BOISE STATE UNIVERSITY

SUBJECT
Annual Progress Report

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

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

Since providing our last annual progress report, Boise State University successfully launched the implementation of its new strategic plan, *Blueprint for Success*. The attached report provides details of this work alongside other achievements and metrics.

IMPACT
Boise State University's approved strategic plan drives the university's planning, programming, budgeting and assessment cycles and is the basis for the institution's annual budget requests and performance measure reports.

ATTACHMENTS
Attachment 1 – Boise State University Annual Progress Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS
In addition to establishing the Board requirements for strategic planning, Board Policy I.M. requires each institution and agency to report to the Board annually on "progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations."

The institution annual progress report gives the Board the opportunity to discuss advancement toward the institution's strategic plan goals, initiatives the institution may be implementing to meet those goals, barriers identified and progress toward the Board's educational system initiatives. Additionally, this time will be used to update the Board on the institution program prioritization implementation.

BOARD ACTION
This item is for informational purposes only.

February 2023

ANNUAL PROGRESS REPORT

BOISE STATE UNIVERSITY

CONTEXT

Since providing our last Annual Progress Report to the Board, Boise State University successfully launched the implementation of the *Blueprint*, our strategic plan. We have made great strides, although we and our sister institutions have continued to face the challenges brought about by the global pandemic and its attendant financial, personnel, and political ripple effects. As our Board will understand, the effects on students and on institutions will be lasting and deep, and we cannot yet predict what all of those impacts will be.

During the 2021-22 academic year, all divisions, divisional units, colleges, and academic departments worked on creating new unit-level strategic plans, aligning their goals and strategies with the *Blueprint*, and finalizing their key actions, tactics and priorities. These first drafts of all unit-level strategic plans with goals, strategies, tactics and associated metrics were completed by the summer of 2022.

In spring 2022, the University made a significant change, requiring, for the first time, simultaneous submission of annual strategic plan progress reporting, program prioritization annual reporting, and strategic budget requests. This synchronized submission process allows for aligned and integrated thinking about progress being made on the strategic plan, continuous improvement action items, and the funding needed to support them. The updated unit-level strategic plans will provide a strong basis for the spring 2023 integrated planning and an assessment of our budgeting process.

In spring 2022, we successfully completed the Mid-Cycle Review by the Northwest Commission on Colleges and Universities (NWCCU). The mid-cycle review is a part of the regular accreditation cycle; it occurs three years after the last full accreditation review, and four years before the next one. The university submitted a Mid-Cycle Review Report as part of our evaluation process. **Evaluators commended the clear buy-in, support, and enthusiasm for the strategic plan,** and complimented the Strategic Planning Steering Committee, the University Strategic Planning Council, and university leadership for fostering a collaborative, engaging planning process.

Most importantly, the evaluators found significant evidence that Boise State is well-situated for its spring 2026 Evaluation of Institutional Effectiveness report and visit. In late July 2022, we received the official 2022 NWCCU commission letter regarding the spring 2022 Mid-Cycle Review. The letter summarizes the NWCCU's decision to accept our report to fulfill our requirements, and it provides an update on our recommendations from the self-study and the full accreditation review in 2019.

MISSION: Boise State University provides an innovative, transformative, and equitable educational environment that prepares students for success and advances Idaho and the world.

VISION: To be a premier student-success driven research university innovating for statewide and global impact. The trailblazing, innovative character that has always defined Boise State will help us foster student success, advance Idaho and Idahoans, and strengthen our culture of innovation and impact.

STRATEGIC PLAN IMPLEMENTATION

Blueprint **and the Board's clear direction in Complete College America's (CCA) "Momentum Pathways Project" have given us excellent guidance to direct the university forward.**

Goal #1: Improve Educational Access and Student Success.

Enhance the comprehensive student experience with a focus on student success and post-graduate outcomes.

Boise State is investing significant effort and resources toward the achievement of this goal, and we align our efforts with the **Complete College America (CCA)** Game Changer strategies that Idaho aligned with in 2010. The SBOE's adoption of Complete College America's "Momentum Pathways Project" has shaped our work since 2019. All Idaho colleges and universities presented and shared our progress on the CCA related initiatives in the Complete College Idaho (CCI) Summit in Pocatello June 16-17, 2022.

In our report, we highlight our CCA/CCI initiatives and progress made to date. CCA's focus on the importance of reducing the equity gaps between different student populations, our accrediting body's explicit charge to do the same, and our own *Blueprint* guided our work on the development of a new Strategic Enrollment and Retention Plan (SERP). In addition, Boise State is a member of the Powered by Publics Coalition of the Association of Public and Land Grant Universities (APLU), which has a focus similar to that of CCA: increase the number of college graduates and close equity gaps.

Our coverage of Goal #1 has the following sections:

1. **Overall progress** relative to this goal.
2. **Development of a Strategic Enrollment and Retention Plan** addressing the importance of equity in college attainment.
3. **Additional Work Supporting Student Access and Success —** summarizes many additional student success related initiatives and projects happening at Boise State.
4. **Update on "Game Changer Strategies"** — our status, description of current activities, and plans relative to the six Game Changer Strategies that constitute the Momentum Pathways Project.

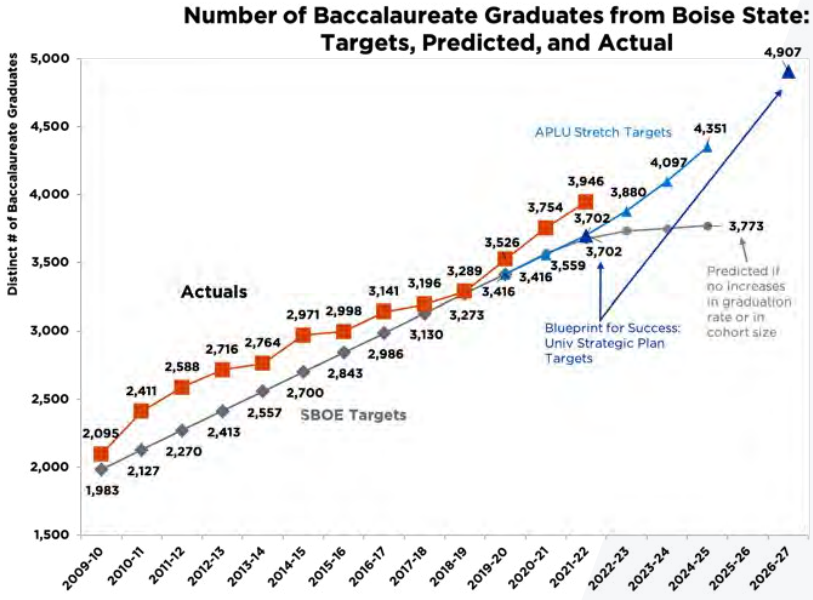
OVERALL PROGRESS

We are very proud to have played a significant role in increasing the college attainment rate for Idaho. Boise State confers more than half of all baccalaureate degrees from public institutions in Idaho.

Education is not only key to **providing Idahoans the opportunity to develop the talents and skills necessary for employment,** it can have a transformational impact on students and their families with regard to economic mobility and life satisfaction. Students from all backgrounds must have access to and support for pursuing a college education to develop those skills and talents, develop their full potential, and give back to our great state.

Education is also key to **increasing the size and competence of the state's workforce,** as captured in the "educational attainment goal" (goal #3) of the Board's *K-20 Public Education Strategic Plan, FY 2023-2028.* Increasing the rate of college attainment in all groups, especially those populations that are presently underrepresented with respect to college attainment, is the most impactful way to increase the size and competence of the workforce and achieve the Board's educational attainment goal.

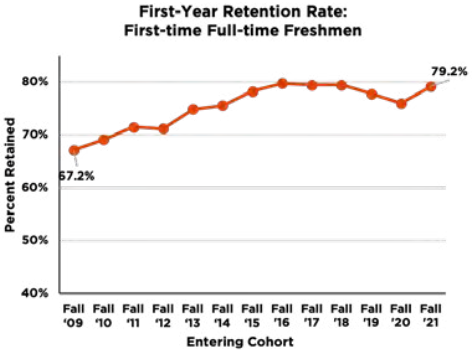
The number of **baccalaureate graduates** from Boise State has increased every year over the past decade, with a stunning overall **increase of 52%** from 2011-12 to 2021-22. **Boise State has exceeded the targets** that were put forth by the SBOE in August 2010. The SBOE targets, which spanned 2009-10 through 2019-20, galvanized Boise State's efforts to increase the number of students we graduate. A new set of targets resulted from Boise State's participation in the APLU's effort to increase the number of graduates nationwide. The latter are depicted in the following graph.

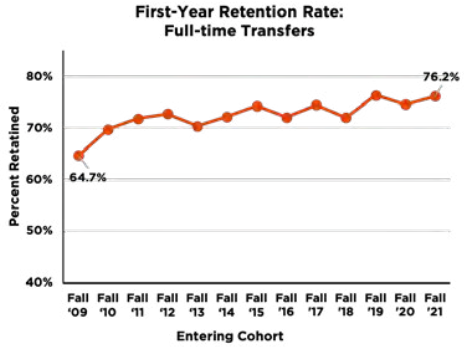


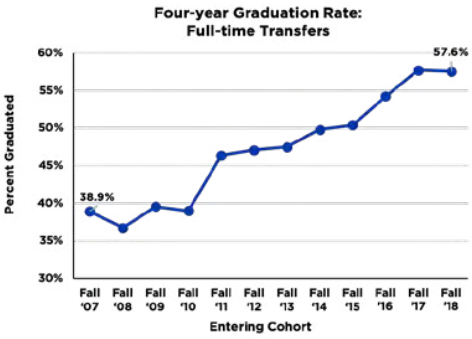
The increase we have already seen in baccalaureate graduates has been, in large part, a result of substantial increases in Boise State's retention and graduation rates, as well as the number of students who enter the university, as shown in the figures.

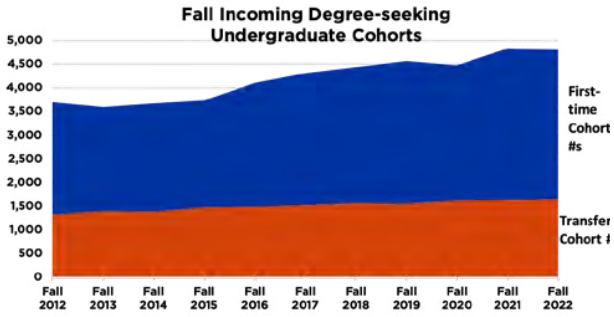
After experiencing dips in first-to-second-year retention rates for the fall 2019 and fall 2020 first-time full-time cohort, the retention rate of the fall 2021 cohort rebounded to near-pre-pandemic levels at 79.2%. Likewise, after experiencing a nearly 2-point dip in retention between the fall 2019 and fall 2020 full-time transfer cohorts, the fall 2021 cohort retention went back up to 76.2%.

The six-year graduation rate for first-time full-time freshmen has increased at an unprecedented rate, going from 29% for the fall 2005 cohort to 59% for the fall 2016 cohort. The four-year graduation rate for full-time transfer students reached an **all-time high rate of 57.6%** for the fall 2018 cohort.



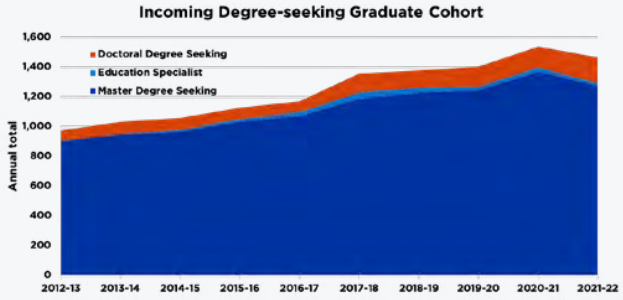


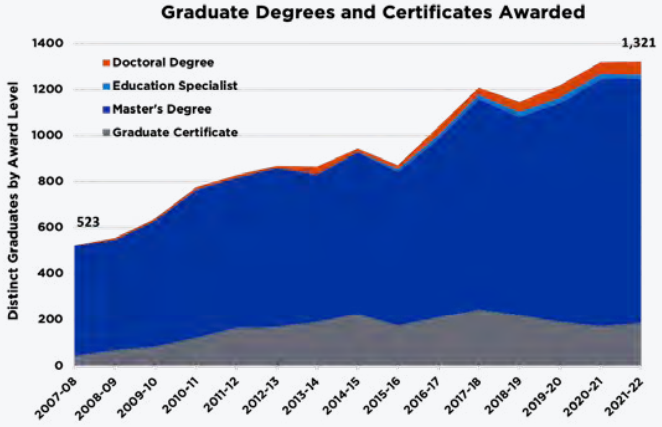




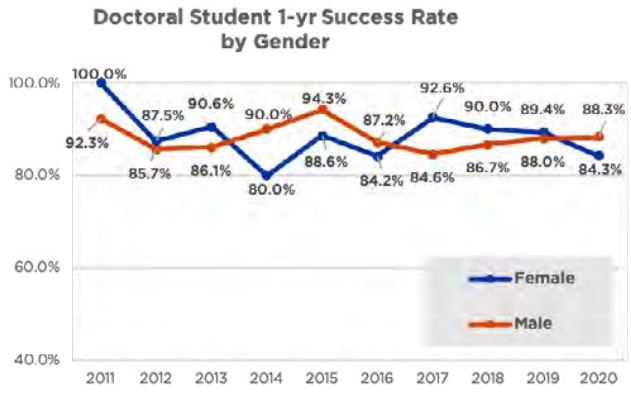
Graduate-level programs are also an important aspect of serving Idaho and Idahoans, and Boise State continues to develop new programs to serve the state.

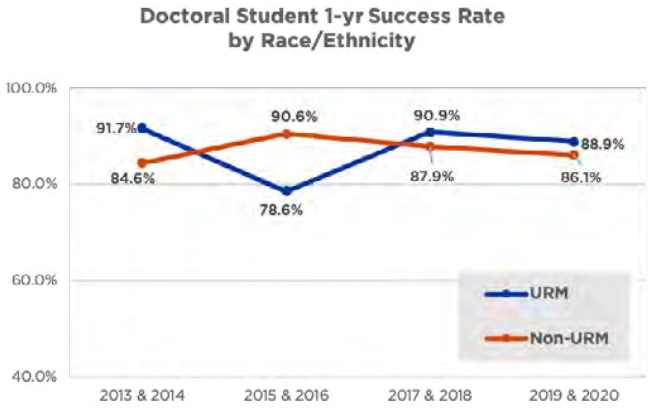
The number of graduates from **graduate degree and certificate programs** has continued its upward trend with an **increase of 52%** since 2012-13.

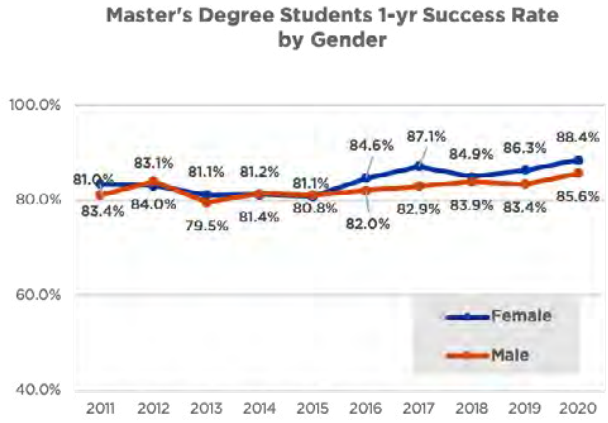


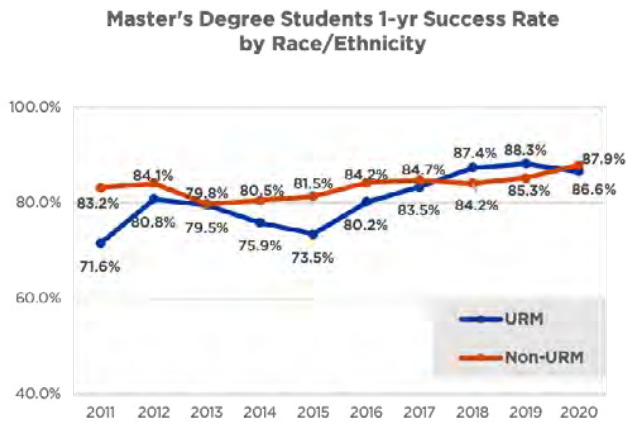


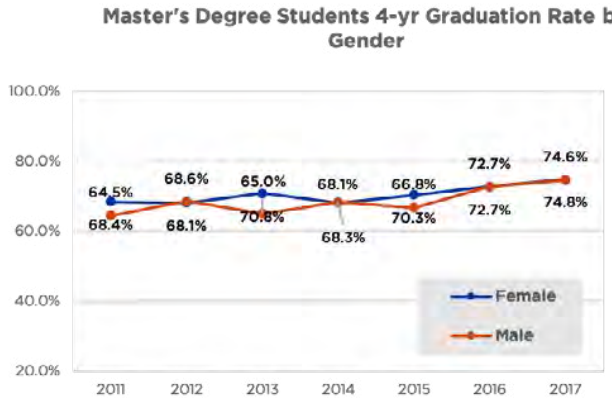
In our 2019 self study for NWCCU, we reported a concern for the trends in retention and graduation rates for underrepresented graduate students. These gaps have been largely narrowed or eliminated as illustrated in the following graphs.

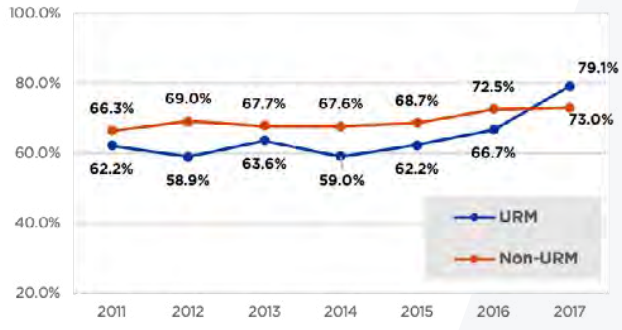












STRATEGIC ENROLLMENT AND RETENTION PLAN (SERP)

The first goal of the *Blueprint* calls for a **Strategic Enrollment and Retention Plan (SERP)** to improve student access and success. This effort, led collaboratively by the Student Affairs and Enrollment Management and Academic Affairs divisions, culminated in the creation of a plan in the fall 2022. The SERP establishes clear goals and targets for enrollment with a focus on closing selected institutional equity gaps in access and completion, while providing research-informed and institutionally-appropriate initiatives to advance towards our goals. Furthermore, these efforts align with concerns around demographic gaps in attendance for the university's service areas that were recently highlighted by the board.

An important focus of the SERP is the development of strategies to close "equity gaps," discrepancies in access, retention and graduation rates (among other student success indicators) for demographically different groups of students, such as socio-economically disadvantaged students, underrepresented minority students, rural students, first-generation students, etc. There are two primary reasons for a focus on equity gaps. First, one of the recommendations Boise State received in response to our 2019 NWCCU accreditation review was a requirement that we address equity gaps. Second, there are significant positive societal impacts if we can address these inequities.

Boise State confers more college degrees than any other public institution in Idaho — more bachelor's degrees than all other public universities combined. So we play a key role in increasing college attainment levels of all Idahoans. This fact makes our efforts to reach the four groups we have identified as having substantially lower levels of college attainment meaningful for those students and the state. Our path forward requires that we focus energy on (i) **increasing college attendance** among those students who are typically less likely to attend college in the first place and (ii) **increasing successful retention and graduation** among those students typically less likely to graduate.

Goals for better serving Boise State students

In developing the SERP, we identified four specific underserved groups in Idaho with respect to access and success: **Rural Idahoans, First-Generation students,** students who are **Low-Income/High-Financial Need** (Pell eligible), **and Hispanic/ Latinx** students. Each of these four groups represent a substantial fraction of Idaho's population and represents a substantial gap in college attainment.

There may be overlap in these groups (e.g, a rural student might also be Pell Grant eligible), and these groups overlap with other identities (e.g, gender). Further, there are other students whose access and progress may also require particular attention (e.g., part-time, online, non-traditional, veterans, students with minoritized status, students with disabilities, etc.). By improving outcomes for the populations identified in our SERP, we expect to simultaneously address other known institutional performance gaps.

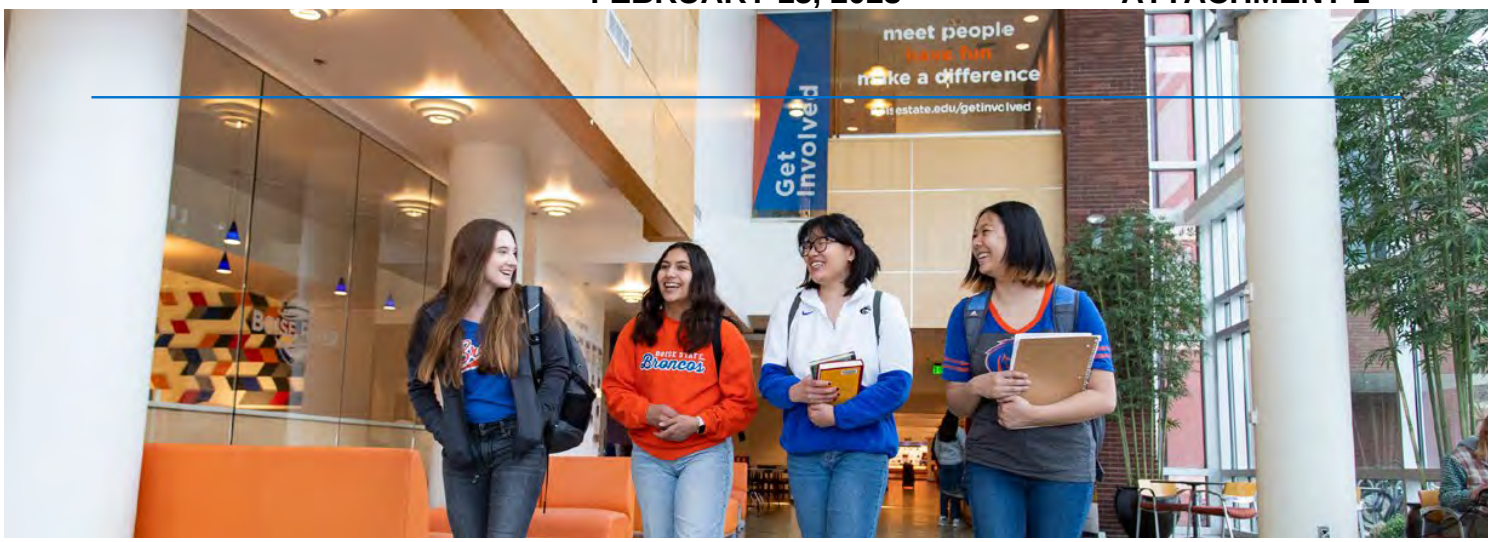
Our goal is to provide optimal service to all our students and research has shown that when we learn how to better serve these populations of students, we will better serve all students.

Goals for Access to a Boise State University Education

An important goal is that our student body better represents the region and state that we serve. The Census[1] provides us the data we need to set goals for Rural and Latinx populations. However, no data set exists to tell us how many first-generation or Pell-eligible students are in our service region. Instead, we must derive targets from trends over time in the size of cohorts of Idaho Residents.

Note: all data in these categories are inclusive of first-time, transfer, full-time, and part-time students.

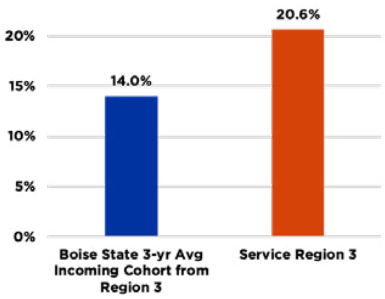
1 Census data are from Idaho State Board of Education's Demographic Characteristics of Idaho's Four-Year Postsecondary Students report

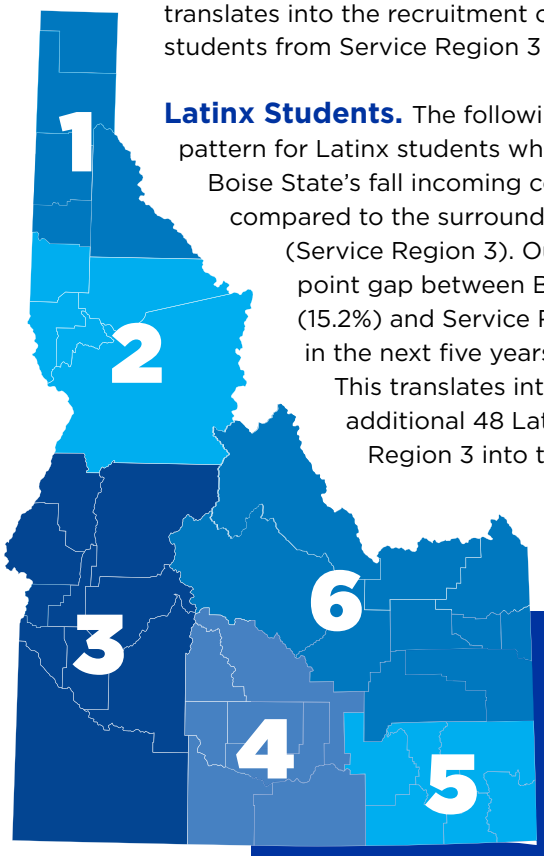


Rural Students. For rural Idahoans, census data enables us to compare the percentage of the rural population in our 10-county Service Region (Region 3) to the composition of Boise State's incoming fall cohort from Region 3. The following graph shows that the rural composition of Boise State's incoming cohort is not representative of the rural population in Service Region 3.

Our goal is to reduce the 6.6 point gap between Boise State's 3-year average cohort composition (14%) and Service Region 3 (20.6%) by half in the next five years (current 3.3 point gap). This translates into the recruitment of an additional 76 rural students from Service Region 3 into the fall cohort.

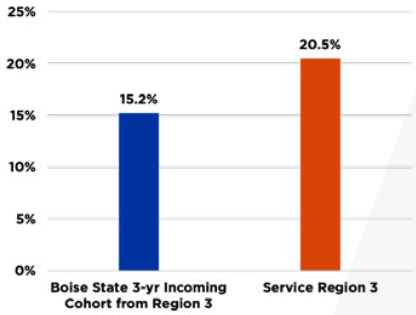
Percent Rural Students





Latinx Students. The following graph shows a similar pattern for Latinx students who are underrepresented in Boise State's fall incoming cohort from Region 3 when compared to the surrounding 10 county service-area (Service Region 3). Our goal is to reduce the 5.1 point gap between Boise State's 3-year average (15.2%) and Service Region 3 (20.3%) by half in the next five years (current 2.65 point gap). This translates into the recruitment of an additional 48 Latinx students from Service Region 3 into the fall cohort.

Percent of Hispanic Students



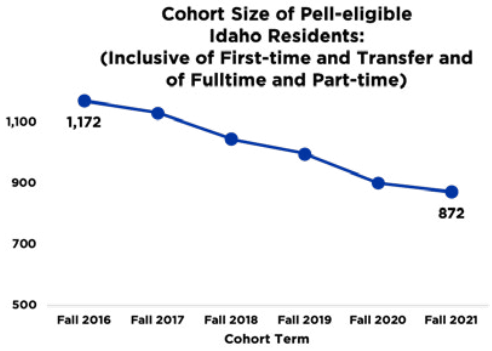
Note: In order to track access and success for our Latinx students, we use ethnicity data collected according to federal guidelines for Hispanic students; our labels for graphs and other data reflect the source of the data.

5-Year Goals:

- **17.3% of the incoming cohort from Region 3 will be Rural —** *Current Rate: 14%*
- **17.8% of the incoming Idaho cohort from Region 3 will be hispanic —** *Current Rate: 15.2%*

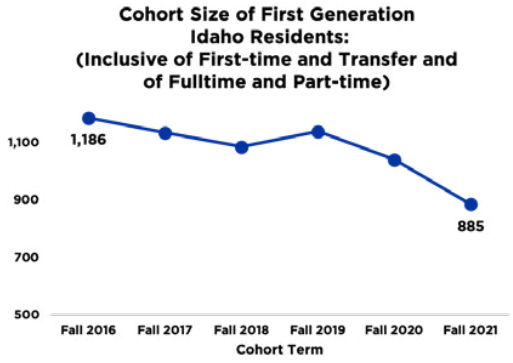
Pell-eligible Students.

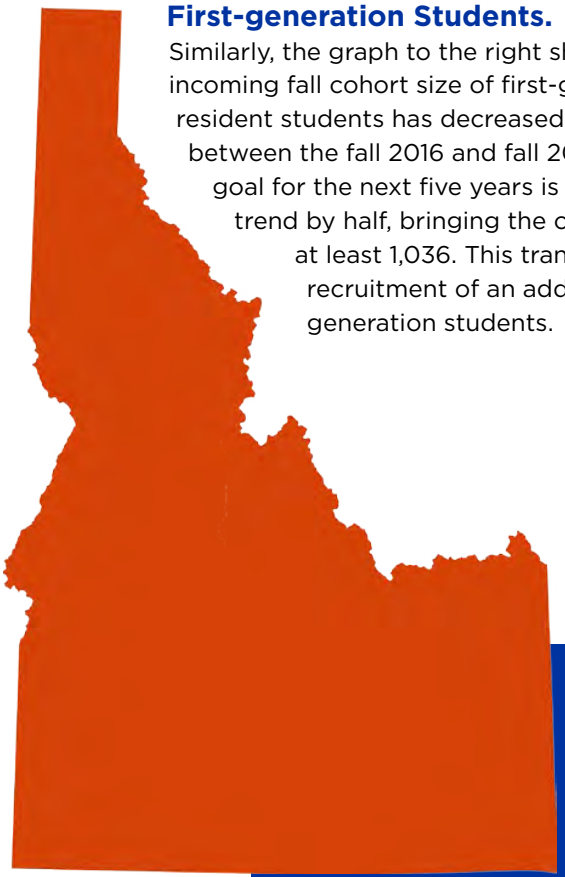
The graph to the right shows that the incoming fall cohort size of Pell-eligible Idaho resident students has decreased substantially between the fall 2016 and fall 2021 cohorts. Our goal for the next five years is to reverse that trend by half, bringing the cohort size up to at least 1,022. This translates into the recruitment of an additional 150 Pell-eligible students.



First-generation Students.

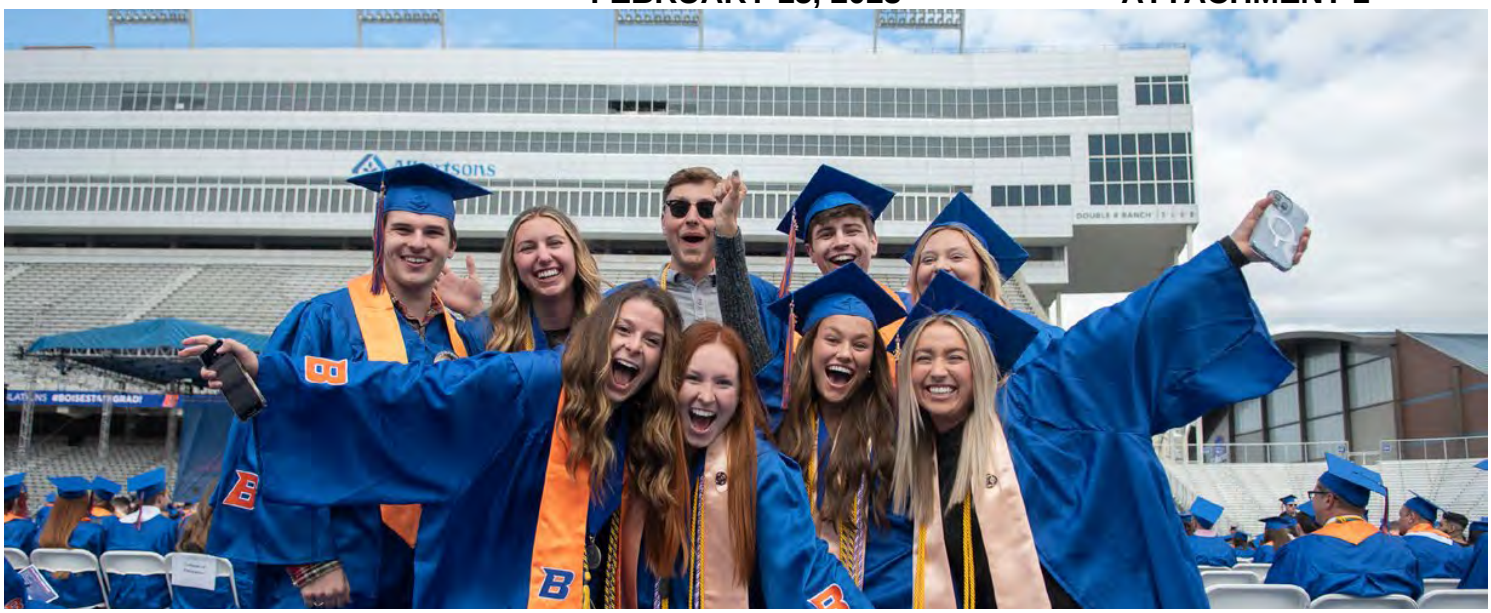
Similarly, the graph to the right shows that the incoming fall cohort size of first-generation Idaho resident students has decreased substantially between the fall 2016 and fall 2021 cohorts. Our goal for the next five years is to reverse that trend by half, bringing the cohort size up to at least 1,036. This translates into the recruitment of an additional 151 first-generation students.





5-Year Goals:

- **The incoming cohort of Pell-eligible Idaho Residents will exceed 1,022 —** *Current Cohort: 872*
- **The incoming cohort of First-generation Idaho Residents will exceed 1,036 —** *Current Cohort: 885*



Goals for Degree Completion/Graduation at Boise State University

Comparisons of six-year graduation rates depict institutional equity gaps in attainment (degree completion) for Latinx students, those who are first-generation, and those who are Pell-eligible.

Our five-year goal is to reduce the gaps in attainment relative to majority students by half for each of these populations. In order to achieve that goal, we have set the following targets:

- **52.1% of Latinx students will graduate in 6 years —** *Fall 2015 Cohort rate: 50.9%*
- **51.8% of First-generation students will graduate in 6 years —** *Fall 2015 Cohort rate: 46.7%*
- **50.1% of Pell-eligible students will graduate in 6 years —** *Fall 2015 Cohort rate: 43.4%*

Achieving these targets will require that we increase year-to-year retention so that we graduate five more Latinx students, 43 more first-generation students, and 44 more Pell-eligible students from the fall 2020 first-time, full-time cohort than we would have graduated at the fall 2015 cohort's six-year graduation rates.

The six-year graduation rate for students from rural areas of Idaho currently exceeds those of Idaho urban students. We will continue to pay attention to the success of our rural students to ensure that this parity with respect to degree attainment is preserved as we grow this population.

The attainment goals depicted are for first-time, full-time freshman because that is the official reporting requirement for the university. As the implementation of the SERP unfolds, additional goals will be developed for other populations (transfer, part-time, online, etc.).

In each case, we have set the **goal of decreasing current gaps by half** for three reasons. First, it provides clear targets for action. Second, decreasing these gaps by half provides goals that are challenging to reach, but not impossible. We want to aim appropriately high, learn from our efforts, and improve as we progress. Finally, we have designed these goals to help us reach the overall 6-year completion goal of 62% by 2026, as set in the strategic plan.

Strategies to Achieve the SERP Goals

The SERP is the product of a collaborative, innovative, and inclusive cross-institutional process, involving more than 80 people across both Academic Affairs and Student Affairs and Enrollment Management over a more than 12 month period. The ideas laid out in the plan will help to prioritize human and financial resources and serve as the foundation for an ongoing process that will involve people from across the university to explore ideas and engage actions to better serve our students.

The SERP organizes the strategies based on the stage of the student's journey that the strategy will impact most directly: **creating access, transitioning and onboarding, robust experience, retaining to graduation, and institutional infrastructure.** Further, the different strategies have been organized into four types of actions to help prioritize the work: ready to do, ready to develop, foundational investments, and aspirational projects/directions. The strategies range from ideas that will change internal university practice such as improving use of D, F, W reports to various student-facing changes such as integrating career competencies into the fabric of the Boise State experience.

ADDITIONAL WORK SUPPORTING STUDENT ACCESS AND SUCCESS

Increased need-based financial aid

In the last 18 months, the university has received approximately $7.1 million in gifts and pledges for need-based scholarships; of that, $3.1 million is for scholarships with an Idaho residency preference or requirement. A key component of our need-based financial aid is our True Blue Promise scholarship, which has the goal of ensuring support for all qualified Idaho college students, eliminating the financial barrier to their success. **Scholarships remain our highest fundraising priority.**

Expanded institutional scholarships and other funding opportunities

Effective fall 2022, our keystone institutional scholarships for Idaho residents (Presidents and Deans scholarships) were extended from 2-year to 4-year awards. For fall 2022 we saw an increase of over 220 Idaho students benefit from these scholarships to attend Boise State.

Greg Martinez, director for the Center for Multicultural and Educational Opportunities, secured **$10.1 million in federal funding** from the U.S. Department of Education for fiscal years 2021 and 2022. The funds **support programs for historically underrepresented students** in the community and at Boise State. The center is housed in the College of Education and serves low-income and first-generation students, as well as students with disabilities, veterans and students from migrant families, from pre-college enrollment to postsecondary graduation.

A focus on rural communities

In fall 2020, we launched the **Community Impact Program.** We engaged in dialogue with three communities — McCall, Mountain Home and Payette — to learn their educational needs. In response to those needs and in collaboration with local community and economic leaders, we are delivering a hybrid-format program that continues to grow in scope and impact.

- The program continued to grow in fall 2022 with a **21.4% increase** over the fall 2021. Thirty-four students with an average age of 30 enrolled in the fall 2022 cohort. They include students who are overcoming a variety of barriers: **first-generation students, underrepresented populations, 2022 high school graduates, mothers of young children, military spouses, returning adults, and students returning after a gap year.** The goal is to enroll an additional 45 students for fall 2023.
- Boise State's concurrent enrollment team established the **"15 To Start"** program in fall 2022. This program scholarships 15 concurrent credits and kickstarts the pathway to a degree for rural students. The program is currently available to participating CIP communities and is fully enrolled in 8 high schools.
- The CIP program has created considerable interest among local business owners seeking advice from Boise State faculty members and community-based problem-solving from students in the program. In response, we have **created a new non-credit community leadership program** that can be offered as a stand-alone program or in concert with existing local leadership programming sponsored by chambers of commerce, etc. These offerings are being provided at no cost to partnering CIP communities and provide direct access to Boise State expertise.
- CIP students receive an **academic scholarship valued at $5,250.**
- Students continue to participate in a **year-long team project** focused on "making a positive impact in your community." This project engages students with their local community to solve challenges and/or provide answers to pressing questions. The students present their findings and outcomes during

the final semester of the year-long community leadership certificate program. Outcomes have been positive and include:

  - Start-up of STEM engagement efforts
  - Student advisory board program that has been adopted by at least one academic program at Boise State and is under review for formal adoption by the College of Arts and Sciences
  - District-wide Kindness Matters program in Cascade

- Students participate in a summer entrepreneurship course to explore the entrepreneurial mindset and be introduced to establishing an **entrepreneurial start-up in their community.** Two new businesses were officially launched by students following the summer 2022 class.
- The year three assessment of go-on rate impact in participating communities shows a three-year increase of 14.1% in the Payette/Western Treasure Valley region, 2.6% in McCall/West Central Mountains region, and 2.4% in the Mountain Home/Elmore County region. The three comparison communities (communities that are similar but are not part of the program), decreased by 47%, 40%, and 19% in the same assessment period.
- The Community Impact Program **received national recognition** in FY22 as a **finalist for the Phi Kappa Phi Innovation award** and as winner of the 2022 University Professional and Continuing Education Association West Region's Outstanding Credit Program.
- A large employer in the McCall/West-Central Mountains region has engaged with Boise State through CIP and the College of Business and Economics to **develop a world class Resort Operations and Hotel Management program.** This program is expected to enroll students for spring 2023.
- The CIP team is in the process of planning out STEM related outreach and engagement in participating communities as part of the university response to the CHIPS Act and Micron expansion in the valley.

Recruitment of students from underrepresented groups includes the following activities by the Office of Admissions:

- Hired and trained **two new regional admissions counselors** serving North Idaho and Magic Valley/ Eastern Idaho.
- Visited rural high schools to **recruit rural students** and provide them information about transitioning to Boise State, resources available to help them succeed, and an overview of on-campus jobs. Created a virtual recruitment event specifically to help rural students understand their next steps in their college enrollment process.
- Host high school seniors to attend **Mosaic**, an on-campus program. This program aims to help students from diverse backgrounds prepare for college. Students learn about life as a Bronco and hear from current Boise State students and faculty.
- **Infórmate con Boise State** event, a bilingual admissions presentation for prospective students, where students and families meet with admissions counselors to learn about Boise State's academic programs, admissions process, scholarships, and campus resources.
- **Prepárate con Boise State**, a bilingual admissions presentation for admitted students, where students and families have an opportunity to engage with Admissions Counselors who guide students through the next steps of enrollment. In addition, students receive information regarding scholarships and financial aid, intent to enroll, housing, and orientation.

- In addition to traditional college fairs and high school visits, actively engaged with community-based organizations whose mission it is to increase the go-on rate in populations that are underrepresented in higher education in our state, including the **Diversity Network for Student Success, Refugee Student Support Network,** and the **Idaho Commission on Hispanic Affairs.**
- Collaborated with Idaho Commission on Hispanic Affairs and Boise State's student organization, Organización de Estudiantes Latino-Americanos, to host hundreds of Latinx students at the **Hispanic Youth Leadership Summit** and participated in **Project: Dream for Tomorrow.**
- Hosted a one-day program targeting **first-generation students** with financial need and those from an underrepresented race or ethnicity designed to help students prepare for college.
- Targeted communication to students from a variety of backgrounds to provide key assistance from the point of inquiry to enrollment.
- Collaborated with educational partners like **TRIO, AVID, Gear Up, and the One Refugee organization** by providing special presentations, group visits and key admissions, financial aid and scholarship information that targeted the needs of each specific group. These educational partners also provide insight into individual students' personal, financial and academic needs, which is then used to personalize the service provided to students.
- Renewed our **TRIO Scholarship** agreement extending our commitment for the next 5 years.
- Enhanced our partnership with extended studies to improve our **outreach to community colleges.**
    - Increased our partnership with concurrent enrollment for an admissions counselor to provide a presentation to any visiting group on campus.
    - Support group visits of CWI students visiting Boise State to take a Spanish CLEP exam and take a campus tour.

Professional Development for Faculty to Support Student Success:
The Center for Teaching and Learning (CTL), university BUILD Program, eCampus Center and University Foundations (general education) provide opportunities for faculty members to become better teachers for the student population we serve, with particular attention to increasing our capacity to effectively support every student, especially those who have historically been less well served by our institutional practices.

- The CTL offers a variety of workshops and other opportunities to support faculty teaching. These focus on topics that include effective course design, understanding the unique needs of first-generation college students, and providing effective feedback to support student learning. One particular program is a faculty learning community focused on ***"Designing for Student Success."*** This semester-long experience supports faculty to explore evidence-based strategies to support first-generation, low-income, and other underrepresented students to be successful.
- The eCampus Center prepares faculty to meet the needs of diverse students in the online environment. By providing support for flexible options for students, we effectively extend the Boise State campus to students in rural Idaho and beyond. This year our focus has been on a variety of professional development offerings for faculty across **two certificate pathways: one for online course design and online teaching.**
- The BUILD program offers a variety of workshops and consultations to support faculty and staff across campus to develop knowledge and skills needed to generate a sense of belonging for all our students, an effort that improves student retention and success. Additionally, the program provides support for various institutional and departmental initiatives across the university, including work on equitable hiring practices, faculty workload policies, and the student code of conduct. Such efforts are critical to efforts to close gaps in student retention and graduation.

- University Foundations, Boise State's general education program, supports faculty teaching in all levels of the program through a variety of opportunities. Faculty development activities include pre-semester orientation activities, monthly workshops, an annual program-wide faculty development summit, new faculty observations and feedback, and regular communication through a newsletter and web-based toolkits.

Efforts by Boise State aimed at strengthening the support network for students:

- Awarded a **$185,000 grant** from the **Idaho Workforce Development Council** aimed at ensuring that high impact experiential learning opportunities are paid and accessible for all students.
- Awarded a **$40,000 grant to provide substance misuse prevention services** from the Idaho Office of Drug Policy. The program seeks to decrease student alcohol consumption through an array of initiatives geared towards residential first-year students.
- Piloting a **short-term emergency housing assistance program.** Qualified students will be housed for up to seven days. The Office of the Dean of Students will process the assistance applications and the corresponding follow-up and case management.
- **Created two positions** to support rural, low-income and other underrepresented students.
- New Student Programs has grown its **first-year support program serving first-year commuter students.** Roughly 900 students live off campus during their first year (including all SERP identified groups). Their retention rate is 72% compared to their on-campus peers at 83%. The program includes email communication, pairing with a peer navigator, and connection to resources. Currently, 49 Idaho resident students meet with a **"peer navigator."**
- New Student Programs coordinated and supported **affinity groups** during **new student orientation** programs to help connect students with common interests and experiences. Feedback from students tells us participating as part of an affinity group helps vulnerable students feel included, safe, and supported.
- Hosted the first **Native American Welcome** for new and returning students and their families.
- **Campus Recreation** removed barriers to participation by offering **adaptive equipment to students of all physical abilities.** They own and provide chair and chest harnesses for adaptive climbing at the rec center climbing gym, wheelchairs for the weekly wheelchair basketball program, and a GRIT off-road freedom chair for student wheelchair users to participate in our Outdoor Trip Program.
- The **Bronco Shop contributed $100,000 to the general scholarship fund** for Boise State students, continuing its mission of Purchases Fund Scholarships.
- The dining services contract with Chartwells provides set donations over the next five years to help **address food insecurity** with $16,600 to Swipe Out Hunger, and $5,000 to the Campus Food Pantry annually.
- The Student Union **creates spaces to build community** including the completion of the resilience room. This private, comfortable and relaxing space on campus is stocked with resources for recharge, meditation, or prayer and is available on a first-come, first-serve basis for individuals or student groups.

CCA Game Changer: "Think 30"

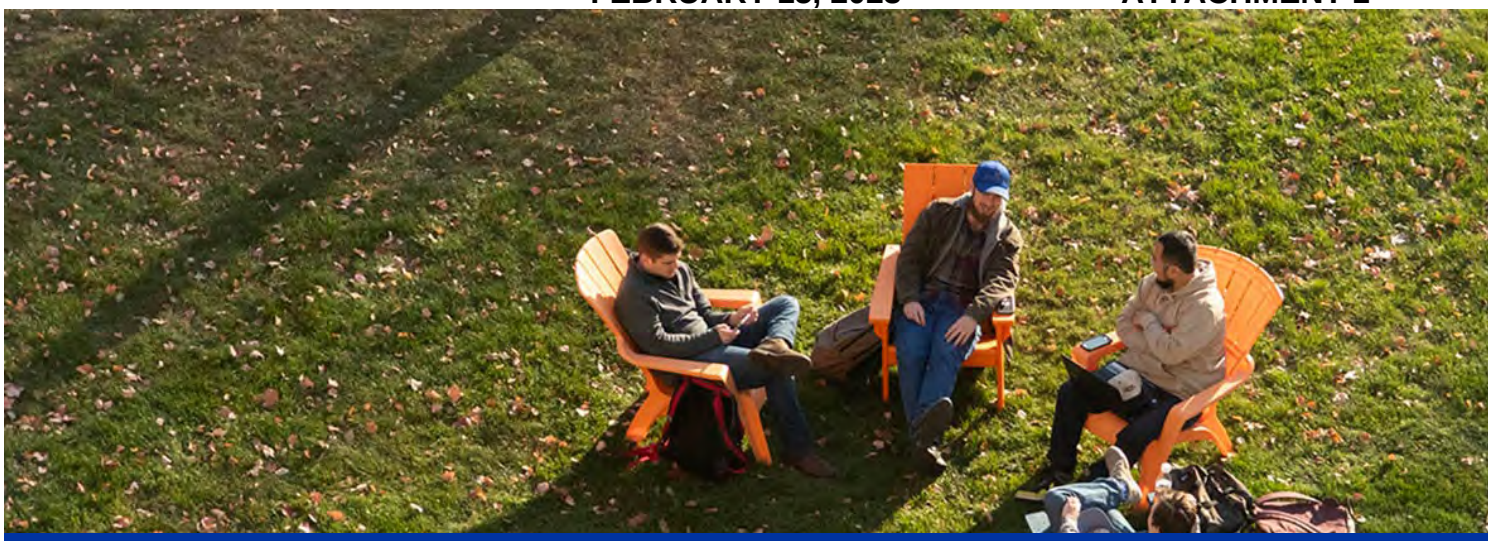
Students too often take fewer credits per semester or year than they could successfully complete, thereby prolonging their time in college and decreasing their likelihood of finishing. Boise State has implemented tactics to increase the number of credits taken per year and decrease the time to completion. At the same time, we recognize and respect that some students with full-time jobs and families may be unable to attend school full-time. For these students, "Think 30" may not be appropriate.

Ongoing Activities and Current Status:

- **Finish-in-Four program:** participating students sign a contract stating they will stay on their plan, and Boise State guarantees that necessary courses will be available to enable students to complete in four years. Budget cuts could impact our ability to provide these courses. Currently, about 500 students are participating.
- Since 2019, we have **discounted undergraduate per-credit cost of attending summer school** by at least 20% compared with fall and spring semesters. We have engaged in a robust marketing campaign using a "Think 30: On Time On Track" message to motivate students to take summer courses as a way of reaching 30 credits for the full year. As a result of the discount and associated marketing campaign, the number of undergraduate discounted credit hours taken in summer sessions increased from 26,932 in 2018 to 29,050 in 2022. This is an overall increase of 2,118 or 7.9%. If we consider the combined undergraduate and graduate tuition discounted credits, the credits in summer sessions increased from 29,705 in 2018 to 31,947 in 2022. This is an overall increase of 2,242 or 7.5%.
- We have observed a sizable **increase in students completing 30 credits per year,** increasing from 23.9% of students in 2016-17 to 27.9% of students in 2021-22. The share of students completing 30 credits per year or more slightly declined from its peak of 28.7% achieved in the 2019-20 academic year, at least partially due to the impact of the global pandemic.
- In 2021-22 substantial progress has been made in the implementation of a customer relationship management solution, **Salesforce.** In addition to its use for internal and external communications, it has been used for a texting campaign to prompt students who are eligible to enroll but have not yet enrolled in a subsequent semester. Our data shows this has been effective in helping students enroll in classes.

Future Plans:

- Continue to **expand need-based scholarships** – a key reason students, especially low-income students, take fewer than 15 credits per semester is that they must work. A key component of our need-based financial aid is our **True Blue Promise scholarship**, which has the goal of ensuring support for all qualified Idaho college students. The True Blue Promise has expanded year-over-year. It started in the 2016-2017 academic year awarding around $400,000 and it is projected to spend over $1.8 million in the next few years. We will continue to look to expand the scholarship as funds are available.
- We will continue with the next steps in the implementation of Salesforce with **Student Success Hub,** a Salesforce product that will facilitate wraparound support for students as they proceed to graduation.



CCA Game Changers: "Math Pathways" and "Co-requisite Support for Mathematics"

Foundational to Boise State's work with pathways and corequisites is **Math Placement.** It is important that students are placed correctly: those placed too high are prone to failure; those placed too low are delayed in their progress and are prone to developing bad study habits. Because the SAT test is no longer required, we developed a new placement tool, **The Right Math Class**©, and implemented it for the fall semester of 2022. The new placement tool's algorithm is based on high school math courses and grades, high school GPA, SAT/ACT scores if available, and self-evaluation of academic skills and confidence in math ability. The table below shows the results from placements between April 12 and August 21, 2022, showing that nearly 87.5% of students were placed based on information provided by students and only 12.5% could not be placed because they were international students, had received a GED or hadn't studied math within the last three years. Students completing The Right Math Class© are encouraged to work with their advisor to further evaluate dual enrollment credits, transfer credits, and test scores. Students are also informed that they can raise their placement by taking the Accuplacer test. This is especially important for majors who have many math-dependent prerequisites.

Placement Level	Number	Percent	SBOE III.S level	Appropriate Math Courses
Level 1	277	8.4%	Unprepared	103 (replaces 025), 123P, 153P
Level 2	712	21.7%	Underprepared	123, 133 (replaces 108), 153
Level 3	854	26.0%	Prepared	143, 149, 157, 254
Level 4	518	15.8%	Prepared	144, 160
Level 5	514	15.6%	Prepared	170
Unable to place (international, GED, >3yrs since math class	411	12.5%		Default to Level 1; encouraged to take Accuplacer
All Students	3,286	100%		

Boise State has five **Math Pathways,** which, taken together, recognize that the math needs of students vary significantly among majors. Those pathways are STEM, business, liberal arts, elementary education and statistics. Two important recent developments are: (i) We created a new MATH 103 Mathematical Transition for Success as a replacement for MATH 025 to target students in Level 1 with a class that focuses on academic success and self-efficacy, and is especially appropriate for returning students. (ii) We created a new MATH 133 Elementary Models with Functions to replace MATH 108 and serve as both a stepping stone course in the algebra sequence and a general education math class.

These courses allow students to advance towards graduation, wherever they are placed. Under the previous model, students could feel discouraged that they weren't making progress with the course.

Boise State's model for **co-requisite support for mathematics** incorporates key features of CCA's game changer. We developed co-requisite sections of MATH 123 and MATH 153 so that students in the liberal arts and statistics pathways can begin at Level 1 and receive the support they need to be successful. We have developed our own model of co-requisite support for the other pathways so as to enable a much greater proportion of students to quickly and successfully complete a general education mathematics course.

Math Learning Center

Importantly, Boise State model goes beyond CCA's game changer in several of key ways that derive from the foundational goals of the Math Learning Center (MLC), which oversees the majority of our early math classes: (i) Increase success in early math classes while ensuring the acquisition of mathematical skills and knowledge. (ii) Contribute to the overall academic success of students who are enrolled in MLC courses. (iii) Ensure that students move through their math courses at an individually-appropriate pace. (iv) Provide the support necessary so that **any student, regardless of initial placement level in math, can pursue a major that depends heavily on mathematics, such as engineering, science** or mathematics, if that is their goal. Every year we have graduates in engineering who started in the lowest level of algebra.

Five key innovations derive from those goals. The first innovation accepts that successful delivery of math content, which is the typical focus of similar programs, is a necessary condition for success in early math classes. Therefore, there can be **no weakening of math content** in what the MLC does. However, a second condition that is also necessary is **self-efficacy: students must believe that they can be successful in mathematics.** Therefore, self-efficacy is a focus of math courses at all levels, but especially at the "beginning algebra" level, where students are much more likely to have a poor perception of their ability in math.

The second innovation is that the MLC promotes **overall academic success,** in particular working to instill in students the academic skills that will aid in the successful transition from a high school student mentality to a college student mentality where self-motivation, time management, individual accountability, etc., are necessary.

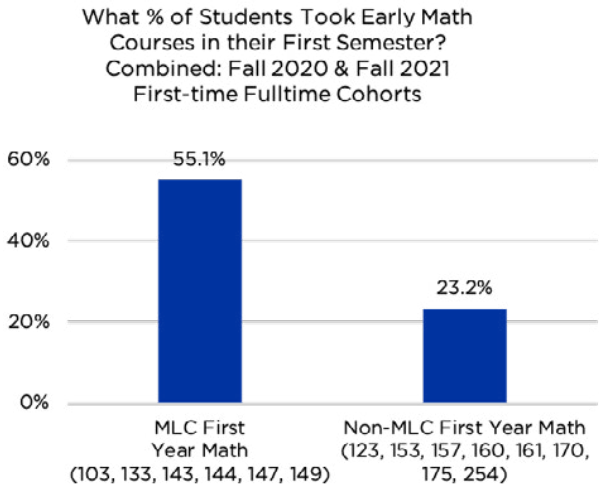
The third innovation depends on the use of mastery-based learning software (ALEKS) in a scheduled classroom environment under the guidance of a single instructor for the duration of the semester. ALEKS provides solid math content while also enabling students to proceed at an **individually appropriate pace** through that material. Students who need a test extension because of, for example, illness are given an extension. Students who make rapid progress through the material are given the chance to jump to the next highest course at no additional charge. This is called **adaptive placement.**

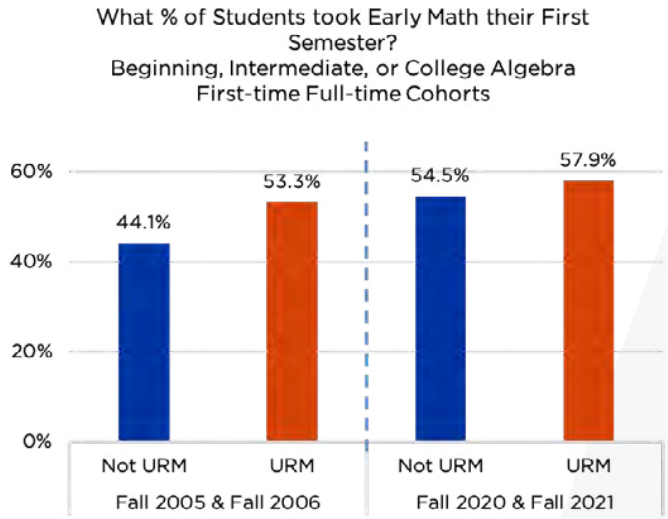
A fourth innovation is the use of what can be termed **accelerated placement** based on a zero-credit corequisite. The top 50% of students who previously would have placed at the beginning algebra level are now placed at the intermediate algebra level, and are given the support they need to be successful at **no additional cost to the student.** The same principle applies to the top 30% of students who would have placed into intermediate algebra. They are placed at the college algebra level with a zero-credit corequisite support.

A final innovation is a focus on **relevance and problem-solving.** One class period a week is devoted to group problem-solving, in which students learn how to determine which of their mathematical skills are applicable to a particular problem. In addition, a new college algebra course was developed that is focused on topics relevant to business students.

The Department of Mathematics, which oversees math classes not under the MLC, has also made a number of improvements, including (i) reforming calculus I and II with the focus of relevance and problem solving similar to what the MLC employs, (ii) creating a new entry level statistics class as the foundation for a statistics math pathway and revising the second-level statistics class to have a focus on team-based learning, and (iii) creating corequisite sections for the entry level statistics class and the math for liberal arts class.

The impact of all this work cannot be overstated. As shown in the graphs below, more than three-quarters of first-time full time students took an early math class in their first semester at Boise State. And, importantly, the second graph shows a differential impact on underrepresented minority students: high success rates or high failure rates will have a greater effect on underrepresented minority students than on their counterparts.

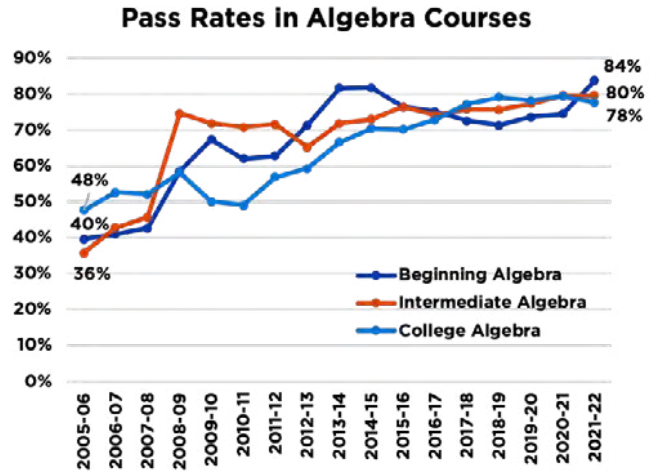


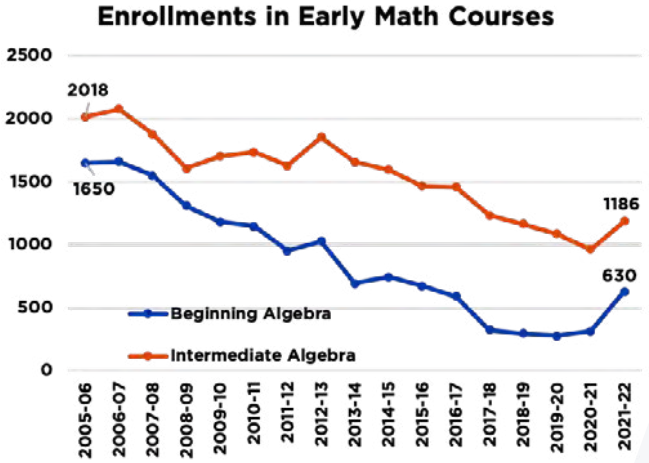


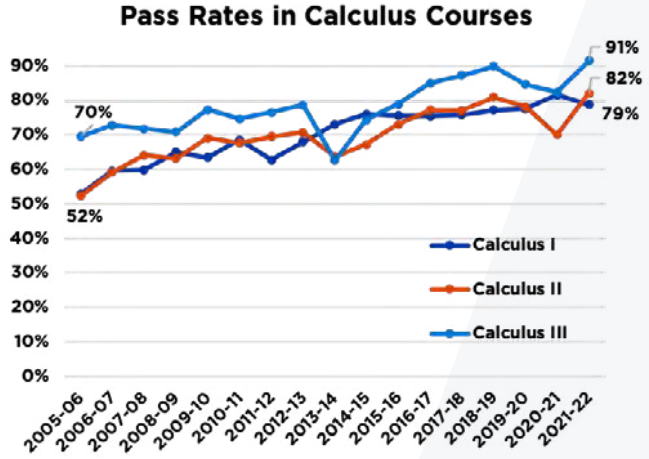
The next step for the MLC is to become part of a synergistic organizational structure that brings together the MLC with other first year classes (e.g., writing and oral communication) into a coordinated First-Year Experience structure. Doing so would enable us to more easily ensure that all of our first year courses are focused on student success as well as on their content areas.

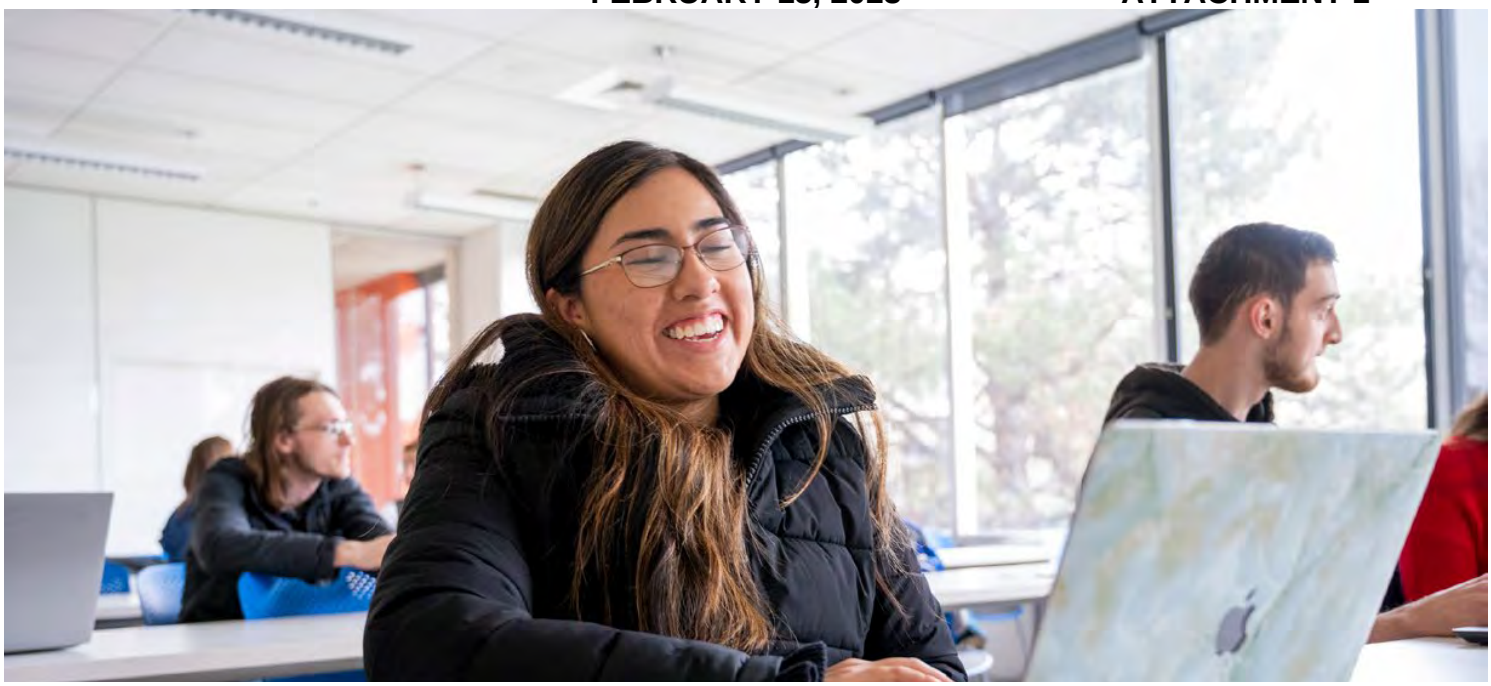
The following graphs demonstrate the success of Boise State's strategy for early math classes:

- Pass rates in beginning and intermediate algebra have doubled since the MLC began its work.
- There is a potential danger in over-reliance on pass rates given the possibility of grade inflation. Therefore, it is important to pay attention to the success of students in subsequent courses that rely on early math classes. As can be seen, courses that rely on the foundation provided by early algebra classes (i.e., College Algebra and Calculus I, II, III) have seen substantial increases in success, indicating that the increased pass rates in early algebra classes have not led to an erosion of success in subsequent courses.
- Because of the differential impact on underrepresented minority students shown above, it can be argued that low success rates in the early years will have contributed to inequity whereas in recent years the high success rates in early math and continued differential impact on those students can be argued to be contributing to an increase in equitable outcomes for students.
- Enrollments in Beginning Algebra (previously MATH 25 but now MATH 103), which is now our only early math class that does not fulfill the general education requirement, have dropped dramatically. Therefore, the bulk of incoming students are able to take a general education math class in their first semester.

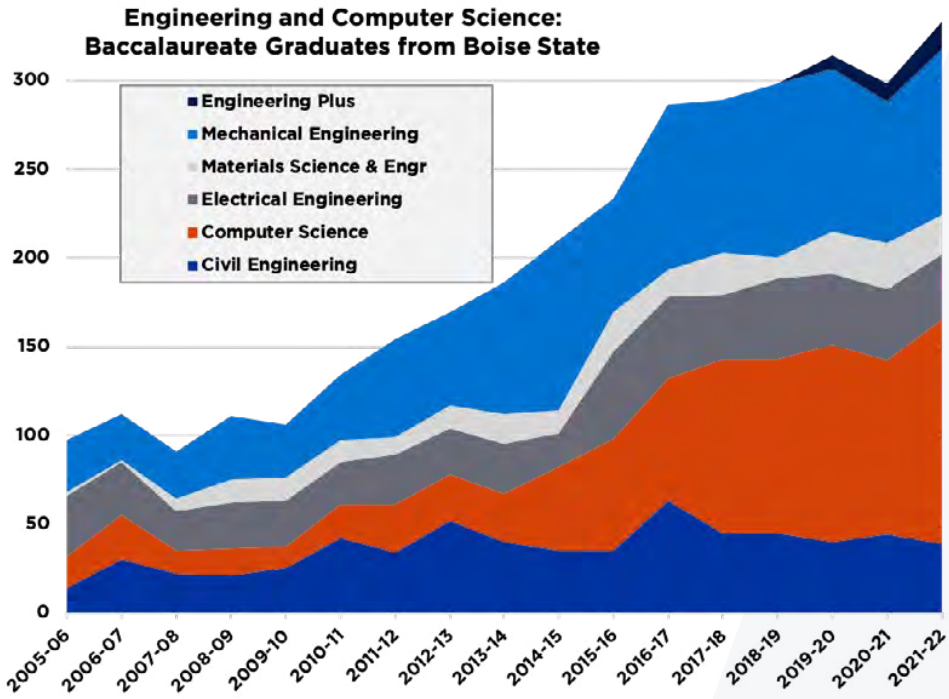








- The success of Boise State's math initiatives has increased the number of students who have the math skills and the confidence in math ability necessary to pursue a major that is math-dependent, even those students who enter college at the beginning algebra level. This success, therefore, provides the foundation necessary to support the College of Engineering's initiatives to increase the number of engineering and computer sciences graduates, as shown in the graph below.

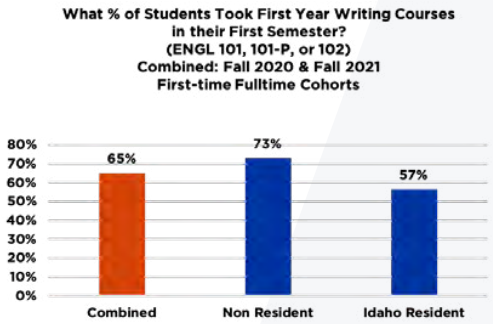


CCA Game Changer: "Co-requisite Support for English"

This game changer strategy replaces remedial English courses with gateway courses that provide supplemental support in the form of a P ("Plus") corequisite studio for students who need it. It helps hasten completion of general education English courses to reduce student attrition and time to degree while also building student self-efficacy in writing.

Ongoing Activities and Current Status:

- Our **First Year Writing Program** designed a web-based writing placement tool for students called **The Write Class** that has been adopted by colleges and universities around the country.
- **We eliminated English 90, our zero-credit remedial course,** in 2012 and implemented a pure co-requisite model in English 101-P. "P" stands for plus, a one-credit, one-hour per week writing studio where students get hands-on extended support from their 101 instructors. Success rates for 101-P are virtually identical to those for the traditional 101 class, and success rates in the follow-on class (English 102) are also virtually identical for both populations.
- The impact of the work of the First Year Writing Program on our student body is substantial. As shown in the graph, 65% of new students take a first-year writing class in their first semester. Significantly, it appears that a higher proportion of non-residents than residents benefit from being exposed to Boise State's first-year classes. As a result, we plan to pursue several research questions: What is the cause of the difference between resident and non-resident students (e.g., higher rates of dual enrollment and AP credit)? What is the impact on retention? Is this difference part of the reason that retention and graduation rates for resident students are lower than those of non-resident students?
- The combined success of English 101-P and The Write Class have meant that the Boise State First-Year Writing Program is seen as a model of faculty-led curricular revisions that positively affect student success rates. These results have been shared at a number of state-level Complete College America events as well as in several peer-reviewed publications and an edited special issue of *Composition Studies* on equity and access in corequisite writing courses.



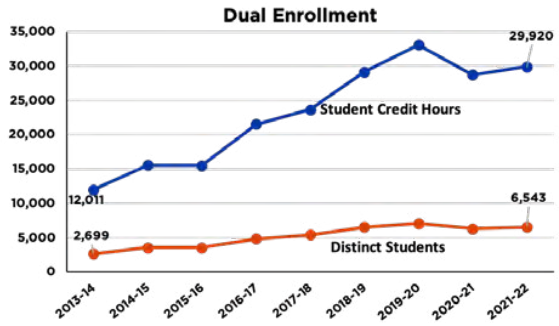
CCA Game Changer: "Momentum Year"

This game changer strategy's main expected outcome is that clarity of post-graduate (career) path results in students settling on a major earlier in their academic careers, thereby reducing the impact of switching majors. Additionally, it promotes early academic success. Higher pass rates in early coursework (including, but not limited to, math and English) are an important driver of retention and graduation. The Momentum Year also increases the ability of students to understand and articulate the value of their degrees and of co-curricular experiences, enabling students to better wield skills and knowledge gained during their college career. Ultimately, the goal is to help students understand the value of becoming a college graduate earlier in their academic career. In this way, they are better prepared to pursue their aspirations, as well as to recognize the competencies they have acquired and how they offer a variety of career pathways.

Ongoing Activities and Current Status:

- We developed **six meta-majors/areas of interest** that largely correspond to current colleges or math pathways. They include Business, STEM, Education, Arts and Humanities, Social Sciences, and Health. We primarily use meta-majors as "undeclared pathways," which have been implemented in advising of new, incoming undeclared students at the point of orientation and registration.
- To give students a better understanding of careers, we are increasing information flow to students about majors and encouraging students to actively contemplate their futures. In addition, we aim to facilitate reflection about how coursework and co-curricular experiences will affect what the student knows, can do, and will become.
    - We have been using a new university-wide strategy (tested with students to understand what resonates with them) in all **University Foundation** courses. "Beyond Boise State" is designed to bolster a student's knowledge, skills and understanding of life far beyond graduation. This means they encounter very intentional, embedded future- and career-focused messaging in courses during freshman, sophomore, and senior years.
    - **Major Finder** is a web application that helps prospective students and current undergraduates gain information about the range of degree programs that Boise State offers. It includes information about the careers that a graduate can pursue. We are presently redesigning this tool to make it even more user-friendly.
    - **Career Pathways** dashboard enables exploration of majors to careers based on degree level, major field of study, and career outcomes. Conversely, one can also select a career outcome and see the fields of study that individuals came from.
- We continue to increase early academic success through our **Learning Assistants program,** which provides support in high fail-rate courses with embedded peer-to-peer support that has made asking for help a normalized activity, rather than a rarefied trip to a tutoring center.

- **Dual Enrollment** programs are one way to gain early momentum toward a degree. The participation in concurrent enrollment opportunities through Boise State has increased substantially. Since 2013, the number of students participating in dual enrollment and the number of credit hours generated has over doubled.



- **Finishing Foundations:** Every student at Boise State takes a Finishing Foundations course in their senior year, and every one of those courses now requires that students engage in a culminating reflection assignment. Therefore, before students graduate, they will have a guided experience that includes articulating their vision for the future, looking back at the skills and experiences they gained at Boise State, **planning a career** and naming specific next steps for reaching their goals.
- **Integrating career education into the curriculum** represents our campus-wide effort aimed at advancing student success and further demonstrating the value of a degree. Currently, we are implementing a career reflection activity in a 200 or 300-level course in every major, providing students the opportunity to pause midway through their academic journey to reflect on their future plans, past experiences, and necessary next steps.

Future Plans:

- We are exploring an integrative approach to General Education that would bundle courses into clusters, pathways, or minors.

CCA Game Changer: "Academic Maps and Proactive Advising"

Our focus is on offering full-program academic maps to provide a clear and relevant path to graduation, including a default sequence for courses, identification of milestone courses, alignment to math pathways and career interests, and providing proactive advising to help students remain on track with their academic maps. As a result, there should be an increased rate of degree progression, fewer wasted credits, and lower attrition.

Activities and Status:

- Academic maps have been **developed for all majors** which list courses critical to each program's curriculum. Virtually all of these plans feature required English, math and university foundations courses to be taken in the first year. These plans are reviewed and updated annually.
- Those degree plans are available to students and their advisor in the software package **"Degree Tracker."** All colleges are now utilizing Degree Tracker. We have had a marked increase in utilization in our online programs. Efforts to expand use will continue in the spring of 2023.
- Employee retention in our Degree Tracker position delayed our rebranding and rollout. Those efforts will begin in spring of 2023.
- **Proactive Advising:**
    - All new students must, during their first year, receive advisor approval for their course schedules.
    - In the College of Business and Economics, students must receive approval to register throughout their college careers to help ensure timely graduation.
    - Changing to high-intervention majors requires consultation with an advisor.

Future Plans

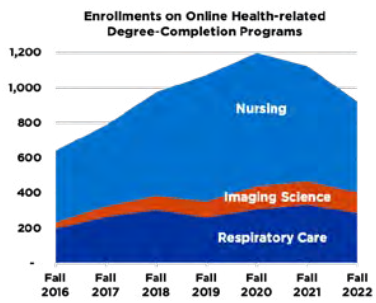
- We will be rebranding and doing a campus outreach campaign to encourage increased utilization of Degree Tracker by departments and students. Full engagement with Degree Tracker would give us the ability to forecast course demand, improve our course scheduling ability, and reduce time to graduation.

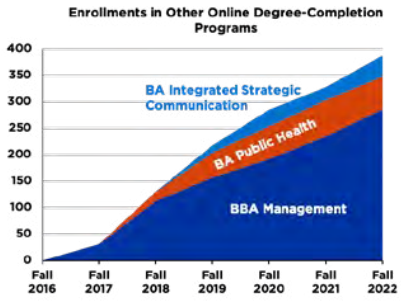
CCA Game Changer: "A Better Deal for Returning Adults"

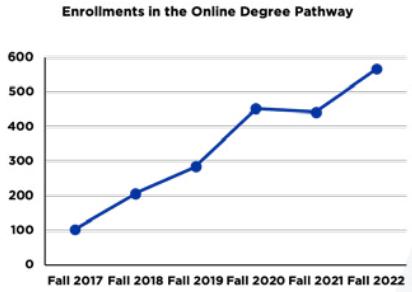
Focus is on facilitating college attendance/completion for adult learners by leveraging modalities and schedules that accommodate life responsibilities; award more credit for prior learning; market to those with some college but no degree. Expected outcome is more adult completers at reduced financial and opportunity costs.

Ongoing Activities and Current Status:

- For several years we have offered two degree-completion programs in both face-to-face and online formats that are specifically designed to the needs of returning adult learners: Bachelor of Applied Sciences (BAS) and BA in Interdisciplinary Professional Studies (IPS), which is formerly known as Multidisciplinary Studies (MDS). **Both BAS and IPS are highly flexible and customizable to meet the specific needs of individual students.** Enrollments have continued to climb steadily. Between fall 2013 and fall 2022, the IPS enrollment grew from 186 to 281 students and the BAS grew from 131 to 170 students.
- We have developed several additional online degree-completion programs to meet the needs of adult learners in **high-demand fields.** One set of programs targets health care professionals who possess an associates degree: Bachelor of Science in Advanced Medical Imaging, Bachelor of Science in Nursing, and Bachelor of Science in Respiratory Care. The other set targets a broader audience: Bachelor of Business Administration in Management, Bachelor of Arts in Public Relations, and Bachelor of Arts in Public Health. Enrollments in all are increasing (see graphs).







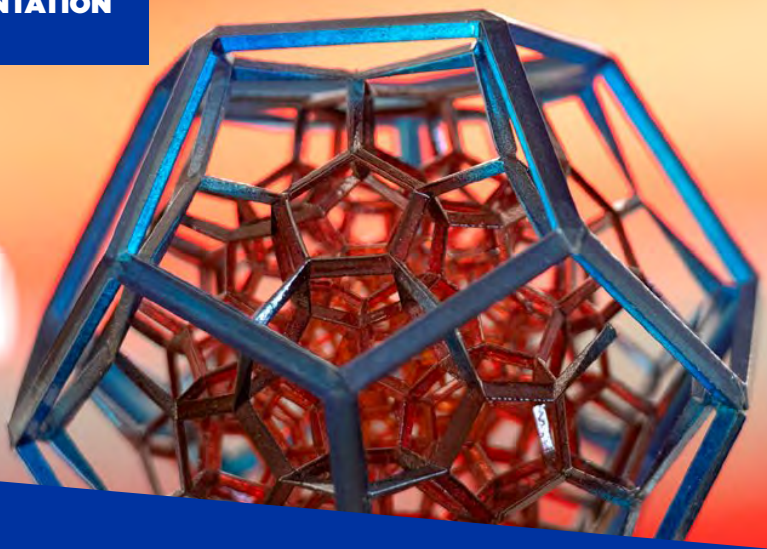
- We offer the **Online Degree Pathway** that enables adult degree-completion students to finish general education and prerequisite coursework before entering one of our online degree-completion programs. As the graph shows, enrollment has increased substantially.
- Boise State is an active partner for the **Air Force General Education Mobile initiative (GEM).** This program facilitates acceptance of military experience and technical credits into the BAS program.
- Boise State is an active member of the **Air University, Associate to Baccalaureate Cooperative (AU-ABC).** This program facilitates direct transfer to Boise State from the Community College of the Air Force (for select, fully online programs), and opens access to Air Force members worldwide.
- Our **Military Tuition Assistance Promise** program buys down the gap between traditional online tuition/fees and standard, Federally Approved Tuition Assistance. This "gap coverage" allows active duty, guard, and reserve members to maximize their tuition benefit without additional out-of-pocket expenses.

