

**WORK SESSION
AUGUST 24, 2022**

TAB	DESCRIPTION	ACTION
A	IRSA – THREE-YEAR PROGRAM PLAN	Information Item
B	IRSA – SEMI-ANNUAL REPORT OF APPROVED PROGRAM REQUESTS	Information Item
C	PPGA – IDAHO READING INDICATOR DATA REVIEW	Information Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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SUBJECT

Three-Year Program Plan

REFERENCE

August 2017	The Board approved the Five-Year Program Plan update to Board Policy III.Z.
February 2018	The Board approved amendments to Policy III.Z. that changed the planning period from five years to three years.
August 2018	The Board approved the first iteration of the Three-Year Program Plan.
August 2019	The Board approved the Three-Year Program Plan update.
June 2020	The Board approved a waiver of Board Policy III.Z.2.a.i., which required the Board review and approve the three-year plan at the August 2020 Board meeting.
August 2021	The Board approved the Three-Year Program Plan update.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z. Planning and Delivery of Postsecondary Programs and Courses
Section 33-113, Idaho Code

BACKGROUND/DISCUSSION

Section 33-113, Idaho Code, requires the Board, in the interest of efficiency, to define the limits of instruction at all publicly funded institutions, and to limit wasteful duplication to the extent practicable. Board Policy III.Z. sets the method by which the Board limits duplication or evaluates the need for duplication as well as assigns responsibility for assessing the educational and workforce needs around the state.

Consistent with Board Policy III.Z.2.a.ii, institutions created program plans in alignment with their Statewide and Service Region Program responsibilities that describe proposed programs to be offered over a three-year period starting with the 2023-2024 academic year, including an inventory of programs currently offered. Board staff reviews institution plans for alignment with policy requirements, program responsibilities, and identification of any duplication of programs across institutions.

On April 19, 2022, Board staff coordinated a work session with the provosts to review draft institution plans, statewide needs, and to identify and discuss programs that could potentially be viewed as duplicative or in conflict with Statewide Program responsibilities.

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The Three-Year Program Plan represents proposed programs for Academic Years 2023-2024, 2024-2025, and 2025-2026.

IMPACT

The Three-Year Program Plan provide a comprehensive, system-wide picture of anticipated institutional academic program and career technical program development. The Plan is intended to serve as the foundation for guiding the Board in its efforts to coordinate the efficient delivery of educational programs throughout the state and provides the Board with a systemwide look at all the programs that are delivered or plan to be delivered in the next three years. Approval of the Plan will provide the institutions with the option to proceed with the development of program proposals that will be considered by the Board, as applicable to the level of program impact, for approval and implementation over the next three years.

ATTACHMENTS

Attachment 1 – Three-Year Program Plan Institutional Summaries

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Each institution submitted an institution plan representing program projections for Academic Years 2023-2024, 2024-2025, and 2025-2026. Consistent with the planning process, institutions met on April 19, 2022 to review institution plans, discuss areas of concern, and potential collaboration opportunities. The institutions evaluated the plans from the perspective of the institutions' individual strategic plans and budget requests to ensure alignment between program plans, capital project plans, and budget requests. The following represents highlights of those discussions.

- **Medical Laboratory Technician** – Consortium with North Idaho College (NIC), College of Eastern Idaho and College of Southern Idaho (CSI) to expand medical lab technician training in Idaho. Didactic components of the program will be delivered online by NIC. Laboratory, clinical, and supportive classwork will be provided by each individual institution. Memoranda of Understanding in development.

- **Bachelor of Business Administration in Accountancy**
Boise State University (Boise State) discontinued traditional offering of the Bachelor of Business Administration in Accountancy in Region IV-Twin Falls and will be transitioning the program to an online offering. Currently, under Board Policy III.Z, Boise State serves undergraduate and graduate business program needs in Region IV. While Idaho State University (ISU) does not have any current plans to offer an Accounting degree in Twin Falls, they would like to continue discussion with Boise State regarding business degree offerings in Region IV.

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- **Registered Nursing**

Last year, NIC and College of Western Idaho (CWI) identified a need for baccalaureate nursing programs within their respective service regions. The RN to BSN completion program to be offered online was projected by CWI in Region III. Boise State currently offers a traditional BSN offering and RN to BSN online program in Region III. ISU offers an RN to BSN (Hybrid) and LCSC offers an RN to BSN online. Based on research and inquiry, Board staff learned that the healthcare agencies throughout Idaho have indicated additional RN to BSN programs will not contribute to solving critical issues in nursing education in the near term. There does not appear to be a demand for more RN to BSN programs at this time. The role of RN to BSN programs at the community colleges should be addressed as part of long-term strategic planning for nursing education. CWI removed their RN to BSN program from the Three-Year Plan pending further statewide discussion and NIC determined to leave the BSN on their plan to explore options for delivering a generic BSN in the future within the next three-five years.

- **Master of Social Work**

Boise State transitioned their Master of Social Work (MSW) to an online offering. This program was originally offered face-to-face in Lewiston, was discontinued in 2018 and is currently offered in Region I-Coeur d'Alene and Region IV-Twin Falls. Due to the COVID-19 pandemic, Boise State moved MSW course offerings in Region I and IV to online in AY 2020-2021 and anticipates discontinuing the face-to-face offering in Region IV, which will be replaced with BSU's online MSW program. At this time, Boise State will retain the face-to-face offering in Coeur d'Alene and will evaluate whether or not to discontinue the face-to-face option in the future. ISU expressed interest in continuing conversations with Boise State for potential collaboration and increased offerings, including exploring how to address the MSW needs in Regions I and IV given the discontinuation of the traditional offering in those regions.

- **Teacher Education**

CSI identified a need for a baccalaureate Teacher Education program to address a teacher shortage in Region IV. Pending the outcome of the teacher apprenticeship legislation this upcoming session, CSI may remove this program from the plan and redirect focus on apprenticeship efforts.

The following represents applied baccalaureate programs identified by Idaho's community colleges. While there were no specific concerns raised, there was interest in obtaining additional information for the applied baccalaureate programs:

- CEI – Bachelor of Applied Technologies in Technical Supervision
- CSI – Teacher Education, BAS

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The Instruction, Research, and Student Affairs (IRSA) committee reviewed the three-year plan on August 11, 2022 and will be prepared to discuss at the Board's August meeting.

BOARD ACTION

This item is for informational purposes.



UI OVERVIEW OF PLAN

ITALICS = IN PROCESS **RED** = DATE CHANGE **BOLD** = NEW

Art & Architecture	Agriculture & Life Sciences	Engineering	Business & Econ
<p>M.S. Architecture, 2024</p>	<p>B.S. Precision Agriculture, 2023 M.S. Apparel, Textile and Design, 2023 M.S. Child Development, 2023 M.S. Nutritional Sciences, 2023 Ph.D. Nutritional Sciences, 2023 Ph.D. Plant Pathology, 2023</p>	<p><i>B.S. Industrial Technology (INDT), 2022</i> (approved - to be offered in Coeur d'Alene)</p> <p>Ph.D. Cybersecurity, 2023</p>	<p>B.B.A. Business Administration (Online), 2022 - approved</p> <p>M.S. Accounting (Online), 2024</p>
Letters, Arts, & Social Sciences	Natural Resources	Sciences	WWAMI
<p>B.S. English, (F to F & Online) 2023</p> <p>M.A. Criminology (F to F & Online) 2023</p> <p>B.F.A. Creative Writing, 2024</p>	<p>B.S. Ecology and Ecosystem Science, 2022 -approved</p> <p>A.S. Forest Operations & Technology, 2022 - approved</p> <p>A.S. Forest Nursery Management & Technology, 2022 - approved</p> <p>A.S. Wildland Fuel & Fire Technology, 2022 -approved</p> <p>B.S. Natural Resource Enterprise Management, 2023</p>	<p>M.S. Groundwater Hydrology, 2022 Non-Thesis (Online) & Thesis (Face to Face)-approved</p> <p>M.S. Geography (Convert to Online) 2022</p> <p>M.S. Geological Information Systems (Online) 2023</p> <p>B.S. Earth & Spatial Sciences, 2023</p> <p>M.S. Accelerated 4+1, 2023 (COGS)</p>	<p>D.A.S. Anatomical Sciences, 2024</p> <p>M.S. Medical Science, 2024</p>



Three-Year Plan Overview

Arts & Letters	Business	Education	Science & Engineering
<p>BFA Musical Theatre-2025</p>	<p>BBA Health Care Administration (online)-2024</p> <p>BBA Supply Chain Management-2025</p> <p>BBA Information Systems-2025</p> <p>BBA Data Analytics -2025</p>	<p>MSA Student Affairs-2024</p>	<p>BS Cybersecurity-2024</p> <p>MS Cybersecurity-2024</p>
Health	Pharmacy	Technology	
<p>Family Nurse Practitioner Specialized Certificate (online)-2024</p> <p>Nursing Education Graduate Certificate (online)-2024</p> <p>Lifestyle Medicine for Primary Care Certificate (online)-2024</p> <p>Radiographic Science MRI, CT, and Mammography Certificates-2025</p> <p>Audiology Assistant Undergraduate Certificate-2025</p> <p>Speech Language Pathology Assistant Undergraduate Certificate-2025</p> <p>BS Health Informatics (online)-2025</p> <p>OTD Doctor of Occupational Therapy-2025</p> <p>DNP/PhD Nursing dual degree (online)-2025</p> <p>PhD Health Innovation Science-2025</p> <p>Lifestyle Medicine and Healthy Aging Post-Graduate Certificate-2026</p> <p>MS Advanced Dental Hygiene Practice (online)-2026</p> <p>DMSc Sports Medicine-2026</p>	<p>BS Pharmaceutical Cosmetic Sciences-2025</p> <p>Combined PharmD/MPH-2025</p>	<p>Industrial Maintenance Mechanic BTC and ITC-2024</p> <p>AAS Industrial Cybersecurity Apprenticeship (online)-2024</p> <p>BAS Health Information Management (online)-2024</p> <p>Avionics Specialized Certificate-2025</p> <p>Paralegal Studies Certificate (online)-2025</p> <p>AAS Pharmacy Technology-2025</p> <p>AAS Surgical Technology-2025</p>	



