Allows the Survey to seek and accept funded projects from and to cooperate with other agencies. Allows satellite offices at Boise State University and Idaho State University.
- **Section 47-204:** Specifies the preparation, contents, and delivery of a Survey Annual Report.

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Revenue and Expenditures

| Revenue | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--|--------------------|--------------------|--------------------|--------------------|
| General Fund | \$1,076,540 | \$1,085,100 | \$1,123,500 | \$1,105,200 |
| Total | \$1,076,540 | \$1,085,100 | \$1,123,500 | \$1,105,200 |
| Expenditures | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
| Personnel Costs | \$880,196 | \$974,400 | \$896,832 | \$516,492 |
| Operating Expenditures | \$165,241 | \$105,336 | \$140,456 | \$368,667 |
| Capital Outlay | \$31,103 | \$5,364 | \$8,590 | \$164,741 |
| Trustee/Benefit Payments | 0 | 0 | 0 | 0 |
| Furlough Deduction | N/A | N/A | N/A | \$55,300 |
| State Cut (1%) | N/A | N/A | \$11,200 | N/A |
| COVID-19 State Cut (1%) | N/A | N/A | \$11,200 | N/A |
| State Benefits Reduction | N/A | N/A | \$2,200 | N/A |
| Return to State | N/A | N/A | \$53,022 | N/A |
| Operations/Equipment Funding from Reserves | N/A | N/A | \$58,447 | N/A |
| Total | \$1,076,540 | \$1,085,100 | \$1,181,947 | \$1,105,200 |
| BALANCE | | | -\$58,447 | |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|----------------|----------------|----------------|----------------|
| Square Miles of Geological Mapping | 271 | 269 | 269 | 428 |
| Number of Educational Programs for Public Audiences | 19 | 18 | 48 | 30 |
| Number of Geologic Reports | 8 | 14 | 13 | 15 |
| Number of Geologic Presentations | 22 | 26 | 25 | 28 |
| Number of Grants and Contracts | 10 | 10 | 15 | 16 |

FY 2021 Performance Highlights (Optional)

1. Number of Publications on Geology/Hydrology/Hazards/Mineral Resources

IGS publications increased from 11 in FY 20 to 18 in FY 21. Publications were focused on a wide array of geoscience issues and resources including mining and exploration, geologic hazards, and regional bedrock and surficial geologic maps. In addition to the 18 published products, IGS staff has produced a large number of informal deliverables, abstracts, and reports on a wide range of statewide relevant topics, including metallic and industrial minerals, natural resources, hydrogeology, oil and gas resources, regional stratigraphy, bedrock and surficial deposits, and geologic databases. The IGS publishes most of its products in-house through the Digital Mapping Laboratory, and nearly all products are made available for free download on the agency website.

2. Externally Funded Grant and Contract Dollars

IGS was funded and supported through 16 grants in FY 21 which consisted of a mix from federal, state, and private industry. Grant and contract dollars increased from \$639,902 in FY 20 to \$662,366 in FY 21. The USGS funding represent the principal source of external support for IGS, with seven concurrent awards in FY 21. In addition, funding from state agency partners (Idaho Department of Water Resources, Idaho Transportation Department, Idaho Office of Emergency Management, and Idaho Department of Lands) has enabled hydrogeologic projects in the Big Lost River Valley and Raft River Valley, the development of a statewide landslide database, an update to Idaho's active fault database, and continuation of abandoned mines/data preservation efforts (in association with USGS). Non-government support from the private sector includes geologic mapping in the De Lamar and Swisher Mountain quadrangles in the historic DeLamar mining district by Integra Resources Inc. and geologic mapping in the Yellow Pine quadrangle adjacent to the Stibnite mining district by Wilmat Petroleum Company.

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Part II – Performance Measures

| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|--|--------|---------|----------------------|--------------------|---------------------|---------|
| Goal 1 | | | | | | |
| Achieve excellence in collecting and disseminating geologic information and mineral data to the public, governmental agencies, elected officials, educational institutions, civic and professional organizations, and the mining, energy, agriculture, utility, construction, insurance, and banking industries. Continue to strive for increased efficiency and access to survey information primarily through publications, website products, in-house collections, and customer inquiries. Emphasize website delivery of digital products and compliance with new revision of state documents requirements (Idaho Statute 33-2505). | | | | | | |
| 1. Number of Published Reports on Geology/Hydrology/Geohazards/Mineral & Energy Resources Goal 1. Objective A, Measure I | actual | 31 | 11 | 11 | 18 | ----- |
| | target | 39 | 20 | 25 | 11 | 11 |
| 2. Number of Website Viewers Goal 1. Objective B, Measure I | actual | 487,249 | 137,863 ¹ | 278,919 | 21,388 ³ | ----- |
| | target | NA | NA | NA | 140,000 | 279,000 |
| 3. Number of Website Products Used or Downloaded Goal 1. Objective B, Measure II | actual | 229,893 | ----- ² | ----- ² | 5,621 ³ | ----- |
| | target | 191,709 | 215,000 | 252,882 | 40,000 | 40,000 |
| 4. Percentage of Survey documents available through these programs Goal 1. Objective C, Measure I | actual | ~99% | ~99% | ~99% | ~99% | ----- |
| | target | ~99% | ~99% | ~99% | ~99% | ~99% |
| 5. Percentage of published Geologic Maps that are uploaded to the national website depicting detailed geologic mapping in Idaho Goal 1. Objective D, Measure I | actual | 100% | 100% | 100% | 100% | ----- |
| | target | 100% | 100% | 100% | 100% | 100% |

¹Due to the implementation of a different web statistic tool, the actual measure for FY 19 may be different than what was reported in previous Performance Reports.

²We did not have the data to calculate this measure due to the ongoing implementation of a different web statistic tool on our website. An estimate for this measure for FY 19 was reported in the FY 21 Strategic Plan in error.

³We launched our new website and started collecting web stats on April 29, 2021, so these measures are only for the period between April 29, 2021 and June 30, 2021. Caution should be used when comparing FY 21 web stats to previous years as we started using a new web statistic tool on April 29, 2021. The number of website viewers extrapolated over the entire fiscal year would be 123,622, and the number of website products used or downloaded would be 32,489.

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| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|--|--------|-----------|-----------|-----------|-----------|-----------|
| Goal 2 | | | | | | |
| Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping and applied research activities. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, state and federal land management agencies, and industry partners. | | | | | | |
| 6. Increase the geologic map coverage of Idaho by mapping priority areas of socioeconomic importance. Identify and study areas with geologic resources of economic importance and identify and study areas that are predisposed to geologic hazards. Goal 2. Objective A, Measure I | actual | 37.9% | 38.2% | 38.2% | 38.7% | ----- |
| | target | 37.8% | 40.5% | 39.1% | 38.6% | 38.6% |
| 7. Increase externally funded grant and contract dollars with a particular focus of securing new sources of funding from the private sector. Goal 2. Objective B, Measure I | actual | \$393,622 | \$396,556 | \$639,902 | \$662,366 | ----- |
| | target | \$457,794 | \$467,923 | \$485,000 | \$500,000 | \$500,000 |
| Goal 3 | | | | | | |
| Support knowledge and understanding of Idaho's geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning. | | | | | | |
| 8. Number of educational programs provided to public and private schools and the public at large. Goal 3. Objective A, Measure I | actual | 19 | 18 | 48 | 30 | ----- |
| | target | 19 | 15 | 19 | 18 | 18 |

Performance Measure Explanatory Notes (Optional)

For Goal 1, Objective A, Measure I, the target for the number and scope of published reports is to be equal to or greater than the last full fiscal year reported, given comparable scope and staffing levels, as stated in the Strategic Plan. For the FY 22 benchmark, this corresponds to 11 publications produced in FY 20. The Strategic Plan specifies the number of publications produced each year is dependent on the scope of the publications; some years we publish many small-scope publications, and other years we focus on a few large-scope publications.