- **BroncoReconnect** is an ongoing effort to re-engage and re-enroll students who have stopped out of Boise State. The program provides these students with a guided pathway back into the institution using the same high-touch concierge-level support provided in the MDS and BAS programs. This successful program has now completed transfer from Extended Studies to the College of Arts and Sciences where it will become a foundational component of Bronco Gap Year.
- We hired a full-time **Clinical Experiential Learning** faculty member in fall 2019 who teaches the one-credit Prior Learning Assessment (PLA) preparation course described above and facilitates other PLA support for students in all majors. A total of 170 students enrolled in this one-credit PLA preparation course, many earning PLA credits. Since the addition of the clinical line, **we have issued 690 student credit hours, and saved students $241,500** (690 credits at $350 per SCH). The program continues to grow and a recent assessment of program impact shows that 100% of participating students have either graduated or have been retained and continue to pursue their degree.

Future Plans:

- We are developing an **"Experiential Learning Framework"** (ELF) that will integrate significantly more Experiential Learning credits into the curriculum, thereby reducing the cost to students because the learning is taking place outside of the classroom. ELF is being integrated into the new Bachelor of Science in Cyber Operations and Resilience program that is in the program review pipeline.
- We continue to monitor existing programs and develop additional ways to support returning adults. There are many adults in Idaho who can benefit from achieving a college education.

STRATEGIC PLAN IMPLEMENTATION



TOP 50 MOST INNOVATIVE — U.S. News & World Report

Goal #2: Innovation for Institutional Impact.

Expand and implement leading-edge innovations to provide access to integrated high-quality teaching, service, research and creative activities.

We call it Blue Turf Thinking, and we've been nationally recognized for it. Boise State has been nationally recognized as a top university for innovation. We are building on a campus-wide culture of innovation — developing research that positively impacts lives, structures that transcend disciplines so researchers and students can collaborate on complex problems, and spaces and programs specifically devoted to innovation. This strategic goal recognizes our focus on innovation and seeks to expand and grow it in every aspect of what we do.

NEW ACADEMIC PROGRAMS

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

Our diverse offering of new programs meets the labor force demands within Idaho, and on a national level. The programs fill shortages in healthcare, respond to needs expressed by community leaders, and upskills Idaho's workforce which allows the Idaho economy and its communities to thrive.

NEW DEGREE-LEVEL PROGRAMS

Associate of Science / Associate of Arts (online) – Fall 2022
Bachelor of Applied Science in Cyber Operations and Resilience – January 2022
Bachelor of Science in Advanced Medical Imaging – Fall 2022
Master of Music in Conducting (Choral) – Fall 2022

NEW GRADUATE CERTIFICATES

Drone Operations for Visualization, Research, and Resource Management – Fall 2022
Human-Environment Systems – Fall 2022
Leadership in Action – Fall 2022

NEW UNDERGRADUATE CERTIFICATES

Business Prep – Fall 2022
Data Analysis for All – Fall 2022
Digital Media Literacy – Fall 2022
Drone Operations for Visualization, Research, and Resource Management – Fall 2022
Health Navigator – Fall 2022
Interventional Radiology/Interventional Cardiology – Fall 2022
IT Support for All – Fall 2022
Professional Readiness – Fall 2022
Project Management for All – Fall 2022
Resort Operations and Hospitality Management – Fall 2022

NEW CENTERS AND SCHOOLS

Center for the Advancement of Research and Creative Activity – Fall 2022
Idaho Election Cybersecurity Center – Fall 2022
School of Computing — Fall 2022
School of the Environment – Fall 2022
School of Public and Population Health – Fall 2022

PROGRAMMATIC AND ORGANIZATIONAL INNOVATIONS

Boise State established two new interdisciplinary and visionary schools — The School of Computing and the School of the Environment.

THE SCHOOL OF COMPUTING

Housed within the College of Engineering, the School of Computing's mission is to "create technological and human capital infrastructure that enhances the university's ability to develop and deliver computing-centered inquiry, knowledge, and skills, to ensure that Boise State can be a **national resource for computing-centric 21st century workforce.**"

The School contributes to student success by supporting and providing courses and certificate and degree programs across disciplines that give students the modern computing skills that are required to be competitive in the 21st century economy. Through its unique structure, the School will become a powerful vehicle to support new, computing-centric **opportunities for faculty collaboration**, industry outreach and collaboration, and increased access to existing and new computing technologies.

To assist with Boise State's research mission, the School will work with the Office of Research and Economic Development to facilitate **collaborative efforts in computing related to the grand challenges**. In addition to training opportunities for faculty, the School will work to establish a peer consulting network to support computing research.

THE SCHOOL OF THE ENVIRONMENT

The interdisciplinary School of the Environment, housed within the College of Arts and Sciences, envisions cultivating **collaborative solutions** to contemporary environmental challenges in ways that only an innovative public research university can. In achieving this vision, we anticipate reaching a broad array of individuals both inside and outside of Boise State.

The School of the Environment benefits students through the improved coordination across existing degree programs and new opportunities for experiential education. Faculty benefit by making new connections in the realm of environmental scholarship, and through enhanced areas to support infrastructure to carry out interdisciplinary and innovative scholarship. External partners in **government agencies, non-governmental organizations, and industry** will be engaged in collaborative projects supported via external grants, and by having a single point-of-contact to graduates with technical, non-technical, or interpersonal skills that are valuable to their organizations.

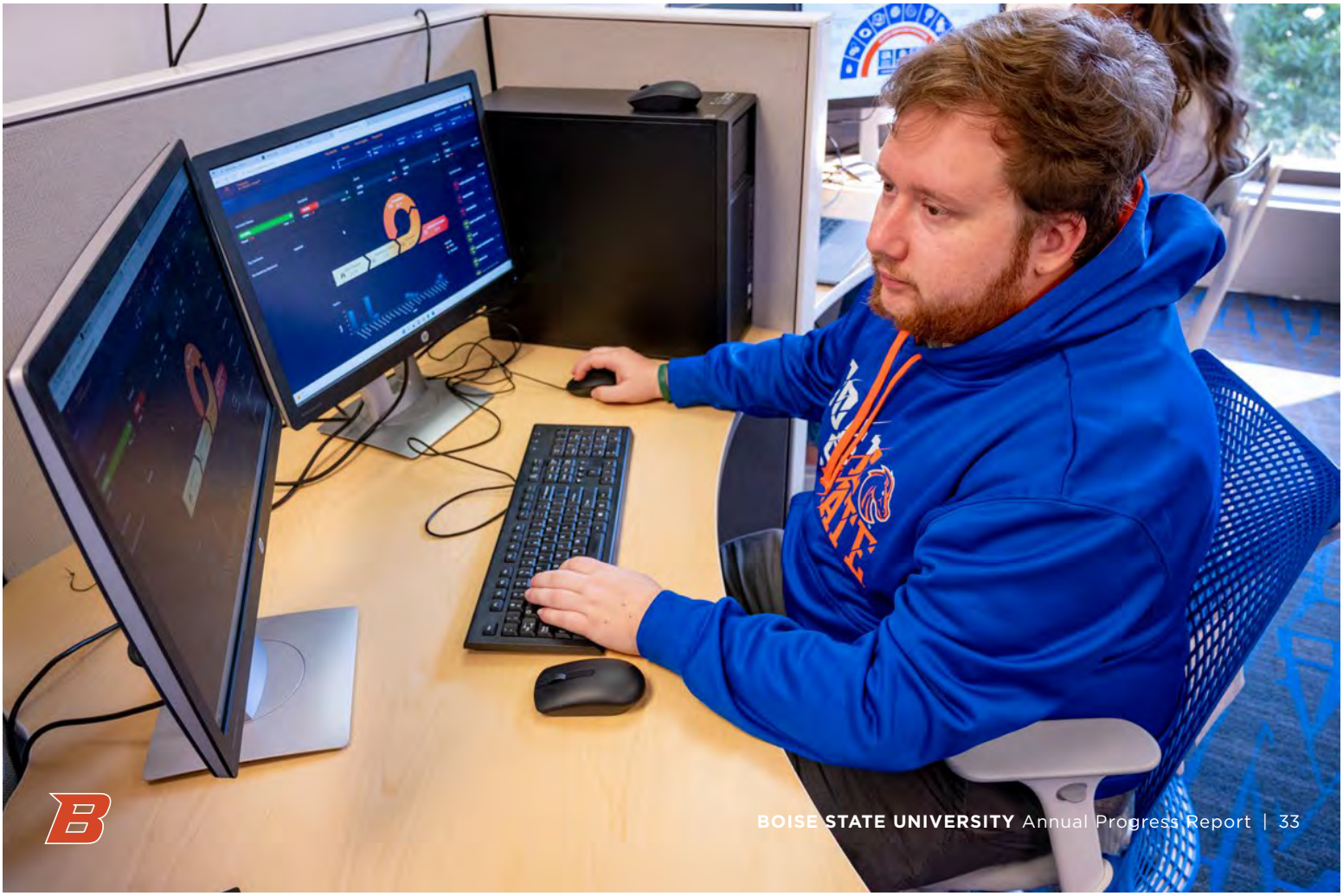
Idaho's environment is **central to both its economy and identity**. In addition to our strong academic programs, it is one of the primary factors attracting students to Boise State. Environmental challenges – including more intense wildfires, water scarcity, and declining wildlife and fish populations – adversely impact communities in Idaho and beyond. Preparing **innovative and capable problem-solvers** in Idaho will greatly benefit our economic and environmental future. The ultimate legacy of the School of the Environment will be realized through generations of graduates who gain marketable technical, critical, and interpersonal skills through close collaboration with students, faculty, staff, and community stakeholders to solve environmental problems during their time at Boise State.

The **Cyber Operations and Resilience degrees (CORe)** were approved at the MS and BS level in 2021, and BAS level in January 2022, enabling students from rural Idaho and AA/AAS students to transfer into a four year degree program. These programs are a part of the statewide cybersecurity initiatives and the collaboration between Idaho's higher education institutions to meet the growing workforce demand for cyber-related education. In fall 2021 (the first year it launched), the CORe programs had 78 students with 46 undergraduate and 32 graduate students. **For the fall 2022 semester, the CORe programs have 224 total students** (42 graduate students and 182 undergraduate), **almost tripling the enrollment from fall 2021.**

All CORe programs at Boise State are designed around the realities of today's cyber and physical landscape, and they prepare students to anticipate, detect, mitigate, and manage cyber, physical, and interdependencies infrastructure threats. In addition, the unique scaffolding of these programs (designed as a stackable degree program) along with the emerging importance of cyber and physical resilience prepares students with the knowledge, skills, and expertise needed for maintaining the operational effectiveness of complex business, academic, and government information and physical systems.

Because they are entirely online, these programs enable Boise State to reach potential students who need flexibility in their education that result from professional and personal responsibilities. These students may also live in a rural area of Idaho that does not have face-to-face educational opportunities.

Advanced Medical Imaging — Boise State now offers a new fully-online associate to bachelor's degree completion program in **advanced medical imaging** and undergraduate imaging certificates with options in: interventional radiology, interventional cardiology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging. These degree programs offer suitable options for healthcare professionals with a minimum of an associate degree who want to transition into image-guided procedures.



INNOVATIVE INITIATIVES AND STUDENT/COMMUNITY FOCUSED PROGRAMS

Community Impact Program

In fall 2020, we launched the Community Impact Program. We engaged in dialogue with three communities — McCall, Mountain Home and Payette — to learn their educational needs. In response to those needs and in collaboration with local community and economic leaders, we are delivering a hybrid-format program that continues to grow in scope and impact.

- The program continued to grow in fall 2022 with a 21.4% increase over the fall 2021. Thirty-four students with an average age of 30 enrolled in the fall 2022 cohort. They include students who are overcoming a variety of barriers: first generation students, underrepresented populations, 2022 high school graduates, mothers of young children, military spouses, returning adults, and students returning after a gap year. The goal is to enroll an additional 45 students for fall 2023.
- Boise State's concurrent enrollment team established the 15 To Start program in fall 2022. This program scholarships 15 concurrent credits and kickstarts the pathway to a degree for rural students. The program is currently available to participating CIP communities and is fully enrolled in eight high schools.
- The CIP program has created considerable interest among local business owners seeking advice from Boise State faculty members and community-based problem-solving from students in the program. In response, we have **created a new non-credit community leadership program** that can be offered as a stand-alone program or in concert with existing local leadership programming sponsored by chambers of commerce, etc. These offerings are being provided at no cost to partnering CIP communities and provide direct access to Boise State expertise. 34 individuals participated in FY22.
- **CIP students continue to receive an academic scholarship valued at $5,250.**
- Students continue to participate in a year-long team project focused on **"making a positive impact in your community."** This project engages students with their local community to solve challenges and/or provide answers to pressing questions. The students present their findings and outcomes during the final semester (summer) of the year-long community leadership certificate program. Outcomes have been positive and include the start-up of STEM engagement efforts, a student advisory board program that has been adopted by at least one academic program at Boise State (and is under review for formal adoption by the College of Arts and Sciences), and a district-wide Kindness Matters program in Cascade.
- Students participate in a summer Entrepreneurship course to **explore the entrepreneurial mindset** and be introduced to establishing an entrepreneurial start-up in their community. **Two new businesses were officially launched** by students following the summer 2022 class.
- The year three assessment of go-on rate impact in participating communities shows a three-year increase of 14.1% in the Payette/Western Treasure Valley region, 2.6% in McCall/West Central Mountains region, and 2.4% in the Mountain Home/Elmore County region. The three comparison communities (communities that are similar but are not part of the program), decreased by 47%, 40%, and 19% in the same assessment period. CIP engagement works.
- The Community Impact Program **received national recognition in FY22** as a finalist for the Phi Kappa Phi Innovation award and as winner of the 2022 University Professional and Continuing Education Association West Region's Outstanding Credit Program.

- A large employer in the McCall/West-Central Mountains region has engaged with Boise State through CIP and the College of Business and Economics to **develop a "world class" Resort Operations and Hotel Management program.** This program is expected to enroll students for spring 2023.
- The CIP team is in the process of planning out STEM related outreach and engagement in participating communities as part of the university response to the CHIPS Act and Micron expansion in the valley.

The Hometown Challenge: provides scholarship dollars and career mentoring for students to make a positive contribution in their communities. Students return home and create projects that give back to their local communities.

The Idaho Onramp program: designed to provide access to equipment and high-quality instruction using Apple's Everyone Can Code and Everyone Can Create curriculum, has continued the expansion begun in fall 2020 to support each of the partnering communities via local libraries and several school districts. Additional equipment has been deployed directly to schools and libraries and a new mobile learning van provides introductory experiences with the same equipment and curriculum. This effort will open doors to communities and provide valuable STEM related experiences to students and community members in a much larger geographic area. This activity is being funded by Apple.

Bronco Gap Year Program: We developed the "Bronco Gap Year" program in fall 2020 to give students a low-cost opportunity to make academic progress and benefit from the guidance of a faculty mentor, even if pandemic circumstances prevented them from being enrolled full time. Of the first cohort of 35 Bronco Gap Year students, 60% enrolled at Boise State upon completing the program. The remaining students either: enrolled at CWI with plans to transfer to Boise State, enrolled at another university, or selected a professional path (e.g., attaining a real estate license). Since that first cohort, we have gained insight that has led to three important programmatic changes.

First, the Bronco Gap Year experience is a valuable resource for Boise State students who need to pause their education or who want to return after stopping out. These students are utilizing the program to get back on track by exploring major and career options, and working directly with a faculty mentor, with significantly reduced costs. In our current cohort of fourteen students, 50% are returning to Boise State this spring and 50% are continuing for another semester in the Gap Year program.

Next, in coordination with our Academic Recovery office, we are now supporting students who have been dismissed from Boise State. These students are required to take one to two semesters off (a kind of gap year), and the program offers them a landing place that keeps them connected to the university and supported during their dismissal period.

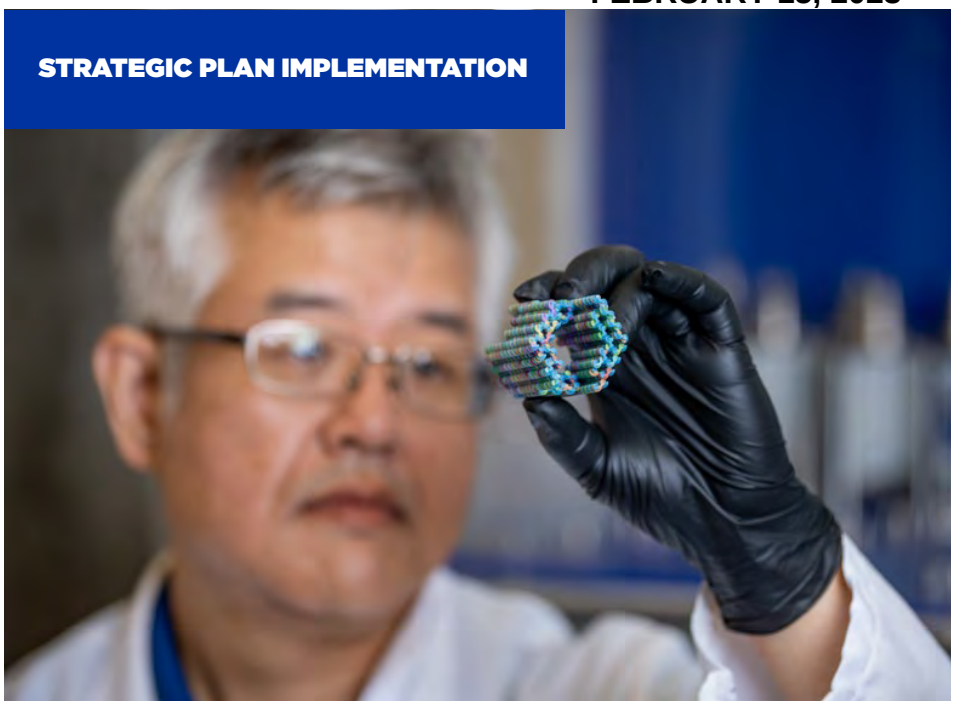
Finally, with the emphasis on current students, we have moved the program into the College of Arts and Sciences advising office and we are hiring a permanent Gap Year director this spring. Through a coordinated advising effort, we can reach the students who would benefit from the program and infuse advising support throughout the Gap Year experience to create a smooth path back into the university.

Storyboard Project: The Storyboard project is grounded in the belief that students experience their education with a stronger sense of purpose and ownership if they are actively building their story throughout their time at Boise State. In addition, students who can articulate the value of their degree are better positioned for success in the job market. Beginning in 2018, a team of faculty and staff collaborated on research, data collection, and programmatic innovation, and they developed and tested strategies for integrating reflective practices and storywork across disciplines.

The Storyboard mobile app, a unique tool designed by students and faculty at Boise State, entered the piloting stage in spring 2021. It creates a digital space where Boise State students can capture and compile their experiences and work on reflective practice through guided prompts. We have tested the Storyboard mobile app in the first-year writing program, and we are currently exploring integration into large majors in arts and sciences, such as psychology.

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

We have consistently innovated in the University Foundations courses. In spring 2022, the Faculty Senate General Education Committee engaged in a visioning process to identify a signature focus and pedagogy for the program overall. This provides a framework for enhancing the student experience through helping them understand the role of general education in their educational experience. Ensuring that our entire curriculum includes these elements help students acquire the knowledge, skills and dispositions needed to be successful in life during and after college. This academic year, the GEC is engaged in discussing and identifying how to ensure these are represented in our curriculum, our assessment plan, and faculty development efforts.



Goal #3: Advance Research and Creative Activity.

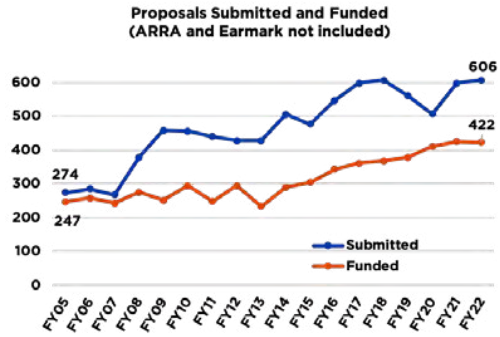
Advance the research and creative mission of the university community by fostering transformational practices, and supporting faculty, staff, and student excellence in these pursuits.

Boise State is **committed to fostering an environment where research and creative activity thrive.** Focus and attention includes providing comprehensive support for faculty during all phases of the research endeavor; facilitating relationships with industry for research and commercialization collaboration; and leading outreach aimed at fostering economic development in Boise and the region.

RESEARCH AWARDS

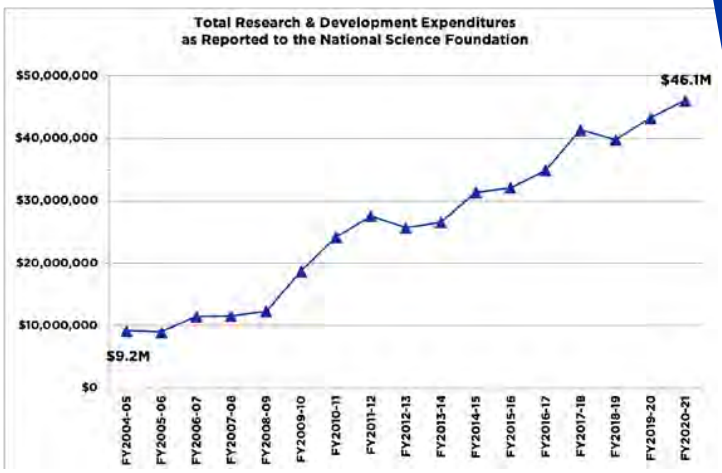
$68 million in research awards. 21 percent increase in the last five years.

Boise State has fostered a steady increase in research proposal submissions and in the number of globally competitive research awards. The total proposal submissions has more than doubled since FY05. Even more remarkable is the dramatic increase in research funding dollars awarded to the university. From FY05 to FY21, total research and development expenditures as reported to the National Science Foundation have increased more than four-fold, from $9.1 million to $46.1 million.



Despite the challenges presented by COVID-19 to the campus research community in the recent past, total research and development expenditures continued to grow and was up by $2.8 million or 6.5% from FY20 to FY21.

Awards support Boise State's path-breaking research across colleges and schools to impact a wide array of ongoing challenges. Currently funded research ranges from election cybersecurity, to evaluating farmland conversion impacts in the Treasure Valley, to better understanding the earthquake that shook the region in March 2020, and to revolutionizing aerospace manufacturing.



These awards not only support faculty in conducting research, but ensure that Boise State's students gain first-hand educational experiences and opportunities to prepare them for professional success and workforce placement. This permits our students to engage in the critical work of knowledge creation — experiences that will impact their ability to innovate and lead in the world beyond their graduation.

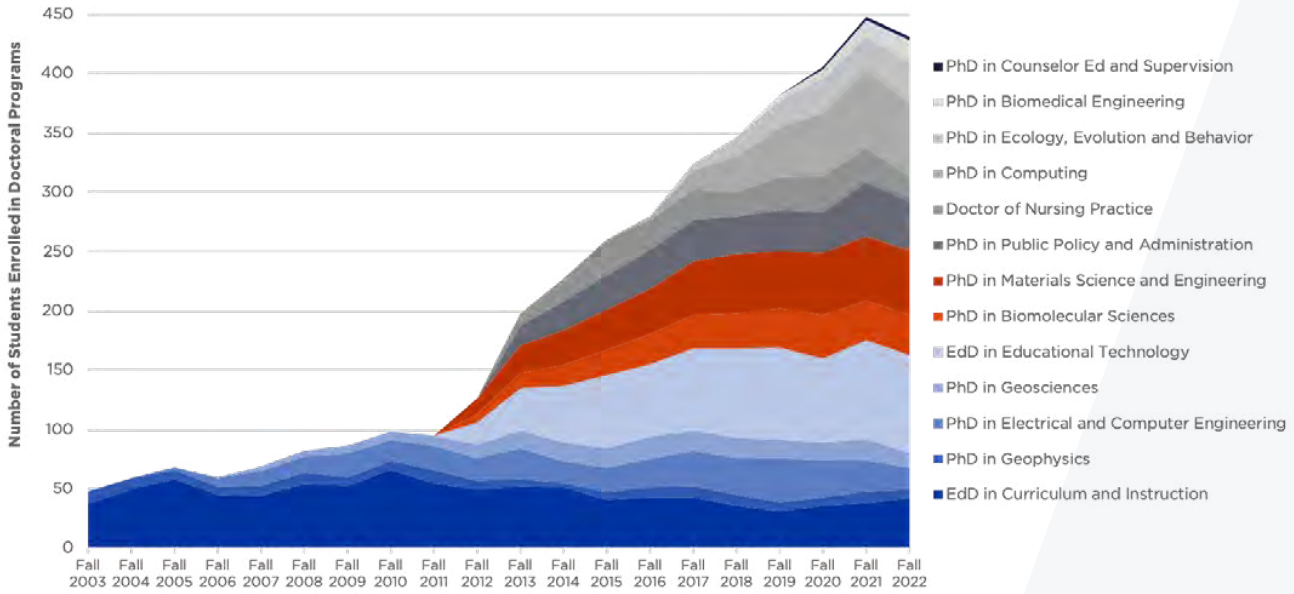
DOCTORAL PROGRAMS

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

At the core of Boise State's critical service to the community, state and region has been the creation of successful and impactful doctoral programs.

Over the past decade, Boise State has created nine new doctoral programs: PhDs in materials science and engineering; biomolecular sciences; public policy and administration; ecology, evolution and behavior; computing; and biomedical engineering; counselor education and supervision; an EdD in educational technology; and a Doctor of Nursing Practice. In fall 2022, we had a very successful external review for a potential future PhD program in Public and Population Health Leadership. Proposal for this PhD program will soon be submitted to the Board for review and consideration for approval.

The following figure shows the growth in the number of doctoral programs and growth in the number of students enrolled in those programs. Enrollment in doctoral programs has increased more than three-fold from 2011-12 to 2021-22.



Carnegie Foundation
Elective
Community Engagement
Classification

Goal #4: Foster Thriving Community.

Promote and advance a fair, equitable, and accessible environment to enable all members of the campus community to make a living, make a life and make a difference.

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

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

We are currently in the process of completing our application to renew our Carnegie Foundation Community Engaged Institution classification. This renewal application is due in April 2023 and we hope to be reclassified in 2024.

INSTITUTE FOR ADVANCING AMERICAN VALUES

The Institute for Advancing American Values encourages conversation between different viewpoints to spur engagement, understanding, and human connection. Institute activities include public events to encourage dialogue about central issues facing Idaho and the nation, research and projects that approach complex and contested issues through the prism of American values and evidenced-based research, and education programming that charts how the values of freedom and opportunity have shaped the triumphs and challenges of American life and history. Through these commitments, the Institute inspires us to talk and listen to each other respectfully about the issues and values that have shaped America and Americans from all walks of life.

Since its approval by the State Board of Education in August 2021, the Institute has:

- Sponsored Distinguished Lecture Series speakers Jason Riley (March 2022), Danielle Allen (April 2022) and Anthony Appiah (October 2022)
- Confirmed Distinguished Lecture Series speaker Arthur Brooks (March 2023)
- Presented the "Idaho Listens" event in partnership with a donor and Idaho Public Television
- Been awarded an Idaho Humanities Council grant to support dialogue programming
- Partnered with Idaho Public Television to produce "Idaho Listens" documentary
- Established faculty and undergraduate fellows program
- Awarded faculty research grants (next cycle applications due March 2023)
- Formed an external advisory committee composed of business and community leaders
- Convened meetings with each Boise State college to open up partnership opportunities
- Presented at the Southwest Idaho Rotary Club
- Director has met with a number of external constituents to introduce and build support for the Institute
- Presented the Institute to Boise State University's Foundation Board
- Director has interviewed with national and local media outlets concerning the Institute

ONLINE PROGRAMS

Boise State enrolled **5,428 students** last year in fully online programs, an **80% increase over five years**. These are academic programs that students can access anytime/anywhere, creating opportunities for busy working adults throughout Idaho who may not otherwise have the opportunity to attend college.

Over the past decade the university has made strategic investments in the infrastructure and staffing necessary for academic departments to be able to develop fully online programs that are needed to respond to student and workforce demands. The university now has 80 degrees and certificates that can be earned without ever coming to campus. Online program annualized student headcount increased from 1,050 in FY12 to 3,030 in FY17 and to 5,428 in FY22.

In the 2021-22 academic year, 1,776 of the 6,012 degrees awarded by Boise State — or 23% — were in fully online programs. The student success rates of the university's online programs rival in-person programs due to intensive advising and wraparound support that is delivered along with the instruction.

Boise State online programs among the nation's best

- U.S. News & World Report

#59
Best Online Bachelor's Programs
#40 for Veteran's

#17
Best Online Bachelor's Programs in Business

#62
Best Online MBA Programs
#43 for Veteran's

#71
Best Online Master's Business Degree Programs
(non-MBA)(MSA)

#13
Best Online Master's in Education Programs
(Educational/ Instructional Media Design)

#29
Best Online Master's in Nursing Programs

The growth of online programs at Boise State has led to:

- **Expanded student access and university reach**
- **Increased degree attainment**
- **Improved position to partner with industry and their employees**
- **Increased enrollment without added pressure to the physical campus**
- **Innovation**

Examples of innovation from online programming include: year-round academic programs with six entry points per year; entrepreneurial funding models; stackable certificates and degrees; increased use of learning analytics; and a more market-driven approach to program design.

To ensure that Boise State is positioned for the next 10 years, a work group was charged with looking at the future of online programs. After analyzing enrollment trends and national data, the work group concluded that Boise State is on a trajectory to enroll 10,000 fully online students per year.

Achieving this milestone, however, requires the university to address three high-priority issues: 1) Improve services, especially the timelines for enrollment processing that support online students and programs; 2) Identify processes, policies, systems and messaging that have an on-campus bias and update them to be inclusive of online students and programs; and 3) Prioritize the development of high-quality, in-demand programs that incorporate online best practices and that scale in size to address needs. We are at work on these efforts now.

TRANSFORMING THE FUTURE OF HEALTHCARE

Value-based Heathcare

Boise State is responding to the contemporary healthcare needs of rural and urban communities by offering a 21-week **value-based healthcare certificate** (non-credit bearing) for practicing professionals, delivered in a mostly online format that includes one day of in-person work. The College of Health Sciences' workforce development program in value-based healthcare welcomed its first cohort in January 2020. In the same year, the program received a Workforce Development Training Fund Industry Sector grant from the Idaho Workforce Development Council to fund scholarships.

While the entire country is adopting value-based payment models, each state is implementing laws, policies and processes on its own. Unfortunately, Idaho lags behind the nation in adopting value-based payment models. Idaho has a 29% rate for value based payments while the national rate for value-based payments is 50%. It remains much more challenging for rural providers, hospitals and clinics to implement value-based payment models, and 35 of Idaho's 44 counties are rural. **We are preparing leaders in healthcare for the future with this one-of-a-kind program.**

Master in Population and Health Systems Management

This program, launched in fall 2021, is designed for those who work fulltime and want to enhance their knowledge and grow their career. This degree offers future healthcare leaders the opportunity to earn the Master in Population and Health Systems Management degree along with **four industry-recognized healthcare finance** certificates offered through the Healthcare Financial Management Association. The program is completed in five semesters through an online format that allows the students flexibility to study during the time convenient for them.

Program mission is to deliver a quality, practicality-based, education program that builds transformation leaders who view healthcare through the lens of the patient journey. The program will deliver content that bridges the gaps between the clinical, operational, and financial fields and optimizes best health outcomes while overcoming constraints and mitigating risk to find real solutions to current and future community wellness needs.

In October 2022, Boise State's College of Health Sciences and HFMA learned that this program had been named **one of five founding programs for certification from the Commission on the Accreditation for Healthcare Management Education** that approved the rapidly emerging field as a need for accreditation. The other four programs are located in Johns Hopkins, Lehigh, West Virginia and Thomas Jefferson universities. It's the first recognition by CAHME for Boise State. Jenni Gudapati, the program director, has been named to the quality standards committee that will set parameters for other schools seeking global accreditation in Population Health Management. The commission recognition puts Boise State on the map with a select group of known **change-maker universities,** which is meaningful for students, the college, the university – and hospitals, health systems, clinics, medical professionals and thousands and thousands of patients.

The program is being considered for the **George and Regi Herzlinger Innovation Education Award** for the Development of Educational Skills Focusing on Invention, Evaluation, and Adoption of Innovation in Healthcare, given to program directors leading the charge on innovation in education. We are about to launch our third cohort and have admitted 20 students so far with roles ranging from CEOs to VP of finance, director of technology to patient risk manager.

STUDENT WELLNESS AND MENTAL HEALTH

An important element of the university's support of student success requires that we attend to the mental health and overall well-being of students, as well as the staff and faculty who support their growth and development. It is well documented that a large percentage of college students struggle with mental health issues, and Boise State students are not immune.

For medical providers at Boise State, approximately 40% of appointments are mental health related. In addition, the pandemic and its ongoing impact has increased stressors for students, staff, and faculty and has increased the need for mental health services.

Foundational work

Even before the pandemic, Boise State's Counseling Services had been working to address increased student needs. However, the demand for counseling services increased by nearly 40% prior to the pandemic, which led to an increase in clients of 25%, and we were not able to meet this increase in demand for service. By spring 2022, the wait times for intakes were pushed out to six weeks at peak season and three to four weeks between intake and return sessions.

The new clinicians we received through the student fee increase are increasing our counseling service availability and decreasing the wait times to about three weeks for new patients. We have filled three of the approved five positions in 2022. Our psychologist position and psychiatric nurse practitioner positions remain vacant, but we are actively working to fill these positions. These five new positions in Boise State University Counseling Services are being filled to strengthen the mental and emotional care support system for the campus community. Students themselves played a key role in calling for this change, under the able leadership of then student body president, Kenneth Huston.

The counseling and psychiatric nurse practitioner care positions are new, critically needed and aligned with the efforts being made among multiple departments and offices across campus. **Enhanced student well-being**, already a goal of the university's *Blueprint* strategic plan, is a critical priority given the damaging and lingering effects of the COVID-19 pandemic.

Matt Niece, the director of the University's Counseling Center and Associate Dean of Students Lauren Oe, a licensed master social worker, received a $304,000 grant in fall 2021 to further suicide prevention efforts at Boise State. The three-year grant, which follows a 2018 grant, is funded through the Garrett Lee Smith Memorial Act designed to help colleges and universities support wellness promotion.

Becoming a JED Campus

Part of the $304,000 grant we won is meant to support the building of a JED Campus component within the university. Established by the JED Foundation, a national nonprofit that works to protect emotional health and prevent suicide among the nation's young people, JED campuses take part in a multi-year assessment and planning process with the goal of changing the state of mental health on their campuses. The JED campus initiative has created a nationwide network of more than 100 universities that are assessing and enhancing their mental health, substance misuse and suicide prevention programs and systems to strengthen mental health safety nets.

Additional efforts that focused on wellness include:

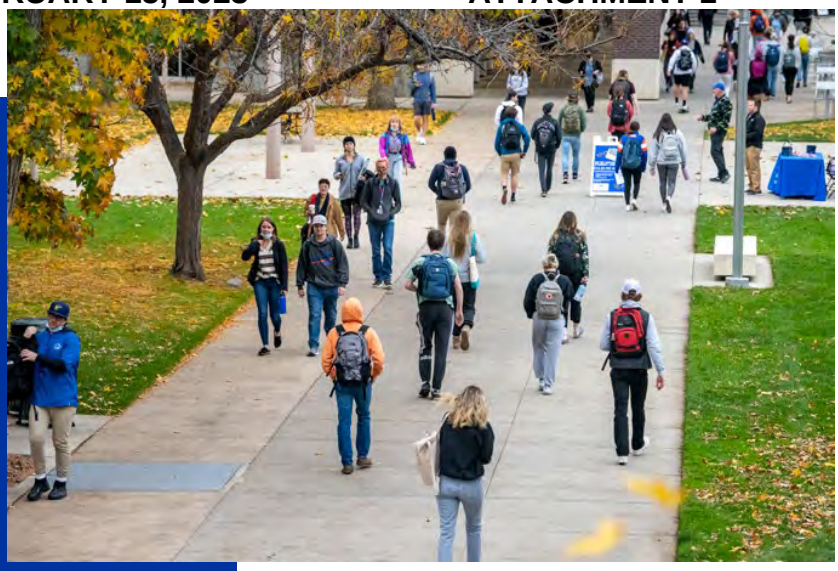
- Held **80 outreach events,** including guest lectures, training, and discussions. Developed partnerships across campus to create educational and preventive initiatives to address mental health and wellness from multiple angles.
- Coordinated **BroncoFit,** a student and employee wellness program, utilizing staff liaisons in departments across the university and about 20 student staff. The BroncoFit program reached 10,010 campus community members in FY21, including after the wellness programs continued in a virtual format.
- BroncoFit **expanded its staff** by adding a full-time position for undergraduates and a graduate assistant, both focused on supporting the mental health of students.

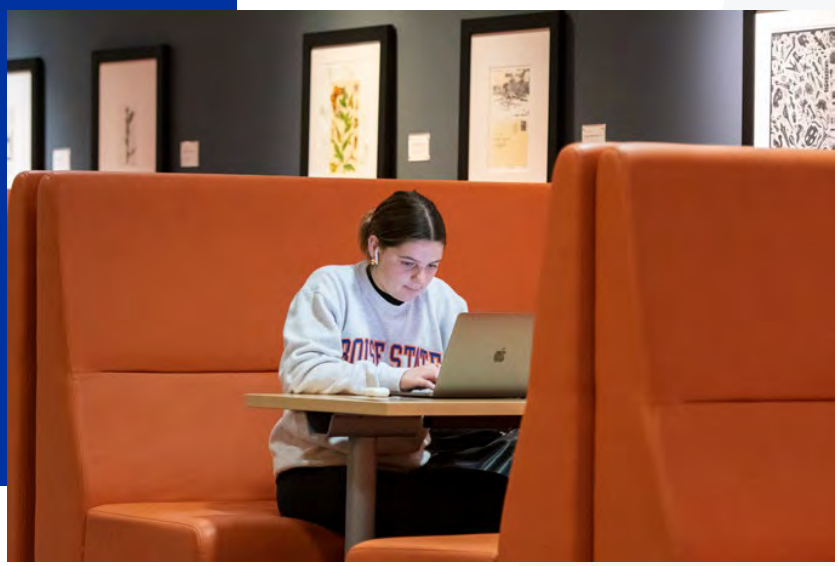
Current and Future Plans

Even as the pandemic subsides or changes form, challenges around mental health and wellbeing in Idaho persist. We intend to leverage lessons learned during the pandemic to build a campus culture focused on wellness so that students can gain the full benefit of their years as students at Boise State and reach their academic and career goals.

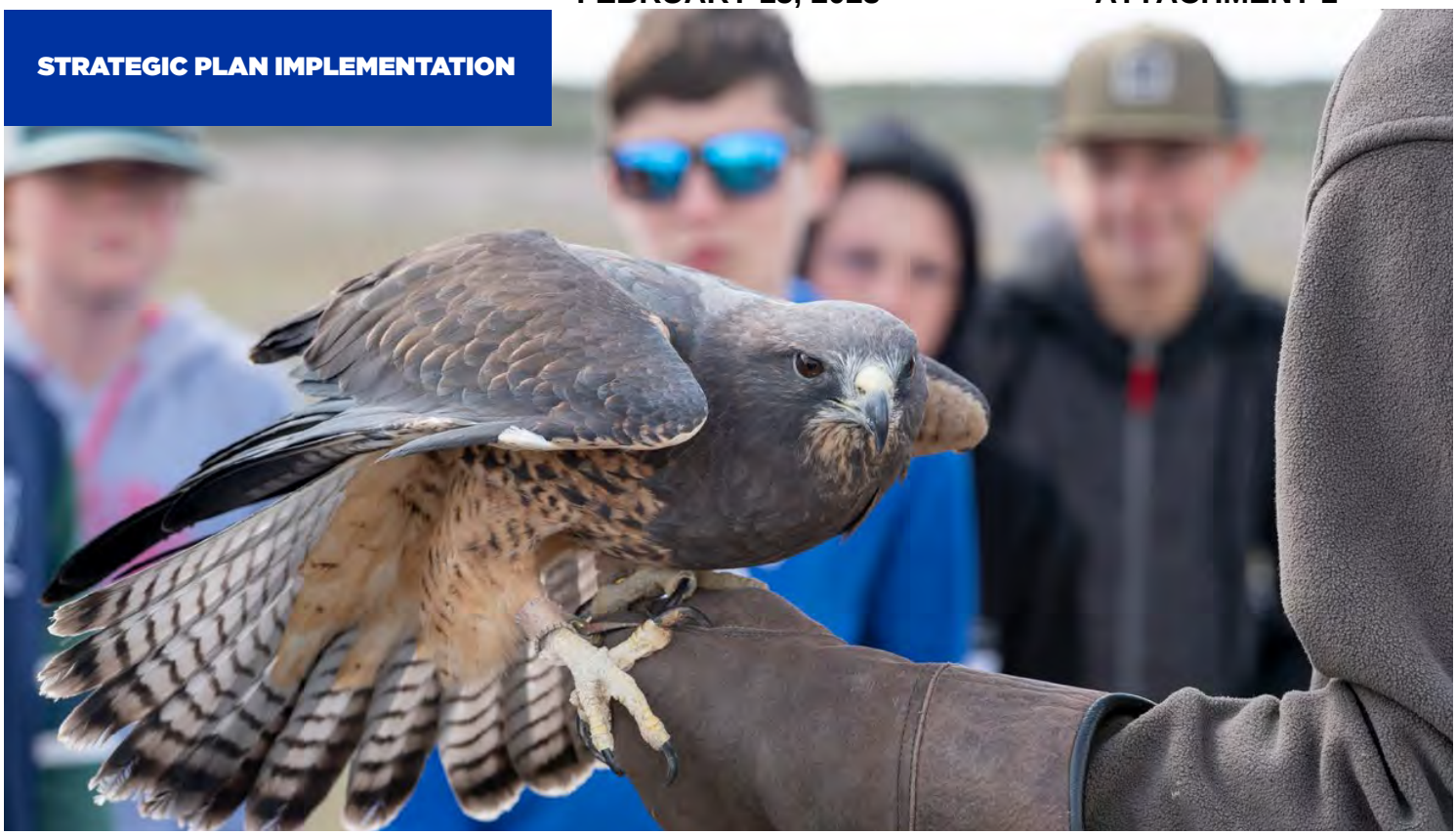
To work toward this aspirational vision, we plan to:

- **Increase staffing in Health Services** (medical, counseling, and wellness / BroncoFit) to support campus needs. The increased capacity of the past few years is not sustainable without additional resources. Even with four additional clinicians, we estimate that we will still need to add four more clinicians to meet demand and the accreditation standards.
- Ensure fair compensation for current positions in order to retain and **recruit high-quality staff.**
- **Integrate a peer wellness coaching program** in BroncoFit to increase support for students.





STRATEGIC PLAN IMPLEMENTATION



Goal #5: Trailblaze Programs and Partnerships.

Boise State University participates in many collaborative programs and community partnerships in the academic, research and industry non-profit and other community realms.

PRESIDENTS' LEADERSHIP COUNCIL

Perhaps the most noteworthy and exciting example of partnership is the unprecedented collaboration between the presidents and executive leadership of Idaho's eight public colleges and universities. All are deeply engaged with one another in shared projects. Their communication, cooperation and alignment will produce better outcomes for Idaho. This year, the PLC continued the statewide marketing campaign to promote higher education throughout Idaho.

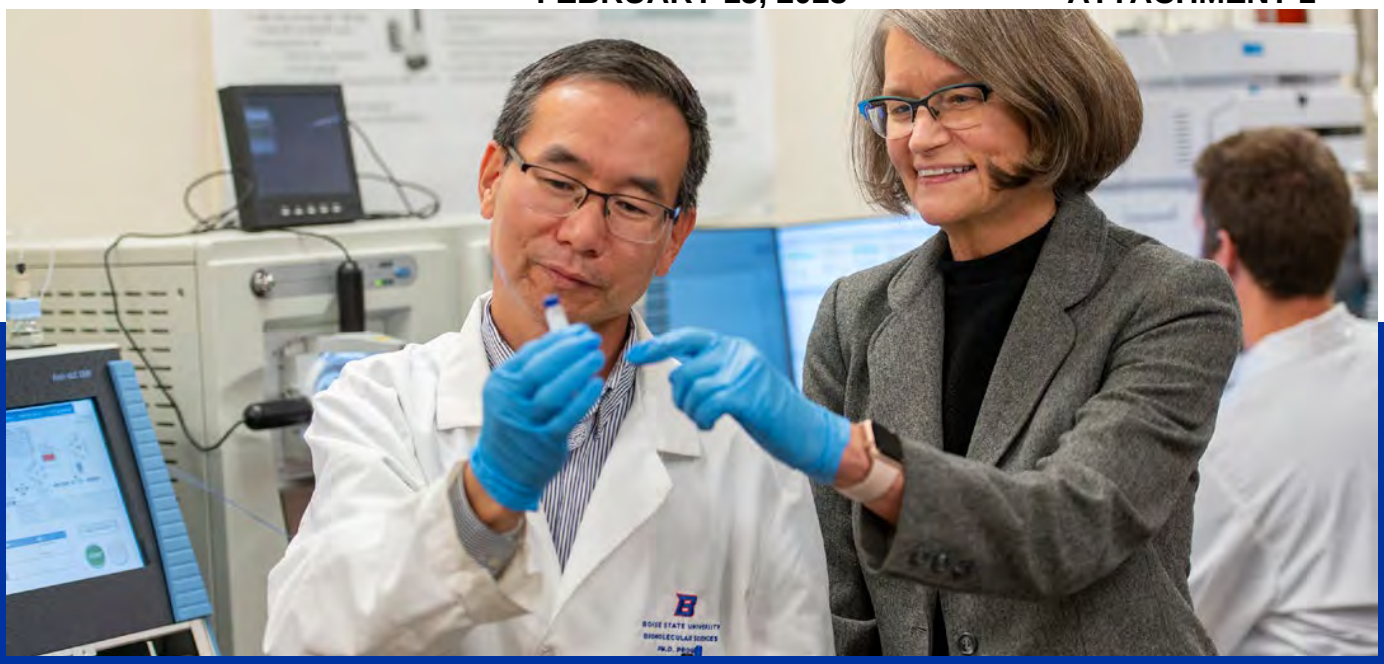
FOR YOU. FOR US. FOR IDAHO.

COLLABORATIONS AND COMMUNITY PARTNERSHIPS

COLLABORATIONS

- Boise State began its educational partnership with the **Amazon Career Choice Program** in the spring of 2022. The program provides Amazon employees with new skills and tuition assistance for career success at Amazon or elsewhere. Sixty-eight Amazon employees used close to $200,000 in Amazon tuition benefits at Boise State in 2022:
    - Spring 2022: 11 students, $39,200
    - Summer 2022: 17 students, $38,897
    - Fall 2022: 40 students, $121,167
- Albertsons Library established **two statewide groups** as part of the **Network of Idaho Academic Libraries** (NIAL) to encourage communication and collaboration among member libraries.
- Academic librarians created a **Statewide Research Information Management (RIM) System** proposal to build collaborations and demonstrate impact. If funded, the system will expand upon Albertsons Library's ongoing management of ScholarWorks, Boise State's institutional repository.
- The **Hazard and Climate Resiliency Institute** fosters interdisciplinary and cross-sector collaboration to build **connected, thriving, resilient communities.**
- **Idaho Climate Literacy Education Engagement and Research** (i-CLEER) empowers Idahoans and their communities all across Idaho to take action to address the causes, consequences and solutions to the Earth's changing climate.
- Intermountain Bird Observatory has done pathbreaking work with partners throughout the Intermountain West to **monitor and conserve breeding bird populations in six states.**
- Boise State Writing Project has delivered over **100,000 contact hours of services to teachers and students** in Idaho over the last six years, reaching over 2,000 individual teachers each of those years.
- World Languages hosted the Idaho Supreme Court's annual ethics and written exam preparation workshop for prospective court interpreters.
- Local performing arts organizations run by **Boise State faculty, student and alumni talent.** Examples include Idaho Shakespeare Festival, Boise Contemporary Theater, the Boise Philharmonic, Opera Idaho, and others.
- The Department of Accountancy in the College of Business and Economics held the 8th annual Gem State Tax Symposium. The event is designed for tax professionals (accountants and attorneys) to earn CPE. The symposium had 110 attendees and **raised approximately $35,000 for accounting student scholarships.** The University of Idaho College of Law is a partner in this event, which engages tax professionals from across the state.
- The Boise State University Voluntary Income Tax Assistance program of faculty, staff and students continues to work with the Boise Library, refugee agencies and Boise School District to **help low-income individuals file their income tax returns.** The program recently received a $25,000 grant from the Internal Revenue Service to support its service efforts.

- The Micron Foundation and Boise State's teacher education program in the College of Education collaborated over the summer to develop proposals that serve rural Idaho and STEM education. The Micron Foundation just awarded a $30,000 grant for spring 2023 **Boise State student teachers to be placed in rural school districts.**
- The University of North Florida visited Boise State and surrounding school districts to observe Boise State Teacher Education preparation programs in practice. Their faculty attended a conference presentation led by Sherry Dismuke and Jennifer Snow earlier this year, and were so impressed they arranged to bring 10 faculty members to learn more.
- College of Education is connecting with Historically Black Colleges and Universities and the Micron Foundation to explore possible **STEM Education and rural education partnerships.**
- Micron funded the Micron Student Success Center in the College of Engineering and we continue to collaboratively work on **increasing the workforce for Micron's new fabrication plant.** We are working to leverage existing, state, federal and private funding to develop a university-wide, one-stop approach for Micron.
- College of Engineering's Industry Advisory Board, along with college of engineering IABs at University of Idaho and Idaho State University, are working with the State Board of Education to look at the **economic impact of engineering and computer science on the Idaho economy.** It is hoped that this will lead to support for increasing the workforce around the state in these disciplines, mirroring what has happened in states like Utah and North Carolina.
- Two NSF grants have been funded related to College of Engineering collaborations with community college partners at CSI and CWI.
    - The NSF S-STEM is a nearly **$5 million grant** to create a cohort of students who obtain scholarships (low-income designation). A student can start at CSI or CWI and transfer with the scholarship to Boise State.
    - The second is a $100,000 planning grant to form a Center for Engineering Equity through the NSF Broadening Participation in Engineering program. This grant is looking at math preparation, articulation pathways, community building and inclusive teaching practices. A Phase 1 grant proposal (over $1 million for two years) will be submitted in November 2023. This grant is also working with our community college partners to ensure smooth, **clear articulation pathways** are in place.
- The College of Health Sciences worked with St. Luke's to generate a center for research across St. Luke's and Boise State. St. Luke's is also generating a contract to conduct interventions related to adolescent health.
- The School of Nursing worked closely with health systems at St. Luke's to develop **innovative clinical rotations for Boise State students.**
- The College of Health Sciences is working in partnership with the Director of Idaho Health and Welfare to create faculty partnerships via external grant funding.
- Extended Studies is working with College of Eastern Idaho to develop an affordable pathway for Idaho Falls residents to attain education they need to meet the community's cybersecurity needs. By linking concurrent enrollment classes at Eastern Idaho high schools with CEI a associate's degree and Boise State's online bachelor's degree in Cyber Operations and Resilience, Idaho Falls residents will be able to stairstep their way to a **bachelor's degree in a highly sought-after career field without ever leaving their home community.**



Boise State researchers collaborated with:

- Idaho Clean Tech Alliance for a workshop on Economic Opportunities and Challenges for Idaho with Carbon Neutral Energy to build capacity and understanding in Idaho on clean energy
- University of Idaho, Idaho State, and Idaho National Laboratory/Center for Advanced Energy Studies on a new **Joint Graduate Certificate in Nuclear Security and Safeguards** designed to strengthen the workforce readiness of the nuclear energy and defense sectors
- Universities of Wyoming, Michigan, and Alaska, Massachusetts Institute of Technology, and Idaho National Laboratory/Emerging Energy Market Analysis Initiative on an interdisciplinary consortium to help communities choose more secure, sustainable and equitable energy infrastructures
- University of Alaska – Fairbanks, Penn State, Alaska Railbelt, Energy Systems Integration Group on foundational research on resource adequacy metrics for the power sector to pilot test across the US
- Idaho Power; Idaho Strategic Energy Alliance; Energy Systems Technology and Education Center as advisers to ensure quality stewardship of energy and/or energy education
- Idaho Tech Council on quarterly “Spark” community sessions around the cyber ecosystem in the Treasure Valley
- Veterans Administration, Idaho Veterans Research and Education Foundation, and St. Alphonsus and Trinity on master agreements for emergency animal housing
- Exploring Idaho College of Osteopathic Medicine’s interest in utilizing the vivarium, shared services and increased collaboration
- Updating master agreement with St Luke’s in January 2023 to expand our relationship around **health care delivery and innovation**
- Partnered with Montana, North Dakota, South Dakota and Wyoming in the Mountains and Plains University Innovation Alliance focused on economic development, research collaborations and innovation

- The Honors College worked with the Center for Global Education to partner with Skidmore College (NY) and St. Hilda's College (University of Oxford) on a joint program in summer 2022.
- Boise State continues to provide leadership to the Western Association of Graduate Schools Executive Committee.
- The School of Public Service coordinates with the University of Idaho and Idaho State University in a unique collaboration to bridge science, technology and public policy through the **Idaho Science and Technology Policy Fellowship.**
- Boise State scholars partnered with the Wassmuth Center for Human Rights to develop an **Alternate Reality Game housed at the Anne Frank Memorial in Boise.** This work was funded through a U.S. Department of Homeland Security grant for $130,000.
- Faculty and administrators are exploring new **research collaborations and study abroad opportunities** for Boise State students.
- The School of Public Service partners with Rutgers University's Center for American Women and Politics to serve as Idaho's statewide host for NEW Leadership, **a national nonpartisan college students' public leadership training** program addressing women's underrepresentation in politics.
- SPS faculty are developing a long-term partnership in Cape Town, South Africa, to help address spatial inequalities caused by high population growth and gentrification impacting their respective regions.
- The **Idaho Association of Counties** is partnering with SPS to fund a graduate research assistant in the Idaho Policy Institute.
- Academic Leadership and Faculty Affairs facilitated a joint dean's meeting with College of Western Idaho in May to discuss strengthening relationships to enhance student success and transfer. We also combined department chair training in September to advance **leadership skills for department leaders** and foster collaboration.
- Academic Leadership and Faculty Affairs contracted with Academic Impressions to provide departmental leadership training on site for Boise State and CWI leaders. Boise State is also collaborating with the State Board of Education on development of a statewide academic leadership program to recruit and retain faculty, further student success goals, and **manage resources effectively and efficiently.**
- The Center for Global Engagement collaborates with 55 international partner universities for academic mobility, research and joint programs. The Center is working with U.S. Commercial Services and Idaho Commerce to launch the **Study Idaho Consortium.**
- International Admissions is partnering with StudyPortals for global student recruitment efforts. An EduKudu collaboration supports **Boise State's digital presence in global student recruitment.**
- Global Learning works with the Institute of International Education and World Learning on implementation of the IDEAS grant (funded by the U.S. State Department) and US Passport grant.
- International Student and Scholar Services is engaged in an IREX and World Learning collaboration that provides funding for inbound sponsored students to study on exchange at Boise State.
- The Intensive English Program works with the International Trade Institute for online internships and provides language training to Global Talent Idaho clients. **Students volunteer with refugees** and a group of South Korean students are working with Yookyoung's Korean Language class in support of students' language learning.

- Global Learning serves as a US Passport facility for the entire Treasure valley community and in 2022 **processed 1,300 passports.**
- International Student and Scholar Services regularly connects international students to speak about their countries and culture at local elementary schools and high schools.
- The Institute for Inclusive and Transformative Scholarship partners with CSI on the LSAMP project to expose eligible students to professional development and research opportunities and to ease their transfer path to Boise State. CWI is also a partner in our NIH B2B program. The goal is to provide research and professional development opportunities for **CWI students to help them succeed in biomedical research career pathways.**
- The Institute for Inclusive and Transformative Scholarship partners with Micron on the **Micron Academy for Inclusive Leadership.** This financially supports 8-10 students each year and provides a one credit course with wrap-around support for the fellows.
- The Institute for Inclusive and Transformative Scholarship started a partnership with INL through CAES to launch a **joint Vertically Integrated Projects team.**
- The BUILD program collaborated with other institutions to create more inclusive STEM learning experiences. Funding began in November 2022.
- Blue Sky Institute serves industry partners across Idaho as a summit planning committee and advisory board while also marketing the institute to campus as a professional development opportunity.
- University Foundations collaborated with other General Education programs through the structures provided by the SBOE.
- Extra Mile Arena has strengthened its relationship with leading entertainment company AEG to bring **world-class entertainment** to campus (i.e. Eric Church, Luke Combs, Lumineers, Old Dominion, Gold Over America) and increased indoor and outdoor programming.
- Extra Mile Arena is expanding community impact by partnering with the Idaho Botanical Garden, CMoore Concerts and Knitting Factory in support of the Outlaw Field Summer Concert Series at the Idaho Botanical Garden. ExtraMile Arena provided event support services for 17 concerts spotlighting a diverse lineup of artists with over 50,000 in attendance. These concerts provide student ticketing and environmental services staff with additional experiential learning opportunities in a different venue setting and steady employment throughout the summer.
- Through the Association for the Intermountain Housing Officers, Housing and Residence Life represents Boise State and Idaho, aiming to **help recruit future staff,** to learn about regional and national trends and influence work in the field of housing and residence life.
- The Children's Center worked with the Campus Food Pantry to host a peanut butter and jelly drive at the Center for our campus community. The goals of this drive were to give a meaningful donation to the food pantry and for the children to **strengthen their understanding of giving back** and the impact it has on people within our community.
- The Morrison Center for the Performing Arts launched **Idaho's only high school theater awards,** along with 274 in-house performances and events, collaborating with partners and amplifying performing arts so every Idahoan can experience inspiration,creativity and connections.

- The Title IX office connects regularly with Title IX Coordinators at University of Idaho, College of Idaho and Lewis and Clark to review new guidance and share best practices. Boise State's Title IX Coordinator co-taught a CLE for attorneys around the state to serve as pro bono advisors during the Title IX process.
- Environmental Health, Safety and Sustainability collaborates with its partners at sister institutions to advocate for solutions to common needs/issues, including exploring options for a statewide learning management system that can deliver custom training and track compliance at each institution.
- Architectural and Engineering Services hosted a Lean Construction training to develop strategies to reduce inefficiency in processes. Presented by a representative of Anderson Construction, it was attended by university and Anderson Construction staff, as well as Department of Public Works employees, and employees from local architectural, engineering, and real estate companies.

COLLABORATIONS AND COMMUNITY PARTNERSHIPS

COMMUNITY PARTNERSHIPS

- Albertsons Library's Special Collections and Archives partnered with the Folk and Traditional Arts program at the Idaho Commission on the Arts to create the **Idaho Folklife Collection.** Over time, the collection will be inventoried and moved to Boise State University.
- The College of Arts and Sciences is building Stein Luminary programming with more direct collaborations with the City of Boise and School of the Environment.
- The College of Business and Economics hosts **Bronco Corps,** the donor funded program that **provides paid interns to nonprofits and small businesses.** Since fall 2020, 81 COBE student interns have worked more than 11,000 hours; 11 students were placed for fall and a generous donor contributed an additional $50,000 to continue the program next year. Our students are **helping to solve challenges and offering innovative ideas** that support growth in small businesses and nonprofits in the Treasure Valley and beyond.
- COBE faculty are supporting **Idaho Partners for Good.** Faculty completed a months-long service/consulting project to help evaluate governance for one of their grantees. They also worked with IP4G to conduct a nine-hour process improvement workshop for Boise Bicycle Project.
- The Boise State University Chapter of Beta Alpha Psi, an honor society for financial information students and professionals, organized a "Feed the Funnel" party. **Food was distributed to 22 pantries,** including the Boise State Food Pantry. Students, faculty and staff were joined by professionals from 10 accounting firms, four corporations, and the community in this effort to address food insecurity in Idaho.
- Beta Alpha Psi helped Boise State's Department of Education with its summer program PREP Academy. PREP Academy provides special needs high school students an opportunity to attend college for one week. They stay in residence halls, eat in the dining room and take classes.
- COBE and the Idaho Bankers Association are partners in developing resources and programming to **expand the number of graduates entering the banking profession** in Idaho.
- The College of Education hosted a summit that brought together teachers, administrators, college students training to become teachers, school counselors and lawmakers from across the state.
- Boise State honored school superintendents from Regions 3 and 4 at a fall football game.
- To help Idaho's students achieve in math, faculty from the College of Education and the College of Arts and Sciences hosted nearly 175 teachers on campus for "Boise State Math Teaching Conference: **Getting to the Root of Student Success**." The project is sponsored by a $3 million grant from the National Science Foundation.
- College of Engineering partners with Idaho Food Bank, Discovery Center, Kids in Danger, Dry Creek Historical Society, Granary and Woodshed on the Schick-Ostolasa Farmstead, Idaho Department of Transportation, US Forest Service, National Interagency Fire Center, Bureau of Land Management, City of Boise and more on courses and student design efforts.

- The **Idaho Election Cybersecurity Center,** a new center with the Idaho Secretary of State looking at election security, has passed SBOE approval, and faculty from Computer Science, Political Science, and Math are collaborating.
- The College of Health Sciences hosted the Saint Alphonsus Trinity Health Scholarship dinner to thank Saint Alphonsus and connect them with the students who received scholarships through their **$3 million gift.**
- The **Community Impact Program** has demonstrated consistent success, growing student demand, and deepening community connections since inception in fall 2020. Since designating McCall, Payette and Mountain Home as the original CIP communities, **123 individuals have participated** in either the credit or non-credit certificate program.
- Boise State Public Radio expanded its signal to Pocatello and Lewiston without added costs thanks to donated towers and equipment.
- The Honors College co-curriculum program partnered with a Northern California YMCA for a spring break service program.
- The Conflict Management Certificate in the School of Public Service has expanded its partnership with the Ada County Courthouse to support **virtual mediation internships for online students.**
- The 2023 Idaho Public Policy Survey is under way. The Idaho Policy Institute and School of Public Service are meeting with various stakeholders, including legislative leaders and the governor's office, in designing a survey that will take the pulse of Idahoans on a range of policy issues likely to come up in the 2023 state legislative session.
- Faculty on the Board of the Nature Conservancy of Idaho developed a graduate assistant in Environmental Studies position to be funded by the conservancy.
- At the start of the fall 2022 academic 2022-2023 year, the Idaho Policy Institute was engaging in **34 research projects with 25 different partners.**
- The School of Public Service has begun to formalize partnerships with Washington D.C.-based institutions to facilitate students participating in semester-long domestic off-campus study experiences where they live, learn and intern in Washington D.C. while earning credits toward their Boise State degree.
- The Service Learning Program has **75 active community partnerships.**
- VPUGS collaborated with the Idaho Hispanic Chamber of Commerce with a goal of increasing recruitment and retention of Latinx students and strengthening ties between Boise State and the hispanic community
- The Idaho Entrepreneur Challenge and Hackfort Tech Challenge winners received a "golden ticket" to the Boise Entrepreneur Week Pitch Competition for a chance at $50,000 in cash prizes.
- Esports partnered with United Service Organization for broadcast of NFL Salute to Service Tournament.
- In support of Boise State's sustainability efforts and the 100k tree goal, Boise City Council and ExtraMile Arena started an innovative partnership with Treasure Valley Canopy Network and the City of Good this year. The Arena invests $1,500 (the equivalent of 100 trees) in the name of each artist/tour. Each investment helps to offset 300 tons of carbon, remove 5,800 pounds of air pollutants and clean 200,000 gallons of water over the next 50+ years.

- Boise State School of Nursing students have gained practical experience and clinical work hours by providing First Aid support and COVID testing during events. The collaboration has allowed the nursing students to create protocols, diagnose what level of care is needed, practice radio etiquette, assist with customer service, and partner with Ada County Paramedics to understand their scope of practice.
- ExtraMile Arena hosts more than 15 graduation ceremonies annually for College of Western Idaho, Northwest Lineman College, and Boise and West Ada School Districts. Each year, more than 6,000 community graduates walk across our stage as their friends and families celebrate their achievements.
- The Morrison Center hosted 274 in-house performances and events, welcomed Boise State theater back to the main stage and founded the first **Idaho High School Theater Awards** to honor young talent.
- Enrollment Services partnered with the Idaho Hispanic Chamber of Commerce on a number of initiatives to celebrate and participate in **Hispanic Heritage Month** from mid-September to mid-October.
- The Off-Campus Housing Association is creating a community partnership with owners of properties that surround the Boise State campus. This will allow Housing and Residence Life to better support our students on and off campus.
- Transportation and Parking works closely with Valley Regional Transit and Compass to support connectivity in the Treasure Valley as a whole, ensuring **Boise State community members commuting to campus can do so without a personal vehicle if they choose.** VRT and Compass help with wayfinding and promote the Boise State Shuttle and active transportation program.
- The university's partnership with federal partners is critical to the success of every large scale event on campus. The Friendly Fed Program, supported by Public Safety, helps ensure guest safety. These partners participate in pre-game safety operations and remain engaged with command post operations for the duration of the event.
- The Children's Center worked with Rediscovered Books to host a book fair for families. A portion of all sales were returned to the Center in the form of funds for teachers to purchase books.
- The Children's Center continued to partner with Idaho STARS on multiple initiatives, including serving as a model site for innovative and progressive infant/toddler care and education, and inviting early childhood educators to observe classrooms and meet with teachers.
- Public Health traveled to rural areas of Idaho to provide free COVID vaccines, and also partnered with the Consulado de México to provide free COVID and flu vaccines to members of underserved communities. In addition, Public Health partnered with community partners including private schools, the Boise School District, the Idaho Shakespeare Festival, Boise Contemporary Theater and the Idaho Legislature to provide COVID surveillance testing.

Boise State Athletics partnered with a number of community organizations, including:

AMERICAN RED CROSS

- Surpassed our goal of donations and doubled our donation count in the fall semester from the spring semester
- Connecting with the community and giving back

BOISE RESCUE MISSION

- Participated in "March to End Hunger" food drive with all staff and student-athletes

MAKE-A-WISH

- Participated and hosted the Serving Up Wishes event to raise money for to fulfill children of Idaho's wishes

BOISE SCHOOL DISTRICT

- Pen pals with elementary school students where student-athletes wrote letters to students
- Taft Elementary
- Recess with student-athletes where they played games with the children

ST. VINCENT DEPAUL

- Thanksgiving meal boxes preparation

PROGRAM PRIORITIZATION PROCESS

Idaho State Board of Education Policy III.F: Program Prioritization requires that Boise State (and all public universities in Idaho) integrate program prioritization into strategic planning and budgeting processes and mandates a comprehensive program prioritization process to be implemented every five years with annual updates on "progress achieved toward implementing findings and recommendations." The primary goal of program prioritization is to increase alignment of resources with the mission and strategic priorities. In addition, the university and the board policy established the goal of creating a sustainable continuous improvement process on campus.

Between July 2020 and June 2021, under the direction and guidance of the Board Policy III.F, Boise State engaged in program prioritization using methodology modified from that of Dickeson, and following steps similar to its 2013-14 program prioritization. A total of 604 programs at the university were evaluated: 204 degree and graduate certificate programs, 236 minors, emphases, and undergraduate certificates, and 164 administrative and support programs. The results of the assessment, recommendations, and the next steps were submitted to the board in June 2021. We utilized the same criteria established in 2013-14 program prioritization for continuity and consistency: *relevance, quality, productivity, efficiency, and opportunity analysis.* The metrics under each criterion were updated as appropriate. Instructional programs assigned to the lowest two quintiles were asked to make substantive changes. To ensure faculty engagement in the process, the programs themselves were given the responsibility to determine the best way to improve, though they always had access to the support of the provost's office in their work.

Most importantly, we developed a **process that is sustainable and integrated with our strategic plan and our strategic budgeting process,** thereby creating a much more comprehensive and effective ongoing, systematic structure for measurement of institutional and unit-level effectiveness.

INTEGRATED PLANNING PROCESS

As of spring 2022, the university has adopted the simultaneous submission of annual strategic plan progress reporting, program prioritization annual reporting, and strategic budget requests. This synchronized submission process allows for aligned and integrated thinking about progress being made on the strategic plan, continuous improvement action items, and the funding needed to support them.

The annual planning and budget process now involves the following:

- Each unit (instructional and administrative/support units) reports on its performance and improvements made during the past year. For instructional programs, these reports include a follow-up on progress made on the key actions outlined in action plans submitted by them, in particular those that are placed in the fourth and the fifth quintiles in the 2020-2021 program prioritization process. All academic leaders receive biannual Department Analytics Reports that provide university-, college- and department-wide data and program level headcounts and graduates to support decision making.
- Each unit reports progress on its strategic initiatives.
- Each unit submits a budget request aligned with and guided by the *Blueprint*; its strategic goals and priorities; and actions required for continuous improvement.

Results of the 2020-21 program prioritization pertaining to instructional programs and academic departments can be summarized as follows:

Of the 440 evaluated instructional programs, 153 received assignments in the fourth or fifth quintile (79 in the fourth and 74 in the fifth quintile). Forty-four instructional programs were not assigned to a quintile because of missing or insufficient data; all of these programs are new.

Quintile Assignments Across All Programs							
Program Type	Total Programs Evaluated	Quintile assignments					
		First	Second	Third	Fourth	Fifth	NQ*
Minors	94	15	11	18	15	28	7
Emphases	67	17	10	13	6	10	11
Undergraduate Cert.	75	8	11	8	6	16	26
Bachelor's	87	22	22	17	22	4	0
Graduate Cert.	40	4	7	8	11	10	0
Master's	62	10	16	12	18	6	0
Education Specialist	2	1	0	0	1	0	0
Doctorate	13	5	2	6	0	0	0
Totals	440	82	79	82	79	74	44
% of total per quintile	100%	20.7%	19.9%	20.7%	19.9%	18.7%	

- Placement in the fourth or fifth quintile for a program which is established, rather than new (as these programs will not yet have had an opportunity to grow enrollments), triggered a requirement for the program to **submit an action plan.** Ninety-four of the 153 instructional programs in the fourth and fifth quintiles are not new and, thus, were required to submit the Action Plan report and to describe substantive changes they plan to make or to start a process for discontinuation.
- Among the criteria responsible for an instructional degree program being assigned to the fifth or fourth quintile, the most common deficiency was productivity, typically resulting from a low number of graduates.
- Twenty of the programs assigned to the fifth quintile are degree programs and graduate certificates; these programs must make **substantial changes to increase their productivity, relevance, quality and/or efficiency** or be considered for discontinuation.
- Fifty-four of the programs assigned to the fifth quintile are undergraduate minors, emphases, and certificates; these programs must make substantial changes to increase their productivity, relevance, quality and/or efficiency or be considered for discontinuation.

PROGRAM PRIORITIZATION 2022 ANNUAL UPDATE

By December 2022, 25 instructional programs were discontinued or are in the process for discontinuation in the current academic year.

Discontinued instructional programs:

Academic Year 2020-2021

- Certificate in Applied Public Administration
- Certificate in Habilitative Services
- Bachelor of Arts in Dual Blended Early Childhood/Early Childhood Special Education, Elementary Education
- Master in Teaching in P-8 Special Education
- Master in Teaching English Language Arts
- Master of Applied Historical Research

Academic Year 2021-2022

- Minor in German for Business
- Minor in Iberian Studies
- Minor in French for Business
- Minor in Romance Languages
- Certificate in Early Childhood Intervention Services
- Bachelor of Arts in Dual Special Education, Early Childhood Special Education
- Graduate Certificate in School Technology Coordination
- Graduate Certificate in Early Childhood Special Education
- Graduate Certificate in Instructional Interventions and Supports
- Graduate Certificate in Healthcare Simulation
- Graduate Certificate in School Technology Coordination
- Graduate Certificate in History for Secondary Educators
- Executive Master of Business Operational Excellence
- Master of Education in Teaching English to Speakers of Other Languages
- Master of Education in Bilingual Education

Academic Year 2022-2023 (In Process)

- Bachelor of Arts in Economics, Social Science, Secondary Education
- Bachelor of Arts in Sociology, Social Science, Secondary Education
- Minor in General History with Geographic Focus
- Minor in Addiction Studies

Progress Update on the Key Actions Outlined in Action Plans and Other Continuous Improvement Plans

College of Arts and Sciences (COAS)

Faculty in COAS are committed to continuous improvement of programs, excellent learning experiences for students and responsible stewardship of resources. The examples below are representative of the efforts across the College of Arts and Sciences to advance the quality, productivity, efficiency, and relevance of our programs.

Focused attention on learning outcomes in the biology department: Advancements include adopting a new program-level assessment tool for tracking student learning outcomes in our undergraduate BS biological sciences program. Initial data suggest we are helping our students achieve our Program Learning Outcomes, and more data is being collected to help us determine where in our curriculum we can focus our continuous improvement efforts.

Commitment to intensive and individualized mentorship for undergraduate and graduate students in the music department: Created a two-faculty member mentoring committee for each student (private studio teacher and advisor), currently exploring a mechanism for limiting ensemble participation to improve timeliness to graduation.

Commitment to intensive and individualized mentorship for undergraduate and graduate students in the biology department: Expanding the application of advanced mentoring tools in our MS graduate programs. These tools are targeted at the professional development of our graduate students and towards enhancing mentoring relationships between graduate students and faculty advisors. We have a long track record of success with these relationships; however, we are also aware that students and faculty can benefit from a more transparent structure around mentoring and mentor-mentee relationship building. These tools launched in the spring of 2022.

Experimentation with new credit structures in the world languages department: The Basque and French programs have begun planning for and implementing a pilot program that will create three-credit lower-division language sequences in place of the traditional four-credit courses. The objective is to recruit and retain more students to take a language given the easier-to-accommodate (and often less expensive) three-credit load. Starting FA22, all BASQUE and FREN 101 courses will be three credits, followed by both sections' 102 courses in SP23.

Strategic enrollment management in the history department: Working with the COAS dean's office to find ways to improve enrollments and get them back to 2018 levels. Strategies include applying to have an introductory Asian history course included in the Foundation of Humanities list of options; increasing caps on our current Foundation of Social Science courses; advertising classes more aggressively.

Curriculum revision with an eye to career readiness in the communication department: Focused on curriculum revision, partnering with Center for Teaching and Learning, and devoting 90 minutes weekly from August 2021-March 2022 to building two new core courses that create advising opportunities, emphasize navigation of the major as it applies to student educational/career goals and unite different areas of the field/discipline.

Reallocation of resources to follow enrollment trends in the theatre, film, and creative writing department: Added a new strategy to increase efficiency and productivity in the film program. Currently, there are three open positions in the theatre program at the end of FY22. Two of those full-time positions will be transitioned from theatre to film. This will increase the full-time film faculty to five and provide more efficiency in teaching capacity, especially for the upper division classes where we are now beginning to see barriers based on increased enrollments. One of the positions will have expertise in dramatic writing, continuing to teach play analysis and playwriting in the theatre program while also covering screenwriting and television writing in the film program.

Other Examples of Planned or Completed Actions in COAS:

BFA Art Education

- Provide support for students enrolled in program
- Community development within the art education program and drawing on the potential of the state-of-the-art Center for the Visual Arts in recruiting. This will strengthen university and community ties and support for art education.
- Increased quality of contemporary teaching and learning pedagogies linked with related campus assets and facilities, and tied to career readiness and experiential learning opportunities.

MS Mathematics

- Facilitate smooth progress through the program
    - Establish a plan for students to select an advisor during their first year in the program
- Enhance data tracking and analysis

Bachelor of Music in Composition

- Expanded experiential learning
    - Created a film music course where film scoring students experience the complete film scoring process from working with a director, to scoring music, recording music and creating a final product.
    - Develop flexible recording studio space in the Morrison Center academic wing
    - Develop more internship/WorkU opportunities with community partners, including professional internships

College of Business and Economics (COBE)

Many COBE departments have taken steps to streamline curriculum emphasizing quality and efficiency. Several are more intentional with marketing their programs and in deploying experiential courses such as internships, service learning. The college is examining adopting a co-curricular badging platform intended to reward students for participating in such things as pre-advising sessions, employer panel discussions, consulting with COBE Career Services and other career awareness and preparation activities.

Professional Track MBA: A faculty group reviewed data from students and employers and analyzed comparable programs at other universities. It decreased time to completion from 36 months to 24 months and addressed student needs such as flexibility and reduction in "team fatigue." Added elective options in summer to allow for a more flexible schedule. These specific curricular changes started for the entering cohort in fall 2022.

Economics Undergraduate Programs: Completed action items aimed at improving the quality of the program included adding electives, creating two sections of ECON 401 and 402 and creating a platform for communicating internship and job opportunities to students. Graduate recruiting and marketing initiatives have been specifically identified and several have been executed.

Information Technology Management: Surveyed students, held panel discussions with employers and is working to develop a distinctive identity for its programs.

Department of Management Online BBA Program: Restructured the program to remove barriers and reduce time to graduation. The program has been redesigned to expand elective offerings including the business creation certificate and the resort operations and hospitality management concentration.

Department of Management Entrepreneurship Management Program: Took steps to build a critical mass in the discipline. Hiring of two new tenure track entrepreneurship faculty has given the department depth in this discipline. It has started developing a strategic plan in spring 2022 including a close review of the current curriculum.

Department of Management International Business Program: Took steps to decrease the time to degree by removing bottlenecks and reducing hidden prerequisites.

Department of Management Human Resource Management Minor: Started taking steps to better prepare HR majors for jobs in the field, including developing an HR Practitioner Network. Completed a close review of current curriculum and planning for revisions. Proposed revisions were submitted to the COBE and UCC curriculum committees in Fall 2022.

Department of Finance Minor in Finance: Reduced the credit hour requirement from 18 to 15. Increased the flexibility of the requirements for the minor by adding two additional elective courses. Eliminated the COBE admission requirement for FINAN 303, allowing students to start the minor coursework earlier in their programs. Opened the courses in the minor to business and economics analytics majors by eliminating the COBE admission requirement for all finance courses for students in this major.

College of Education (COED)

Reorganization: A key improvement included the reorganization of administrative homes for the **Children's Center** from COED to University Affairs. This new administrative home allows for productivity and efficiency related to fiscal sustainability and service to the university while letting COED focus on relevance and quality with a planned focus on curriculum and pedagogical support.

Center for School and Community Partnerships is developing a portfolio of externally funded projects related to advancing research in education and community impact with pre k-12 stakeholders.

Curriculum and Program Improvements: Several departments have made curriculum changes to streamline programs and better meet student needs. Counselor education and curriculum, instruction, and foundational studies submitted curriculum changes to better meet student needs, including moving a graduate certificate fully online. Other departments (Early and Special Education, Literacy, Language and Culture, Educational Technology) have elected to discontinue programs/certificates and made changes to increase quality, efficiency and effectiveness.

Other Examples of Planned or Completed Actions in COED:

Education Specialist (EdS) in Education Technology

- Expanded and renamed the doctoral committee as the Advanced Graduate Programs committee. As part of the strategic plan, they're reviewing programs and courses to align them with workplace competencies.
- Two GAs are working in the Department of Educational Technology who are specifically tasked with looking at marketing for the Master of Education Technology and EdS programs. They are working with a newly formed marketing and recruitment committee.

MA in Literacy

- Consolidated resources and now offers a comprehensive master's degree program rather than three separate programs

College of Engineering (COEN)

Reorganization of the Dean's Office: The two new associate dean positions (academic and research affairs), the assistant dean for student affairs, director of facilities, director of finance and budget and communication specialist joined the director of IT and administrative manager in reporting to the dean. This clarifies the job duties and spreads them across the leadership for stability and growth.

Curriculum improvements: The following programs have reformed and implemented curriculum: construction management (BS), ECE Ph.D., MSE (BS), Civil (BS and MS), and MBE (BS). Civil engineering has strengthened its five-year accelerated MS program and advertised it well. Their SCH has grown this last year dramatically as a result of this.