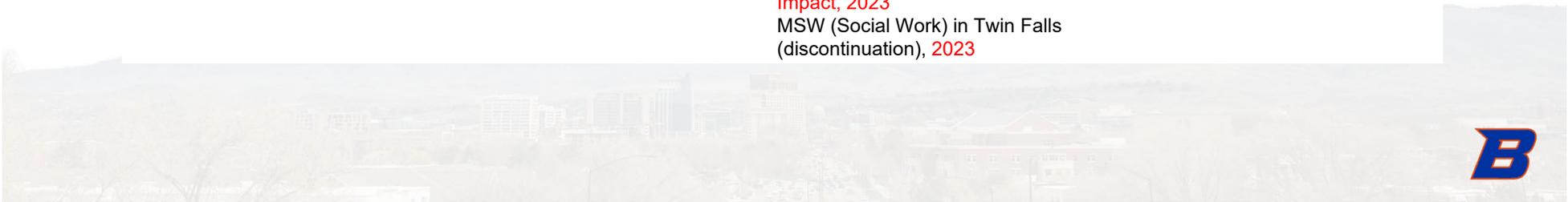
OVERVIEW OF PLAN

Interdisciplinary Programs	College of Arts & Sciences (COAS)	College of Business & Economics (COBE)	College of Education (COED)
<p>BA Environmental Humanities, 2023 (COAS & SPS) BA Project Management, 2023 BS Environmental Science, 2023 (COAS & SPS) BS Neuroscience, 2024 (COAS, CID & COHS) MS Computational Science and Engineering, 2023 (COAS & COEN) MS Data Science, 2023 (COAS & COEN) MS Environmental Management, 2023</p>	<p>BA Deaf Studies, 2025 BA Global Humanities and Cultural Studies, 2023 BFA Musical Theatre, 2023 BS Biomolecular Sciences, 2023 MA Interdisciplinary Studies, 2024 MA Sociology, 2024 MS Biochemistry, 2023</p>	<p>BBA Accountancy (Online), 2024 BBA Personal Financial Planning, 2025</p>	<p>PhD Education, 2023</p>
College of Engineering (COEN)	College of Innovation and Design (CID)	College of Health Sciences (COHS)	School of Public Service (SPS)
<p>PhD Engineering, 2024</p>		<p>BS Exercise Science, 2023 BS Sport Management, 2024 BSW Social Work (Nampa), 2023 MN/Family Nurse Practitioner, 2024 MS Cardiac Function and Interventional Technology, 2025 MS Radiologic Sciences, 2024 PhD Health Sciences, 2024 PhD Public and Population Health Leadership, 2023 PhD/DSW Social Work, 2024</p>	



CERTIFICATES AND DISCONTINUATIONS

Interdisciplinary Certificates	College of Arts & Sciences (COAS)	College of Business & Economics (COBE)	College of Education (COED)
<p>Undergraduate Certificate Project Management, 2023 (COBE, COEN & COHS)</p> <p>Undergraduate Certificate Social Media Influence, 2023 (Athletics & COAS)</p>	<p>MA Rhetoric and Composition (discontinuation), 2023</p> <p>Undergraduate Certificate in Technical Content Writer, 2023</p>	<p>BA Economics, Social Science, and Secondary Education (discontinuation), 2023</p>	
College of Engineering (COEN)	College of Innovation and Design (CID)	College of Health Sciences (COHS)	School of Public Service (SPS)
	<p>eSports Certificate, 2023</p>	<p>Undergraduate Certificate Health Navigation, 2023</p> <p>Undergraduate Certificate Public Health and Population Science Data Analysis/Analytics, 2023</p> <p>Graduate Certificate Family Nurse Practitioner (FNP), 2024</p> <p>Graduate Certificate Collective Impact, 2023</p> <p>MSW (Social Work) in Twin Falls (discontinuation), 2023</p>	<p>Undergraduate Certificate Planning, 2023</p>



CEI OVERVIEW OF PLAN

CTE (non-healthcare)

- ❖ Energy Systems Year 2 – AAS (2023)
- ❖ Infomatics, AAS (2024)
- ❖ Agribusiness Tech, AAS or ITC (2024)
- ❖ Engineering Tech (mechatronics), AAS or ITC (2024)
- ❖ Industrial Maintenance Tech, BTC (2024)
- ❖ **Battery Tech, BTC (2025)**
- ❖ BAT Applied Supervision – Industry driven (INL), focus area, contract mgmt. (2024)

GENERAL EDUCATION

- ❖ AA in Business (online & F2F) (2023)

CTE (healthcare)

- ❖ Medical Lab Tech, AAS (2024)
- ❖ **Lab Assistant, BTC (2024)**
- ❖ Addiction Studies (2024)
- ❖ Health Admin Services, AAS or ITC (2025)
- ❖ Health Physics, AAS (2024)
- ❖ **Physical Therapy Tech/Massage Therapy, ITC (2025)**
- ❖ **Radiography, Technology AAS (2025)**
- ❖ **MA (go to ITC from AAS) (2023)**
- ❖ **Medical Coding, BTC (2025)**

OVERVIEW OF PLAN



Health Professions	Education	Engineering	Business & Econ
<p>AAS Medical Lab Technician, 2022</p> <p>AAS Community Emergency Medical Service, 2024</p> <p>BTC Emergency Dispatch, 2024</p>	<p>BAS Teacher Education, 2024</p>	<p>AAS/ITC/BTC Civil Engineering Technician, 2023</p> <p>AS Construction Management, 2023</p> <p>AS/AAS Geospatial Technology, 2023</p>	<p>BAS Operations Management, 2022 (modification)</p>
Sciences	Agriculture	Info Tech	Liberal Arts
<p>AAS/ITC/BTC Chemical Technician, 2023</p>	<p>AAS/ITC/BTC Resource Conservation Management, 2023</p>	<p>AS/AAS Extended Reality (XR) Design, 2023</p>	<p>AA Spanish for Heritage Speakers, 2024</p>

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Business & Professional Programs	Health Professions	Trades & Industry
<p>ITC Mobile Food Truck Management, 2023</p> <p>Detention Center Training (POST) – Technical Certificate 8-Week Course, 2023</p>	<p>AS Medical Laboratory Technology, 2023</p> <p>Radiography Technology: CT Certificate, 2024</p> <p>AAS, Surgical First Assist, 25-26 (should not have been a certificate so it was removed)</p>	<p>AAS Construction Management (removed ITC), 2023</p> <p>AAS, ITC, ATC Advanced Manufacturing, 2023</p> <p>AAS Aviation Maintenance, Airframe, 2024</p>

CWI OVERVIEW OF 3-YEAR PLAN

ARTS & HUMANITIES	HEALTH	INDUSTRY, ENGINEERING & TRADES
AAS Digital Photography (2024)	Specialized Certificate Surgical First Assistant (2023)	AAS Semiconductor Technician (2023) AAS Robotics Technician (2024)
BUSINESS, IT & COMMUNICATIONS	MATH & SCIENCE	SOCIAL SCIENCE & PUBLIC AFFAIRS
Specialized Certificate Data Analytics (2024) AS Artificial Intelligence (2025)		AAS Leadership/Project Management (2023) AAS Wildland Fire (2024) AC eSports Management (2025) AC Professional Sales (2025)



LC State 3 Year Plan Overview

Program	Degree	Year
IT, Paralegal, Diesel tech, Engineering Tech	Advanced AAS	2023
Winery Technology Operations	ITC/ATC/or AAS	2023
Hospitality Management: Casino Floor Management	(Option track under current AAS)	2023
Electronics Engineering Technology	BTC	2023
Medical Diagnostic Imaging: Ultrasound	BA/BS	2024
Computer Science: Software Engineering	BS	2023
Early Childhood Education & Early Childhood Special Education	BA/BS	2023



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SUBJECT

Semi-Annual Report of Approved Program Requests

REFERENCE

August 2020	Board received the semi-annual report
February 2021	Board received the semi-annual report
August 2021	Board received the semi-annual report
February 2022	Board received the semi-annual report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G., Postsecondary Program Review and Approval.

BACKGROUND/DISCUSSION

In August 2021, the Board approved major revisions to Board Policy III.G. Postsecondary Program Approval and Discontinuance. Revisions restructured the policy to include three levels of review, based on the nature of requested programmatic changes: full proposal, short proposal, and letter of notification. Additionally, revisions provide flexibility to the Board's Executive Director to delegate authority to designees for the approval of academic and career technical program changes. In accordance with newly revised Board Policy III.G.3.a.ii and 4.b., prior to implementation, the Executive Director or designee may approve actions related to academic and career technical programs or units as identified in those subsections.

Consistent with Board Policy III.G.9.a., the Board office is providing a semi-annual report of academic and career technical program requests from Idaho's public postsecondary institutions that were approved by the Executive Director or his designee between January 1, 2022, and July 1, 2022. A report of program change requests approved by the full Board for the same time period, as well as a longitudinal view of program approvals and discontinuations over the past several years, are also included for informational and contextual purposes.

ATTACHMENTS

Attachment 1 – Semi-Annual Report of Approved Program Requests
Attachment 2 – Longitudinal View of Program Approvals and Discontinuations

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The report provides a list of new academic or career technical programs and certificates approved by the Executive Director or his designee consistent with recently revised Board Policy III.G. This includes other instructional activity such as modifications to existing programs. Other non-substantial changes that require notification to the Board office are also included in the report.