FY 21 Grants and Contracts

Abandoned Mine Lands Project, Task 5: R.S. Lewis (Idaho Department of Lands, March 2019-April 2021, \$141,677).

Abandoned Mine Lands Project, Task 6: R.S. Lewis (Idaho Department of Lands, April 2021-March 2023, \$169,445).

Data Preservation 12: R.S. Lewis and V.S. Gillerman (U.S. Geological Survey Data Preservation Program, July 2019-July 2020, \$67,496).

Data Preservation 13: R.S. Lewis and V.S. Gillerman (U.S. Geological Survey Data Preservation Program, July 2020-July 2021, \$68,505).

Detailed Mapping of the Holocene- and Late Quaternary-Active Traces of Northern Utah/Southern Idaho Active faults: Collaborative Research with Idaho Geological Survey and Utah Geological Survey: Z.M. Lifton (U.S. Geological Survey National Earthquake Hazard Reduction Program, July 2019-December 2020, \$28,218.56).

FY 21 Grants and Contracts (continued)

Development of a Statewide Landslide Inventory Database: Z.M. Lifton (Idaho Transportation Department Research Grant, October 2018-December 2020, \$90,114).

Geologic Mapping of De Lamar and Swisher Mountain 7.5' Quadrangles: V.S. Gillerman and D.M. Feeney (Integra Resources, May 2019-June 2021, \$ 103,261).

Geologic Mapping in the Idaho Cobalt Belt: R.S. Lewis (U.S. Geological Survey Earth-MRI Program, August 2019-October 2021, \$100,000).

Geologic Mapping in the Preston, Weiser, Salmon, and Elk City areas: R.S. Lewis and D.M. Feeney (U.S. Geological Survey STATEMAP Program, June 2020-May 2021, \$162,342).

Geologic Map Schema Databases for Weiser, Salmon, and Rexburg: R.S. Lewis and D.M. Feeney (U.S. Geological Survey STATEMAP Program, June 2020-May 2021, \$156,050).

Geologic Mapping in the Yellow Pine quadrangle: R.S. Lewis (Wilmat Petroleum Company, May 2019-September 2020, \$39,999).

Groundwater Budget for the Big Lost River Valley: A.L. Clark (Idaho Department of Water Resources, December 2018-October 2021, \$125,000).

Mapping and Neotectonic Investigation of the Sawtooth Fault, Central Idaho: Collaborative Research with Idaho Geological Survey, Idaho State University, and BGC Engineering, Inc.: Z.M. Lifton (U.S. Geological Survey National Earthquake Hazard Reduction Program, June 2021-May 2022, \$23,528.60).

Raft River Valley Hydrogeologic Investigation Phase 1: A.L. Clark (Idaho Department of Water Resources, December 2019-November 2020, \$107,500).

Raft River Basin Hydrogeologic Investigation – Phase 2 (Hydrogeologic Framework and Water Budget): A.L. Clark (Idaho Department of Water Resources, January 2021-December 2023, \$375,000).

Update to Idaho's Active Fault Database: Z.M. Lifton (Idaho Office of Emergency Management, October 2020-July 2021, \$40,945.00).

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Part I – Agency Profile

Agency Overview

The W-I (Washington-Idaho) Veterinary Medicine Program is administered in Idaho by the Head of the Department of Animal, Veterinary, and Food Sciences, College of Agricultural and Life Sciences, University of Idaho. Originally established in 1974, the W-I Program annually provides 44 Idaho residents with access to a veterinary medical education through a cooperative agreement between the University of Idaho and Washington State University (WSU). The Doctor of Veterinary Medicine (DVM) degree is awarded by Washington State University, College of Veterinary Medicine (WSU/CVM) to students from Idaho. The University of Idaho provides experiential learning opportunities for most of the veterinary students who have an expressed interest in production agriculture and who elect food animal production medicine rotations offered by U of I faculty throughout the state. The program includes partners at Montana State University and Utah State University creating the Washington-Idaho-Montana-Utah (WIMU) regional program in veterinary medicine.

Core Functions/Idaho Code

Idaho Code § 33-3720. Professional Studies Program: Authorizes the State Board of Education to enter into contract agreements to provide access for Idaho residents to qualified professional studies programs, including the Washington-Idaho W-I (formerly WOI) Veterinary Medical Education Program [33-3717B (7)]. The original Tri-State [Washington-Oregon-Idaho (WOI)] Veterinary Education Program was authorized by the Idaho Legislature in 1973.

The University of Idaho (through the Idaho State Board of Education) contracts with WSU/CVM for admission of 11 new Idaho resident students per year; a total of 44 Idaho resident students are supported in the 4-year program annually by the Idaho contract. In addition, the program provides support for students in their 4th year of veterinary school to participate in the equivalent of 65, one-month clinical rotations specifically related to food animal production medicine offered by University of Idaho faculty. Faculty members interact with Idaho veterinarians and livestock producers providing education and recommendations concerning animal production, diagnosis and clinical assessment of disease situations.

Core Functions include:

1. Providing access to veterinary medical education at WSU/CVM for Idaho residents – the current W-I contract reserves 44 seats per year for veterinary medical students with Idaho residency.
2. Assisting Idaho in meeting its needs for veterinarians – provide Idaho-trained, Idaho-resident graduate veterinarians to meet annual employment demands for the State.
3. Providing hands-on experiential learning opportunities for senior veterinary students by teaching supplemental core rotations in food animal production medicine and clinical experience, which are offered year-round throughout Idaho.
4. Providing access to referral services for Idaho veterinarians in the areas of food animal production, diagnosis, and clinical evaluation of diseases through conduct of on-farm disease investigations for herd problems as requested by Idaho veterinarians and livestock producers.

Revenue and Expenditures

| Revenue | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--------------------------|--------------------|--------------------|--------------------|--------------------|
| General Fund | \$2,076,100 | \$2,116,500 | \$2,159,900 | \$2,100,200 |
| Total | \$2,076,100 | \$2,116,500 | \$2,159,900 | \$2,100,200 |
| Expenditures | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
| Personnel Costs | \$456,052 | \$485,157 | \$ 505,015 | \$543,700 |
| Operating Expenditures | \$1,442,681 | \$1,513,833 | \$1,554,085 | \$1,456,500 |
| Capital Outlay | \$77,367 | \$17,510 | | |
| Trustee/Benefit Payments | \$100,000 | \$100,000 | \$100,000 | \$100,000 |
| Total | \$2,076,100 | \$2,116,500 | \$2,159,100 | \$2,100,200 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--|----------------|----------------|----------------|----------------|
| Number of Idaho Resident Students Enrolled Each Year | 43 | 44 | 44 | 47 |
| Number of One-Month Student Rotations (or equivalent) offered by UI faculty through WIMU | 65 | 32 | 31 | 11 |

FY 2021 Performance Highlights (Optional)

Part II – Performance Measures

| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|---|--------|----------------|-----------------|-----------------|-----------------|----------------|
| 1. Offer elective rotations in food animal medicine for experiential learning opportunities. (Goal 1, Objective A, Measure I) | actual | 43 | 38 | 36 | 22 | ----- |
| | target | 40 | 40 | 40 | 40 | 40 |
| 2. Student placement in the Northwest Bovine Veterinary Experience Program (NW-BVEP). (Goal 1, Objective B, Measure I) | actual | 8 | 11 | 11 | 0* | ----- |
| | target | 12 | 12 | 12 | 12 | 12 |
| 3. Number and (percentage) of Idaho resident graduates licensed to practice veterinary medicine in Idaho. (Goal 1, Objective C, Measure I) | actual | 3 (30%) | 7 (64%) | 6 (55%**) | 4 (50%)*** | ----- |
| | target | 7 (64%) | 7 (64%) | 7 (64%) | 7 (64%) | 7 (64%) |
| 4. Number of grant awards received per year and amount of grant funding received per year by WIMU faculty. (Goal 2, Objective A, Measure I) | actual | 1/ \$12,000 | 3/ \$120,500 | 2/ \$112,000 | 3/ \$311,897 | ----- |
| | target | 4/\$200,000 | 4/\$200,000 | 4/\$200,000 | 4/\$200,000 | 4/\$200,000 |

*The program was cancelled in FY 2021 due to COVID-19.