Program Prioritization Summary: Most of COEN's fourth and fifth quintile programs were minors, certificates, and a few MS degrees. Civil engineering has been working on its MS program. MSE and ECE are looking at continuing their MS courses online/hybrid to increase workforce engagement. The minors were investigated to look at the curriculum structure. Finally, there are a lot of certificates offered with low enrollment, and we are looking at which ones serve students and the college well.

Other Examples of Planned or Completed Actions in COEN:

Minor in Cybersecurity

- Increase graduation rates by simplifying and streamlining curriculum

Minor in Construction Management

- Increase enrollment, retention and graduation rates
    - Reduce the number of credit hours
    - Reduce the number of prerequisites and corequisites
    - Increase awareness of employment opportunities within the construction industry to non-construction management faculty and non-construction management students

College of Health Sciences (COHS)

Radiologic Sciences Online Bachelors Programming: The computed tomography, magnetic resonance imaging and medical sonography programs are advanced imaging programs that are critical services needed in Idaho but have limited access to clinical rotations. This has resulted in low graduation rates. To rectify this problem, the offerings are now bundled into an advanced medical imaging degree plan that is fully online. By scaling nationally, the programming can still be offered to Idaho students and graduation rates will be increased through a national online footprint.

Kinesiology K-12 PE: The current K-12 PE program has experienced declining enrollment and was flagged for a three-year average graduation rate less than 10 per year. Through the Prioritization Action Plan the department addressed improving student enrollment and retention with the overall outcome of increasing graduation rates. The following steps have been taken to address this issue: (1) creating earlier mentoring and enhanced advising strategies, (2) curriculum changes to streamline graduation, and (3) conducting an external review for quality/relevance. Plans are underway to develop marketing strategies.

Environmental Occupational Health and Safety: The EOHS/BS in public health program had low graduation rates so a number of actions were taken to address the shortfall that included: (1) a major curriculum revision that has been fully revised and approved by the university. The curriculum launched this fall, and will streamline time to graduation, (2) all students in the previous program have received advising designed to help them successfully complete the original program or transition to the revised program, and (3) the department has added a communications specialist who will support marketing and recruiting.

Grant Writing in Public Health and Population Sciences: The grant writing certificate had low numbers, so an action plan was developed to address this issue that included renaming the program, revising key courses, removing unnecessary prerequisites that impeded progress and adding a communications specialist who will support marketing and recruiting.

School of Nursing Holistic Admissions: The school has transitioned to a holistic admissions process to ensure it admits students with an aptitude for nursing, ensure rural Idaho students are not disadvantaged by the GPA requirements and increase the diversity of student cohorts.

Graduate Certificate in Refugee Services: The program had almost no participation. Due to funding constraints and a lack of interest, the certificate is inactive and will be discontinued.

Other Examples of Planned or Completed Actions in COHS:

MS Kinesiology/Masters in Kinesiology

- Increase enrollment, retention and graduation rate: Performed curriculum review.
    - Phase 1: Modified programs by removing emphases and restructuring requirements to meet individual needs and interests.
    - Phase 2: Developed a list of recommended courses that may attract students to various careers or educational pursuits. This change allows students more flexibility in designing their program of study by removing prescripted courses and increasing elective credits. Creating advising modules that contain suggested coursework specific to career paths to help guide students in selecting elective credits.

School of Nursing - Adult-Gerontology Nurse Practitioner Certificate Program: Expand NP certificate program to include Family Nurse Practitioner population focus.

- The School of Nursing has begun the curriculum design process and obtained regional health-system stakeholder support for increasing the number of FNPs educated (and working) in Idaho.
- FNPs are able to care for patients from birth through death and are the most in-demand population focused licensed nurse practitioner in the Treasure Valley and rural Idaho.

College of Innovation and Design (CID)

Grew co-curricular participation: Realized impressive gains in participation in our co-curricular programming. The Venture College expanded programming and exceeded its engagement target by more than 100%; **Esports** broadcasting is reaching **14 million households** monthly. The Idaho Onramp program, a partnership with the **Apple Foundation**, is designed to provide access to equipment and high-quality instruction using Apple's Everyone Can Code and Everyone Can Create curriculum. The program has continued to expand since the fall of 2020 to support each of the partnering communities through local libraries and school districts.

Piloted new cross-campus partnership model: Helped launch two new programs (neuroscience and Hemingway writing programs) as partnerships with COHS and COAS wherein the programs remain in their home colleges and CID takes a catalytic, but supporting, role. Promising early results support expansion of this approach.

Growing community partnerships: Our external partnerships grew from 66 to 86 in the last year. Highlights include development of industry consortiums for innovation and entrepreneurship around homebuilding and cybersecurity, expanded industry practitioners engagement in the classroom, and expanded use of third-party curricular partners (Coursera, Google, Interactive Design Foundation).

Growing program quality: As GIMM entered its sixth year, we shifted from enrollment to student outcomes. Highlights included hiring a fifth faculty member to maintain desired faculty-to-student ratio, adding credits to the GIMM major, improved assignment sequencing to build stronger portfolios, and hiring a full time professional advisor. The human environment systems program expanded its curricular offerings to benefit the broader campus community with a new drone certificate program available to all undergrad and graduate students and a HES certificate serving graduate students across campus.

Other examples of planned or completed actions in CID:

Undergraduate certificate in innovation + design: Increase enrollment, retention

- Revise content in lower-performing courses
    - Survey all courses for Net Promoter Score, a market research metric based on a survey asking respondents to rate their willingness to recommend the course to others
    - Update content based on student feedback
    - Record new lesson content for online versions
    - Launch new version of course in both in-person and online section
- Improve completion rate
    - Improve communication of value proposition of certificate to students
    - Coordinate efforts with other programs to have certificate eligible for credit towards their degrees
    - Work with advisors to line up students that would benefit from our program

School of Public Service (SPS)

The global studies, environmental studies, and urban studies and community development programs have submitted a **3D pathway that provides students a holistic understanding of challenges spanning the three fields** (using their minors). Students are now enrolling in the accelerated (4+1) MPA program through the urban studies major. We are seeing the impact of the revised SPS core (SPS 200, Problem Solving in Public Service; SPS 240, Data in Public Service; and SPS 301, Engagement and Empathy in Public Service) in the skills that urban studies students bring to their coursework and their ability to place urban issues in public service contexts. The revised urban studies minor is more flexible, and allows students to pursue key interests and engage with program faculty through increased program electives.

Political Science has **overhauled its undergraduate methods sequence.** In brief, these amounted to condensing our quantitative methods offerings into one course (now POLS 301), and adding a social science research design course (POLS 299) at the beginning of the sequence.

The MA in political science is offering an **accelerated track to undergraduate students** in interdisciplinary programs such as global, environmental and urban studies. This increases the pool of potential students dramatically. The program also recently moved to a shared methods sequence with other SPS graduate programs, increasing efficiency.

The Ph.D. in Public Policy and Administration updated its **comprehensive exam procedures** to allow exams to be graded by a centralized committee, rather than individualized committees for each student, which has created a more transparent and fair process for students.

The MPA Program **reduced the number of emphases and launched a number of graduate level certificates** in response to survey data suggesting that some students were interested in picking up additional credentials, but were not yet ready for a full masters program.

The Idaho Policy Institute has **increased collaboration** with faculty and research partners, modified its organizational structure, and has structured student support by actively recruiting and training interns.

Global studies **revised its major requirements**. These completed improvements/actions included introducing courses on geographical literacy, experiential learning that provide students opportunities to pursue applied research, substantive core courses that are better aligned with the emphasis areas, interdisciplinary methods courses, and a shared capstone course with environmental studies and urban studies.

Criminal justice continues to grow its **online program** which serves students throughout the state of Idaho and beyond, and potentially start **two certificate programs** at the undergraduate level: one in victim services and one in cybercrime.

Other examples of planned or completed actions in SPS:

MA in criminal justice: Working on increasing enrollment of Boise State graduates and students outside of Boise State

- Conducting presentations about the graduate program to upper division CJ classes
- Providing promotion materials to regional criminal justice/criminology programs about the graduate program
- Revising program website and flyers

Graduate certificate in nonprofit administration: Working on increasing enrollment, retention and graduation rate

- Curriculum updated to provide more classes applicable to the certificate. The update provided MPA students the ability to graduate from the MPA program on time with the certificate.
- Increased faculty advising outreach to students: Faculty now reach out to students at least two times a semester with an email explaining key information, and advise students to make an appointment with their advisor.
- Students receive information about the certificate with their advising emails and during advising appointments. They learn how the certificate and MPA can work concurrently.
- Developing a recruitment plan for the MPA and certificates that includes advertising, material and outreach to alumni and key community partners.

Non-Instructional College Program Prioritization Updates

Extended Studies

Reorganization of Extended Studies to improve effectiveness and efficiency

When Extended Studies went through program prioritization in 2013-2014, it was determined that the division needed to provide more robust centralized support for marketing and enrollment services and financial management. Five years ago, the Enrollment and Student Success unit was created to address the need for marketing and enrollment services, and it has been essential to the university's online enrollment growth and high student success rates.

During and following the program prioritization in 2020-2021, several staff members from Extended Studies were centralized to create the HR and Business unit, providing stronger financial support and oversight across all of the division's programming. Given the importance of revenue generation in how the division is funded and the dynamic growth of programs, the development of the Business and HR unit has been timely.

Recreating the Center for Professional Development into PACE

Within the past 12-18 months, Extended Studies has recreated the unit formerly known as the Center for Professional Development into the new entity Professional and Continuing Education (PACE). The pandemic significantly impacted CPD's finances and required us to downsize staff. It also provided an opportunity to innovate. Rather than rely on its own staff to provide professional development and training opportunities to Idaho's businesses and agencies, PACE draws on the entire university's expertise, acting as a clearinghouse for professional development resources. The new unit is the result of many stakeholder meetings with deans, other campus administrators, and industry.

Graduate College

The implementation of a new application system (Slate) and new curriculum management system (Kuali) has made two of the major functions of the Graduate College **more transparent and reduced our processing time** for both graduate applications and curriculum changes.

Increased emphasis on the Graduate College as a service unit on campus – for both graduate students and graduate faculty – has **improved the quality of the graduate experience** for students and faculty. Examples include increasing the services at the Graduate Student Success Center, expanding mentoring and advising services and expanding GradWell, the graduate student mental wellness service.

We have **increased the effectiveness of graduate programming** at Boise State by serving as the centralized administrative home for new interdisciplinary graduate programs. Examples include computing Ph.D., biomechanical engineering Ph.D. and cybersecurity MS.

We have **elevated the presence, identity and recognition of graduate programs on campus** by celebrating graduate student scholarship. Examples include the annual Graduate Student Showcase, the Three Minute Thesis, the Graduate Faculty Mentoring and Advising Awards, and the Distinguished Dissertation and Thesis awards.

Prioritizing new curriculum and graduate policy within the Graduate Council (away from minor changes to existing curriculum) allowed this standing committee of the Faculty Senate to have **more ownership, impact and influence on graduate education** at Boise State.

Honors College

Quality/Productivity: 75% (217 out of 290) of first year students reported Honors as an important factor in their decision to attend Boise State. Honors first-year retention rate increased almost 3 percentage points from last year to 96.7% for this reporting cycle. Six years ago, Honors' first-year retention rate was 89%.

Quality/Productivity: Honors had a record 202 total graduates for AY 2021-2022. Honors students at Boise State have a six-year graduation rate of more than 77% compared to the overall six-year graduation rate of 59% for the fall 2016 cohort.

Efficiency: For our Blueprint roadmap, Honors has begun the process of restructuring staff duties into academic affairs/student affairs units to better streamline and balance the work of the college. Since the last update, we have promoted one staff member from assistant director to associate director to lead this change. We are also hiring a new position to coordinate more student affairs activities to free up existing staff time for core academic functions.

Quality/Relevance: The Honors National Fellowships program had six students win awards, with another five finalists in 2022.

Relevance: Honors hosted 52 events in Fall 2022. We had 710 students attend social events, 229 students attend service events, and 319 students attend academic events throughout the semester.

Quality: In 2022, six students won national fellowships. These included four Fulbright awardees and two Goldwater scholars (the first time Boise State has had two Goldwaters in one year since 2007). Additionally, two students were Fulbright alternates, two were Fulbright semifinalists, and one is a regional finalist for the McCall MacBain Scholarship.

INSTITUTIONAL DATA

Employees

Employees (Nov 2021 snapshot for IPEDS report)	Full-time	Part-time	FTE	%
Instructional Faculty	813	630	1023	35.8%
Professional Staff	1,328	54	1,346	47.1%
Classified Staff	480	21	487	17.1%
Total	**2,621**	**705**	**2,856**	**100%**

*Due to enterprise HR system implementation, fall 2022 data for IPEDS HR reporting will not be available until closer to the IPEDS submission date of April 2023.

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

Revenue and Expenditures for FY2021

Operating Revenue	FY2022
Student Tuition and Fees (Gross)	211,455,181
Scholarship Discounts and Allowances	(29,712,200)
Federal Grants and Contracts	54,643,758
State and Local Grants and Contracts	5,961,987
Private Grants and Contracts	3,137,642
Sales and Services of Educational Activities	10,461,149
Sales and Services of Auxiliary Enterprises	67,208,064
Other	1,269,087
Total Operating Revenues	**324,424,668**

Operating Expenses	
Instruction	135,773,903
Research	39,011,169
Public Service	30,334,370
Libraries	5,900,964
Student Services	20,161,807
Operation & Maintenance of Plant	27,939,128
Institutional Support	44,815,444
Academic Support	36,817,900
Auxiliary Enterprises	79,778,517
Scholarships and Fellowships	29,247,013
Depreciation	28,345,040
Total Operating Expenses	**478,125,255**
Operating Income/(Loss)	**(153,700,586)**

Non-operating revenues/(expenses)	
State Appropriation - General	112,693,460
State Appropriation - Maintenance	1,358,136
Pell Grants	19,957,194
Gifts	32,882,833
Net Investment Income	1,008,292
Change in Fair Value of Investments	(4,228,383)
Interest	(7,542,277)
Gain/Loss on Retirement of Assets	(82,232)
Federal Aid Grant Revenue	35,129,537
Loss on Perkins federal capital contribution	
Other Non-operating Revenue/(Expense)	105,499
Net Non-operating Revenues/(Expenses)	**191,282,059**
Other Revenue and Expenses	
Capital Appropriations	13,433,980
Capital Gifts and Grants	2,215,118
Total Other Revenues and Expenses	**15,649,098**
Increase in Net Position	**53,230,571**
Net Position - Beginning of Year	**524,426,409**
Net Position - End of Year	**577,656,980**

Enrollment

Enrollment Fall 2022 (October 15 census) *Source: IE University Enrollment Report*	Headcount
Undergraduate Degree-seeking	16,982
Graduate Degree-seeking	2,836
Early College/Dual-credit	5,769
Other Non-degree Seeking (Undergraduate and Graduate Combined) and Audit Only	575
Total	**26,162**

2021-2022 Graduates

Degree and Graduate Certificate Graduates *Source: IPEDS Completions Report & PMR*	Distinct Number of Graduates
Associate Degree	127
Undergraduate Certificate	628
Baccalaureate Degree (Academic)	3,946
Graduate Certificate	174
Master's Degree	1,062
Educational Specialist Degree	16
Doctoral Degree	58
Total Distinct Graduates	**5,311***

*Note: the sum of the distinct graduates does not equal the overall distinct number of graduates because students can complete more than one degree

Research and Economic Development

	FY2018	FY2019	FY2020	FY2021	FY 2022
	Office of Technology Transfer				
Invention Disclosures	14	20	22	16	13
Patent Applications Filed	14	18	28	20	18
Patents Issued	3	2	5	1	8
Licenses/Options/Letters of Intent	24	25	19	22	32
License Revenue	$24,820	$57,136	$15,996	$8,500	$14,456
Startups	1	1	0	0	1
FTEs	1	1.5	2.25	2.1	1.5

Number of protocols reviewed by:	**Office of Research Compliance**				
Institutional Biosafety Committee	43	65	68	68	74
Institutional Animal Care and Use Committee	93	101	82	68	67
Social and Behavioral Institutional Review Board	514	526	494	509	473
Medical Institutional Review Board	19	24	32	33	48

	Office of Sponsored Programs				
Total # of Proposals Submitted	606	560	506	598	606
Total # of Awards	368	378	411	425	422
Total Sponsored Projects Funding	$56M	$53.5M	$58.2M	$65.3M	$68.0M
Total Research and Development Expenditures as reported to NSF	$41.4M	$39.8M	$43.3M	$46.1M	not available at this time
Externally Funded Research Expenditures	$27.7M	$27M	$29.8M	$34.7M	$35.3M

UNIVERSITY ADVANCEMENT

Fiscal Year 2022 — Record Fundraising Year

At Boise State, our unique mindset — Blue Turf Thinking — guides us as we work with alumni and friends to create a better future for our students, faculty and the greater community.

Thanks to our alumni, friends and donors, private support of the university reached a record $56.5 million in commitments for the fiscal year ending June 30, 2022. More than 26,000 donors gave to support students, faculty and programs or to establish endowments that will support Boise State in perpetuity.

The University Advancement team remains focused on its vision to create the best culture of philanthropy and alumni engagement of any public university.

$56.5 MILLION
raised in total support during FY2022

The division's strategic framework, aligned with the *Blueprint*, brings Boise State's values of collaboration, communication, integrity, inclusion, ownership, continuous improvement and performance closer to reality.

In FY22, donors gave a record $56.5 million in total private support – exceeding the previous fiscal year by nearly $15 million. Individual giving increased by 1.4%, contributions from foundations increased by 3.8%, deferred gifts increased by 35.2% and giving by corporations increased by 1.4%.

Endowment Performance

After booming returns from a red-hot market last year, endowments across higher education have taken a hit this year, with declines seen across the sector. The Boise State University Foundation's endowment investment pool generated a -13.1 percent return during the fiscal year. Despite significant market headwinds not seen since the global financial crisis of 2008-09, this return outperformed its benchmark policy by approximately three-tenths of a percentage point. In addition, the investment pool returns for the three-, five-, and ten-year periods ending June 30, 2022, only slightly underperformed their benchmarks by 0.2, 0.5, and 0.2 percentage points, respectively. These results stem from a more conservative asset allocation in line with the Foundation's goal of maintaining the value of our endowment corpus.

The market value of the foundation's total endowment investment portfolio retracted to $135 million at the close of fiscal year 2022. Investment losses and endowment distributions were partially offset by generous new gifts. Despite the market downturn in 2022, since the end of fiscal year 2013, the Boise State University Foundation's total endowment value has grown almost 62% (an annualized rate of nearly 5.4%) and has supported Boise State's students, faculty, and research programs with more than $50 million in distributions.

Looking forward

The Campaign for Boise State University

Under the direction of Vice President for University Advancement, and in partnership with the Boise State University Foundation board of directors, the advancement team continues to build an integrated, university-wide advancement model. This model has prepared Boise State to launch the university's most ambitious comprehensive philanthropic campaign focused on increasing support for endowed student scholarships, endowed faculty support and an elite student-athlete experience.

This work is aligned with the university's strategic plan and a vision to create the best culture of philanthropy and alumni engagement of any public university in the country.

COLLEGE HIGHLIGHTS

Innovation and a multidisciplinary approach drive work across all seven of Boise State's academic colleges, Honors College and Graduate College, and help us best meet the needs of our communities, industry and our state.

College of Arts and Sciences

- The EEB PhD has helped to drive the **significant growth in research funding** in the Department of Biological Science.
- The Film BA and BFA are **fast-growing undergraduate arts degrees** with excellent experiential learning opportunities.
- The BA Interdisciplinary Studies (Triple Discipline) **allows students to customize their degree path**.
- Recently approved **School of the Environment** builds connections between teaching, learning and scholarship, elevating collaborative research across campus to solve big environmental issues.
- **Food and Dairy Innovation Center** applies transdisciplinary science, engineering and a technology systems approach to drive innovation for the food industry.
- **The Stein Luminary** utilizes touch-activated glass walls, 26k lumen projectors and 7.1 digital surround sound to produce immersive, interactive and sensory learning experiences.
- **Bronco Gap Year** helps current students stay on track even if they have to "stop-out."
- Boise State Writing Project — Indigenous writers, historians, educators help K-12 teachers incorporate **knowledge of indigenous tribes into curriculum.**

- COAS, Interdisciplinary Professional Studies program, Extended Studies, and COBE created **Community Impact Certificate** to honor the experiences of working adults.
- **Project Scientia** translates science into Spanish for all Idaho citizens.

College of Business and Economics

- The Executive MBA program is uniquely designed and delivered, and recently earned an enviable national ranking as the **#15 ranked executive MBA program from *Fortune Magazine*.** Fortune's criteria include years of experience and accomplishment level of current program participants, the brand equity of COBE among regional hiring managers and business professionals, and a comparison of MBA degree holders in Fortune 1000 companies. The Fortune website says "Good business schools help grads get good jobs, while elite programs help develop the **future leaders of business**. We sought to find schools with a good track record doing the latter."
- COBE and its accounting major were reaccredited by the Association to Advance Collegiate Schools of Business for Business and Accounting - fewer than **4% of business schools world-wide** have this dual accreditation.
- In response to urgent industry requests, COBE launched the **Resort Operations and Hospitality Management Program** in fall of 2022, offering both certificate and Bachelor's Degree options.
- Filled the **first business endowed chair in Idaho**. Ruth Jebe, Associate Professor of Legal Studies was selected as the Robert V. Hansberger Chair of Business Ethics.
- **Bronco Corps** provides 35 Idaho-based small businesses and nonprofits with interns at no-cost.
- **Volunteer Income Tax Assistance program** provides free tax preparation for low- to moderate-income earners.

College of Education

- Held a statewide summit to prepare and retain educators and mentor student teachers to address the teacher shortage.
- The International Centre for Missing and Exploited Children utilized our PEARL lab to develop the first and only statistical model to estimate the number of missing children globally.
- A COED graduate uncovered inequities in health care access for people who are deaf.
- $1.7 million grant to digitize anti-bullying program.

#2 Master in Teaching, Elementary Education — STEPS

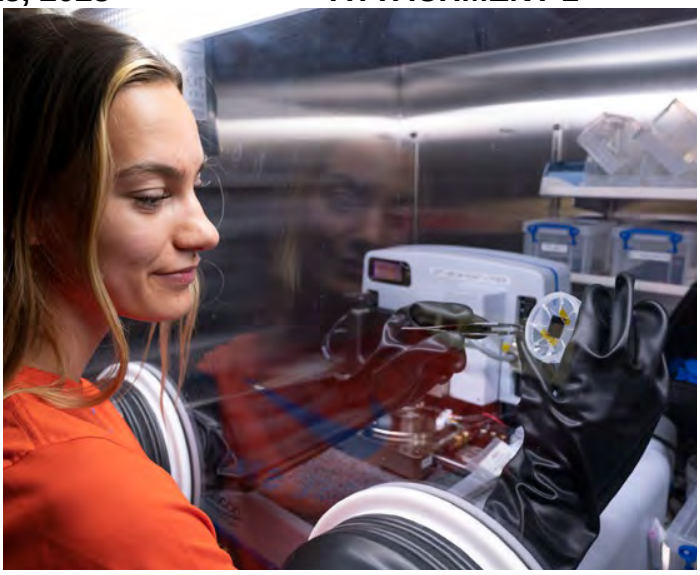
#13 Best Online Master's in Instructional Media Design Programs — U.S. News & World Report

#17 Best Online Master of Education, Early and Special Education

#18 Best Online Education and Teaching, Secondary Education — STEPS

College of Engineering

- The College of Engineering's CORe program has 180+ undergraduates across the BS and BAS and 40+ MS students, and has seen **exponential growth over the last year.**
- The **School of Computing** was approved by SBOE in fall 2022.
- The **Computing PhD is the fastest growing doctoral program at Boise State** and is a partnership between COAS and COEN.
- Micron Student Success Center connects underrepresented students to **careers and leadership**.
- Awarded an NSF grant on **Broadening Participation in Engineering** for the Center for Engineering Equity.
- Research expenditures doubled in 5 years to over $14 million.
- COEN secured funding to begin design of the **Construction Management building**, including a lead gift from ESI – ESI Building – Construction Management is now underway.
- In 2022, COEN celebrated its **25th anniversary.**



College of Health Sciences

- Master of Social Work graduates continue to address significant **mental health practitioner shortages**. The Master of Social Work program is the **largest graduate program at Boise State.** The potential for additional programming such as a DSW, part-time in person master programming (MSW), and online undergraduate programming are all being explored.
- The **Respiratory Care** program worked with Cascade's **rural hospital** to train practitioners on ventilator use during COVID.
- Unite Idaho! Celebrating Differences and Building Belonging - Blue Sky Summit hosted **over 700 people from 88 different organizations.**
- The School of **Nursing increased cohort size by 33%** to improve educational access to an area where there are significant employment shortages across the state of Idaho and the nation. The effort resulted in the graduation of another 40 nurses each year.

- Additional clinical provider lines were allocated to Health Services to provide an additional 80 counseling slots a week starting in August 2022 to **support mental health.**
- The Master of Population and Health System Management has a groundbreaking partnership with the industry leader in health care financing (Health Care Financial Management) to **provide training to HFMA's 60,000 members.**

College of Innovation and Design

- Boise State **Esports celebrated 1,000 wins.**
- Coach "Doc" Haskell was named the national collegiate **Esports Director of the Year** for 2022.
- $60,000 in prize money was awarded during Boise Entrepreneur Week for Venture College's **Hacking for Homebuilding** and **Cybersecurity Entrepreneur Challenge.** Additionally, Venture College received Forbes Magazine attention for **"Hacking for Homebuilding"** to make Boise a hub for housing construction innovation.
- Human Environment Systems uses **sheep grazing to reduce wildfire risk** at Idaho's urban-wildland interface.
- Games, Interactive Media and Mobile Technology collaborates with Wassmuth Center and Holocaust Museum to design virtual reality experience for the **Anne Frank Memorial.**
- **The Hemingway Initiative,** a collaboration with COAS and led by Professor Mac Test, is building our unique relationship with the Hemingway Foundation to create a signature Hemingway Writing Workshop, develop an associated lecture series, and grow the value of the Hemingway Building on campus.
- This year, in **partnership with Google and Coursera,** we are the first four-year school to offer Google Career Certificates for credit.

School of Public Service

- Environmental Studies faculty have developed a partnership with the owners of Zena Creek Ranch where they are developing a new interdisciplinary Environmental Field School program for undergraduate and graduate students to begin in summer 2023.

- The **Working Lands Field School**, an interdisciplinary environmental education program, brought together students, faculty, and a donor/landowner to explore land management choices that impact forest ecosystems and products.
- The Idaho Public Policy Survey helps leaders address **growth, housing, COVID and education.**
- NSF grant on indigenous peoples and ecological restoration.
- Idaho Policy Institute helped Valley Regional Transit understand how COVID affected **travel behavior** in the Treasure Valley.

Graduate College

- GradPrep workshops help graduate students **connect and achieve success.**
- New Graduate Student Orientation helps **build community** with new students.
- The Graduate College's **Graduate Student Success Center** provides enormous, ongoing success in preparing our Graduate Students to present their scholarship to a global audience – by competing in the Three Minute Thesis (3MT) program. Boise State had a second place finisher in the Statewide competition, and for the second consecutive year, had a first place finisher at the Western Association of Graduate School's event, where hundreds of graduates compete from 14 states.

Honors College

- 2022 marks ten years of the Honors College national prestigious fellowship advising program. Boise State students have won 41 awards with another 38 distinct semi-finalists – Goldwater, Rhodes, Boren, Marshall, Truman and more.
- 2021-2022, 200 students graduated from the Honors College, a 35 percent increase over a decade.
- Skidmore College, a top 50 National Liberal Arts School, joins the Honors summer program, creating a **unique public-private collaboration.**

Extended Studies

- IPS (Interdisciplinary Professional Studies, formerly Multidisciplinary Studies) is the educational backbone of the Community Impact Project.
- Nearly **5,500 people from all around the world** study at Boise State online.
- The **Community Impact Program** helps students positively impact McCall, Mountain Home and Payette.
- Concurrent Enrollment staff worked with Boise State faculty and Idaho high school teachers to enroll 6,500 students in Boise State courses offered at high schools or online.
- Enrolled over 10,000 students in summer sessions courses.

Albertsons Library

- Albertsons Library created a new **collaborative and family** study room.
- The Library worked with sister institutions to form the **Network of Idaho Academic Libraries** to enhance offerings.
- Albertsons Library makes important regional content available to the world as only **one of five libraries nationally** designated as a **"Digital Content Contributor."** Albertsons Library received over 180 boxes of government documents from Idaho State University. Members of the Acquisitions and Collections and Cataloging units have unpacked and inventoried the materials, completed a holdings comparison and started creating cataloging records.

ATHLETICS

Boise State achieved significant successes related to each of the four pillars of the What's Next Initiative, which supports the institution's *Blueprint* strategic plan.

Revenue generation

- Record fundraising year with $24.1 million in gifts and commitments during the 2022 fiscal year including $13.35 million in major gifts and commitments.
- Largest one-time gift in athletics history ($4.5 million) by Melaleuca to install a new south end zone video board at Albertsons Stadium.
- 11,754 gifts from 5,800 donors, a 27% increase compared to 2020-21.
- Increased Bronco Athletic Association membership by 38%.
- Welcomed 98 new members to the Lyle Smith Society, the athletic department's premier giving society.
- Received four gifts of at least $1 million.

Infrastructure

- Invested approximately $10 million in facility upgrades since January 2021.
- Unveiled a vision for the Athletics Master Village, totaling more than $300 million in future projects.

Marketability

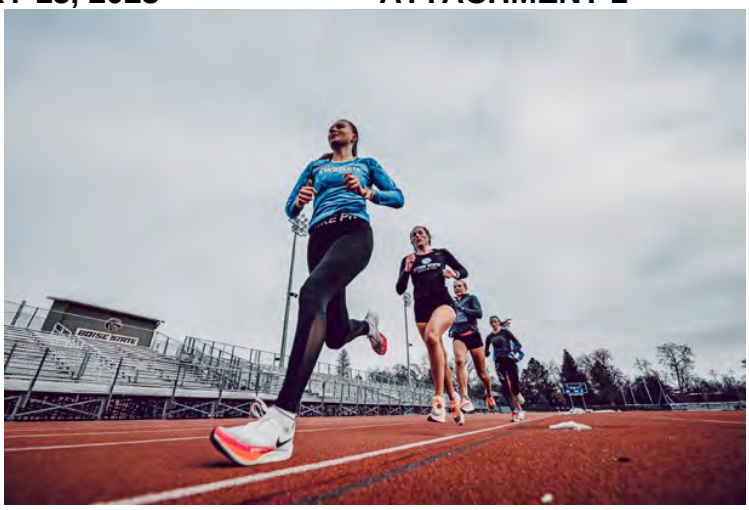
- 2.24 million viewers tuned in to Boise State football's win over No. 10 BYU, the third-most viewed game featuring two schools outside of the power five conferences in 2021.
- Mountain West football games featuring Boise State saw a 189% increase in viewership compared to conference games without the Broncos.
- Boise State men's basketball's trip to the NCAA Tournament resulted in traditional media coverage that drew more than 450 million impressions.
- Realized 28% growth in followers and 40% growth in engagement across all official department social media accounts.
- Second highest attendance average in school history — 35,121.
- 63.8% increase in average men's basketball attendance since 2019-20 — 7,869.

Student-athlete experience

- Boise State claimed **three team conference championships, five individual conference titles and one individual national championship.**
- Added a full-time registered sports dietitian and a full-time mental health provider.

#1

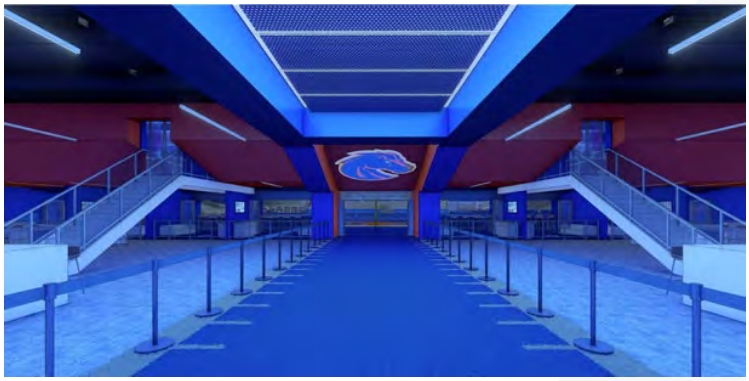
- **Named Best Institutional Name, Image and Likeness Program in the nation at the inaugural NIL Summit.**
- Celebrated an all-department multi-year Academic Progress Rate score of 993 that tied all-time high.

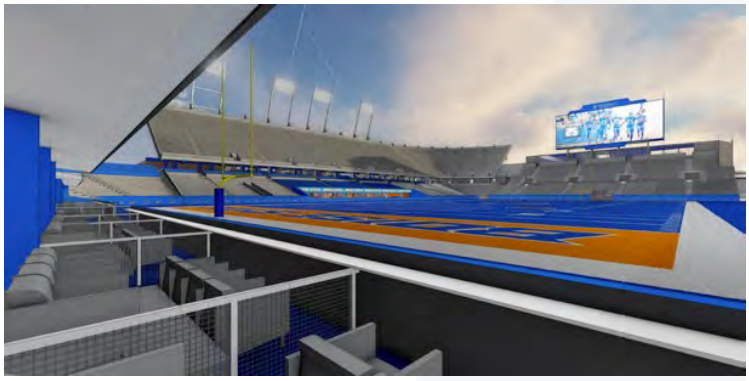


NEW FACILITIES

Athletics Master Village

In the north end zone of Albertsons Stadium, the addition of a state-of-the-art facility at field-level will support an enhanced premium club experience on game days and a year-round dining program for student-athletes. With 10 field-level suites, lounge seating, and premium club seating, the north end zone amenities represent a commitment to excellence while completing a 360-degree concourse for fans.





Construction Management Building

In collaboration with industry partners and the Boise State University Foundation, a new **Construction Management Building** that will include lab and classroom spaces is under development on the southside of campus along Beacon Street.

This building will expand and modernize facilities for the growing Construction Management program, and incorporate various construction methods and materials that showcase the field itself. The project has land use approval intact, and the design phase is near completion. The construction timeline is dependent on meeting fundraising milestones, but is anticipated for 2023.

Residence Hall

A **new residence hall** located next to Albertsons Library and adjacent to the Boise River and Greenbelt, is in the schematic design phase. The facility, which is expected to open in summer of 2025, will add approximately 450 beds for first-year students. The 6-story building will have views of the Boise River and Greenbelt. The site includes an existing parking lot adjacent to the Library, and extends north toward the river. Housing will be located in three wings, each connecting to a central core of common and shared spaces for building community among residents.

We anticipate subsequent improvements to river access and the lawn north of Albertsons Library, creating a new hub for student and community activity. This will enhance the synergies between campus, the Greenbelt, and the community as a whole. A comprehensive student housing plan, created in partnership with Brailsford & Dunlavey, is guiding Boise State's decision to construct this facility, in this location. This building is expected to cost between $50-$55 million.

Science Building

The university is in the pre-planning phase of constructing a **new science building**, which will meet the pressing demand for science lab sections in various science (e.g. biology and chemistry) and health sciences courses.

IDAHO DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Idaho Division of Career Technical Education (Division) – Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M. Annual Planning and Reporting

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for Idaho Division of Career Technical Education to provide an annual progress report on the Division's strategic plan, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

IMPACT

This annual report serves to provide a state of the Division update and inform the Idaho State Board for Career Technical Education of the annual priorities and how they are and will be used to guide the division' scope of work moving forward.

ATTACHMENTS

Attachment 1 – Idaho Division of Career Technical Education Board Update Draft
Attachment 2 – Idaho Division of Career Technical Education Annual Report 2022

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Division of Career Technical Education provides leadership, administrative and technical assistance, and oversight for career technical education programs in Idaho's public secondary schools and technical colleges. The Division is responsible for approximately $53.5M in funding for postsecondary program, $18.9M for secondary and general programs, and an additional $7.5M toward related programs such as adult education, workforce training centers, and apprenticeship programs in addition to career technical educator training and development.

BOARD ACTION

This item is for informational purposes only.

2023 IDCTE Update

Clay Long, Ph.D.

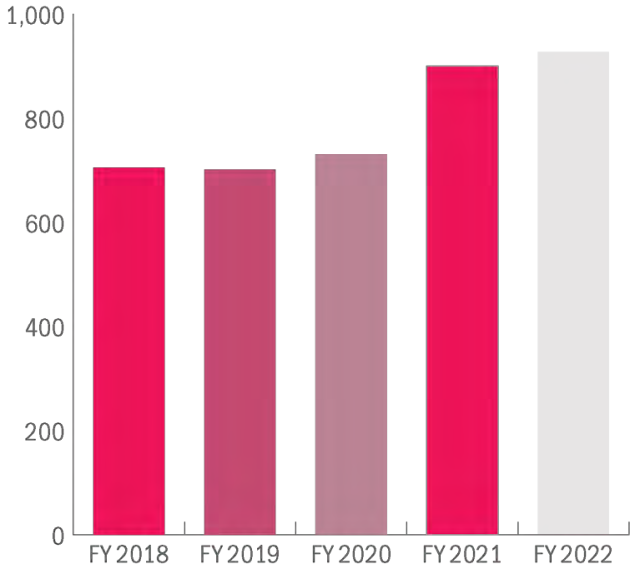
IDAHO
Division of Career
Technical Education

Our mission:

To prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO
Division of Career
Technical Education

Secondary snapshot



149 SCHOOL DISTRICTS

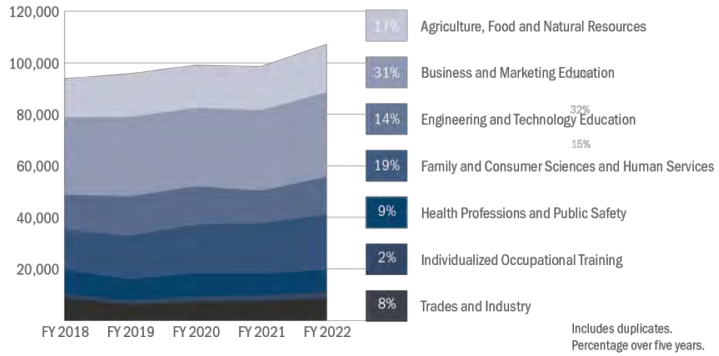
16 CAREER TECHNICAL SCHOOLS

19,971 STUDENTS ENROLLED

OR 18%

1,685 CTE DIPLOMAS AWARDED*

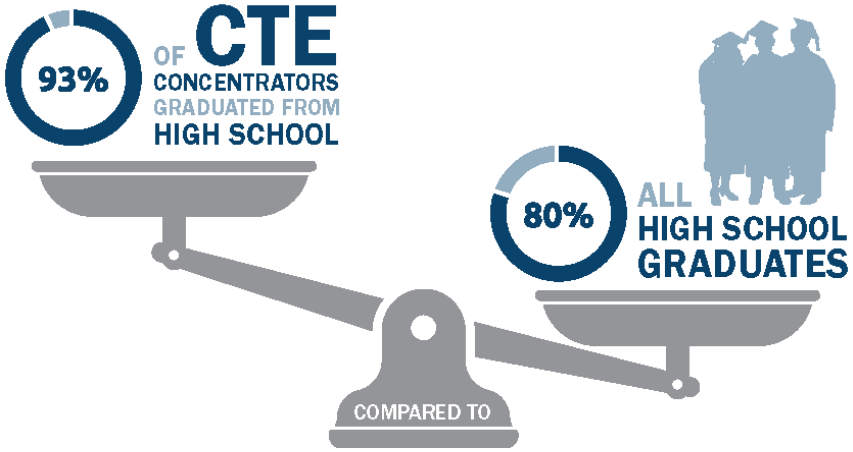
NEARLY 70K
STUDENTS ENROLLED IN CTE PROGRAMS

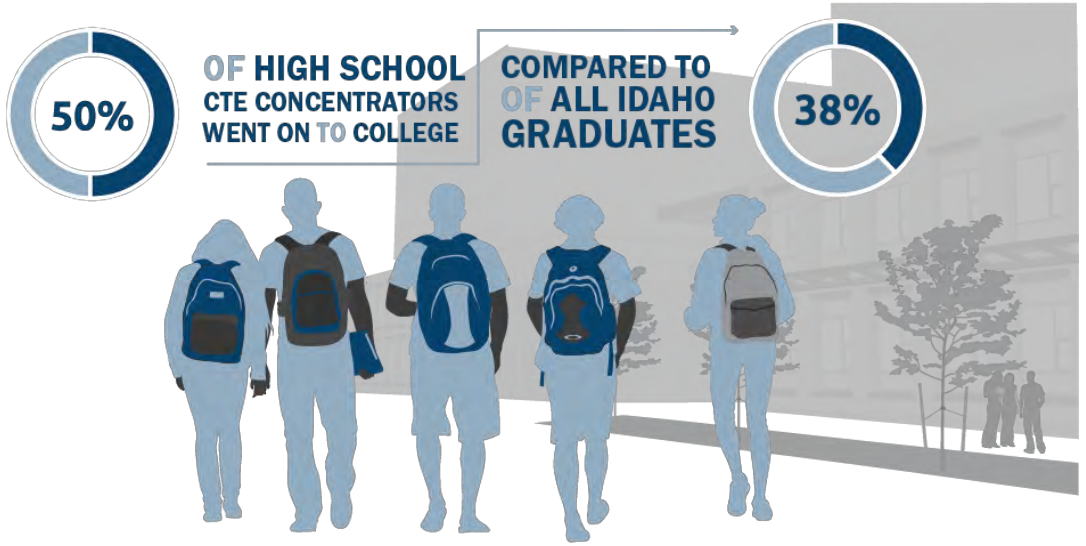


IDAHO
Division of Career Technical Education

Source: IDCTE 2021/2022 Annual Report

Secondary snapshot



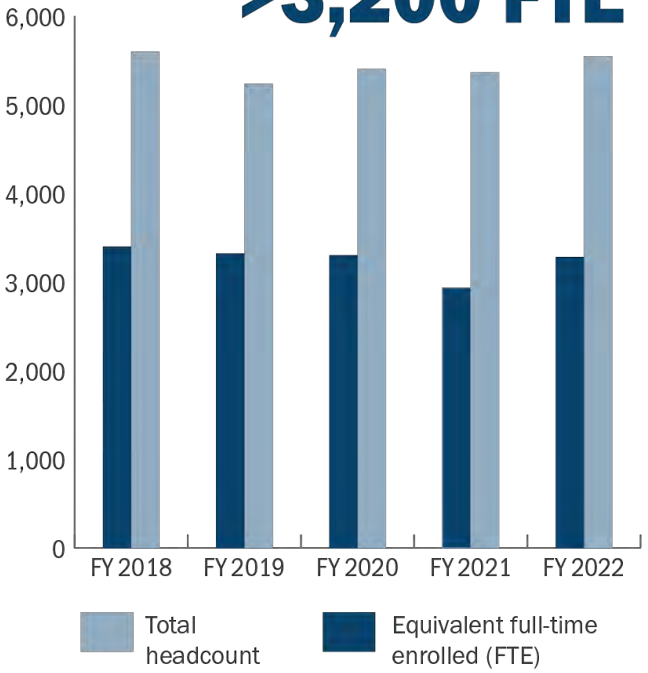


Source: IDCTE 2021/2022 Annual Report

IDAHO
Division of Career
Technical Education

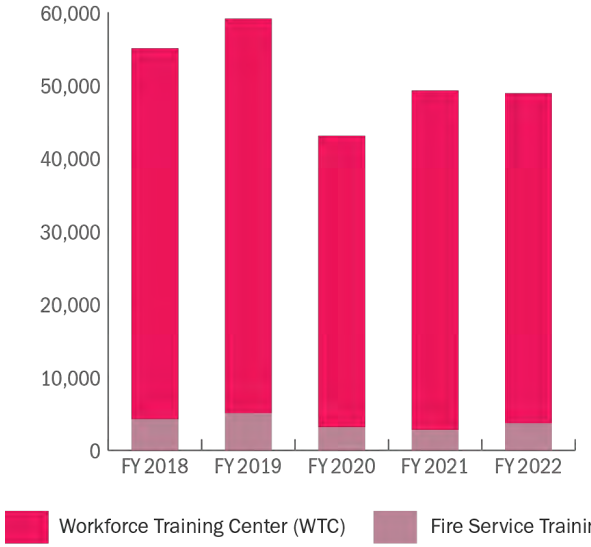
Postsecondary snapshot

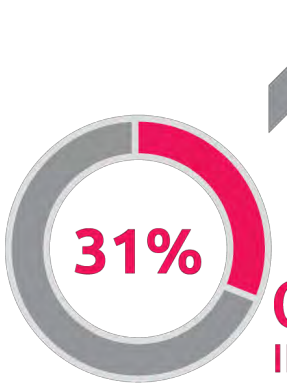
>5,500 STUDENTS ENROLLED
>3,200 FTE



284 TOTAL PROGRAMS

98,429 YEAR-END CREDITS





ONE-YEAR INCREASE IN FST
>50,000/FIVE-YEAR AVERAGE
FST/WTC ENROLLMENTS

IDAHO Division of Career Technical Education

Source: IDCTE 2021/2021 Annual Report

Postsecondary snapshot

4 TECHNICAL COLLEGES at COMMUNITY COLLEGES

2 TECHNICAL COLLEGES at FOUR-YEAR COLLEGES

1,886 DEGREES/CERTIFICATES AWARDED

8% INCREASE

92% OF TECHNICAL COLLEGE COMPLETERS FOUND JOBS, CONTINUED THEIR EDUCATION, OR WENT INTO THE MILITARY

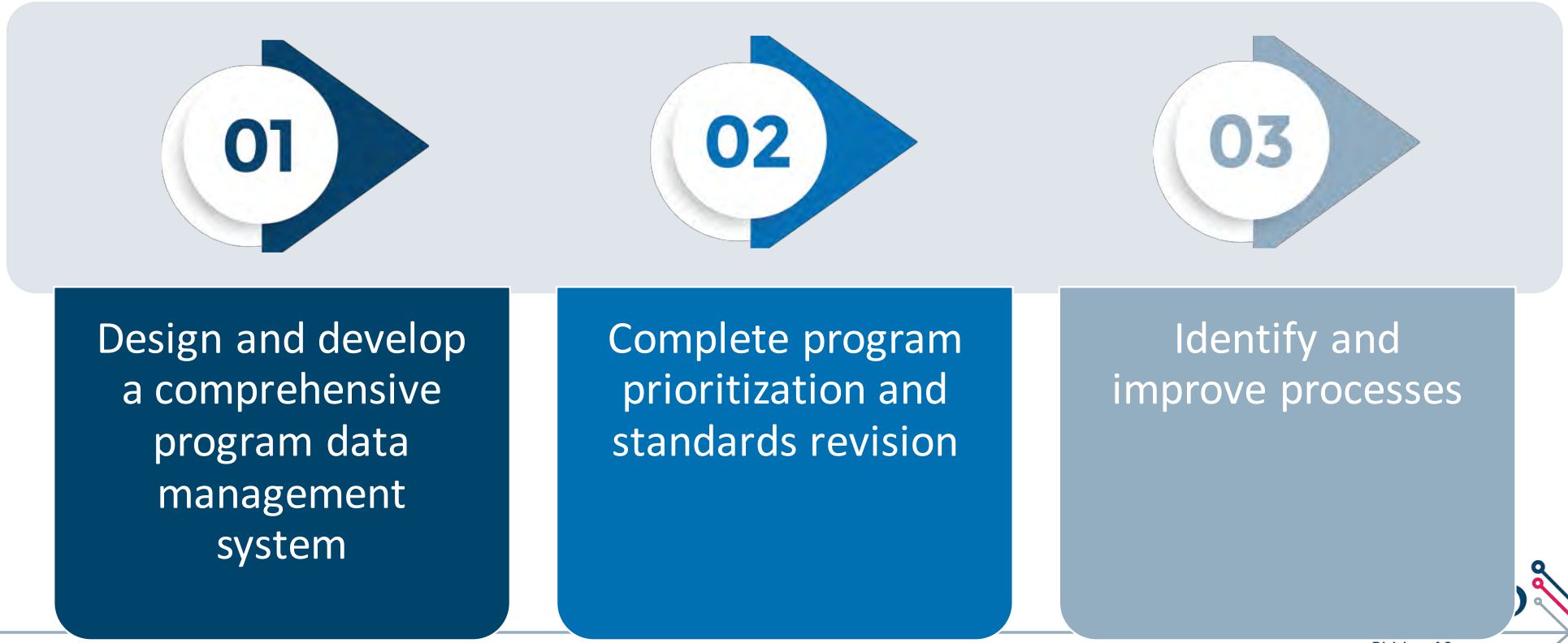
75% OBTAINED EMPLOYMENT RELATED TO THEIR CTE TRAINING

IDAHO Division of Career Technical Education

Source: IDCTE 2021/2022 Annual Report

Adult Education

Fiscal year 2023 public facing priorities



Program data system

Refine professional development for teachers and administrators

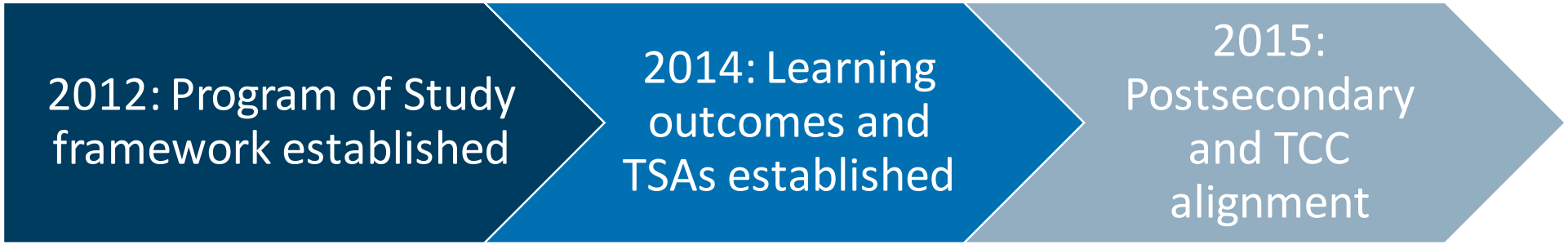
Easily see who is teaching what courses in what programs and pathways

Access to qualitative and quantitative measures

Simplify and digitize the certification application process

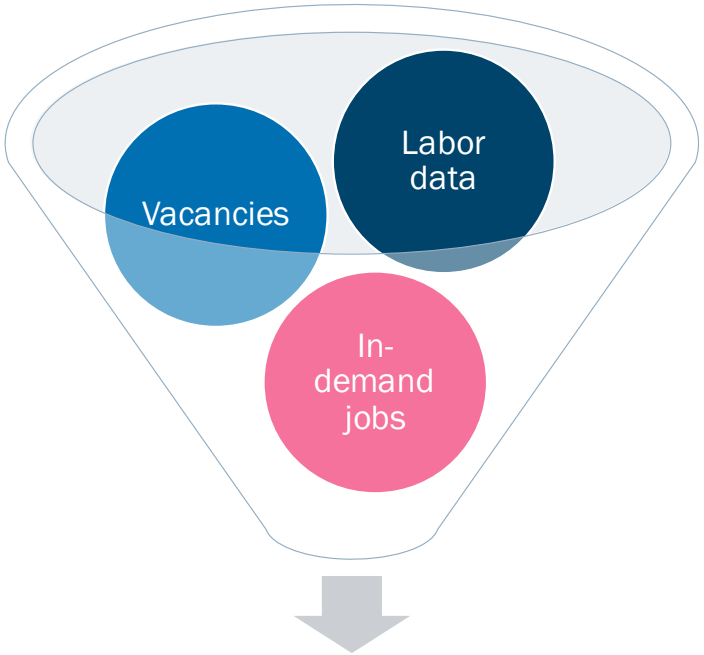
IDAHO Division of Career Technical Education

History of Program Alignment



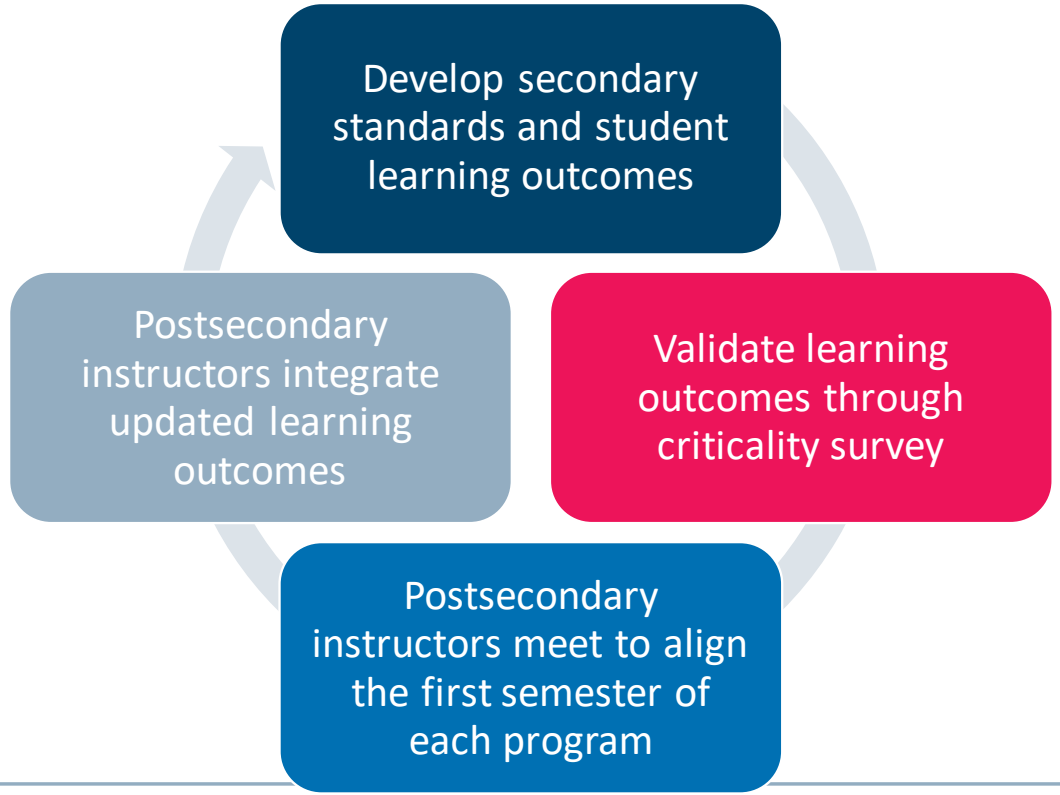
IDAHO Division of Career Technical Education

Program prioritization and standards



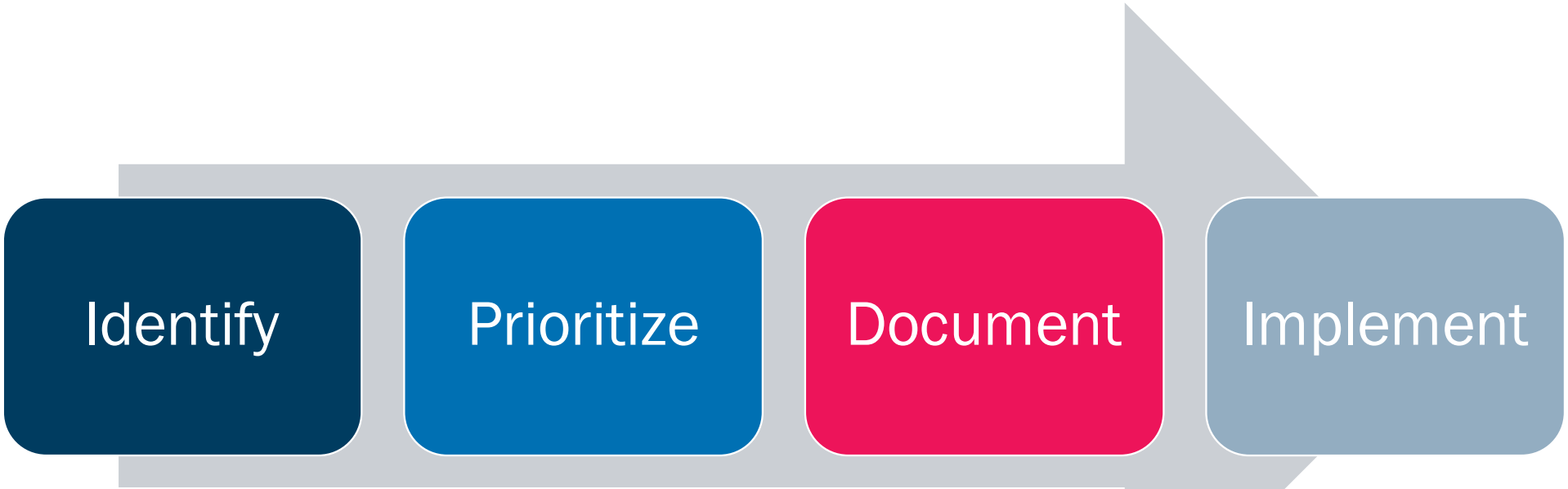
IDAHO Division of Career Technical Education

Program Alignment



IDAHO Division of Career Technical Education

Process improvement



IDAHO
Division of Career
Technical Education

FY 2024 Budget Request

IDAHO Division of Career Technical Education

IDAHO
Divison of Career
Technical Education

Questions?

Clay Long, Ph. D
Clay.long@cte.Idaho.gov | 208-429-5530 | cte.idaho.gov

IDAHO
Division of Career
Technical Education

ANNUAL REPORT
2022

We prepare Idaho's youth and adults for high-skill, in-demand careers.

Letter from the administrator

From July 2021 to October 2022, Idaho's career technical education (CTE) programs received an infusion of $11.5 million as part of Governor Brad Little's "Building Idaho's Future" and "Leading Idaho" initiatives. These grants were on top of the $80 million the governor and legislature approved for additional in-demand career training during the Sept. 1, 2022, extraordinary session.

So why do Idaho's elected officials support CTE so strongly? Because there's a very clear, very direct return on investment with CTE programs. Just turn to the centerfold on pp. 16-17 to see what I mean. It's no accident that 93% of CTE concentrators graduated from high school compared to 80% of all high school graduates. Or that 50% of high school CTE concentrators went on to college compared to 38% of all Idaho graduates. Or that 68% of high school CTE concentrators found a job, moved into postsecondary education, or went into the military. Or that 75% of postsecondary CTE students obtained employment related to their CTE training.

These successes can only be attributed to our talented CTE educators and dedicated Idaho Division of Career Technical Education (IDCTE) team. Our combined efforts paved the way for the accomplishments documented in this report. As you review these achievements, I think you'll agree that we've invested the funds we've received strategically so that we may continue to prepare Idaho's youth and adults for high-skill, in-demand careers.

Clay Long, Ph.D., State Administrator

2022 HIGHLIGHTS

Here are some of the accomplishments we're most proud of.

IDAHO
Division of Career Technical Education

1 ESTABLISHED A PROGRAM PRIORITIZATION MODEL

This significant endeavor involved establishing a consistent formula to prioritize programs, ensure we adequately support state and regional employer needs, and adjust funding levels as necessary.

2 UPDATED WORKFORCE READINESS ASSESSMENT STANDARDS

We updated the Workplace Readiness Standards we've been using since 2016 to ensure students graduate from high school properly prepared with skills employers prioritize as the most important.

3 EXPANDED INSPIRE READY! PROGRAM

Growing demand for CTE means a growing demand for CTE teachers, so we added an additional full-time position to support and mentor new teachers. See p. 7 for more information.

4 PILOTED FIRST STEPS INITIATIVE

Nine middle schools piloted our First Steps initiative to expose students earlier in their academic careers to the foundational skills they need to succeed in the workforce. See p. 11 for more information.

5 AWARDED 1,685 WORKFORCE READINESS AND CTE DIPLOMAS

The class of 2022 was the first to earn the Workforce Readiness and CTE Diploma. This new designation acknowledges that CTE programs help prepare students for the demands of today's employers. See p. 25 for more information.

6 HELD OUR INAUGURAL CONNECT SUMMER CONFERENCES

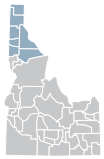
We held three regional summer professional development conferences to help Idaho's CTE professionals forge new relationships, strengthen existing partnerships, and draw inspiration. See p. 29 for more information.

The IDCTE team had a lot to be proud of in fiscal year 2022. But we think these six accomplishments had the most impact on fulfilling our mission of preparing Idaho's youth and adults for high-skill, in-demand careers.




Table of contents

REGION 1



North Idaho industrial mechanics program is held in high regard

In 2009, high school agriculture teacher Shane Stockham decided to make a big career change and accept a position as the instructor for North Idaho College's (NIC) Industrial Mechanic/Millwright program.

The 11-month program prepares students for employment as industrial plant maintenance mechanics or millwrights. Students learn the basics of maintenance, fabrication, installation, and alignment of equipment used in modern industrial and manufacturing plants.

"They're the jack of all trades," said Stockham. "You have to be skilled in a lot of areas, such as welding, hydraulics, electricity, rigging, pipe fitting, and mechanical drive and transmission systems. You're not doing the same thing all the time, and after 14 years in the classroom, that really appealed to me."

Though Stockham had a mechanical background and years of experience with farm equipment and welding, he had never been a millwright himself. But he was up for the challenge and spent the better part of 2009 and 2010 boning up on his skills, conducting research, and connecting with industry partners and the previous instructor to help his students succeed.

Since the basic requirements of an entry-level millwright are fairly consistent, Stockham made only a few tweaks to the curriculum. One of the most impactful changes he made was having his students visit regional lumber mills and manufacturing facilities two or three times per year.

"Seeing the equipment in action gives them a feel for the work environment and different employers so they can think about whether they'd like to work in that setting," said Stockham.

Thirteen years later, Stockham has hit his stride and takes pride in the fact that regional employers hold certificates from his program in high regard. About 90 percent of his students have jobs lined up when they graduate, and industry partners enthusiastically serve on his advisory committee, fund student scholarships, and donate materials.

Employers such as the Idaho Forest Group, Stimson Lumber, and Kaiser Aluminum are eager to hire program graduates, and entry-level millwrights can expect to make $27 an hour to start with the potential to make up to $42 an hour once they achieve journeyman status. More experienced graduates have landed employment with the Army Corps of Engineers working on dams along the Columbia River or with Avista Utilities. One student even got hired by Rocky Mountain Construction in Hayden, Idaho, building roller coasters all over the world.

"Seeing the equipment in action gives them a feel for the work environment and different employers so they can think about whether they'd like to work in that setting.

–Shane Stockham

"Anybody who goes through the program is proud of it," said Stockham. "It's really hard, but when you look at where you start and where you end up, you have all these skills and can land a great job."

Though employment opportunities abound, some graduates choose to complete the Mechatronics program and earn their associate degree.

"As everything becomes increasingly automated, mechatronics and mechanics is the wave of the future," said Stockham. "If students can take the knowledge they learned as a millwright and understand how it drives work and the mechanics behind it, they become much more valuable workers."

Industrial mechanics provides plenty of variety, opportunity, and competitive wages, but Stockham says his biggest struggle is creating awareness that the program and profession exist. Once potential students have an opportunity to learn about the program, they're hooked.

"My former students are my best recruiters," said Stockham. "Word of mouth is huge; many of my students have entered the program because they know someone who was a millwright who encouraged them to check the program out."

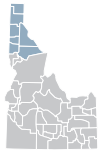
STUDENTS AND EMPLOYERS BENEFIT FROM INDUSTRY INVOLVEMENT

Industry partners—like those who support Shane Stockham's program—do so much more than provide equipment, scholarships, and tours. In fact, Idaho's CTE programs are required by IDAPA to "incorporate active input from an appropriately qualified business/industry technical advisory committee (TAC)."

Members of the business community are invited to serve on the TAC, which meets twice per calendar year. Because TAC members represent regional industry, program faculty incorporate their advice on the latest technology and processes and are better able to consider the future needs of employers in the industry.

In addition, TAC members can also help the programs they serve to secure resources, provide opportunities for internships and career exploration, and connect students and staff with their professional networks. In return, TAC members have an opportunity to develop a talent pipeline to help meet their business needs.

REGION 1



Secondary

491 CTE CONCENTRATORS

83 TOTAL PROGRAMS

8,721 TOTAL ENROLLMENTS

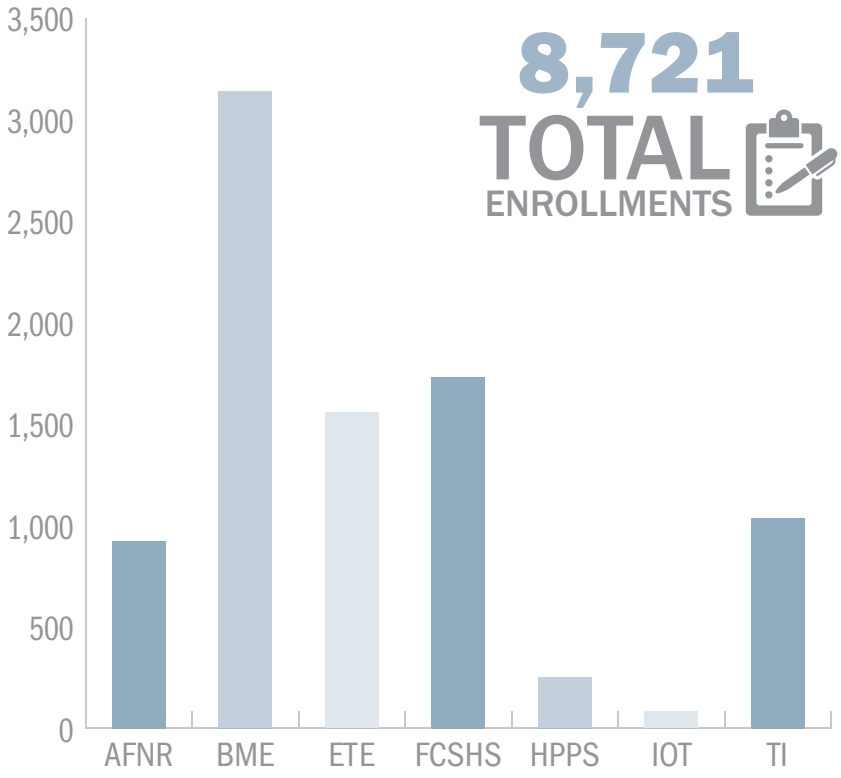
1,596 SKILL STACK® BADGES ISSUED

17 SCHOOL DISTRICTS

RURAL 83%

1 CAREER TECHNICAL SCHOOL

DIPLOMA **127** AWARDED



TOTAL ENROLLMENTS IN CTE PROGRAMS

AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

Postsecondary—North Idaho College

45 Programs

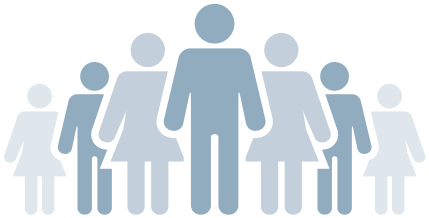
13,377 Year-End Credits

653 Students Enrolled in CTE Programs (Headcount)

144 Unique Degrees/ Certificates Awarded

446 Technical College FTE Enrollments

Workforce Training Center



5,883
WTC HEADCOUNT

Apprenticeships

North Idaho College

Employer Spotlight

Hecla Limited Lucky Friday

Mullan, Idaho
Type of industry: Mining
Employees: 380
Training need: Hecla has been working with the North Idaho College (NIC) Workforce Training Center's (WTC) Customized Training Department to develop and deliver employee training and assessments in low-voltage electrical, hydraulics, shaft alignment, computer skills, and Excel. The curriculum is structured so that employees progress from beginning to advanced training.

How WTC delivered: In addition to training 72 employees with 143 completions to date, Hecla has been a significant supporter of NIC's annual Safety Fest of the Great Northwest event since it began 15 years ago.

Safety Fest offers three days of safety and health training for all types of industries, including transportation, health care, manufacturing, construction, and local businesses wanting to improve the safety performance of their operation. Last year's classes include OSHA 10, Manufacturing Safety, Industrial Hygiene, Mine Safety and Health Annual Refresher, Warehouse Safety, Project Management, Hazwoper, RCW/WAC Update, OSHA Record Keeping, Heavy Machinery, and Equipment Safety, Accident Prevention, Focus Four and more.

> We want to provide free training to anyone who wants it. People come from all over the Northwest to learn how to save lives, make it safe, make it personal, make it home.
>
> —Becky Colotti, training specialist, Hecla Mining Lucky Friday

REGION 2

Form meets function in packaging design program

Think of all the packaging you come into contact with every day. Everything from the bottle that holds your shampoo to the tube that holds your toothpaste to the carton that holds your milk had to be designed by someone. And thanks to Assistant Professor Andy Tuschhoff, there's a chance that the box that holds your cereal was designed by a graduate of Lewis-Clark State College's (LCSC) Packaging Design program.

Tuschhoff began teaching at LCSC 18 years ago after the commercial printer he worked for in Boise closed.

"My supervisor at the print shop planted that seed when he told me I was really good at my job and should teach my craft to others," said Tuschhoff. "When I moved back up to Lewiston, that seed germinated, and when an instructional aid position in the Graphic Communication program opened up at LCSC, I jumped at it."

Initially, Tuschhoff taught students how to use graphic design software like Adobe InDesign. But when another faculty member brought in some packaging production equipment, Tuschhoff took to it and began offering packaging production as an elective course.

"The Associate of Applied Science (AAS) in Graphic Communication is a good, solid program, but I knew that if we were going to prepare students for the workforce, we had to put more packaging-specific classes behind them," said Tuschhoff.

Before long, Tuschhoff started taking on more classes and setting up an Intermediate Technical Certificate in Packaging Design. And when Tuschhoff became an assistant professor five years ago, he began developing an AAS in Packaging Design.

"I was able to travel to the WestRock packaging facility in Twin Falls to observe and work with their structural designer for a few days," said Tuschhoff. "He and their sales manager had invaluable input for course development and expansion, as well as helping us match industry safety protocols in our lab spaces."

Beyond the principles of design students learn in the AAS in Graphic Communications program, Tuschhoff's students must learn how those skills translate to three-dimensional structures. The program has a partnership with the International Corrugated Packaging Foundation (ICPF), which has aided in acquiring software and equipment, such as a packaging-specific computer-aided design software called Impact, and a sample table to create true-to-life prototypes.

Tuschhoff's students participate in ICPF's annual Careers in Corrugated conference and have access to its online career portal to connect with internship and job opportunities.

"One of my students landed an internship with a local munition manufacturer's in-house design team," said Tuschhoff. "It went so well they were able to offer the student a full-time position."

> Once, I gave a tour of the program to a high school sophomore who wasn't sure where they wanted to go or what they wanted to do after high school. They looked around and said, 'This is what I want to do!' That's always stuck with me.
>
> **- Andy Tuschhoff**

In addition to working with industry-standard software and equipment, students can apply what they learn to clients on campus or in the community. Last spring, his students worked with Weiser Classic Candy.

"They're a pretty well-established company, so the client already knew how he wanted it to be represented, but it was still a cool opportunity for them to create some new container styles," said Tuschhoff. "Those are currently in production and will be on shelves soon."

InSpIRE READY! PROGRAM HELPS INDUSTRY PROFESSIONALS TRANSITION TO TEACHING PROFESSIONALS

One reason career technical programs are so successful is the quality of instruction from teachers with industry experience. Idaho offers a special certification for industry professionals who choose to make a career change from industry to the profession of teaching. Industry professionals who want to teach in a CTE program must demonstrate they either have 6,000 hours of related work experience, a bachelor's degree in their desired subject area plus 2,000 hours of related work experience, or an IDCTE-approved industry certification. An individual who meets one of these requirements may be issued a Limited Occupational Specialist (LOS) certificate and can begin teaching in the classroom while training to earn a Standard Occupational Specialist certificate.

New LOSs will either complete four CTE-related courses at Idaho State University or the University of Idaho or participate in IDCTE's InSpIRE Ready! program. Secondary teachers who chose the InspIRE Ready! route complete six semester courses on topics such as classroom management and student engagement over the course of three years. They also benefit from having a CTE mentor who helps them transition from industry to the classroom and provides instruction and resources to be a successful CTE teacher. The InSpIRE Ready! program is sponsored by IDCTE and over 300 secondary CTE teachers are currently participating. Postsecondary LOSs may also participate in the InSpiRE Ready! program and will complete prescribed postsecondary teaching courses and work with a CTE mentor.

In the future, Tuschhoff would like to see more students coming to LCSC specifically for an AAS in Packaging Design.

"Unfortunately, not enough students interested in graphic design know this career exists. It is so fun, and there's so much opportunity on both the design and production side of things," said Tuschhoff. "Once, I gave a tour of the program to a high school sophomore who wasn't sure where they wanted to go or what they wanted to do after high school. They looked around and said, 'This is what I want to do!' That's always stuck with me."

REGION 2

Secondary

202 CTE CONCENTRATORS

55 TOTAL PROGRAMS

4,189 TOTAL ENROLLMENTS

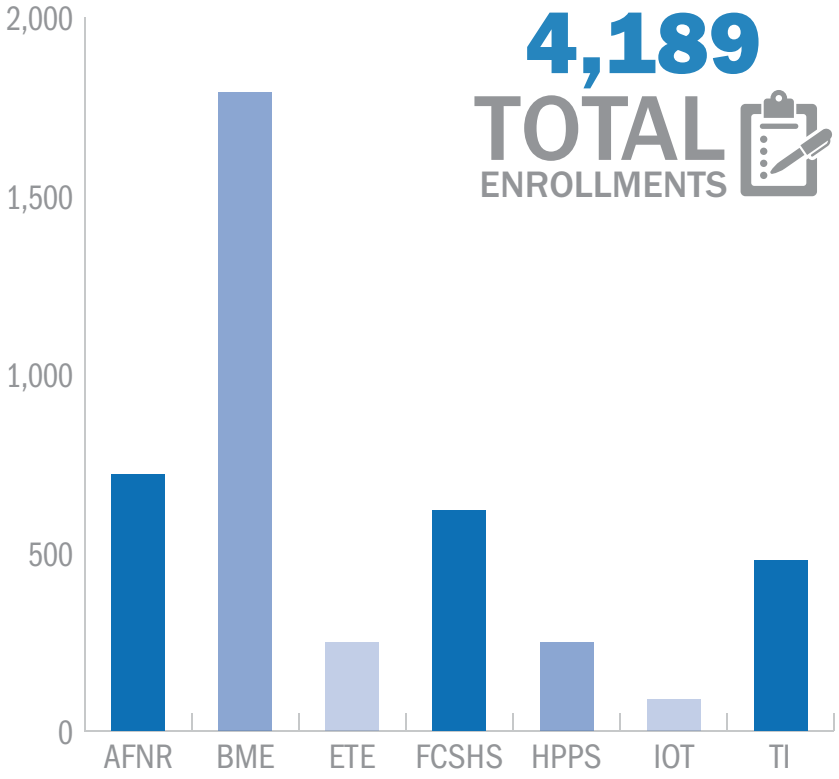
815 SKILL STACK® BADGES ISSUED

18 SCHOOL DISTRICTS

RURAL 79%

1 CAREER TECHNICAL SCHOOL

3 AWARDED



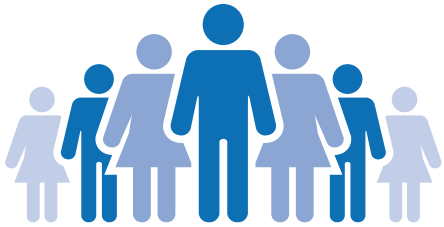
TOTAL ENROLLMENTS IN CTE PROGRAMS

AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

Postsecondary—Lewis-Clark State College

- **40** Programs
- **9,078** Year-End Credits
- **366** Students Enrolled in CTE Programs (Headcount)
- **203** Unique Degrees/ Certificates Awarded
- **303** Technical College FTE Enrollments

Workforce Training Center



2,341
WTC HEADCOUNT

Apprenticeships

LEWIS CLARK
STATE COLLEGE

Employer Spotlight

Schweitzer Engineering Laboratories

Lewiston, Idaho, and Pullman, Washington
Type of industry: Digital power systems
Employees: 5,000

Training need: Since its inception five years ago, Lewis-Clark State College (LCSC) Workforce Training has been Schweitzer Engineering Laboratories' (SEL) related supplementary instruction (RSI) provider for its apprenticeship program. To keep up with the company's growth, SEL wanted to add a General Electrician (EL 01) apprenticeship. However, Washington state required more hours of RSI to meet and exceed other competitors' programs in the geographic area.

How WTC delivered: Apprenticeship Coordinator Phil Liggins made multiple adjustments to the RSI plan and found creative ways to add 20 hours of RSI to the EL 01 curriculum to meet Washington's new requirements. He promptly routed the RSI for signatures and graciously traveled to Olympia, Washington, to sit before the Washington State Apprenticeship & Training Council (WSATC) in support of the new apprenticeship program and RSI plan. The WSATC unanimously approved the proposals, making LCSC's Workforce Training the first Idaho school approved for electrical apprenticeship training in Washington.

> It was a pleasure working with Phil, and I am proud to have him on my team. I am very passionate about apprenticeships, especially the LCSC CTE program. I myself completed the LCSC HVAC technical program and hope to help grow the LCSC Workforce Training Program in any way I can.
>
> —Nathan Tumelson, senior property operations supervisor, SEL

REGION 3

Innovative program exposes underserved students to CTE

Jessica Concie and Oster Hernandez, transition coordinators for the College of Western Idaho's (CWI) Dual Credit department, have long believed in the power of CTE. So, when Concie discovered CWI's Center for New Directions had assembled a plastic trunk filled with a lesson plan and some hands-on activities using an included circuit board to introduce students to CWI's Mechatronics program, she thought it would be a perfect way to spark the interest of students enrolled at alternative high schools in the Treasure Valley.

"Oster and I have a soft spot for these kids because they're so often overlooked. A lot of them are just trying to get through high school; they're not thinking about what's next or what could be," said Concie. "CTE programs tend to work really well for these students because they're so hands-on, and students can clearly see how what they learn connects to careers."

With the support and approval of their supervisor, Concie and Hernandez created the Pop the Trunk initiative. To expose these students to some of the 41 CTE programs offered at CWI, Concie and Hernandez approached CTE faculty about creating a week's worth of lesson plans to introduce potential students to their CTE program. The lesson plans would be accompanied by trunks—one per student—filled with equipment and activities to support the lessons. Materials were purchased using grant money, and the program is available at no cost to students or teachers.

Pop the Trunk launched during the 2021-2022 school year with three programs: Mechatronics, Unmanned Aerial Systems, and Drafting. Concie and Hernandez reached out to alternative high schools throughout the Treasure Valley to let them know the program was available.

"We sent out emails to see who was interested, then we dropped off a trunk with the teacher so they could see the lesson plans and play with the trunks. If they liked what they saw, we'd deliver the trunks so they could use them with their students," said Hernandez.

Teachers and students at Meridian Academy in Meridian, Initial Point High School in Kuna, Eagle Academy in Eagle, and Middleton Academy in Middleton liked what they saw. Now in its second semester, Pop the Trunk continues to grow in scope and popularity. Additional trunks for Automotive Technology, Diesel, and Welding are being developed, and CTE faculty who help develop the trunks and the teachers at the alternative high schools will receive a $500 stipend for their help in developing and using the program starting the spring 2023 semester. In addition, other technical colleges, such as the College of Southern Idaho, have reached out to mirror the program elsewhere in the state.

"It's been hugely successful because it allows students without access to a lot of resources or support to see what's possible," said Hernandez. "We're looking at expanding the program to rural schools, too."

> CTE programs tend to work really well for these students because they're so hands-on, and students can clearly see how what they learn connects to careers.
>
> —Jessica Concie

Long term, Concie and Hernandez would love to see technical colleges nationwide create their own Pop the Trunk programs to help underserved and overlooked student populations discover CTE. In fact, they were accepted to give a presentation on the initiative at the ACTE Vision Conference in Las Vegas in December 2022.