Staff note several trends in program requests over the past five fiscal years:

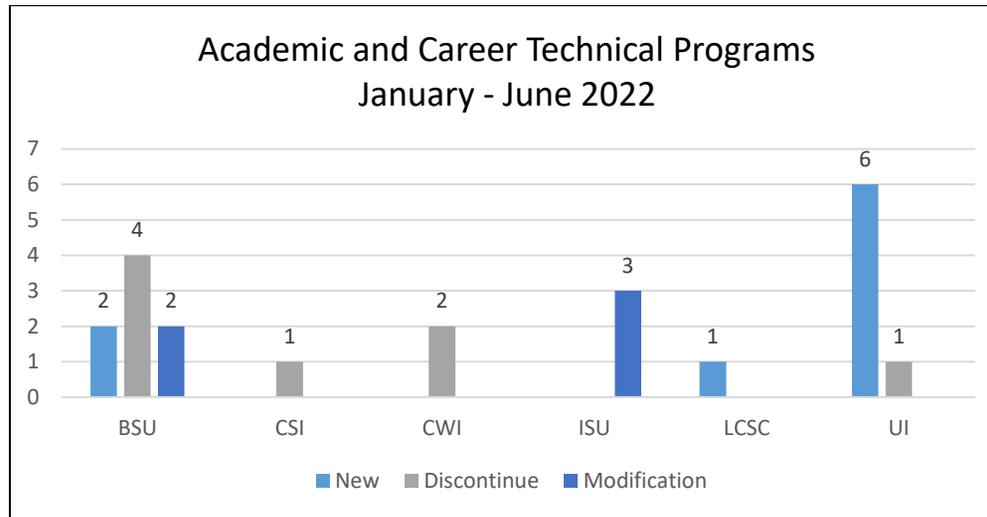
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- Overall the number of new degrees and certificates developed are higher than the number of those discontinued.
- In 2020, there was a spike in the number of new associate degree programs and academic certificates (a total of 71), with a majority of those being new certificates, compared to 29 in 2019 and 23 in 2021. In contrast, there were 11 associate degree programs and certificates discontinued in 2020 compared to 15 in 2019 and 16 in 2021.
- The development of new baccalaureate degrees was steady over the last three years with an average of seven new degrees. The trend dipped in 2021, with only three new programs developed, and increased to 10 in 2022.
- There has been a steady increase in the number of graduate degrees and graduate certificates from 2019 to 2021, with a majority of those being graduate certificates.

BOARD ACTION

This item is for informational purposes.

**Semi-Annual Report of Approved Program Requests
January 2022 through June 2022**



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ATTACHMENT 1

List of Academic Program and Unit Requests Approved by Executive Director or Designee

Instit	Request Type	Program Title	Degree Type	Date
BSU	New	Master of Music in Conducting (Choral)	Master	6/6/2022
BSU	Discontinuance	Dual Blended Early Childhood/Early Childhood Special Ed, Elem Ed	B.A.	3/25/2022
BSU	Discontinuance	Bilingual Education	M.Ed.	4/5/2022
BSU	Discontinuance	Teaching English to Speakers of Other Languages	M.Ed.	4/5/2022
BSU	Discontinuance	Business Operational Excellence	M.B.O.E.	4/12/2022
BSU	Instructional Unit/Modification	Department of English Restructure	N/A	4/14/2022
BSU	Instructional Unit/Modification	School of Public and Population Health	N/A	5/5/2022
BSU	New	School of the Environment	N/A	6/28/2022
CSI	Discontinuance	Library and Information Science	AA	2/23/2022
CWI	Discontinuance	Transportation Management	AS	1/10/2022
CWI	Discontinuance	Public Health	AA	6/1/2022
ISU	New/Modification	Sport and Exercise Science	BS	3/25/2022
ISU	New/Modification	Sport Management	BA	3/25/2022
ISU	New/Modification	Outdoor Education	BS	3/25/2022
LCSC	New	Business Informatics	BA/BS	5/2/2022
UI	New	Groundwater Hydrology	M.S	2/8/2022
UI	New	Ecology and Ecosystems Science	B.S.	2/28/2022
UI	Discontinuance	Crop Management	B.S.	4/12/2022
UI	New	Department of Medical Education	Professional	4/22/2022
UI	New	Department of Clinical Medicine	Professional	4/22/2022

List of Other Academic Program/Unit Changes Notified to Executive Director

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G.

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Instit.	Request Type	Program Title	Certificate Type	Date
BSU	Discontinue	History for Secondary Educators	Graduate Certificate	1/31/2022
BSU	Discontinue	School Technology Coordination	Graduate Certificate	1/31/2022
BSU	New	Interventional Radiology/Interventional Cardiology	Undergraduate Certificate	3/8/2022
BSU	New	Digital Media Literacy	Undergraduate Certificate	2/4/2022
BSU	New	Drone Operations for Visualization, Research, and Resource Management	Undergraduate Certificate	2/4/2022
BSU	New	Health Navigator Certificate	Undergraduate Certificate	2/10/2022
BSU	New	Resort Operations and Hospitality Management	Undergraduate Certificate	3/8/2022
BSU	New	Business Prep	Undergraduate Certificate	3/11/2022
BSU	New	Drone Operations for Visualization, Research, and Resource Management	Graduate Certificate	3/11/2022
BSU	New	Project Management for All	Undergraduate Certificate	3/15/2022
BSU	New	IT Support for All	Undergraduate Certificate	3/15/2022
BSU	New	Data Analysis for All	Undergraduate Certificate	3/15/2022
BSU	New	Human-Environment Systems	Graduate Certificate	3/15/2022
BSU	New	Professional Readiness	Undergraduate Certificate	3/15/2022
BSU	Discontinue	Early Childhood Special Education	Graduate Certificate	3/15/2022
BSU	Discontinue	Healthcare Simulation	Graduate Certificate	3/15/2022
BSU	Discontinue	Instructional Interventions and Supports	Graduate Certificate	3/15/2022
BSU	Discontinue	Early Childhood Intervention Services and Supports	Graduate Certificate	3/15/2022
BSU	New	Leadership in Action	Graduate Certificate	5/5/2022
ISU	New	Project Management	Certificate	2/10/2022
ISU	New	Entrepreneurship	Certificate	2/10/2022
ISU	New	Labor Economics	Certificate	2/10/2022
ISU	New	Forensic Sciences	Certificate	2/16/2022
ISU	Discontinue	Community Paramedic	Undergraduate Certificate	5/13/2022
UI	New	Sales Management	Undergraduate Certificate	2/4/2022
UI	New	Promotions and Digital Marketing (online)	Undergraduate Certificate	2/4/2022
UI	New	Applied Finance	Undergraduate Certificate	2/4/2022
UI	New	Technical Program Management	Undergraduate Certificate	2/4/2022

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Instit.	Request Type	Program Title	Certificate Type	Date
UI	New	Corporate Social Responsibility	Undergraduate Certificate	2/4/2022
UI	New	Statistics (online)	Undergraduate Certificate	5/16/2022
UI	New	Enterprise Systems Integration (online)	Undergraduate Certificate	5/19/2022

Other Program Changes:

Instit.	Request Type	Program Title	Program Type	Date
BSU	New	Elementary Education option – BA in Blended Early Childhood/Early Childhood Special Education	B.A. option	1/31/2022
BSU	New	Resort Operations and Hospitality Management emphasis – BBA in Management	B.B.A. emphasis	1/31/2022
BSU	Discontinuance	Romance Languages	Minor	1/31/2022
BSU	Discontinuance	Iberian Studies	Minor	1/31/2022
BSU	Modification	Name change: Principles of Grant Writing	Undergraduate Certificate	2/10/2022
BSU	Modification	Name change: Interdisciplinary Professional Studies	B.A.	2/10/2022
BSU	Discontinuance	German for Business	Minor	2/10/2022
BSU	Discontinuance	French for Business	Minor	2/10/2022
BSU	Modification	Name change: K-12 Physical Education and Health	B.S.	2/10/2022
BSU	New	Online emphases under the BA in Interdisciplinary Professional Studies <ul style="list-style-type: none"> • Cyber Operations Management • Community and Social Impact • Design and Media Management 	B.A. emphases	2/10/2022
BSU	Discontinuance	Data Science for Liberal Arts	Minor	2/10/2022
BSU	New	Marketing Leadership emphasis under the online Master of Business Administration	M.B.A emphasis	3/11/2022
BSU	New	Emphases under the B.B.A. in International Business <ul style="list-style-type: none"> • World Languages and Area Studies • Business Functional • Politics, Economics, and History 	B.B.A emphases	3/1/2022
BSU	Name change	Cyber Operations Essentials emphasis under the B.A.S.	B.A.S. emphasis	3/11/2022
BSU	Discontinuance	Three emphases under the M.S. in Kinesiology and Master of Kinesiology <ul style="list-style-type: none"> • Behavioral Studies 	M.S./Master emphases	3/11/2022

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Instit.	Request Type	Program Title	Program Type	Date
		<ul style="list-style-type: none"> • Biophysical Studies • Socio-historical Studies 		
BSU	Discontinuance	Educational and Leadership emphasis under the Curriculum and Instruction Ed.D.	Ed.D. emphasis	3/11/2022
BSU	Modification	Name change: Gender/Women's History	Undergraduate Certificate	5/5/2022
BSU	Expansion	Addition of online option to Associate of Arts and Associate of Science degrees	AA/AS	5/4/2022
BSU	Expansion	Addition of online option to Cyber-Physical Systems Security for All	Certificate	5/4/2022
BSU	Expansion	Addition of online option to Innovation and Design	Certificate	5/4/2022
BSU	Expansion	Addition of online option to Plus Business	Certificate	5/4/2022
BSU	Expansion	UX Design	Certificate	5/4/2022
BSU	Name change	Gender/Women's History to Gender History	Undergraduate Certificate	5/4/2022
BSU	New	User Research and Ethnographic Practice emphasis and Cultural Resource Management emphasis under the Master of Applied Anthropology program	Master emphasis	5/4/2022
BSU	Modification	User Experience Research <ul style="list-style-type: none"> • change CIP code from 45.0299 to 30.3101 • change from College of Innovation and Design to College of Arts and Sciences 	Graduate Certificate	6/27/2022
BSU	Modification	User Research: UX Professional Certificate <ul style="list-style-type: none"> • change CIP code from 45.0299 to 30.3101 • change from College of Innovation and Design to College of Arts and Sciences 	Undergraduate Certificate	6/27/2022
BSU	Modification	User Research <ul style="list-style-type: none"> • change CIP code from 45.0299 to 30.3101 • change from College of Innovation and Design to College of Arts and Sciences 	Graduate Certificate	6/27/2022
BSU	Modification	User Experience Research <ul style="list-style-type: none"> • change CIP code from 45.0299 to 30.3101 • change from College of Innovation and Design to College of Arts and Sciences 	Minor	6/27/2022
ISU	New	Social Media	Minor	2/4/2022