**The percentage was corrected from the previous year's performance report.

***Only 8 Idaho residents graduated in FY 2021.

Performance Measure Explanatory Notes (Optional)

Performance Measure 1 was modified to include all rotations offered by the University of Idaho as the Caine Center has been decommissioned with veterinary rotations offered at other locations.

Goal 1, Measure I FY 2019 reflects rotations offered by the University of Idaho at locations throughout the state.

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Part I – Agency Profile

Agency Overview

WWAMI is Idaho's state funded medical school and is under the leadership and institutional mission of the University of Idaho (UI), in partnership with the University of Washington School of Medicine (UWSOM) since 1972. In August 2015, we began a new UWSOM medical school curriculum at all six regional WWAMI sites. Students started with a multi-week clinical immersion experience, intensively learning the clinical skills and professional habits to serve them throughout their careers. Students spend a full day each week learning and practicing clinical skills for their first 18 months in a community primary care clinic and in workshops. This is in addition to their hospital-based "Colleges" training with a faculty mentor and small group of peers. This new curriculum allows our students to be on the University of Idaho campus for up to 4 terms, instead of the previous 2 terms. It also provides our medical students with the option to spend most of all four years of medical education in the State of Idaho. WWAMI enrolls 40 students per class with the first 18 months on the Moscow Campus, followed by the third- and four-year clinical rotations in Idaho and the five state WWAMI region.

The Director for the Foundation Phase of WWAMI reports to the Provost and Executive Vice President at the University of Idaho, and functions as an Assistant Dean of the UWSOM. Two Assistant Deans for the Patient Care Phase (3rd year) and the Explore and Focus Phase (4th year) are located in Boise and report to the Vice Dean for Academic, Rural and Regional Affairs at UWSOM. WWAMI at UI employs thirty-four part-time faculty (shared with other academic programs, as well as hospitals and clinics), five administrative staff and 12 employees involved in the rural medical research programs (ECHO and AHEC). Idaho students admitted to WWAMI are interviewed and selected by the Idaho Admissions Committee, a group of seven physicians appointed by the Idaho State Board of Education and UWSOM. The ten work in cooperation with the University of Washington School of Medicine Admissions Committee to admit students. All applicant interviews have been conducted through a web conferencing platform since the Covid-19 pandemic of 2020.

Idaho WWAMI is committed to helping prepare physicians for medical practice in Idaho, regardless of eventual specialty selection, as well as increasing the number of physicians who choose to practice in rural or underserved areas. In FY21, WWAMI-affiliated faculty at UI has successfully brought in \$2.2M of research funding into Idaho from agencies such as the National Science Foundation (NSF), the National Institute of Health (NIH) and the Department of Health and Human Services (DHHS). In 2018, the University of Idaho WWAMI launched its ECHO Idaho program (Extension for Community Healthcare Outcomes) and is growing this evidence-based learning model that develops knowledge and capacity among healthcare providers. Over the past 3 years, the ECHO Idaho program has been successful in bringing in over \$2M in grant funding to be used to expand the program throughout Idaho. In 2018, UI WWAMI launched its first Northern Idaho Health Education Center, a subcontract through the University of Washington Medicine. This \$385,000, five-year grant continues to help develop and implement education and training activities within the pipeline and strengthen partnerships in rural communities throughout the State of Idaho. Cutting-edge research prepares the next generation of doctors to be well-informed and at the forefront of clinical medical practice. The WWAMI faculty at the University of Idaho and our clinical/research faculty in Boise, Pocatello, Jerome, Caldwell, Coeur d'Alene, Idaho Falls, McCall, Sandpoint, Hailey, and other rural training communities are committed to being dynamic teachers and informed biomedical scholars.

In addition, Idaho WWAMI goals include the continued development of humanitarian and service interests of our medical students, and recruitment from groups within Idaho that are traditionally underrepresented in medical school populations. WWAMI has established outreach programs to high schools and community colleges to encourage and prepare talented Idaho students from rural, first generation-college student, underprivileged, or minority backgrounds who have an interest in medicine and health careers.

Core Functions/Idaho Code

The core function of Idaho WWAMI at the University of Idaho is to provide qualified Idaho residents with access to and education in medical training as part of the Idaho State Board of Education's contract with the University of Washington School of Medicine. Idaho Code §33-3720 authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs, and specifically, the WWAMI Medical Education Program (33-3717B(7)).

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Revenue and Expenditures

| Revenue | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|--------------------------|------------------------|--------------------|--------------------|------------------|
| General Fund | \$5,303,400 | \$6,399,500 | \$6,830,600 | \$6,575,600 |
| Unrestricted Current | 1,757,741 | 2,252,380 | 2,055,775 | 2,417,850 |
| Total | \$7,061,141 | \$8,651,880 | \$8,886,375 | 8,993,450 |
| Expenditures | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
| Personnel Costs | \$1,922,826 | \$2,107,967 | \$2,249,561 | \$2,484,288 |
| Operating Expenditures | 2,506,996 ⁷ | 1,624,360 | 770,193 | 2,121,764 |
| Capital Outlay | 218,117 | 106,774 | 66,746 | 92,220 |
| Trustee/Benefit Payments | 3,803,860 | 4,174,734 | 4,436,674 | 4,566,008 |
| Total | 8,451,799 | \$8,013,835 | \$7,523,174 | 9,264,280 |

Profile of Cases Managed and/or Key Services Provided

| Cases Managed and/or Key Services Provided | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---|----------------|----------------|----------------|----------------|
| Number of Idaho Students Applying to UW Medical School (WWAMI) | 163 | 183 | 184 | 182 |
| Number of Idaho Students Enrolled Each Year | 40 | 40 | 40 | 40 |
| Number/Percentage of Idaho WWAMI Graduates who have practiced in Idaho (cumulative) | 51% | 51% | 51% | 50% |

FY 2021 Performance Highlights

For FY 2021, WWAMI was able to meet or exceed all our performance measures as evidence from our medical student performance and medical curriculum. A critical program in WWAMI is ECHO Idaho. Project ECHO (Extension for Community Health Outcomes) is a telehealth mentoring model that expands access to specialty and high-quality health care for complex medical conditions throughout Idaho. The ECHO Idaho project uses videoconferencing technology to leverage scarce resources that build the capacity of rural and frontier healthcare teams to treat complicated patients they would otherwise refer to one of Idaho's more populous areas. The ECHO Idaho project is a collaborative educational resource for all medical students, residents, and other learners in health professions programs within the state as well as for Idaho's practicing health care providers. ECHO Idaho began in March of 2018 offering two programs in Opioid Addiction and Treatment and Behavioral Health/Mental Health. Since opening ECHO Idaho, we have had tremendous statewide participation and support and have grown the program to five (Opioid Addiction and Treatment, Behavioral Health in Primary Care, Perinatal Substance Use Disorder, COVID-19 and Syphilis in Pregnancy) in 2020. Participants join from across the state, representing 44 counties, 136 cities, and 568 organizations including hospitals and clinics, Federally Qualified Health Centers, Idaho Department of Health and medical education. Collectively, over 1500 participants have received 7,135 hours of free continuing medical education.