"I hope schools in other states see the program is working. If we can do it in Idaho, we can do it anywhere," said Concie. "This is a fantastic way to expose students to what CTE is all about who otherwise wouldn't have that opportunity."

MIDDLE SCHOOLS PILOT CTE-FOCUSED CAREER DEVELOPMENT PROGRAM

FIRST STEPS

While it's never too late to explore your career options, there is widespread agreement that it's better to expose students before high school to the foundational skills they need to succeed in high-skill, in-demand careers. The Idaho Legislature recognized this fact when it expanded CTE to seventh and eighth graders in 2018. In response, IDCTE launched an initiative, First Steps: Understanding the World of Work through CTE, to develop and pilot a CTE-focused career development program for students at the middle school level.

During the 2019-2020 school year, IDCTE entered the development phase and joined with teams of educators from 11 middle schools across the state to build standards, provide endorsement and assessment recommendations, and create teacher resources. The group became known as the First Steps Pilot Group. The standards focus on three domains: Self-Evaluation (Who am I?), Career Exploration (What's out there for me?), and Future Planning (How do I get there?).

During the 2020-2021 school year, nine of the 11 schools piloted the standards in course offerings for their students. Pilot schools were encouraged to implement the First Steps Standards in the way that worked best for their schools to create models of implementation that could serve as examples to other middle schools across the state. A total of 2,791 students participated in the First Steps pilot across Idaho.

In spring 2022, six educators from across Idaho created 18 instructional resources, each with a lesson plan, slide deck, supplemental materials, and career pathway activity based on the First Steps standards. In the summer of 2022, an educator extern from the Idaho STEM Action Center's externship program aligned the resources, which are now available on the Next Steps Idaho curriculum page (https://nextsteps.idaho.gov/curriculum).

To learn more about the pilot outcomes or the First Steps standards, visit https://cte.idaho.gov/programs-2/career-areas/middle-school-first-steps/.

11

REGION 3

Secondary

3,443 CTE CONCENTRATORS

407 TOTAL PROGRAMS

46,207 TOTAL ENROLLMENTS

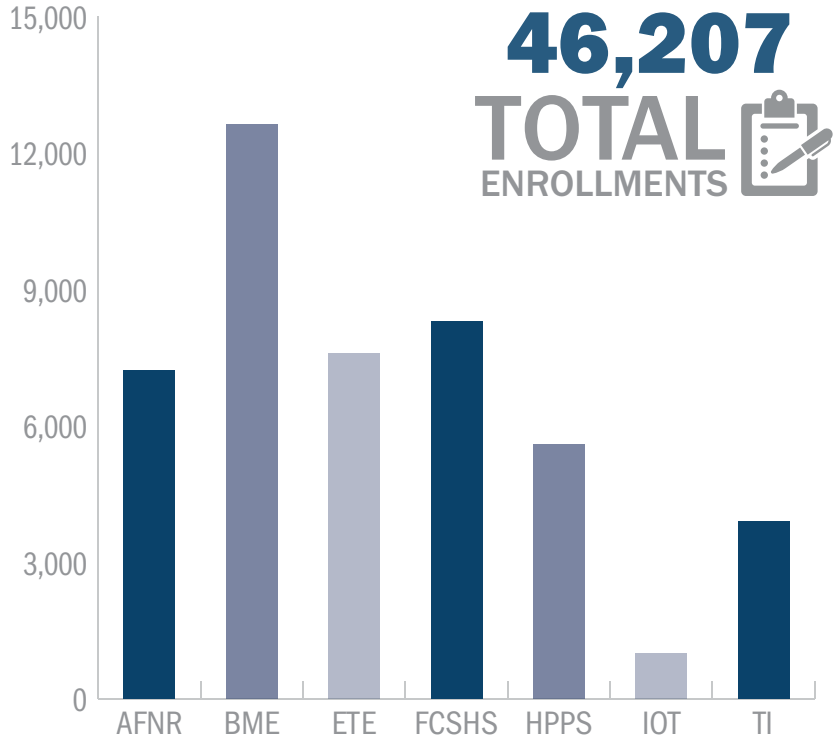
18,775 SKILL STACK® BADGES ISSUED

54 SCHOOL DISTRICTS

RURAL 25%

9 CAREER TECHNICAL SCHOOLS

1,092 DIPLOMA AWARDED



TOTAL ENROLLMENTS IN CTE PROGRAMS

AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

Postsecondary—College of Western Idaho

41 Programs

24,635 Year-End Credits

1,365 Students Enrolled in CTE Programs (Headcount)

327 Unique Degrees/ Certificates Awarded

821 Technical College FTE Enrollments

Workforce Training Center

Apprenticeships

COLLEGE OF WESTERN IDAHO

Employer Spotlight

St. Luke's Health System

Boise, Idaho

Type of Industry: Healthcare

Employees: 10,000

Training need: Due to the COVID-19 pandemic, the healthcare industry has seen an increasing shortage of available and qualified healthcare workers. The overall goal was to train qualified applicants for ongoing vacancies in certified nursing assistant (CNA) and caregiver positions.

How WTC delivered: Seven St. Luke's employees were enrolled in the fall CNA Training Apprenticeship program. In addition to being trained by the College of Western Idaho's cadre of state-registered nursing instructors, all employees were able to develop critical skill competencies and were prepared to take the state of Idaho's official CNA certification exam.

> They're learning our values and expectations and seamlessly integrating into our workforce upon completion of the program. Meanwhile, CNAs get a free education and have a job lined up when they complete the program. This has been an exceptional partnership for employee and employer alike.
>
> **—Matt Cox, clinical support unit assistant nurse manager, St. Luke's Health System**

Career technical student organization highlights

Left to right: Takota Tallman, Bailey Jensen, Audrey Norris, Lyric Rose, Luke Crosby, Konnor Barnes, Caroline Heiner, Jack Yoon, Finn Reinke, Anastasia Taylor, Xavier Garcia, Trey Smith, Emma Perkes, Cree Milliron, Caleb Cloutier, Tavin Blake, Mackenzie Malson, Kalisi Griggs, Halee Bohman, Korby Lindsey, Elizabeth Shaw, Ember Mendoza, Annika Huff, Kadence Musser, Chloe Kelly, Liberty McGuire, Elizabeth Danielson, Madison Honn, Sierra Lund, Marcie Patterson, Jentri Van Ackem, Elijah Zimmerman, and Katie Hebdon. Not pictured: Madison Healy and Suvan Pilla.

Career technical student organizations (CTSOs) are intracurricular programs designed to help students develop skills and connections needed for their future careers. They're also a key component of high-quality CTE programs. CTSOs allow students to develop leadership skills through chapter, community, and statewide involvement. Through CTSO competitive and leadership events, students hone their technical and professional skills and can gain a competitive advantage when applying for college and jobs. Idaho's seven CTSOs align with our six program areas and provide support and growth from secondary to postsecondary and beyond.

- 400 total chapters
- 11,826 affiliated members
- 4,686 state conference attendees
- 1,481 NLC attendees
- 1 national officer elected

Accomplishments:

BPA: Of the **357 members** who attended the BPA National Leadership Conference (NLC), **52 placed in the top three. One national officer was elected**.

DECA: Of the **153** members who attended the DECA International Career Development Conference, **two made it to the finals**.

FCCLA: Of the **144 members** who attended the FCCLA NLC, **nine placed in the top 10**, and **three placed in the top three**.

FFA: Of the **551 members** who attended the FFA NLC, **five placed in the top three**, and **37 received an American Degree**.

HOSA: 165 students attended the HOSA NLC. **Idaho HOSA achieved the Gold Level** in the 2022 State Standards of Excellence Program.

SkillsUSA: Of the **62 members** who attended the SkillsUSA National Leadership and Skills Conference, **eight placed in the top three.** The state association earned the **Gold Level Standards of Excellence Award** for the third year in a row.

TSA: Of the **49 members** who attended the TSA NLC, **one placed in the top 10**.

Program awards

Exemplary Program Award
SECONDARY
2022

Applied Accounting Pathway
Twin Falls High School, Twin Falls

The Applied Accounting Pathway is a four-semester program that offers three dual credit courses through the College of Southern Idaho and Microsoft Office, National Financial Literacy, and Volunteer Income Tax Assistance Program certifications.

The program has done an outstanding job of facilitating excellence and participation through its involvement with Business Professionals of America (BPA). This year, 24 students competed in the Idaho BPA State Leadership Conference. More than half of their members qualified for the 2022 National Leadership Conference, and all 24 students scored in the top 10 in their events. In addition, two students won the BPA Ethics Video Challenge at nationals.

The program's talented instructors, Lorraine Rapp and Lori Peterson, both engage in professional development opportunities that directly benefit the program and have taken leadership roles in organizations such as the Idaho Business Education Association, Career Technical Educators of Idaho, Western Business Education Association, National Business Education Association, and the BPA Advisory Board.

This school year, the program received a Program Quality Incentive Grant based on Technical Skills Assessment and Workplace Readiness Assessment pass rates. They've built an actively engaged technical advisory committee that worked together to provide job shadowing opportunities to over 60 of the program's sophomore students this year.

Exemplary Program Award
POSTSECONDARY
2022

Robert Janss Media Center
Idaho Department of Correction

The Robert Janss Media Center offers basic education and general education diplomas at prisons within the Idaho Department of Correction (IDOC). With a focus on adult literacy, technology, and workplace skills, the center provides support to help residents successfully transition to postsecondary programs, job training programs, or self-sustaining jobs upon their release.

When the school had to close during the summer of 2020 due to rising COVID-19 cases, an education staff member set up a computer and used an internal television channel to broadcast educational content. This small act effectively improved communication between staff and residents to address facility procedural changes, provide COVID updates, and address concerns about healthcare and living conditions.

The changes were so positive that more equipment was purchased or donated to create additional content, provide online graduation or appreciation ceremonies, and produce training videos for other IDOC facilities. In the process, residents learned marketable video production skills.

Due to the program's success, it expanded to the South Idaho Correctional Institution, where it continues to improve communication and establish greater mutual trust between residents and staff. As a result, long-standing rules, policies, and procedures are changing.

2021 | 2022 secondary Year in Review

16 CAREER TECHNICAL SCHOOLS

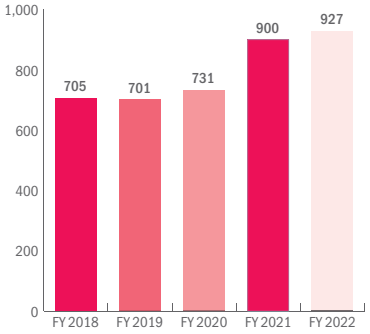
OR **19,971** STUDENTS ENROLLED (18%)

149 SCHOOL DISTRICTS

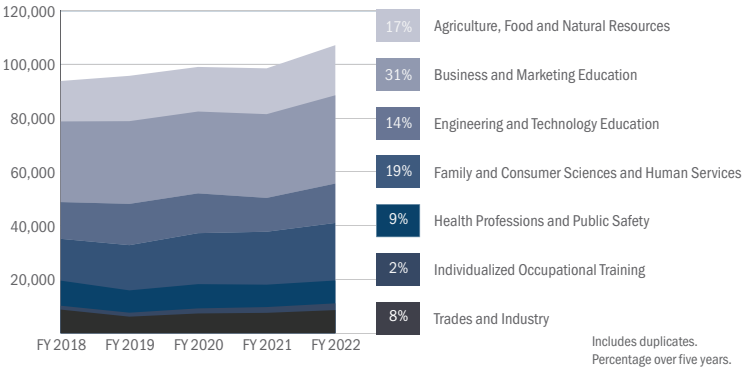
DIPLOMA **1,685** CTE DIPLOMAS AWARDED*

*As reported by districts.

31% IN FIVE YEARS TOTAL PROGRAMS



NEARLY 70K STUDENTS ENROLLED IN CTE PROGRAMS



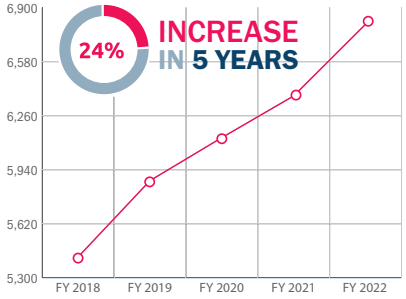
Includes duplicates. Percentage over five years.

71% OF **ALL STUDENTS** TAKE CTE COURSES

17% GROWTH IN **SECONDARY CTE STUDENTS** OVER **5 YEARS** COMPARED TO 9% GROWTH **STATEWIDE**

CTE CONCENTRATORS*

24% INCREASE IN 5 YEARS



*Junior or senior in a capstone course.

ASSESSMENT PASS RATES

71% WORKPLACE READINESS ASSESSMENT (WRA*)

68% TECHNICAL SKILLS ASSESSMENT (TSA)

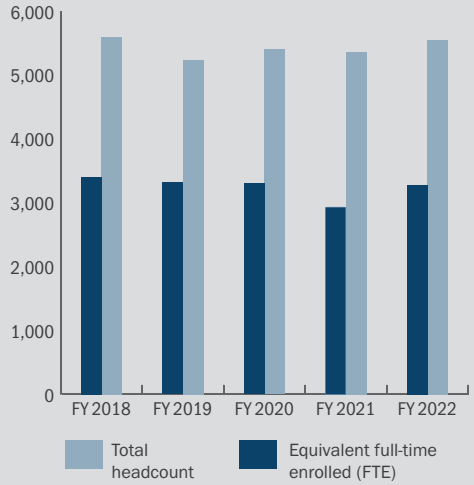
*New WRA standards implemented during the 2021-2022 school year.

93% OF CTE CONCENTRATORS GRADUATED FROM HIGH SCHOOL COMPARED TO 80% ALL HIGH SCHOOL GRADUATES

68% OF CTE CONCENTRATORS **FOUND A JOB, MOVED INTO POSTSECONDARY EDUCATION, OR WENT INTO THE MILITARY**

50% OF HIGH SCHOOL CTE CONCENTRATORS WENT ON TO COLLEGE COMPARED TO 38% OF ALL IDAHO GRADUATES

postsecondary

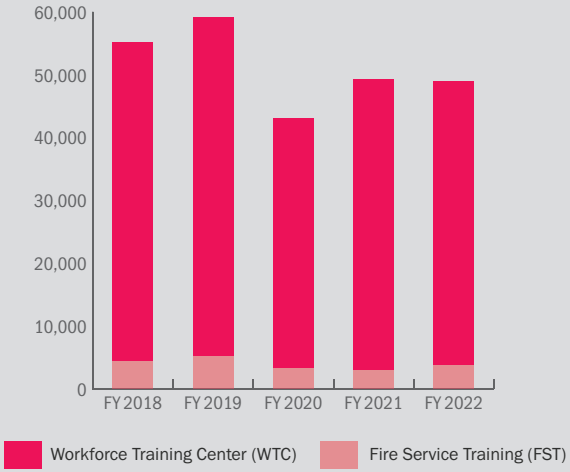


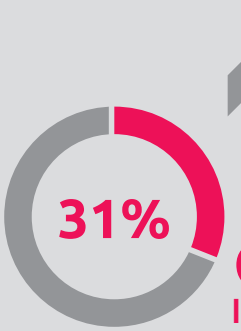
98,429 YEAR-END CREDITS

284 TOTAL PROGRAMS

>5,500 STUDENTS ENROLLED

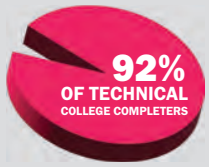
>3,200 FTE





ONE YEAR INCREASE IN FST

>50,000/FIVE-YEAR AVERAGE FST/WTC ENROLLMENTS

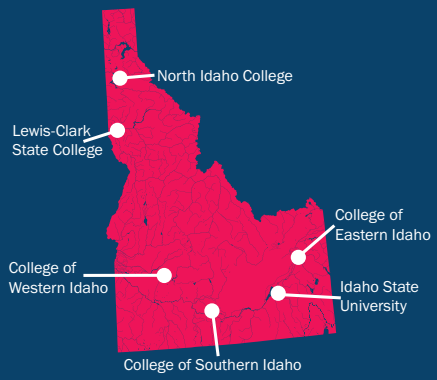


FOUND JOBS, CONTINUED THEIR EDUCATION, OR WENT INTO THE MILITARY

OBTAINED EMPLOYMENT RELATED TO THEIR CTE TRAINING

4 TECHNICAL COLLEGES at COMMUNITY COLLEGES

2 TECHNICAL COLLEGES at FOUR-YEAR COLLEGES



IDAHO
Division of Career Technical Education

650 W. State St., Suite 324
Boise, Idaho 83702
208-429-5500
cte.idaho.gov

IDCTE 2021/2022 Annual Report

North Idaho College's Center for New Directions offers support for students in nontraditional careers

Story courtesy of Louisa Rogers, student success navigator, North Idaho College Center for New Directions

North Idaho College (NIC) diesel technology instructor Doug Anderson knows the value of learning a trade. Especially for women in professions with less than 25 percent gender representation, careers such as HVAC, carpentry, or automotive technology can be pathways to financial independence and self-sufficiency.

Over his 30-year career as an instructor, Anderson recalled a young woman in his program who did exceptionally well.

"She grew up in poverty with little family or financial help. She graduated with her degree and immediately found a job in the industry making good money," said Anderson. "It changes the trajectory of the entire family for generations to come. It can break the cycle of generational poverty."

All instructors and staff at NIC's Parker Technical Education Center are invested in the success of their students. Most students are attending school while also working full-time, and many drive a long distance from surrounding rural areas to come to school. But for female students, it can initially feel overwhelming to be learning in a male-dominated environment.

"At first, it was uncomfortable," one female student said. "But by the end of my time at Parker, the guys were some of my best friends."

That's why Idaho's six Centers for New Directions (CNDs) support students preparing for nontraditional occupations and increase awareness of these nontraditional careers. Many CNDs provide students with scholarships, networking student groups, special STEM events, volunteer opportunities, and specialized career and personal counseling.

Natalie Keim, a student success navigator at Parker Tech, advises students on what programs to choose and what classes they need to register for to successfully complete their degree.

"I know the challenges students face when trying to juggle the responsibilities of working, parenting, and daily life," said Keim. "Returning to school can seem like a daunting task, but it can be done!"

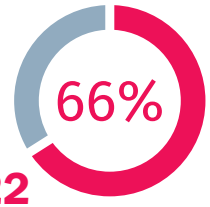
> It changes the trajectory of the entire family for generations to come. It can break the cycle of generational poverty.
>
> —Doug Anderson

At NIC, the CND hosts a monthly lunch for all female students. During lunch, they talk about different struggles they are facing, whether at school or in their personal lives. Having this sense of community is helpful as different struggles arise.

"Women can excel at any of the programs we offer. The negative stigma associated with women working in the trade industry is ridiculous," said Anderson.

Kurt Kimberling, a machining technology instructor at NIC, wishes more women would go into machining.

"The female students in my class excel," said Kimberling. "They do excellent work, are detail-oriented, and are able to find great jobs in the industry."



IN FY 2022 PARTICIPANTS WERE **WOMEN**

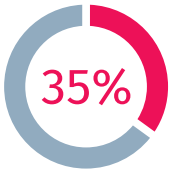
MOST PARTICIPANTS

(153) WERE BETWEEN 25 AND 34

PARTICIPATED IN OR COMPLETED
EDUCATIONAL TRAINING

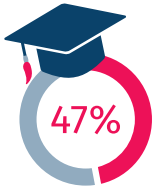
OVER 27K CONTACT HOURS
WITH PARTICIPANTS
THROUGH CND WORKSHOPS

322  **CHILDREN**
WERE INDIRECTLY SERVED BY CNDs



180
EARNED <$10,000
ANNUALLY FOR THEIR HOUSEHOLD

IN FY 2022
519 IDAHOANS
WERE SERVED
BY CNDs



OF PARTICIPANTS
GRADUATED HIGH SCHOOL
OR EARNED A GED
PRIOR TO WORKING WITH CNDs

OF PARTICIPANTS WERE UNEMPLOYED
PRIOR TO WORKING CNDs

WHAT ARE THE CENTERS FOR NEW DIRECTIONS?

Idaho's six CNDs are located at each technical college and are designed to help students who are single parents or displaced homemakers receive the job training and skills they need to become self-sufficient. Less than half of Idaho's single parents are in the labor force, demonstrating a real need for CNDs to help these students overcome barriers to completing their courses or programs.

CNDs are supported by dedicated funds generated by a $20 fee for each divorce court filing, totaling $170,000 in fiscal year 2022. Each CND collaborates with the Department of Commerce, Department of Labor, Department of Health and Welfare, local job service offices, workforce investment boards, correctional facilities, and technical colleges to avoid duplication of efforts and ensure each participant has access to:

- Job counseling services designed to leverage their existing skills and job experiences.
- Job training and placement services developed in cooperation with public and private employers.
- Assistance in gaining admission to public and private job training programs.
- Health education and counseling services concerning preventative health care, mental health, substance abuse, and other health care matters.
- Financial management services, including assistance regarding insurance, taxes, estate and probate problems, mortgages, loans, and other related financial matters.
- Information about courses offering credit through secondary and postsecondary education programs.

19

REGION 4

Senior discovers passion and purpose through career technical student organizations

When current Joint Student Leadership (JSL) President Cree Milliron was a freshman at Burley High School, becoming a leader wasn't on his radar. He'd never heard of career technical student organizations (CTSOs) in general or Business Professionals of America (BPA) in particular. He knew he loved digital design, though, so when his web design teacher, Janet Cole, who also served as his school's BPA advisor, encouraged him to join to show off the skills he'd acquired in her class, he jumped in with both feet and ran for chapter officer.

Though he didn't get the position, he stuck with BPA and discovered he loved the competitions and meeting other students with the same interests as him from across the state.

"Competitions gave me the opportunity and confidence to bring my ideas to life," said Milliron. "It was also overwhelming to see how many other students had the same interests and values as me."

His first year was such a positive experience that Milliron ran for chapter officer again during his sophomore year and was elected chapter president. Though planning and running meetings were valuable foundations for his burgeoning leadership skills, Milliron discovered his real purpose was working with other members and sharing his passion and experience with them.

"Being involved with BPA has done so much for me," said Milliron. "I wanted to inspire new members to see the value in joining, too."

After two years, Milliron decided to take on more responsibility and became a state officer. In this state-level leadership role, he had more opportunities to interact with BPA members from across the state and get more involved with staff at the Idaho Division of Career Technical Education. Plus, he had the opportunity to meet state officers from other CTSOs.

"When I first joined BPA, I had no idea what it was, much less that there were other CTSOs for other career pathways," said Milliron. "Serving as a state officer let me see that we have so much in common. We were all passionate about advocating for our organization and giving other students somewhere to belong, no matter what they're interested in."

Now a senior, Milliron has continued to grow and develop as a leader and competed in two BPA National Leadership Conferences. In 2021, Milliron placed third in Promotional Photography, and his team placed seventh in Web Design. He also earned third place in Graphic Design Promotion at the 2022 State Leadership Conference.

His increasing responsibility and experiences in state and national competitions improved his leadership and communication skills and his self-confidence.

"I've watched myself come to life over the last four years. People always told me I was a good leader, but now I've had some experiences to prove that was true," said Milliron.

Milliron is still deciding what to do after graduating, but he knows that whatever path he chooses, his experiences with CTSOs in high school will give him the skills and confidence to succeed.

"When I first joined, it was daunting to run for office or sign up for a competition. I had so many self-doubts," said Milliron. "I remember thinking, 'You can't run for office; you don't have any experience,' or 'You can't win this competition; you just joined.' But CTSOs aren't designed for people who already know what they're doing. They're for people trying to figure out what they're good at and passionate about."

> Being involved with BPA has done so much for me, I wanted to inspire new members to see the value in joining, too.
>
> —Cree Milliron

HOW DO CTSOs HELP STUDENTS DEVELOP LEADERSHIP SKILLS?

Idaho's seven CTSOs are designed to enhance classroom instruction and create additional real-world work experiences. Though each organization is geared toward its respective career cluster, all CTSOs provide opportunities for students to network with students or professionals in their pathway and develop and demonstrate their skills through local, state, and national or international competitions.

CTSOs also provide unrivaled opportunities to acquire leadership skills at the chapter, state, and national levels. Chapter officers oversee the day-to-day operations of their chapter, including conducting meetings and planning service projects. Students looking for more experience and responsibility can run for state officer of their organization.

State officers provide resources and support for all their chapters and are responsible for planning and facilitating content for the Building and Achieving Success in Idaho's Chapters training held every fall. They also plan their respective State Leadership Conference every spring.

Newly elected state officers have the opportunity to come together as a leadership team at Joint Student Leadership (JSL) each summer. JSL is designed to prepare the new state officer teams to effectively fulfill their responsibilities and provide them with instruction in effective communication, professionalism, and team building. State officers put these lifelong leadership skills into practice during their terms.

Members can also serve as national officers for their respective organizations. Candidates run against other members from across the U.S. for these highly competitive positions. If elected, national officers serve and advocate on behalf of the organization in local, state, and national efforts while representing the student interest.

REGION 4

Secondary

830 CTE CONCENTRATORS

148 TOTAL PROGRAMS

17,578 TOTAL ENROLLMENTS

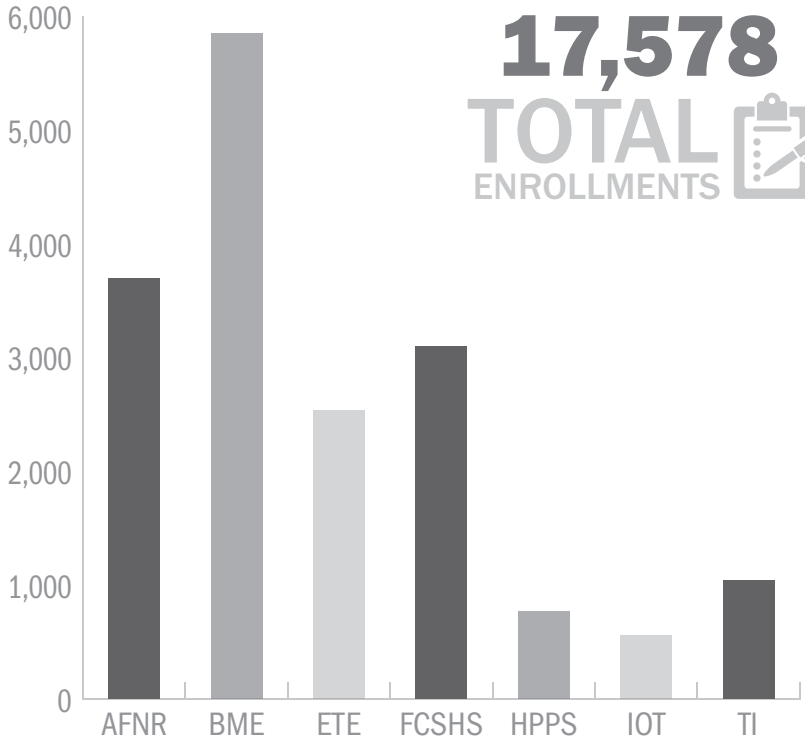
2,762 SKILL STACK® BADGES ISSUED

24 SCHOOL DISTRICTS

RURAL 85%

2 CAREER TECHNICAL SCHOOLS

275 DIPLOMA AWARDED



TOTAL ENROLLMENTS IN CTE PROGRAMS

AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

Postsecondary—College of Southern Idaho

57 Programs

18,011 Year-End Credits

1,231 Students Enrolled in CTE Programs (Headcount)

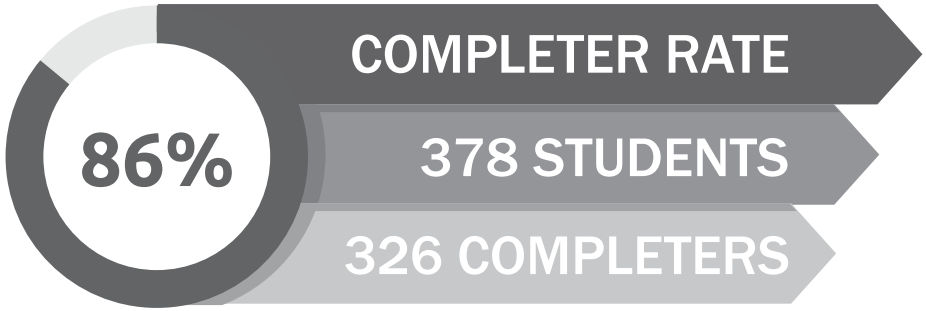
546 Unique Degrees/ Certificates Awarded

600 Technical College FTE Enrollments

Workforce Training Center

6,459
WTC HEADCOUNT

Apprenticeships



COLLEGE OF SOUTHERN IDAHO

Employer Spotlight

Riverence Companies

Buhl, Idaho
Type of Industry: Aquaculture
Employees: 380

Training need: As America's largest trout producer, Riverence hires employees for a variety of positions, including aquaculture technicians, processing plant trainees, CDL drivers, and professional-level positions. Training needs consist of everything from workforce readiness to specialized training for specific roles.

How WTC delivered: The College of Southern Idaho (CSI) Workforce Training Center collaborates closely with Riverence to fill training gaps and provide hiring fairs, career camp opportunities, and internships.

"CSI Workforce Development has hosted numerous job fairs and educational events like career camps that have given us a platform to reach the future workforce and gain name recognition in the community. They have been great at referring potential employees who are interested in the aquaculture field."

—Heather Almgren, vice president of human resources, Riverence Provisions, LLC

REGION 5

Medical assistant program helps fill growing demand for healthcare professionals

> "Our program creates an amazing pipeline into medical assisting or other healthcare pathways."
>
> —Kristina Pasquella

In 2019, Career Technical Administrator for Pocatello's Gateway Professional Technical Education program Rhonda Naftz recognized that many students interested in health professions didn't want to pursue a career in nursing. Naftz researched potential programs to meet her students' interests. She discovered that medical assistants (MA) do many routine administrative and clinical functions, creating additional time for doctors and nurses to care for their patients. The labor market data showed and still reports a dire need for health professionals nationwide, resulting in high demand for MAs in hospitals, clinics, and doctor offices.

Naftz approached the Idaho Division of Career Technical Education about piloting the state's first secondary MA program. Naftz knew the program needed an instructor with both practical and classroom experience to succeed. She found that instructor in Kristina Pasquella. A graduate from Idaho State University's (ISU) MA program, Pasquella was working full-time in a local medical facility and also teaching as an adjunct for ISU's MA program.

"I'd piloted quite a few education programs for mental health and healthy living in the past. As a kid, I always wanted to be a teacher, so creating the pilot program was really interesting and appealling to me," said Pasquella.

Given Pasquella's decade of experience as an MA, she worked with ISU and the Division to design a program giving students the real-world experiences they'd need to be successful. Her classroom looks like an actual medical clinic, complete with exam rooms and a waiting room stocked with posters and brochures created by her students. Students practice calling a patient from the waiting room, walking them to an exam room, taking vitals, asking questions, and recording the answers for the doctor to review. They also get to practice giving intradermal, intramuscular, and transdermal injections on an injection pad. One of their favorite activities is practicing drawing fake blood from realistic-looking silicone arms. Though students enjoy the clinical aspects of the program, they also learn clerical and administrative tasks like scheduling appointments, billing patients and insurance, and medical coding.

"Our program creates an amazing pipeline into medical assisting or other healthcare pathways," said Pasquella.

The partnership with ISU allows students to earn college credits for five of the six classes in the pathway using Advanced Opportunities funds, meaning students pay nothing out of pocket and their credits transfer seamlessly after graduation. About a quarter of the students who complete the program go right to work after graduation; others can go to the College of Southern Idaho to earn a certificate or ISU to pursue a two-year degree.

Four years after its inception, 113 students have completed the program, with 43 more scheduled for this year. Interest in the program—from students and regional employers—continues to grow. Moving forward, Naftz says they're planning to consolidate all the health profession programs into one building to better use resources and equipment. In addition, they're investigating adding a Certified Clinical Medical Assistant credential to the program.

"Medical programs are notoriously expensive to run, but there's nothing like CTE to show real, tangible results and a direct correlation between investment and student success," said Naftz. "We're so grateful for the continued support of the Pocatello School District, the Division, and the legislature for this and all our CTE programs."

CLASS OF 2022 EARNS THE FIRST WORKFORCE READINESS AND CAREER TECHNICAL EDUCATION DIPLOMAS

The 2021 Idaho State Legislature created the Workforce Readiness and Career Technical Education (CTE) Diploma to acknowledge how CTE programs enhance students' high school experience and prepare them for the demands of today's employers. During the 2021-2022 school year, 1,685* students earned this designation.

To earn the CTE diploma, juniors or seniors must complete all graduation requirements established by the Idaho State Board of Education. In addition, they must complete a capstone course for their CTE pathway, pass a Technical Skills Assesment, pass a Workplace Readiness Assessment, and earn all SkillStack® microcredentials for their pathway or an approved industry certification.

This new diploma is an opportunity for students to explore high-skill, high-demand occupations in Idaho and earn college credit while still in high school. In the process, they earn employer-recognized certifications, develop technical and employability skills, demonstrate college and career readiness, and enter employment confident in their ability to meet their employer's needs. The Workforce Readiness and CTE Diploma also helps employers identify candidates who possess the skills necessary to succeed in the workplace and reduce the time and money invested in training new employees.

The class of 2022 was the first to be eligible for the diploma. While districts could request special seals to signify this achievement, they were also encouraged to develop their own forms of recognition. The Pocatello School District No. 25, which houses the medical assistant program, went all out with bright green graduation cords, recognition at the senior assembly, posts on the district's Facebook and web pages, and special denotations on final transcripts and graduation programs.

*As reported by districts.

REGION 5

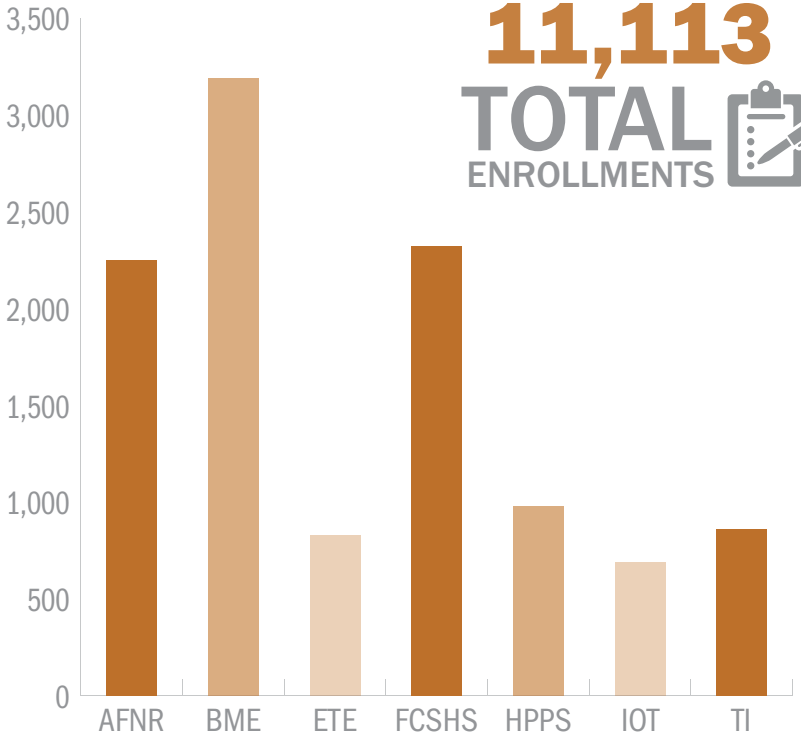
Secondary

675 CTE CONCENTRATORS

98 TOTAL PROGRAMS

11,113 TOTAL ENROLLMENTS

1,849 SKILL STACK® BADGES ISSUED



TOTAL ENROLLMENTS IN CTE PROGRAMS

15 SCHOOL DISTRICTS

RURAL 73%

1 CAREER TECHNICAL SCHOOL

108 AWARDED

AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

Postsecondary—Idaho State University

- **82** Programs
- **21,140** Year-End Credits
- **1,241** Students Enrolled in CTE Programs (Headcount)
- **419** Unique Degrees/ Certificates Awarded
- **705** Technical College FTE Enrollments

Workforce Training Center

7,017
WTC HEADCOUNT

Apprenticeships

Idaho State University

Employer Spotlight

Home Depot

Pocatello, Idaho
Type of Industry: Home improvement
Employees: 490,600 nationwide

Training need: Nationwide, contractors are looking for more entry-level employees to join their teams and meet residential and commercial building contracts. To help contractors screen potential new hires, Idaho State University Continuing Education and Workforce Training (ISU CEWT) partnered with Home Depot stores in Pocatello and Chubbuck to develop the Construction Combine, a two-day training and hiring event. Participants are exposed to basic construction, framing, roofing, electrical, plumbing, welding, and concrete skills on the first day.

How WTC delivered: Home Depot is a valuable partner in the Construction Combine. The Home Depot Foundation, the charitable arm of Home Depot, contributes the materials used to build the sheds. Each store that hosts a combine mobilizes its employees to volunteer to support the event. The event that began in Pocatello has now spread to six locations across Idaho. Several additional states have also expressed interest in holding their own Construction Combines.

> Since the event began in 2018, Home Depot's support of the Construction Combine throughout Idaho has facilitated the introduction of over 1,000 job seekers and high school students to the construction industry, approximately 10 percent of whom were hired.
>
> —Gary Salazar, director, ISU CEWT

REGION 6

Rigby ag educator finds inspiration and influence through professional associations

Lex Godfrey never set out to be a teacher. As a high school student in Utah, he was active in FFA. So, when he started college at Utah State University, he planned to get his degree in veterinary science. But when a trusted advisor suggested Godfrey become a teacher, he planted a seed that sprouted into a 24-year-long career.

After graduation in 1998, Godfrey accepted his first teaching job at Burley High School in Burley, Idaho. There, he met Gaylen Smyer, who would leave an indelible impression on Godfrey.

"I took over for Gaylen. He was a pillar of the community and ag education," said Godfrey. "It was some awfully big shoes to fill. When he encouraged me to join the Idaho Agriculture Teachers Association (IATA) and the National Association of Agriculture Educators (NAAE), so I could connect with other educators, I took it to heart."

As a new teacher, Godfrey immediately noticed the benefits of being involved with a professional association. Membership in IATA and NAAE included updates on legislation affecting agricultural education and CTE, resources for advocacy, access to awards and grants, and opportunities to hold leadership positions or join committees. In addition, it also provided plentiful opportunities to meet like-minded professionals.

"Teaching is a calling. Surrounding myself with other passionate educators was a fantastic way to share ideas and troubleshoot early in my career," said Godfrey. "It was also a chance to network with more experienced educators."

In 2008, Godfrey's colleague, Robert Hale, encouraged him to attend his first Career Technical Educators of Idaho (CTEI) meeting. Because he'd had such good experiences with IATA and NAAE, it didn't take much convincing to attend.

CTEI offered a state-specific perspective on CTE, plus access to educators in other pathways. Godfrey felt these new viewpoints were just what he needed to develop his craft further. With 10 years of teaching under his belt, Godfrey thought he was ready to share his passion with others and assume a leadership role. When the opportunity presented itself, Godfrey decided to run for CTEI President-Elect.

"When I was elected, I thought I'd have a year to shadow the current president and learn the ropes," said Godfrey. "But she had to step down in the middle of her term, so I became president after about six months."

Holding a leadership position early in his career accelerated Godfrey's professional development.

"I soon discovered that, regardless of the pathway, we were all experiencing the same things," said Godfrey. "Connecting

"Teaching is a calling. Surrounding myself with other passionate educators was a fantastic way to share ideas and troubleshoot early in my career."

—Lex Godfrey

with educators in other areas deepened my knowledge and gave me new insights into teaching and serving my students."

Though not all educators will choose to pursue leadership positions in their professional associations, Godfrey encourages all educators to become active in their pathway-specific professional associations and CTEI. He has some specific advice for new and seasoned educators alike.

"For new teachers, professional associations are a great way to find a mentor who resonates with you. Especially early in your career, it's important to find someone to bounce ideas off and support you," said Godfrey. "And for seasoned educators, professional associations are an opportunity to invest in other professionals and share some of what you've acquired over the years."

Godfrey has taught at Rigby High School since 2016 and has remained active in IATA, NAAE, and CTEI. In addition, he was one of the inaugural members of IDCTE's statewide CTE Advisory Council, which is comprised of educators, administrators, and elected officials with a vested interest in Idaho's CTE programs.

"Just having a seat at the table has made a huge difference in my career," said Godfrey. "It means a lot whenever a colleague, legislator, or elected official calls to ask me what I think. My experience with professional associations has given me influence, and I've been able to use that to make an impact."

NEW SUMMER CONFERENCE EXPERIENCE CONNECTS THE DOTS BETWEEN PEOPLE, PEERS, AND INDUSTRY PARTNERS

In 2022, we commemorated the 65th anniversary of our summer professional development conference with a completely reimagined experience.

Our new Connect Summer Conference creates three regional, rotating opportunities to forge new relationships, strengthen existing partnerships, and draw inspiration every year. This approach offers distinct advantages over holding one annual event. First, holding regional conferences allows us to illustrate how secondary and postsecondary programs connect to regional employment opportunities. Second, each technical college can showcase its premiere programs and facilities. And finally, it increases flexibility for attendees while providing an avenue for saving on travel costs.

Our inaugural events were held at the College of Southern Idaho (Twin Falls), the College of Eastern Idaho (Idaho Falls), and Lewis-Clark State College (Lewiston). Nearly 800 educators, administrators, and employers attended the events, which included program and Division updates from IDCTE's staff, tours of the campus or industry partner facilities, and program-specific breakouts.

We invite you to join us as we come together in 2023:

- July 12-15: North Idaho College (Coeur d'Alene)
- Aug. 2-5: College of Western Idaho (Boise/Nampa)
- Sept. 20-23: Idaho State University (Pocatello)

REGION 6

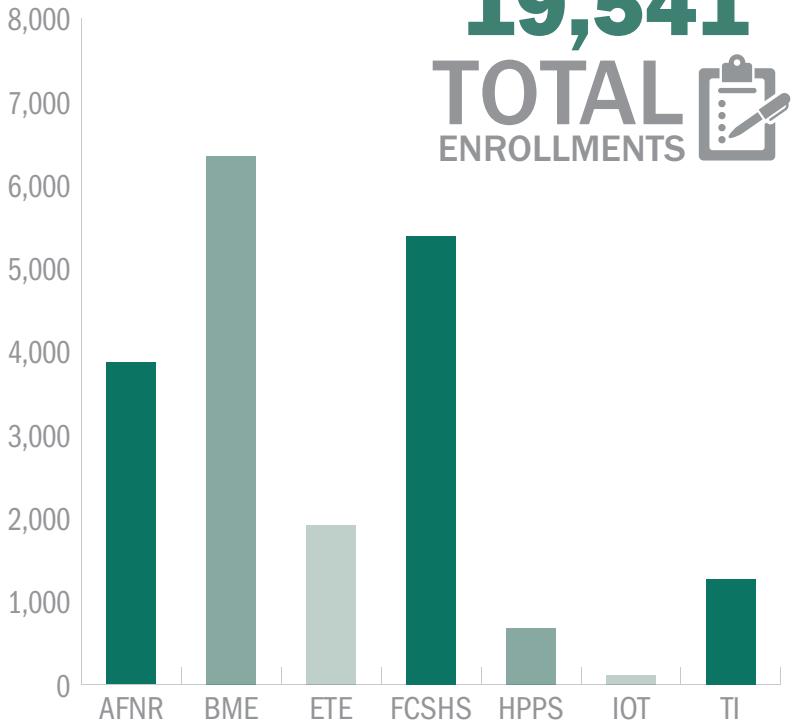
Secondary

1,149 CTE CONCENTRATORS

136 TOTAL PROGRAMS

19,541 TOTAL ENROLLMENTS

6,133 SKILL STACK® BADGES ISSUED



21 SCHOOL DISTRICTS

RURAL 70%

2 CAREER TECHNICAL SCHOOLS

DIPLOMA

80 AWARDED

TOTAL ENROLLMENTS IN CTE PROGRAMS

AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

Postsecondary—College of Eastern Idaho

19 Programs

12,188 Year-End Credits

690 Students Enrolled in CTE Programs (Headcount)

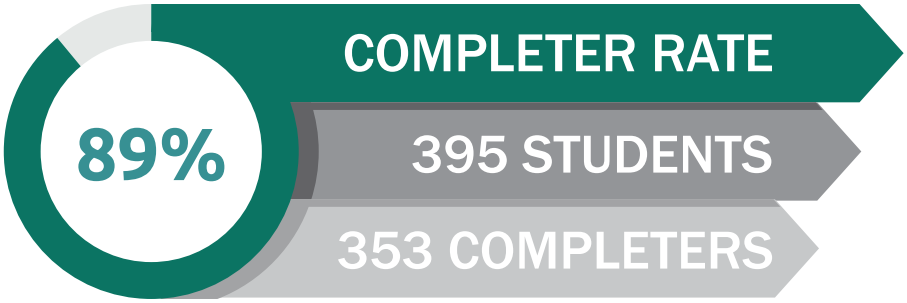
247 Unique Degrees/ Certificates Awarded

406 Technical College FTE Enrollments

Workforce Training Center

17,494
WTC HEADCOUNT

Apprenticeships



College of Eastern Idaho

Employer Spotlight

Grand Teton Human Services

Idaho Falls, Idaho
Type of Industry: Healthcare
Employees: 240

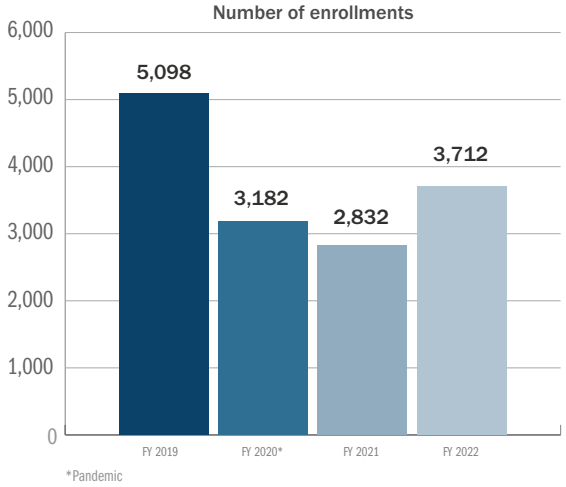
Training need: Grand Teton Human Services (GTHS) provides healthcare for those with disabilities. GTHS's direct care staff needed to be trained using the eight rights of medication administration: the right medication, right person, right dose, right route, right time, right documentation, right to privacy, and right to refuse. Staff needed to be able to compare the medication administration record with the medication bubble packs to ensure the correct medication is administered and any leftover or refused medication is handled correctly.

How WTC delivered: The College of Eastern Idaho (CEI) provided direct care staff with the ability to understand how to administer medications to participants with impaired medication self-management skills. The class provided nursing department staff with the knowledge of health and safety factors impacting the administration of specific medications to specific individuals, use correct, safe procedures for the medication administration to minimize safety risks and errors, and help them recognize and report medical and medication-related observations as well as medication errors.

> We have been very impressed with CEI's ability to provide us with continuous bi-weekly classes with knowledgeable instructors and superb communication. This has provided GTHS with educated direct care staff, which in turn, has reduced adverse reactions and reduced the risk of hospitalizations related to medication errors.
>
> —Maggie Ivarra, receptionist, GTHS

Fire Service Training receives IFSAC reaccreditation

In fiscal year 2022, Idaho Fire Service Training (FST) obtained unconditional reaccreditation from the International Fire Service Accreditation Congress (IFSAC).



"Obtaining this accreditation attests to a firefighter's ability to serve the community and enhances the level of professionalism in the fire service," said Karine Johnson, FST program director.

FST provides fire training and credentialing for career and volunteer firefighters in Idaho. Credentialing is the certification process for firefighters after completing an approved fire service training course. Many municipal fire departments require firefighter credentialing to enter the fire service.

Idaho was previously IFSAC certified when FST was housed at the College of Eastern Idaho (CEI). CEI was up for reaccreditation in June 2021. The reaccreditation process was postponed until January 2022 because the administration of FST tranferred to IDCTE in July 2021.

To obtain accreditation, IFSAC assembles a committee site team to conduct a three-to-four-day review of procedures, test bank questions, record security, and a site visit. The site visit included a tour of FST testing facilities, observations of written and skills tests, and analysis of scoring procedures to ensure IFSAC protocols are followed.

In addition to reaccrediting the 11 certifications Idaho offered, FST received accreditation for three new certifications. IFSAC accreditation is the latest improvement in a long list of enhancements to FST since it returned to IDCTE, including hiring a new program director, adding a second coordinator position, and adding a technical records specialist to maintain student and instructor transcripts and process tests.

IDAHO FIRE SERVICE TRAINING

EMPLOYERS USE SKILLSTACK® FOR SKILLS-BASED HIRING

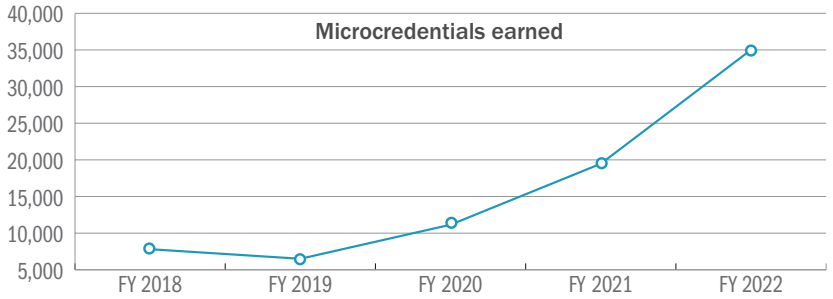
A microcredential is a recognized credential that confirms mastery of skills or concepts. SkillStack® is Idaho's microcredential platform. Through demonstration and assessment, educators measure skills in SkillStack® that translate into a digital badge. Digital badges are a visual representation of a microcredential and are embedded with data that verifies an earner's skills and achievements.

To ensure that digital badges represent the technical and durable skills employees need to succeed, standards are developed through a collaborative process that engages industry, college/university faculty, secondary faculty, and other critical stakeholders. Then, students acquire these skills through their coursework and have multiple opportunities to demonstrate them.

Finally, employers can use SkillStack® to recruit candidates with a particular skill set necessary for success on the job. Or they can work with one of our Workforce Training Centers to develop their own microcredentials.

In 2022, IDCTE facilitated a focus group with several industry partners to get their feedback on SkillStack® Recruit. Based on their feedback, new functionality was implemented, including a preview of recruits, a badge search feature, more customization on the recruiting email, and additional report functionality.

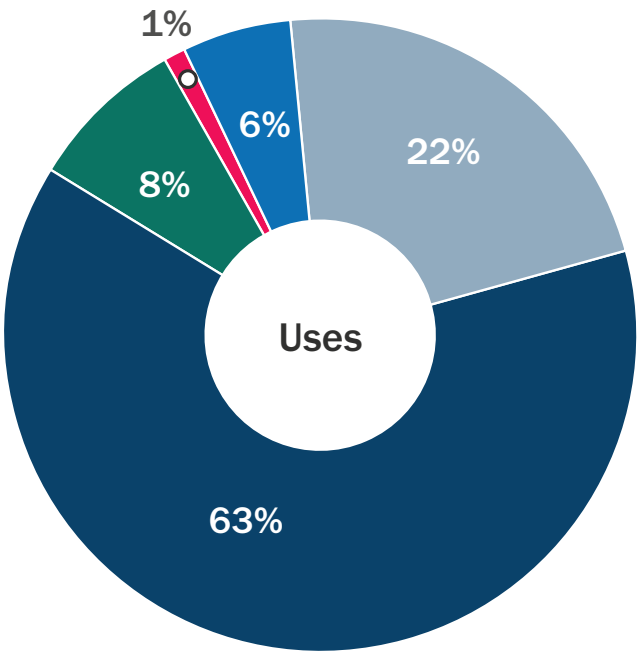
SKILL STACK®

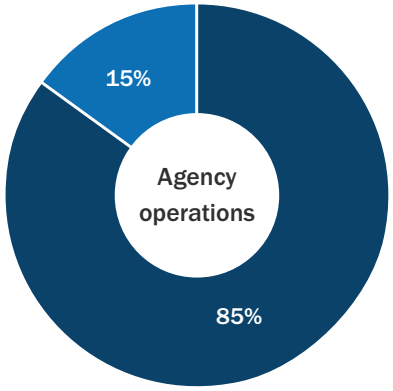


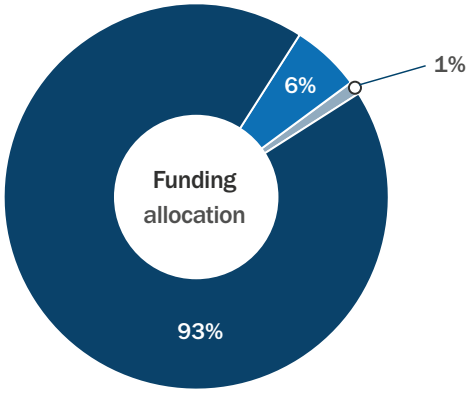
Financial overview

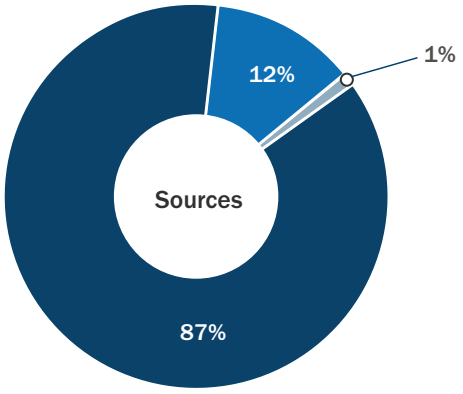
IDCTE RECEIVED $84,695,600 IN APPROPRIATIONS AND HAD 48 EMPLOYEES FOR FY 2022

Administrative services	**$4,832,500**
Personnel costs	4,116,400
Operating expenses	716,100
Secondary and general programs	**$18,861,900**
Added-cost operating support	13,549,300
Perkins grant programs	3,960,600
Agriculture and Natural Resources	470,000
Workforce Readiness Incentives	196,000
Other programs	686,000
Postsecondary programs	**$53,445,600**
Related programs	**$6,717,700**
Adult education	4,079,130
Workforce Training Centers	1,208,400
Apprenticeship programs	669,500
Fire Service Training	192,770
Centers for New Directions	170,000
Other programs	397,900
Educator services	**$837,900**
Teacher pipeline development	515,000
Connect Summer Conference	275,000
Leadership Institute	47,900









IDAHO
Division of Career
Technical Education

650 W. State St., Suite 324, Boise, Idaho 83702

208-429-5500

info@cte.idaho.gov

cte.idaho.gov

facebook.com/IdahoCTE

twitter.com/IdahoCTE

linkedin.com/company/idaho-career-and-technical-education

012023/001/503

PUBLIC CHARTER SCHOOL COMMISSION

SUBJECT

Idaho Public Charter School Commission Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5213, Idaho Code

BACKGROUND/DISCUSSION

The Idaho Public Charter School Commission (IPCSC) is Idaho's statewide authorized chartering entity. In the past five years, the number of schools authorized by the IPCSC has grown from 36 to 63 and counting, reflecting the continued community need and student demand for charter school choice in Idaho. Fiscal year 2022 was the IPCSC's first year as an independent state agency, while still remaining under the general governance of the State Board of Education (Board).

IMPACT

This report will provide the Board with an update on the status and performance of charter schools authorized by the IPCSC as well as the progress of the IPCSC as an independent agency.

ATTACHMENTS

Attachment 1 – PCSC 2022 Annual Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Section 33-5213, Idaho Code, established the IPCSC within the Office of the State Board of Education in 2004. In 2021, the Legislature passed S1192 which moved the IPCSC out from under the Office of the State Board of Education and established it as a commission under the State Board of Education. The Director of IPCSC is responsible for the enforcement of Chapter 52, Title 33 (Public Charter Schools), and the Commission is charged with making recommendations to the State Board of Education regarding the oversight of Idaho public charter schools.

In Idaho, public charter schools must be authorized prior to starting operations. Pursuant to Section 33-5202A, Idaho Code, authorized chartering entities consist of: a local board of trustee of a school district, the IPCSC, a Idaho public college or university, or a private Idaho-based nonprofit nonsectarian college or university accredited by the same organization that accredits Idaho public colleges and universities. Currently, only the IPCSC and local boards of trustees have authorized public charter schools in Idaho. The authorized chartering entity of a charter school is responsible for executing a performance certificate that sets forth the academic and operational performance expectations and measures by which the charter school's performance will be judged and used in consideration of renewal or non-renewal.

Additionally, pursuant to Section 33-5209C, Idaho Code, the authorized chartering entity shall continually monitor the performance and legal compliance of the public charter schools it oversees and annually publish and make available to the public a performance report for each public charter school it oversees.

BOARD ACTION

This item is for informational purposes only.

IPCSC

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

Portfolio Performance Report
2022

514 W. Jefferson St. Ste. 303

Boise, ID 83720

208-332-1561

pcsc@osbe.idaho.gov

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Alan Reed, Chairman

Term Ends 2026

Sherrilynn Bair, Vice Chair

Term Ends 2024

Brian Scigliano

Term Ends 2024

Wanda Quinn

Term Ends 2024

Nils Peterson

Term Ends 2023

Dean Fisher

Term Ends 2023

Karen Echeverria

Term Ends 2026

Jenn Thompson

IPCSC Director

The IPCSC's mission is to cultivate exemplary charter schools.

The Idaho Public Charter School Commission (IPCSC) is Idaho's independent chartering entity. Composed of seven Governor-appointed commissioners and a small staff, we provide oversight and compliance monitoring for approximately 60 public charter schools in our state.

The commission is primarily tasked with protecting taxpayer and student interests in the charter sector. This important work requires that we evaluate the risk to student and taxpayer dollars posed by new charter school applications. It also requires that we evaluate the return on investment of those public dollars as we consider charter school renewal applications.

Our mission of cultivating exemplary charter schools reminds us that our day-to-day tasks are in service of students and families.

We envision a healthy charter school landscape focused on:

Quality—Idaho families have exemplary charter school options.

Autonomy—Charter schools design and implement unique educational programs.

Accountability—Charter schools meet the standards defined in the IPCSC's performance framework.

Compliance—Charter schools operate in compliance with laws, rules, and regulations.

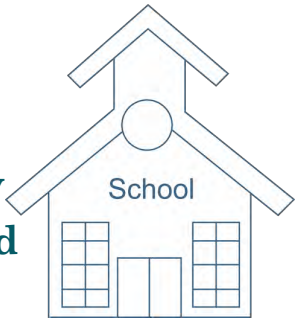
Advocacy—The IPCSC advocates for student and public interests.

We believe that by engaging in our mission with professionalism, integrity, and transparency, Idaho's charter schools and our educational landscape as a whole will continue to thrive.

Charter School Facts

60

Currently Authorized Schools



28,816

Students Attended Charter Schools 21-22 SY

All
Charter Schools are

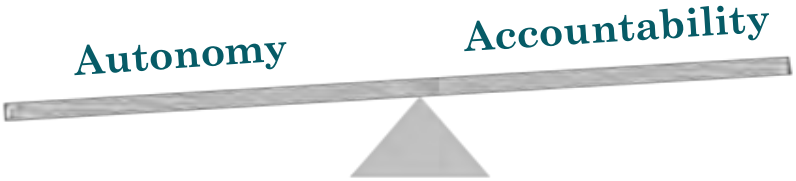
and
Public

3
Schools Opening 2023

2
New Petitions in Review 2023

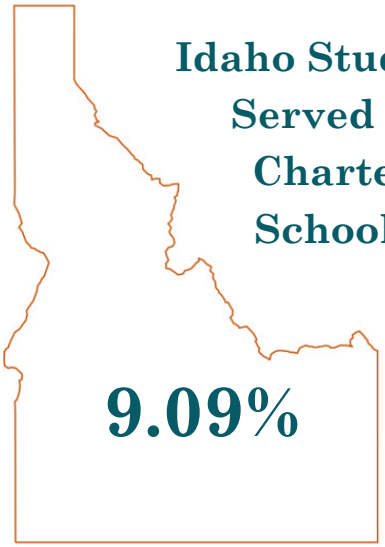
1
School Closure 2022

Authorizer's Balance



New Charter School Petition Outcomes 2020-2022

Idaho Students Served by Charter Schools



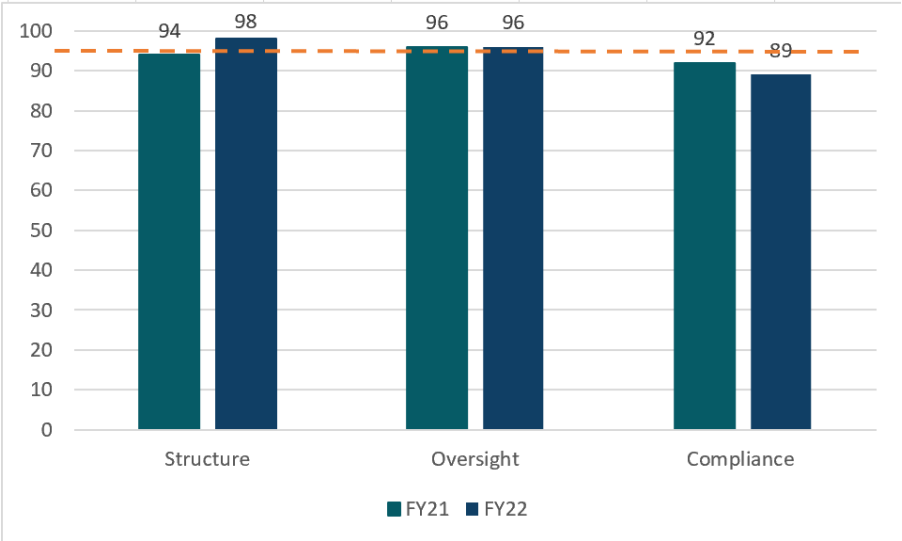
9.09%

Annual Performance Reports

To serve the needs of schools, policy-makers and Idaho families, the IPCSC maintains a webpage for each school. Operating contracts, annual performance reports, contract renewal documents, and contact information for each school can be accessed by clicking the links below or by visiting: https://chartercommission.idaho.gov/pcsc-schools/by-region/

ALTURAS INTERNATIONAL ACADEMY
ALTURAS PREPARATORY ACADEMY
AMERICAN HERITAGE CHARTER
ANSER CHARTER SCHOOL
BINGHAM ACADEMY
BLACKFOOT COMMUNITY CHARTER
CARDINAL ACADEMY
CHIEF TAHGEE ELEMENTARY
COEUR D' ALENE CHARTER
COMPASS PUBLIC CHARTER SCHOOL
DORAL ACADEMY OF IDAHO
ELEVATE ACADEMY
ELEVATE ACADEMY NAMPA
ELEVATE ACADEMY NORTH
FALCON RIDGE PUBLIC CHARTER
FORGE INTERNATIONAL, LLC
FUTURE PUBLIC SCHOOL
GEM PREP - MERIDIAN
GEM PREP - POCATELLO
GEM PREP MERIDIAN NORTH
GEM PREP MERIDIAN SOUTH
GEM PREP TWIN FALLS
HAYDEN CANYON CHARTER
HERITAGE ACADEMY CHARTER SCHOOL
HERITAGE COMMUNITY CHARTER
IDAHO TECHNICAL CAREER ACADEMY
IDAHO CONNECTS
IDAHO NOVUS CLASSICAL ACADEMY (2024)
IDAHO SCIENCE & TECHNOLOGY
IDAHO VIRTUAL ACADEMY
INSPIRE VIRTUAL CHARTER SCHOOL
iSUCCEED VIRTUAL HIGH SCHOOL
KOOTENAI BRIDGE ACADEMY
KOOTENAI CLASSICAL ACADEMY
LEGACY CHARTER SCHOOL
LIBERTY CHARTER SCHOOL
MONTICELLO MONTISSORI CHARTER SCHOOL
MOSAICS PUBLIC SCHOOL
MOUNTAIN COMMUNITY SCHOOL
NORTH IDAHO STEM CHARTER ACADEMY
NORTH STAR CHARTER
NORTH VALLEY ACADEMY
PALOUSE PRAIRIE SCHOOL
PEACE VALLEY CHARTER
PINECREST ACADEMY OF IDAHO
PINECREST ACADEMY OF LEWISTON (2023)
PROJECT IMPACT STEM
RICHARD MCKENNA
ROLLING HILLS PUBLIC CHARTER
SAGE INTERNATIONAL SCHOOL OF BOISE
SYRINGA MOUNTAIN CHARTER
TAYLORS CROSSING CHARTER
THE ACADEMY (CONNOR ACADEMY)
THE VILLAGE CHARTER SCHOOL
THOMAS JEFFERSON CHARTER
TREASURE VALLEY CLASSICAL
VICTORY CHARTER SCHOOL
VISION CHARTER SCHOOL
WHITE PINE CHARTER SCHOOL
XAVIER CHARTER SCHOOL

Operational Oversight: Board Stewardship



For public charter schools, the line between success and failure often comes down to the quality of board stewardship and school leadership. School teams that respond quickly and competently to issues as they arise help ensure a school's overall success. Conversely, teams that do not respond quickly or competently foster a riskier environment.

The IPCSC's operational measures are designed to identify signs of distress in a charter school. While charter school failure is most commonly linked to financial failure, financial failure is always precipitated by signs of distress in a school's operations.

For example, a governing board in distress might hold many executive sessions, have long board meetings, experience Open Meeting Law violations, or may not evaluate their school leader thoroughly.

A leadership team in distress may experience high rates of staff turn-over, have "findings" in student services reviews, fail to turn reports in on time, or lose track of the "little things", such as updating the website or posting expenditure reports regularly.

The operational measures are divided by board stewardship and leadership/ management in order to help a school identify which party can take action to make improvements before an early sign of distress turns into something more.

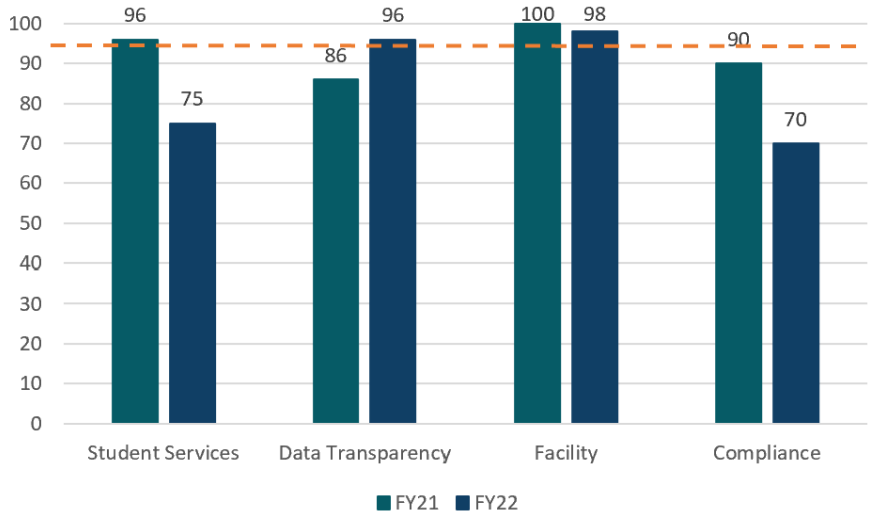
The IPCSC evaluates three Board Stewardship measures. The Governance Structure measure considers whether the board's guiding documents (such as bylaws and meeting procedures) are compliant and in use.

The Governance oversight measure considers whether the board is performing its duty to the school and taxpayers by ensuring the school has effective leadership, policy, and financial oversight.

The Governance compliance measure considers whether more serious investigations into issues were necessary. In fiscal year 2022, six schools did not meet standard on this measure. The issues ranged from misunderstandings of the governing board's role (promptly corrected with training), to failures in addressing ineffective leadership. In one case, leading to school closure.

Overall, these measure help us identify which school boards may need more education or access to resources to support their efforts to make well-informed decisions.

Operational Oversight: Leadership and Management



The IPCSC evaluates four leadership and management measures, some of which require inter-agency cooperation to fully address. The student services measure considers whether the school's service programs, such as special education, English language learners, etc., operated in good standing with the State Department of Education's (SDE) expert teams who are tasked with monitoring these specific programs.

The data security and transparency measure considers whether the school is engaging in compliant financial transparency, making accurate and timely ISEE financial data uploads, and is keeping student data safe in compliance with the State Board of Education's (SBE) regulations.

The facility services measure considers whether a school's facilities are being well maintained and whether ancillary programs, such as meal service and transportation, are adequate.

Finally, the operational compliance measure considers the compliance of a school's enrollment process as well as its response to any corrective action plans.

The IPCSC maintains a target of having 95% of our schools meet standard on each measure. Several factors contribute to measures where the target was not met in 2022.

In a few cases schools have been found to have significant operational deficiencies either by our team or by a specialist team. These schools are working through corrective action plans. Courtesy letters and individual school performance reports identify the specifics of these issues for the sake of public transparency.

Difficulty in filling classified positions, (such as special education para-professionals and office staff) appears to have been a contributor to lower performance rates on the student services and compliance measure in fiscal year 2022.

While a school's performance outcomes are just what they are, we acknowledge that programs that are understaffed or experiencing higher rates of turn over are more likely to struggle to maintain compliance and good standing.

We hope that as the state-wide staffing issues are addressed, these outcomes will rise above the target while continuing to help us identify important indicators of distress.

Financial Oversight

- In addition to academic and operational oversight, the IPCSC evaluates each school's financial performance against nine financial measures.

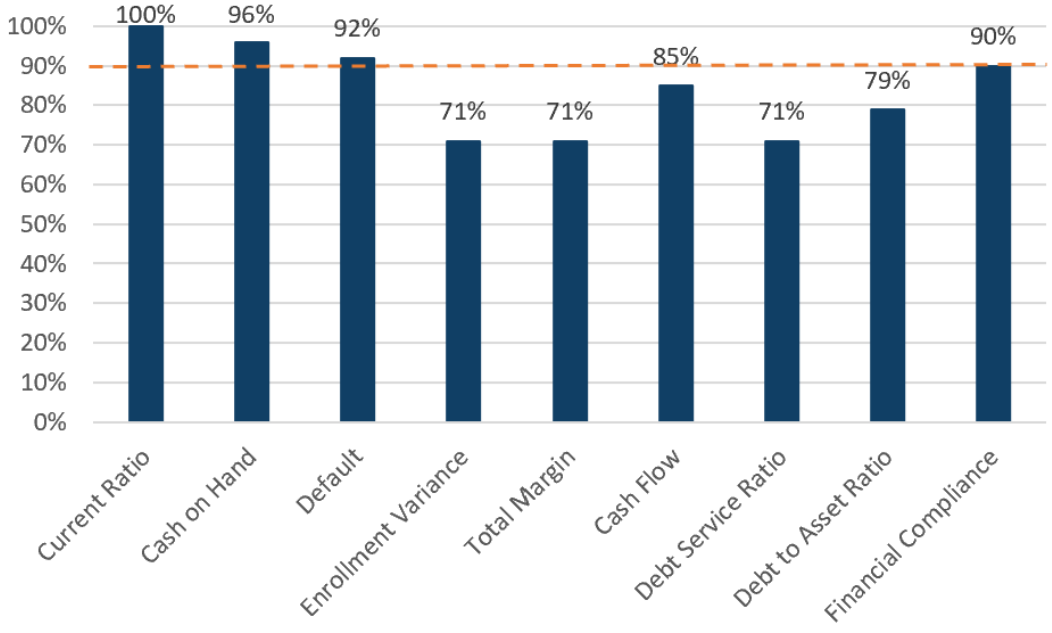
The first 4, called "near-term" measures, are designed to identify whether a school is able to meet its financial obligations in the next year. Near-term measures include Current Ratio, Cash on Hand, Default, and Enrollment Variance.

The last five, called "sustainability" measures, are designed to identify whether a school is able to meet its long-term financial obligations. Sustainability measures include Total Margin, Cash Flow, Debt Service Coverage Ratio, Debt to Asset Ratio, and Financial Compliance.

Our overall goal is to see 90% of our schools meet standard on all financial measures.

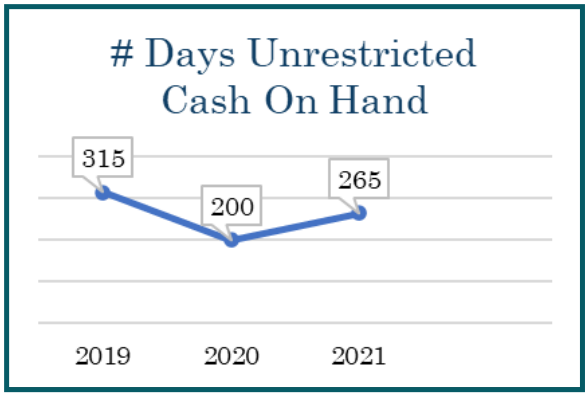
Notes:

- When a school has taken out a facility loan, but has not yet moved into the building, the school has a liability, but not the corresponding asset. This impacts the debt service ratio and the debt to asset ratio measures temporarily, but bounces back once the asset is secured.
- The total margin and cash flow measures are multi-year measures, impacted by decreases in year end fund balance and higher expenditures than revenue in a single year. The lower outcomes in the chart below for these two measures reflect that schools had to dip into reserve funds during the pandemic years. Outcomes on these measures will bounce back in cases where the decision to draw on reserve funds was temporary.
- Enrollment variance is more concerning. Charter schools do not have the same revenue protections as traditional school districts. If the school's enrollment does not reach the projected level, the school's current year budget will be impacted with lower revenue than expected. To meet standard on this measure a school must achieve 95% of the enrollment it projected. Budget amendments are expected for schools who fail to meet this mark.



Drilling Down

While high level information is useful in guiding the IPCSC toward its goal, it is important that our work is also useful at the school level. Below are a few examples of the charts each individual school might see on its annual performance report.



Why cash on hand matters: This measure estimates a school's average daily cost of operations and considers the number of days a school could operate using only its available cash and investments.

A school with at least 60 days cash on hand would be able to meet its immediate financial obligations with available cash, buying the time it might take to access other assets. A school with less than 15 days cash on hand is in financial distress and is at risk of automatic closure.

Why debt to asset ratio matters:

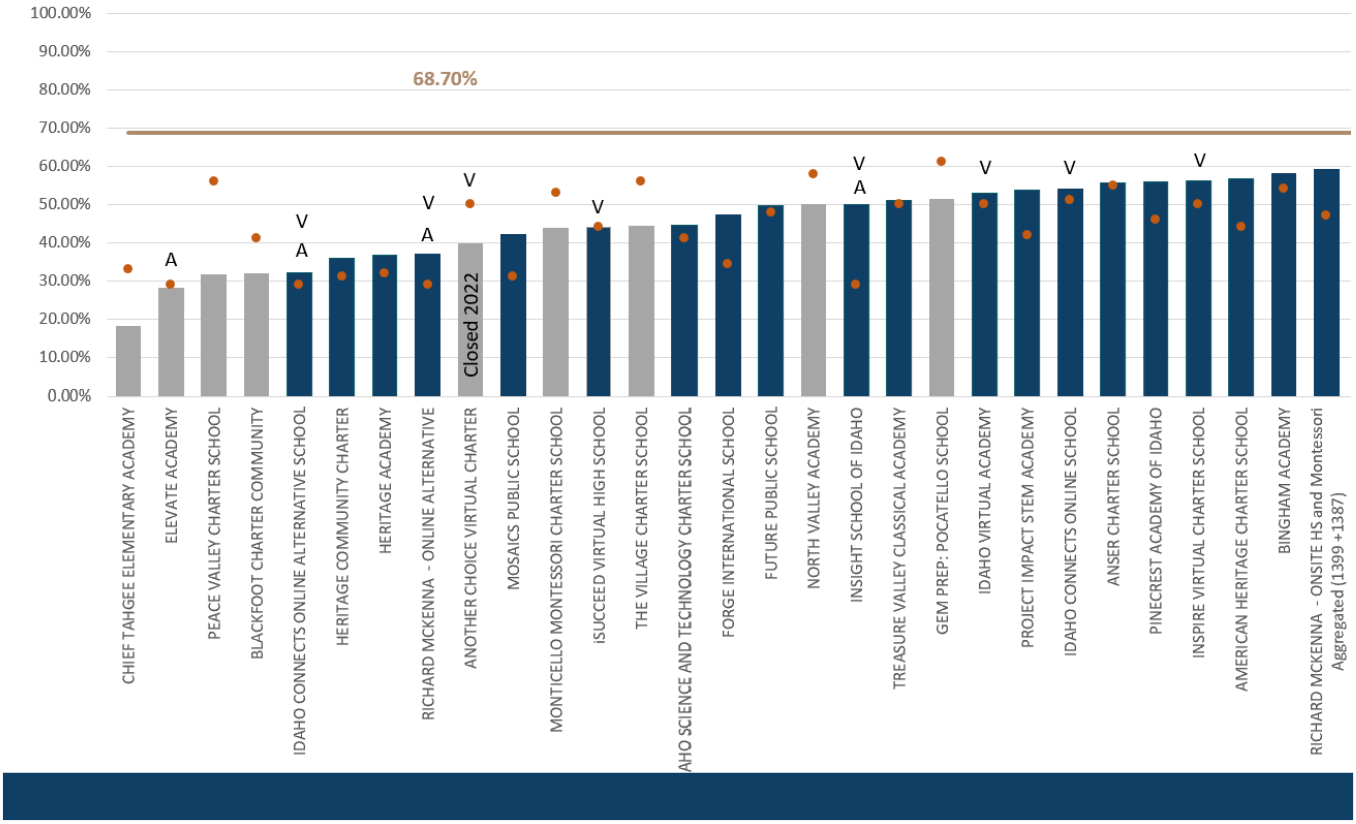
The Debt to Asset Ratio compares a school's total liabilities to its total assets.

A school whose total liabilities are 90% or less of its total assets is likely to be able to repay all short-term debts and still manage to set its long-term affairs in order in a worst-case scenario. A school with more liabilities than assets would not be able to meet all its financial obligations in a worst-case scenario.

Why total margin matters: The Total Margin compares a school's total revenue to its net income. A school with a positive total margin spent less than it brought in. That is, the school is living within its means and can plan for future purchases and investments.

An occasional negative total margin may indicate that a planned or necessary purchase has taken place. This is not necessarily a negative indicator. However, if the Total Margin is chronically negative or severe decreases appear, the school may be in financial distress. Aggregating this margin over three years helps identify long-term trends.

Academic Oversight: ELA Proficiency



Meets Standard Mark:

A school meets the minimum standard if its proficiency rate is at least as high as the average proficiency rate of its comparison group (generally the traditional district in which the school is located), represented by the orange dots.

What the Data Says:

- 15 schools (far right) are not only meeting the minimum standard, but also exceeding the statewide reach goal established in Idaho's Consolidated ESSA Plan.
- 82% of IPCSC schools are performing as well or better than the average of their peers.
- The schools with the largest gaps between the gray bar and the orange dot have the most work to do.

Notes:

- Another Choice Virtual Charter School closed at the end of the 2021-2022 school year. This report reflects the school's final performance outcomes.
- Alternative programs tend to enroll a high number of students who are struggling with basic literacy skills, even in the upper grades.