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Instit.	Request Type	Program Title	Program Type	Date
ISU	New	Communication - Emphasis in Social Media & Digital Communication	B.A. Emphasis	2/4/2022
ISU	Name change	Photo Media track to Photo-Video track under the BA in Communication, Visual Media emphasis	B.A track	2/4/2022
ISU	Discontinuance	Video track under the BA in Communication, Visual Media emphasis	B.A. track	2/4/2022
ISU	Expansion	Clinical Psychopharmacology (online)	M.S.	3/8/2022
ISU	Expansion	Social Work (MSW online)	MSW	6/23/2022
ISU	Name change	Department of Accounting to Department of Accounting and Information Systems	N/A	6/24/2022
ISU	Expansion	Social Work (BA online)	BA	6/23/2022
LCSC	New	Early Childhood Education emphasis under the BA/BS in Education	BA/BS emphasis	3/15/2022
UI	Expansion	Marketing (online)	B.S.Bus.	2/4/2022
UI	Expansion	Operations and Supply Chain Management (online)	B.S.	2/4/2022
UI	Discontinuation	Interdisciplinary Studies	Minor	2/2/2022
UI	Discontinuation	Justice Studies	Minor	2/2/2022
UI	Discontinuation	Natural Resources Ecology option under the B.S. in Ecology and Conservation Biology	Option	2/2/2022
UI	Name change	Department of Geography and Geological Sciences to Department of Earth and Spatial Sciences	N/A	2/2/2022
UI	Name change	Wildlife Sciences Resources to Wildlife Sciences	Minor	2/2/2022
UI	Discontinuation	Emphases under the B.A. in English: Applied Linguistics; English Language and Literature; Professional, Technical, Business, and Scientific Writing; and English/Language Arts Teacher Education	B.A.	2/2/2022
UI	Expansion	Industrial Technology Program to Coeur d'Alene	B.S.	2/2/2022
UI	New	Forest Hydrology and Watershed Management emphasis under the B.S. in Forestry	B.S. emphasis	2/2/2022
UI	Name change	Pre-Physical Therapy to Pre-Physical Therapy and Allied Health emphasis under the B.S. Exercise, Sport and Health Sciences	B.S. emphasis	2/2/2022
UI	Name change	Martin School of Global Studies to School of Global Studies	N/A	2/22/2022

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Instit.	Request Type	Program Title	Program Type	Date
UI	Expansion	Online option to B.S. in Management and Human Resources	B.S.	2/22/2022
UI	Name change	Film and Television Studies to Film and Television	B.A.	6/24/2022
UI	New	Entrepreneurship	Minor	6/24/2022
UI	New	Nutrition	Minor	6/24/2022
UI	New	Mathematics	Minor	6/24/2022
UI	Discontinuance	Instrumental and Vocal emphases under Music Education program	Emphases	6/24/2022

New Career Technical Program Requests Approved by State Administrator (by Type)

INST.	Request Type	Program Title	Degree	Date
CEI	Expansion	Entrepreneurship	ITC	1/12/2022
CEI	Expansion	Bookkeeping	BTC	1/12/2022
CSI	Expansion	Medical Laboratory Technology	AAS	5/9/2022
LCSC	Expansion	Fire Service Technology	ITC	5/2/2022
LCSC	Expansion	Medical Assistant	ITC	5/5/2022
LCSC	Expansion	Information Technology	BTC, ATC	6/17/2022

List of Other CTE Program Changes Notified to State Administrator

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G.

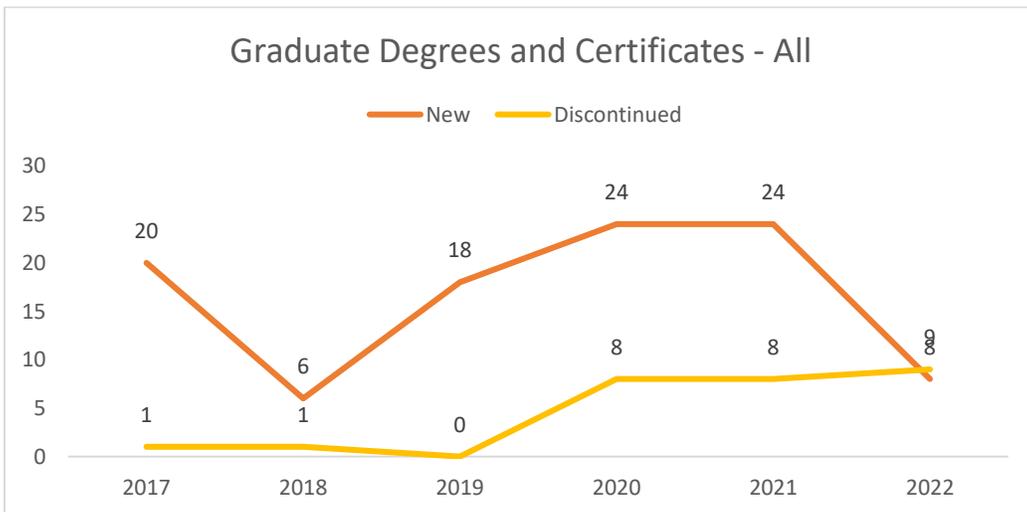
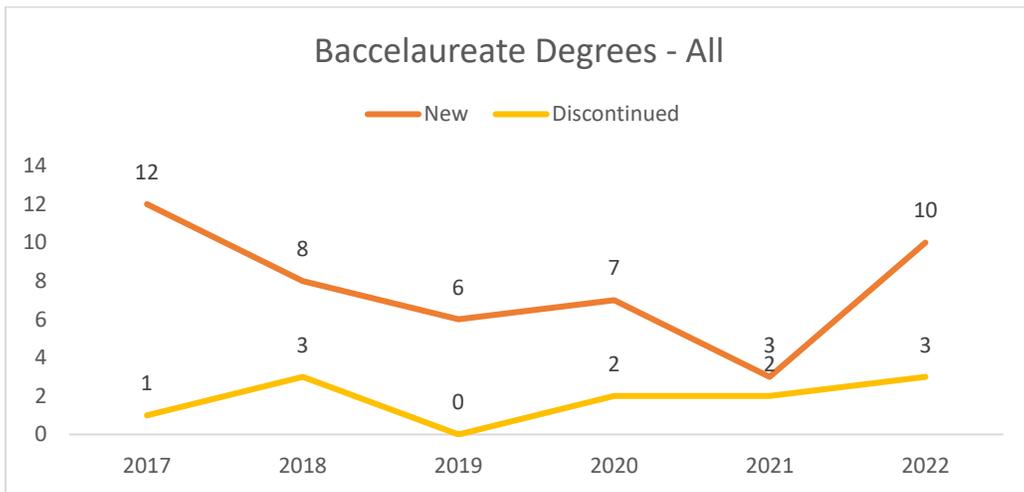
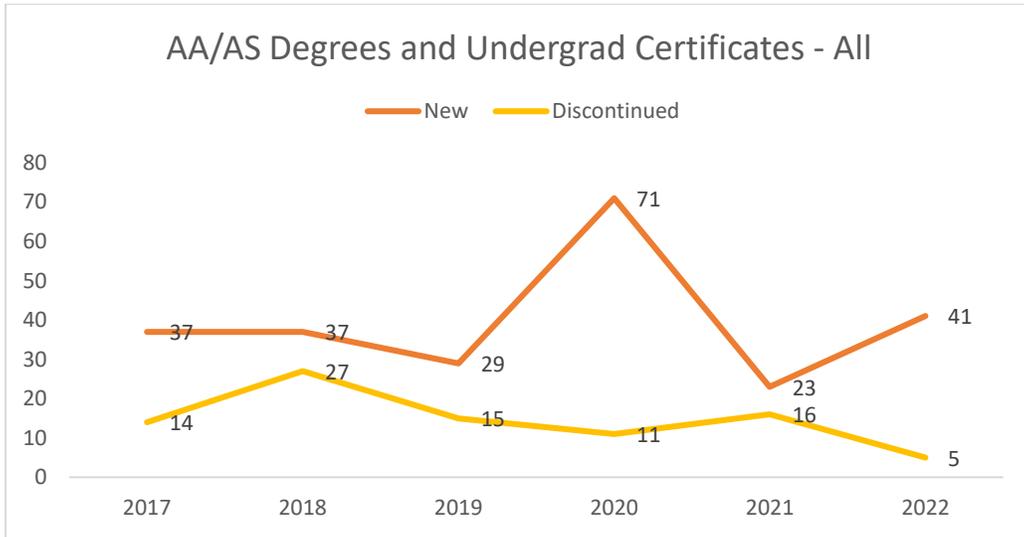
Instit.	Request Type	Program Title	Degree	Date
ISU	New	Energy Systems Nuclear Operations Technology: Licensed Operator track	AAS	4/4/2022
ISU	New	Energy Systems Nuclear Operations Technology: Nuclear Facility Technician track	AAS	4/4/2022
LCSC	Modification	Addition of Hospitality Management emphases:	AAS	3/15/2022
NIC	CIP Code	Change CIP code for Accounting Assistant to 52.0302	AAS, ITC, ATC	2/22/2022