Part II – Performance Measures

| Performance Measure | | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 |
|--|--------|-------------------|-------------------|-------------------|---------------------|-------------------|
| GOAL 1: A WELL, EDUCATED CITIZENRY –Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means. | | | | | | |
| 1. Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho. (334 returning physicians/655 total residency graduates). | actual | 51% | 51% | 51% | 50% | ---- |
| | target | 41% ¹ | 55% ¹ | 55% ¹ | 55% ¹ | 55% ¹ |
| GOAL 2: CRITICAL THINKING AND INNOVATION - WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of Idaho's people and communities. | | | | | | |
| 2. WWAMI faculty funding from competitive federally funded grants. | actual | \$1M | \$2M | \$2.5M | \$2.2M | ---- |
| | target | \$1M ² | \$1M ² | \$2M ² | \$1.4M ² | \$2M ² |
| 3. Percentage of Idaho WWAMI students participating in medical research (laboratory and/or community health). | actual | 100% | 100% | 100% | 100% | |
| | target | 100% ³ | 100% ³ | 100% ³ | 100% ³ | 100% ³ |
| GOAL 3: Effective and Efficient Delivery Systems – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho. | | | | | | |
| 4. The number of WWAMI rural summer training placements in Idaho each year. | actual | 29 | 24 | 20 | 20 | ---- |
| | target | 20 ⁴ | 20 ⁴ | 20 ⁴ | 20 ⁴ | 20 ⁴ |
| 5. Percent of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, and OB/GYN specialties for residency training each year. | actual | 67% | 61% | 68% | 58% | ---- |
| | target | 50% ⁵ | 50% ⁵ | 50% ⁵ | 50% ⁵ | 50% ⁵ |
| 6. Pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training. | actual | 95% | 96% | 98% | 98% | ---- |
| | target | 94% ⁶ | 94% ⁶ | 94% ⁶ | 97% ⁶ | 97% ⁶ |

Performance Measure Explanatory Notes

Association of American Medical Colleges (AAMC) Applicants and Matriculate Data:

<https://www.aamc.org/data/facts/applicantmatriculant/>

1. Target rate is 55% – national average or better. The benchmark is 39%, the national average of students that return to their native state to practice medicine. In Idaho, the return rate was 50%. (341 returning physicians/689 residency graduates). (Reference: 2018 State Physician Workforce Book), <https://www.aamc.org/what-we-do/mission-areas/patient-care/workforce-studies/reports>
2. This target rate is per WWAMI mission.
3. This target rate is per WWAMI mission.
4. The target is 50% interest in rural training experiences in the Rural Underserved Opportunities Program (RUOP). (50% of 40 students is 20 students)
5. Based on national standards for workforce specialties.
6. U.S. Pass Rate (reference: USMLE Performance Data, <https://www.usmle.org/performance-data/>) (National Pass rate has increased from 91% to 97%).

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| PERFORMANCE FOR FISCAL YEAR | | | | | | | |
|---|--|-----------------------|--------------|----------|----------|----------|-------------------|
| Goal/Objective | Performance Measure | Benchmark | FY2016 | FY2017 | FY2018 | FY2019 | FY2020 FY2021 |
| Goal 1: American Indian Academic Excellence | | | | | | | |
| <u>Goal 1, Objective A: Access</u> | Percentage increase of American Indian students who applied for the Opportunity Scholarship (Tribal affiliation indicated in application) ¹ | 5% per year | 31 | 22 | 37 | 61 | 51 46 |
| | Number of American Indian students who receive the Opportunity Scholarship (Tribal Affiliation) ¹ | 20 students | <5 | 9 | 14 | 19 | 18 19 |
| | Percentage of American Indian students who complete the FAFSA by the priority deadline | 100% of students | NA | NA | NA | NA | NA NA |
| | Number of American Indian students who participated in Advanced Opportunities ² | | 141 | 181 | 135 | 172 | 166 143 |
| | AP | | 37 | 38 | 32 | 51 | 47 41 |
| | IB | | 7 | <5 | <5 | 6 | <5 <5 |
| | Dual Credit (Earned) ² | 125 students per year | 54 | 75 | 68 | 97 | 81 74 |
| | TechPrep | 10% by year | 104 | 142 | 104 | 115 | 96 45 |
| | IndustryCert | | | | | <5 | 5 15 |
| | AP Exam (three or higher) | 10% by year | 20 - 39% | 40 - 59% | 30 - 39% | 30 - 39% | 40 - 44% 45 - 50% |
| Goal 1, Objective B: Higher Level of Educational Attainment | | | | | | | |
| | Number of American Indian students enrolled in postsecondary institutions after Idaho high school graduation (12 month Go On population) | 400 | 70 | 84 | 67 | 74 | 78 NA |
| | Number of American Indian students scoring proficient or higher on spring IRI | 10% each year | NA | NA | NA | 48.1% | NA 43.6% |
| | Number of American Indian students scoring proficient or higher on math ISAT | 10% each year | NA | 21% | 21% | 22% | NA 17.0% |
| | Number of American Indian students scoring proficient or higher on ELA ISAT | 10% each year | NA | 30% | 32% | 32% | NA 28.5% |
| | Percentage of American Indian students that articulate to postsecondary education (Go on within 12 months) | 60% | 42% | 42% | 43% | 39% | 39% NA |
| | Time to completion for American Indian students | 5 Years | NA | NA | NA | NA | NA NA |
| | Graduating rates for American Indian students (150% time to degree completion) | 26% each year | 21% | 23% | 33% | 26% | 31% 36% |
| | Percentage of American Indian students earning a postsecondary degree after 5 years (degree counts reported) | | | | | | |
| | Associate ¹⁰ | 48 | 45 | 49 | 51 | 60 | 53 56 |
| | Baccalaureate ¹⁰ | 75 | 78 | 90 | 95 | 68 | 89 74 |
| | Master ¹⁰ | 16 | 18 | 25 | 17 | 23 | 26 25 |
| | Doctorate ¹⁰ | 5 | <5 | 8 | 6 | 10 | <5 9 |
| Goal 1, Objective C: Quality of Instruction | | | | | | | |
| | Percentage of highly qualified teachers in targeted schools | 100% | | NA | NA | NA | NA NA |
| | Inclusion of a culturally relevant pedagogy in the teacher preparation standards | 3 Credits | | NA | NA | NA | NA NA |
| | Credits required in Idaho tribal history for certification | 3 Credits | Not required | NA | NA | NA | NA NA |
| | Number of certified American Indian educators in the state | | | | | | |
| | Teachers | TBA | 53 | 51 | 54 | 51 | 57 NA |
| | Administrators | TBA | 3 | 4 | 5 | 4 | 4 NA |
| | Counselors | TBA | 1 | 1 | 2 | 2 | 2 NA |
| Goal 2: Culturally Relevant Pedagogy | | | | | | | |
| <u>Goal 2, Objective A: Integration into the Professional Practice</u> | Number of education professional development credits in culturally responsive teaching | TBA | | NA | NA | NA | NA NA |
| <u>Goal 2, Objective B: Knowledge of Federal Policies and Idaho's Indian Tribes</u> | Include Idaho's tribal culture, history, and government in the K-12 content standards | Completed by 2018 | | NA | NA | NA | NA NA |
| | Include tribal federal policies and Idaho tribal government in colleges of education teacher, counselor, and administrator certification programs | 3 Credits | | NA | NA | NA | NA NA |
| ¹ American Indian students as identified by answering "Yes" to the question "Are you an enrolled member of an Idaho tribe?" in scholarship application. ² SDE Report Card data, Dual Credit limited to students with earned course credits (SLDS data) ¹⁰ FY201totals are preliminary and subject to change on subsequent data pulls | | | | | | | |