ELA Proficiency Legend

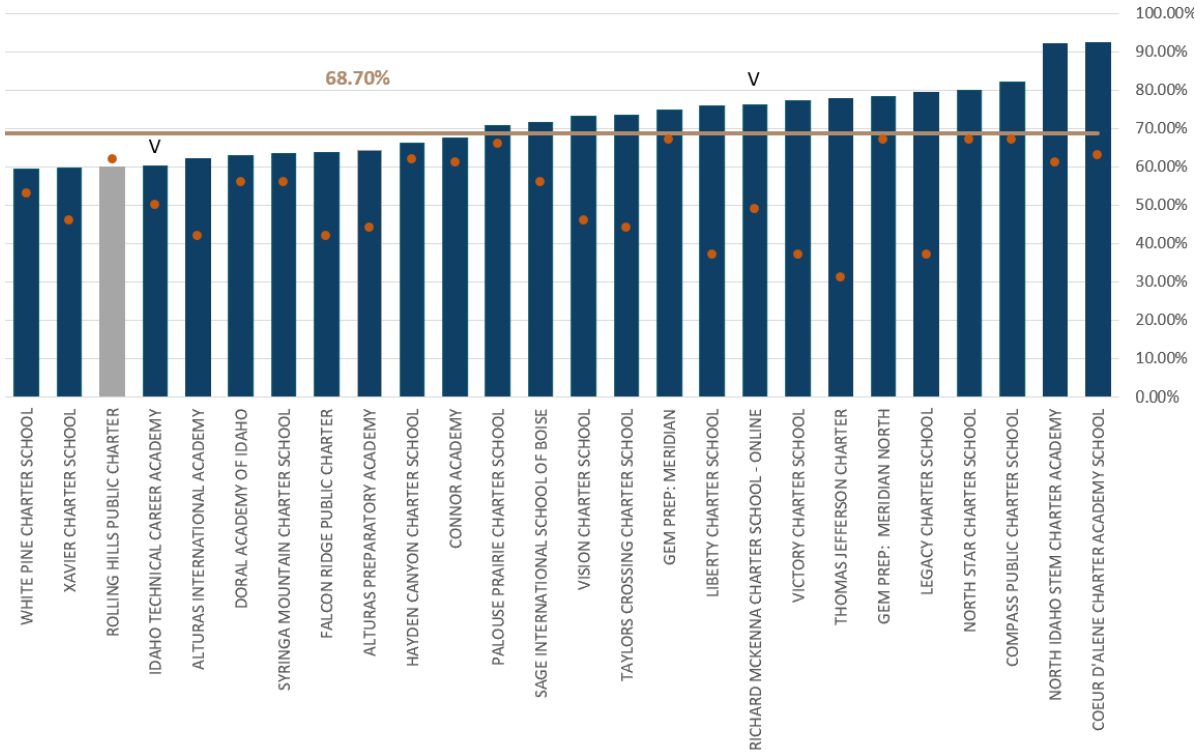
School's Rate > Comparison Group Rate

School's Rate < Comparison Group Rate

IPCSC Minimum Meets Standard

Statewide Accountability Goal 2022

A = Alternative Program V = Virtual School



Why Use Comparison Groups?

The inherent variability of charter schools makes it difficult to effectively evaluate assessment outcomes in relationship to a static target. These measures are designed to help us better understand the performance of each of our schools within the context of school choice.

The IPCSC is tasked with evaluating whether the return on taxpayer investment in a charter school's operations warrants that school's continued operations.

Part of that evaluation comes from a school's operational and financial outcomes. Is the school financially sound? Does it operate within the established boundaries?

Part of that evaluation is based on community need and market demand. Is the model unique or needed in some way? Do families choose to enroll their children?

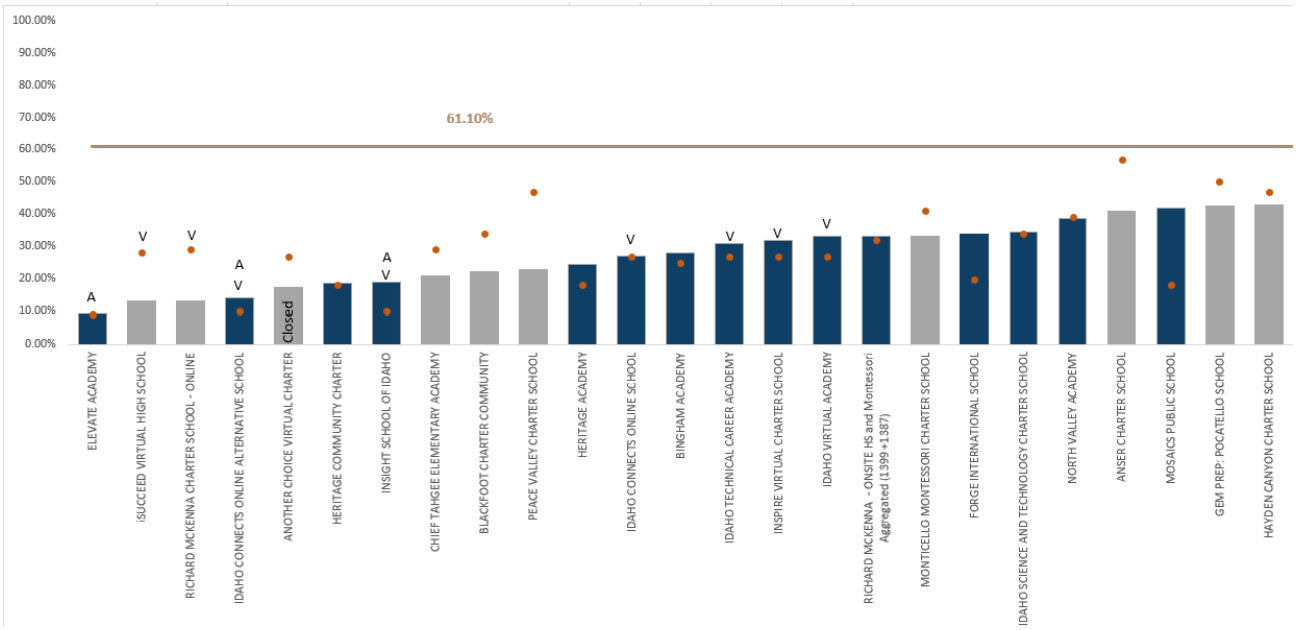
Part of that evaluation is based on whether the school performs at least as well as other options a family has.

The minimum standard established by the IPCSC represents the average proficiency rate of each charter school's "identified comparison group".

The minimum standard is different for each school because a comparison group may be based on physical location, or it may be based on demographic composition if the charter school has a markedly different composition. It can also fluctuate year over year.

One of the basic premises in the charter sector is that a rising tide will raise all ships. The IPCSC's standard is not that all schools achieve a single, static proficiency rate, but that each school continually strives to stay at the head of its pack.

Academic Oversight: Math Proficiency



Meets Standard Mark:

This chart reads similarly to the ELA chart on the previous page. A school meets the minimum standard if its proficiency rate is at least as high as the average proficiency rate of its comparison group (generally the traditional district in which the school is located), represented by the orange dots.

What the Data Says:

- 11 schools (far right) are not only meeting the minimum standard, but also exceeding the statewide reach goal established in Idaho's Consolidated ESSA Plan.
- 79% of IPCSC authorized schools are performing as well or better than the average of their peers.
- The schools with the largest gaps between the gray bar and the orange dot are falling behind their peers.

Notes:

- Anser Charter School recently expanded by approximately 60 students. This was an intentional move to allow the school the opportunity to shift its demographic profile to better reflect the neighborhood in which it resides.
- Three schools were renewed on condition that their math proficiency rates meet standard by 2024. Two of the three achieved a meets standard rating in 2022.

Math Proficiency Legend

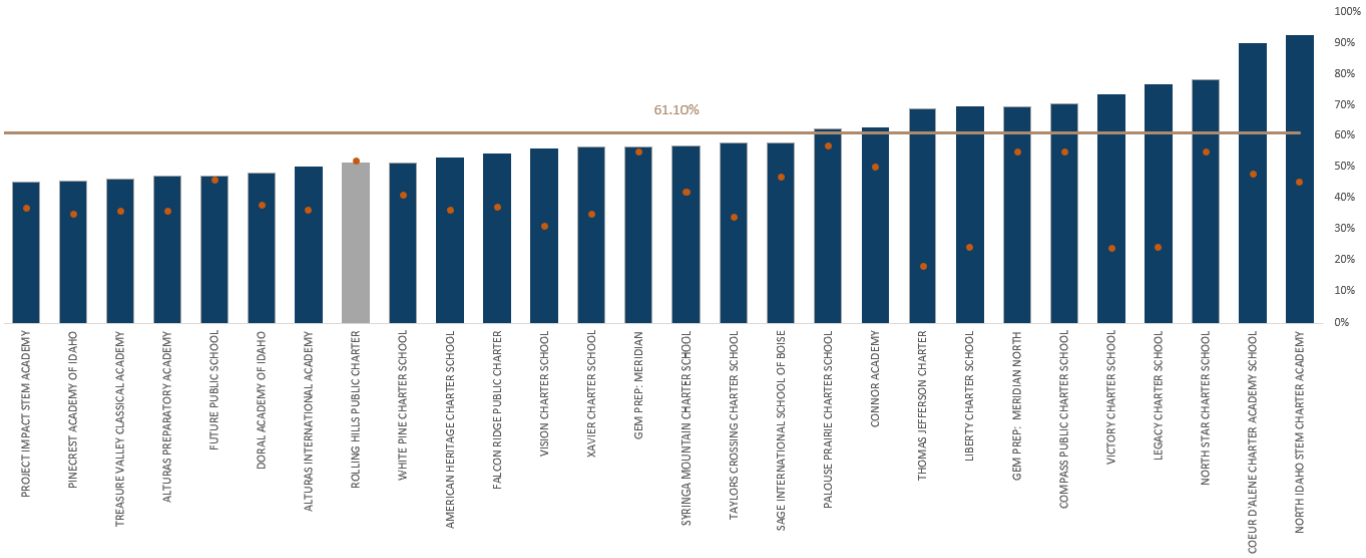
School's Rate > Comparison Group Rate

School's Rate < Comparison Group Rate

IPCSC Minimum Meets Standard

Statewide Accountability Goal 2022

A = Alternative Program V = Virtual School



Why Two Benchmarks?

The ISAT proficiency chart on this page (as on the page before) presents each school's average rate of proficiency in relation to two benchmarks: A minimum meets standard mark and a statewide reach goal.

The minimum meets standard mark is established in the school's operating contract (represented here by the orange dots). This benchmark represents the point below which the IPCSC must consider whether the school's continued operations is a good investment of taxpayer dollars.

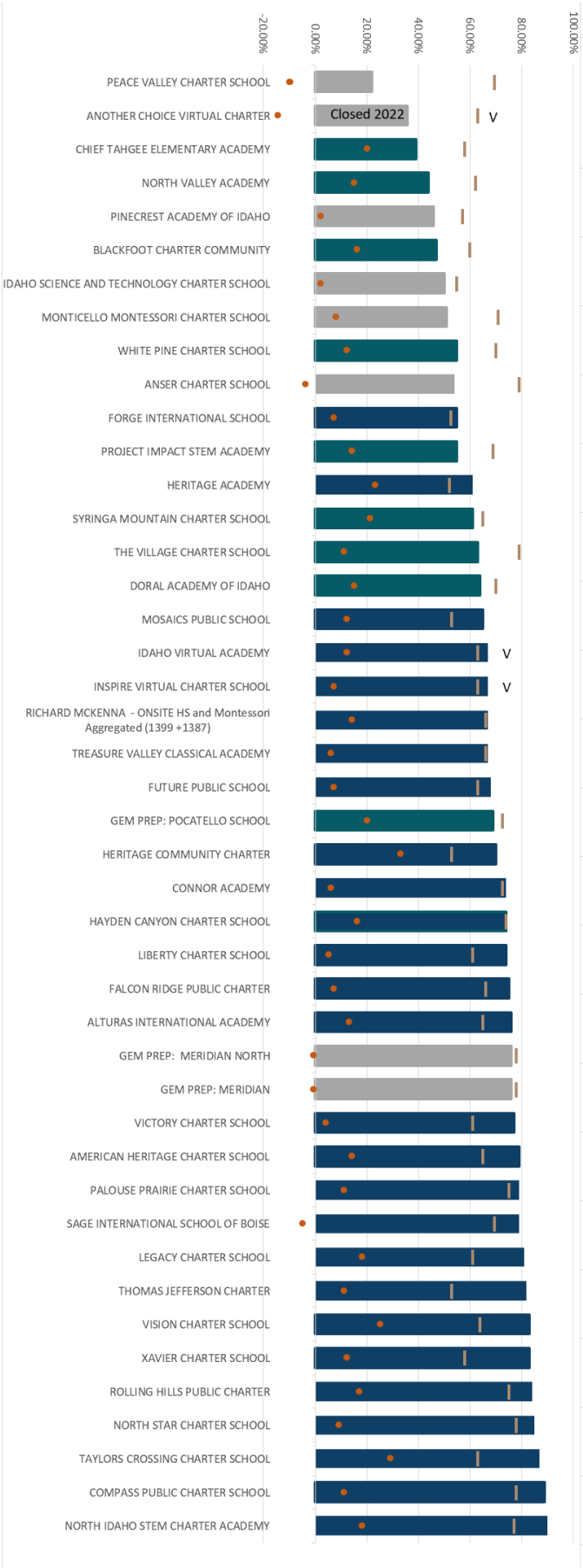
A school performing below this mark is at risk of contract non-renewal. On the other hand, meeting the minimum standard means that the school can take on other projects and focus on performance goals of its own design.

For all schools, continuous improvement on statewide assessments is important. The statewide accountability goal, established in Idaho's Consolidate ESSA Plan and represented here by the brown line, serves as a meaningful reach goal for schools that have already met the minimum standard.

While we acknowledge that what makes a school successful is more than the results of a single test on a single day, quantitative data is an important tool in helping a team set achievable short and long-term goals.

We hope this data helps inform a school's strategic plan goals by narrowing the focus to a particular measure or helping a school identify a meaningful next benchmark. We also hope this data is helpful to parents as they make public school choice decisions for their children.

The data helps us identify which schools are high performing, which schools have made gains, and which schools need to make improvements before their next contract renewal decision.



Academic Oversight: IRI Proficiency

The IPCSC evaluates each school's Idaho Reading Indicator assessment results.

Meets Standard Mark: A school meets the minimum standard on this measure if the percentage of students in grades K-3 who are reading at grade level on the spring administration of this assessment is as high or higher than its comparison group.

OR

A school can alternatively meet the minimum standard by increasing the percent of students reading at grade level by at least 10% between the fall and spring administrations of this assessment.

What This Means for Families: We hope this information helps parents make informed educational choices.

- Orange dots indicate how effective or ineffective a school's reading instruction is.
- Dark blue bars indicate that a school is performing at least as well as other likely options a parent may be considering.
- Turquoise bars indicate that the school has not yet outperformed its peers, but that its reading instruction is effective.
- The brown line indicates how far ahead or behind of its comparison group each school falls.

IRI Proficiency Legend

- School's Rate > Comparison Group Rate
- School's Rate < Comparison Group Rate
- School's Spring 10% greater than Fall
- Spring Proficiency Rate of Comp. Group
- School's Change Fall to Spring

FAQ and Additional Resources

How are new petitions evaluated?

Statute outlines a 12-week process for evaluating new charter school applications (petitions). A guidance document outlines the timeline and procedures for new applicants. The IPCSC maintains procedures for application evaluation, including a set of Standards of Quality which describe what a high-quality response might look like in each category. This is the tool by which applications are evaluated.

New Petitioner Guidance

Standards of Quality

What is the process for renewal?

Charter schools are approved for 5-year terms and must apply for contract renewal every 5 years. The renewal process is outlined in Idaho Code. A guidance document outlines the relevant timelines and procedures. The performance framework describes the standards each school is expected to meet for a non-conditional renewal. Any school that meets all of the expectations is guaranteed a next contract. Any school that does not meet an expectation agreed to in the operating contract may be considered for conditional renewal or non-renewal.

Renewal Guidance

Performance Framework

IPCSC
IDAHO PUBLIC CHARTER SCHOOL COMMISSION

What are the IPCSC's future plans?

The Commission's 5-year strategic plan outlines goals in communication, school achievement, and organizational growth.

Strategic Plan

Key Doc: Performance Certificate

After an application for a new school is approved, the school's board (charter holder) and the authorizer (IPCSC) must execute a performance certificate which serves as the school's operating contract. This contract includes: the key design elements of the model to be implemented; an enrollment capacity; a framework of performance outcome expectations; and general terms and conditions under which the school may operate.

Key Doc: Performance Framework

Statute requires that the performance outcome standards be incorporated into each school's operating contract, so that all parties know the expectations up front. Authorizers are required to establish standards in academic proficiency and growth, college and career readiness, board stewardship, and school operations.

Key Doc: Performance Report

Each year a report is published to inform the school board and the public of the school's performance in relationship to the established standards.

CENTER FOR RESEARCH ON EDUCATION OUTCOMES (CREDO) AT STANFORD UNIVERSITY

SUBJECT

Update to 2019 Charter School Performance Report

REFERENCE

June 20, 2019 — Board received a report analyzing the academic outcome of charter schools in Idaho from CREDO

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5213, Idaho Code

BACKGROUND/DISCUSSION

In 2018, BLUUM, an Idaho non-profit formed in 2014 that supports the growth of high-quality charter schools, provided grant support to Stanford University's Hoover Institution to conduct a study analyzing charter school performance in Idaho. This grant support allowed the Center for Research on Education Outcomes (CREDO) at Stanford University to analyze the academic outcomes of charter schools in Idaho. The results from the study were presented to both the Idaho House Education Committee and the Idaho Senate Education Committee during the 2019 Legislative Session and to the Board at the June 2019 regular Board meeting.

CREDO has since updated its 2019 report with comparative findings from its 2023 study. These data are provided in Attachment 1.

IMPACT

The results from this study will provide additional information to the Board around charter school performance in Idaho. This report provides an additional perspective to what the Board receives in the Public Charter School Commission annual report.

ATTACHMENTS

Attachment 1 – CREDO Report - Charter School Performance in Idaho 2023 Study
Attachment 2 – CREDO Report – 2019 Charter School Performance Study

STAFF COMMENTS AND RECOMMENDATIONS

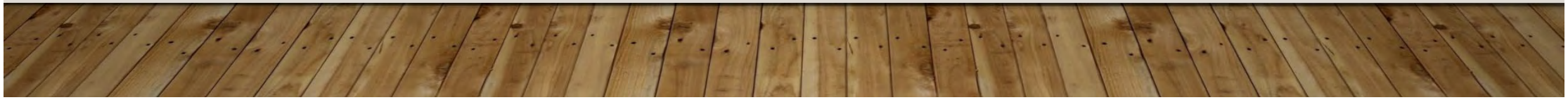
CREDO's original full report provided to the Board in 2019 includes background information on the landscape of charter schools in Idaho as well as details on the methodology used in the analysis. Demographic comparisons are made using the students from the schools that students are transferring from to attend an individual charter school. These comparisons will vary from a statewide comparison that aggregates all students in traditional public schools and all students attending public charter schools.

BOARD ACTION

This item is for informational purposes only.

IDAHO CHARTER SCHOOLS

STATE-LEVEL FINDINGS FROM NATIONAL CHARTER SCHOOL STUDY 3

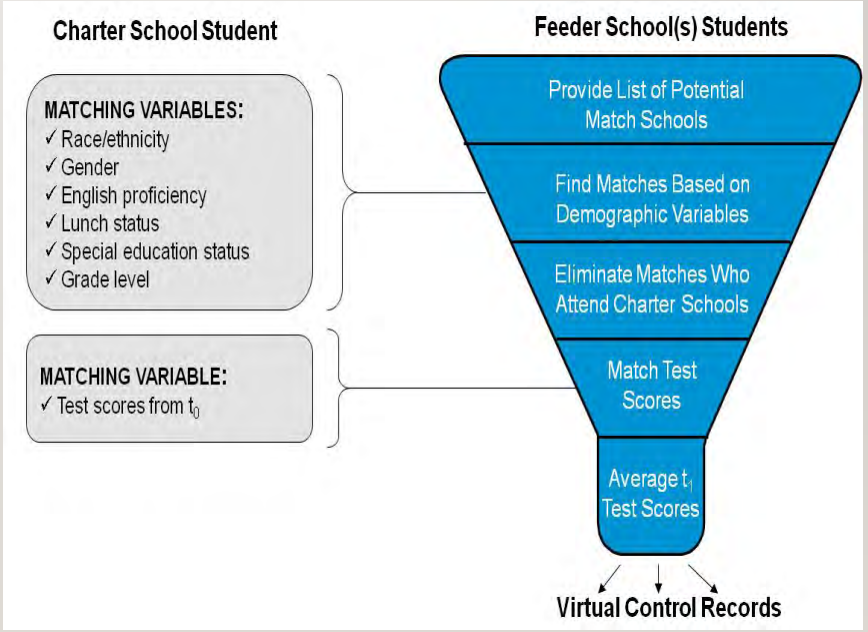


PROJECT APPROACH

- These analyses use growth data from the 2014-2018 school years.
- Growth is estimated by comparing the performance on the state assessment of each student with their previous year's performance.
- Students at charter school were matched with virtual twins using CREDO's VCR method.

VIRTUAL CONTROL RECORD (VCR)METHODOLOGY

- Students are matched on 6 characteristics and prior test scores.
- Students making up the VCR are selected from feeder schools (those schools charter students previously attended).
- Each charter school has a unique feeder schools list for each year.



IDAHO SCHOOL DEMOGRAPHICS

Demographic Composition Based on 2017-18 Enrollment

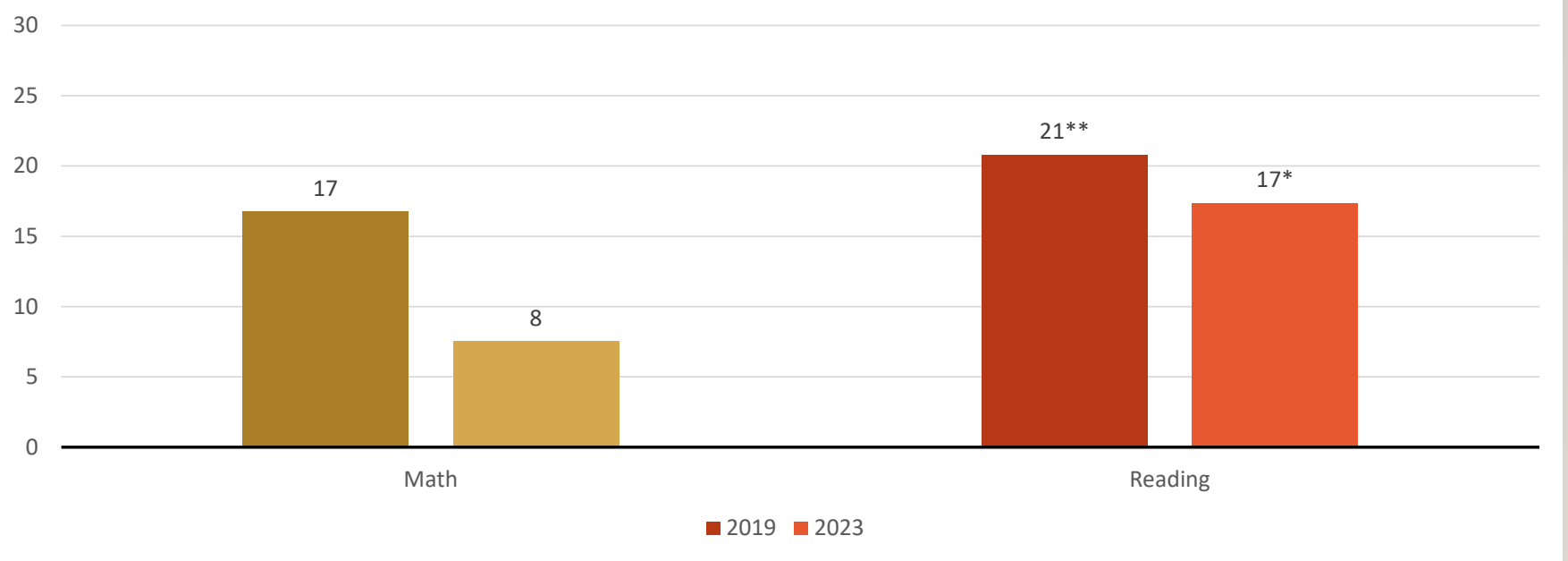
	All TPS		Feeders	Charters	Brick-and-Mortar Charters		Virtual Charters	
Number of Schools	682	-1.3%	422	59	50	+13.6%	9	-10.0%
Average Enrollment	411		494	357	345		422	
Total Enrollment	280,337	+2.7%	208,496	21,070	17,270	+19.1%	3,800	-22.5%
Percent Free/Reduced Lunch	23%		24%	17%	16%		25%	
Percent ELL	6%		7%	2%	2%		1%	
Percent SPED	12%		12%	9%	9%		12%	
Percent White	75%		74%	82%	82%		83%	
Percent Native American	1%		1%	1%	1%		1%	
Percent Hispanic	19%		19%	11%	11%		12%	
Percent Black	1%		1%	1%	1%		1%	
Percent Asian	2%		2%	2%	2%		1%	
Percent Multiracial	3%		3%	3%	3%		2%	

IDAHO SCHOOL DEMOGRAPHICS

	All TPS	Feeders	Charters	Brick-and-Mortar Charters	Virtual Charters
Number of Schools	682	422	59	50	9
Average Enrollment	411	494	357	345	422
Total Enrollment	280,337	208,496	21,070	17,270	3,800
Percent Free/Reduced Lunch	23%	24%	17%	16%	25%
Percent ELL	6%	7%	2%	2%	1%
Percent SPED	12%	12%	9%	9%	12%
Percent White	75%	74%	82%	82%	83%
Percent Native American	1%	1%	1%	1%	1%
Percent Hispanic	19%	19%	11%	11%	12%
Percent Black	1%	1%	1%	1%	1%
Percent Asian	2%	2%	2%	2%	1%
Percent Multiracial	3%	3%	3%	3%	2%

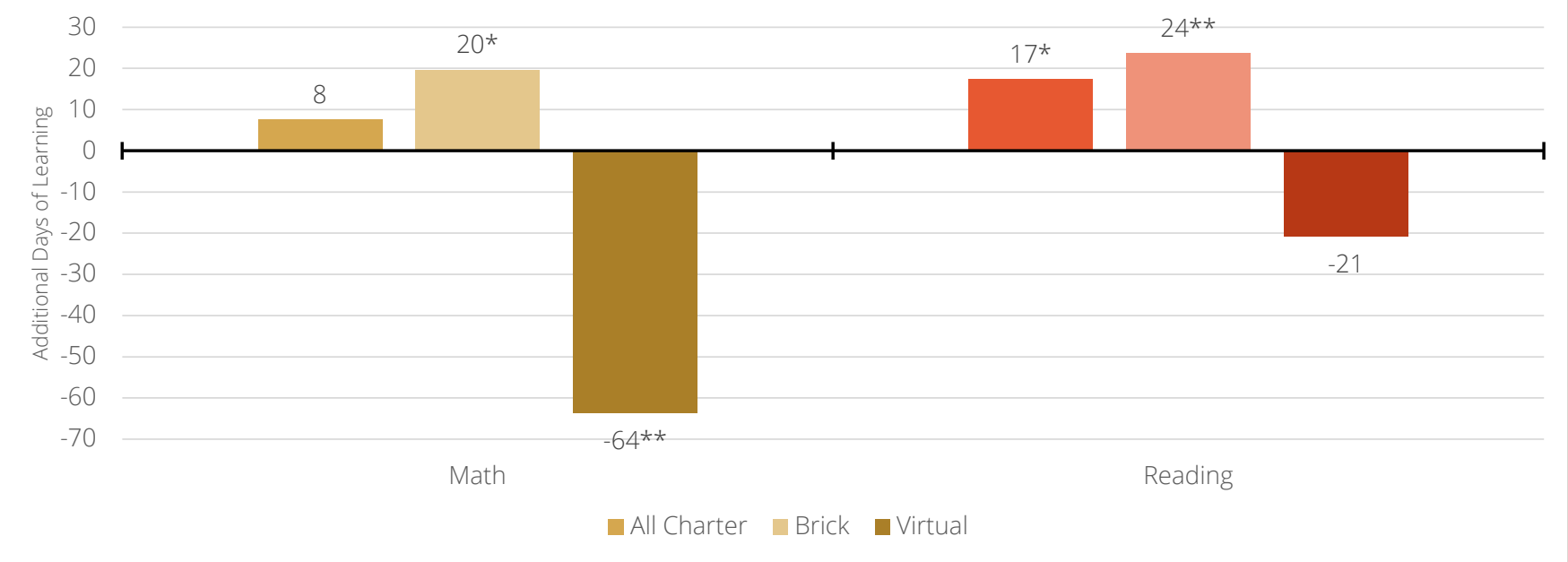
STATE CHARTER PERFORMANCE

2019 Study vs 2023 Study



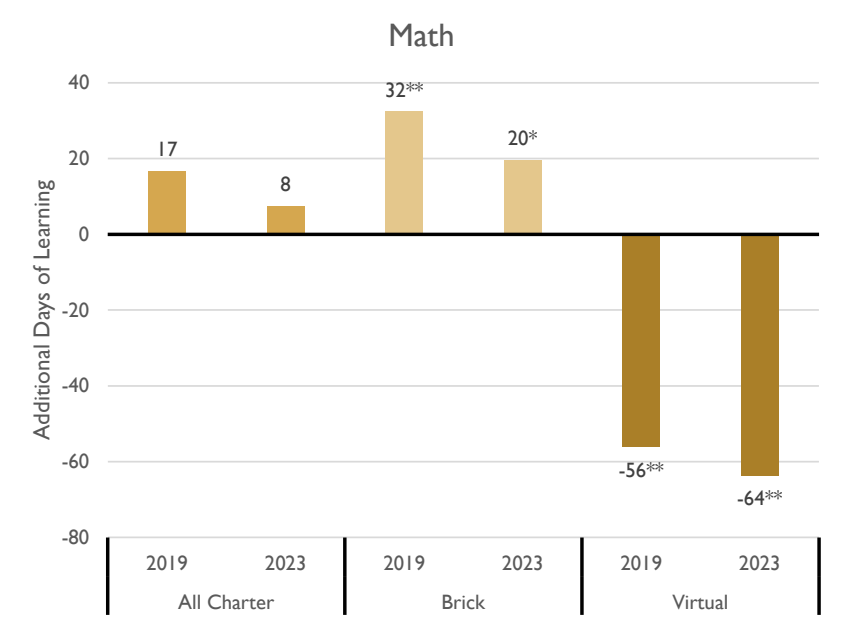
STATE CHARTER PERFORMANCE

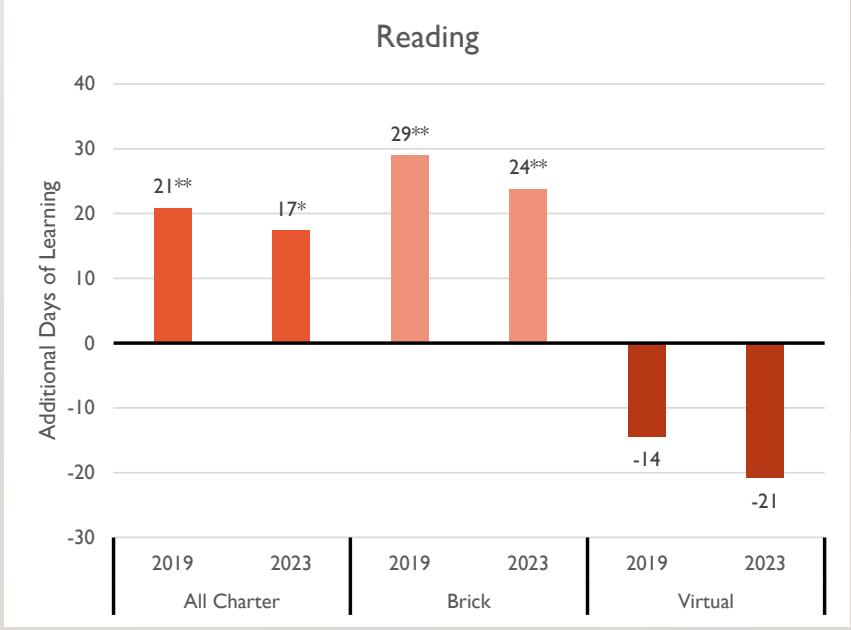
By Sector 2023 Study



STATE CHARTER PERFORMANCE

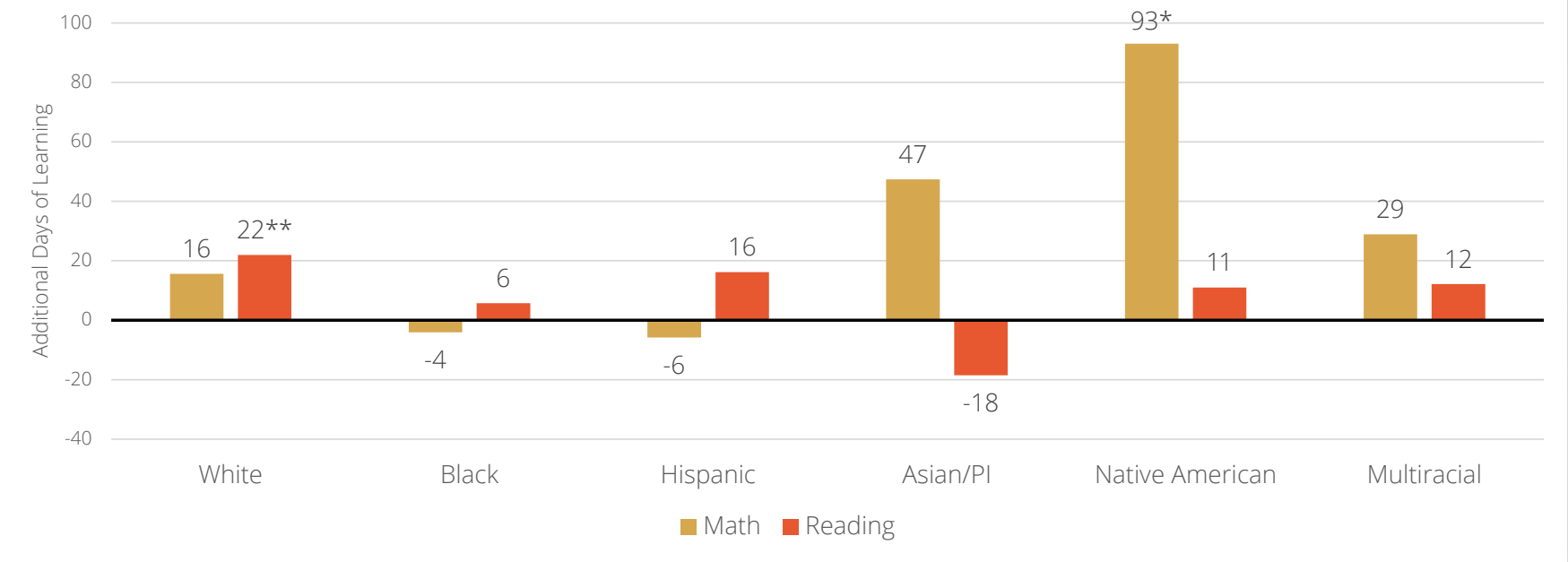
By Sector 2019 vs 2023 Study





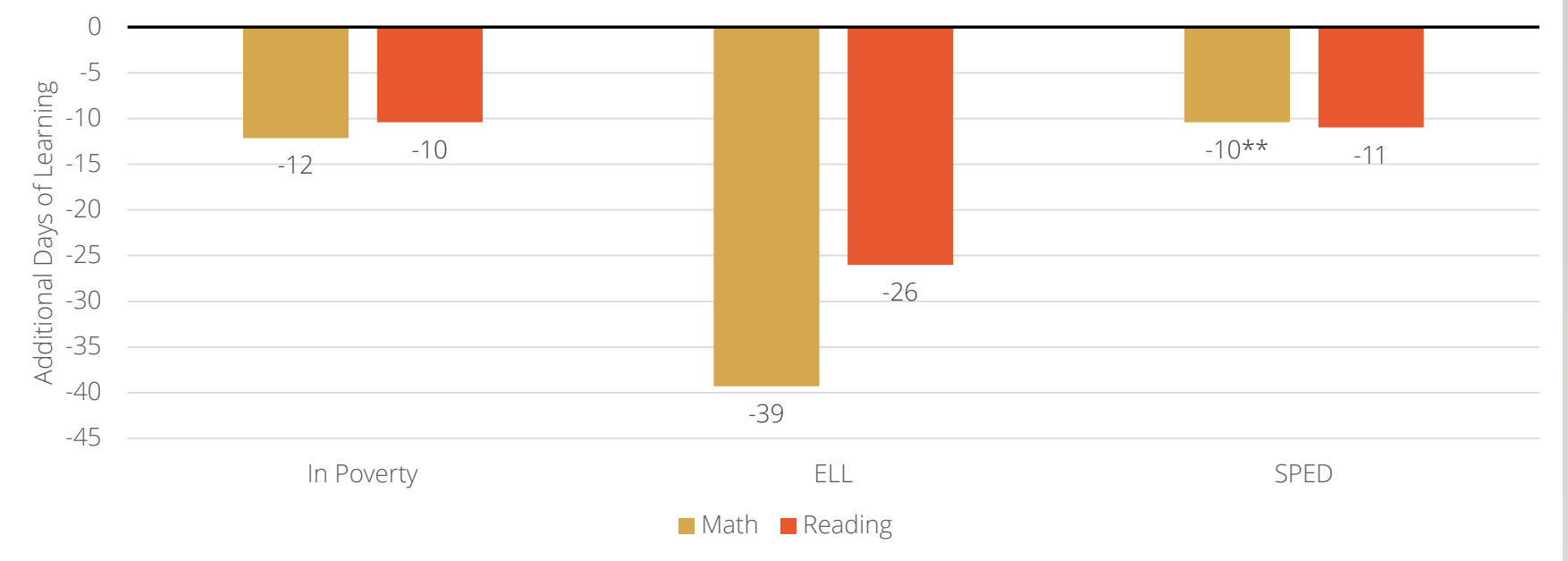
STATE CHARTER PERFORMANCE

By Race/Ethnicity 2023 Study



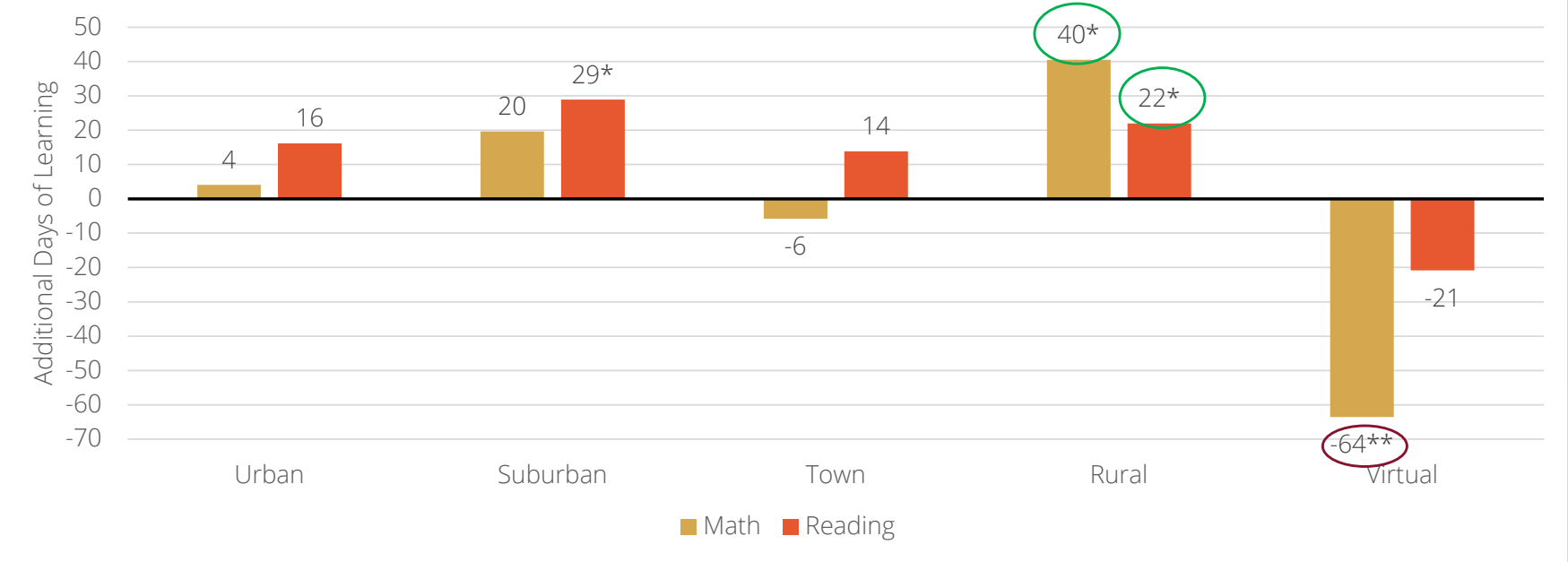
STATE CHARTER PERFORMANCE

By Student Characteristics 2023 Study



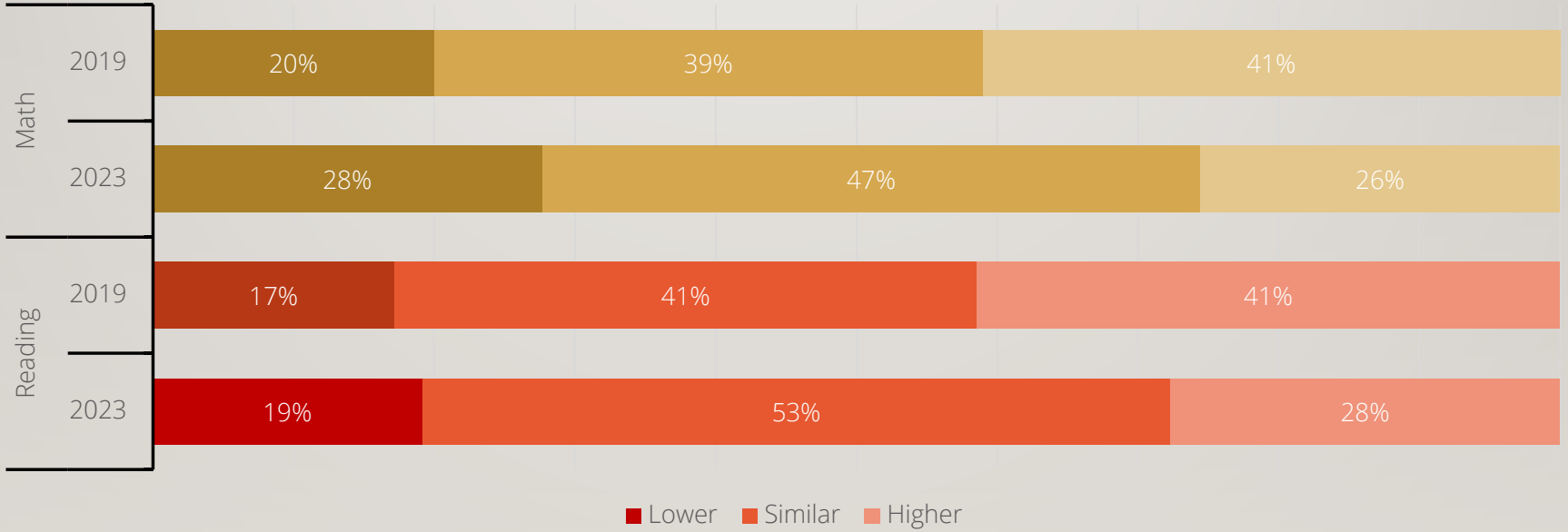
STATE CHARTER PERFORMANCE

By Locale 2023 Study



SCHOOL-LEVEL PERFORMANCE

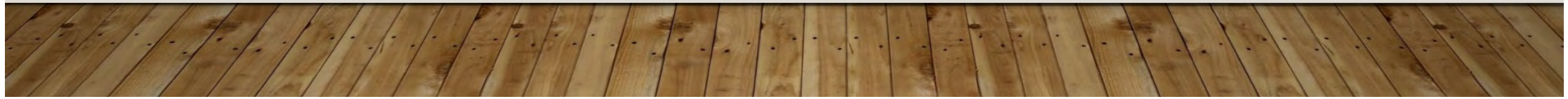
2019 vs 2023



SUMMARY

- Virtual charters have not improved since previous study
- The performance of brick-and-mortar charters has become more varied and seems to have slipped from previous study
- Having positive charter effects for suburban and rural students is uncommon

QUESTIONS?



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CENTER FOR RESEARCH ON EDUCATION OUTCOMES

Charter School Performance in Idaho

2019

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CREDO, the Center for Research on Education Outcomes at Stanford University, was established to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policymakers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policymakers strengthen their focus on the results from innovative programs, curricula, policies and accountability practices.

Acknowledgements

CREDO gratefully acknowledges the support of Idaho's Office of the State Board of Education, which contributed its data to this partnership. Our data access partnerships form the foundation of CREDO's work, without which studies like this would be impossible. We strive daily to justify the confidence you have placed in us.

CREDO gratefully acknowledges the support of Bluum for this research.

Disclaimers

The views expressed herein do not necessarily represent the positions or policies of the organizations noted above. No official endorsement of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. The analysis and conclusions contained herein are exclusively those of the authors and are not endorsed by any of CREDO's supporting organizations, their governing boards, or the state governments, state education departments or school districts that participated in this study.

This research used data collected and maintained by Idaho's Office of the State Board of Education (OSBE). Results, information and opinions solely represent the analysis, information and opinions of the author(s) and are not endorsed by, or reflect the views or positions of, grantors, OSBE or any employee thereof.

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List of Acronyms & Definitions

CREDO	Center for Research on Education Outcomes
EOC	End-of-Course Exam
ELA	English Language Arts
ELLs	English Language Learners
TPS	Traditional Public School
VCR	Virtual Control Record
NAEP	National Assessment of Educational Progress
NCES	National Center for Education Statistics
OSBE	Idaho's Office of the State Board of Education
Feeder	A feeder school is a traditional public school whose students have transferred to a given charter school. We use students attending feeder schools as potential matches for students attending charter schools.
Growth	The year-to-year change in academic performance relative to one's peers. Growth can be positive or negative.

Charter School Performance in Idaho 2019

Introduction

Since the enactment of Idaho's public charter school law in 1998, more than 50 public charter schools in Idaho have offered parents and students choices in their education. Throughout the years, there have been controversies over charter schools. Supporters praise the autonomy that charter schools enjoy in adapting school designs to meet the needs of students, especially those in communities with historically low school quality. Opponents complain that charter schools take students and resources from district schools and further strain existing public schools' ability to improve. However, only a fraction of the debate is grounded in well researched evidence about charter schools' impact on student outcomes.

With the cooperation of Idaho's Office of the State Board of Education (OSBE), CREDO obtained the historical sets of student-level administrative records for the school years from 2014-15 to 2016-17. The support of OSBE staff was critical to CREDO's understanding of the character and quality of the data we received. However, the entirety of interactions with the department dealt with technical issues related to the data. CREDO has developed the findings and conclusions presented here independently.

The study provides an in-depth examination of the academic outcomes for charter schools in Idaho. This current report has two main benefits. First, it provides a rigorous and independent view of the performance of the state's charter schools. Second, the study design is consistent with CREDO's reports on charter school performance in other locations, making the results amenable to benchmarking both nationally and in other locations.

This report begins with a comparison of the students in charter schools compared to other settings. Three related analyses follow. The first type of analysis concerns the overall impact of charter schooling. These results are expressed in terms of the academic progress that a typical charter school student in Idaho would realize from a year of enrollment in a charter school. To help the non-technical reader grasp the findings, we translate the scientific estimates into estimated days of learning based on the foundation of a 180-day school year.

Both legislation and public policy operate to influence school level decisions. Accordingly, the second set of findings look at the performance of students by school attributes, as well as by school and present school average results. These findings are important to understand the range of performance at the school level. As online charter

schools serve students with different characteristics and deliver curriculum differently from brick-and-mortar charters, we break down charter impact by brick-and-mortar charters and online charters. Finally, the third set of analyses looks at the impact of charter school attendance on difference student subgroups.

The analysis shows that in a year's time, the typical charter school student in Idaho exhibits similar academic progress in math and stronger growth in reading compared to the educational gains that the student would have made in a traditional public school (TPS). Thinking of a 180-day school year as "one year of learning," an average Idaho charter student experiences stronger annual growth in reading equivalent to 24 additional days of learning. When we look across charter schools in Idaho, we find important performance differences. Roughly forty percent of charter schools show academic progress that is significantly better than the local district options in reading and math. Finally, the student subgroup analysis reveals little differences in the performance of students of different race/ethnicity groups and for students in designated student support programs, except for White students. White charter students account for the majority of charter students in Idaho and they experience higher learning gains in reading and math associated with their attendance in charter schools.

Study Approach

This study of charter schools in Idaho focuses on the academic progress (growth) of students in Idaho's charter schools. In order to study their progress over time, a regular measure of academic performance is needed, so the analysis is constrained to enrolled students who took the state-mandated accountability tests. Our outcome of interest is the one-year gain in learning of charter school students.

Whatever else charter schools may provide their students, their contributions to students' readiness for secondary education, high school graduation, and post-secondary life remains of paramount importance. If charter schools do not succeed in forging strong academic futures for their students, it is unclear whether social and emotional skills can compensate. Furthermore, current data limitations prevent the inclusion of non-academic outcomes in this analysis.

To study academic performance of charter students in Idaho, we relied on scores students received on Idaho state standardized achievement tests. Achievement tests capture what a student knows at a point in time. These test results were fitted into a bell curve format that enabled us to see how students moved from year to year in terms of academic performance. Two successive test scores allow us to see how much progress a student makes over a one-year period; this is also known as a growth score or learning gain. Growth scores allow us to zero in on the contributions of schools separately from other things that affect point-in-time scores. The parsed effect of schools in turn gives us the chance to see how students' academic progress changes as the conditions of their education transform. This is the analytic foundation for our examination of the academic impact of enrollment in charter schools.

We employ the Virtual Control Record (VCR) method developed by CREDO in our analysis.1 We strive to build a VCR for each charter school student. A VCR, or a "virtual twin", is a synthesis of the actual academic experiences of up to seven students who are identical to the charter school student, except for the fact that the VCR students attend a TPS that each charter school's students would have attended if not enrolled in the charter school. This synthesized record is then used as the counterfactual condition to the charter school student's performance.

Click here for an infographic about the Virtual Control Record method.

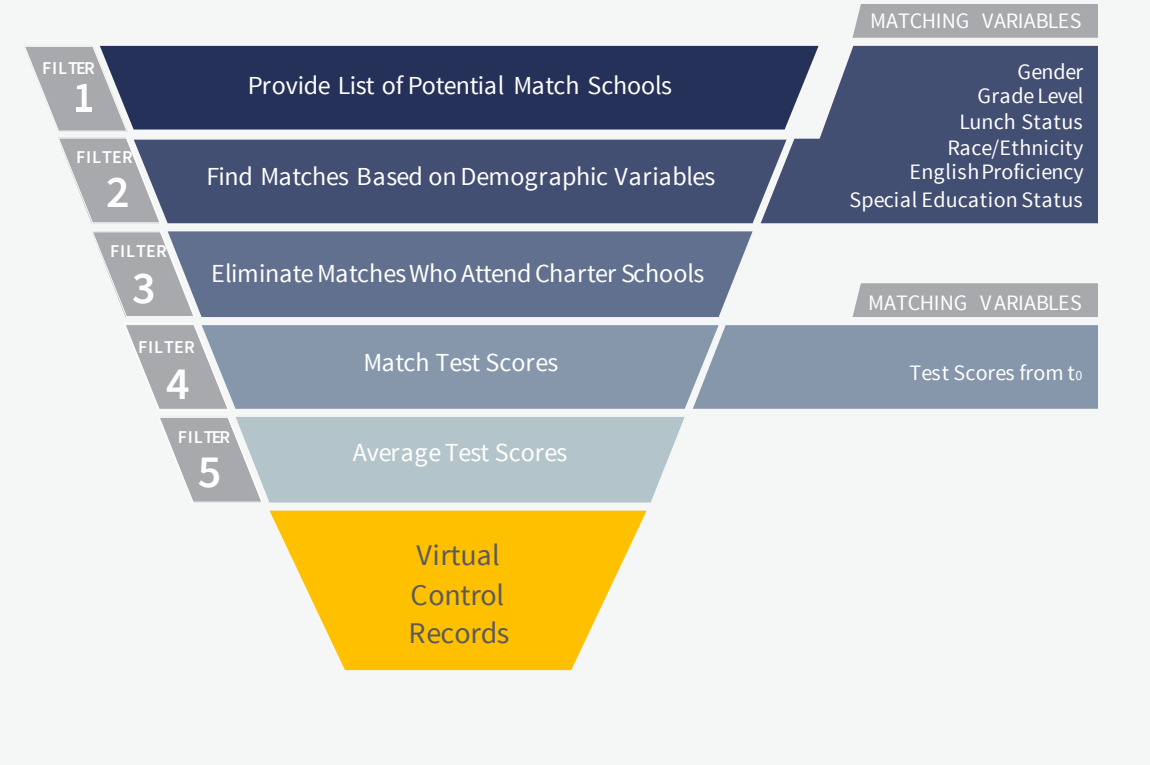
Our approach is displayed in Figure 1. We identify all the traditional public schools whose students transfer to a given charter school; each of these schools is designated as a "feeder school." Using the records of the students in those schools in the year prior to the test year of interest (t0), CREDO selects all of the available TPS students who match each charter school student.

Match factors include:

- Grade level
- Gender
- Race/Ethnicity
- Free or Reduced-Price Lunch Status
- English Language Learner Status
- Special Education Status
- Prior test score on Idaho state achievement tests

[1] Davis, D. H., & Raymond, M. E. (2012). Choices for studying choice: Assessing charter school effectiveness using two quasi-experimental methods. *Economics of Education Review, 31*(2), 225–236.

Figure 1: CREDO Virtual Control Record Methodology



At the point of selection as a VCR-eligible TPS student, all candidates and the individual charter school student have identical traits and matching baseline test scores. The focus then moves to the subsequent year, t1. The scores from this test year of interest (t1) for as many as seven VCR-eligible TPS students are then averaged and a Virtual Control Record is produced. The VCR produces a score for the test year of interest that corresponds to the expected result a charter student would have realized had he or she attended one of the traditional public schools.

The above VCR method has been used in previous CREDO publications. In our previous reports, if a charter student could be tracked for multiple periods in the study window, we matched the student for all the periods using the records in the year prior to the first growth period. In this study, we match the student period by period to conform to the new baseline equivalence criteria specified in Procedures Handbook Version 4.0 of What Works Clearinghouse (WWC).[2] Altering the match in this way means that caution is advised when comparing findings in this study and previous reports.

[2] What Works Clearinghouse, "Procedures Handbook Version 4.0," 2017, https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc_procedures_handbook_v4.pdf.

Using statistical methods, we isolate the contributions of schools from other social or programmatic influences on a student's growth. Student growth data are analyzed in standard deviation units so that the results can be assessed for statistical differences. All the findings that follow are reported as the **average one-year growth** of charter school students relative to their VCR-based comparisons. With three years of student records in this study, it is possible to create two periods of academic growth. Additional details of the matching methodology are provided in the Technical Appendix. In this study of Idaho, it was possible to create virtual matches for 84 percent of tested charter school observations in reading or math.

To assist the reader in interpreting the meaning of growth, we include an estimate of the number of days of learning required to achieve growth of particular units of standard deviations. This estimate was calculated by Dr. Eric Hanushek and Dr. Margaret Raymond based on the 2017 National Assessment of Educational Progress (NAEP) test scores.3 Using a standard 180-day school year, each one standard deviation (s.d.) change in effect size is equivalent to 590 days of learning.

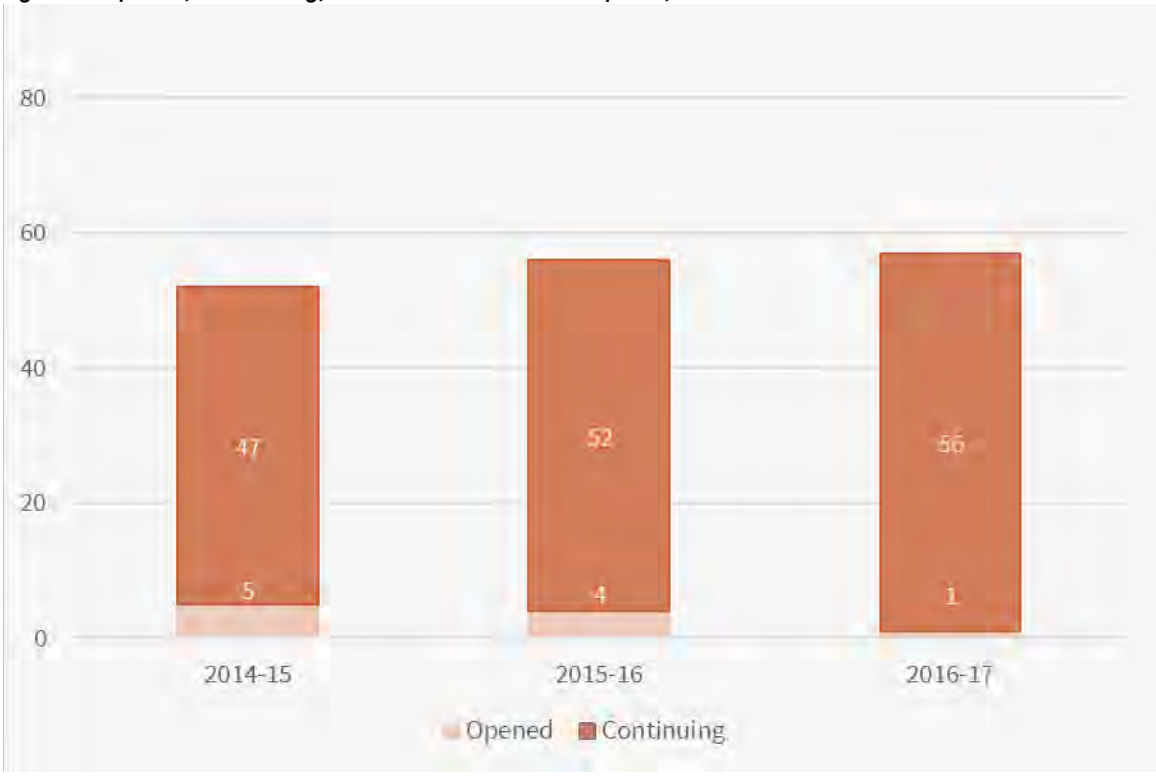
[3] Detailed information about the 2017 NAEP test scores can be accessed via the "NAEP Reading Report Card" at https://www.nationsreportcard.gov/reading_2017/?grade=4 and the "NAEP Mathematics Report Card" at https://www.nationsreportcard.gov/math_2017/?grade=4.

Idaho Charter School Landscape

Idaho Charter School Demographics

The Idaho charter school sector grew slightly over the three-year study period. Figure 2 notes the newly opened, continuing, and closed charter school campuses from the 2014-15 school year to the 2016-17 year according to the National Center for Education Statistics (NCES). [4] Figure 2 portrays an upward trend in the number of charter schools open in Idaho over three years.

Figure 2: Opened, Continuing, and Closed Charter Campuses, 2014-15 to 2016-17



The overall size of the charter school community has three different components. The first is the number of existing charter schools that continue operations from one year to the next. The second is the number of charter schools that are closed in a given year. The third factor is the number of new charter schools that open in a given year. In Idaho, charter campus expansion was partly driven entirely by opening of new campuses; there were no

[4] The data were retrieved from "Public Elementary/Secondary School Universe Survey Data," National Center for Education Statistics, https://nces.ed.gov/ccd/pubschuniv.asp. "Opened schools" indicates schools opened as new schools in the fall of the displayed year. "Continuing schools" indicates schools that were opened prior to the fall of the displayed year and remain open into the next school year (i.e. a school listed as continuing in the 2016-17 column opened some time prior to 2016-17 and did not close in 2016-16). There were no charter schools that ceased operation in the years covered in this study.

closures. The total number of charter schools increased from 52 schools in the 2014-15 school year to 56 and 57 in 2015-16 and 2016-17, respectively.

The demographics of student population in charter schools may not mirror those of the TPS in Idaho as a whole. As charter schools are able to choose their location, the demographic profile of the set of students they attract may differ from the overall community profile. Furthermore, charter schools may offer different academic programs and alternate school models which may disproportionately attract particular groups of students relative to TPS. In addition, parents and students choose to attend charter schools for a variety of reasons, such as location, school safety, small school size, academic focus, or special interest programs. The cumulative result of all these forces is that the student populations at charter schools and their TPS feeders[5] may differ. Table 1 presents the characteristics of the student populations in all Idaho traditional public schools, in those TPS that comprise the set of charter feeder schools, and in the charter schools themselves in the 2015-2016 school year.

Table 1: Demographic Comparison of Students in TPS, Feeders and Charters: 2015-16

	TPS	Feeders	Charters
Number of schools	691	382	54
Average enrollment per school	395	502	359
Total number of students enrolled	272,869	191,673	19,381
Students in Poverty	27%	28%	19%
English Language Leaners	5%	5%	1%
Special Education Students	11%	11%	9%
White Students	76%	76%	81%
Black Students	1%	1%	1%
Hispanic Students	18%	18%	9%
Asian/Pacific Islander Students	2%	2%	2%
Native American Students	1%	1%	4%
Multi-Racial Students	2%	3%	2%

The data in Table 1 show that the demographic profile of charter schools is different from that of the public school population in Idaho as a whole and also different from the feeder schools their students would otherwise attend. In fact, the demographics for the feeder schools are more similar to the TPS population than to the charter population. The charter schools in Idaho have larger shares of White, and Native-American students and smaller

[5] A feeder school is a traditional public school whose students have transferred to a given charter school. We use students attending feeder schools as potential matches for students attending charter schools.

proportions of Hispanic students than TPS and feeder schools. The percentage of students in poverty enrolled in charter schools is noticeably smaller than in TPS and feeders.[6]

The proportion of students in charter schools receiving special education services is a continuing topic of focus and debate. As seen in Table 1, nine percent of students in Idaho charter schools have a designated Special Education status, two percentage points lower than the distributions in TPS and the feeder schools. The percentage of students with special education needs in Idaho charters differs from Idaho TPS and feeders only by a couple of percentage points. The difference in the proportion of students with special education needs between charters and traditional public schools in Idaho is similar to the difference in the proportion of special education students between national charter schools and traditional public schools at the national level.[7] A smaller share of Idaho charter school population is designated as English language learners than the shares in the feeder schools and all of TPS. The student profile for the entire charter school community as displayed in Table 1 does not reveal any strong advantages in the stock of students attending charter schools.

Online charter schools have received increasing attention in the educational landscape nationally and in Idaho. With no physical or geographic barriers to enrollment, online charter schools draw students from across the state and use online instruction as the method of curriculum delivery. People often use the terms of "online schools", "cyber schools", and "virtual schools" interchangeably. Virtual schools in this study adhere to the definition of virtual schools by the National Center for Education Statistics (NCES). According to the definition of NCES (2016, p.9), a school is a virtual school if it is "a public school that only offers instruction in which students and teachers are separated by time or location, and interaction occurs via computers or telecommunications technologies. A virtual school generally does not have a physical facility that allows students to attend classes on site." [8]

As shown in a one-year snapshot in Table 2, online charter schools educate more than 15 percent of Idaho charter students and serve different student populations than brick-and-mortar charters. It is useful to note that online charters enroll more about 50 percent more students than brick-and-mortar charters; even so, the size of Idaho online charters is much smaller than is seen elsewhere. Of particular interest is the high share of Native American students in Idaho online charter schools, 13 percent contrasts sharply to their share in brick-and-mortar schools as well as TPS and feeder schools, all of which have 1 percent of their enrollment as Native Americans. This larger fraction helps explain why the share of white students in online charters is lower than other charter schools. Online charters also serve more students living in poverty than brick-and-mortar charters. The number of Special Education students is greater in Idaho online charters than in brick-and-mortar charters. Overall, within-sector

[6] Our information on eligibility for subsidized school meals reflects Idaho's State Department of Education's information on eligibility confirmed through "Direct Certification." See also footnote 18.
[7] National Center for Special Education in Charter Schools, "Key Trends in Special Education in Charter Schools", 2018, retrieved from http://www.ncsecs.org/blog/2018/10/8/key-trends-in-special-education-in-charter-schools.
[8] National Center for Education Statistics, "Documentation to the 2014-15 Common Core of Data (CCD) Universe Files," 2016, retrieved from "Public Elementary/Secondary School Universe Survey Data," https://nces.ed.gov/ccd/pubschuniv.asp.

comparisons in Table 2 indicate that online charter schools serve larger shares of students who are disadvantaged on various dimensions than brick-and-mortar charters.

Table 2: Demographic Composition of Overall, Brick-and-Mortar, and Online Charter Schools: 2015-16

	All Charters	Brick-and-Mortar Charters	Online Charters
Number of schools	54	44	10
Average enrollment per school	359	330	488
Total number of students enrolled	19,381	14,501	4,880
Students in Poverty	19%	17%	28%
English Language Leaners	1%	1%	1%
Special Education Students	9%	7%	13%
White Students	81%	83%	76%
Black Students	1%	1%	1%
Hispanic Students	9%	10%	8%
Asian/Pacific Islander Students	2%	2%	1%
Native American Students	4%	1%	13%
Multi-Racial Students	2%	3%	2%

Analytic Findings of Charter School Impacts

Overall Charter School Impact on Student Progress

A foundational question of this study is whether charter schools differ overall from traditional public schools in how much their students learn. To answer this question, we estimate the one-year academic gains observed for all matched charter school students in all growth periods and compare their average learning gain with that of the VCR students.

Please refer to the text box titled Graphics Roadmap No. 1 where guidance is provided to help readers understand the charts that follow.

As described in the Study Approach section, student growth data are analyzed in units of standard deviations so that the results can be assessed for statistical differences. To help the reader interpret our analysis results, we transform standard deviation units of growth into days of learning, shown in Table 3.[9]

In order to understand "days of learning," consider a student whose academic achievement is at the 50th percentile in one grade and also at the 50th percentile in the following grade the next year. The progress from one year to the next equals the average learning gains for a student between the two grades. That growth is fixed as 180 days of effective learning based on the typical 180-day school year.

Graphics Roadmap No. 1

The graphics in this section have a common format.

Each graph presents the average performance of charter students relative to their **pertinent comparison students**. The reference group differs depending on the specific comparison being made. Where a graph compares student subgroup performance, the pertinent comparison student is the same for both subgroups. Each graph is labeled with the pertinent comparison group for clarity.

We show two axes on the graphs to help the reader get a sense of learning gains. The ***left axis*** indicates standard deviation units of learning gains of charter students relative to their comparison students. The ***right axis*** displays the same learning gains in days of learning. The statistical tests are performed on the values as they are enumerated on the left axis.

The **height** of the bars in each graph reflects the difference between charter school performance and the comparison student group.

Stars are used to reflect the level of statistical significance of the difference between the group represented in the bar and its comparison group of similar students in TPS. The absence of stars means that the schooling effect is not statistically different from zero.

Students with positive differences in learning gains have additional growth beyond the expected 180 days of annual academic progress while those with negative differences in learning gains have fewer days of academic progress in that same 180-day period of time. Interested readers can refer to the Study Approach section and Appendix B (Technical Appendix) for additional details on the computation of days of learning.

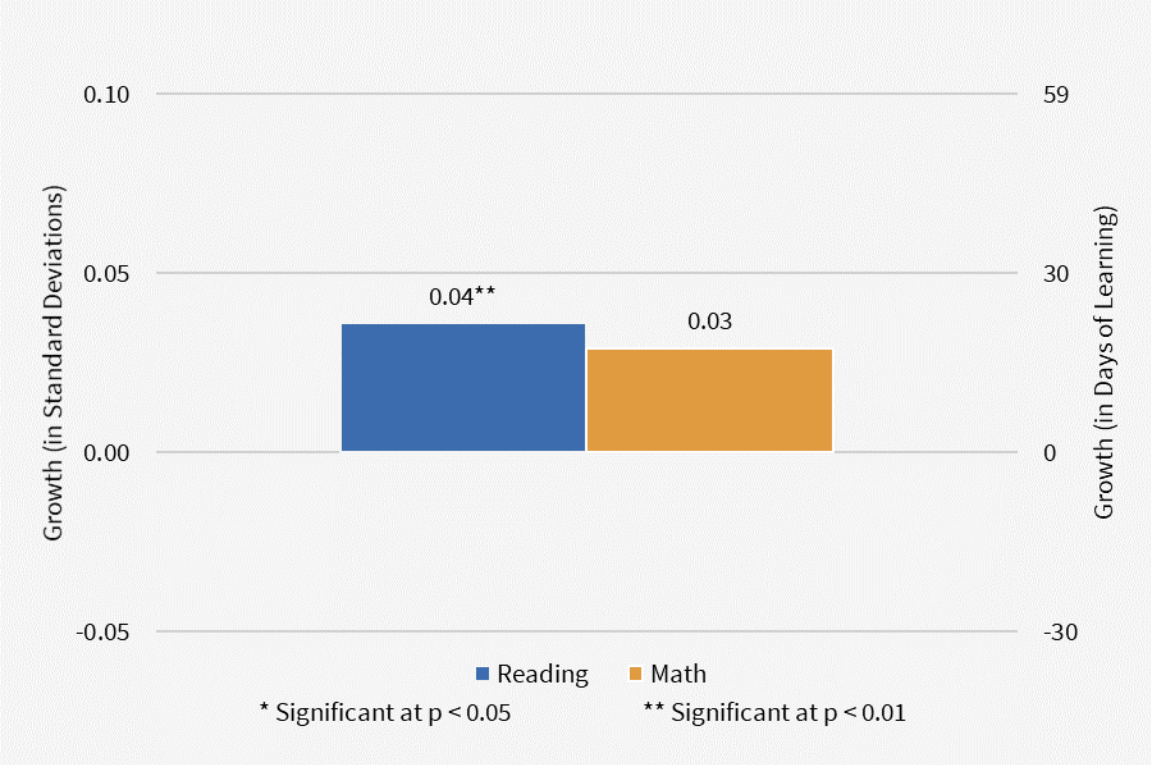
[9] The values in Table 3 are updated from past reports using the latest (2017) NAEP scores, which show slower absolute annual academic progress than earlier administrations. See Eric A. Hanushek, Paul E. Peterson, and Ludger Woessmann, "Achievement Growth: International and U.S. State Trends in Student Performance," *Education Next* 12 (July 2012): 1–35.

Table 3: Transformation of Average Learning Gains to Days of Learning

Standard Deviations	Days of Learning
0.05	30
0.10	59
0.15	89
0.20	118
0.25	148
0.30	177
0.35	207

Figure 3 displays the overall charter school impact on student academic progress in Idaho. The reference group, represented by the 0.00 baseline in the graph, is the average TPS VCRs in the state. Using the results from Figure 3 and the transformations from Table 3, we can see that in a typical school year, charter students in Idaho experience higher academic progress than their TPS peers in reading. This advantage for charter students is equivalent to 24 additional days of learning in reading in a 180-day school year. Because the difference in the growth in math is not statistically significant, Idaho charter students experience similar growth in the 180-day period as they would have in a traditional school setting.

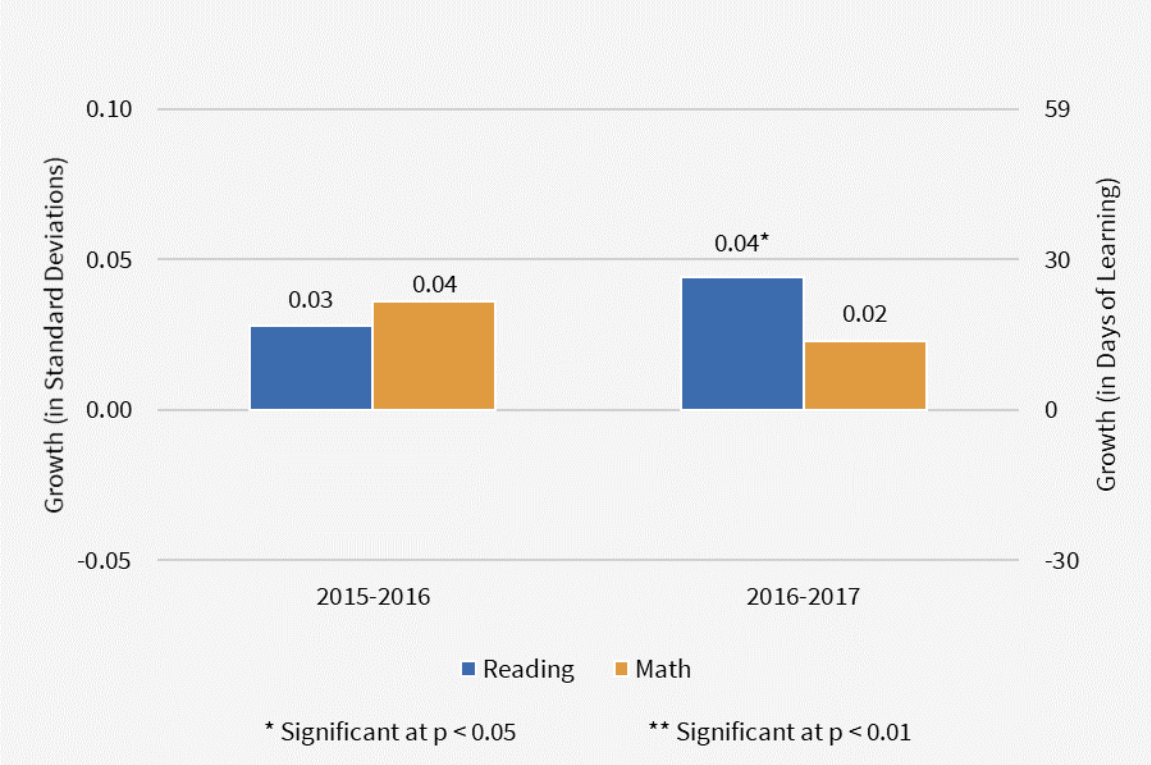
Figure 3: Average Learning Gains in ID Charter Schools Compared to Gains for TPS VCRs



Charter School Impact by Growth Period

To determine whether performance is consistent over the window of this study, the impact of attending a charter school on academic progress is examined separately for each of the three growth periods. Recall that a growth period is the measure of progress from one school year to the next. In the presentation of results in Figure 4, the denotation "2015-2016" covers academic growth that occurred between the end of the 2014-2015 school year and the end of the 2015-2016 school year. Similarly, the denotation "2016-2017" corresponds to the year of growth between the 2015-2016 and the 2016-2017 school years. To determine whether performance was consistent over recent time, the average charter school effects were disaggregated into the two growth periods of this study.

Figure 4: Average Learning Gains in ID Charter Schools Compared to Gains for VCR Students by Growth Period, 2015-2017



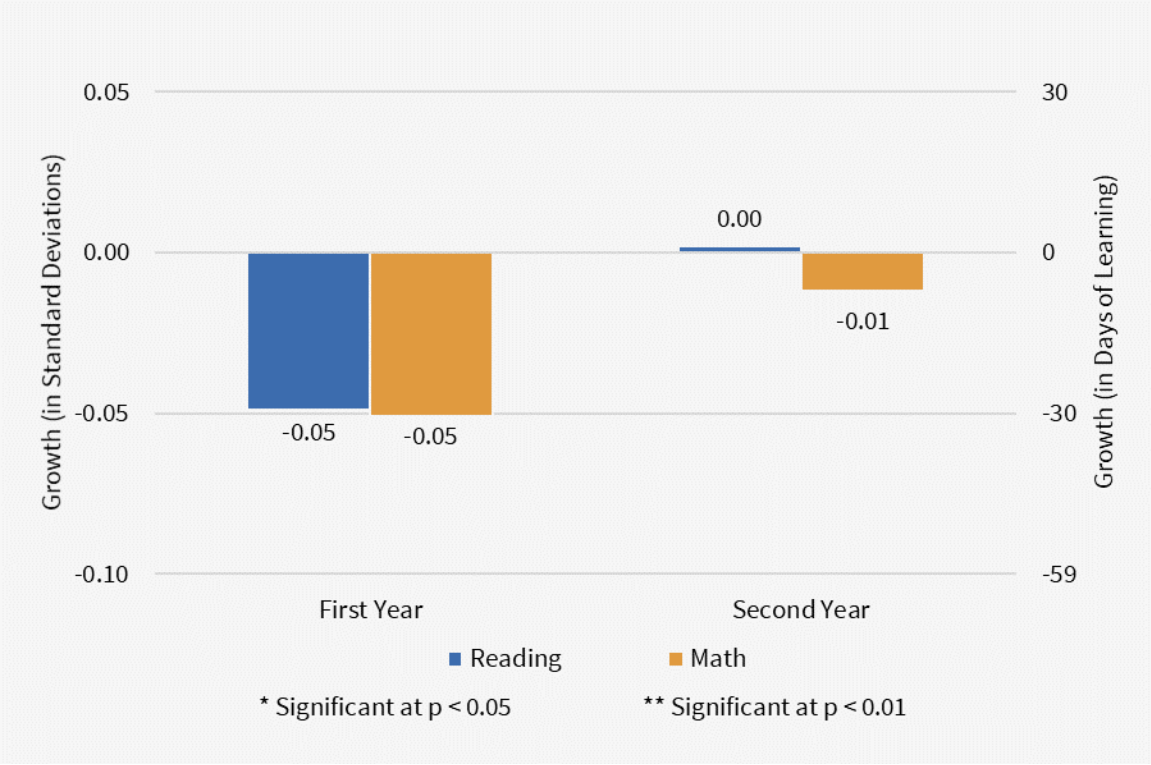
The gains of Idaho charter school students in the 2015-2016 growth period do not differ statistically from the performance of their TPS peers in either reading or math. At the same time, the gains of Idaho charter school students in the 2016-2017 growth period are significantly higher than the growth of their TPS peers in reading. We do not find charter school students to have statistically different math gains from the gains of their TPS peers. During the 2016-2017 growth period, charter students demonstrate growth of approximately 24 more days of learning in reading compared to their TPS counterparts.

Charter School Impact by Students' Years of Enrollment

Students' academic growth may differ depending on how many years they enroll in a charter school. To test the relationship between progress and the length of enrollment in a charter school, we group separately test scores from students in the first year of charter enrollment and scores from students in their second year of charter attendance. In this scenario, the analysis is limited to the charter students who enroll for the first time in a charter school between the 2015-16 and 2016-17 school years and their TPS VCRs. Thus, while the analysis of the overall charter impact uses 14,915 student observations in reading and 14,814 student observations in math, the analysis of charter impact by the number of years of charter enrollment speaks to 4,016 and 4,005 student observations in reading and math, respectively. A further breakout of the number of student observations by different lengths of charter attendance is provided in Appendix A.

Although this approach reduces the number of students included, it ensures an accurate measure of the effect of continued enrollment over time. The results for this subset of the full study sample should not be directly compared with other findings in this report. The results are shown below in Figure 5.

Figure 5: Average Learning Gains in ID Charter Schools Compared to Gains for VCR Students by Years in Charter



As Figure 5 shows, Idaho charter school students experience learning growth in the first and the second year of charter attendance that is not statistically different from that of students (VCR) enrolled in traditional public school settings. Drawing from CREDO's National Charter School Study II (2013), we find that the learning gains associated with the second year of charter school attendance in Idaho are not too far below the average learning gains associated with the second year of charter school attendance. At the same time, in the earlier national

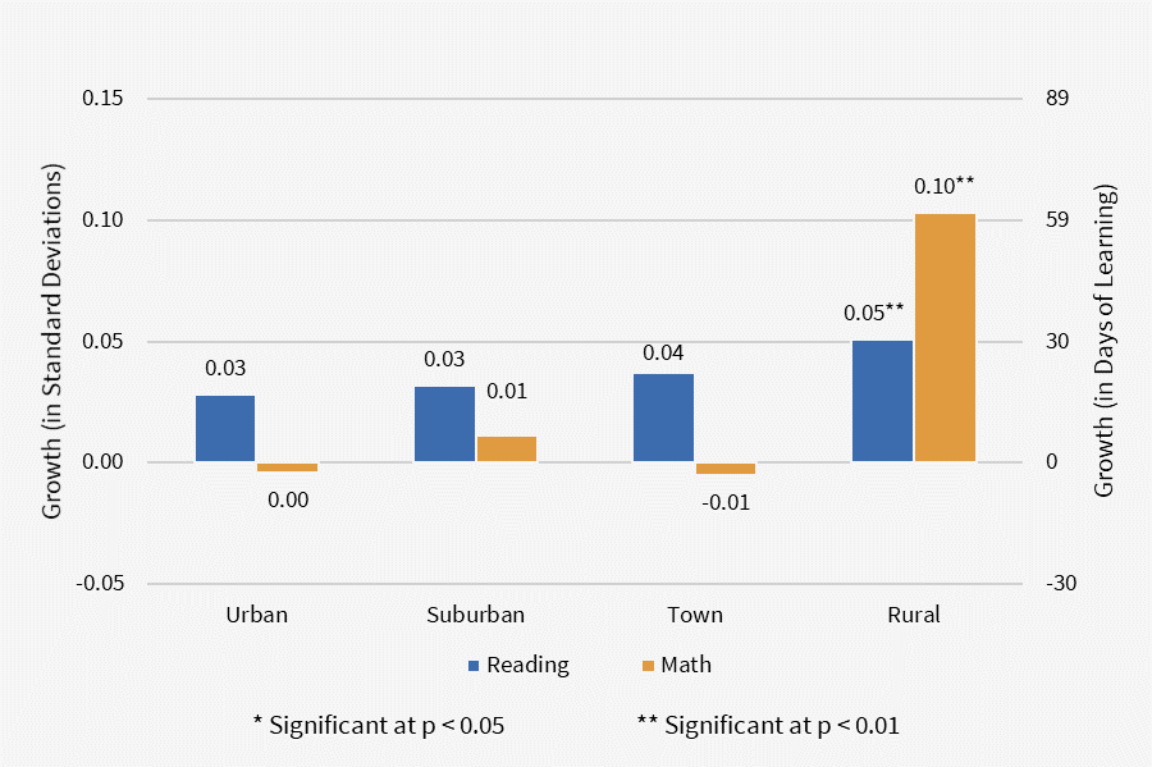
study, the second year of charter school attendance is associated with higher learning growth when compared to the first year of charter school attendance. This pattern is also seen in Idaho, although this trajectory is short, given the limited year span of this study.