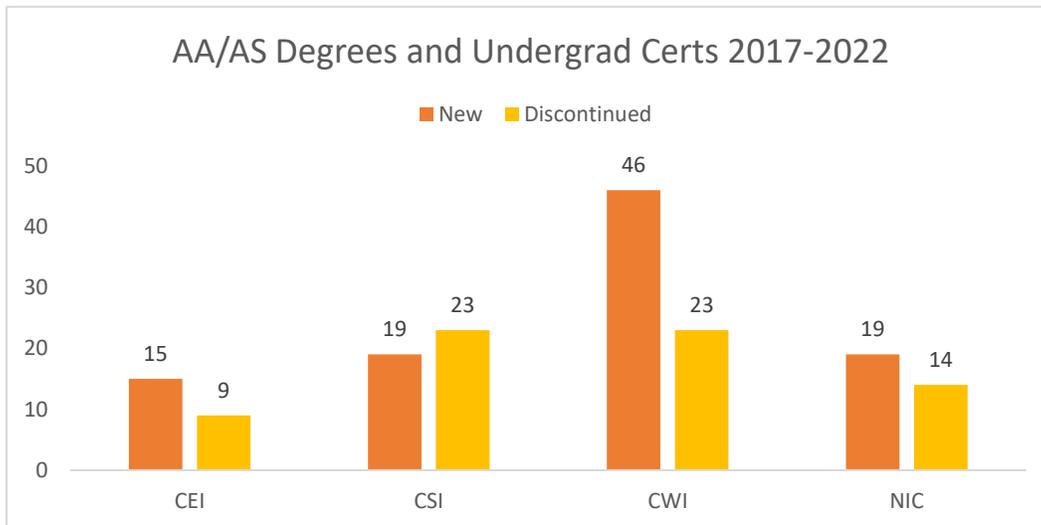
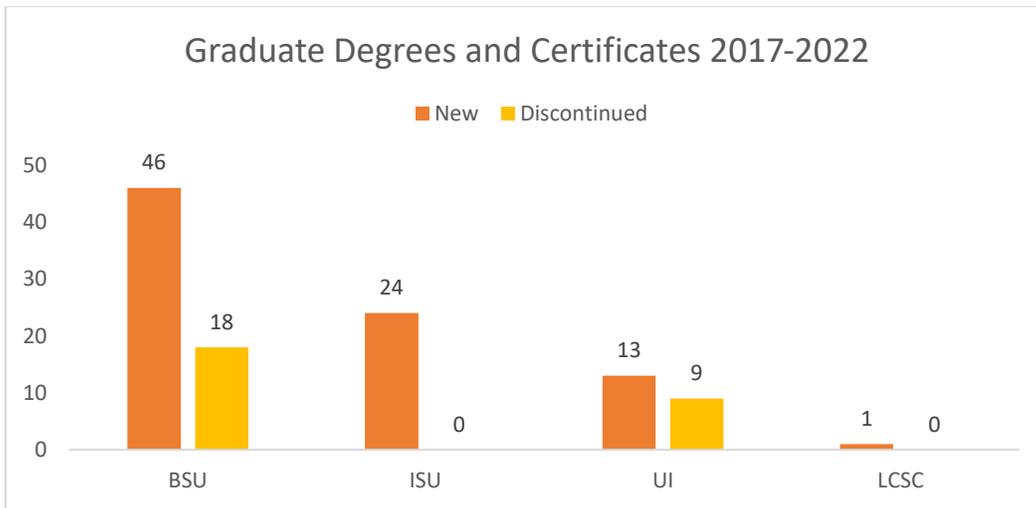
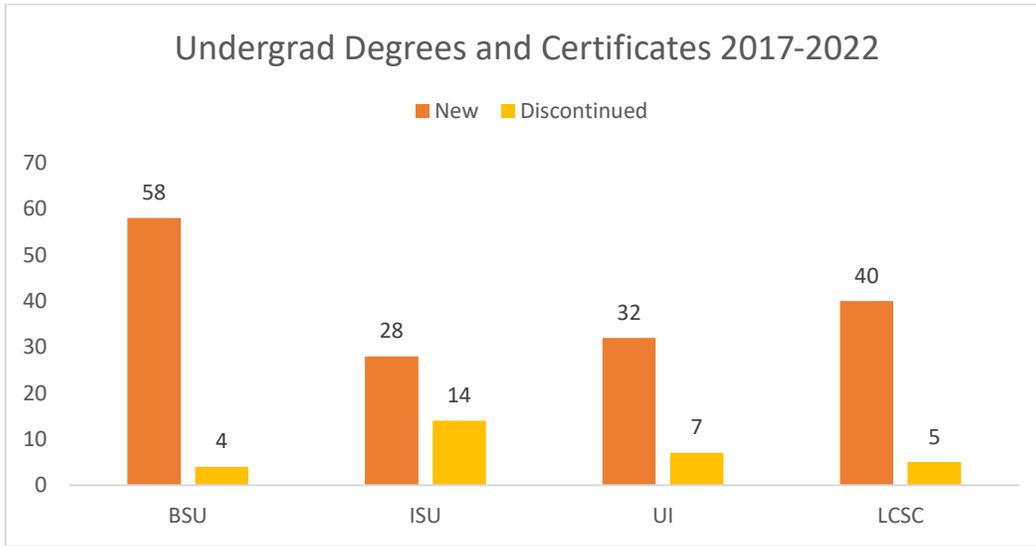
List of Academic Program Requests Approved by the Board

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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INST.	Request Type	Program Title	Degree	Date
BSU	New	Advanced Medical Imaging (online)	B.S.	4/22/2022
UI	New	Forest Nursery Management and Technology	A.S.	4/22/2022
UI	New	Forest Operations and Technology	A.S.	4/22/2022
UI	New	Wildland Fuel and Fire Technology	A.S.	4/22/2022
UI	Modification	Name change from Fisheries Science	B.S.	4/22/2022
UI	Modification	Name change from Wildlife Resources to Wildlife Sciences	B.S.	4/22/2022
UI	New	Business Administration (online)	B.A.	6/15/2022





**WORK SESSION
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SUBJECT

Idaho Reading Indicator (IRI) Assessment Results

REFERENCE

December 2018	Board reviewed the fall Idaho Reading Indicator (IRI) performance on the new statewide reading assessment.
October 2019	Board reviewed the statewide reading assessment results and discussed literacy growth targets.
October 2019	State Board of Education received an update on literacy growth targets and provided guidance on updating the literacy growth targets using the new assessment.
February 2020	Board discussed setting literacy growth targets and setting targets based on cohorts of students.
October 2020	Board reviewed the statewide reading assessment results as part of the October Work Session
May 2021	Board discussed the important of focusing on K-4 reading/literacy, 5-9 mathematics, and high school credit recovery as Idaho recovers from the COVID-19 pandemic.
June 2021	Board amended the K-20 Education Strategic Plan to better highlight the Board's decision to focus on K-4 Literacy, 5-9 mathematics, and high school credit recovery and completion
October 2021	Board reviewed the statewide reading assessment results, including the fall 2021 administration as part of the Work Session discussion.
December 2021	Board was presented the fall 2021 assessment results.
February 2022	Board set literacy growth targets based on modified student cohorts as part of the K-20 Education Strategic Plan.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.M. Chapter 18, Title 33

BACKGROUND/DISCUSSION

Pursuant to Section 33-1805, Idaho Code, each school district is required to report to the State Department of Education (SDE) by October 1 the number and percentage of students, by grade level, on an individualized reading improvement plan. SDE is then required to compile the information and report it annually to the State Board of Education, the public, the Governor, and the Legislature. Additionally, pursuant to Section 33-1806, Idaho Code, SDE is required to report to the public, the State Board of Education, the Legislature and the Governor the

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Fall and Spring statewide reading assessment results by school and by school district.

The Board has historically reviewed the statewide reading assessment performance at the October Board meeting as part of the overall K-20 Education Performance Measure Reports. 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 originally approved literacy growth targets at the August 2016 Regular Board meeting. Those targets were codified in IDAPA 08.02.01.802. With the statutory changes enacted in 2020 consolidating all of the literacy requirements in Title 33 into a single new chapter, the requirement was changed from meeting the targets identified in administrative code, to requiring the targets be identified in a literacy dashboard. The current literacy targets were set by the Board with the approval of the K-20 Education Strategic Plan.

IMPACT

The data provided is intended to help inform the discussion between Board members and staff around progress made toward increasing student literacy proficiency in early grades.

ATTACHMENTS

Attachment 1 – Idaho Reading Indicator Performance
Attachment 2 – Unfinished Learning Analysis

STAFF COMMENTS AND RECOMMENDATIONS

Attachment 1 provides a breakout of the overall score distribution of students taking the Idaho Reading Indicator over the previous seven years. The following pages look at student performance focusing on the growth of student proficiency using a modified cohort methodology. The modified cohort of students looks at students that were enrolled and assessed in the previous grade level. A modified cohort methodology was necessary due to the small number of students that remained enrolled and are tested in the fall and spring assessment from kindergarten through grade 3.

In general terms, Idaho students have experienced greater growth towards grade level proficiency coming out of the pandemic than was observed prior to the pandemic. This is a preliminary indicator of the efforts made by public schools to have all students reading at grade level by the time they leave third grade. While these results are promising it will be necessary to closely monitor progress and the importance of staying focused on this critical performance indicator.

The Spring 2022 Idaho Standards Achievement Test data is not available at this time. These data will be presented to the Board at the October Board member as part of the annual October K-20 Education performance measure reporting.

BOARD ACTION

This item is for informational purposes only.

The table below represents the distribution of students by attainment level within each test and assessment year. 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	2022
Fall IRI							
Grade KG							
Well Below Grade Level	21.1%	22.1%	23.3%	28.2%	27.4%	27.4%	29.7%
Near/Below Grade Level	26.8%	26.5%	26.9%	26.9%	30.2%	29.1%	29.5%
At Grade Level	52.2%	51.4%	49.8%	44.9%	42.4%	43.5%	40.8%
Grade 1							
Well Below Grade Level	15.8%	16.6%	16.1%	27.1%	21.8%	28.1%	25.9%
Near/Below Grade Level	21.6%	21.0%	20.6%	30.0%	29.2%	30.2%	28.2%
At Grade Level	62.6%	62.4%	63.2%	42.8%	48.9%	41.7%	46.0%
Grade 2							
Well Below Grade Level	20.9%	20.8%	22.5%	21.0%	17.0%	23.8%	22.3%
Near/Below Grade Level	23.7%	23.3%	23.4%	18.7%	20.2%	21.9%	20.3%
At Grade Level	55.4%	55.9%	54.2%	60.3%	62.8%	54.3%	57.3%
Grade 3							
Well Below Grade Level	14.7%	14.4%	14.5%	17.9%	15.4%	18.8%	19.4%
Near/Below Grade Level	21.4%	21.0%	20.0%	21.0%	20.6%	23.0%	21.3%
At Grade Level	63.9%	64.6%	65.5%	61.1%	64.0%	58.3%	59.3%
Spring IRI							
Grade KG							
Well Below Grade Level	7.8%	7.4%	7.2%	16.3%		17.1%	15.3%
Near/Below Grade Level	13.9%	12.5%	12.9%	20.5%		21.6%	19.5%
At Grade Level	78.3%	80.1%	80.0%	63.1%		61.2%	65.2%
Grade 1							
Well Below Grade Level	14.2%	15.1%	15.5%	13.8%		17.7%	14.7%
Near/Below Grade Level	17.7%	17.8%	17.6%	19.6%		22.8%	21.2%
At Grade Level	68.1%	67.1%	66.9%	66.6%		59.5%	64.1%
Grade 2							
Well Below Grade Level	16.0%	15.4%	17.0%	11.2%		14.7%	13.2%
Near/Below Grade Level	15.1%	14.8%	14.5%	13.6%		16.1%	14.1%
At Grade Level	68.9%	69.8%	68.5%	75.2%		69.2%	72.7%
Grade 3							
Well Below Grade Level	12.5%	11.9%	12.1%	11.6%		12.9%	13.1%
Near/Below Grade Level	14.5%	13.4%	13.2%	15.2%		17.0%	14.8%
At Grade Level	73.0%	74.7%	74.6%	73.2%		70.0%	72.0%