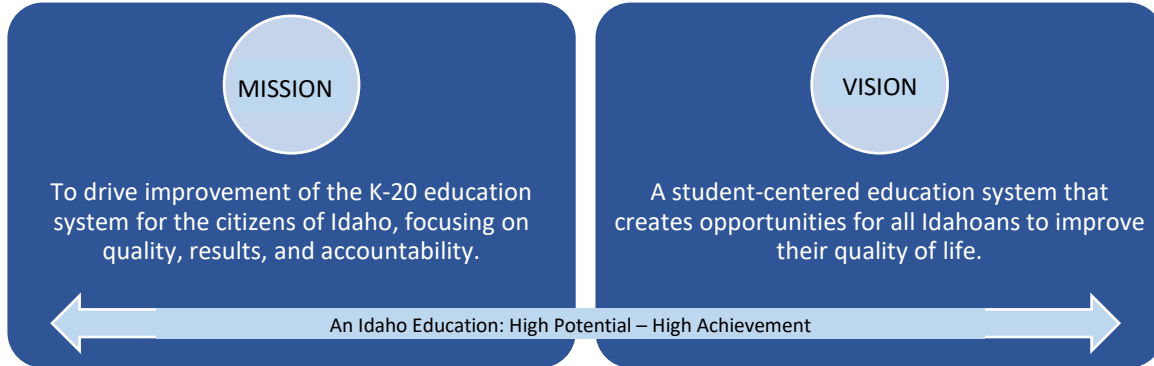
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| HIGHER EDUCATION RESEARCH COUNCIL - PERFORMANCE MEASURES | | | | | | | |
|--|-------------------------------------|---------------------------------------|---------------------------------------|---|---|---|---|
| Goal 1: Increased research at, and collaboration among, Idaho universities and colleges to advance research strengths and opportunities pertaining to critical issues in Idaho, while also providing a vision for national and global impact. | | | | | | | |
| Objective 1.A: Ensure growth and sustainability of public university research efforts. | | | | | | | |
| Performance Measure | FY 2016 | FY 2017 | FY2018 | FY2019 | FY2020 | FY2021 | Benchmark |
| Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey | \$154,989,123 | \$163,093,485 | \$171,052,983 | \$166,564,099 | \$170,635,458 | NA | 10% annual increase |
| Objective 1.B: Ensure the growth and sustainability of the existing collaborative research at the Center for Advanced Energy Studies (CAES). | | | | | | | |
| Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey. | \$8,561,218 | \$9,489,612 | \$11,022,015 | \$11,724,216 | \$13,187,742 | NA | 10% annual increase |
| Objective 1.C: Expand joint research ventures among the state universities. | | | | | | | |
| Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction). | 92 | 119 | 100 | 82 | 94 | 82 | 50% annual increase |
| Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction). | 58 | 70 | 76 | 69 | 50 | 34 | 30% annual increase |
| Establish/fund at least one HERC-directed research project per year which collaborates with one other Idaho university that directly addresses issues of particular importance to the State of Idaho. | NA | NA | NA | UI*/BSU/ISU - Dr. Karen Humes - Integrated Water, Energy and Waste Management | | | 1 per year |
| Goal 2: Create research and development opportunities that strengthen the relationship between state universities and the private sector. | | | | | | | |
| Objective 2.A: Increase the number of sponsored projects involving the private sector. | | | | | | | |
| Performance Measure | FY 2016 | FY 2017 | FY2018 | FY2019 | FY2020 | FY2021 | Benchmark |
| Number of new sponsored projects involving the private sector. | 165 | 163 | 172 | 202 | 206 | 193 | 50% annual increase |
| Goal 3: Contribute to the economic development of the State of Idaho. | | | | | | | |
| Objective 3.A: Increase the amount of university-generated intellectual property introduced into the marketplace. | | | | | | | |
| Performance Measure | FY 2016 | FY 2017 | FY2018 | FY2019 | FY2020 | FY2021 | Benchmark |
| Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]). | 44 | 33 | 29 | 29 | 28 | 37 | 15% annual increase |
| Number of invention disclosures (including biomic varieties) | 40 | 38 | 45 | 46 | 58 | 49 | 1 for every \$2M of research expenditures |
| Amount of licensing revenues. | \$724,316 | \$1,271,819 | \$ 1,869,718 | \$ 2,607,055 | \$ 3,450,773 | \$ 2,626,859 | 10% annual increase |
| Number of startup companies. | 8 | 1 | 1 | 1 | 0 | 0 | 10% annual increase |
| Goal 4: Enhance learning and professional development through research and scholarly activity. | | | | | | | |
| Objective 4.A: Increase the number of university and college students and staff involved in sponsored project activities. | | | | | | | |
| Performance Measure | FY 2016 | FY 2017 | FY2018 | FY2019 | FY2020 | FY2021 | Benchmark |
| Number of undergraduate students paid from sponsored projects. | 1,683 | 1,811 | 2,100 | 1,926 | 1,993 | 2,050 | 20% annual increase |
| Number of graduate students paid from sponsored projects. | 636 | 716 | 656 | 592 | 536 | 530 | 20% annual increase |
| Percentage of baccalaureate students who graduated in STEM disciplines and had a research experience. | UI: 60.4%, BSU: N/A, ISU: 13% | UI: 66.0%, BSU: N/A, ISU: 12.1% | UI: 62.7%, BSU: N/A, ISU: 19.6% | UI: 64.4%, BSU: N/A, ISU: 12.7% | UI: 58.1%, BSU: N/A, ISU: 19.1% | UI: 57.6%, BSU: N/A, ISU: 19.0% | 20% annual increase |
| Number of faculty and staff paid from sponsored projects. | 2,272 | 2,383 | 2,418 | 2,446 | 2,484 | 2,563 | 20% annual increase |
| K-20 Statewide Stratgic Plan Performance Measures | FY 2016 | FY 2017 | FY2018 | FY2019 | FY2020 | FY2021 | Benchmark |
| Percentage of students participating in undergraduate research. | 48% | 51% | UI: 61%, BSU: 37%, ISU: 45% | UI: 58.4%, BSU: 43.0%, ISU: 37.7% | UI: 59.6%, BSU: 43.0%, ISU: 36.2% | UI: 55.5%, BSU: 34.0%, ISU: 37.0% | 30% |
| Number of student internships | 2,294 | 2,177 | 2,156 | 2,127 | 2,174 | 2,020 | |



Idaho K-20 Public Education - Strategic Plan



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.



FY2022-2027
Idaho K-20 Public Education - Strategic Plan
(Approved February 2021)

An Idaho Education: High Potential – High Achievement

MISSION STATEMENT

To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

VISION STATEMENT

A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

GUIDING VALUES

- Access
- Innovation
- Preparedness
- Resilience

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT (systemness) – 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 FY2022

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% 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%
4 year – less than 20%³

GOAL 2: EDUCATIONAL READINESS (student-centered) – 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. **Performance of students scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).**
Benchmark: TBD (Benchmark will be set after Spring 2021 IRI results received)
- II. **Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).**
Benchmark: TBD (Benchmark will be set after Spring 2021 IRI results received)
- III. **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 |

- IV. **High School Cohort Graduation rate.**
Benchmark: 95%³ or more
- V. **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
- VI. **Percent of high school graduates who participated in one or more advanced opportunities.**
Benchmark: 80%¹ or more
- VII. **Percent of dual credit students who graduate high school with an Associates Degree.**
Benchmark: 3%² or more
- VIII. **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

GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – 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 conferred, by institution per year:**
 - a) Certificates
 - b) Associate degrees
 - c) Baccalaureate degrees