Charter School Impact by School Attribute

Charter School Impact by School Locale

Depending on their locales, charter schools may serve different student populations, face different levels of available human capital or both. Though charter schools in urban areas receive the bulk of media attention, charter schools in other locales may produce different results. The results in Figure 5 represent the disaggregated impacts of charter school enrollment for urban, suburban, town, and rural charter schools. In this breakdown, charter students in different locations are compared with their virtual twins in TPS.[10] For the following analysis, the comparison is relative to whatever actual progress each group of VCRs realized. But the reader should not assume that the transformation of each VCR group to 0.00 means that all the VCRs have equivalent academic growth.

Figure 6: Average Learning Gains in ID Charter Schools Compared to Gains for VCR by School Locale



[10] The National Center for Education Statistics defines 12 urban-centric locales which are divided into four main locale types: city, suburb, rural, and town.

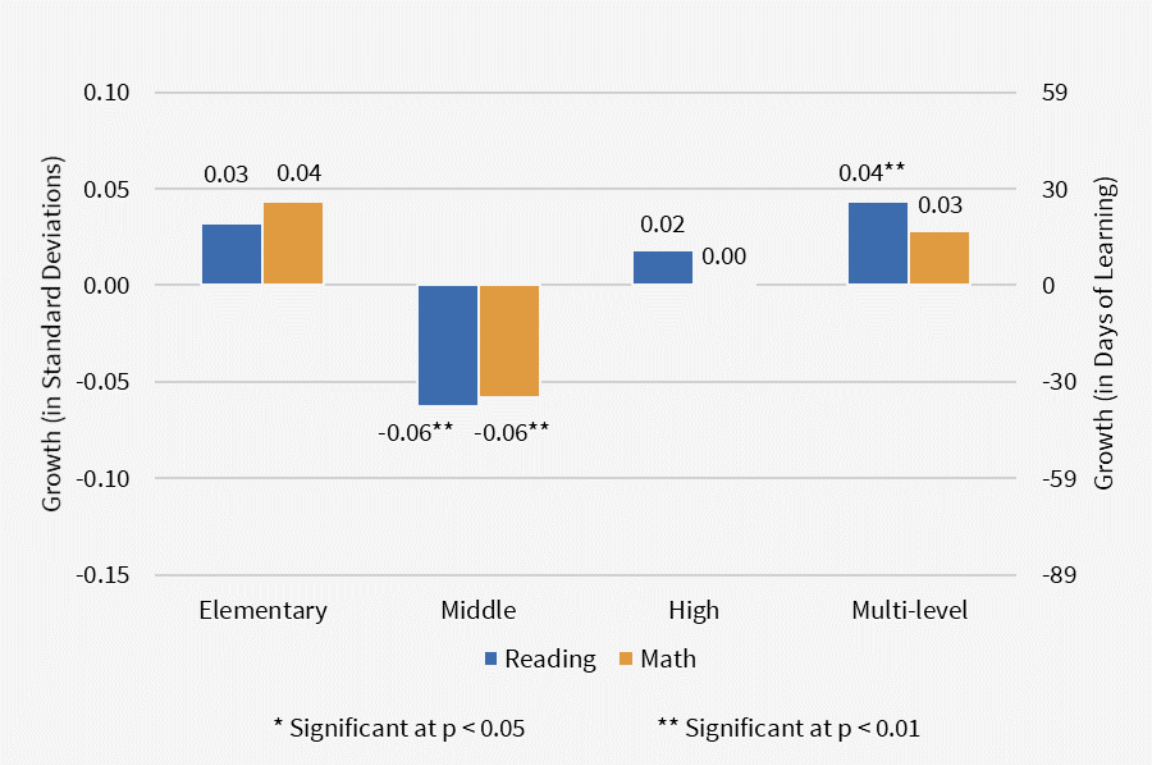
Figure 6 illustrates differences in the academic growth of charter students across locales. Figure 6 shows that Idaho charter students in urban, suburban or town locations perform similarly to their respective TPS VCRs in both reading and math. Students in rural charter schools outperform their TPS VCRs by 30 days of learning in reading and 59 days of learning in math. This finding is important for two reasons. It stands in sharp contrast to results for rural charter schools in other states. The second insight is that rural charters contribute significantly to the overall differences between students from all charters and their TPS VCRs shown earlier in Figure 3.

Charter School Impact by School Grade Configuration

All charter schools choose which grade levels to offer. Some charter operators focus on particular grades, some seek to serve a full range of grades, and others develop by adding one additional grade each year. The National Center for Education Statistics assigns schools the label of "elementary school," "middle school," "high school," or "multi-level" school based on their predominant grade pattern.[11] The designation "Multi-level charter schools" can apply to a school that serves elementary and middle grades, middle and high grades, or all K-12 grades. Looking at performance by school grade configuration helps inform us whether specialization in a specific range of grades produces better results. Figure 7 shows the learning gains of students in charter schools of different grade configurations compared to their respective VCRs in TPS. The reader should not assume that the transformation of each VCR group to 0.00 means that all the VCRs have equivalent academic growth.

[11] The National Center for Education Statistics (NCES) designates a school as an elementary, middle, high, or multi-level school. CREDO uses the designation by NCES. The sole exception is that CREDO considers a school to be a high school if the lowest grade served is ninth grade or above.

Figure 7: Average Learning Gains in ID Charter Schools Compared to Gains for VCR by School Grade Configuration



The results in Figure 7 show that, on average, charter multi-level school students post the strongest academic growth compared to their TPS virtual twins in reading. Their growth in math is similar. The reading result is equivalent to 24 additional days of learning. Students attending elementary or high charter schools demonstrate similar growth in reading and math, compared to their TPS VCRs.

Opposite patterns are found among charter students enrolled in middle schools. Students in middle charter schools experience the weakest growth compared to their TPS virtual twins in both reading and math, where they have an equivalent of 35 fewer days of learning than TPS VCRs in either subject.

Charter School Impact by Delivery System

There are both brick-and-mortar and online charters in Idaho.[12] Students from all over the state can attend online charter schools and receive instruction online. As Table 2 reveals, online charter schools enroll over 25 percent of charter students; 4,880 of the state's roughly 19,000 students attend the 10 online campuses in Idaho. Table 2 also shows that online schools have different student compositions compared to brick-and-mortar charters. CREDO's earlier study also finds that online charter schools serve students with higher mobility rates and, across the group of online schools studied, had significantly negative impacts on student academic progress.[13]

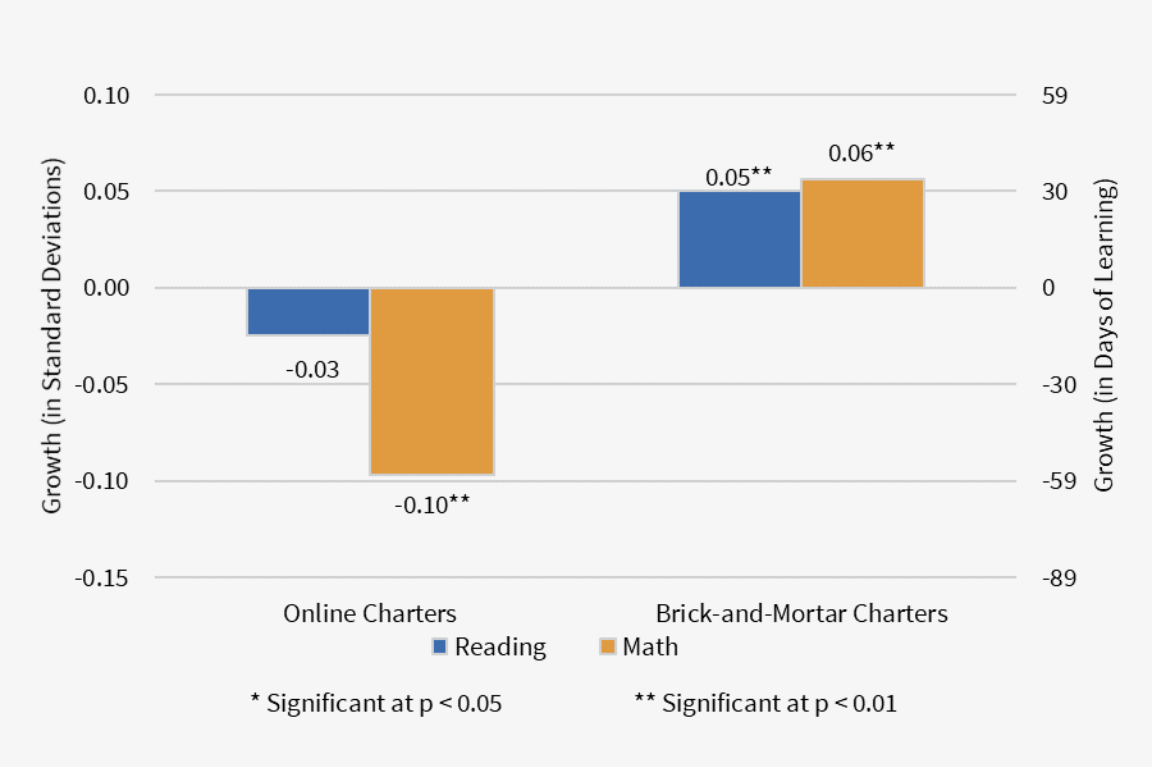
In this sector, we break down the charter school impact on student performance by delivery system and display two distinct comparisons in two graphs:

1. Figure 8 compares the performance of students in online charter schools and students in brick-and-mortar charters against the performance of a common reference group, the "statewide average TPS VCR."
2. Figure 8a compares the difference in learning of students enrolled in online charter schools and those who attend brick-and-mortar charters.

[12] We use information from Idaho's State Department of Education to identify online charter schools: https://www.sde.idaho.gov/school-choice/files/School-Choice-Packet.pdf, Retrieved on Dec 5th, 2018

[13] James L. Woodworth, Margaret E. Raymond, Kurt Chirbas, Maribel Gonzalez, Yohannes Negassi, Will Snow, and Christine Van Donge, *Online Charter School Study 2015,* CREDO (Center for Research on Education Outcomes), Stanford University, https://credo.stanford.edu/pdfs/Online%20Charter%20Study%20Final.pdf.

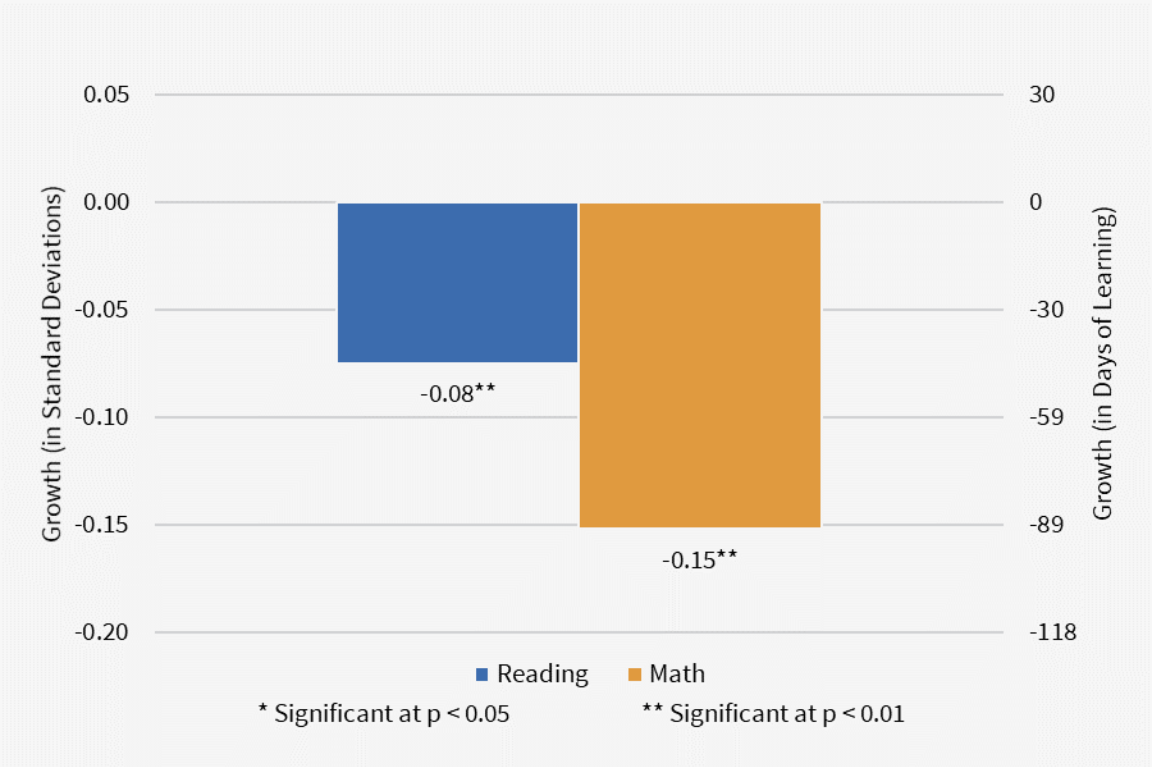
Figure 8: Student Learning Gains for Students in Online and Brick-and-Mortar Charter Schools Benchmarked against Learning Gains for Average TPS VCRs



According to Figure 8, students attending online charter schools have similar growth in reading and weaker growth in math compared to the average TPS VCRs. The gap translates to 59 fewer days of learning in math for online charter students. It is worth highlighting the contrast between the results for online charter schools in Idaho to our earlier findings for online charters schools in 17 states and the District of Columbia.[13] Specifically, CREDO's earlier study found significant learning losses for online charters in both reading and math. We find no learning loss in reading associated with online charter schools in Idaho, while the learning loss in math is smaller than that at the national level, found in CREDO's earlier study. Students in brick-and mortar charters exhibit stronger growth in reading and math, equivalent to 30 and 35 extra days of learning, respectively, compared with the average TPS students.

Figure 8a benchmarks the performance of students in online charter schools against that of students attending brick-and-mortar charters (whose performance is represented by the 0.00 line). Online charter school students gain significantly less in both subjects. To be specific, they are behind brick-and-mortar charter students by 47 days of learning in reading. The lag in math is greater, with online charter students losing an equivalent of 77 days of learning as compared to students in brick-and-mortar charters.

Figure 8a: Student Learning Gains in Online Charter Schools Benchmarked against Students in Brick-and-Mortar Charter Schools



Figures 8 and 8a above demonstrate two important points: First, Idaho online charter students fall behind in both reading and math compared to the average statewide student in TPS or brick-and-mortar charter schools. Second, the negative performance of online charter students is sufficiently large to wipe out the positive growth of brick-and-mortar charter students in math, which leads to the lack of overall Idaho charter effect in math growth in Figure 3. Similarly, the overall positive charter impact on reading progress in Figure 3 is lessened by the lagging growth in reading of students in online charter schools.

School-Level Analysis

The numbers reported in the previous sections represent the typical learning gains at the student level across the state; they reveal what would be the likely result if a typical student were enrolled in any of the Idaho charter schools. The prior results do not let us discern whether some charter schools are better than others. Since school-level results are of interest to policy makers, parents and the general public, we aggregate charter student performance up to the school level for each charter school in the state. This view is necessarily limited to charter schools with a sufficient number of tested students to make a reliable inference on performance.

It is important to understand the counterfactual used in this section. As shown in Table 1 earlier in the report, the student populations within the typical charter school and their feeder schools differ, making whole-school to whole-school comparisons unhelpful. Here instead, we pool each school's VCRs to simulate "apples to apples" for traditional public schools and to serve as the control condition for testing the performance of charter schools. This simulated TPS reflects a precise estimate of the alternative local option for the students actually enrolled in each charter school.

The Range of School Quality

To determine the range of charter school performance, we estimate the annual learning impact of each charter school over the two most recent growth periods (2015-2016 and 2016-2017). The estimated learning impact for each charter school can be positive (statistically different from zero with a positive sign), negative (statistically different from zero with a negative sign), or zero. We use it to infer how the academic quality of a charter school compares to the quality of traditional public schools which students in that charter school would have potentially attended if they had not attended a charter school.

A statistically positive learning impact for a charter school suggests that the charter school has stronger learning growth than the alternative TPS options for its students. A statistically negative learning impact for a charter school implies the school makes less progress than the traditional schools its students would have attended. A zero learning impact means that the charter school and the TPS alternatives for its students have similar performance.

Our total sample consists of 41 schools with reading scores and 41 schools with math scores in the 2015-2016 and 2016-2017 growth periods. [14] Table 4 below shows the breakout of the performance for the included Idaho charter schools.

[14] As noted in Table 1, charter schools are smaller on average than their corresponding feeder schools. Furthermore, some charter schools elect to open with a single grade and mature one grade at a time. Consequently, care is needed when making school-level comparisons to ensure that the number of tested students in a school is sufficient to provide a fair representation of the school's impact. Our criterion for inclusion is at least 60 matched charter student records over the two growth periods or at least 30 matched charter records for schools with only one growth period.

Table 4 shows the performance comparison of charter schools in Idaho relative to traditional public schooling options in reading and math, respectively. In reading, 17 out of 41 Idaho charter schools, or 41 percent, perform significantly better that the traditional schooling environments the charter students would have otherwise attended. In math, the result is the same: 17 of 41 or 41 percent of charter schools post growth that is significantly higher than that of their traditional public schooling counterparts. The results show that the share of charter schools performing significantly better than the traditional schooling alternatives is higher than the national average. To benchmark these figures at the national level using the 2013 National Charter Study II, 25 percent of charter schools outperform the traditional schooling alternatives in reading and 29 percent do so in math.[15]

Table 4: Performance of Charter Schools Compared to Traditional Schooling Alternatives in Idaho

	Significantly Worse		Not Significantly Different		Significantly Better	
Subject	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Reading	7	17%	17	41%	17	41%
Math	8	20%	16	39%	17	41%

At the other end of the distribution, seven of 41 Idaho charter schools, or 17 percent, have reading performance that is significantly weaker than the traditional public schooling option as compared to the national figure of 19 percent. In math, eight out of 41 of charter schools, 20 percent, post growth results weaker than the traditional public schooling option compared to the 2013 national figure of 31 percent.

In reading, 17 Idaho charter schools, 41 percent, do not differ significantly from the traditional public school option. In math, 16, or 39 percent of charter schools have growth results that is indistinguishable from the traditional public school option. It is important to emphasize that "no difference in growth" does not reflect the actual level of growth, as it is possible for charter schools to have high levels of growth that are similar to that of the traditional schooling alternative, and the reverse is also true.

[15] Cremata et al., *National Charter School Study 2013.*

Growth and Achievement

While the impacts of charter schools on academic growth relative to their local competitors is informative, we are also interested in how well students perform in absolute terms. Since many of the students served by charter schools start at low levels of achievement, the combination of absolute achievement and relative growth is vital to understanding student success overall.

For each school, the tested achievement of their students over the same two periods covered by the academic growth analysis (2015-2016 and 2016-2017) is averaged and transformed to a percentile within the statewide distribution of achievement.[16] The 50th percentile indicates statewide average performance for all public school students (traditional and charter). A school achievement level above the 50th percentile indicates that the school's overall achievement exceeds the statewide average. We use standard deviations discussed above to measure growth. We display each school's achievement and growth in a two-dimensional plot, displayed in Tables 5 and 6.

Graphics Roadmap No. 2

There are **four quadrants** in each of the tables 5 and 6. We have expanded on the usual quadrant analysis by dividing each quadrant into four sections. The value in each box is the percentage of charter schools with the corresponding combination of growth and achievement. The value in the center of each quadrant is the sum of the four sections in that quadrant. These percentages are generated from the 2016 and 2017 growth periods.

The uppermost box on the left denotes the percentage of charters with very low average growth but high average achievement. The box in the bottom left corner depicts low-growth, low-achieving schools.

Similarly, the uppermost box on the right contains the percentage of charters with high average growth and high average achievement. The bottom right corner contains high-growth, low-achieving schools.

The major quadrants were delineated using national charter school data. We would expect the majority of schools to have an effect size between -0.15 and 0.15 standard deviations of growth (the two middle columns). Similarly, we would expect about 40 percent of schools to achieve between the 30th and 70th percentiles. These expectations are based on how we view a normal distribution with the majority of the sample falling within one standard deviation from the mean.

[16] Average achievement was computed using students' z-scores from the end of the growth period (e.g., spring 2016 and spring 2017). The resulting school-level mean was then converted into a percentile.

Table 5: School-Level Reading Growth and Achievement in Idaho Charter Schools

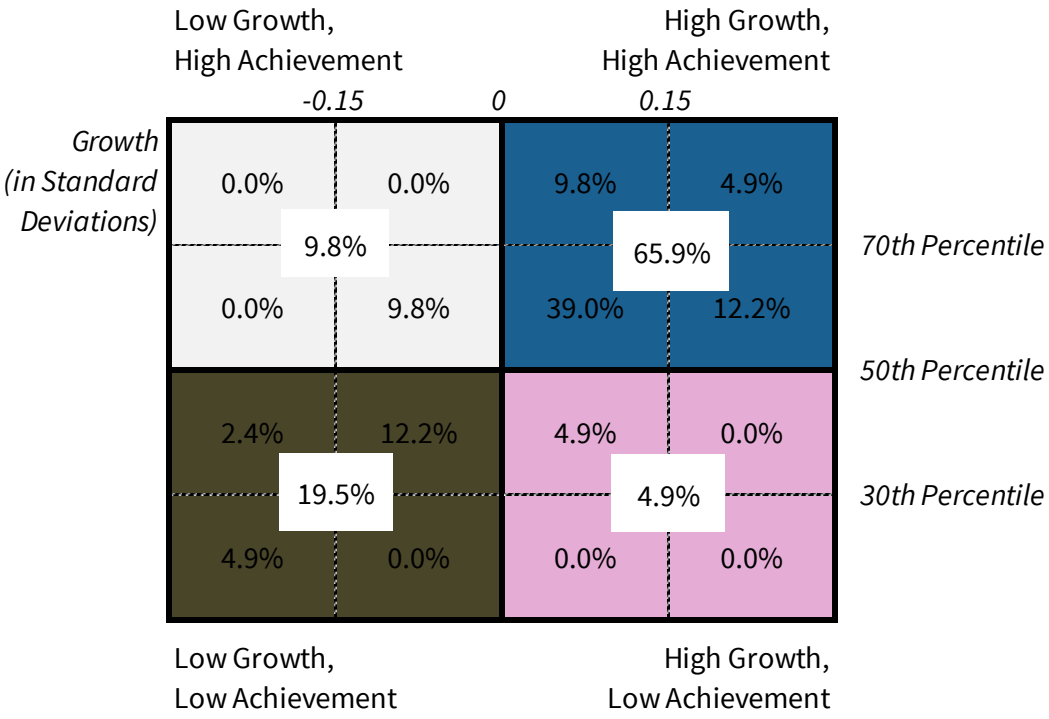
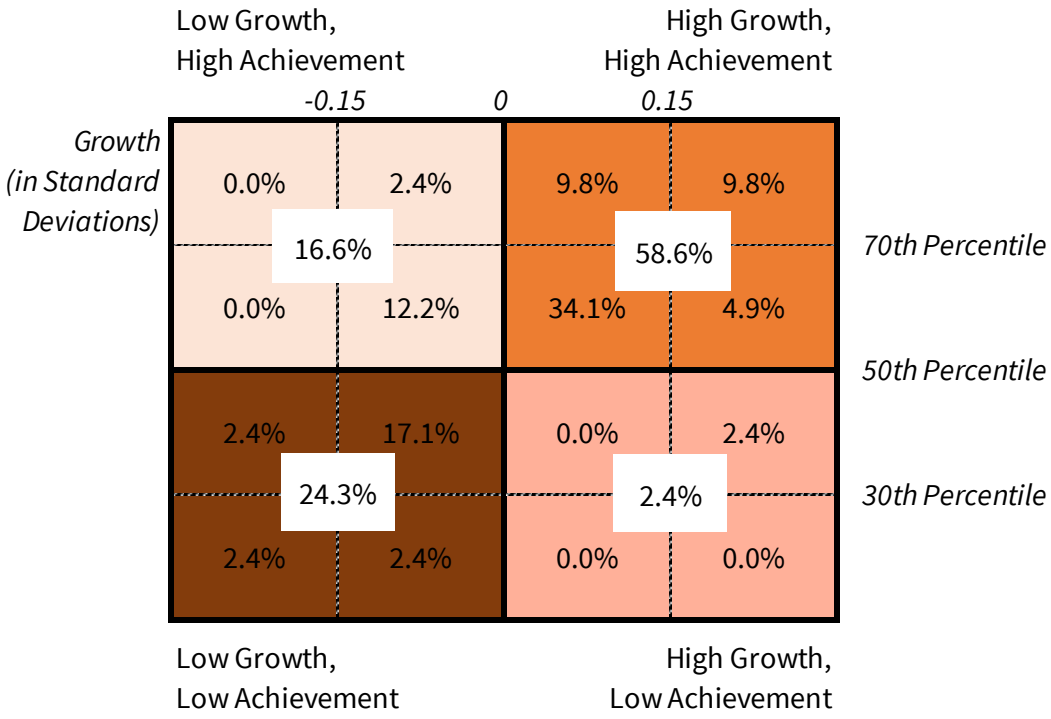


Table 5 presents the reading achievement and growth results for the Idaho charter schools included in this analysis. In the table, Seventy-one percent, 29 of the 41 Idaho charter schools, have positive average growth compared to their peer schools. (This percentage is the sum of the eight squares in the blue and pink quadrants in the right half of the table). Sixty-six percent of charters have positive growth and average achievement above the 50th percentile of the state (i.e., the total for the blue quadrant on the top right). A total of five percent of charter schools in the pink box post above-average gains but remain below the state average in absolute achievement. Over time, if the five percent of charter schools in the pink box maintain or improve their average growth, their achievement would increase, eventually moving them into the blue box.

Roughly 29 percent of schools post smaller learning gains than their peer TPS (the sum of gray and brown quadrants on the left half of the table). If their growth remains steady or worsens, they will fall in the overall distribution of achievement as other schools pull away. Approximately 24 percent of charters perform below the 50th percentile of achievement (the sum of the brown and pink cells in the lower portion of the table). The area of the greatest concern is the roughly 20 percent of schools that fall into the lower left quadrant of the table. These schools are characterized by both low achievement and low growth.

Table 6: School-Level Math Growth and Achievement



In math, 25 of the 41 Idaho charter schools (61 percent) have positive average growth in math, as seen in the combined orange and pink quadrants in the right half of Table 6. About 59 percent of charters have positive growth and average achievement above the 50th percentile (the orange quadrant in the upper right of the table). Approximately 27 percent of charters post achievement results below the 50th percentile of the state for math (the sum of cells in the lower half of the table); these percentages are slightly smaller than those presented in Table 6 for reading. In the pink quadrant in the lower right of the table, roughly two percent of the schools classified as having low achievement have high growth and appear to be on an upward trajectory. As in the previous table, the schools of the greatest concern are those in the lower left (brown) quadrant that have both low achievement and low growth; they account for roughly 20 percent of the Idaho charter schools in reading (9 of the 41), and roughly 24 percent of the charter schools in math (10 of the 41).

Charter School Impacts by Student Subgroups

Charter School Impact for Students by Race/Ethnicity

One of the enduring advances of the *No Child Left Behind Act* of 2001 and the subsequent *Every Student Succeeds Act* of 2015 is the recognition that average results may not be evenly distributed across all students. Attention to the differences in the performance of students of various racial/ethnic backgrounds and other attributes has become standard practice in most assessments of school performance. Table 1 shows that Idaho charter schools serve a somewhat diverse student population. Their ability to support the progress of disadvantaged students is an important policy goal in the state and a strong focus of this study. The effectiveness of charter schools across ethnic and racial groups is especially important given the significant shares of historically underserved students that charter schools enroll. This section investigates the impact of charter school attendance on learning gains of students of different racial backgrounds compared to their same-group peers in traditional settings.

The impact of charter schools on the academic gains of White, Black and Hispanic students is presented in Figures 9 through 11a. For Black and Hispanic students, we present two related graphs. Graphics Roadmap No. 3 in the sidebar provides guidance on how to interpret the graphs and their relation to each other. In short, the first graph depicts the growth of TPS students and charter students in the particular subgroup of

Graphics Roadmap No. 3

Figures 10 through 11a show two important contrasts for Black and Hispanic student groups. For each student subgroup we present two graphs:

The **first graph** displays the growth of TPS students and charter students in the particular **subgroup of interest** compared to the growth of the "average White TPS student." In this comparison, the White TPS student is male and does not qualify for subsidized school meals, special education services, or English Language Learner support and is not repeating his current grade. The graph sets the performance of the average White TPS student to **zero** and shows how learning of students in the subgroup compares.

The **stars** indicate if the learning gains of the subgroup are statistically different from the reference group. Thus, if there are no stars, we interpret the difference in learning gains as similar to the white TPS comparison student. The reader should not be swayed by seemingly large differences if there are no stars. If there is no difference in the learning gains, the bar would be missing entirely. If the learning of the student group in question is not as great as the comparison baseline, the bar is negative. If the learning gains exceed the comparison, the bar is positive.

Graphs labeled "a" display the results of a second comparison testing whether the learning gains in the charter school student subgroup differ significantly from their VCRs in the same student subgroup. In these graphs, the performance of the TPS peers in the subgroup are set to **zero** and the learning gains of the charter school students in the subgroup are measured against that **baseline**. As with the first graph, stars denote statistical significance.

interest as compared to the growth of the "average White TPS student". Graphs labeled "a" show whether the learning gains in the charter school student subgroup differ significantly from their VCRs in the same subgroup.

White students account for approximately 81 percent of the student population in charter schools in Idaho. Figure 9 displays the relative differences in learning between White students enrolled in TPS and White students enrolled in charter schools. The 0.00 baseline reflects the one-year academic progress of White TPS VCRs in Idaho. White students in charter schools show higher learning growth than White students attending traditional public school settings, that is equivalent to 24 additional days of learning in both math and reading.

Figure 9: Relative Learning Gains for White Charter School Students Benchmarked against Their White TPS Peers

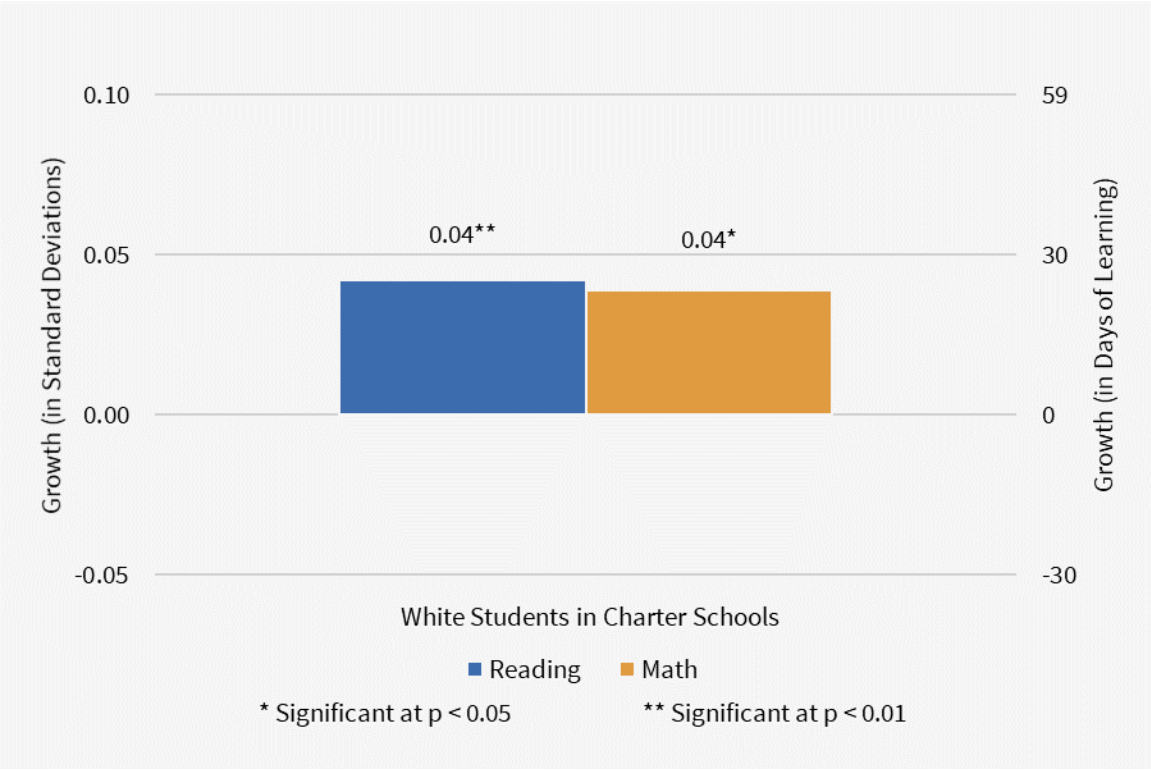
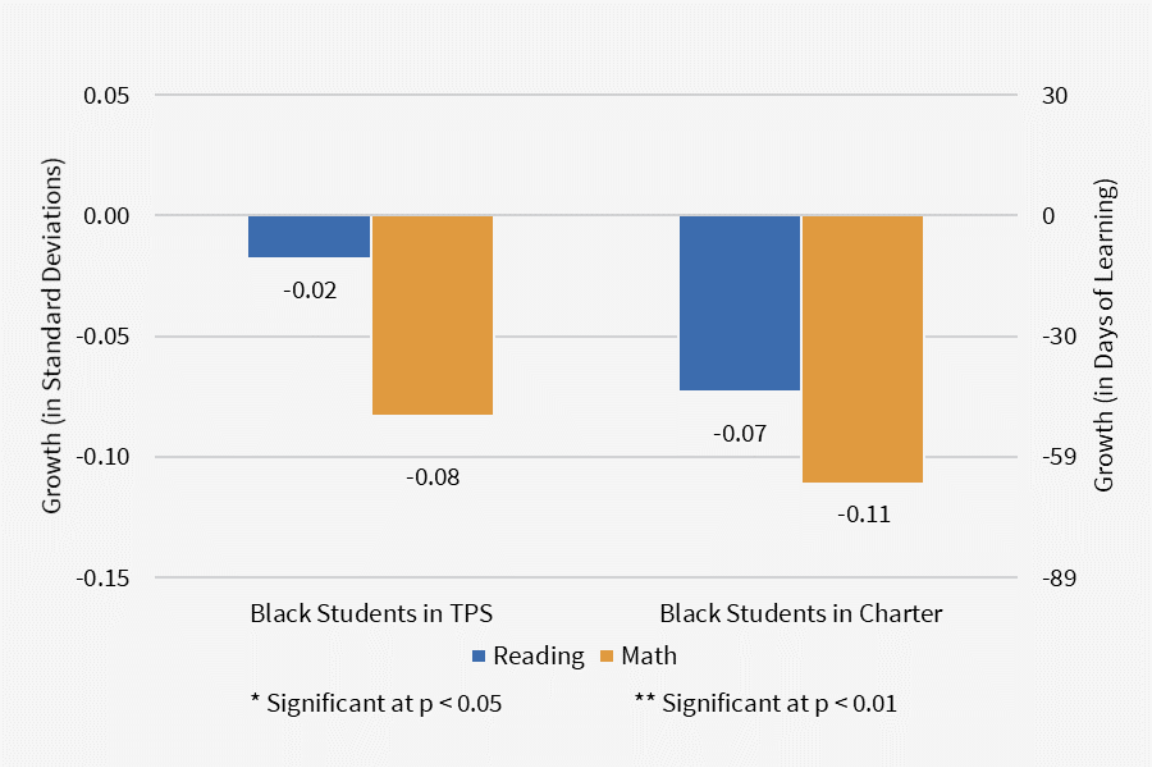
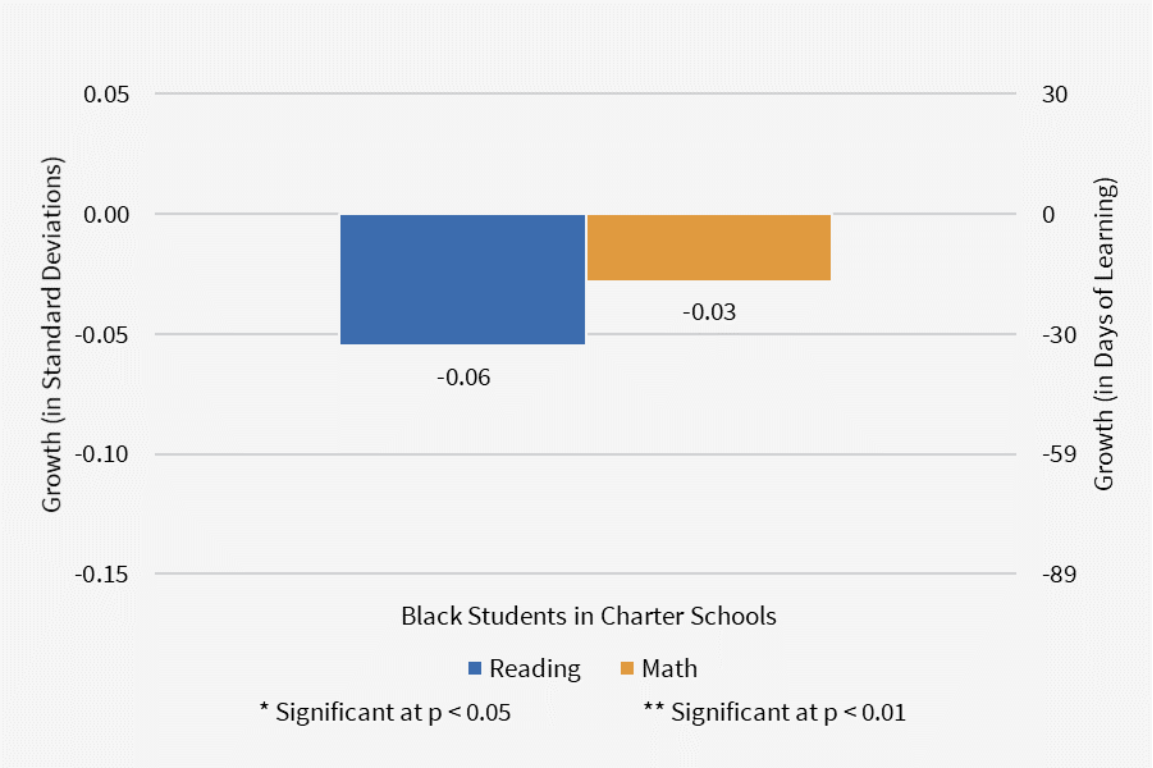


Figure 10: Learning Gains of Black Students Benchmarked against Learning Gains of White TPS Students



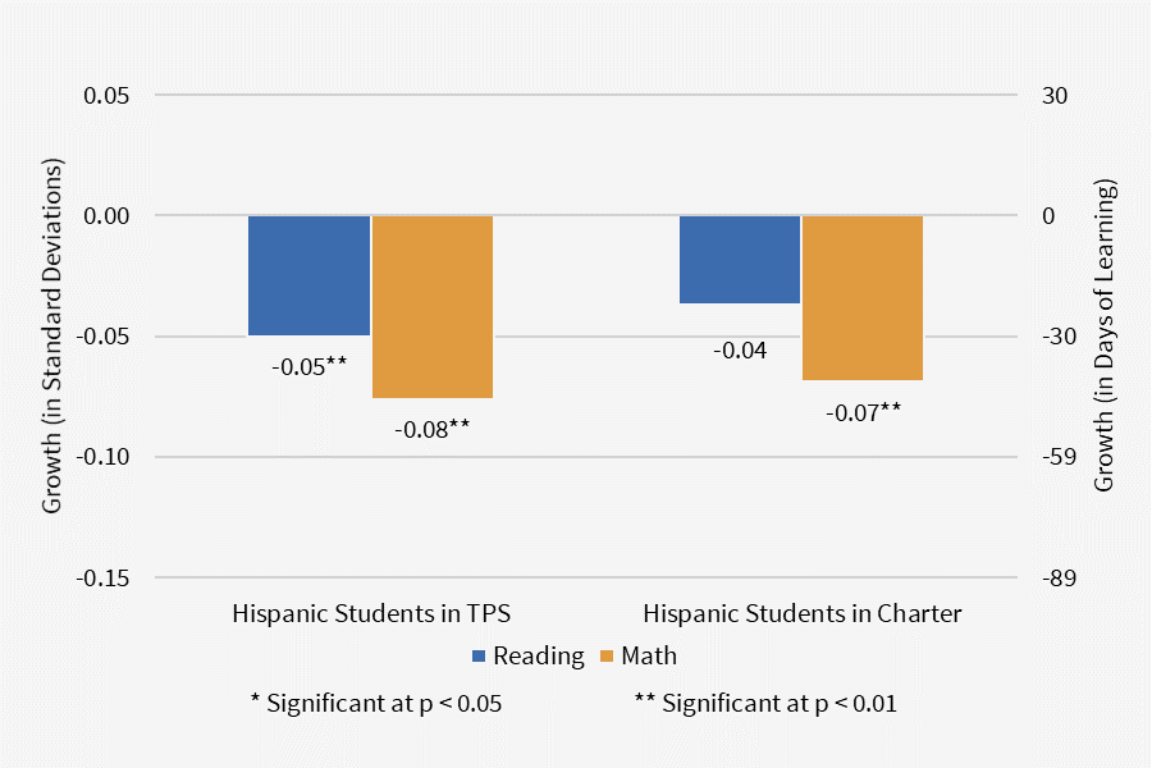
Black students account for roughly one percent of the charter school population in Idaho. As shown in Figure 10, Black students in TPS are found to have similar annual academic learning gains in reading and math when compared to the average White TPS (VCR) student. Accordingly, Black charter school students exhibit statistically similar learning growth to White TPS students in both math and reading. It is worth noting that given the limited number of black students in Idaho, it would take exceptionally large differences to trigger significance in a statistical sense.

Figure 10a: Relative Learning Gains for Black Charter School Students Benchmarked against Their Black TPS Peers



A second comparison examines the learning gains for the same student group across the two school settings to see whether the student group, in this case Black students, fare better in one or the other environment. Figure 10a displays the differences in learning growth between Black students enrolled in TPS and Black students enrolled in charter schools. In Idaho, Black charter school students experience similar growth to their Black TPS counterparts in reading and math.

Figure 11: Learning Gains of Hispanic TPS and Charter Students Benchmarked against Learning Gains of White TPS Students



An equivalent analysis for Hispanic students is presented in Figures 11 and 11a. Hispanic students account for 9 percent of charter school students in Idaho. Hispanic students in TPS are found to have significantly weaker academic growth in both reading and math compared to the average White TPS student, amounting to 30 fewer days of learning in reading and 47 fewer days of learning in math in a year. Hispanic students in charter schools have significantly weaker learning growth in math, but similar growth in reading, when compared to White TPS students over the same time period. Specifically, compared to the average White TPS student, Hispanic charter students experience 41 fewer days of math learning in a year. The finding of similar academic progress in reading between Hispanic charter students and the average White TPS student suggests a stabilization of the achievement gap in reading.

Figure 11a: Relative Learning Gains for Hispanic Charter School Students Benchmarked against Their Hispanic TPS Peers

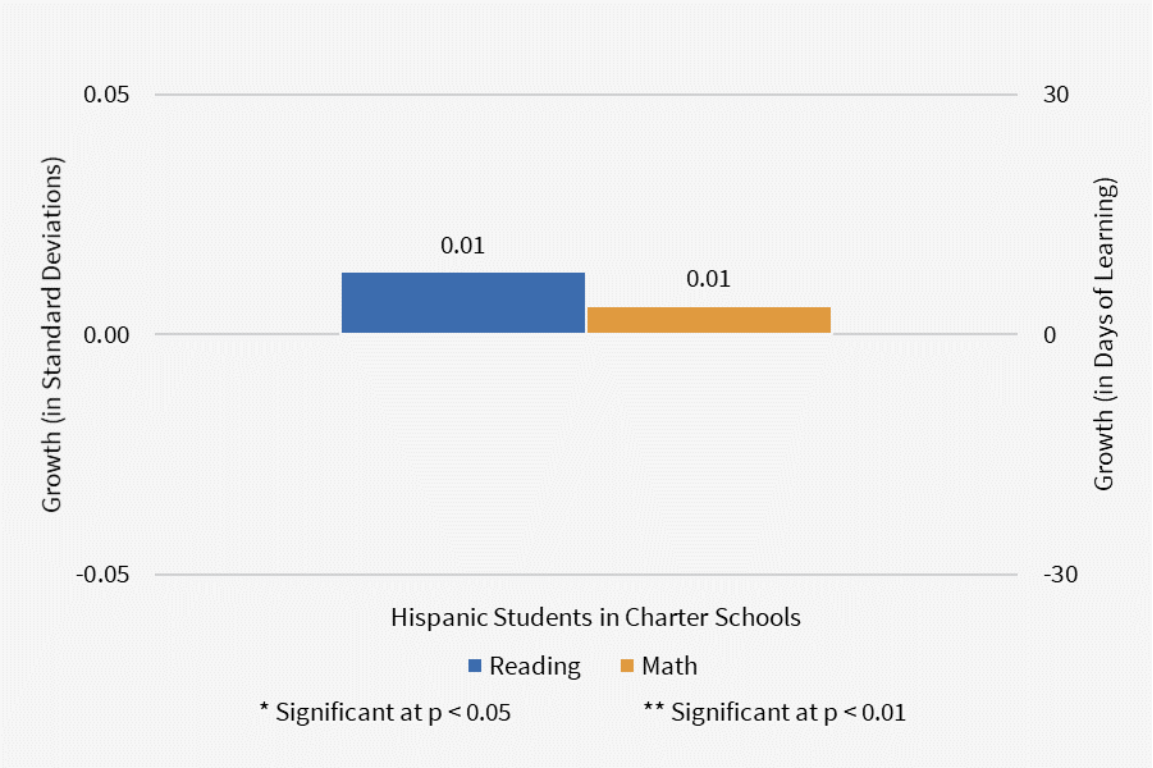


Figure 11a displays the relative differences in learning between Hispanic students enrolled in TPS and Hispanic students enrolled in charter schools. Hispanic students in charter schools show similar learning growth to Hispanic students attending traditional public school settings in both math and reading.

To summarize the race/ethnicity analyses, White students in charter schools post significantly higher academic progress than the average White TPS student in both reading and math. Black students in both charter schools and TPS make similar annual academic progress to the average White TPS student in reading and math. When we compare the progress of Black students across sectors, Black charter students post similar growth to that of Black TPS VCRs in both reading and math. Hispanic TPS and charter students post smaller gains in math, compared to the average White TPS student, while Hispanic TPS post weaker growth in reading as well. When the focus shifts to comparing the outcomes of Hispanic students by sector, Hispanic charter students are on a par with Hispanic TPS peers in both subjects.

The results indicate that charter school enrollment does not diminish learning for Black or Hispanic students. At the same time, we find that the overall positive learning gains in reading associated with charter attendance are primarily driven by the significantly higher learning gains of White charter students compared to White TPS VCRs. The overall not significant charter school impact on learning gains in math associated mask the positive impact

of charter attendance on the academic progress in math of White students, who represent 81 percent of the student population in charter schools in Idaho.

Charter School Impact for Students in Poverty

Many charter school operators expressly aim to improve educational outcomes for traditionally underserved students, especially for students in poverty. According to the latest data collected by the National Alliance for Public Charter Schools, students in poverty account for 55 percent of the national charter school population.[17] In Idaho, 19 percent of charter school students are eligible for subsidized school meals, a proxy for low income households, compared to 27 percent of TPS students.

Our information on eligibility for subsidized school meals reflects Idaho's State Department of Education's information on eligibility confirmed through "Direct Certification." Direct certification involves matching school enrollment records against the most current available Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Families in Idaho (TAFI), foster care data, or through several other allowable categorically eligible designations. Direct certification is a statutory mandate pursuant to Section 9 of the Richard B. Russell National School Lunch Act (NSLA) as amended by reauthorization legislation (Public Law 108-265). We recognize that several aspects of direct certification contribute to the estimated lunch eligibility being only loosely correlated with lunch eligibility estimated in the Child Nutrition Program reports.[18]

Figure 12 presents the annual academic growth for students in poverty. It is important to note that in this graph, the baseline differs from the race/ethnicity graphs presented earlier: it is a student who is not eligible for free or reduced price school meals in TPS.[19] The study isolates the relationship between poverty and growth. This leaves a picture of the difference in the impact of charter attendance on students in poverty compared to similar students in TPS who are not in poverty. The bars on the right side of Figure 10 (-.05* for reading and -.08** for math) represent the impact of being a student in poverty and attending a charter school.[20] The bars on the left side of Figure 12 picture a TPS student in poverty. Both are compared to TPS students who are not in poverty, represented by the .00 line.

[17] The data were retrieved from "National Charter School Facts," National Alliance for Public Charter Schools, https://data.publiccharters.org/, when the report was produced.
[18] For additional information on Idaho's direct certification, please visit: https://www.sde.idaho.gov/cnp/sch-mp/files/reference/direct-certification/Direct-Certification.pdf
[19] Eligibility for free or reduced-price lunch (FRL) has been used as an indicator of poverty in education research for decades. Although we acknowledge that FRL is not as sensitive as we would desire, FRL is currently the best available proxy for poverty.
[20] The learning gains for a charter student in poverty include both the gains associated with charter attendance and the gains associated with being in poverty.

Figure 12: Overall Learning Gains for TPS and Charter Students in Poverty Compared to Students Not in Poverty

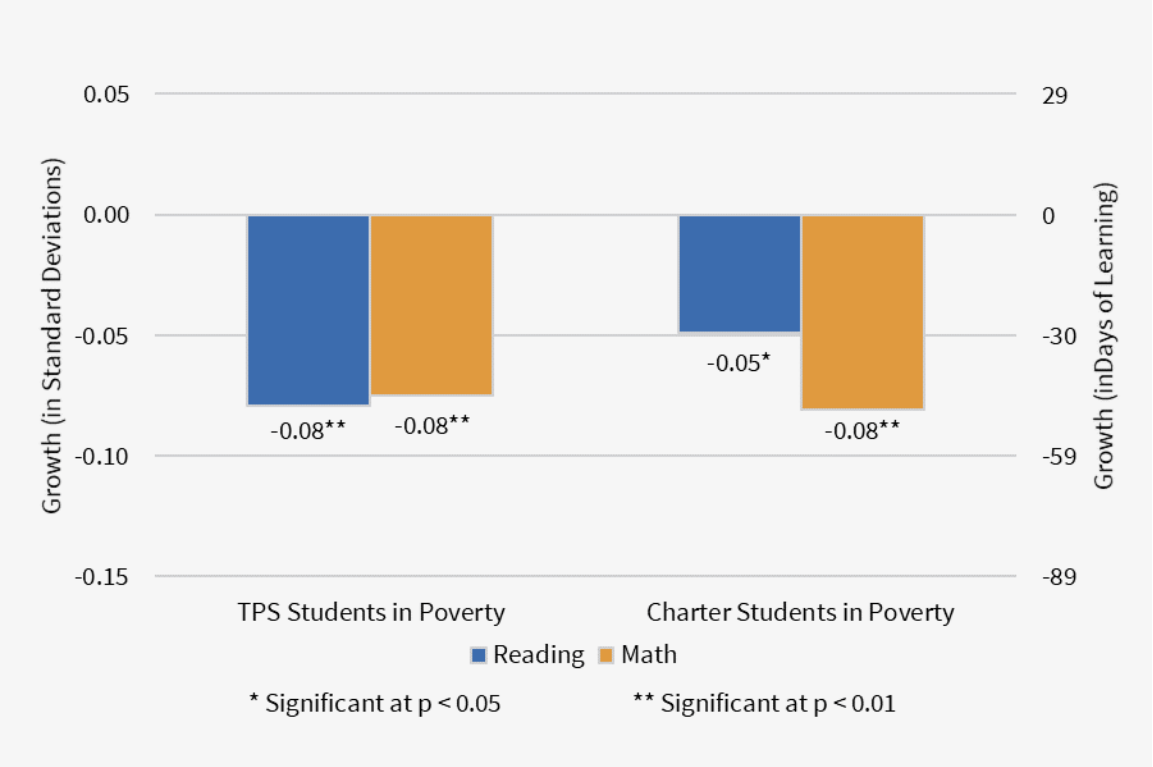


Figure 12a compares the growth of charter students in poverty versus their TPS peers. The results in Figure 12 suggest that student in poverty, regardless of whether they attend TPS or charter schools, significantly underperform TPS students not in poverty in both reading and math. TPS students in poverty make less academic progress than non-poverty TPS students by 47 days of learning in reading and 47 days of learning in math. Charter school students in poverty achieve less academic growth in reading compared to their non-poverty TPS students too, with the deficit amounting to 30 days of learning in reading and 47 days of learning in math. These results mean that learning gaps for charter and TPS students on the socio-economic status have persisted.

Figure 12a: Relative Learning Gains for Charter School Students in Poverty Benchmarked against Their TPS Peers in Poverty

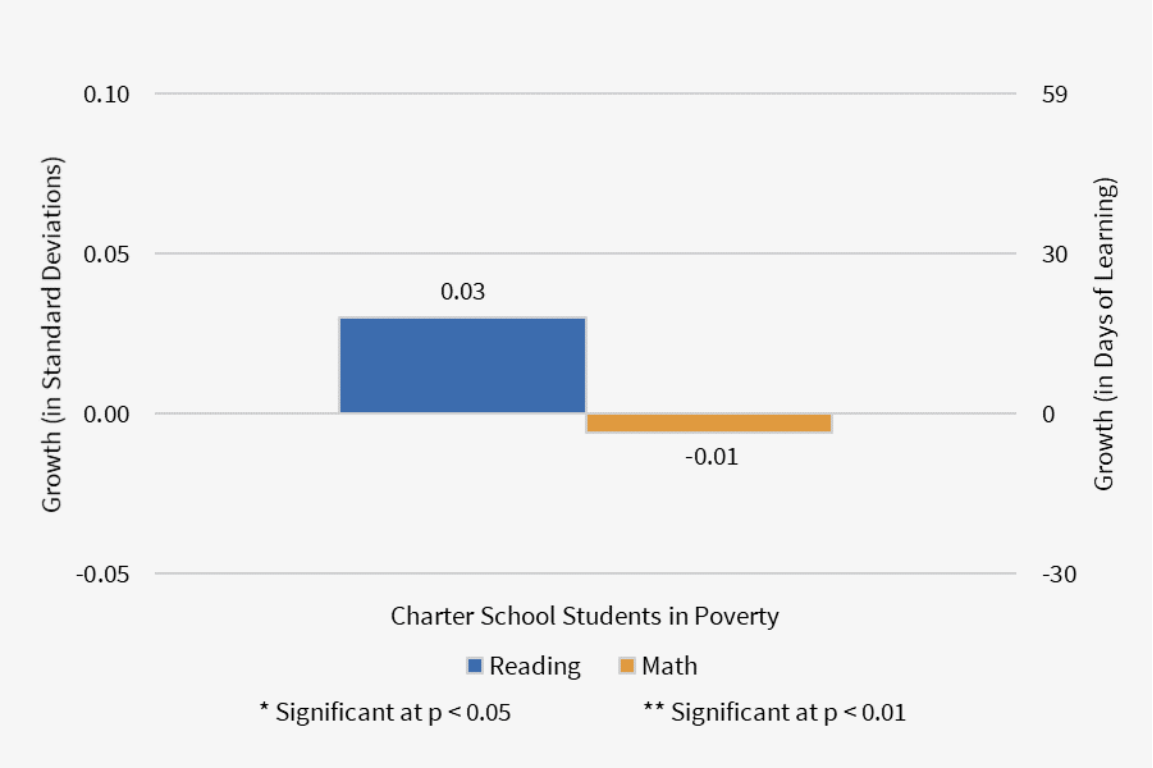


Figure 12a compares the growth of charter students in poverty versus their TPS peers. Charter school students in poverty make similar progress to TPS peers in poverty in both reading and math.

Charter School Impact for Students in Poverty by Race/Ethnicity

In public education, some of the most academically challenged students are those who are both living in poverty and also members of historically-underserved racial or ethnic minorities. These students represent a large subgroup, and their case has been the focus of decades of attention. Within the national charter school community, these groups receive special attention. To examine the extent to which gaps are being addressed in Idaho, we further disaggregate the charter school impact on students in poverty by different race/ethnicity groups. We benchmark the discussion by showing the impact of Idaho charter schools on the academic gains of White students living in poverty, presented in Figures 13 and 13a. Figures 14 and 14a show the academic progress of Hispanic students living in poverty. Small numbers of students prevent the same study of Blacks in poverty versus non-poverty Blacks.

Figure 13 compares White students living in poverty, enrolled in TPS or charter schools, with the average White TPS student who is not in poverty. The results show that White TPS students living in poverty make less academic progress annually in reading and math than White TPS students not living in poverty in Idaho. White charter students in poverty exhibit similar academic progress in reading and lower growth in math, compared to White

non-poverty TPS students. White TPS students in poverty exhibit approximately 53 fewer days of learning in reading and 47 fewer days of learning in math than White non-poverty TPS students. White charter students in poverty experience similar growth in reading compared to White non-poverty TPS students. White charter students in poverty experience 41 fewer days of learning in math than White non-poverty TPS students. When focusing on peer comparison as displayed in Figure 13a, we find that White charter students living in poverty make similar learning gains compared to their White TPS peers in poverty in both reading and math.

Figure 13: Learning Gains of White TPS and Charter Students in Poverty Compared to Learning Gains of White TPS Students Not in Poverty

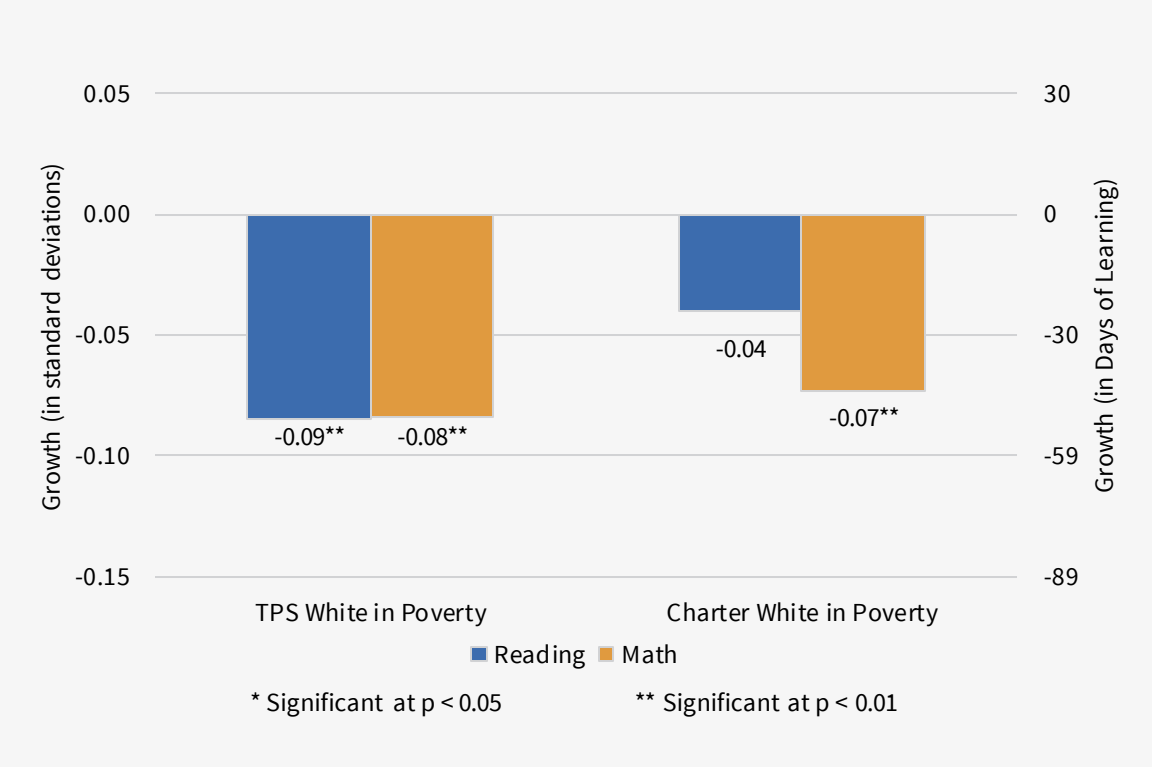


Figure 13a: Relative Learning Gains for White Charter School Students in Poverty Benchmarked against Their White TPS Peers in Poverty

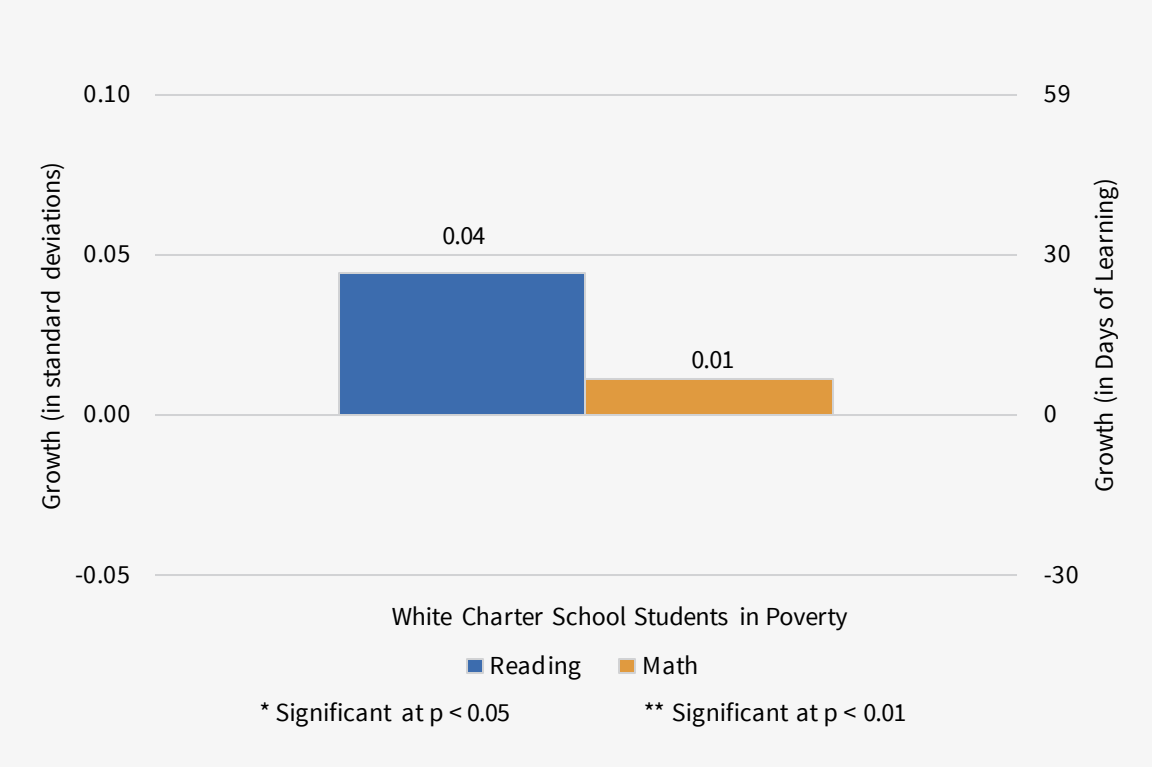


Figure 14: Learning Gains of Hispanic TPS and Charter Students in Poverty Compared to Learning Gains of White TPS Students Not in Poverty

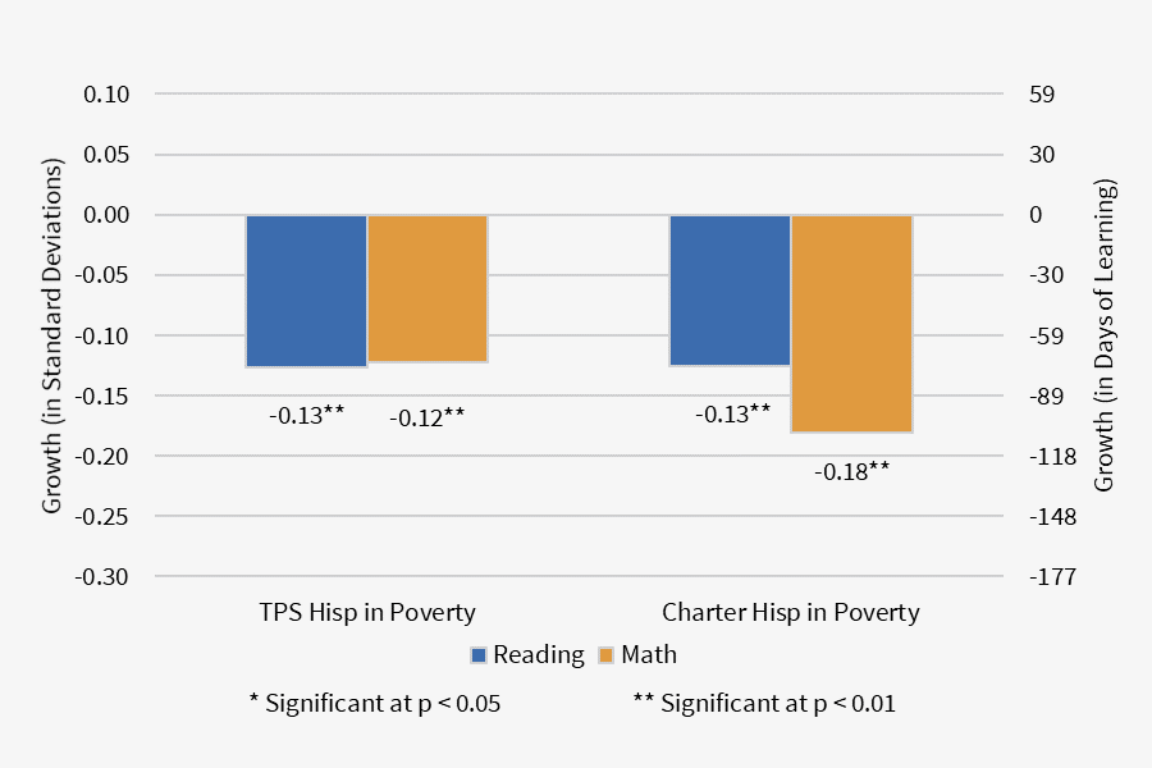
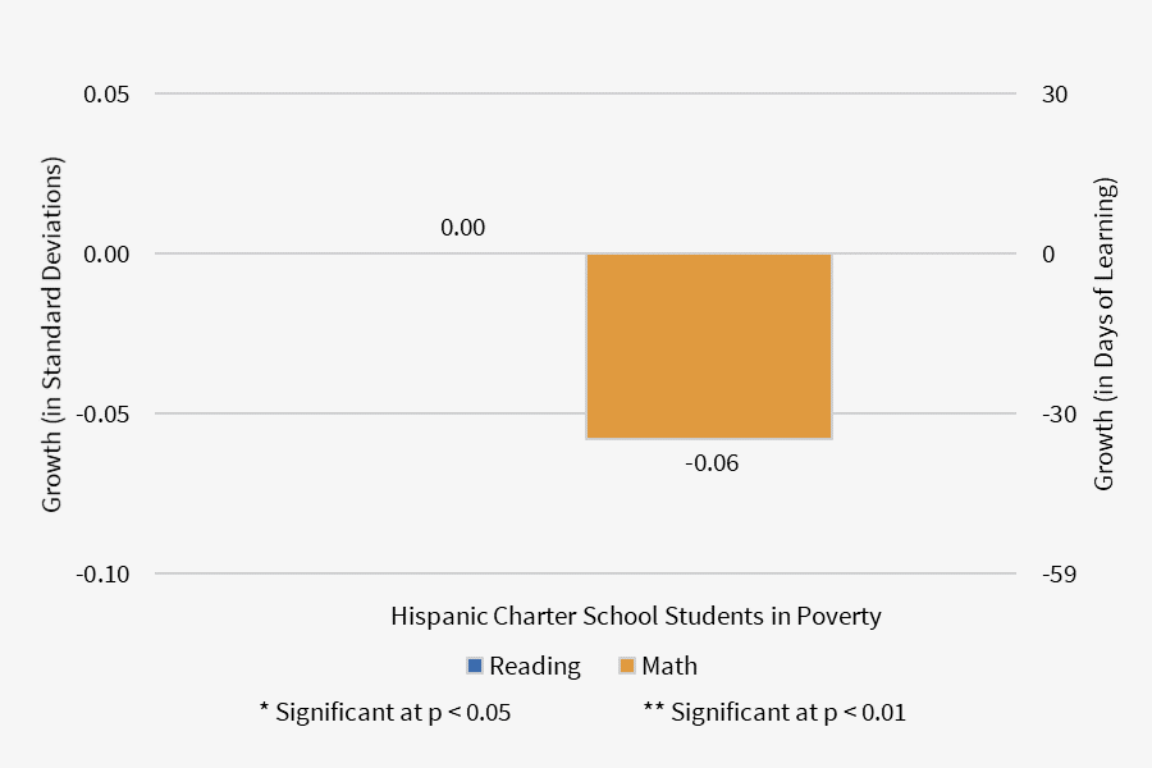


Figure 14 compares Hispanic students living in poverty, enrolled in TPS or charter schools, with the average White TPS student who is not in poverty. The patterns show that Hispanic students living in poverty, regardless of TPS or charter attendance, make less academic progress annually than White TPS students not living in poverty in Idaho. Hispanic TPS students in poverty exhibit approximately 78 fewer days of learning in reading and 71 fewer days of learning in math than White non-poverty TPS students. Hispanic charter students in poverty experience 78 fewer days of learning in reading and 106 fewer days in math than White non-poverty TPS students. When focusing on peer comparison as displayed in Figure 14a, we find that Hispanic charter students living in poverty make similar learning gains relative to their TPS peers in both reading and math.

Figure 14a: Relative Learning Gains for Hispanic Charter School Students in Poverty Benchmarked against Their Hispanic TPS Peers in Poverty



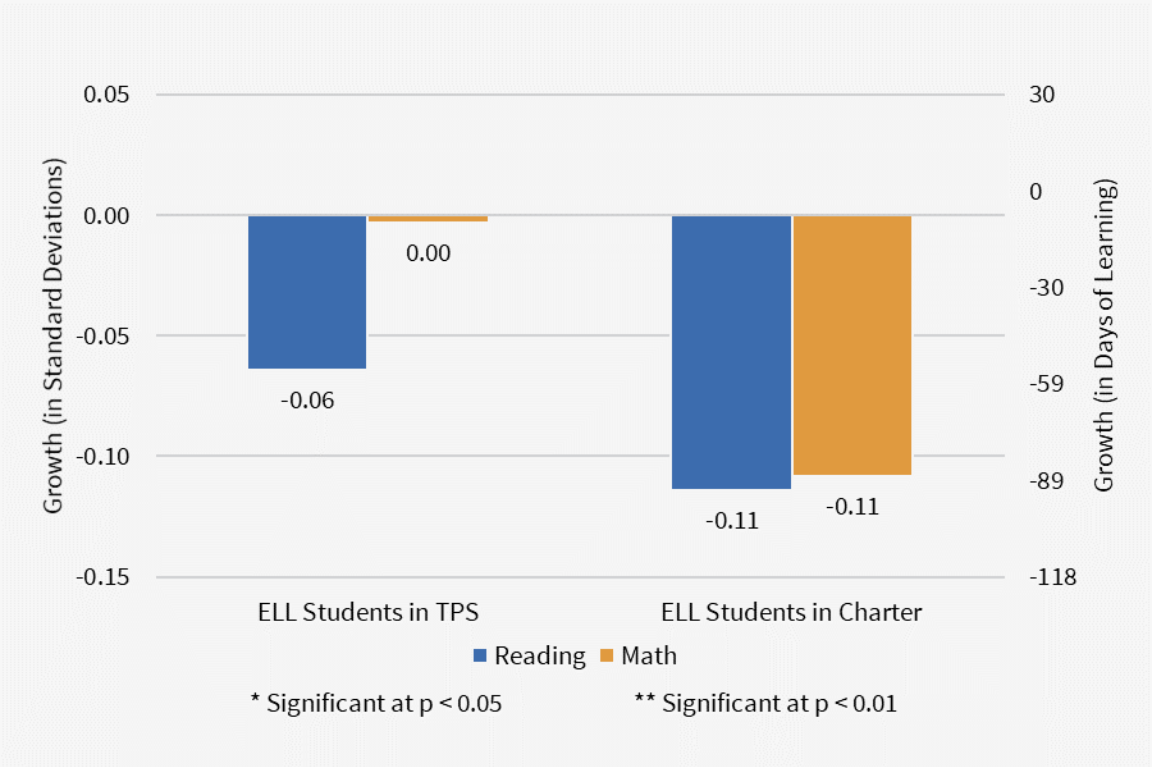
To summarize the findings illustrated in Figure 13 through Figure 14a, we find that the academic progress of White students in poverty, regardless whether they attend TPS or charter schools, lags behind the academic progress of White TPS students not living in poverty. The results suggest that the overall positive charter impacts shown in Figure 3 are chiefly driven by non-poverty White students.

At the same time, there are substantial learning gaps in both subjects for Hispanic students living in poverty, no matter whether they study in TPS or charter schools, compared to white non-poverty students in TPS. Charter attendance does not affect the learning gains of Hispanic students in poverty in either subject.

Charter School Impact for English Language Learners

There is a growing population of students enrolled in the public school system with a primary language other than English. Their present success in school will influence their progress in the future once they exit the school system. The 2017 National Assessment of Education Progress (NAEP) documented the performance gap between English language learners (ELL) and their English proficient peers, with ELL students having weaker performance.[21] Even though the share of charter school students who are English Language Learners in Idaho is only 1 percent, demographic trends in the country point to larger shares over time. The analyses in Figure 15 and Figure 15a can provide important baselines for comparisons over time.

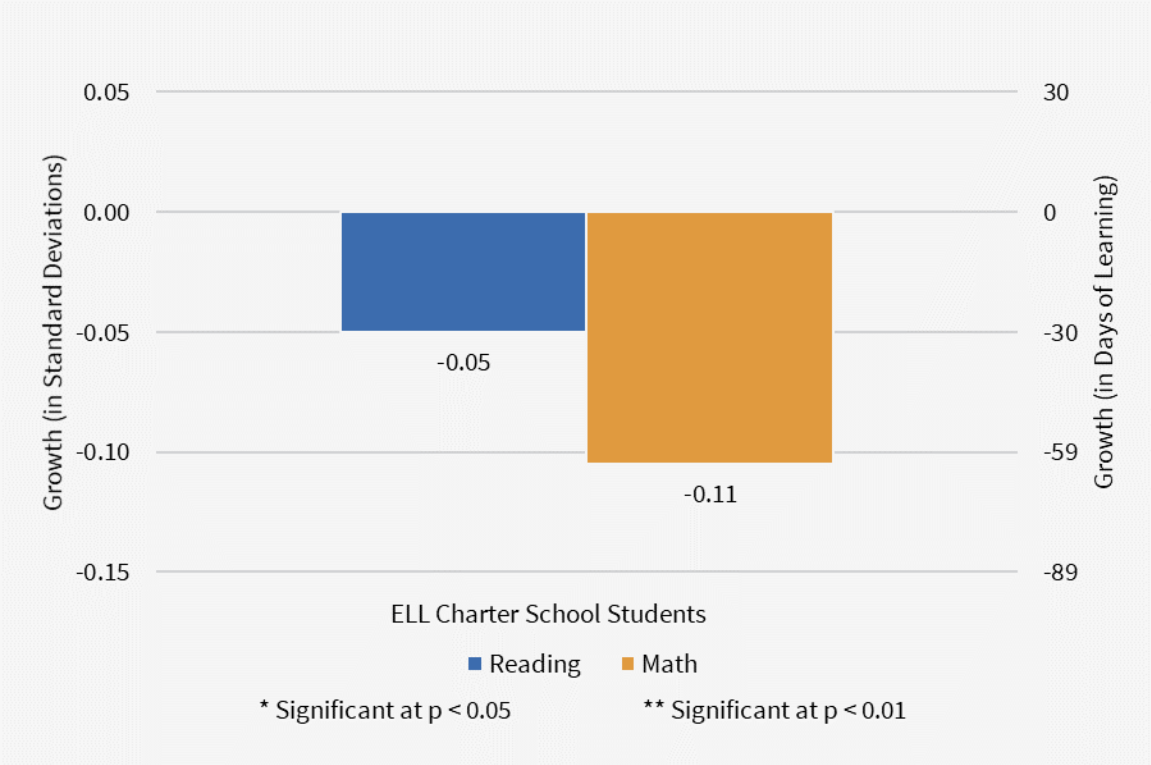
Figure 15: Learning Gains for TPS and Charter Students with ELL Designation Compared to Non-ELL TPS Students



The comparison student for Figures 15 is a TPS student who is English proficient. English language learners in TPS schools achieve comparable learning gains in both reading and math relative to non-ELL TPS students. Charter school students with ELL designation have no difference in reading and math gains compared to non-ELL TPS students. When the progress in ELL students is compared across school settings, as displayed in Figure 15a, charter ELL students post similar progress to their TPS ELL peers in both reading and math.

[21] "National Student Group Scores and Score Gaps," NAEP Mathematics Report Card, https://www.nationsreportcard.gov/math_2017/nation/gaps/?grade=4#?grade=4.