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	Assesment Distribution	Avg Score wQuintile	3 Year Gain or Loss		Level 1	Level 2	Level 3	Level 4
Fall 2021 IRI								
Grade KG				Grade KG				
1	22.39%	1.00	0.91	Growth Distr ->	39.9%	29.1%	31.0%	
2	26.91%	2.00	0.32	->	19.8%	28.9%	51.3%	
3	50.70%	3.00	-0.26	->	5.4%	15.0%	79.7%	
Spring 2022 IRI								
Grade KG				Grade KG				
1	9.05%	1.00	0.85	Growth Distr ->	45.8%	23.8%	30.4%	
2	15.42%	2.00	0.32	->	21.2%	25.2%	53.7%	
3	75.53%	3.00	-0.25	->	5.8%	13.1%	81.1%	

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 w additional split

to Prior Year	Students	Avg Score wQuintile	Avg Growth wQuintile	Growth Rate wQuintile
Fall IRI				
Grade 1	115,357	2.30	0.06	2.85%
2017	19,085	2.48	0.15	6.49%
2018	19,117	2.50	0.19	8.34%
2019	19,266	2.16	(0.12)	-5.41%
2020	19,782	2.30	0.12	5.28%
2021	19,223	2.15	(0.02)	-0.87%
2022	18,884	2.24	0.07	3.09%
Grade 2	122,204	2.38	0.03	1.39%
2017	20,535	2.36	(0.13)	-5.37%
2018	20,384	2.33	(0.15)	-6.00%
2019	20,365	2.40	(0.09)	-3.47%
2020	20,656	2.48	0.31	14.07%
2021	20,267	2.32	0.03	1.41%
2022	19,997	2.37	0.23	10.61%
Grade 3	125,925	2.47	0.10	4.13%
2017	21,488	2.51	0.16	6.73%
2018	21,124	2.52	0.16	6.93%
2019	20,898	2.44	0.12	5.03%
2020	21,292	2.50	0.10	4.21%
2021	20,485	2.41	(0.06)	-2.53%
2022	20,638	2.42	0.10	4.50%
Spring IRI				
Grade 1	76,454	2.52	(0.15)	-5.58%
2017	18,831	2.53	(0.20)	-7.42%
2018	18,790	2.52	(0.23)	-8.29%
2019	19,423	2.53	(0.21)	-7.67%
2022	19,410	2.50	0.04	1.68%
Grade 2	80,986	2.59	0.07	2.66%
2017	20,121	2.56	(0.01)	-0.45%
2018	19,827	2.53	(0.01)	-0.50%
2019	20,603	2.65	0.12	4.75%
2022	20,435	2.60	0.17	6.91%
Grade 3	83,392	2.62	0.08	3.13%
2017	21,055	2.64	0.09	3.71%
2018	20,508	2.64	0.08	3.24%
2019	20,900	2.63	0.10	3.99%
2022	20,929	2.60	0.04	1.60%

Three Year Sp	Students	Avg Score wQuintile	Avg Growth wQuintile	Growth Rate wQuintile
Fall IRI				
2019				
Grade Grade 3	17,848	2.45	0.11	4.65%
At or above grade	10,983	3.00	0.41	15.95%
Below Grade	6,865	1.56	(0.38)	-19.52%
2020				
Grade Grade 3	18,086	2.50	0.19	8.12%
At or above grade	11,679	3.00	0.45	17.42%
Below Grade	6,407	1.59	(0.28)	-15.04%
2021				
Grade Grade 3	17,424	2.40	0.11	4.73%
At or above grade	10,183	3.00	0.43	16.90%
Below Grade	7,241	1.56	(0.35)	-18.23%

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2022				
Grade Grade 3	18,128	2.42	0.23	10.40%
At or above grade	10,876	3.00	0.52	21.01%
Below Grade	7,252	1.54	(0.21)	-12.08%
Spring IRI				
2019				
Grade Grade 3	18,113	2.63	(0.11)	-3.98%
At or above grade	13,401	3.00	0.14	4.91%
Below Grade	4,712	1.59	(0.82)	-33.98%
2021				
Grade Grade 3	17,565	2.58	(0.18)	-6.51%
At or above grade	12,355	3.00	0.12	4.20%
Below Grade	5,210	1.58	(0.89)	-36.08%
2022				
Grade Grade 3	18,295	2.60	0.10	4.13%
At or above grade	13,261	3.00	0.31	11.38%
Below Grade	5,034	1.55	(0.43)	-21.81%

to Prior Year	Students	Avg Score wQuintile	Avg Growth wQuintile	Growth Rate wQuintile
Fall IRI				
Grade Grade 1	115,323	2.30	0.06	2.86%
Dist Cont' Enroll				
2017	19,085	2.48	0.15	6.49%
2018	19,117	2.50	0.19	8.34%
2019	19,266	2.16	(0.12)	-5.41%
2020	19,782	2.30	0.12	5.28%
2021	19,223	2.15	(0.02)	-0.87%
2022	18,850	2.24	0.07	3.11%
Grade Grade 2	122,170	2.38	0.03	1.39%
Dist Cont' Enroll				
2017	20,535	2.36	(0.13)	-5.37%
2018	20,384	2.33	(0.15)	-6.00%
2019	20,365	2.40	(0.09)	-3.47%
2020	20,656	2.48	0.31	14.07%
2021	20,267	2.32	0.03	1.41%
2022	19,963	2.37	0.23	10.60%
Grade Grade 3	125,892	2.47	0.10	4.13%
Dist Cont' Enroll				
2017	21,488	2.51	0.16	6.73%
2018	21,124	2.52	0.16	6.93%
2019	20,898	2.44	0.12	5.03%
2020	21,292	2.50	0.10	4.21%
2021	20,485	2.41	(0.06)	-2.53%
2022	20,605	2.42	0.10	4.50%
Spring IRI				
Grade Grade 1	73,546	2.53	(0.14)	-5.41%
Dist Cont' Enroll				
2017	18,075	2.54	(0.20)	-7.24%
2018	18,107	2.53	(0.22)	-8.09%
2019	18,729	2.54	(0.21)	-7.47%
2022	18,635	2.51	0.04	1.76%
Grade Grade 2	77,988	2.59	0.07	2.65%
Dist Cont' Enroll				
2017	19,306	2.57	(0.01)	-0.43%
2018	19,113	2.54	(0.01)	-0.51%
2019	19,886	2.66	0.12	4.72%
2022	19,683	2.61	0.17	6.87%
Grade Grade 3	80,498	2.63	0.08	3.14%
Dist Cont' Enroll				
2017	20,366	2.65	0.09	3.68%
2018	19,768	2.64	0.08	3.20%

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2019	20,213	2.63	0.10	3.97%
2022	20,151	2.61	0.04	1.69%

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

Row Labels	Students	Avg Score wQuintile	Avg Growth wQuintile	Growth Rate wQuintile
Fall IRI				
Grade 1	115,347	2.30	0.06	2.85%
Not Disadv				
2017	8,209	2.64	0.04	1.55%
2018	9,105	2.65	0.08	3.00%
2019	9,885	2.35	(0.16)	-6.47%
2020	11,068	2.47	0.07	3.00%
2021	12,180	2.29	(0.04)	-1.58%
2022	12,972	2.35	0.07	3.29%
Econ Disadv				
2017	10,875	2.36	0.24	11.06%
2018	10,010	2.36	0.30	14.37%
2019	9,376	1.95	(0.08)	-4.03%
2020	8,714	2.08	0.17	8.91%
2021	7,042	1.90	0.01	0.64%
2022	5,911	2.00	0.05	2.58%
Grade 2	122,192	2.38	0.03	1.39%
Not Disadv				
2017	8,968	2.55	(0.10)	-3.77%
2018	9,566	2.52	(0.09)	-3.60%
2019	10,839	2.57	(0.04)	-1.47%
2020	11,584	2.62	0.26	11.24%
2021	12,985	2.45	0.03	1.41%
2022	13,753	2.47	0.23	10.40%
Econ Disadv				
2017	11,564	2.21	(0.16)	-6.75%
2018	10,818	2.16	(0.20)	-8.36%
2019	9,523	2.21	(0.14)	-6.00%
2020	9,071	2.30	0.36	18.46%
2021	7,279	2.08	0.03	1.43%
2022	6,242	2.15	0.22	11.13%
Grade 3	125,913	2.47	0.10	4.13%
Not Disadv				
2017	9,474	2.67	0.13	5.18%

Row Labels	Students	Avg Score wQuintile	Avg Growth wQuintile	Growth Rate wQuintile
Fall IRI				
Grade 1	115,347	2.30	0.06	2.85%
Not SpEd				
2017	15,359	2.60	0.19	7.95%
2018	15,497	2.61	0.23	9.75%
2019	15,821	2.28	(0.07)	-3.11%
2020	16,552	2.40	0.14	6.11%
2021	16,471	2.23	(0.00)	-0.18%
2022	16,504	2.31	0.08	3.63%
Ever_SpEd				
2017	3,725	1.97	(0.02)	-0.77%
2018	3,618	2.01	0.02	1.08%
2019	3,440	1.61	(0.36)	-18.10%
2020	3,230	1.75	(0.00)	-0.23%
2021	2,751	1.68	(0.11)	-5.99%
2022	2,379	1.75	(0.03)	-1.58%
Grade 2	122,193	2.38	0.03	1.39%
Not SpEd				
2017	16,573	2.49	(0.11)	-4.26%
2018	16,434	2.47	(0.13)	-4.85%
2019	16,511	2.55	(0.05)	-2.00%
2020	16,990	2.60	0.32	13.82%
2021	16,959	2.42	0.03	1.43%
2022	17,054	2.46	0.23	10.52%
Ever_SpEd				
2017	3,959	1.79	(0.23)	-11.36%
2018	3,950	1.75	(0.24)	-12.25%
2019	3,851	1.78	(0.23)	-11.59%
2020	3,666	1.89	0.26	15.71%
2021	3,305	1.78	0.02	1.34%
2022	2,941	1.86	0.19	11.30%
Grade 3	125,914	2.47	0.10	4.13%
Not SpEd				
2017	17,481	2.65	0.16	6.35%