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| Total number of certificates/degrees produced, by institution annually | Benchmark |
|--|-----------|
| Certificates of at least one year | TBD |
| College of Eastern Idaho | TBD |
| College of Southern Idaho | TBD |
| College of Western Idaho | TBD |
| North Idaho College | TBD |
| Boise State University | TBD |
| Idaho State University | TBD |
| Lewis-Clark State College | TBD |
| University of Idaho | TBD |
| Associate degrees | TBD |
| College of Eastern Idaho | TBD |
| College of Southern Idaho | TBD |
| College of Western Idaho | TBD |
| North Idaho College | TBD |
| Boise State University | TBD |
| Idaho State University | TBD |
| Lewis-Clark State College | TBD |
| University of Idaho | TBD |
| Baccalaureate degrees | TBD |
| Boise State University | TBD |
| Idaho State University | TBD |
| Lewis-Clark State College | TBD |
| University of Idaho | TBD |

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: 69/138² or less
Benchmark: non-transfer students: 69/138² 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: 3,000⁶ or more, \$16M⁷ or more
- II. **Proportion of postsecondary graduates with student loan debt.**
Benchmark: 50% or less⁸
- III. **Percent of high school graduates 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 peers⁴ (using IPEDS calculation)
- VI. **Expense per student FTE**
Benchmark: \$20,000⁴ or less
- VII. **Number of degrees produced**
Benchmark: 15,000³ or more

GOAL 4: WORKFORCE READINESS (opportunity) – 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 institution⁴
- III. **Percent of non - STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).**
Benchmark:
- 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: 8¹⁰ 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.

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).

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.

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SUBJECT

Board Committee Initiatives and Priorities

REFERENCE

| | |
|-------------------|--|
| October 21, 2020 | Board received update on IRSA Committee Initiatives. |
| December 17, 2020 | Board received update on PPGA and BAHF Committee Initiatives |

BACKGROUND/DISCUSSION

The Board by-laws establish four “Committees of the Board” and the purpose, composition, and responsibility of each of these committees. These standing committees of the Board are the Planning, Policy and Governmental Affairs Committee; Business Affairs and Human Resource Committee; Instruction, Research and Student Affairs Committee; and Audit Committee. Further, the by-laws require the agenda for each regular meeting of the Board to be organized by each of the standing committees, with the exception of the Audit Committee. In addition to those responsibilities outlined in the Board’s by-laws, as the Board conducts its business, initiatives or areas of interest may also be assigned to the individual committees to explore prior to formal Board action being taken.

Planning, Policy and Governmental Affairs (PPGA) Committee is responsible for developing and presenting recommendations to the Board on matters of policy, planning, and governmental affairs. The committee develops and recommends to the Board future planning initiatives and goals. It advises 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.

Assigned responsibilities include:

- Long range planning and coordination;
- Initial discussions and direction on strategic policy initiatives and goals;
- Legislative proposals and administrative rules for Board agencies and institutions;
- Coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
- Review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board’s strategic direction;
- Reports and recommendations from workgroups and committees pertaining to education policy, planning and governmental affairs, including career technical education;
- Other matters as assigned by the Board.

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The Committee is responsible for bringing forth the Board's K-20 strategic planning and performance reporting efforts and the subsequent strategic plan alignment of the institutions and agencies under the Board, including assuring conformance with the State strategic planning requirements. Based on the timeline identified in the Board's annual planning calendar, the Board's annual legislative agenda is set through the legislative ideas, legislative language, and administrative rules brought to the Board through the Committee. In addition to these annual items, the agencies under the Board's governance, as well as the Board's Indian Education Committee, Accountability Oversight Committee, and Data Management Council bring forward recommendations and requests to the Board through the Committee. This work also includes policy recommendations from outside Work groups like the previous Governor's Task Force or ongoing initiatives like the Educator Pipeline work.

Business Affairs and Human Resources (BAHR) Committee is responsible, through its various working unit or units, for making recommendations to the Board in the following general areas:

Assigned responsibilities include:

- Agency and institutional financial agenda items;
- Coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
- Long-range fiscal planning;
- 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 Retirement Plan Committee is a special committee which provides stewardship of the retirement plans sponsored by the Board for the exclusive benefit of plan participants and their beneficiaries.

Instruction, Research and Student Affairs Committee is responsible for developing and presenting recommendations to the Board on matters of policy and procedure concerning instruction, research and student affairs.

- Agency and institutional instruction, research and student affairs agenda items;
- Instruction, academic or career technical program approval;
- Instruction, academic or career technical program review, consolidation, modification, and discontinuance, and course offerings;

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- Outreach, technology and distant learning impacting programs and their delivery;
- Long-range instruction, academic and career technical planning;
- Registration of out-of-state institutions offering programs or courses in Idaho;
- Continuing education, professional development, workforce training, programs for at-risk populations, career guidance;
- Student organizations' activities and issues; and
- Other matters as assigned by the Board.

IMPACT

This report will provide a brief summary of what the committees have been or will be working on in the near future and provide the Board with an opportunity to give input on priority areas.

ATTACHMENTS

Attachment 1 – Planning, Policy and Governmental Affairs Committee Initiatives and Priorities

Attachment 2 – Business Affairs and Human Resources Committee Initiatives and Priorities

Attachment 3 – Instruction, Research and Student Affairs Initiatives and Priorities

Attachment 4 – Higher Education Task Force – Adopted Recommendations – Committee Assignments

STAFF COMMENTS AND RECOMMENDATIONS

Attachments 1 through 3 provides a summary of initiatives each of the Board's standing committees is working on along with annual tasks that come to the Board through specific committees.

BOARD ACTION

This item is for informational purposes only.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS COMMITTEE

Long-term Initiatives and Priorities

Learning Loss – How to identify/measure and mitigate learning loss due to the COVID-19 Pandemic. Work in this area will identify:

- ways school districts can identify or measure the loss in learning students have experienced due to the disruptions in education caused by the pandemic;
- strategies for mitigating the effects of the learning loss;
- state policy amendments to incentivize or help facilitate the local education agency work on mitigating learning loss; and
- funding and other resources needed to support local education agencies work to mitigate learning loss. (FY 22 Appropriation/2021 Legislative Session).

Educator Effectiveness, Preparation, Professional Development, and Pipeline –

This work was started with the Board's/Idaho's participation in the Network for Transforming Educator Preparation in 2013 and encompasses: the annual educator pipeline work and development of the annual educator pipeline report; educator preparation program quality standards/metrics adopted by the Board and subsequent annual report; educator preparation program/certification standards; and expansion of professional development resources (2012/2013 K-12 Task Force Recommendation Adopted by Board). New areas include work around teaching and learning in a remote environment. Educator effectiveness and preparation are impacted through three areas the Board uses for setting statewide policy:

- Board Governing Policies and Procedures (public educator preparation programs only);
- Administrative Code (preparation program standards – public and private programs, and certification requirements) – subject to annual timeline
- Idaho Statute (Minimum state requirements for certification, Board approval of programs, etc.) – subject to annual timeline

K-12 Task Force Recommendations (2012/2013 and transition to 2019 Task Force)

– This work includes moving forward/completing the original K-12 Task Force recommendations adopted by the Board and the 2019 K-12 Task Force (Our Kids, Idaho's Future) recommendations adopted by the Board:

- 2012/2013/2014 Recommendations (this is a partial list of ongoing items)
 - Mastery Based Education System
 - Idaho Core Standards – Maintain rigorous content standards
 - Literacy Proficiency
 - Accountability system based on student outcomes
 - LEA strategic planning, assessment, and continuous improvement
 - Statewide electronic and site-based collaboration system/ Mentoring/ Ongoing Job-embedded Professional Learning/ Professional Development (including

- training and development of school administrators, superintendents, and school boards)/ Improved education preparation
- 2019 Recommendations (adopted February 2020)
 - Statewide Accountability: Focusing Our Efforts on K-3 Literacy
 - Greater All-Day K 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
 - Strategic Alignment and Increased Flexibility in K-12 Funding Formula

Postsecondary Task Force Recommendations – K-20 Guided Pathways - This effort encompasses the task force recommendations that were adopted by the Board and assigned to the committee, including:

- Consolidation of governmental affairs directors' efforts for a more coordinated and effective approach to advocating for postsecondary education with the Legislature;
- Updates to the strategic plan around the 60% educational attainment goal and transitioning from a population goal to institution production targets to meet the workforce need;
- Structural change aligning K-12 and postsecondary, including college and career advising, graduation requirement, and guided pathways (P-20).
- Workforce Development Task Force recommendation related to career technical education.