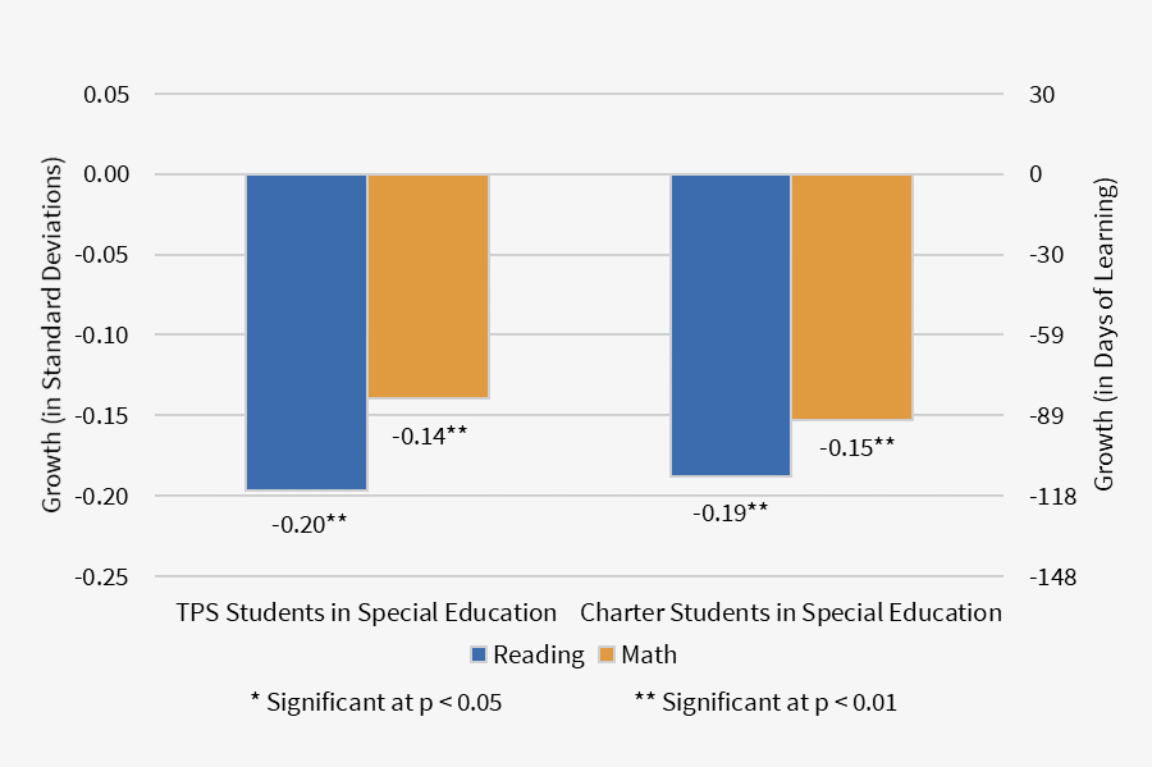
Figure 15a: Relative Learning Gains for ELL Charter School Students Benchmarked against Their ELL TPS Peers



Charter School Impact for Special Education Students

Because of the differences in individual needs, comparing the outcomes of special education students is difficult, regardless of where they enroll. In the ideal world, we would only compare students with the same Individual Education Program (IEP) designation, matching for it along with the rest of the matching variables. That approach faces real challenges, however, because of the large number of designations. The finer distinction leads to very small numbers of cases that match between charter schools and their feeder schools, which hinders the analysis. To obtain any estimates of charter school impacts for students with special education needs, it is necessary to aggregate across all IEP categories. It is important to consider this when viewing the results in Figure 16 and Figure 16a.

Figure 16: Overall Learning Gains for TPS and Charter Students in Special Education Compared to TPS Students Not in Special Education



In Figure 16, we firstly compare students in Special Education in TPS and charter to students in TPS not receiving Special Education services. Idaho special education students in both TPS and charter schools have significantly weaker academic growth than students in TPS who do not receive special education services. Figure 16 shows that TPS students in special education programs experience 118 fewer days of learning in reading and 83 fewer days of learning in math when compared to TPS students not receiving special education services. A special education student in charter schools also makes less progress than a non-special-education student in TPS, and

the gap is larger, reaching 112 fewer days of learning in reading and 89 fewer days in math. The second comparison is between charter students in Special Education and TPS students in Special Education.

Figure 16a contrasts the growth of special education students attending charter schools relative to their peers in TPS. Figure 16a shows that charter students in Special Education fare as well as their TPS VCRs in reading and math, as the differences are not statistically significant.

Figure 16a: Relative Learning Gains for Charter School Students in Special Education Benchmarked against Their TPS Peers in Special Education

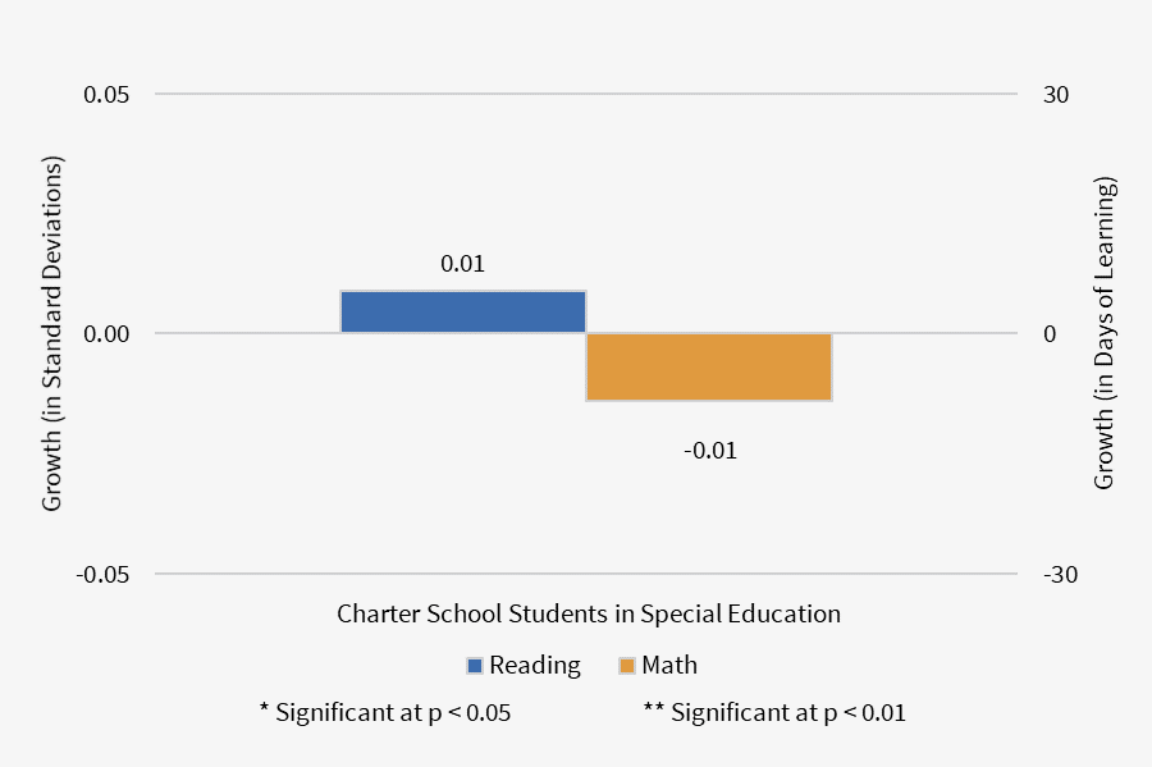


Table 7 summarizes the effect that charter schools have on student group populations. The coefficients represent the growth of each group relative to their counterpart group in TPS.

Table 7: Charter School Impact on Student Subgroup Performance

Student Group	Charter Effect on Student Groups Benchmarked against their TPS Peers	
	Reading	Math
Charter School Students in Poverty	0.03	-0.01
White Charter Students	0.04**	0.04*
Black Charter Students	-0.06	-0.03
Hispanic Charter Students	0.01	0.01
White Charter Students in Poverty	0.04	0.01
Hispanic Charter Students in Poverty	0.00	-0.06
Special Education Charter Students	0.01	-0.01
English Language Learner Charter Students	-0.05	-0.11
Overall Charter Effect	0.04**	0.03

* Significant at the 0.05 level, **Significant at the 0.01 level

Synthesis and Conclusions

In this study, we examine the academic progress of students in Idaho charter schools in a year's time compared to the gains of identical students in the traditional public schools the students otherwise would have attended. The study employs three years of annual data from 2014-15 to 2016-2017, in order to create two year-to-year measures of progress. The year-to-year measure is referred to as growth or gains. For the reader's convenience, the following table summarizes the key findings of this report.

Table 8: Summary of Statistical Significance of Findings for Idaho Charter School Students Benchmarked Against Comparable TPS Students

	Reading	Math
Idaho Charter Students	Positive	Similar
Students in Online Charter Schools	Similar	Negative
Students in Brick-and-Mortar Charter Schools	Positive	Positive
Students in Charters in 2015-16	Similar	Similar
Students in Charters in 2016-17	Positive	Similar
Students in Urban Charter Schools	Similar	Similar
Students in Suburban Charter Schools	Similar	Similar
Students in Town Charter Schools	Similar	Similar
Students in Rural Charter Schools	Positive	Positive
Students in Elementary Charter Schools	Similar	Similar
Students in Middle School Charter Schools	Negative	Negative
Students in High School Charter Schools	Similar	Similar
Students in Multi-level Charter Schools	Positive	Similar
First Year Enrolled in Charter School	Similar	Similar
Second Year Enrolled in Charter School	Similar	Similar
White Charter School Students	Positive	Positive
Black Charter School Students	Similar	Similar
Hispanic Charter School Students	Similar	Similar
Special Education Charter School Students	Similar	Similar
English Language Learner Charter School Students	Similar	Similar
Charter Students in Poverty Students	Similar	Similar
White Charter Students in Poverty	Similar	Similar
Hispanic Charter Students in Poverty	Similar	Similar

On average, students in Idaho charter schools experience similar learning gains in math and stronger growth in reading in a year than their TPS peers. The advantage in reading for charter students is as if the students obtained 24 additional days of learning in a school year.

Beyond the overall results, the analysis probes the consistency of charter school performance in Idaho over many dimensions. Urban, suburban and town charter school students grow similarly to their TPS peers in both reading and math. Students enrolled in rural charter schools have stronger gains in both reading and math compared to their TPS virtual twins.

Comparison of charter performance by grade span shows that students in Idaho charter elementary and high schools exhibit similar growth in reading and math compared to their TPS peers. Charter multi-level school students show similar progress in math, while they gain an edge over their TPS peers in reading. However, students in charter middle schools experience weaker growth in reading and math than their TPS peers.

In Idaho, there are different types of operation for charter schools. Online and brick-and-mortar charters have distinct physical or geographic boundaries, student profiles, and means of curriculum delivery. Our investigation reveals remarkably weaker growth in both reading and math among online charter students relative to the average TPS students or brick-and-mortar charter students. In fact, it is the poor performance of online charter schools that drags down the overall charter impact on student academic growth.

The learning gains associated with charter school attendance vary across different demographic subgroups. White charter students post higher academic growth than their White virtual twins in TPS. On the other hand, Black and Hispanic students obtain similar learning gains in both subjects as compared to their respective virtual twins in TPS. Attendance in charter schools produces similar learning gains in both subjects to TPS attendance for students living in poverty. White and Hispanic students in poverty post gains in reading and math equivalent to those of their respective TPS virtual twins. Charter English language learners experience similar learning in reading and math and charter special education students are on par in both subjects compared to their peers enrolled in TPS. When we compare the overall positive charter impacts on White students with the results of non-positive charter impacts on the academic progress of non-White students and students in poverty, we conclude that charter attendance in Idaho is associated with higher academic progress for more traditionally advantaged student populations.

Looking at the results at the school level, around 40 percent of Idaho charter schools outpace their local TPS peers in learning in reading and math. Still, 17 percent of charter schools have results that are significantly worse than TPS for reading and 20 percent of charter schools are underperforming in math relative to their local TPS peers.

The student-to-student and school-to-school results show charter schools to be either ahead or on a par with TPS. The complementary question of whether charter schools are helping students achieve at high levels is also important. More than 75 percent of charter schools in Idaho fall above the 50th percentile in achievement in both reading and math. These outcomes are of course influenced by locational decisions and the starting points of the students they serve. In addition, 71 percent of charter schools have positive academic growth in reading and 61 percent of charter schools have positive academic growth in math irrespective of achievement. Some schools below the 50th percentile of achievement have positive growth in reading and math. With positive and sustained growth, these schools will likely post achievement gains over time. However, the outlook for a considerable

proportion of charter schools with below-average growth and low achievement (20 percent for reading and 24 percent for math) is a source of great concern in Idaho. Students in these schools will fall further behind their TPS peers in the state academically over time if their negative growth persists.

In the 2014-15 school year, a new assessment was administered in Idaho, namely the Smarter Balanced Assessment. Only three years of student performance data are available under this new assessment. It will be worth to continue examining the performance of charter schools in a wider time window with future updates of our study. In the meantime, there are promising examples of stronger performance that are worth attention as well as examples where concern is warranted.

APPENDICES

Appendix A: Sample Size in Each Subgroup

The numbers in the table below represent the number of charter observations associated with the corresponding results in the report. An equal number of VCRs were included in each analysis.

Appendix Table 1: Number of Observations for All Results

Student Group	Matched Charter Student Records	
	Reading	Math
Idaho Charter Students Tested & Matched	14,915	14,814
Students in Charters in 2015-2016	7,113	7,024
Students in Charters in 2016-2017	7,802	7,790
Students in Urban Charter Schools	3,421	3,402
Students in Suburban Charter Schools	5,745	5,704
Students in Town Charter Schools	1,898	1,893
Students in Rural Charter Schools	3,851	3,815
Students in Elementary Charter School	4,413	4,368
Students in Middle School Charter Schools	365	369
Students in High School Charter Schools	518	529
Students in Multi-level School Charter Schools	9,619	9,548
Students in First Year Enrolled in Charter School	3,233	3,224
Students in Second Year Enrolled in Charter School	783	781
Students in Online Charters	2,592	2,565
Students in Brick-and-Mortar Charters	12,323	12,249
Black Charter School Students	28	24
Hispanic Charter School Students	1,338	1,323
White Charter School Students	13,217	13,140
Charter School Students in Poverty	2,175	2,168
Hispanic Charter School Students in Poverty	380	376
Special Education Charter School Students	905	896
English Language Learner Charter School Students	76	77
Grade Repeating Charter School Students	11	18

Appendix B: Technical Appendix

Source of Student-Level Data

For the purpose of this study, student-level data were provided by Idaho's Office of State Board of Education (OSBE). CREDO has no power to audit or control the quality of records held by OSBE. Therefore, we recognize that there is a level of data specificity that is beyond the means CREDO can control.

Demographic Composition of Charter Students in the Study

This study examines the performance of students in charter schools who participated in annual accountability testing in Idaho, occurring in grades 3-8, 11 and in whatever grade the end-of-course assessments were taken. The test scores allow us to use a common measure of performance across schools and over time. However, in each growth period of the study, students who are enrolled in non-tested grades are not included in the analysis of performance. This partially accounts for the differences in school and student counts in our analysis data compared to other published figures about the charter school population in Idaho.

As discussed in the Study Approach section, we match tested charter students by period if they can be tracked for two or three periods in the study so as to conform to the new baseline equivalence requirement in the *Procedures Handbook Version 4.0 of What Works Clearinghouse*. Appendix Tables 2-3 present the student profiles across all and across matched Idaho charter students tested in math in each matching period.

Appendix Table 2: Demographic Composition of Charter Students in the Study: Period 1

Student Group	All Charter Students Tested		Matched Charter Students	
	Number	Percent	Number	Percent
Idaho Charter Students	12,318		10,378	
% Matched	84%			
Black Students	96	1%	13	0%
Hispanic Students	1,275	10%	952	9%
White Students	10,274	83%	9,186	89%
Students in Poverty	2,058	17%	1,601	15%
Special Education Students	1,092	9%	641	6%
English Language Learners	105	1%	56	1%
Grade Repeating Students	174	1%	18	0%

Appendix Table 3: Demographic Composition of Charter Students in the Study: Period 2

Student Group	All Charter Students Tested		Matched Charter Students	
	Number	Percent	Number	Percent
Idaho Charter Students	5,388		4,436	
% Matched	82%			
Black Students	46	1%	11	0%
Hispanic Students	498	9%	371	8%
White Students	4,562	85%	3,954	89%
Students in Poverty	764	14%	567	13%
Special Education Students	445	8%	255	6%
English Language Learners	37	1%	21	0%
Grade Repeating Students	38	1%	0	0%

Note: Appendix Tables 2 and 3 refer to every student who tested in Math.

Comparison of Starting Scores of Matched Students and VCRs

The VCR method used in this study of Idaho provided matches for 84 percent of tested charter students with growth scores in reading or math. To assess the quality of the matches, we compare the starting scores of matched charter students and the Virtual Control Records obtained from the matches in both reading and math. The statistical tests of equality of means are shown in Appendix Figures 1 and 2 for math and reading, respectively. We find that the starting scores of matched students and the "virtual twins" used as points of comparison are almost identical. As matched students and their "virtual twins" have identical starting points in terms of learning in the beginning of a growth period, we can be confident that any difference in their final scores and therefore their learning growth can be attributed to charter school attendance, as the only observed way in which matched students and VCRs differ is that the former attend a charter school while the latter consist of students attending a traditional public school.

Appendix Figure 1: Comparison of Starting Math Scores of Matched Charter Students and VCRs

Two-sample t test with unequal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf.	Interval]
TPS	14,814	.2853061	.0074589	.9078481	.2706856	.2999265
Charter	14,814	.2858377	.0074831	.9107889	.2711699	.3005055
combined	29,628	.2855719	.0052827	.9093044	.2752175	.2959263
diff		-.0005316	.0105656		-.0212407	.0201775

diff = mean(TPS) - mean(Charter) t = -0.0503
Ho: diff = 0 Welch's degrees of freedom = 29627.7

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
Pr(T < t) = 0.4799 Pr(|T| > |t|) = 0.9599 Pr(T > t) = 0.5201

Appendix Figure 2: Comparison of Starting Reading Scores of Matched Charter Students and VCRs

Two-sample t test with unequal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf.	Interval]
TPS	14,915	.281179	.0074765	.9130844	.2665241	.2958339
Charter	14,915	.2819089	.0075	.9159515	.267208	.2966098
combined	29,830	.2815439	.0052949	.9145038	.2711657	.2919222
diff		-.0007299	.01059		-.0214868	.020027

diff = mean(TPS) - mean(Charter) t = -0.0689
Ho: diff = 0 Welch's degrees of freedom = 29829.7

Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
Pr(T < t) = 0.4725 Pr(|T| > |t|) = 0.9451 Pr(T > t) = 0.5275

Measuring Academic Growth

With three years of data, each subject-grade-year group of scores has slightly different mid-point averages and distributions. For end-of-course assessments (EOCs) there are only subject-year groups because EOCs are not grade specific. This means a student takes this assessment after completing the course, no matter what grade he is in. In our study, scores for all these separate tests are transformed to a common scale. All test scores have been converted to standardized scores to fit a "bell curve", in order to allow for year-to-year computations of growth.[22]

[22] For each subject-grade-year set of scores, scores are centered around a standardized midpoint of zero, which corresponds to the actual average score of the test before transformation. Then each score of the original test is

When scores are standardized, every student is placed relative to their peers in the entire state of Idaho. A student scoring in the 50th percentile in Idaho receives a standardized score of zero, while a standardized score of one would place a student in the 84th percentile. Students who maintain their relative place from year to year would have a growth score of zero, while students who make larger gains relative to their peers will have positive growth scores. Conversely, students who make smaller academic gains than their peers will have negative growth scores in that year.

Model for the Analysis of the Academic Impact of Charter Schools

After constructing a VCR for each charter student, we then set out to develop a model capable of providing a fair measure of charter impact. The National Charter School Research Project provided a very useful guide to begin the process[23]. First, it was useful to consider student growth rather than achievement. A growth measure provided a strong method to control for each student's educational history as well as the many observable differences between students that affect their academic achievement. The baseline model included controls for each student's grade, race, gender, free or reduced price lunch status, special education status, English language learner status, and whether he was held back the previous year. The literature on measuring educational interventions found that the best estimation techniques must also include controls for baseline test scores. [24] Each student's prior year test score is controlled for in our baseline model. Additional controls are also included for year, and period (first year in charter, second year in charter, etc.). The study's baseline model is presented below.

$$\Delta A_{i,t} = \theta A_{i,t-1} + \beta X_{i,t} + \rho Y_t + \gamma C_{i,t} + \varepsilon_{i,t} \qquad (1)$$

where the dependent variable is

$$\Delta A_{i,t} = A_{i,t} - A_{i,t-1} \qquad (2)$$

and A_{it} is the state-by-test z-score for student i in period t; A_{it-1} is the state-by-test z-score for student i in period t – 1; $X_{i,t}$ is a set of control variables for student characteristics and period; Y_t is a year fixed effect; C is a vector of variables for whether student i attended a charter school and what type of charter school in period t; and ε is the error term. Errors are clustered around charters schools and their feeder patterns as well. The parameters of interest are estimated using Ordinary Least Squares (OLS) in STATA 14.

recast as a measure of variation around that new score of zero, so that scores that fall below the original average score are expressed as negative numbers and those that are higher receive positive values.

[23] Julian Betts and Paul Hill, "Key Issues in Studying Charter Schools and Achievement: A Review and Suggestions for National Guidelines," National Charter School Research Project, White Paper Series No. 2, May 2006.

[24] Julian Betts and Y. Emily Tang, "The Effect of Charter Schools on Student Achievement: A Meta-Analysis of the Literature," National Charter School Research Project, May 2006.

The baseline model above was extended to explore additional interactions beyond a simple binary to indicate charter enrollment. One type of extension included both "double" and "triple" interactions between the charter variable and student characteristics. For example, to identify the impact of charter schools on different racial groups, we estimate models that break the charter variable into "charter_black," "charter_hispanic," etc. To further break down the impact of charters by race and poverty, the variables above were split again. For example, black students in charter schools are split further into students that qualify for free or reduced price lunches ("charter_black_poverty") and those that do not ("charter_black_nonpoverty").

Presentation of Results

In this report, we present the impacts of attending charter schools in terms of standard deviations. The base measures for these outcomes are referred to in statistics as z-scores. A z-score of 0 indicates the student's achievement is average for his or her grade. Positive values of the effect size represent higher performance while negative values represent lower performance. Likewise, a positive effect size value means a student or group of students has improved relative to the students in the state taking the same exam. This remains true regardless of the absolute level of achievement for those students. As with the z-scores, a negative effect size means the students have on average lost ground compared to their peers.

It is important to remember that a school can have a positive effect size for its students (students are improving) but still have below-average achievement. Students with consistently positive effect sizes will eventually close the achievement gap if given enough time; however, such growth might take longer to close a particular gap than students spend in school.

While it is fair to compare two effect sizes relationally (i.e., 0.08 is twice 0.04), this must be done with care as to the size of the lower value. It would be misleading to state one group grew twice as much as another if the values were extremely small such as 0.0001 and 0.0002.

Finally, it is important to consider whether an effect size is significant or not. In statistical models, values which are not statistically significant should be considered as no different from zero. Two effect sizes, one equal to .001 and the other equal to .01, would both be treated as no effect if neither were statistically significant.

To assist the reader in interpreting the meaning of effect sizes, we include an estimate of the average number of days of learning required to achieve a particular effect size. This estimate was calculated by Dr. Eric Hanushek and Dr. Margaret Raymond based on the latest (2017) 4th and 8th grade test scores from the National Assessment of Educational Progress (NAEP). Using a standard 180-day school year, each one standard deviation (s.d.) change in effect size was equivalent to 590 days of learning in this study. The values in Table 3 are updated from past reports using more recent NAEP scores, which show slower absolute annual academic progress than earlier administrations.[25]

[25] Hanushek, Peterson, and Woessmann, "Achievement Growth: International and U.S. State Trends in Student Performance."

SUBJECT

2023-2028 K-20 Education Strategic Plan

REFERENCE

October 2018	Board reviewed the K-20 Educational System performance measures and directed staff to remove a number of performance measures and bring forward annual degree production targets for consideration in the updated K-20 Education Strategic Plan for the December 2018 Board meeting.
December 2018	Board reviewed the draft K-20 Education Strategic Plan and discussed setting institution level credential production goals by level of credential.
February 2019	Board approved updated K-20 Education Strategic Plan and reviewed data on Idaho's workforce education gap and potential credential production targets. Directed staff to do additional work with the Department of Labor, Department of Commerce, Workforce Development Council, and Governor's Office on identifying workforce need and production targets.
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
February 2020	Board approved amendments to the FY21 K-20 Education Strategic Plan.
May 2020	The Board discussed amendments to the Board's K-20 Strategic plan as part of a facilitated Board retreat.
August 2020	Board approved a new mission and vision statement for the K-20 Education Strategic plan.
October 2020	Board reviewed K-20 Education System performance measures.
December 2020	Board discussed possible amendments to the FY 22 K-20 Education Strategic Plan.
February 2021	Board approved amendments to the FY22 K-20 Education Strategic Plan.
May 2021	Board discussed identifying three focus areas for K-12 Education, K-4 Literacy, 5-8 Math, and HS credit recovery.
June 2021	Board approved the institutions and agencies' strategic plans and delegated approval of the health and special program plans to the Executive Director.
October 2021	Board reviewed K-20 Education System performance measures, including an update on IRI performance based on student cohorts.

December 2021	Board discussed possible amendments to the FY 23 K-20 Education Strategic Plan, including the addition of three focus areas for postsecondary education.
October 2022	Board reviewed K-20 Education System performance measures, including an update on IRI performance and growth based on student cohorts.
December 2022	Board reviewed the current K-20 Education Strategic Plan and provided direction on potential amendments.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M. Planning and Reporting
Section 67-1903, 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, and the Division of Vocational Rehabilitation. The Board and its executive agencies are charged with enforcing and implementing the education laws of the state.

Due to these broad responsibilities, the Board serves multiple roles. The Board sits as a policy-making body for all 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.

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 looks back at progress made during the previous four years toward reaching the strategic plan goals and objectives. At the December regular Board meeting Work Session, the Board reviews the K-20 strategic plan and provides direction for any proposed changes to be considered at the February regular Board meeting.

Section 67-2903, Idaho Code, sets out minimum planning elements that are required to be in every agency and institution strategic plan as well as the annual

review and updating requirement that is the basis for the Board's strategic planning cycle.

IMPACT

Once the Board has approved the updated strategic plan, the agencies, institutions and special/health programs will update their strategic plans for the Board's consideration in April 2023 with final approval scheduled for June 2023.

ATTACHMENTS

Attachment 1 – FY 2024–2029 K-20 Education Strategic Plan
Attachment 2 - Idaho Reading Indicator Cohort Performance
Attachment 3 – K-20 Education Strategic Plan Performance Measures

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Starting with the Board's May 2021 Board Meeting, the Board has been discussing ways to focus the K-20 strategic plan while still meeting all of the state strategic planning requirements. To this end, the Board directed staff to add focus areas for the K-12 side of the education continuum and the postsecondary side of the education continuum. The identified focus areas are:

- K-4 Literacy Intervention
- 5-9 Mathematics
- High school credit recovery and completion
- Postsecondary recruitment and access
- Postsecondary retention
- Postsecondary transfer and completion

Additionally, during the October 2022 regular Board meeting Work Session, the Board was presented with statewide assessment data including a deep dive of the Idaho Reading Indicator (IRI) performance and growth. The data discussed looked at a modified cohort of student. The modified cohort was necessary due to the low number of students when using a strict cohort of students who were tested in the fall of their kindergarten year through to the spring of grade 3. Additionally, at that time the fall 2022 IRI data was not available. Attachment 2 provides the follow-up data from that conversation, including the fall 2022 IRI data.

In attachment 2 where displayed information is not tied to cohorts or subsequent performance, the percentage of students at grade level is based on the entire testing population being displayed. As an example, the initial graph, "Fall and Spring IRI by Grade" displays all students who tested by grade level for each listed year. There is no relationship between grades or years, it is simply the total at Grade for each displayed testing cycle and group.

Where student growth between testing periods is being evaluated, whether it is fall to spring progression or evaluating the initial cohort year and identifying performance in subsequent grades/years, the population being displayed is limited

to students who are present in each displayed testing period (with a couple exceptions, noted below). In the total population display for kindergarten (KG) in 2016 (referenced above as the initial graph), 52.2% of the testing students were at grade level. However, when viewing that same year and grade for cohort purposes, the percentage at grade is 52.7%. This difference is because the cohort data is limited to students who persisted to grade 3 and the difference in the at grade level rate is due to the 15% who dropped out of testing by grade 3.

The only exception to that grouping requirement is when multiple grade progressions are begin evaluated (KG, 1st, 2nd, 3rd). Because a student could drop in and out of testing over three subsequent years, the KG cohort is based on presence in grade 3, not in grades 1 or 2.

As and examples:

- Student A enrolled and tested in:
    a. KG, 1st, 3rd
    b. Student would populate in all reports for the listed grades but would be excluded from any report in grade 2 (because they didn't test).
- Student B enrolled and tested in:
    a. KG, 1st, 2nd
    b. Student would populate in all non-growth reports for the listed grades, but because they did not test in grade three, would be excluded from the KG cohort report. However, if this same student took all Fall and Spring assessments in Grades KG thru 2, they would still be included in Fall to Spring growth reports.

Proposed amendments to the strategic plan are identified in Attachments 1.

Staff recommends approval of the K-20 education strategic plan.

BOARD ACTION

I move to approve the FY 2024-2029 K-20 Education Strategic plan as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education

~~FY2023~~FY2024-~~2028~~2029

Idaho K-20 Public Education - Strategic Plan

MISSION

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

VISION

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

An Idaho Education: High Potential – High Achievement

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

- **Objective A: Data Access and Transparency** - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
- **Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: EDUCATIONAL READINESS – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities by assuring they are ready to learn at the next educational level.

- **Objective A: Rigorous Education** – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.
- **Objective B: School Readiness** – Explore opportunities to enhance school readiness

GOAL 3: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

- **Objective A: Higher Level of Educational Attainment –** Increase completion of certificates and degrees through Idaho's educational system.
- **Objective B: Timely Degree Completion –** Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).
- **Objective C: Access** - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

GOAL 4: WORKFORCE READINESS - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

- **Objective A: Workforce Alignment –** Prepare students to efficiently and effectively enter and succeed in the workforce.
- ~~**Objective B: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.~~

ATTACHMENT 1

Idaho State Board of Education

FY20234-20289
Idaho K-20 Public Education - Strategic Plan

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

MID-TERM PRIORITY FOCUS AREAS

Elementary and Secondary Education

- Literacy Proficiency and Growth – kindergarten through grade 4
- Mathematics Proficiency and Growth – grades 5 through 9
- High School Credit Recovery, Completion, and Transition (Workforce or Postsecondary)

Postseconday Education

- Recruitment and Access
- Retention
- Transfer and Completion

ATTACHMENT 1

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.

L	M	HS	R/A	R	T/C

Performance Measures:

I. **Development of a single K-20 data dashboard and timeline for implementation.**
   Benchmark: Completed by ~~FY2022~~FY2024

Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

L	M	HS	R/A	R	T/C

Performance Measures:

I. **Percent of Idaho community college transfers who graduate from a four-year institution~~s~~.**
   Benchmark: 25% or more

II. **Percent of postsecondary first-time freshmen who graduated from an Idaho high school in the previous school year requiring remedial education in math and language arts split out by subject area.**
   Benchmark: 2 year – less than 20%[4]
   4 year – less than 20%[4]

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 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.

L	M	HS	R/A	R	T/C

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:

Idaho Reading Assessment	Benchmark
Kindergarten	~~70~~55%
1st Grade	70%
2nd Grade	80%
3rd Grade	80%

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:

Idaho Reading Assessment	Benchmark
Kindergarten Cohort	55%
1st Grade	55%
2nd Grade	65%
3rd Grade	65%

II. Percentage of students meeting proficient or advance on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school).

Benchmark:

Idaho Standards Achievement Test	Benchmark
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	50%
High School	45%

III. High School 4-year and 5-year Cohort Graduation rates.

Benchmark: 95%[4] or more

IV. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.

Benchmark: SAT Composite – ~~60~~45%[1] or more
Evidence-Based Reading and Writing – 65% or more
Mathematics – 60% or more
ACT Composite – ~~60~~45%[1] or more
English – 80% or more
Mathematics – 65% or more
Reading – 70% or more

Science – 60% or more

V. **Percent of high school graduates who completed[2] one or more advanced opportunities** (break out by type of advanced opportunity).
Benchmark: 90%[1] or more

VI. **Percent of dual credit students who graduate high school with a~~n~~ certificate or associates degree.**
Benchmark: 3%[3] or more

VII. **Percent of high school graduates who enroll in a postsecondary institution:**
Within 12 months (within following academic year[1]) of high school graduation year.
Benchmark: 60%[4] or more
Within 36 months (within three academic years) of high school graduation year.
Benchmark: 80%[5] or more

Objective B: School Readiness – Explore opportunities to enhance school readiness.
L | M

Performance Measures:

I. **Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in kindergarten.**
Benchmark: ~~70~~50%

GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – Idaho's public colleges and universities and career technical education programs fuel a strong workforce pipeline evidenced through a greater number of student completing certificates and/or degrees, including workforce credentials.

Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.
L | M | HS | R/A | R | T/C

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%[6] or more~~

I. **Total number of certificates/degrees conferred, by institution per year:**
a) Workforce Credentials (pending definition)
b) Certificates
c) Associate degrees
d) Baccalaureate degrees
e) Graduate degrees

[1] Academic year = fall, spring, and summer terms starting with the fall term.

ATTACHMENT 1

Total number of certificates/degrees produced, by institution annually	FY 2022 Results	Benchmark FY 2025	Benchmark FY2027
Workforce Certificates (based on certificates of less than one academic year)			
College of Eastern Idaho			
College of Southern Idaho		142	150
College of Western Idaho		301	335
North Idaho College		92	
Certificates of at least one academic year	2485	~~4437~~[2] ~~/1262~~[3] 2485	**2154**
College of Eastern Idaho	80	241	241~~300~~
College of Southern Idaho	134	195	195~~207~~
College of Western Idaho	1327	365	365~~402~~
North Idaho College	568	117	117~~764~~
Boise State University	0	NA	NA~~NA~~
Idaho State University	357	319	319~~455~~
Lewis-Clark State College	19	25	25~~26~~
University of Idaho	0	NA	NA~~NA~~
Associate degrees	3891	~~4070/41574~~514	**4378**
College of Eastern Idaho	276	517	517~~530~~
College of Southern Idaho	1009	1067	1067~~1132~~
College of Western Idaho	1037	981	981~~1049~~
North Idaho College	717	700	700~~800~~
Boise State University	127	150	150~~160~~
Idaho State University	521	467	467~~579~~
Lewis-Clark State College	204	275	275~~288~~
University of Idaho	0	~~NA~~30	40~~NA~~
Baccalaureate degrees	7309	~~11897/78968~~348	**12911**
Boise State University	4,078	4351	4351~~6668~~
Idaho State University	1,073	1209	1209~~2306~~
Lewis-Clark State College	579	534	534~~559~~
University of Idaho	1,579	1802	1802~~3378~~
Masters degrees	2149	~~2146~~2399	~~2226~~2518
Boise State University	1,062	1160	
Idaho State University	556	623	
Lewis-Clark State College	0	NA	
University of Idaho	531	616	
Doctoral or Professional degrees	518	~~1069~~572	~~1305~~600
Boise State University	58	65	
Idaho State University	196	212	
Lewis-Clark State College	0	NA	
University of Idaho	264	296	

~~[2] Targets based on projected work force need~~

~~[3] Institution recommended target based on current awards and projected growth in student enrollment, retention, and completion.~~

III. **Percentage of new full-time degree-seeking students who return (or who graduated) for second year in an Idaho postsecondary public institution.**
(Distinguish between new freshmen and transfers)
Benchmark: 2 year institutions - 75%[4] or more
4 year institutions - 85%[4] or more

IV. **Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).**
Benchmark: 2 year institutions - 50%[4] or more ~~(2yr/4yr)~~
4 year institutions – 60% or more

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).

R/A	R	T/C

Performance Measures:

I. **Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year[7] 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~~80% or more

III. **Median number of credits earned at completion of associate's and baccalaureate degree program.**
Benchmark: Transfer Students: 69/138[3] or less
Benchmark: non-transfer students: 69/138[3] or less

Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

L	M	HS	R/A	R	T/C

Performance Measures:

~~I. **Proportion of postsecondary graduates with student loan debt.**~~
~~**Benchmark:** 40% or less[8]~~

~~II.~~I. **Percent of students who complete the Free Application for Federal Student Aid (FAFSA).**
Benchmark: 60% or more

~~III. **Percent cost of attendance** (to the student)~~
~~**Benchmark:** 96%[4] or less of average cost of peer institutions~~

~~IV. **Average net price to attend public institution.**~~

~~**Benchmark:** 4-year institutions - 90% or less of peers[4] (using IPEDS calculation)~~

~~**V. Average net price differential.** (This measure looks at the average net price between students in the highest family income band and the lowest family income band)~~

~~**Benchmark:** TBD (using IPEDS calculation)~~

~~**VI. Expense per student FTE**~~

~~**Benchmark:** $20,000[4] or less~~

~~**VII.**~~**II. Unduplicated headcount of graduates, by highest level credential attained by academic year.**

Benchmark: TBD

GOAL 4: WORKFORCE READINESS (opportunity) – 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.

HS	R/A	R	T/C

Performance Measures:

I. Percentage of high school student participating in apprenticeships and postsecondary students participating in internships.

Benchmark: New measure

II. Percent of STEM baccalaureate degrees conferred compared to non-STEM degrees conferred (CCA/IPEDS Definition of STEM fields).

Benchmark: 25% more

III. Increase in secondary career technical programs and postsecondary programs tied to workforce needs per year.

Benchmark: 50 or more per year up to identified need

~~**Objective B: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.~~

~~**Performance Measures:**~~

~~**I. Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.**~~

~~**Benchmark:** 8[9] graduates at any one time~~

~~**II. Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**~~

~~**Benchmark:** 60%[10] or more~~

~~III. Percentage of Family Medicine Residency graduates practicing in Idaho.~~
~~**Benchmark:** 80%[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:** 120[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.~~

The Board's responsibility of governance and oversight of public education in Idaho is focused on providing a high-quality educational system with opportunities and access for all Idaho residents regardless of where they intersect with the educational system. The structure of public education in Idaho provides an opportunity of focusing work towards common goals, however, the work of communicating out these common focus areas and helping each segment of the public education system to understand and make progress in those areas can be difficult when the system or parts of the system are not adequately resourced or there is not a common vision of success or accountability.

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.

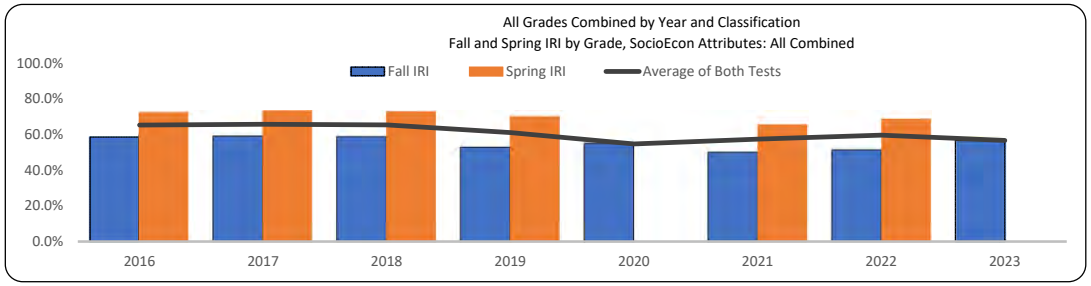
Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

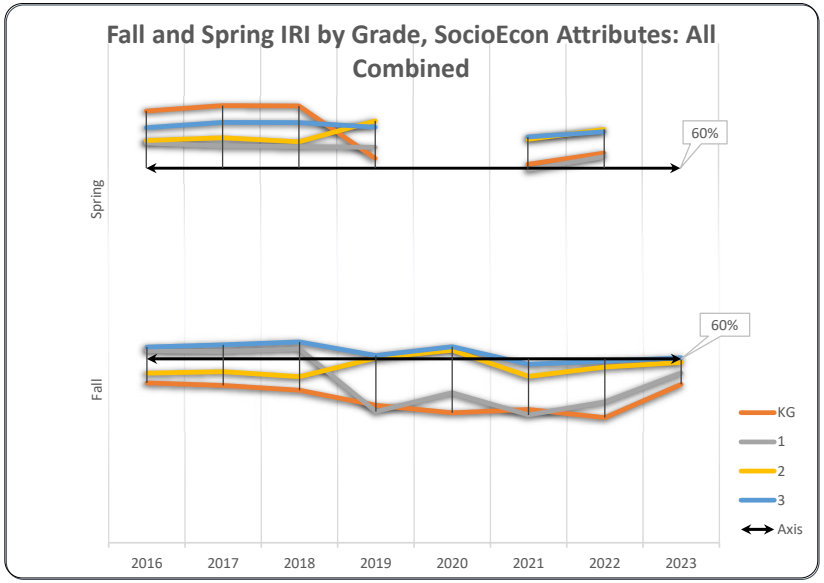
[1] Benchmark is set based on the increase needed to meet the state educational attainment goal.
[2] Completed means dual credits earned, AP assessment with a score of 3 or greater, IB earned, etc.
[3] Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).
[4] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).
[5] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).
[6] ~~Benchmark is set based on the Georgetown Study of workforce needs in Idaho in 2020 and beyond.~~
[7] Academic year means fall through summer term.
[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] ~~Benchmark is set based on projected and currently available state resources.~~
[10] ~~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.~~

IRI Assessment Results[1]

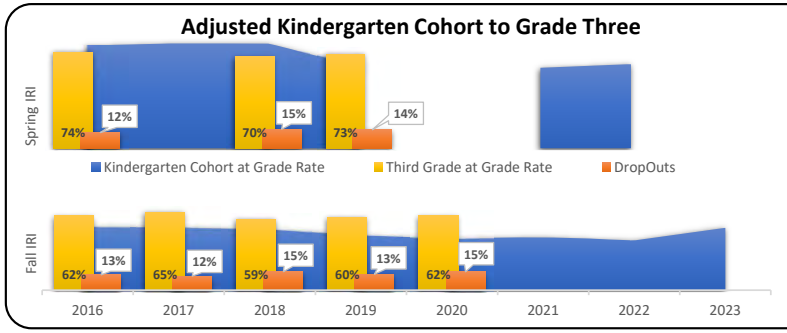
SocioEcon Breakouts: All Combined

atGrade_Blurred	Fall and Spring IRI by Grade, SocioEcon Attributes: All Combined							
Fiscal Year ->	2016	2017	2018	2019	2020	2021	2022	2023
Fall IRI	**58.6%**	**58.7%**	**58.3%**	**52.5%**	**54.7%**	**49.6%**	**51.0%**	**56.7%**
KG	52.2%	51.4%	49.8%	44.9%	42.4%	43.5%	40.8%	51.7%
1	62.6%	62.4%	63.2%	42.8%	48.9%	41.7%	46.0%	55.4%
2	55.4%	55.9%	54.2%	60.3%	62.8%	54.3%	57.3%	58.8%
3	63.9%	64.6%	65.5%	61.1%	64.0%	58.3%	59.3%	60.4%
Spring IRI	**72.0%**	**72.8%**	**72.4%**	**69.6%**		**65.1%**	**68.2%**	
KG	78.3%	80.1%	80.0%	63.1%		61.2%	64.8%	
1	68.1%	67.1%	66.9%	66.6%		59.5%	63.7%	
2	68.9%	69.8%	68.5%	75.2%		69.2%	72.4%	
3	73.0%	74.7%	74.6%	73.2%		70.0%	71.7%	
Grand Total	**65.3%**	**65.7%**	**65.4%**	**61.1%**	**54.7%**	**57.4%**	**59.6%**	**56.7%**





	Adjusted Kindergarten Cohort[2] Grade Level Assessments							
	Fall IRI, Students at Grade Level				Spring IRI, Students at Grade Level			
Fiscal Year KG Cohort	KG	1st	2nd	3rd	KG	1nd	2rd	3rd
2016	52.7%	63.6%	54.4%	61.5%	79.1%	67.5%	69.1%	74.0%
2017	51.9%	64.8%	60.7%	64.6%	80.8%	67.2%	75.7%	---
2018	50.3%	42.7%	63.2%	58.5%	80.6%	66.7%	---	70.3%
2019	45.4%	50.3%	54.7%	60.0%	63.2%	---	69.6%	72.5%
2020	42.9%	42.3%	57.8%	61.5%				
2021	44.0%	47.9%	59.9%	---	61.9%	64.5%	---	---
2022	41.3%	57.3%	---	---	64.8%	---	---	---
2023	51.7%	---	---	---				



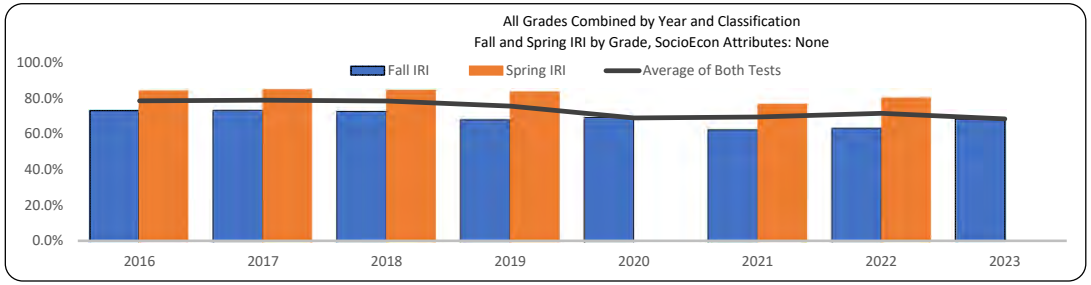
[1] All results are blurred to protect student privacy, graphical display of ranges plot the lowest value in a range

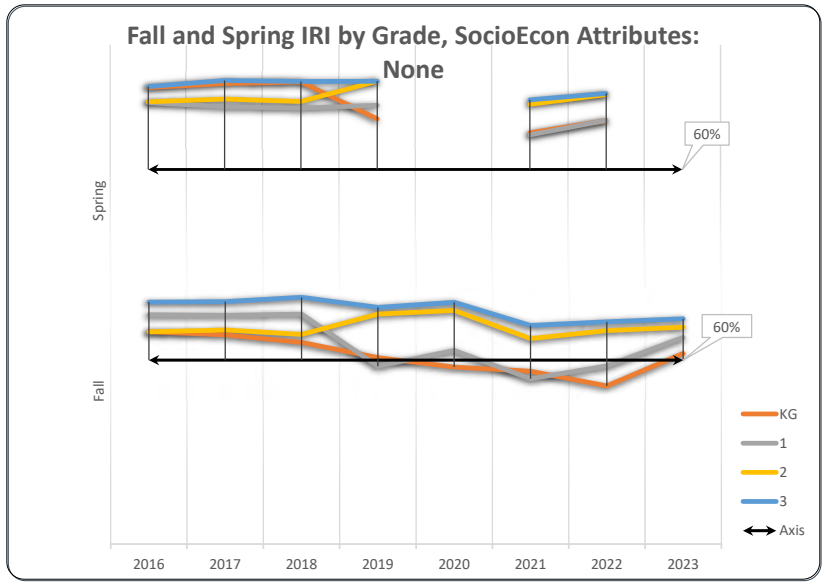
[2] After Initall Year, Grade Level Rates exclude Students who did not test

IRI Assessment Results[1]

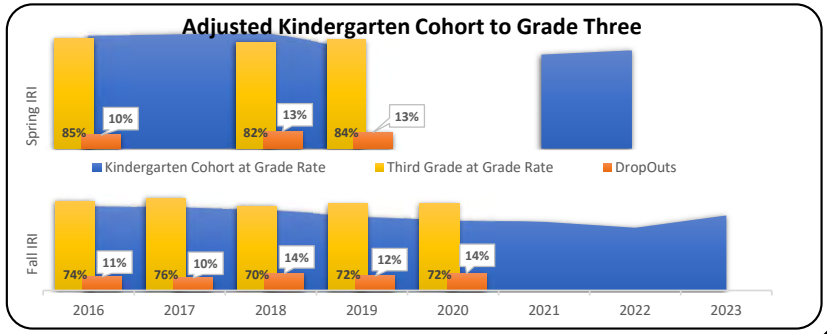
SocioEcon Breakouts: None

atGrade_Blurred	Fall and Spring IRI by Grade, SocioEcon Attributes: None							
Fiscal Year ->	2016	2017	2018	2019	2020	2021	2022	2023
Fall IRI	**73.1%**	**72.9%**	**72.4%**	**67.7%**	**68.9%**	**62.2%**	**63.0%**	**68.3%**
KG	69.3%	68.3%	65.8%	60.9%	57.8%	56.4%	51.6%	62.2%
1	74.8%	74.6%	75.0%	58.0%	63.2%	53.9%	58.1%	67.4%
2	69.2%	69.9%	68.4%	75.1%	76.2%	67.1%	69.7%	70.8%
3	79.0%	79.1%	80.5%	77.2%	78.9%	71.3%	72.5%	73.5%
Spring IRI	**84.0%**	**84.7%**	**84.4%**	**83.3%**		**76.5%**	**80.0%**	
KG	86.3%	87.6%	88.1%	76.2%		71.7%	75.7%	
1	81.5%	80.1%	79.7%	80.6%		71.1%	75.8%	
2	81.7%	82.6%	81.8%	88.4%		80.9%	84.0%	
3	86.6%	88.6%	88.3%	88.3%		82.3%	84.4%	
Grand Total	**78.5%**	**78.8%**	**78.4%**	**75.6%**	**68.9%**	**69.4%**	**71.5%**	**68.3%**





	Adjusted Kindergarten Cohort[2] Grade Level Assessments							
	Fall IRI, Students at Grade Level				Spring IRI, Students at Grade Level			
Fiscal Year KG Cohort	KG	1st	2nd	3rd	KG	1nd	2rd	3rd
2016	69.6%	74.8%	66.7%	74.1%	86.7%	78.9%	79.9%	84.9%
2017	68.6%	75.2%	73.4%	76.3%	87.9%	78.8%	86.4%	---
2018	66.2%	57.3%	75.4%	70.0%	88.5%	80.1%	---	81.8%
2019	61.3%	64.2%	67.4%	71.8%	76.2%	---	81.3%	83.7%
2020	58.1%	55.1%	69.3%	72.1%				
2021	56.9%	59.9%	70.1%	---	72.3%	75.4%	---	---
2022	52.0%	68.7%	---	---	75.7%	---	---	---
2023	62.2%	---	---	---				



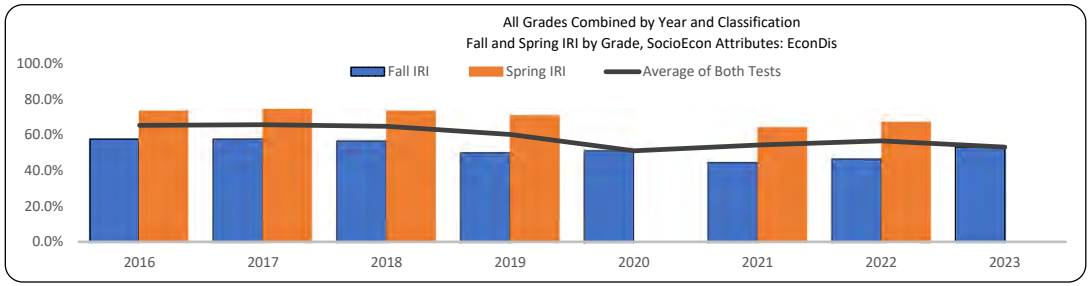
[1] All results are blurred to protect student privacy, graphical display of ranges plot the lowest value in a range

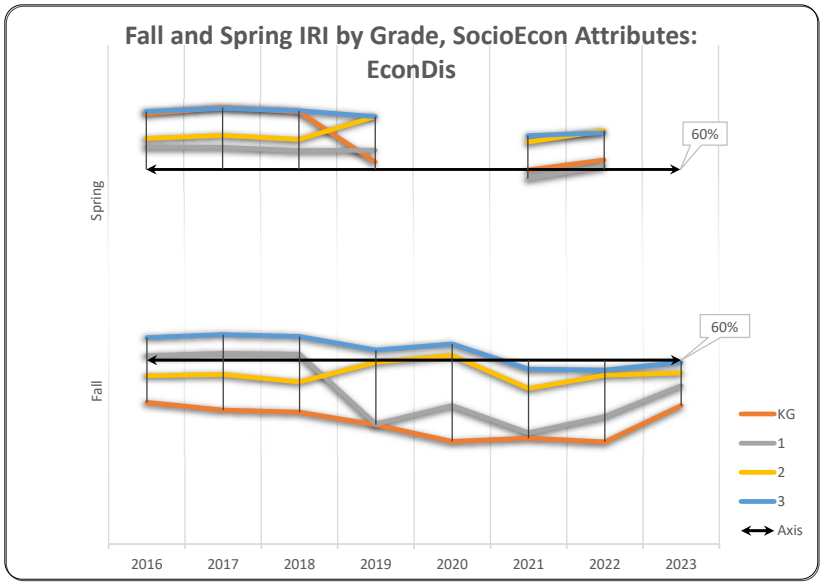
[2] After Initall Year, Grade Level Rates exclude Students who did not test

IRI Assessment Results[1]

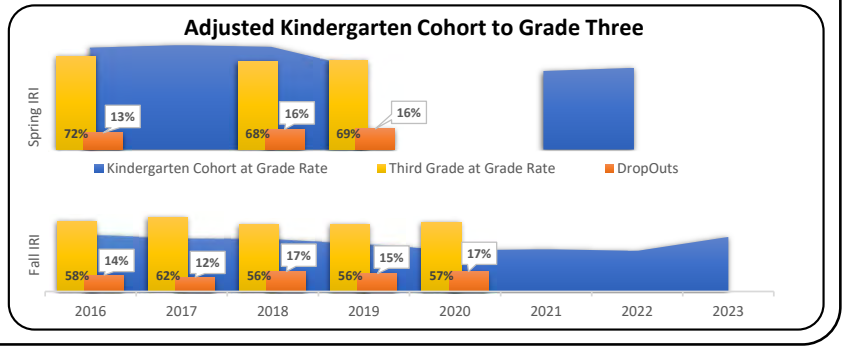
SocioEcon Breakouts: EconDis

atGrade_Blurred	Fall and Spring IRI by Grade, SocioEcon Attributes: EconDis							
Fiscal Year ->	2016	2017	2018	2019	2020	2021	2022	2023
Fall IRI	**57.6%**	**57.5%**	**56.4%**	**49.8%**	**51.0%**	**44.5%**	**46.4%**	**53.1%**
KG	46.2%	43.7%	43.0%	38.9%	33.5%	34.6%	33.3%	45.2%
1	61.5%	62.2%	62.0%	39.2%	45.2%	36.3%	41.6%	51.7%
2	55.0%	55.4%	52.9%	59.3%	61.6%	50.7%	55.1%	55.8%
3	67.4%	68.3%	67.7%	63.3%	65.3%	57.1%	56.7%	59.3%
Spring IRI	**73.1%**	**74.1%**	**73.1%**	**70.5%**		**64.0%**	**66.9%**	
KG	77.8%	79.9%	78.5%	62.4%		59.8%	63.0%	
1	67.2%	67.1%	66.1%	66.2%		57.1%	61.0%	
2	70.0%	70.9%	69.7%	76.9%		68.8%	72.5%	
3	78.6%	79.6%	78.8%	76.9%		70.8%	71.8%	
Grand Total	**65.4%**	**65.7%**	**64.8%**	**60.2%**	**51.0%**	**54.3%**	**56.6%**	**53.1%**





	Adjusted Kindergarten Cohort[2] Grade Level Assessments							
	Fall IRI, Students at Grade Level				Spring IRI, Students at Grade Level			
Fiscal Year KG Cohort	KG	1st	2nd	3rd	KG	1nd	2rd	3rd
2016	46.7%	61.3%	50.1%	58.2%	78.4%	65.2%	66.4%	71.8%
2017	44.2%	62.6%	57.4%	61.5%	80.5%	64.1%	74.1%	---
2018	43.5%	38.0%	60.6%	55.5%	79.1%	64.5%	---	67.8%
2019	39.4%	46.4%	50.1%	55.8%	62.4%	---	66.4%	68.8%
2020	34.1%	35.8%	52.8%	57.3%				
2021	35.0%	41.3%	55.3%	---	60.5%	60.4%	---	---
2022	33.7%	51.9%	---	---	63.0%	---	---	---
2023	45.2%	---	---	---				



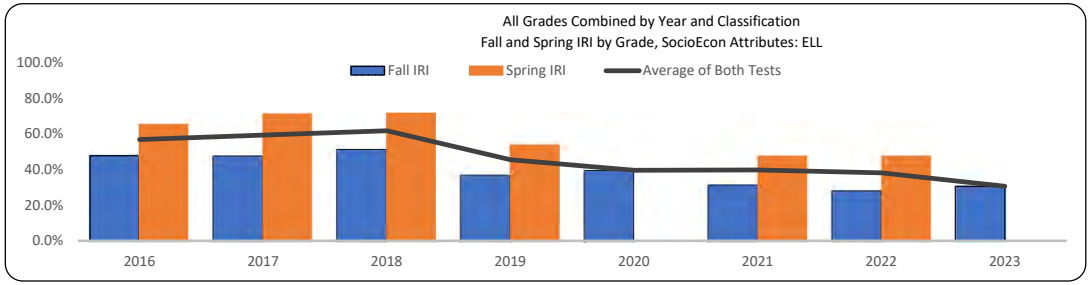
[1] All results are blurred to protect student privacy, graphical display of ranges plot the lowest value in a range

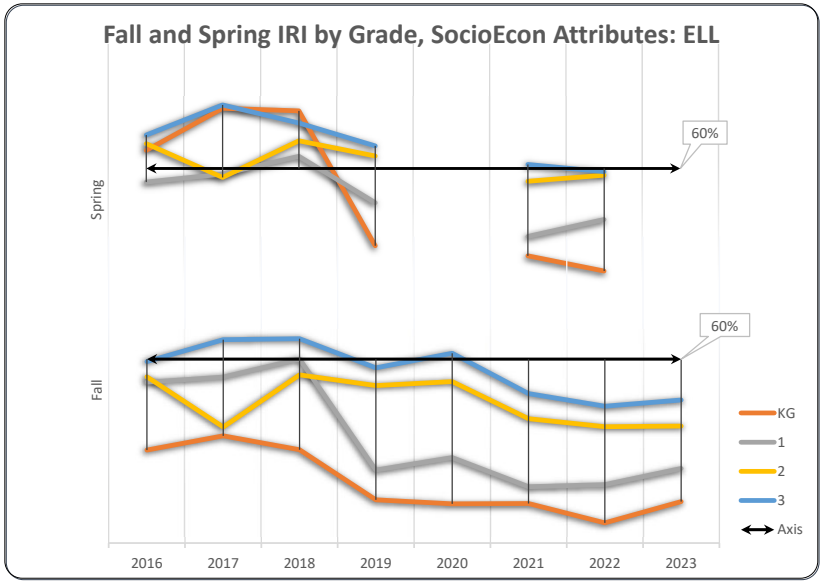
[2] After Initall Year, Grade Level Rates exclude Students who did not test

IRI Assessment Results[1]

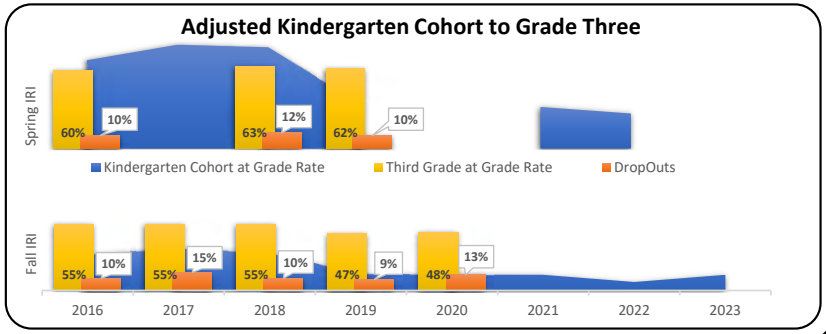
SocioEcon Breakouts: ELL

atGrade_Blurred	Fall and Spring IRI by Grade, SocioEcon Attributes: ELL							
Fiscal Year ->	2016	2017	2018	2019	2020	2021	2022	2023
Fall IRI	**48%**	**48%**	**51%**	**37%**	**40%**	**32%**	**28.3%**	**31%**
KG	30 - 34%	35%	30%	14%	13%	13%	7%	13%
1	50 - 54%	50 - 54%	60 - 64%	24%	28%	18%	19%	24%
2	50 - 54%	35 - 39%	50 - 54%	51%	53%	41%	38%	38%
3	55 - 59%	65 - 69%	65 - 69%	57%	62%	49%	45%	47%
Spring IRI	**65%**	**71%**	**72%**	**54%**		**48%**	**47.8%**	
KG	66%	79%	78%	35%		32%	27%	
1	55 - 59%	55 - 59%	60 - 64%	49%		38%	44%	
2	65 - 69%	55 - 59%	65 - 69%	64%		56%	58%	
3	70 - 74%	80 - 84%	70 - 74%	67%		61%	59%	
Grand Total	**57%**	**59%**	**62%**	**45.5%**	**40%**	**39.7%**	**38.2%**	**31%**





	Adjusted Kindergarten Cohort[2] Grade Level Assessments							
	Fall IRI, Students at Grade Level				Spring IRI, Students at Grade Level			
Fiscal Year KG Cohort	KG	1st	2nd	3rd	KG	1nd	2rd	3rd
2016	30 - 34%	55 - 59%	50 - 54%	55 - 59%	68%	60 - 64%	60 - 64%	60 - 64%
2017	35%	60%	55 - 59%	55 - 59%	80%	62%	65 - 69%	---
2018	31%	27%	57%	55 - 59%	78%	58%	---	63%
2019	14%	27%	42%	47%	35%	---	56%	62%
2020	13%	22%	43%	48%				
2021	13%	20%	42%	---	32%	42%	---	---
2022	7%	26%	---	---	27%	---	---	---
2023	13%	---	---	---				



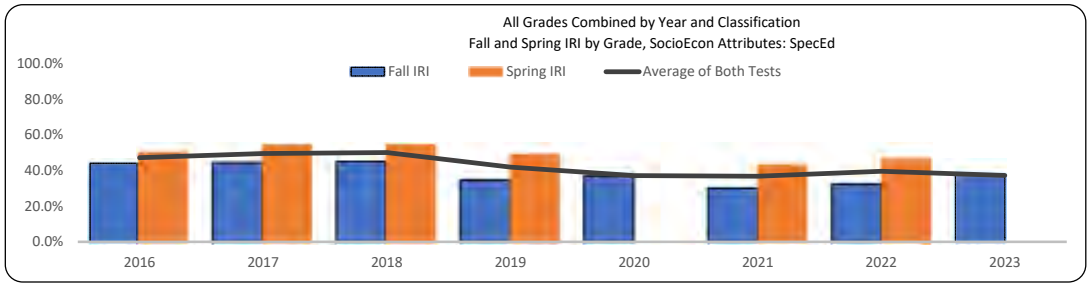
[1] All results are blurred to protect student privacy, graphical display of ranges plot the lowest value in a range

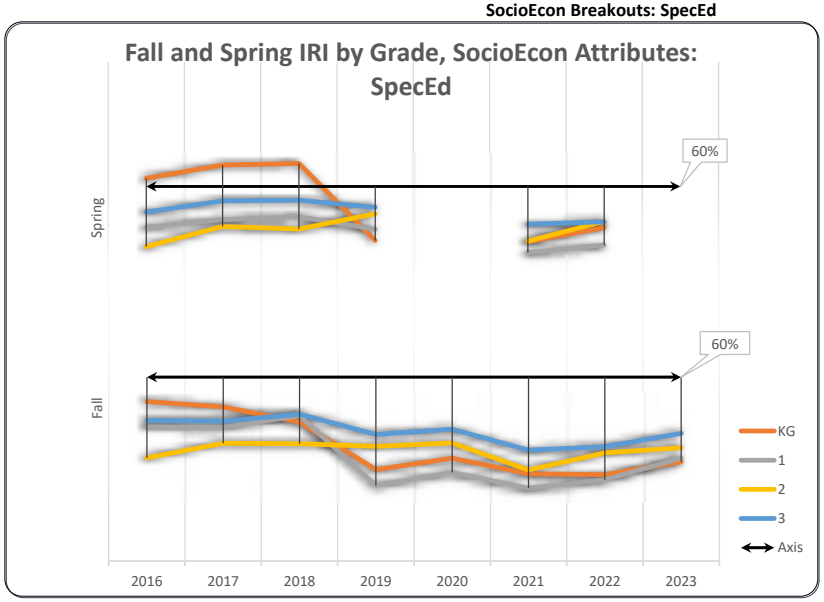
[2] After Initall Year, Grade Level Rates exclude Students who did not test

IRI Assessment Results[1]

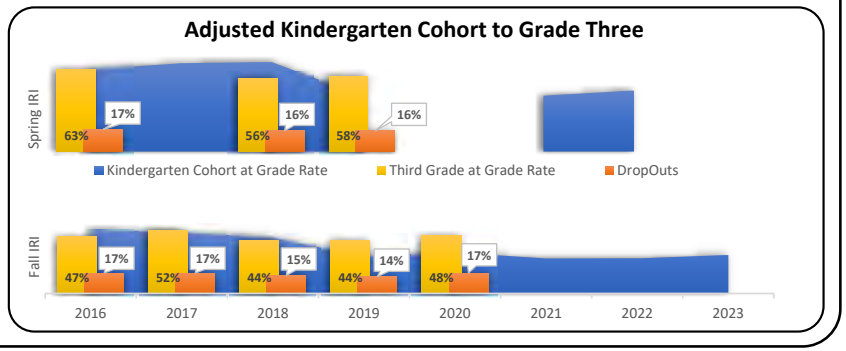
SocioEcon Breakouts: SpecEd

atGrade_Blurred	Fall and Spring IRI by Grade, SocioEcon Attributes: SpecEd							
Fiscal Year ->	2016	2017	2018	2019	2020	2021	2022	2023
Fall IRI	**43.9%**	**44.6%**	**45.2%**	**34.6%**	**37.1%**	**30.2%**	**32.6%**	**37.3%**
KG	52%	50%	45%	30%	34%	28%	28%	32%
1	44%	44%	47%	25%	29%	24%	27%	34%
2	34%	38%	38%	37%	39%	30%	35%	37%
3	46%	46%	48%	41%	43%	36%	37%	42%
Spring IRI	**50.5%**	**54.6%**	**54.9%**	**49.2%**		**43.3%**	**46.7%**	
KG	63%	67%	67%	43%		42%	47%	
1	47%	49%	50%	46%		39%	41%	
2	41%	47%	46%	51%		42%	49%	
3	52%	55%	56%	53%		48%	49%	
Grand Total	**47.2%**	**49.6%**	**50.0%**	**41.9%**	**37.1%**	**36.8%**	**39.6%**	**37.3%**





	Adjusted Kindergarten Cohort[2] Grade Level Assessments							
	Fall IRI, Students at Grade Level				Spring IRI, Students at Grade Level			
Fiscal Year KG Cohort	KG	1st	2nd	3rd	KG	1nd	2rd	3rd
2016	53%	48%	47%	47%	63%	54%	58%	63%
2017	51%	52%	46%	52%	68%	54%	62%	---
2018	46%	29%	48%	44%	69%	51%	---	56%
2019	31%	31%	38%	44%	43%	---	53%	58%
2020	34%	31%	46%	48%				
2021	29%	29%	39%	---	43%	44%	---	---
2022	29%	39%	---	---	47%	---	---	---
2023	32%	---	---	---				



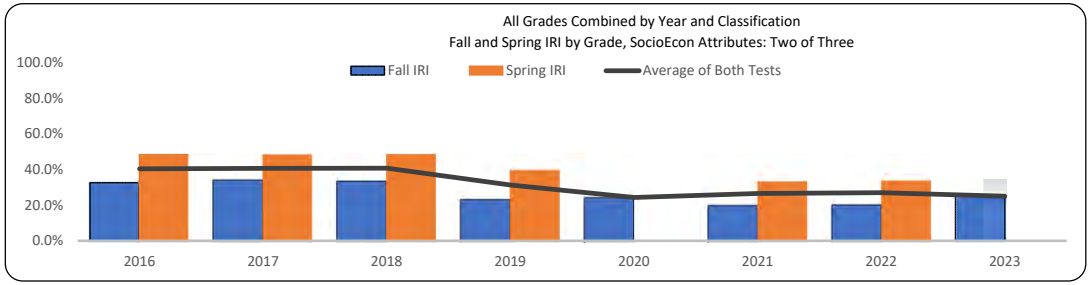
[1] All results are blurred to protect student privacy, graphical display of ranges plot the lowest value in a range

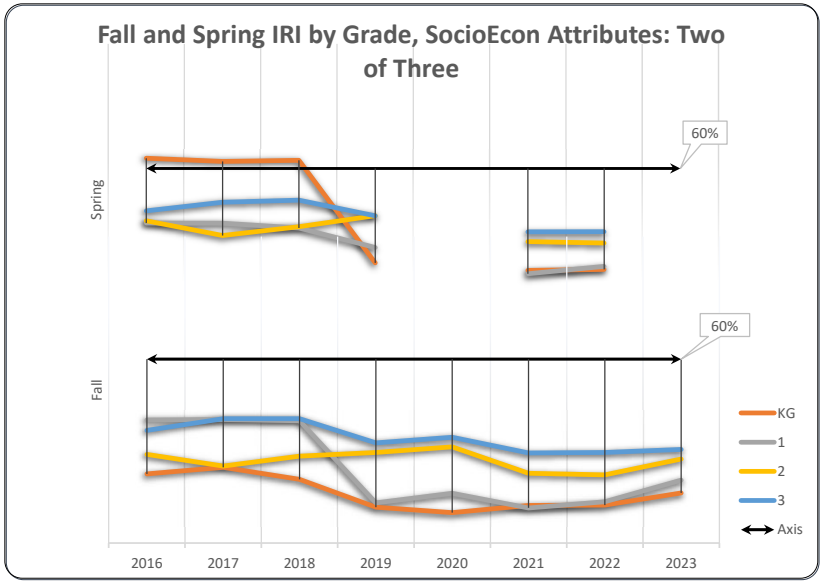
[2] After Initall Year, Grade Level Rates exclude Students who did not test

IRI Assessment Results[1]

SocioEcon Breakouts: Two of Three

atGrade_Blurred	Fall and Spring IRI by Grade, SocioEcon Attributes: Two of Three							
Fiscal Year ->	2016	2017	2018	2019	2020	2021	2022	2023
Fall IRI	**32.6%**	**33.8%**	**33.3%**	**23.1%**	**24.3%**	**19.9%**	**20.3%**	**25.0%**
KG	23%	25%	21%	12%	10%	12%	12%	16%
1	40.2%	40.3%	39.9%	13%	16%	11%	13%	21%
2	28.9%	25.1%	28.4%	29.6%	31%	23%	22%	27%
3	36.8%	40.6%	40.6%	32.7%	34.5%	29%	30%	31%
Spring IRI	**48.2%**	**47.8%**	**48.1%**	**39.4%**		**33.0%**	**33.5%**	
KG	63%	62%	63%	30%		27%	28%	
1	42.5%	42.4%	40.9%	35%		26%	29%	
2	43.2%	38%	41.3%	44.9%		37%	36%	
3	46.4%	49.2%	49.8%	44.8%		40%	40%	
Grand Total	**40.4%**	**40.7%**	**40.7%**	**31.3%**	**24.3%**	**26.5%**	**26.9%**	**25.0%**

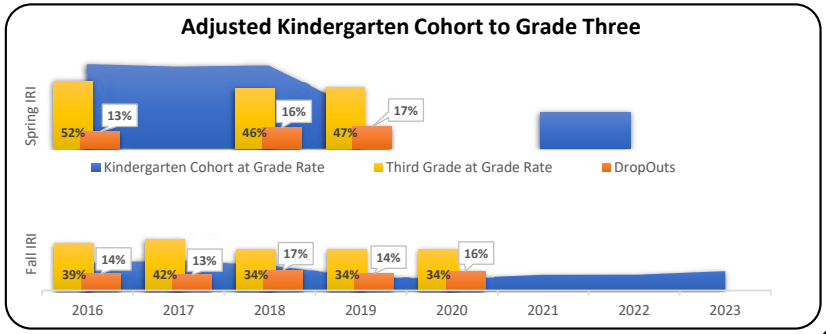




	Adjusted Kindergarten Cohort[2] Grade Level Assessments							
	Fall IRI, Students at Grade Level				Spring IRI, Students at Grade Level			
Fiscal Year KG Cohort	KG	1st	2nd	3rd	KG	1nd	2rd	3rd
2016	23%	43%	33%	39%	65%	45%	49%	52%
2017	25%	43%	35%	42%	63%	44%	52%	---
2018	21%	14%	37%	34%	64%	36%	---	46%
2019	12%	18%	28%	34%	30%	---	43%	47%
2020	10%	13%	29%	34%				
2021	13%	16%	32%	---	28%	33%	---	---
2022	13%	21%	---	---	28%	---	---	---
2023	16%	---	---	---				

[1] All results are blurred to protect student privacy, graphical display of ranges plot the lowest value in a range

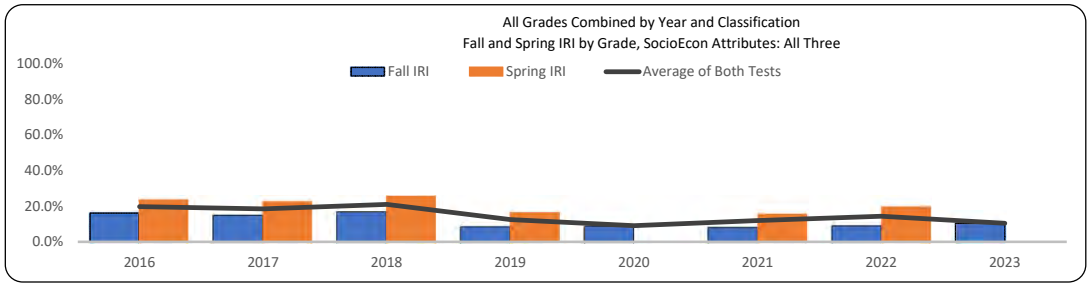
[2] After Initall Year, Grade Level Rates exclude Students who did not test

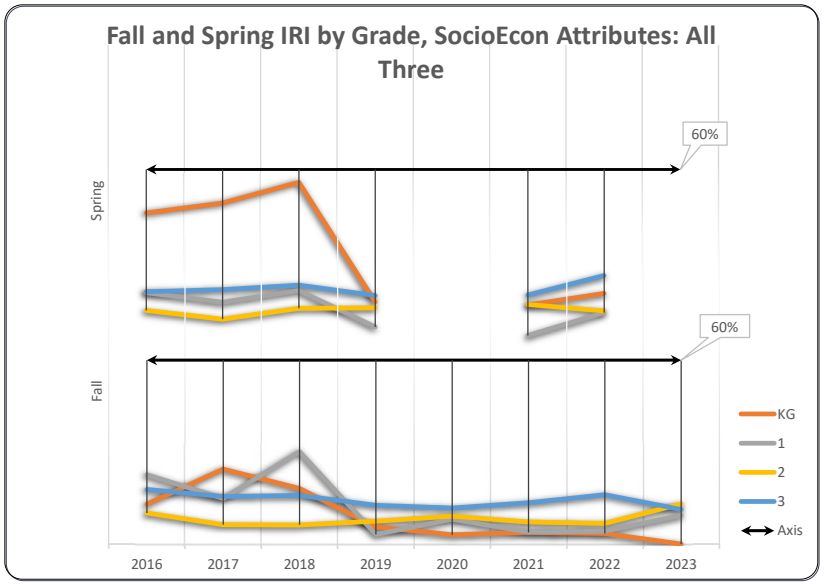


IRI Assessment Results[1]

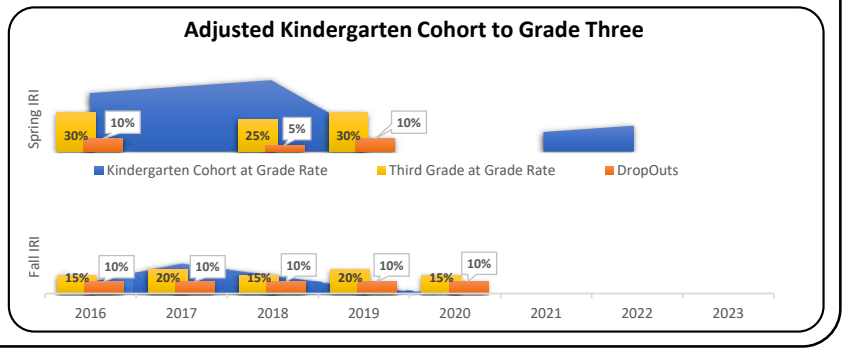
SocioEcon Breakouts: All Three

atGrade_Blurred	Fall and Spring IRI by Grade, SocioEcon Attributes: All Three							
Fiscal Year ->	2016	2017	2018	2019	2020	2021	2022	2023
Fall IRI	**16%**	**15%**	**17%**	**9%**	**9%**	**8%**	**9%**	**10%**
KG	10 - 14%	20 - 24%	15 - 19%	5 - 9%	0 - 5%	0 - 5%	0 - 5%	0 - 10%
1	20 - 24%	10 - 14%	30 - 34%	0 - 5%	5 - 9%	0 - 5%	0 - 5%	5 - 9%
2	10 - 14%	5 - 9%	5 - 9%	5 - 9%	5 - 9%	5 - 9%	5 - 9%	10 - 14%
3	18%	15%	16%	13%	12%	10 - 14%	15 - 19%	10 - 14%
Spring IRI	**23%**	**22%**	**25%**	**16%**		**16%**	**19%**	
KG	45 - 49%	45 - 49%	55 - 59%	15 - 19%		15 - 19%	20 - 24%	
1	20 - 24%	15 - 19%	20 - 24%	5 - 9%		5 - 9%	10 - 14%	
2	10 - 14%	10 - 14%	15 - 19%	15 - 19%		15 - 19%	10 - 14%	
3	21%	21%	23%	20%		15 - 19%	25 - 29%	
Grand Total	**20%**	**18%**	**21%**	**12%**	**9%**	**12%**	**14%**	**10%**





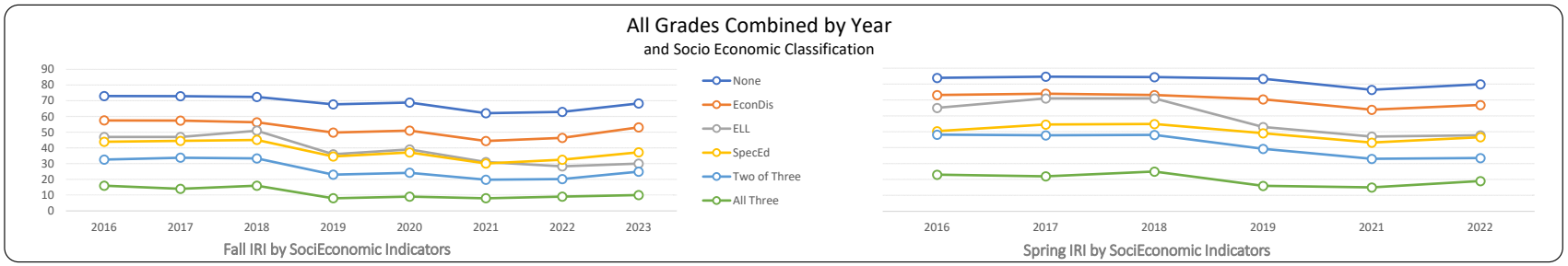
	Adjusted Kindergarten Cohort[2] Grade Level Assessments							
	Fall IRI, Students at Grade Level				Spring IRI, Students at Grade Level			
Fiscal Year KG Cohort	KG	1st	2nd	3rd	KG	1nd	2rd	3rd
2016	10 - 14%	20 - 24%	10 - 14%	15 - 19%	45 - 49%	25 - 29%	25 - 29%	30 - 34%
2017	25 - 29%	30 - 34%	15 - 19%	20 - 24%	50 - 54%	25 - 29%	25 - 29%	---
2018	15 - 19%	0 - 5%	15 - 19%	15 - 19%	55 - 59%	15 - 19%	---	25 - 29%
2019	5 - 9%	10 - 14%	10 - 14%	20 - 24%	15 - 19%	---	20 - 24%	30 - 34%
2020	0 - 5%	5 - 9%	10 - 14%	15 - 19%				
2021	0 - 5%	5 - 9%	25 - 29%	---	15 - 19%	20 - 24%	---	---
2022	0 - 5%	5 - 9%	---	---	20 - 24%	---	---	---
2023	0 - 10%	---	---	---				



[1] All results are blurred to protect student privacy, graphical display of ranges plot the lowest value in a range