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2018	9,960	2.68	0.14	5.48%
2019	10,910	2.61	0.11	4.24%
2020	12,089	2.64	0.08	3.25%
2021	13,117	2.52	(0.06)	-2.38%
2022	14,344	2.52	0.10	4.05%
Econ Disadv				
2017	12,013	2.39	0.18	8.13%
2018	11,160	2.38	0.19	8.42%
2019	9,984	2.27	0.13	6.04%
2020	9,203	2.32	0.12	5.68%
2021	7,366	2.21	(0.06)	-2.83%
2022	6,293	2.19	0.12	5.71%
Spring IRI				
Grade 1	76,412	2.52	(0.15)	-5.58%
Not Disadv				
2017	8,140	2.69	(0.13)	-4.73%
2018	9,016	2.68	(0.15)	-5.18%
2019	9,918	2.68	(0.14)	-4.91%
2022	13,308	2.60	0.04	1.73%
Econ Disadv				
2017	10,690	2.41	(0.26)	-9.60%
2018	9,773	2.37	(0.30)	-11.33%
2019	9,505	2.38	(0.29)	-10.73%
2022	6,062	2.30	0.04	1.58%
Grade 2	80,931	2.59	0.07	2.66%
Not Disadv				
2017	8,832	2.71	(0.02)	-0.65%
2018	9,344	2.69	(0.01)	-0.32%
2019	10,879	2.78	0.10	3.83%
2022	14,102	2.69	0.15	5.89%
Econ Disadv				
2017	11,286	2.44	(0.01)	-0.26%
2018	10,482	2.39	(0.02)	-0.68%
2019	9,724	2.51	0.14	5.92%
2022	6,282	2.42	0.21	9.53%
Grade 3	83,356	2.62	0.08	3.14%
Not Disadv				
2017	9,420	2.78	0.08	2.96%
2018	9,736	2.77	0.06	2.26%
2019	10,926	2.76	0.09	3.25%
2022	14,567	2.69	0.04	1.33%
Econ Disadv				
2017	11,634	2.52	0.11	4.39%
2018	10,768	2.51	0.10	4.23%
2019	9,974	2.48	0.12	4.92%
2018	17,090	2.66	0.16	6.58%
2019	16,845	2.59	0.13	5.17%
2020	17,261	2.65	0.10	3.94%
2021	16,904	2.53	(0.06)	-2.38%
2022	17,195	2.53	0.11	4.39%
Ever_SpEd				
2017	4,006	1.91	0.16	9.03%
2018	4,030	1.96	0.16	8.96%
2019	4,049	1.82	0.07	4.23%
2020	4,031	1.88	0.10	5.86%
2021	3,579	1.82	(0.07)	-3.53%
2022	3,443	1.87	0.09	5.27%
Spring IRI				
Grade 1	76,412	2.52	(0.15)	-5.58%
Not SpEd				
2017	15,145	2.67	(0.14)	-5.12%
2018	15,244	2.66	(0.17)	-6.09%
2019	15,947	2.66	(0.16)	-5.84%
2022	16,935	2.57	0.05	1.89%
Ever_SpEd				
2017	3,685	1.93	(0.44)	-18.66%
2018	3,545	1.93	(0.47)	-19.49%
2019	3,476	1.96	(0.42)	-17.62%
2022	2,435	2.03	(0.00)	-0.10%
Grade 2	80,931	2.59	0.07	2.66%
Not SpEd				
2017	16,258	2.70	(0.00)	-0.09%
2018	15,956	2.68	(0.00)	-0.16%
2019	16,703	2.79	0.12	4.56%
2022	17,393	2.69	0.17	6.55%
Ever_SpEd				
2017	3,860	1.94	(0.05)	-2.50%
2018	3,870	1.90	(0.05)	-2.41%
2019	3,900	2.06	0.11	5.89%
2022	2,991	2.11	0.18	9.60%
Grade 3	83,356	2.62	0.08	3.14%
Not SpEd				
2017	17,161	2.78	0.09	3.24%
2018	16,577	2.77	0.07	2.75%
2019	16,861	2.77	0.09	3.49%
2022	17,477	2.70	0.04	1.37%
Ever_SpEd				
2017	3,893	2.02	0.13	6.67%
2018	3,927	2.06	0.12	6.11%
2019	4,039	2.04	0.13	6.96%

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2022	6,331	2.39	0.05	2.34%
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2022	3,421	2.07	0.06	3.21%
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Row Labels	Students	Avg Score wQuintile	Avg Growth wQuintile	Grow Rate
Spring IRI (over Fall)				
Grade KG	120,041	2.61	0.38	17.19%
Not Disadv				
2016	9,320	2.80	0.23	8.94%
2017	9,319	2.82	0.27	10.71%
2018	9,922	2.82	0.31	12.52%
2019	11,133	2.62	0.24	10.14%
2021	12,782	2.56	0.25	10.62%
2022	16,635	2.56	0.36	16.63%
Econ Disadv				
2016	10,574	2.64	0.55	26.00%
2017	10,109	2.66	0.59	28.57%
2018	9,953	2.65	0.62	30.23%
2019	9,330	2.32	0.39	20.22%
2021	6,855	2.27	0.38	20.42%
2022	4,109	2.31	0.49	27.08%
Grade 1	126,822	2.51	0.19	8.13%
Not Disadv				
2016	9,370	2.71	0.08	2.99%
2017	8,988	2.69	0.07	2.78%
2018	10,028	2.68	0.06	2.17%
2019	11,041	2.69	0.33	13.99%
2021	13,248	2.55	0.27	11.64%
2022	15,368	2.59	0.29	12.38%
Econ Disadv				
2016	11,982	2.42	0.06	2.59%
2017	11,559	2.40	0.05	2.00%
2018	10,951	2.37	0.03	1.15%
2019	10,334	2.38	0.42	21.49%
2021	7,445	2.23	0.34	17.90%
2022	6,508	2.28	0.30	15.41%
Grade 2	129,564	2.57	0.22	9.30%
Not Disadv				
2016	9,891	2.70	0.16	6.26%
2017	9,286	2.71	0.16	6.30%
2018	9,968	2.69	0.17	6.63%
2019	11,528	2.78	0.20	7.90%
2021	13,669	2.66	0.21	8.76%

Row Labels	Students	Avg Score wQuintile	Avg Growth wQuintile	Grow Rate
Spring IRI (over Fall)				
Grade KG	120,041	2.61	0.38	17.19%
Not SpEd				
2016	15,963	2.81	0.41	16.86%
2017	15,704	2.83	0.45	18.95%
2018	16,298	2.82	0.48	20.32%
2019	17,085	2.58	0.32	14.16%
2021	17,232	2.52	0.30	13.51%
2022	18,759	2.56	0.40	18.58%
Ever_SpEd				
2016	3,931	2.33	0.37	18.58%
2017	3,724	2.36	0.39	19.77%
2018	3,577	2.36	0.42	21.30%
2019	3,378	2.00	0.25	14.52%
2021	2,405	2.02	0.25	14.34%
2022	1,985	2.08	0.29	16.38%
Grade 1	126,822	2.51	0.19	8.13%
Not SpEd				
2016	17,161	2.69	0.10	3.68%
2017	16,523	2.68	0.08	3.19%
2018	16,971	2.66	0.07	2.64%
2019	17,571	2.67	0.38	16.77%
2021	17,722	2.52	0.30	13.41%
2022	19,176	2.57	0.29	12.83%
Ever_SpEd				
2016	4,191	1.96	-0.04	-2.03%
2017	4,024	1.94	-0.04	-2.12%
2018	4,008	1.94	-0.07	-3.62%
2019	3,804	1.96	0.33	20.53%
2021	2,971	1.92	0.26	15.36%
2022	2,700	2.02	0.29	16.55%
Grade 2	129,564	2.57	0.22	9.30%
Not SpEd				
2016	17,980	2.69	0.20	7.95%
2017	17,045	2.70	0.20	8.19%
2018	17,195	2.67	0.21	8.48%
2019	17,691	2.79	0.24	9.51%
2021	17,739	2.66	0.24	10.13%

2022	15,458	2.68	0.23	9.28%
Econ Disadv				
2016	12,227	2.41	0.21	9.60%
2017	11,794	2.43	0.22	9.90%
2018	11,379	2.37	0.23	10.52%
2019	10,266	2.50	0.30	13.46%
2021	7,515	2.36	0.29	14.15%
2022	6,583	2.42	0.28	12.89%
Grade 3	131,854	2.61	0.15	6.11%
Not Disadv				
2016	9,945	2.76	0.09	3.49%
2017	9,837	2.78	0.11	4.28%
2018	10,435	2.77	0.09	3.42%
2019	11,512	2.76	0.16	6.02%
2021	13,683	2.68	0.16	6.40%
2022	15,768	2.68	0.18	7.14%
Econ Disadv				
2016	12,281	2.50	0.13	5.66%
2017	12,098	2.52	0.14	5.71%
2018	11,627	2.51	0.14	5.77%
2019	10,559	2.48	0.21	9.42%
2021	7,533	2.40	0.20	9.31%
2022	6,576	2.39	0.21	9.41%

2022	18,854	2.69	0.24	9.82%
Ever_SpEd				
2016	4,138	1.89	0.14	8.24%
2017	4,035	1.94	0.15	8.16%
2018	4,152	1.90	0.16	8.94%
2019	4,103	2.04	0.27	15.20%
2021	3,445	2.01	0.23	12.84%
2022	3,187	2.10	0.25	13.75%
Grade 3	131,854	2.61	0.15	6.11%
Not SpEd				
2016	18,300	2.75	0.12	4.53%
2017	17,912	2.78	0.13	4.91%
2018	17,864	2.77	0.12	4.44%
2019	17,830	2.77	0.18	6.84%
2021	17,558	2.70	0.17	6.87%
2022	18,728	2.70	0.18	7.26%
Ever_SpEd				
2016	3,926	1.98	0.10	5.25%
2017	4,023	2.02	0.11	5.78%
2018	4,198	2.06	0.11	5.46%
2019	4,241	2.03	0.21	11.66%
2021	3,658	2.00	0.19	10.49%
2022	3,616	2.06	0.21	11.12%