P-20W SLDS and Data Dashboard – Enhanced education data transparency and access. Continue buildout of public-facing data dashboard that allows state policy makers, parents, students, school administrators, and institution staff access to reports produced using data collected in the statewide longitudinal data system. This includes implementation of the Ad-hoc legislative workgroup data elements. Included in K-20 strategic plan in 2016 and ongoing.

Career Technical Education Workgroup Recommendations (Adopted February 2020)

State and Federal Accountability – This work is tied to the earlier K-12 task force work mentioned above, the development of the current statewide accountability framework and the evaluation and updating of the state's accountability system. This work encompasses not only the accountability framework and aligned Federal State Consolidated Plan, but also considerations regarding state graduation requirements and the state's comprehensive assessment system.

Annual Policy and Strategic Planning Considerations

- Administrative Rules – Negotiated Rulemaking used to set state education policy (has the force and effect of law), goes to the legislature to accept or reject each year at the end of the cycle.

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ATTACHMENT 1

- Legislative Ideas/Legislation – Statewide education policy submitted to the legislature through the executive agency legislative process.
 - Legislative Ideas approved in June
 - Legislation approved in August
- Strategic Planning and Performance Measure Reporting – Sets Board/State K-20 Education Goals and measures performance towards meeting those goals (subject to statutory requirements and Division of Financial Management timelines).
- Board Governing Policies and Procedures – Used to set ongoing requirements for the institutions and agencies under the Board's governance and oversight. Those areas of policy that do not reside in Section II, Human Resources Policies and Procedures, Section III, Postsecondary Affairs, or Section V, Financial Affairs. All other sections go through Committee.

BAHR Initiatives 2021-2022

1. Review of Institutional Business Models

Summary: Understanding the strategic initiatives of each institution and how enrollment trends, student interest and market needs affect financial projections for their business models would enable the Board to provide better guidance on how the Board provides guidance on strategy and long-term planning. This review would be for the BAHR Committee members to help the board consider institutional direction.

Anticipated outcomes:

- A context for engaging institutions around strategic planning
- Creating a framework for tuition and fee funding
- Establishment of the board's role in institutional planning

2. Evaluation of COVID-19 responses

Summary: In order to best understand the needs of the institutions as they address COVID-19, BAHR will review the financial and structural impacts on each college and university.

Anticipated outcomes:

- Board understanding of the challenges facing the institutions
- Addressing questions around future planning for higher education

3. Coordination of BAHR and Audit Committee function

Summary: The Business Affairs and Human Resources Committee and the Audit Committee have distinct functions, but at times there is overlap. At other times one committee or the other is made aware of information that may be beneficial for the other committee to review. For example, BAHR may see the Sources and Uses report mentioned above, but the Audit Committee may see the actual expenditures on a financial statement at the end of the year and the format for each may be distinct. This coordination would evaluate how each committee functions and better address industry standard practices for each. Should the BAHR chair also chair Audit?

Anticipated outcomes:

- Better communication between the BAHR and Audit Committees
- Review of policies and procedures to better support institutional needs
- Alignment with best practices in higher education.

4. Complete the Restructuring of Policy V.R

Summary: Policy V.R addresses tuition and fees and describes the process for annual establishment of the same. In recent years students and parents have expressed concern about the actual costs

related to education and how those costs are billed. The Board desires to review and update this policy for more simplicity in the establishment and billing of tuition and fees.

Anticipated outcomes:

- Simplification of fee structures
- Transparency for students in understanding the costs of tuition and fees
- Strategic understanding of how tuition and fees are determined at the board level.

5. Develop Policy on Public-Private Partnerships (P3's) and the Privatization of Utilities and Other Institutional Resources

Summary: UI's successful privatization of their utilities illustrates the importance of Board Policy to support the institutions' objectives. The development of this policy will support the Board's role in oversight while developing the structure to ensure proceeds from such privatization agreements are preserved for the purposes intended.

Anticipated outcomes:

- Clear direction on the process for acquiring board approval for privatization or P3 plans
- Establishment of protocols for reporting and protecting assets from agreements in a manner consistent with strategic priorities

6. Review of Sources and Uses Reports

Summary: The Sources and Uses Report has been an annual outline of the manner in which institutions budget based on the appropriation established by the legislature, the establishment of tuition and fees and revenue projects for other sources of income such as grants, auxiliary enterprises, etc. The report is helpful insofar as the Board is able to review how institutions plan to allocate their resources, but it has no companion report on the actual expenditure of those resources at the end of the year. Creation of a budget-to-actual comparison would allow the board to understand the challenges faced by the colleges and universities and foster discussion around significant variances.

Anticipated outcomes:

- Enhanced communication between the institutions and the Board around anticipated challenges
- An annual financial picture of how resources are used in relation to how the budget was set.
- A deeper perspective for the Legislature on the realities and opportunities faced at the institutions.

7. Review of Board Policies in Sections II and V

Summary: As a matter of course, policies should be reviewed on a regular basis. This project would be to begin a regular process for review of policies under BAHF's oversight and update and amend policies which may be outdated or irrelevant. This would be a multi-year strategy to assure continuity of policy review.

Anticipated outcomes:

- Regular policy review structure
- Maintenance and review of policies in light of changes in culture, statute or regulatory environment

8. Oversight of Cybersecurity Initiatives

Summary: In early 2020, the Idaho Legislature appropriated \$1,000,000 (\$950,000 after the 5% holdback) for a cybersecurity initiative to be undertaken by the eight higher education institutions. BAHHR will review the Cybersecurity initiative at each meeting to assure that spending aligns with legislative intent and the attainment of project objectives.

Anticipated outcomes:

- Effective stewardship of the appropriation
- Guidance to assure successful outcomes of the project itself
- Oversight of compliance

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ATTACHMENT 3

IRSA Priorities and Milestones for FY22

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| 1. College Completion |
| Hold CCI Summit in Spring 2022 to gather information and support institutional efforts around CCA strategies. |
| Conduct quantitative research on success in math and college completion. |
| Develop a data-informed strategy for college completion efforts going forward. |
| 2. Prior Learning Assessment and Adult Promise |
| Finalize military crosswalks with the General Education community. |
| Develop cross-functional strategy for outreach to veterans and other adult learners. |
| 3. Open Education |
| Work collaboratively to update policy V.M. Intellectual Property and a new policy related to student data privacy. |
| Report OPAL round one outcomes to legislature and launch second round of OPAL Fellowships. |
| Support implementation of Project Z Degree (Zero Textbook Cost Degrees) at community colleges. |
| Conduct OER inventory research and produce an OER report to the Board for June 2022. |
| Establish strategy for expanding open education efforts in the future. |
| Develop and implement a communication strategy |
| 4. Go-On Rates and Transition |
| Establish a statewide solution for Dual Credit transcripts, to remove procedural and financial barriers to students receiving and utilizing earned dual credits. |
| Reassess institutions' willingness to accept ISAT (Smarter Balanced) scores for admissions and placement decisions. |
| Elevate the importance of math literacy through the work of the Math Transitions Network |
| Secure funding to support Math Transitions Network professional development work and other next steps. |
| 5. Online Idaho |
| Finalize launch of a public-facing course sharing platform. |
| Support development of at least two joint degrees through Online Idaho. |
| Conduct new evaluation/inventory of online teaching and learning needs at our institutions. |
| Develop a long-term business model and governance model for Online Idaho. |
| Procure additional funding for outreach efforts. |
| Spend all GEER funding by end of Fall 2022. |
| 6. Policy Revision and Development |
| Complete policy revisions according to established timeline. |
| Develop a set of policy implementation supports, including guidance documents, purpose statements, and relevant code and statute references. |

Higher Education Task Force Recommendations - Committee Assignments

| Recommendation | Committee Assignment |
|--|---|
| 1. Recommendation – Efficiencies, Cost Savings and Service – <u>Drive efficiencies, cost savings, and a higher level of service in back office functions by migrating from our current federated system of institutions to a more integrated, centralized and student-centric System (combined with: Centralize and standardize processes to promote system-wide efficiencies).</u> | BAHR – Lead <u>Business Affairs and HR Systems</u> IRSA Admissions and Registration (student services) PPGA Governmental Affairs Directors consolidation of efforts. |
| 2. Recommendation – 60% Goal – Review and update the 60% goal and establish a clear, credible, and measurable roadmap on how Idaho gets to the 60% goal. Focus on the key outcomes that are critical to the state's economic future and to the continued standard of living and quality of life for Idaho citizens. | PPGA Amendment to strategic plan and communications and outreach. |
| 3. Recommendation – Structural Change and System Improvements - Implement structural change and system improvements through enhancements to critical areas of the public education system that will remove barriers as students progress through the educational pipeline and lead students to be prepared for postsecondary technical and academic training and education at the end of their high school experience. System improvements will include an enhanced statewide digital delivery system that creates a single digital campus that integrates and incorporates the Idaho educational system across the state and uses community outreach centers for support of students educational and career goals in local areas, thereby, removing barriers created by time or location restraints to opportunities for preparing students for postsecondary education as well as postsecondary resources. Identified barriers include the relevancy and rigor of the secondary senior year, more targeted advanced opportunities that lead to transferability of dual credits toward degree progress, full implementation of the Complete College America "Game Changers" through the strategies adopted by the Board's Complete College Idaho Plan, and alignment with workforce skills. | PPGA – Lead (Responsible for K-12 items, and policy issues related to administrative code or statute) – additional improvement to college and career advising and graduation requirements at the K-12 level. Administrative Code amendments would be necessary for K-12 requirement changes IRSA (Responsible for postsecondary items) – full implementation of Game Changers adopted by the Board in 2012. Implementation of a degree audit/student data analytics system for postsecondary students, development of postsecondary pathways. Development of dual credit pathways and offers that better serve students progression toward a degree or certificate. |
| 4. Recommendation – Guided Pathways (P-20) - Develop and implement a comprehensive guided pathways program starting with early learning opportunities for students that are culturally relevant and provide support and guidance for the student through the education pipeline (early learning to prepare students for kindergarten through graduate degree attainment). An integrated guided pathways program would include parent engagement, student academic and career planning, proactive advising with early and urgent intervention (targeted/relevant), work-based learning, and community engagement (e.g. Indiana's Twenty-first Scholars and Scholar Success programs, Tennessee's Promise and Achieves programs, Iowa's BEST Program and Maryland's Achieving Collegiate Excellence and Success program). Advising activities would start no later than the 8 th grade. The electronic campus platform will be used to expand access to resources and provide college and career advising and mentoring services to students in areas where other options are not available or practical or where time/life constraints may limit access to in-person resources. Educator and student access to the statewide data analytics/degree audit system will be integrated into the electronic campus platform. | PPGA – Lead Additional improvement to college and career advising and graduation requirements at the K-12 level. Administrative Code amendments would be necessary for K-12 requirement changes IRSA Implementation of a degree audit/student data analytics system <small>Error! Bookmark not defined.</small> for postsecondary students. |

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ATTACHMENT 4

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| <p>5. Recommendation – Improved Certificate and Degree Completion - Leverage guided pathways to improve postsecondary completion through research based effective programs that lead to on-time completion in certificate and degree programs for all students. Barriers to access for place bound or time bound students will be removed through a state digital campus allowing individuals in remote and rural areas and working adults to access postsecondary education regardless of location and scheduling needs. Early interventions and targeted services will lead to greater retention and completion of postsecondary student's undergraduate goals as well as prepare students to pursue and complete graduate and professional degrees that are equally vital to the economic growth of Idaho.</p> | <p>IRSA – Lead Development of program targeting individuals with some credits and no degree. Implementation of a degree audit/student data analytics system PPGA Amendments to scholarship requirements in Idaho Code and Admin Code</p> |
| <p>6. Recommendation – Provide a statewide digital delivery system - a digital campus that integrates and incorporates the current public system and partnering private institutions. This system is scalable, high quality, accessible and affordable.</p> | <p>IRSA</p> |
| <p>7. Recommendation – Systemically increase dollars to fund all eligible Idaho high school students while not losing sight of the goal of lowering cost/improving access.</p> | <p>BAHR – Lead Institutional efficiencies, lower tuition and fees, elimination/ streaming of student fees. PPGA Legislation for scholarships</p> |
| <p>8. Recommendation - Further careful analysis, working with a technical committee and outside experts such as National Center for Higher Education Management Systems (NCHEMS) is necessary to ensure the outcomes-based funding model is fully vetted and pressure tested and that proper weighting is provided for each of the formula's metrics. Metrics should include:</p> <ol style="list-style-type: none"> 1. <u>Verifiable Job Outs</u> 2. <u>18-29 Credit Undergraduate Certificates</u> 3. <u>1-Year Certificates</u> 4. <u>Associate Degrees</u> 5. <u>Bachelor Degrees</u> 6. <u>High Impact Completion Bonus</u> 7. <u>At-Risk Completion Bonus</u> 8. <u>Progression per Student Credit Hour Milestone</u> 9. <u>Transfers</u> 10. <u>On-Time Completion Bonus</u> <p>The FY 2019 higher education budget line items requested by the colleges and universities should proceed through the budget process this year rather than attempting to launch an outcomes-based funding model for the 2018/2019 year. The State Board of Education should "shadow track" the metric outcomes for the 2018/2019 academic year to allow the institutions to prepare for full implementation in the following year.</p> | <p>BAHR</p> |
| <p>9. Recommendation – Adopt the Recommendations of the Governor's Workforce Development Task Force – The Governor's Higher Education Task Force should adopt the recommendations of the Governor's Workforce Development Task Force in order to establish a coordinated implementation effort between higher education, industry and state government to meet Idaho's future workforce needs.</p> | <p><u>Varied depending on individual recommendation.</u> <u>Additional staff work needed in this area.</u></p> |
| <p>10. Recommendation – Competency-Based System – The public higher education system should shift to a competency-based system for career technical education. (Implementation of this recommendation should be included as part of the work on Recommendation 5)</p> | <p>IRSA</p> |

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ATTACHMENT 4

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| 11. Recommendation – Partner with Industry – The public higher education system should partner with industry to include more workplace experiences as part of certificate and degree programs. (Implementation of this recommendation should be included as part of the work on Recommendation 5) | IRSA |
| 12. Recommendation – Workforce Training towards Degree or Certificate Completion – Workforce training completed by an individual should count towards degree or certificate completion. (Implementation of this recommendation should be included as part of the work on Recommendation 5) | IRSA |