**Breakouts by English Language Learners
Participation**

Participation in Any Year Triggers Breakout thru All Years

Row Labels	Students	Avg Score wQuintile	Avg Growth wQuintile	Growth Rate wQuintile
Fall IRI				
Grade 1	115,347	2.30	0.06	2.85%
Not ELL				
2017	16,867	2.52	0.10	4.33%
2018	16,934	2.53	0.14	6.00%
2019	17,265	2.22	(0.14)	-5.79%
2020	17,827	2.36	0.09	4.05%
2021	17,406	2.22	(0.03)	-1.52%
2022	17,253	2.30	0.06	2.52%
Ever ELL				
2017	2,217	2.21	0.51	29.88%
2018	2,181	2.24	0.57	34.36%
2019	1,996	1.61	(0.01)	-0.71%
2020	1,955	1.72	0.33	23.47%

**Breakouts by Grade Level Attainment
No Demographic Indicators**

Row Labels	Students	Avg Score wQuintile	Avg Growth wQuintile	Growth Rate wQuintile
Fall IRI				
Grade Grade 1	115,357	2.30	0.06	2.85%
At or above grade				
2017	12,142	3.00	0.45	17.66%
2018	12,384	3.00	0.48	18.84%
2019	8,217	3.00	0.30	11.16%
2020	9,943	3.00	0.36	13.85%
2021	8,130	3.00	0.33	12.27%
2022	9,045	3.00	0.40	15.23%
Below Grade				
2017	6,943	1.57	(0.37)	-19.17%
2018	6,733	1.58	(0.33)	-17.26%
2019	11,049	1.53	(0.44)	-22.29%
2020	9,839	1.58	(0.14)	-7.98%

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2021	1,816	1.51	0.13	9.32%	2021	11,093	1.53	(0.27)	-15.18%
2022	1,630	1.59	0.18	12.61%	2022	9,839	1.54	(0.24)	-13.28%
Grade 2	122,193	2.38	0.03	1.39%	Grade Grade 2	122,204	2.38	0.03	1.39%
Not ELL					At or above grade				
2017	18,367	2.40	(0.12)	-4.84%	2017	11,532	3.00	0.21	7.71%
2018	18,022	2.37	(0.14)	-5.65%	2018	11,151	3.00	0.21	7.42%
2019	18,099	2.45	(0.07)	-2.78%	2019	12,365	3.00	0.25	9.08%
2020	18,547	2.52	0.29	12.87%	2020	13,146	3.00	0.46	18.33%
2021	18,218	2.37	0.02	0.88%	2021	11,135	3.00	0.29	10.87%
2022	18,159	2.42	0.21	9.63%	2022	11,702	3.00	0.45	17.66%
Ever ELL					Below Grade				
2017	2,165	2.01	(0.23)	-10.40%	2017	9,003	1.54	(0.58)	-27.40%
2018	2,362	1.99	(0.20)	-9.13%	2018	9,233	1.52	(0.58)	-27.57%
2019	2,263	2.00	(0.22)	-9.77%	2019	8,000	1.48	(0.61)	-29.08%
2020	2,109	2.08	0.46	28.69%	2020	7,510	1.56	0.03	1.76%
2021	2,046	1.84	0.14	8.05%	2021	9,132	1.49	(0.29)	-16.17%
2022	1,836	1.88	0.37	24.71%	2022	8,295	1.49	(0.09)	-5.47%
Grade 3	125,914	2.47	0.10	4.13%	Grade Grade 3	125,925	2.47	0.10	4.13%
Not ELL					At or above grade				
2017	19,005	2.55	0.15	6.16%	2017	13,972	3.00	0.20	7.19%
2018	18,868	2.56	0.15	6.44%	2018	13,982	3.00	0.20	7.29%
2019	18,448	2.49	0.11	4.80%	2019	12,886	3.00	0.24	8.70%
2020	18,962	2.54	0.09	3.59%	2020	13,782	3.00	0.20	6.98%
2021	18,324	2.45	(0.07)	-2.88%	2021	12,064	3.00	0.12	4.04%
2022	18,576	2.46	0.09	3.86%	2022	12,459	3.00	0.24	8.52%
Ever ELL					Below Grade				
2017	2,482	2.25	0.24	11.87%	2017	7,516	1.60	0.08	5.13%
2018	2,252	2.24	0.24	11.79%	2018	7,142	1.59	0.08	5.62%
2019	2,446	2.11	0.14	7.13%	2019	8,012	1.55	(0.08)	-4.95%
2020	2,330	2.18	0.21	10.51%	2020	7,510	1.58	(0.07)	-4.39%
2021	2,159	2.06	0.02	1.16%	2021	8,421	1.56	(0.32)	-16.96%
2022	2,062	2.05	0.22	12.02%	2022	8,179	1.53	(0.10)	-5.87%
Spring IRI					Spring IRI				
Grade 1	76,412	2.52	(0.15)	-5.58%	Grade Grade 1	76,454	2.52	(0.15)	-5.58%
Not ELL					At or above grade				
2017	16,648	2.57	(0.18)	-6.57%	2017	12,715	3.00	0.09	3.10%
2018	16,674	2.56	(0.21)	-7.61%	2018	12,635	3.00	0.08	2.91%
2019	17,369	2.59	(0.18)	-6.34%	2019	12,960	3.00	0.10	3.45%
2022	17,666	2.55	0.02	0.95%	2022	12,532	3.00	0.24	8.82%
Ever ELL					Below Grade				
2017	2,182	2.22	(0.37)	-14.31%	2017	6,116	1.55	(0.81)	-34.39%
2018	2,115	2.25	(0.36)	-13.97%	2018	6,155	1.54	(0.87)	-36.13%
2019	2,054	2.10	(0.51)	-19.52%	2019	6,463	1.60	(0.83)	-34.23%
2022	1,704	2.03	0.22	12.31%	2022	6,878	1.60	(0.33)	-16.95%
Grade 2	80,931	2.59	0.07	2.66%	Grade Grade 2	80,986	2.59	0.07	2.66%

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Not ELL				
2017	18,004	2.59	(0.01)	-0.56%
2018	17,540	2.57	(0.02)	-0.73%
2019	18,302	2.69	0.12	4.77%
2022	18,541	2.64	0.15	6.10%
Ever ELL				
2017	2,114	2.27	0.02	0.67%
2018	2,286	2.24	0.03	1.56%
2019	2,301	2.33	0.10	4.63%
2022	1,843	2.25	0.33	17.52%
Grade 3				
	83,356	2.62	0.08	3.14%
Not ELL				
2017	18,672	2.67	0.09	3.52%
2018	18,325	2.67	0.08	2.94%
2019	18,439	2.67	0.10	3.94%
2022	18,828	2.63	0.04	1.37%
Ever ELL				
2017	2,382	2.40	0.12	5.37%
2018	2,179	2.39	0.14	6.09%
2019	2,461	2.32	0.10	4.49%
2022	2,070	2.26	0.09	4.19%

At or above grade				
2017	14,170	3.00	0.11	3.89%
2018	13,730	3.00	0.12	4.03%
2019	15,609	3.00	0.20	7.17%
2022	14,966	3.00	0.27	9.77%
Below Grade				
2017	5,951	1.50	(0.31)	-16.94%
2018	6,097	1.47	(0.30)	-17.06%
2019	4,994	1.56	(0.13)	-7.75%
2022	5,469	1.52	(0.10)	-6.27%
Grade Grade 3				
	83,392	2.62	0.08	3.13%
At or above grade				
2017	15,850	3.00	0.13	4.38%
2018	15,412	3.00	0.12	4.10%
2019	15,412	3.00	0.18	6.22%
2022	15,150	3.00	0.13	4.70%
Below Grade				
2017	5,205	1.54	0.00	-0.10%
2018	5,096	1.53	(0.02)	-1.56%
2019	5,488	1.58	(0.11)	-6.45%
2022	5,779	1.54	(0.21)	-11.77%

Row Labels	Students	Avg Score wQuintile	Avg Growth wQuintile	Grow Rate
Spring IRI (over Fall)				
Grade KG	120,041	2.61	0.38	17.19%
Not ELL				
2016	17,594	2.74	0.34	13.95%
2017	17,279	2.75	0.38	15.78%
2018	17,793	2.75	0.40	17.20%
2019	18,458	2.55	0.29	12.87%
2021	17,943	2.52	0.28	12.73%
2022	19,334	2.56	0.38	17.64%
Ever ELL				
2016	2,300	2.56	0.88	51.89%
2017	2,149	2.61	0.95	57.13%
2018	2,082	2.61	0.99	61.12%
2019	2,005	1.87	0.48	34.27%
2021	1,694	1.81	0.40	28.14%
2022	1,410	1.80	0.47	35.58%
Grade 1	126,822	2.51	0.19	8.13%
Not ELL				
2016	19,105	2.59	0.08	3.02%
2017	18,207	2.57	0.06	2.53%
2018	18,634	2.56	0.04	1.77%

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2019	19,204	2.59	0.36	16.21%
2021	18,815	2.49	0.28	12.74%
2022	20,055	2.54	0.28	12.23%
Ever ELL				
2016	2,247	2.22	0.01	0.40%
2017	2,340	2.21	0.02	0.90%
2018	2,345	2.23	0.02	0.75%
2019	2,171	2.10	0.49	30.27%
2021	1,878	1.91	0.40	26.69%
2022	1,821	2.02	0.45	28.39%
Grade 2	129,564	2.57	0.22	9.30%
Not ELL				
2016	19,589	2.57	0.18	7.41%
2017	18,862	2.59	0.19	7.75%
2018	18,872	2.56	0.19	8.05%
2019	19,422	2.69	0.24	9.63%
2021	19,078	2.60	0.23	9.74%
2022	20,127	2.64	0.23	9.53%
Ever ELL				
2016	2,529	2.27	0.27	13.32%
2017	2,218	2.26	0.25	12.63%
2018	2,475	2.23	0.26	13.11%
2019	2,372	2.32	0.34	17.12%
2021	2,106	2.17	0.35	19.03%
2022	1,914	2.23	0.38	20.25%
Grade 3	131,854	2.61	0.15	6.11%
Not ELL				
2016	19,740	2.65	0.11	4.36%
2017	19,470	2.67	0.12	4.84%
2018	19,722	2.66	0.11	4.34%
2019	19,540	2.67	0.18	7.23%
2021	19,032	2.62	0.18	7.16%
2022	20,185	2.63	0.18	7.46%
Ever ELL				
2016	2,486	2.32	0.15	7.09%
2017	2,465	2.38	0.15	6.74%
2018	2,340	2.37	0.16	7.02%
2019	2,531	2.31	0.21	10.26%
2021	2,184	2.23	0.19	9.20%
2022	2,159	2.24	0.22	10.89%