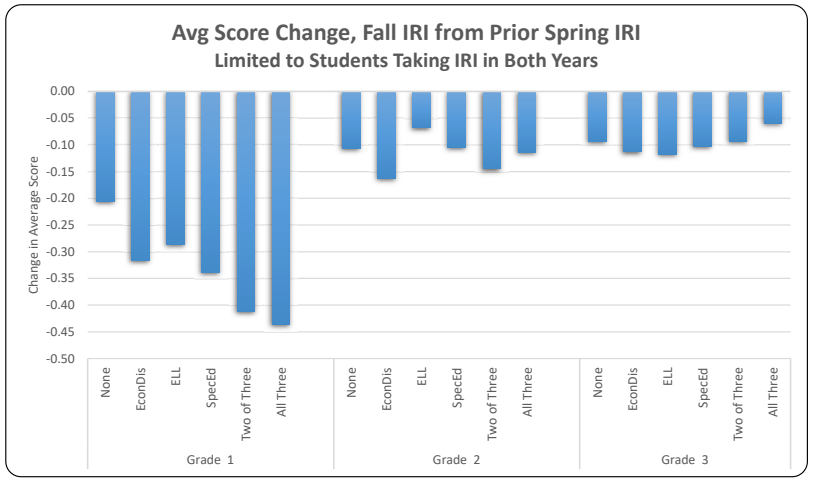
[2] After Initall Year, Grade Level Rates exclude Students who did not test

Assessment by Socio Economic Breakouts



Avg Score Change, Fall IRI from Prior Spring

Avg. Score Change	2017	2018	2019	2020	2022	2023	All Years
1	**-0.25**	**-0.25**	**-0.59**	**-0.19**	**-0.23**	**-0.17**	**-0.28**
None	-0.17	-0.17	-0.42	-0.16	-0.19	-0.14	-0.21
EconDis	-0.25	-0.28	-0.63	-0.25	-0.28	-0.19	-0.32
ELL	-0.23	-0.21	-0.90	-0.10	-0.21	-0.10	-0.29
SpecEd	-0.35	-0.28	-0.72	-0.25	-0.28	-0.21	-0.34
Two of Three	-0.38	-0.39	-0.91	-0.20	-0.27	-0.22	-0.41
All Three	-0.50	-0.37	-0.93	-0.19	-0.23	-0.20	-0.44
2	**-0.20**	**-0.21**	**-0.13**	**-0.07**	**-0.06**	**-0.11**	**-0.13**
None	-0.18	-0.18	-0.09	-0.06	-0.06	-0.10	-0.11
EconDis	-0.23	-0.26	-0.14	-0.09	-0.07	-0.12	-0.16
ELL	-0.20	-0.13	-0.19	0.05	-0.04	-0.06	-0.07
SpecEd	-0.15	-0.16	-0.12	-0.08	-0.07	-0.11	-0.11
Two of Three	-0.19	-0.22	-0.20	-0.06	-0.05	-0.10	-0.14
All Three	-0.11	-0.15	-0.23	-0.03	-0.04	-0.08	-0.11
3	**-0.03**	**-0.03**	**-0.08**	**-0.15**	**-0.13**	**-0.18**	**-0.10**
None	-0.04	-0.03	-0.07	-0.12	-0.12	-0.15	-0.09
EconDis	-0.04	-0.05	-0.09	-0.18	-0.17	-0.21	-0.11
ELL	0.00	0.05	-0.10	-0.10	-0.14	-0.23	-0.12
SpecEd	0.01	0.01	-0.07	-0.17	-0.15	-0.19	-0.10
Two of Three	-0.01	0.00	-0.10	-0.17	-0.13	-0.20	-0.09
All Three	0.01	0.02	-0.11	-0.12	-0.07	-0.13	-0.06
All Years	**-0.16**	**-0.16**	**-0.26**	**-0.14**	**-0.14**	**-0.15**	**-0.17**

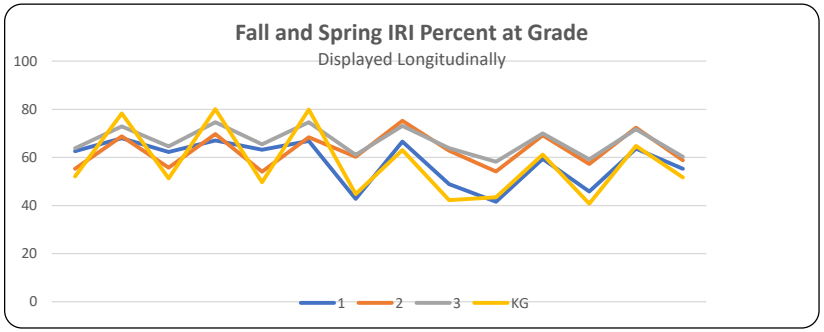


IRI: Change in Average Score to Relative Testing Periods

SocioEcon Breakouts: All Combined

Average Score Change: Fall from Prior Spring to Current Spring with Net Change

	KG	1	2	3
FY 2016 Spring to Spring Net Change				
Fall from Prior Spring				
Fall Progression to Spring	0.40	0.07	0.19	0.12
FY 2017 Spring to Spring Net Change		**-0.19**	**-0.01**	**0.10**
Fall from Prior Spring		-0.25	-0.20	-0.03
Fall Progression to Spring	0.44	0.06	0.19	0.13
FY 2018 Spring to Spring Net Change		**-0.21**	**-0.01**	**0.09**
Fall from Prior Spring		-0.25	-0.21	-0.03
Fall Progression to Spring	0.47	0.04	0.20	0.12
FY 2019 Spring to Spring Net Change		**-0.21**	**0.12**	**0.10**
Fall from Prior Spring		-0.59	-0.13	-0.08
Fall Progression to Spring	0.31	0.37	0.25	0.18
FY 2020 Spring to Spring Net Change				
Fall from Prior Spring		-0.19	-0.07	-0.15
Fall Progression to Spring				
FY 2021 Spring to Spring Net Change				
Fall from Prior Spring				
Fall Progression to Spring	0.29	0.29	0.24	0.18
FY 2022 Spring to Spring Net Change		**0.07**	**0.18**	**0.05**
Fall from Prior Spring		-0.23	-0.06	-0.13
Fall Progression to Spring	0.39	0.29	0.24	0.19
FY 2023 Spring to Spring Net Change				
Fall from Prior Spring		-0.17	-0.11	-0.18
Fall Progression to Spring				

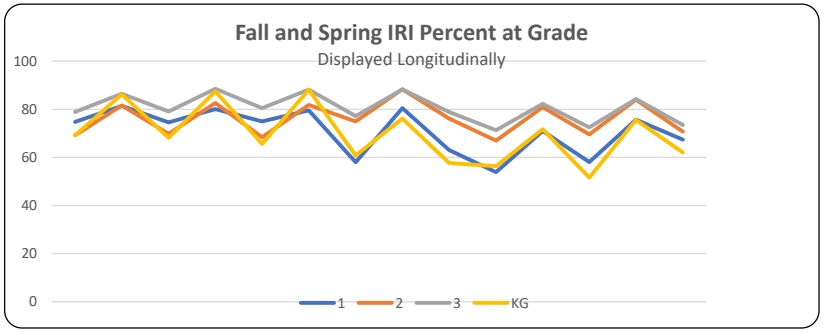


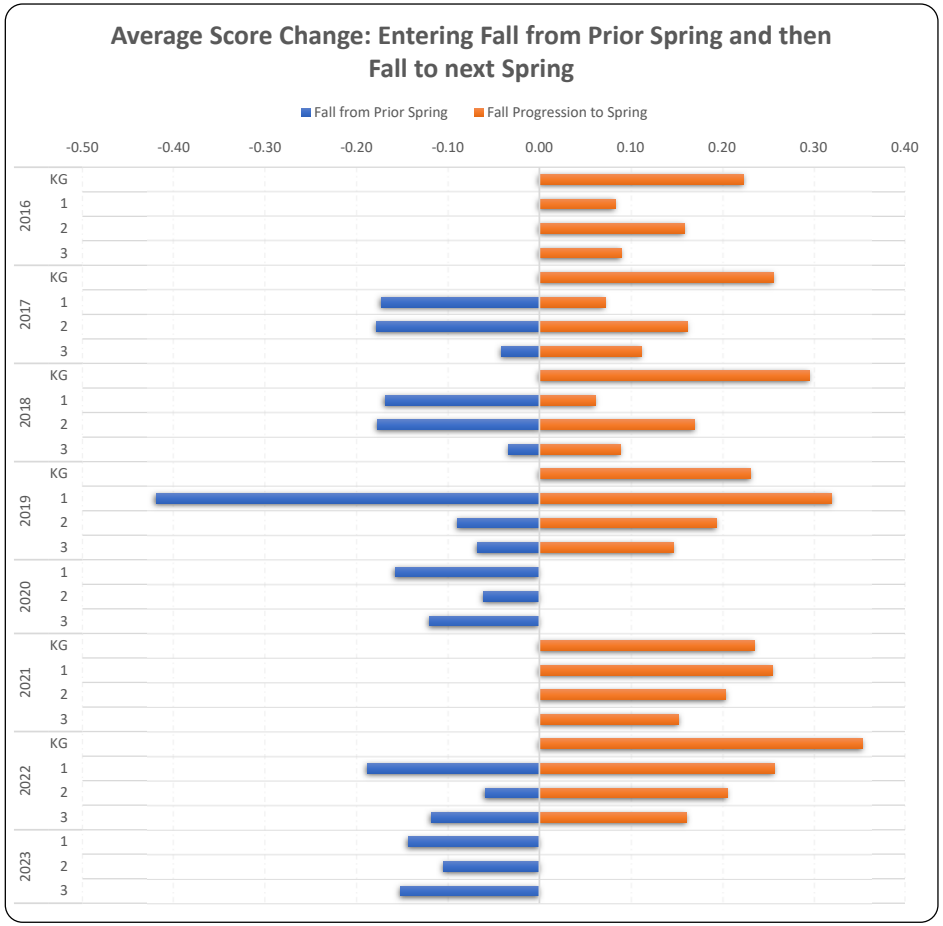
IRI: Change in Average Score to Relative Testing Periods

SocioEcon Breakouts: None

Average Score Change: Fall from Prior Spring to Current Spring with Net Change

	KG	1	2	3
FY 2016 Spring to Spring Net Change				
Fall from Prior Spring				
Fall Progression to Spring	0.22	0.08	0.16	0.09
FY 2017 Spring to Spring Net Change		**-0.10**	**-0.02**	**0.07**
Fall from Prior Spring		-0.17	-0.18	-0.04
Fall Progression to Spring	0.26	0.07	0.16	0.11
FY 2018 Spring to Spring Net Change		**-0.11**	**-0.01**	**0.06**
Fall from Prior Spring		-0.17	-0.18	-0.03
Fall Progression to Spring	0.30	0.06	0.17	0.09
FY 2019 Spring to Spring Net Change		**-0.10**	**0.10**	**0.08**
Fall from Prior Spring		-0.42	-0.09	-0.07
Fall Progression to Spring	0.23	0.32	0.19	0.15
FY 2020 Spring to Spring Net Change				
Fall from Prior Spring		-0.16	-0.06	-0.12
Fall Progression to Spring				
FY 2021 Spring to Spring Net Change				
Fall from Prior Spring				
Fall Progression to Spring	0.23	0.26	0.20	0.15
FY 2022 Spring to Spring Net Change		**0.07**	**0.15**	**0.04**
Fall from Prior Spring		-0.19	-0.06	-0.12
Fall Progression to Spring	0.35	0.26	0.21	0.16
FY 2023 Spring to Spring Net Change				
Fall from Prior Spring		-0.14	-0.10	-0.15
Fall Progression to Spring				



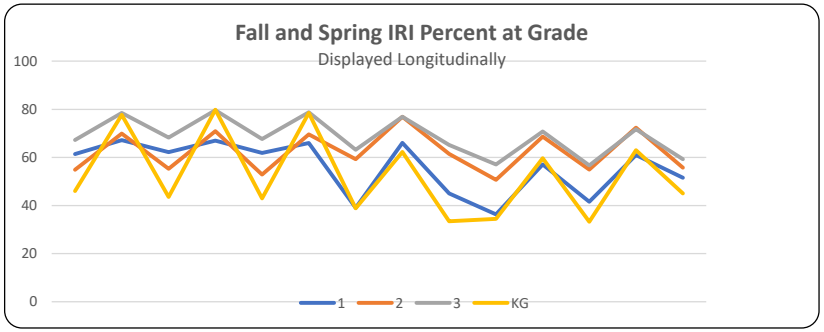


IRI: Change in Average Score to Relative Testing Periods

SocioEcon Breakouts: EconDis

Average Score Change: Fall from Prior Spring to Current Spring with Net Change

	KG	1	2	3
FY 2016 Spring to Spring Net Change				
Fall from Prior Spring				
Fall Progression to Spring	0.48	0.08	0.21	0.14
FY 2017 Spring to Spring Net Change		**-0.19**	**-0.01**	**0.10**
Fall from Prior Spring		-0.25	-0.23	-0.04
Fall Progression to Spring	0.56	0.07	0.22	0.14
FY 2018 Spring to Spring Net Change		**-0.23**	**-0.03**	**0.09**
Fall from Prior Spring		-0.28	-0.26	-0.05
Fall Progression to Spring	0.56	0.04	0.23	0.14
FY 2019 Spring to Spring Net Change		**-0.21**	**0.15**	**0.12**
Fall from Prior Spring		-0.63	-0.14	-0.09
Fall Progression to Spring	0.39	0.42	0.29	0.20
FY 2020 Spring to Spring Net Change				
Fall from Prior Spring		-0.25	-0.09	-0.18
Fall Progression to Spring				
FY 2021 Spring to Spring Net Change				
Fall from Prior Spring				
Fall Progression to Spring	0.41	0.35	0.29	0.21
FY 2022 Spring to Spring Net Change		**0.05**	**0.21**	**0.04**
Fall from Prior Spring		-0.28	-0.07	-0.17
Fall Progression to Spring	0.48	0.32	0.28	0.22
FY 2023 Spring to Spring Net Change				
Fall from Prior Spring		-0.19	-0.12	-0.21
Fall Progression to Spring				

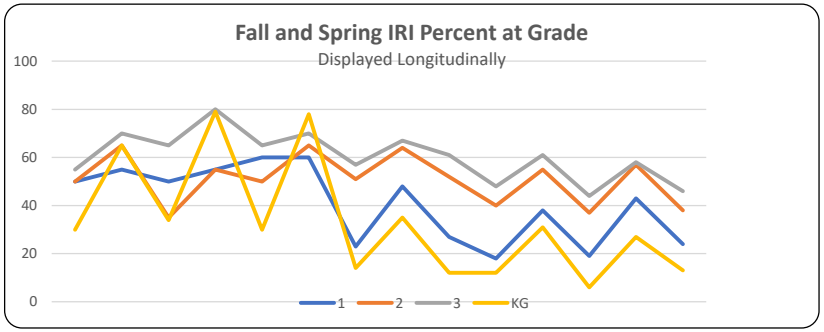


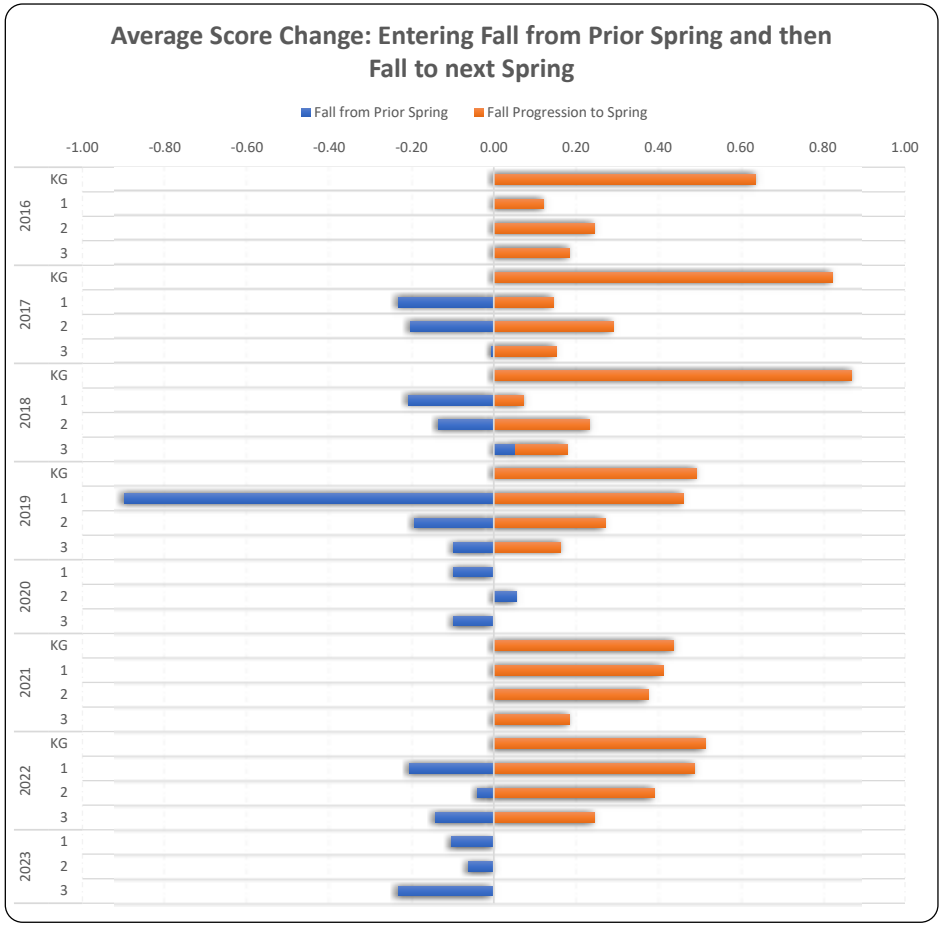
IRI: Change in Average Score to Relative Testing Periods

SocioEcon Breakouts: ELL

Average Score Change: Fall from Prior Spring to Current Spring with Net Change

	KG	1	2	3
FY 2016 Spring to Spring Net Change				
Fall from Prior Spring				
Fall Progression to Spring	0.64	0.12	0.24	0.18
FY 2017 Spring to Spring Net Change		**-0.09**	**0.09**	**0.15**
Fall from Prior Spring		-0.23	-0.20	0.00
Fall Progression to Spring	0.82	0.14	0.29	0.15
FY 2018 Spring to Spring Net Change		**-0.13**	**0.10**	**0.18**
Fall from Prior Spring		-0.21	-0.13	0.05
Fall Progression to Spring	0.87	0.07	0.23	0.13
FY 2019 Spring to Spring Net Change		**-0.44**	**0.08**	**0.06**
Fall from Prior Spring		-0.90	-0.19	-0.10
Fall Progression to Spring	0.49	0.46	0.27	0.16
FY 2020 Spring to Spring Net Change				
Fall from Prior Spring		-0.10	0.05	-0.10
Fall Progression to Spring				
FY 2021 Spring to Spring Net Change				
Fall from Prior Spring				
Fall Progression to Spring	0.44	0.41	0.38	0.18
FY 2022 Spring to Spring Net Change		**0.28**	**0.35**	**0.10**
Fall from Prior Spring		-0.21	-0.04	-0.14
Fall Progression to Spring	0.52	0.49	0.39	0.25
FY 2023 Spring to Spring Net Change				
Fall from Prior Spring		-0.10	-0.06	-0.23
Fall Progression to Spring				



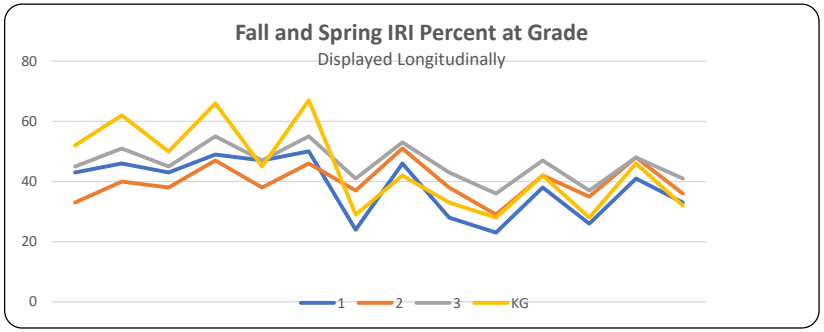


IRI: Change in Average Score to Relative Testing Periods

SocioEcon Breakouts: SpecEd

Average Score Change: Fall from Prior Spring to Current Spring with Net Change

	KG	1	2	3
FY 2016 Spring to Spring Net Change				
Fall from Prior Spring				
Fall Progression to Spring	0.14	0.02	0.14	0.10
FY 2017 Spring to Spring Net Change		**-0.28**	**-0.02**	**0.14**
Fall from Prior Spring		-0.35	-0.15	0.01
Fall Progression to Spring	0.21	0.07	0.13	0.13
FY 2018 Spring to Spring Net Change		**-0.27**	**-0.03**	**0.11**
Fall from Prior Spring		-0.28	-0.16	0.01
Fall Progression to Spring	0.28	0.01	0.12	0.10
FY 2019 Spring to Spring Net Change		**-0.35**	**0.15**	**0.15**
Fall from Prior Spring		-0.72	-0.12	-0.07
Fall Progression to Spring	0.23	0.38	0.26	0.22
FY 2020 Spring to Spring Net Change				
Fall from Prior Spring		-0.25	-0.08	-0.17
Fall Progression to Spring				
FY 2021 Spring to Spring Net Change				
Fall from Prior Spring				
Fall Progression to Spring	0.26	0.28	0.23	0.20
FY 2022 Spring to Spring Net Change		**0.00**	**0.17**	**0.07**
Fall from Prior Spring		-0.28	-0.07	-0.15
Fall Progression to Spring	0.32	0.28	0.24	0.21
FY 2023 Spring to Spring Net Change				
Fall from Prior Spring		-0.21	-0.11	-0.19
Fall Progression to Spring				

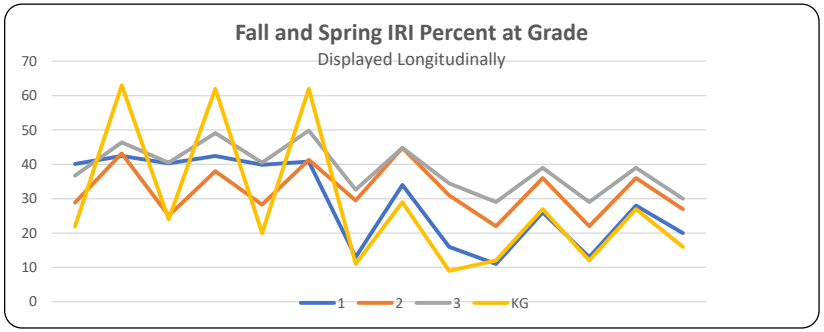


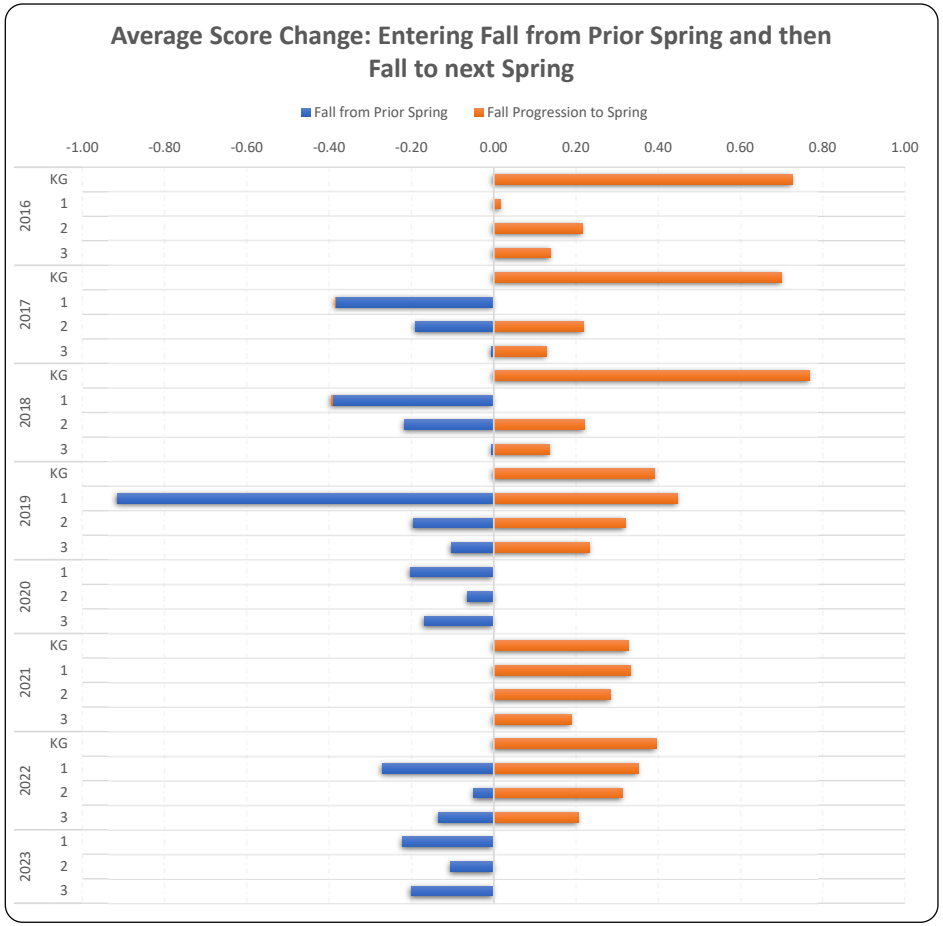
IRI: Change in Average Score to Relative Testing Periods

SocioEcon Breakouts: Two of Three

Average Score Change: Fall from Prior Spring to Current Spring with Net Change

	KG	1	2	3
FY 2016 Spring to Spring Net Change				
Fall from Prior Spring				
Fall Progression to Spring	0.73	0.02	0.22	0.14
FY 2017 Spring to Spring Net Change		**-0.38**	**0.03**	**0.12**
Fall from Prior Spring		-0.38	-0.19	-0.01
Fall Progression to Spring	0.70	0.00	0.22	0.13
FY 2018 Spring to Spring Net Change		**-0.39**	**0.00**	**0.13**
Fall from Prior Spring		-0.39	-0.22	0.00
Fall Progression to Spring	0.77	0.00	0.22	0.14
FY 2019 Spring to Spring Net Change		**-0.47**	**0.12**	**0.13**
Fall from Prior Spring		-0.91	-0.20	-0.10
Fall Progression to Spring	0.39	0.45	0.32	0.23
FY 2020 Spring to Spring Net Change				
Fall from Prior Spring		-0.20	-0.06	-0.17
Fall Progression to Spring				
FY 2021 Spring to Spring Net Change				
Fall from Prior Spring				
Fall Progression to Spring	0.33	0.33	0.28	0.19
FY 2022 Spring to Spring Net Change		**0.08**	**0.26**	**0.07**
Fall from Prior Spring		-0.27	-0.05	-0.13
Fall Progression to Spring	0.40	0.35	0.31	0.21
FY 2023 Spring to Spring Net Change				
Fall from Prior Spring		-0.22	-0.10	-0.20
Fall Progression to Spring				



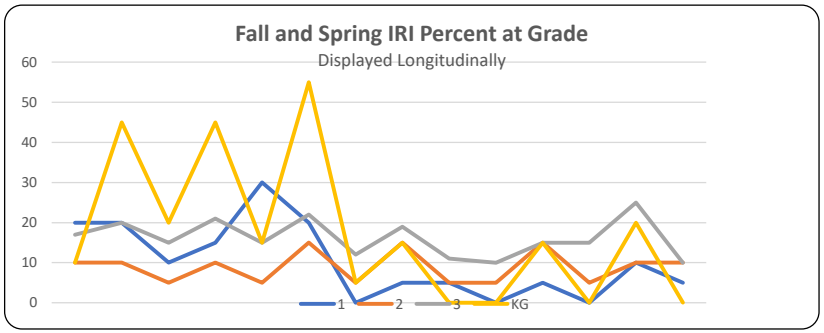


IRI: Change in Average Score to Relative Testing Periods

SocioEcon Breakouts: All Three

Average Score Change: Fall from Prior Spring to Current Spring with Net Change

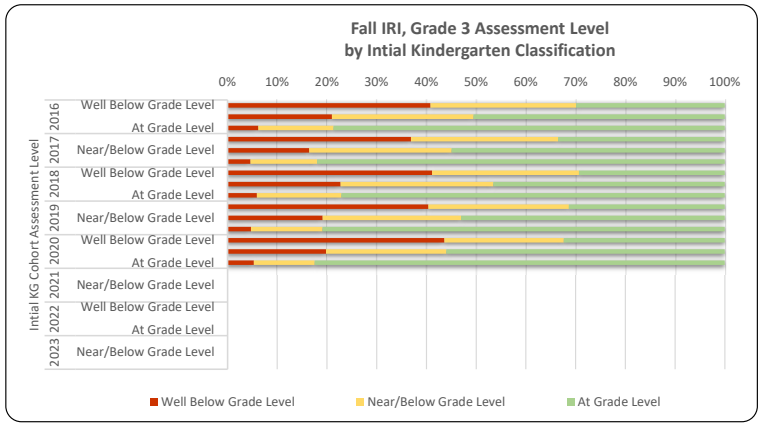
	KG	1	2	3
FY 2016 Spring to Spring Net Change				
Fall from Prior Spring				
Fall Progression to Spring	0.63	-0.10	0.13	0.06
FY 2017 Spring to Spring Net Change		**-0.49**	**0.01**	**0.11**
Fall from Prior Spring		-0.50	-0.11	0.01
Fall Progression to Spring	0.43	0.01	0.12	0.10
FY 2018 Spring to Spring Net Change		**-0.51**	**0.02**	**0.12**
Fall from Prior Spring		-0.37	-0.15	0.02
Fall Progression to Spring	0.64	-0.14	0.17	0.10
FY 2019 Spring to Spring Net Change		**-0.73**	**0.00**	**0.04**
Fall from Prior Spring		-0.93	-0.23	-0.11
Fall Progression to Spring	0.26	0.20	0.23	0.15
FY 2020 Spring to Spring Net Change				
Fall from Prior Spring		-0.19	-0.03	-0.12
Fall Progression to Spring				
FY 2021 Spring to Spring Net Change				
Fall from Prior Spring				
Fall Progression to Spring	0.23	0.14	0.28	0.16
FY 2022 Spring to Spring Net Change		**0.02**	**0.17**	**0.15**
Fall from Prior Spring		-0.23	-0.04	-0.07
Fall Progression to Spring	0.41	0.25	0.21	0.22
FY 2023 Spring to Spring Net Change				
Fall from Prior Spring		-0.20	-0.08	-0.13
Fall Progression to Spring				

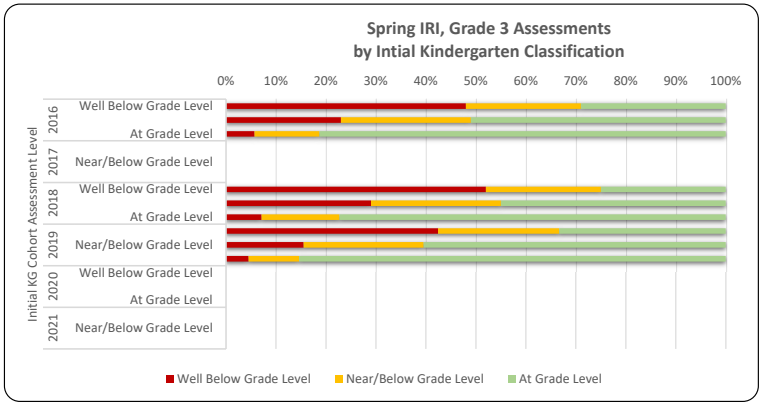


IRI: Initial KG Distribuion and Subsequent Assessment Level

SocioEcon Breakouts: All Combined

Fall IRI	SchoolYearEnd	PerformanceLevel Initial KG Test	KG Cohort atGrade Dist	Cohorted Student Assessment by Grade 3 Well Below Grade Level	Near/Below Grade Level	At Grade Level	Drop Outs
	2016	Well Below Grade Level	20.5%	40.8%	29.3%	29.9%	15.6%
		Near/Below Grade Level	26.8%	21.0%	28.5%	50.6%	12.1%
		At Grade Level	52.7%	6.2%	15.1%	78.7%	11.5%
	2017	Well Below Grade Level	21.6%	36.9%	29.6%	33.5%	13.3%
		Near/Below Grade Level	26.6%	16.4%	28.6%	54.9%	11.4%
		At Grade Level	51.9%	4.6%	13.4%	82.0%	10.9%
	2018	Well Below Grade Level	22.6%	41.1%	29.5%	29.3%	18.0%
		Near/Below Grade Level	27.0%	22.7%	30.7%	46.5%	15.3%
		At Grade Level	50.3%	5.9%	17.0%	77.1%	13.8%
	2019	Well Below Grade Level	27.6%	40.3%	28.2%	31.3%	14.9%
		Near/Below Grade Level	26.9%	19.1%	27.8%	53.0%	12.6%
		At Grade Level	45.4%	4.7%	14.4%	80.9%	12.1%
	2020	Well Below Grade Level	26.8%	43.6%	24.0%	32.4%	17.5%
		Near/Below Grade Level	30.3%	19.8%	24.2%	56.0%	14.5%
		At Grade Level	42.9%	5.3%	12.2%	82.5%	13.8%
	2021	Well Below Grade Level	26.8%				96.2%
		Near/Below Grade Level	29.2%				98.6%
		At Grade Level	44.0%				99.5%
	2022	Well Below Grade Level	29.1%				96.6%
		Near/Below Grade Level	29.6%				99.0%
		At Grade Level	41.3%				99.7%
	2023	Well Below Grade Level	25.1%				99.9 - 100%
		Near/Below Grade Level	23.2%				99.9 - 100%
		At Grade Level	51.7%				99.9 - 100%
Spring IRI							
	2016	Well Below Grade Level	7.2%	48%	23%	29%	23%
		Near/Below Grade Level	13.7%	23%	26%	51%	13%
		At Grade Level	79.1%	5.7%	13.0%	81.3%	10.5%
	2017	Well Below Grade Level	6.8%				92%
		Near/Below Grade Level	12.3%				97%
		At Grade Level	80.8%				99.6%
	2018	Well Below Grade Level	6.8%	52%	23%	25%	23%
		Near/Below Grade Level	12.6%	29%	26%	45%	17%
		At Grade Level	80.6%	7.1%	15.6%	77.3%	13.2%
	2019	Well Below Grade Level	16.3%	42%	24%	33%	21.9%
		Near/Below Grade Level	20.5%	15.5%	24.0%	60.4%	14.5%
		At Grade Level	63.2%	4.5%	10.1%	85.4%	12.3%
	2021	Well Below Grade Level	16.4%				94.6%
		Near/Below Grade Level	21.6%				98.4%
		At Grade Level	61.9%				99.6%
	2022	Well Below Grade Level	15.7%				99.9 - 100%
		Near/Below Grade Level	19.5%				99.9 - 100%
		At Grade Level	64.8%				99.9 - 100%

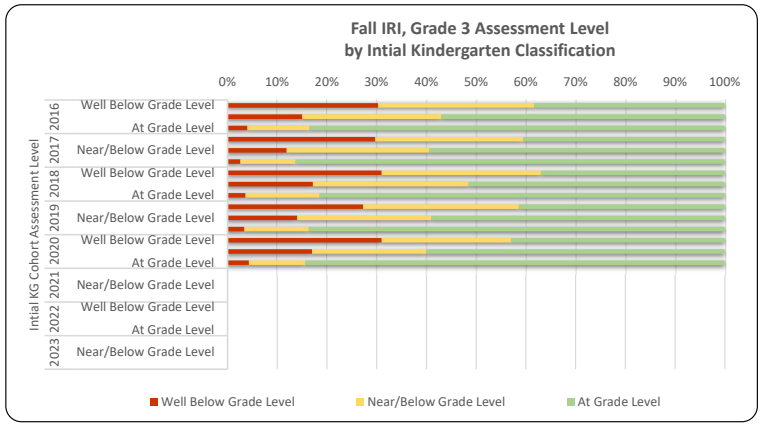


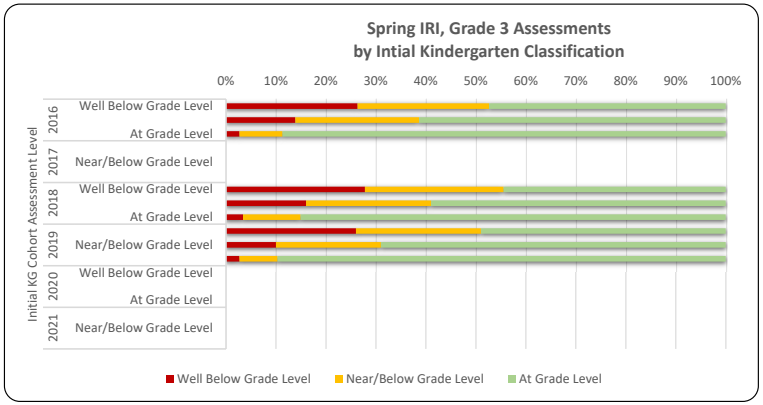


IRI: Initial KG Distribuion and Subsequent Assessment Level

SocioEcon Breakouts: None

				Cohorted Student Assessment by Grade 3			
Fall IRI	SchoolYearEnd	PerformanceLevel Initial KG Test	KG Cohort atGrade Dist	Well Below Grade Level	Near/Below Grade Level	At Grade Level	Drop Outs
	2016	Well Below Grade Level	8.0%	30%	31%	38%	13%
		Near/Below Grade Level	22.4%	15%	28%	57%	11%
		At Grade Level	69.6%	4.0%	12.5%	83.5%	11.0%
	2017	Well Below Grade Level	9.5%	30%	30%	41%	14%
		Near/Below Grade Level	21.9%	12%	29%	60%	11%
		At Grade Level	68.6%	2.6%	11.1%	86.3%	9.7%
	2018	Well Below Grade Level	10.1%	31%	32%	37%	18%
		Near/Below Grade Level	23.8%	17%	31%	51%	14%
		At Grade Level	66.2%	3.6%	14.9%	81.4%	13.4%
	2019	Well Below Grade Level	14.4%	27%	31%	41%	14%
		Near/Below Grade Level	24.3%	14%	27%	59%	12%
		At Grade Level	61.3%	3.4%	12.9%	83.6%	11.4%
	2020	Well Below Grade Level	13.7%	31%	26%	43%	18%
		Near/Below Grade Level	28.2%	17%	23%	60%	13.9%
		At Grade Level	58.1%	4.3%	11.3%	84.4%	13.2%
	2021	Well Below Grade Level	15.4%				96%
		Near/Below Grade Level	27.7%				98.6%
		At Grade Level	56.9%				99.5%
	2022	Well Below Grade Level	18.7%				97%
		Near/Below Grade Level	29.3%				99.0%
		At Grade Level	52.0%				99.7%
	2023	Well Below Grade Level	16.1%				99 - 100%
		Near/Below Grade Level	21.7%				99 - 100%
		At Grade Level	62.2%				99.9 - 100%
Spring IRI							
	2016	Well Below Grade Level	2.9%	25 - 29%	25 - 29%	45 - 49%	15 - 19%
		Near/Below Grade Level	10.3%	14%	25%	62%	13%
		At Grade Level	86.7%	2.7%	8.6%	88.7%	9.7%
	2017	Well Below Grade Level	3.0%				90 - 94%
		Near/Below Grade Level	9.0%				97%
		At Grade Level	87.9%				99.7%
	2018	Well Below Grade Level	2.8%	25 - 29%	25 - 29%	40 - 44%	20 - 24%
		Near/Below Grade Level	8.8%	16%	25%	59%	16%
		At Grade Level	88.5%	3.4%	11.5%	85.0%	12.7%
	2019	Well Below Grade Level	7.3%	26%	25%	49%	21%
		Near/Below Grade Level	16.5%	10%	21%	69%	13%
		At Grade Level	76.2%	2.7%	7.6%	89.7%	11.5%
	2021	Well Below Grade Level	8.5%				94%
		Near/Below Grade Level	19.1%				98%
		At Grade Level	72.3%				99.7%
	2022	Well Below Grade Level	7.8%				99 - 100%
		Near/Below Grade Level	16.6%				99 - 100%
		At Grade Level	75.7%				99.9 - 100%

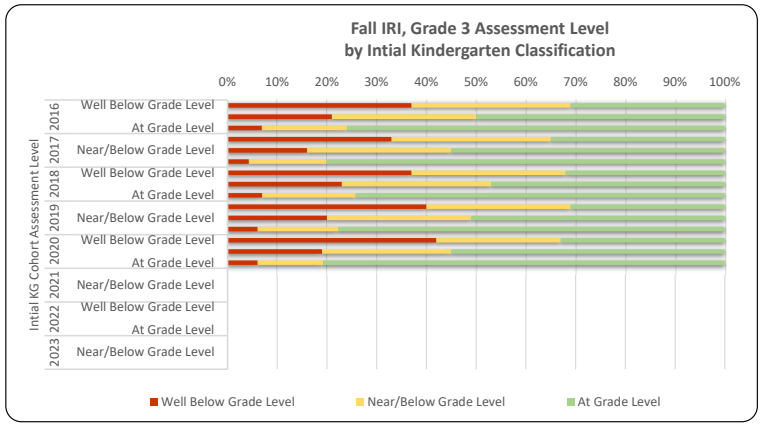


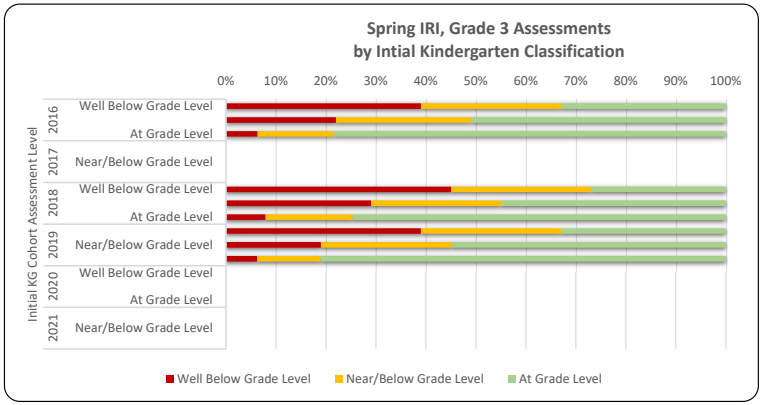


IRI: Initial KG Distribuion and Subsequent Assessment Level

SocioEcon Breakouts: EconDis

Fall IRI	SchoolYearEnd	PerformanceLevel Initial KG Test	KG Cohort atGrade Dist	Cohorted Student Assessment by Grade 3 Well Below Grade Level	Near/Below Grade Level	At Grade Level	Drop Outs
	2016	Well Below Grade Level	22.5%	37%	32%	31%	17%
		Near/Below Grade Level	30.8%	21%	29%	50%	13%
		At Grade Level	46.7%	6.9%	17.1%	76.0%	12.4%
	2017	Well Below Grade Level	24.4%	33%	32%	35%	13%
		Near/Below Grade Level	31.4%	16%	29%	55%	11%
		At Grade Level	44.2%	4.3%	15.6%	80.1%	11.8%
	2018	Well Below Grade Level	26.6%	37%	31%	32%	19%
		Near/Below Grade Level	29.9%	23%	30%	47%	17%
		At Grade Level	43.5%	7%	19%	75%	14.1%
	2019	Well Below Grade Level	29.1%	40%	29%	31%	17%
		Near/Below Grade Level	31.4%	20%	29%	51%	13%
		At Grade Level	39.4%	6%	16%	77%	14%
	2020	Well Below Grade Level	30.2%	42%	25%	33%	19%
		Near/Below Grade Level	35.7%	19%	26%	55%	15%
		At Grade Level	34.1%	6%	13%	80%	15%
	2021	Well Below Grade Level	30.5%				97%
		Near/Below Grade Level	34.6%				99%
		At Grade Level	35.0%				99 - 100%
	2022	Well Below Grade Level	32.2%				97%
		Near/Below Grade Level	34.1%				99 - 100%
		At Grade Level	33.7%				99 - 100%
	2023	Well Below Grade Level	28.0%				99 - 100%
		Near/Below Grade Level	26.8%				99 - 100%
		At Grade Level	45.2%				99 - 100%
Spring IRI							
	2016	Well Below Grade Level	6.5%	39%	28%	33%	21%
		Near/Below Grade Level	15.1%	22%	27%	51%	15%
		At Grade Level	78.4%	6.3%	15.2%	78.5%	11.6%
	2017	Well Below Grade Level	5.7%				90%
		Near/Below Grade Level	13.8%				98%
		At Grade Level	80.5%				99.5%
	2018	Well Below Grade Level	6.1%	45%	28%	27%	22%
		Near/Below Grade Level	14.7%	29%	26%	45%	19%
		At Grade Level	79.1%	7.9%	17.4%	74.6%	14.2%
	2019	Well Below Grade Level	14.5%	39%	28%	33%	23%
		Near/Below Grade Level	23.1%	19%	26%	55%	17%
		At Grade Level	62.4%	6.2%	12.7%	81.1%	14.1%
	2021	Well Below Grade Level	15.9%				95%
		Near/Below Grade Level	23.7%				98%
		At Grade Level	60.5%				99.7%
	2022	Well Below Grade Level	15.0%				99 - 100%
		Near/Below Grade Level	21.9%				99 - 100%
		At Grade Level	63.0%				99.9 - 100%

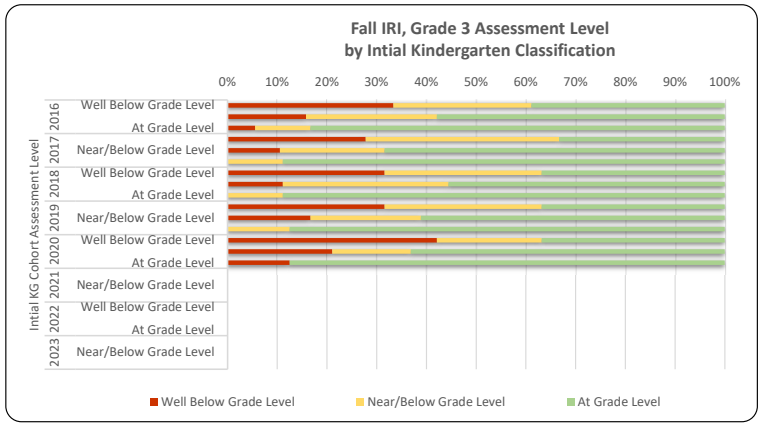


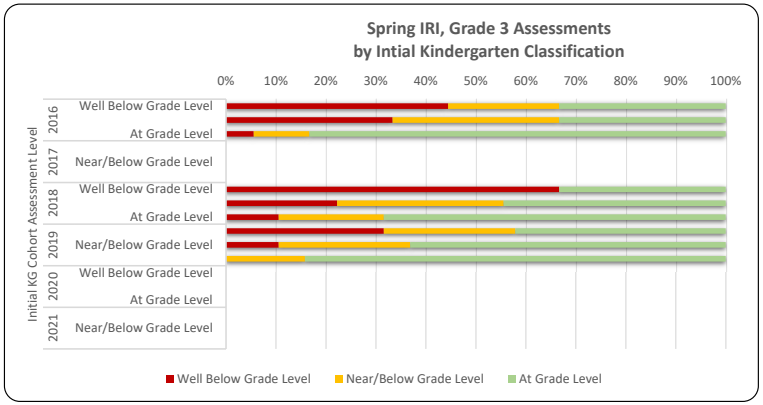


IRI: Initial KG Distribuion and Subsequent Assessment Level

SocioEcon Breakouts: ELL

Fall IRI	SchoolYearEnd	PerformanceLevel Initial KG Test	KG Cohort atGrade Dist	Cohorted Student Assessment by Grade 3			
				Well Below Grade Level	Near/Below Grade Level	At Grade Level	Drop Outs
	2016	Well Below Grade Level	40 - 44%	30 - 34%	25 - 29%	35 - 39%	10 - 14%
		Near/Below Grade Level	25 - 29%	15 - 19%	25 - 29%	55 - 59%	10 - 14%
		At Grade Level	30 - 34%	5 - 9%	10 - 14%	75 - 79%	5 - 9%
	2017	Well Below Grade Level	43%	25 - 29%	35 - 39%	30 - 34%	5 - 9%
		Near/Below Grade Level	22%	10 - 14%	20 - 24%	65 - 69%	10 - 14%
		At Grade Level	35%	0 - 5%	10 - 14%	80 - 84%	20 - 24%
	2018	Well Below Grade Level	42%	30 - 34%	30 - 34%	35 - 39%	5 - 9%
		Near/Below Grade Level	28%	10 - 14%	30 - 34%	50 - 54%	10 - 14%
		At Grade Level	31%	0 - 5%	10 - 14%	80 - 84%	15 - 19%
	2019	Well Below Grade Level	63%	30 - 34%	30 - 34%	35 - 39%	5 - 9%
		Near/Below Grade Level	23%	15 - 19%	20 - 24%	55 - 59%	5 - 9%
		At Grade Level	14%	0 - 10%	10 - 19%	70 - 79%	5 - 9%
	2020	Well Below Grade Level	63%	40 - 44%	20 - 24%	35 - 39%	12%
		Near/Below Grade Level	24%	20 - 24%	15 - 19%	60 - 64%	10 - 14%
		At Grade Level	13%	10 - 19%	0 - 10%	70 - 79%	15 - 19%
	2021	Well Below Grade Level	63%				98%
		Near/Below Grade Level	24%				95 - 100%
		At Grade Level	13%				95 - 100%
	2022	Well Below Grade Level	72%				98%
		Near/Below Grade Level	21%				95 - 100%
		At Grade Level	7%				90 - 100%
	2023	Well Below Grade Level	67%				99 - 100%
		Near/Below Grade Level	20%				95 - 100%
		At Grade Level	13%				95 - 100%
Spring IRI							
	2016	Well Below Grade Level	18%	40 - 49%	20 - 29%	30 - 39%	0 - 10%
		Near/Below Grade Level	15%	30 - 39%	30 - 39%	30 - 39%	10 - 19%
		At Grade Level	68%	5 - 9%	10 - 14%	75 - 79%	10 - 14%
	2017	Well Below Grade Level	9%				80 - 100%
		Near/Below Grade Level	12%				90 - 100%
		At Grade Level	80%				95 - 100%
	2018	Well Below Grade Level	7%	40 - 59%	0 - 20%	20 - 39%	0 - 20%
		Near/Below Grade Level	14%	20 - 29%	30 - 39%	40 - 49%	0 - 10%
		At Grade Level	78%	10 - 14%	20 - 24%	65 - 69%	10 - 14%
	2019	Well Below Grade Level	37%	30 - 34%	25 - 29%	40 - 44%	10 - 14%
		Near/Below Grade Level	27%	10 - 14%	25 - 29%	60 - 64%	5 - 9%
		At Grade Level	35%	0 - 5%	15 - 19%	80 - 84%	5 - 9%
	2021	Well Below Grade Level	41%				95 - 100%
		Near/Below Grade Level	27%				95 - 100%
		At Grade Level	32%				95 - 100%
	2022	Well Below Grade Level	45%				99 - 100%
		Near/Below Grade Level	27%				95 - 100%
		At Grade Level	27%				95 - 100%

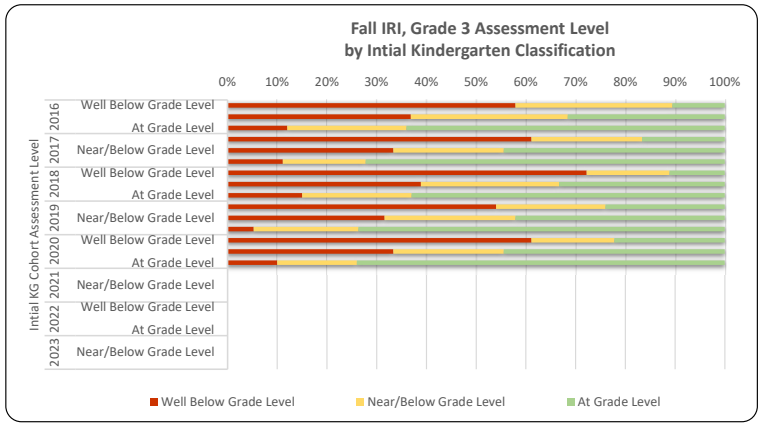


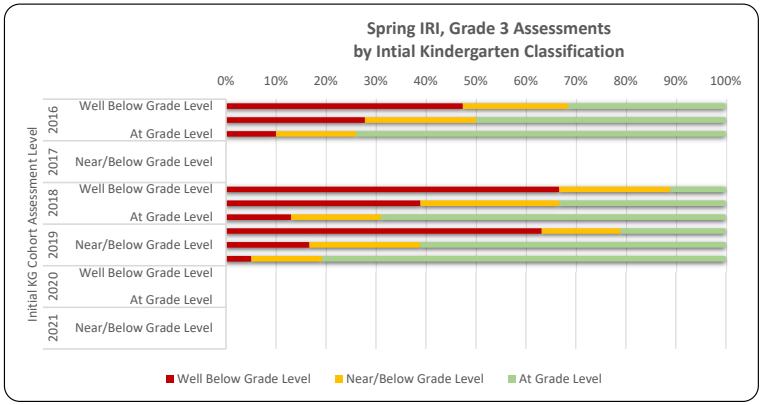


IRI: Initial KG Distribuion and Subsequent Assessment Level

SocioEcon Breakouts: SpecEd

				Cohorted Student Assessment by Grade 3			
Fall IRI	SchoolYearEnd	PerformanceLevel Initial KG Test	KG Cohort atGrade Dist	Well Below Grade Level	Near/Below Grade Level	At Grade Level	Drop Outs
	2016	Well Below Grade Level	19%	55 - 59%	30 - 34%	10 - 14%	25 - 29%
		Near/Below Grade Level	28%	35 - 39%	30 - 34%	30 - 34%	10 - 14%
		At Grade Level	53%	12%	24%	64%	13%
	2017	Well Below Grade Level	20%	55 - 59%	20 - 24%	15 - 19%	20 - 24%
		Near/Below Grade Level	29%	30 - 34%	20 - 24%	40 - 44%	10 - 14%
		At Grade Level	51%	10 - 14%	15 - 19%	65 - 69%	16%
	2018	Well Below Grade Level	21%	65 - 69%	15 - 19%	10 - 14%	20 - 24%
		Near/Below Grade Level	33%	35 - 39%	25 - 29%	30 - 34%	10 - 14%
		At Grade Level	46%	15%	22%	63%	12%
	2019	Well Below Grade Level	40%	54%	22%	24%	17%
		Near/Below Grade Level	29%	30 - 34%	25 - 29%	40 - 44%	10 - 14%
		At Grade Level	31%	5 - 9%	20 - 24%	70 - 74%	5 - 9%
	2020	Well Below Grade Level	34%	55 - 59%	15 - 19%	20 - 24%	21%
		Near/Below Grade Level	31%	30 - 34%	20 - 24%	40 - 44%	13%
		At Grade Level	34%	10%	16%	74%	15%
	2021	Well Below Grade Level	42%				95%
		Near/Below Grade Level	29%				98%
		At Grade Level	29%				99 - 100%
	2022	Well Below Grade Level	41%				94%
		Near/Below Grade Level	30%				98%
		At Grade Level	29%				99 - 100%
	2023	Well Below Grade Level	41%				99 - 100%
		Near/Below Grade Level	26%				95 - 100%
		At Grade Level	32%				95 - 100%
Spring IRI							
	2016	Well Below Grade Level	17%	45 - 49%	20 - 24%	30 - 34%	35 - 39%
		Near/Below Grade Level	19%	25 - 29%	20 - 24%	45 - 49%	5 - 9%
		At Grade Level	63%	10%	16%	74%	12%
	2017	Well Below Grade Level	17%				90 - 94%
		Near/Below Grade Level	14%				90 - 94%
		At Grade Level	68%				99%
	2018	Well Below Grade Level	16%	60 - 64%	20 - 24%	10 - 14%	25 - 29%
		Near/Below Grade Level	16%	35 - 39%	25 - 29%	30 - 34%	10 - 14%
		At Grade Level	69%	13%	18%	69%	13%
	2019	Well Below Grade Level	31%	60 - 64%	15 - 19%	20 - 24%	25 - 29%
		Near/Below Grade Level	27%	15 - 19%	20 - 24%	55 - 59%	10 - 14%
		At Grade Level	43%	5%	14%	80%	10%
	2021	Well Below Grade Level	31%				93%
		Near/Below Grade Level	26%				99%
		At Grade Level	43%				99%
	2022	Well Below Grade Level	30%				99 - 100%
		Near/Below Grade Level	23%				99 - 100%
		At Grade Level	47%				99 - 100%

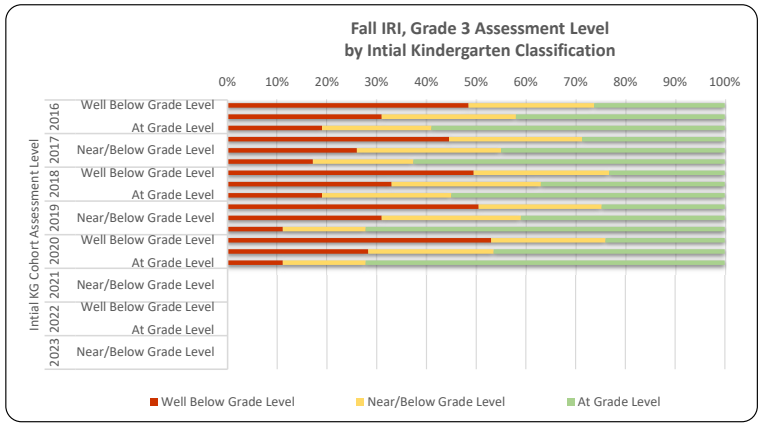


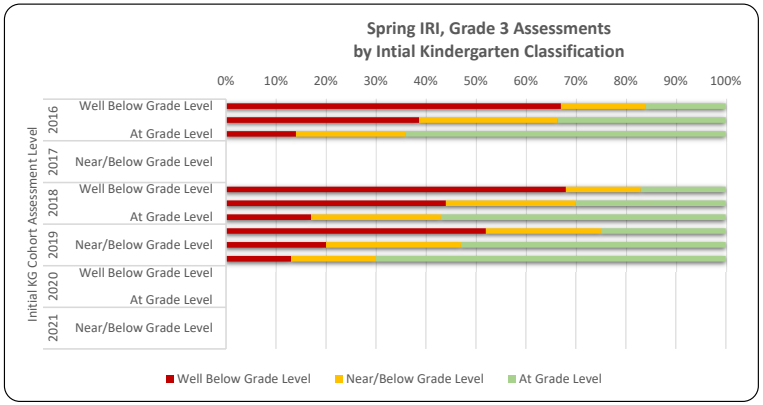


IRI: Initial KG Distribuion and Subsequent Assessment Level

SocioEcon Breakouts: Two of Three

Fall IRI	SchoolYearEnd	PerformanceLevel Initial KG Test	KG Cohort atGrade Dist	Cohorted Student Assessment by Grade 3 Well Below Grade Level	Near/Below Grade Level	At Grade Level	Drop Outs
	2016	Well Below Grade Level	48%	48%	25%	26%	14%
		Near/Below Grade Level	29%	31%	27%	42%	13%
		At Grade Level	23%	19%	22%	59%	12%
	2017	Well Below Grade Level	48%	45%	27%	29%	13%
		Near/Below Grade Level	27%	26%	29%	45%	14%
		At Grade Level	25%	17%	20%	62%	12%
	2018	Well Below Grade Level	51%	49%	27%	23%	17%
		Near/Below Grade Level	28%	33%	30%	37%	15%
		At Grade Level	21%	19%	26%	55%	16%
	2019	Well Below Grade Level	63%	51%	25%	25%	14%
		Near/Below Grade Level	25%	31%	28%	41%	14%
		At Grade Level	12%	10 - 14%	15 - 19%	65 - 69%	12%
	2020	Well Below Grade Level	64%	53%	23%	24%	15%
		Near/Below Grade Level	26%	28%	25%	46%	17%
		At Grade Level	10%	10 - 14%	15 - 19%	65 - 69%	10 - 14%
	2021	Well Below Grade Level	62%				96%
		Near/Below Grade Level	26%				98%
		At Grade Level	13%				95 - 100%
	2022	Well Below Grade Level	65%				97%
		Near/Below Grade Level	22%				99 - 100%
		At Grade Level	13%				95 - 100%
	2023	Well Below Grade Level	62%				99 - 100%
		Near/Below Grade Level	21%				99 - 100%
		At Grade Level	16%				95 - 100%
Spring IRI							
	2016	Well Below Grade Level	17%	67%	17%	16%	23%
		Near/Below Grade Level	18%	39%	28%	34%	11%
		At Grade Level	65%	14%	22%	64%	10%
	2017	Well Below Grade Level	18%				91%
		Near/Below Grade Level	18%				98%
		At Grade Level	63%				99 - 100%
	2018	Well Below Grade Level	18%	68%	15%	17%	26%
		Near/Below Grade Level	19%	44%	26%	30%	18%
		At Grade Level	64%	17%	26%	57%	13%
	2019	Well Below Grade Level	44%	52%	23%	25%	22%
		Near/Below Grade Level	26%	20%	27%	53%	13%
		At Grade Level	30%	13%	17%	70%	13%
	2021	Well Below Grade Level	45%				95%
		Near/Below Grade Level	27%				99 - 100%
		At Grade Level	28%				99 - 100%
	2022	Well Below Grade Level	46%				99 - 100%
		Near/Below Grade Level	26%				99 - 100%
		At Grade Level	28%				99 - 100%

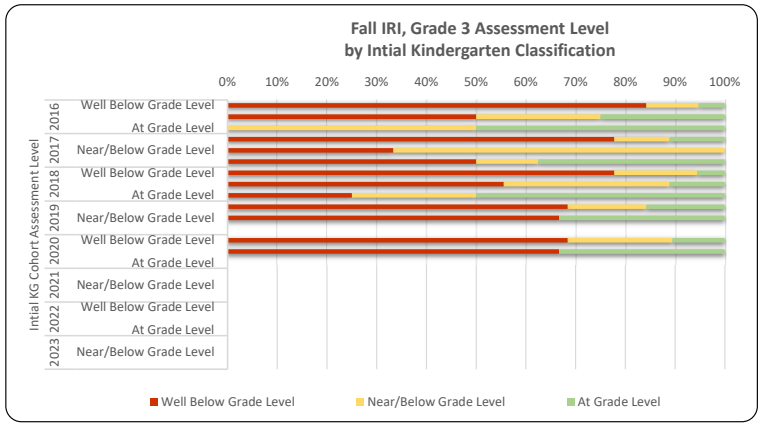


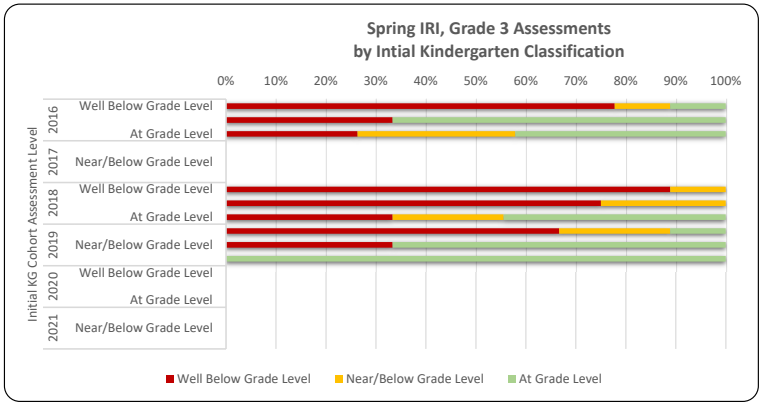


IRI: Initial KG Distribuion and Subsequent Assessment Level

SocioEcon Breakouts: All Three

				Cohorted Student Assessment by Grade 3			
Fall IRI	SchoolYearEnd	PerformanceLevel Initial KG Test	KG Cohort atGrade Dist	Well Below Grade Level	Near/Below Grade Level	At Grade Level	Drop Outs
	2016	Well Below Grade Level	60 - 64%	80 - 84%	10 - 14%	5 - 9%	15 - 19%
		Near/Below Grade Level	20 - 24%	40 - 49%	20 - 29%	20 - 29%	0 - 10%
		At Grade Level	10 - 14%	0 - 20%	40 - 59%	40 - 59%	0 - 20%
	2017	Well Below Grade Level	50 - 54%	70 - 79%	10 - 19%	10 - 19%	10 - 14%
		Near/Below Grade Level	20 - 24%	20 - 39%	40 - 59%	0 - 20%	20 - 39%
		At Grade Level	25 - 29%	40 - 49%	10 - 19%	30 - 39%	0-10%
	2018	Well Below Grade Level	55 - 59%	70 - 74%	15 - 19%	5 - 9%	10 - 14%
		Near/Below Grade Level	25 - 29%	50 - 59%	30 - 39%	10 - 19%	0 - 10%
		At Grade Level	15 - 19%	20 - 39%	20 - 39%	40 - 59%	0 - 20%
	2019	Well Below Grade Level	75 - 79%	65 - 69%	15 - 19%	15 - 19%	10 - 14%
		Near/Below Grade Level	15 - 19%	40 - 59%	0 - 20%	20 - 39%	0 - 20%
		At Grade Level	5 - 9%	0 - 33%	0 - 33%	0 - 33%	0 - 33%
	2020	Well Below Grade Level	75 - 79%	65 - 69%	20 - 24%	10 - 14%	10 - 14%
		Near/Below Grade Level	15 - 19%	40 - 59%	0 - 20%	20 - 39%	0 - 20%
		At Grade Level	0 - 5%		---	---	0-50%
	2021	Well Below Grade Level	75 - 79%				90 - 94%
		Near/Below Grade Level	15 - 19%				80 - 100%
		At Grade Level	0 - 5%				---
	2022	Well Below Grade Level	80 - 84%				95 - 100%
		Near/Below Grade Level	10 - 14%				67 - 100%
		At Grade Level	0 - 5%				---
	2023	Well Below Grade Level	70 - 79%				90 - 100%
		Near/Below Grade Level	20 - 29%				67 - 100%
		At Grade Level					0-.01%
Spring IRI							
	2016	Well Below Grade Level	30 - 34%	70 - 79%	10 - 19%	10 - 19%	20 - 29%
		Near/Below Grade Level	15 - 19%	20 - 39%	0 - 20%	40 - 59%	0 - 10%
		At Grade Level	45 - 49%	25 - 29%	30 - 34%	40 - 44%	5 - 9%
	2017	Well Below Grade Level	30 - 34%				90 - 100%
		Near/Below Grade Level	15 - 19%				80 - 100%
		At Grade Level	50 - 54%				95 - 100%
	2018	Well Below Grade Level	25 - 29%	80 - 89%	10 - 19%	0 - 10%	10 - 19%
		Near/Below Grade Level	10 - 14%	60 - 79%	20 - 39%	0 - 20%	0 - 20%
		At Grade Level	55 - 59%	30 - 34%	20 - 24%	40 - 44%	5 - 9%
	2019	Well Below Grade Level	65 - 69%	60 - 64%	20 - 24%	10 - 14%	15 - 19%
		Near/Below Grade Level	15 - 19%	20 - 39%	0 - 20%	40 - 59%	0 - 20%
		At Grade Level	15 - 19%	0 - 20%	0 - 20%	80 - 100%	0-20%
	2021	Well Below Grade Level	65 - 69%				95 - 100%
		Near/Below Grade Level	15 - 19%				80 - 100%
		At Grade Level	15 - 19%				80 - 100%
	2022	Well Below Grade Level	55 - 59%				90 - 100%
		Near/Below Grade Level	20 - 24%				80 - 100%
		At Grade Level	20 - 24%				80 - 100%





	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	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%	15%	15%	14%	14%	17%	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	2020-21 graduates	
Two-year institution								Less than 55%
Math	51.0%	49.8%	46.2%	41.7%	39.6%	29.9%	25.7%	
English	24.3%	25.7%	19.1%	15.1%	15.3%	13.9%	13.1%	
Four-year institution								Less than 20%
Math	34.7%	36.2%	36.1%	34.9%	30.6%	26.1%	20.3%	
English	14.7%	14.9%	14.9%	15.2%	11.9%	10.6%	13.9%	
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.								
Percent 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	Spring 2022	
Kindergarten				63.1%	NA[10]	61.3%	64.8%	70%
1st Grade				66.7%	NA[10]	59.5%	63.8%	70%
2nd Grade				75.3%	NA[10]	69.2%	72.4%	80%
3rd Grade				73.2%	NA[10]	70.1%	71.7%	80%
Percent 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	Fall 2021	
Kindergarten				44.9%	42.3%	43.4%	40.8%	70%
1st Grade				42.9%	48.9%	41.7%	46.0%	--
2nd Grade				60.3%	62.9%	54.3%	57.3%	--
3rd Grade				61.2%	64.0%	58.3%	59.3%	--
Growth								
Kindergarten				18.2%	NA[10]	17.9%	24.0%	55%
1st Grade				23.8%	NA[10]	17.8%	17.8%	55%
2nd Grade				15.0%	NA[10]	14.9%	15.1%	65%
3rd Grade				12.0%	NA[10]	11.8%	12.4%	65%

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	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	2021-22	
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		FY22 Baseline
High School		65.2%	67.3%	62.8%	NA[10]	NA		FY22 Baseline
	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	
High School Cohort Graduation Rate	78.9%	79.7%	79.7%	80.6%	80.7%	82.1%	80.1%	At least 95%
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	2022 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%**	**32%**		**At least 60%**
Evidence-Based Reading and Writing (ERW)	Test changed	63%	60%	58%	57%	58%		
Mathematics		36%	35%	34%	34%	33%		
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	2022 graduates	
Any Advanced Opportunities				81%	81%	76%	75%	At least 80%
Specific Advanced Opportunities								
Advanced Placement	39%	38%	39%	38%	40%	41%	39%	
International Baccalaureate	7%	3%	2%	1%	1%	1%	1%	
Dual Credit (Earned)[2]	42%	48%	54%	58%	60%	61%	60%	
Technical Competency Credit	54%	62%	59%	47%	45%	27%	27%	
Industry Certification			2%	3%	3%	4%	4%	
Percent of dual credit students who graduate high school with an Associate's Degree	1.15%	1.90%	1.43%	1.40%	1.70%	2.28%		At least 3%
	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	2021 graduates		
Percent of high school graduates who enroll in a postsecondary institution								
Fall Immediately after high school graduation	49.3%	49.7%	47.6%	45.7%	38.9%	38.3%		
Within 12 months of high school graduation	53.0%	53.0%	52.0%	49.0%	42.3%			
Within 36 months of high school graduation	64.2%	63.0%	59.8%	57.4%				At least 60%

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	Benchmark
Objective B: School Readiness - Explore opportunities to enhance school readiness.								
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	
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%	40.8%	70.0%
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%	45.9%		At least 60%
Total number of certificates/degrees produced, by institution per year[1]	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Certificates of at least one year	1,020	1,143	1,472	1,613	2,350	2,365	2,485	4371[6]/1262[7] (FY25)
College of Eastern Idaho	112	109	110	101	104	96	80	241
College of Southern Idaho	192	151	154	146	129	147	134	195
College of Western Idaho	229	240	402	508	1264	1158	1327	365
North Idaho College	259	431	556	604	620	639	568	117
Boise State University	0	0	0	0	0	0	0	NA
Idaho State University	206	194	231	242	219	300	357	319
Lewis-Clark State College	22	18	19	12	14	25	19	25
University of Idaho	0	0	0	0	0	0	0	NA
Associate degrees	3,640	3,538	3,584	3,460	3,617	3,696	3,891	4070[6]/4157[7] (FY25)
College of Eastern Idaho	118	121	93	146	166	227	276	517
College of Southern Idaho	919	816	800	839	947	947	1009	1067
College of Western Idaho	996	979	984	886	949	944	1037	981
North Idaho College	749	687	690	681	659	734	717	700
Boise State University	145	116	119	133	111	132	127	150
Idaho State University	362	405	473	428	420	494	521	467
Lewis-Clark State College	351	414	425	347	365	218	204	275
University of Idaho	0	0	0	0	0	0	0	NA
Baccalaureate degrees	6,702	6,746	6,796	7,033	7,101	7,443	7,309	11897[6]/7896[7]
Boise State University	3,174	3,317	3,373	3,472	3,680	3,929	4,078	4351
Idaho State University	1,228	1,168	1,166	1,233	1,155	1,284	1,073	1209
Lewis-Clark State College	541	528	587	626	505	599	579	534
University of Idaho	1,759	1,733	1,670	1,702	1,761	1,631	1,579	1802

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	Benchmark
Masters degrees	1,609	1,667	1,860	1,781	1,968	1,990	2,149	2146
Boise State University	670	776	917	861	954	1,074	1,062	
Idaho State University	421	382	456	430	464	452	556	
Lewis-Clark State College	0	0	0	0	0	0	0	
University of Idaho	518	509	487	490	550	464	531	
Doctoral degrees	398	361	362	372	379	468	518	1069
Boise State University	18	36	32	45	53	50	58	
Idaho State University	175	160	154	167	163	193	196	
Lewis-Clark State College	0	0	0	0	0	0	0	
University of Idaho	205	165	176	160	163	225	264	
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	Fall 2020 cohort	
Two-year institution								
New student	52%	56%	57%	55%	59%	61%	58%	At least 75%
Transfer	58%	61%	66%	59%	67%	64%	57%	At least 75%
Four-year institution								
New student	74%	74%	74%	74%	74%	72%	74%	At least 85%
Transfer	72%	76%	78%	75%	77%	74%	74%	At least 85%
Percent of full-time, first-time freshman graduating within 150% of time or less[1]								
	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	2017-18 cohort	2018-19 cohort	2019-20 cohort	
Two-year institution	20%	22%	25%	26%	30%	30%	32%	At least 50%
	2010-11 cohort	2011-12 cohort	2012-13 cohort	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	
Four-year institution	41%	42%	46%	48%	49%	50%	53%	At least 50%
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%	24%	23%	22%	23%	50% or more
Two-year institution	8%	7%	8%	9%	7%	7%	8%	
Four-year institution	26%	28%	28%	30%	31%	30%	30%	
Percent of new degree-seeking freshmen completing a gateway math course within two years[1]	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	2017-18 cohort	2018-19 cohort	2019-20 cohort	
	45%	50%	53%	60%	62%	65%	64%	60% or more
Median number of credits earned at completion of Associate's or Baccalaureate degree program[1]								
Transfer students								
Associate - Two Year Institution	83	77	76	83	79	88	90	69
Associate - Four Year Institution	129	131	127	116	118	96	90	
Baccalaureate	145	145	145	145	143	143	140	138
Non-transfer students								
Associate - Two Year Institution	78	73	72	72	70	70	68	69
Associate - Four Year Institution	112	106	106	106	101	81	75	
Baccalaureate	137	137	136	136	133	135	133	138

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	Benchmark
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	FY2022	
Total Scholarships Awarded	1,774	3,487	3,795	4,403	4,988	6,356	6,302	At least 3,000
Armed Forces and Public Safety Officer Scholarship	10	10	11	13	12	9	13	
Opportunity Scholarship	1,764	3,461	3,739	4,254	4,767	6,144	6,147	
Opportunity Scholarship for Adult Learners	0	0	0	57	126	118	89	
Postsecondary Credit Scholarship	0	16	45	79	83	85	53	
Total Dollar Amount of Scholarships Awarded	$5,300,248	$10,074,212	$11,822,718	$14,641,323	$21,231,039	$20,366,595	$20,373,737	At least $16 M
Armed Forces and Public Safety Officer Scholarship	$176,000	$152,038	$174,497	$185,627	$156,966	$98,915	$175,784	
Opportunity Scholarship	$5,124,248	$9,901,424	$11,585,371	$14,237,582	$20,610,953	$19,829,119	$19,900,569	
Opportunity Scholarship for Adult Learners	$0	$0	$0	$104,564	$348,670	$329,082	$224,434	
Postsecondary Credit Scholarship	$0	$20,750	$62,850	$113,550	$114,450	$109,479	$72,950	
	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	
Proportion of postsecondary graduates with student loan debt	50%	45%	45%	44%	41%	40%	38%	
Two-year institution	49%	41%	42%	40%	38%	35%	36%	
Four-year institution	50%	46%	46%	46%	43%	42%	39%	Less than 50%
		2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	
Percent of students who complete the Free Application for Federal Student Aid (FAFSA) - *Limited to graduating class cohort*	NA	60%	61%	52%	51%	46%	44%	60% or more
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	FY2021	
Two-year institution								
Students living off campus (*w family*)	88%	92%	94%	97%	92%	93%	93%	Less than 96%
Four-year institution								
Students living on campus	96%	91%	88%	90%	88%	91%	91%	Less than 96%
Students living off campus (*w family*)	102%	98%	88%	88%	89%	90%	91%	Less than 96%
Average net cost to attend public institution.[3]								
First Time, Full Time Degree Seeking Undergraduate awarded grant or scholarhip	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	
Four-year institution	101.1%	94.4%	98.1%	94.6%	93.1%	92.6%		90% of peers
Expense per student FTE[3]	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	
IPEDS Total expenses and deductions / 12 Month FTE (Undergrad, Grad & PhD)	$22,140	$23,758	$24,516	$25,111	$25,415	$25,538	$25,772	Less than $20,000
Two-year institution	$13,883	$15,168	$15,432	$15,196	$15,339	$15,597	$14,255	
Four-year institution	$25,118	$26,691	$27,706	$28,766	$29,168	$29,334	$29,921	

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	Benchmark
Number of degrees produced (Undergraduate)[1]	13,008	13,111	13,569	13,732	14,235	14,816	15,317	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%	6%	6%	6%	6%	5%	10% or more
Percentage of undergraduate students participating in undergraduate research.[1]								
BSU	35%	37%	37%	43%	43%	34%	36%	Greater than 40%
ISU	43%	42%	41%	38%	36%	37%	37%	Greater than 50%
UI	64%	65%	61%	58%	60%	56%	53%	Greater than 60%
LCSC	10%	14%	16%	20%	12%	11%	4%	
Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields[1]	20.6%	21.7%	22.0%	21.7%	21.9%	19.9%	19.5%	25% or more
Increase in postsecondary programs tied to workforce needs	23	20	20	22	45	46	50	**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	20	**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%	WWAMI-51%	At least 60%
Percentage of Family Medicine Residency graduates practicing in Idaho								
Boise	47%	56%	53%	73%	63%	38%	61%	**At least 60%**
ISU	43%	71%	29%	43%	43%	71%	71%	**At least 60%**
CDA	NA	50%	83%	72%	67%	71%	NA	At least 60%
Percentage of Psychiatry Residency Program graduates practicing in Idaho.	NA	NA	NA	NA	NA	NA	NA	At least 50%
Medical related postsecondary programs (other than nursing)	78	82	89	100	107	112	124	**100**

Notes:

[1] FY20 performance measures for the postsecondary institutions are preliminary.

[2] SDE report card data except Dual Credit has been modified to only include students with earned course credits

[3] This metric is contingent on the IPEDS data release.

[4] The Public Use Microdata Sample of the American Community Survey is published In November ea year.

[5] An expansion in the number of graduate medical programs in the state resulted in increased gradutes in FY21

[6] Targets based on projected work force need

[7] Institution recommended target based on current awards and projected growth in student enrollment, retention, and completion

[10] Spring IRI tests results not tabulated, ISAT not administered due to COVID closures

Key: Not Met | Not Met Diverging | Far Converging | Near Diverging | Near Converging | Met

SUBJECT

2023 Legislative Update

REFERENCE

June 2022	The Board approved legislative ideas for the 2023 legislative session.
August 2022	The Board approved legislative proposals and proposed administrative rules for the 2023 legislative session.
November 2022	The Board approved pending administrative rules for the 2023 legislative session

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-107(5)(b), Idaho Code

BACKGROUND/DISCUSSION

This item will provide the Board with an update on the Board's pending administrative rules, approved legislation and legislation that impacts public education or the Board's agencies that has been introduced during the 2023 Legislative Session. This will be the Board's first opportunity to consider legislation that was not previously approved by the Board that impacts public education or the Board's agencies and institutions for the current session.

Board Submitted Legislation:

At the August 2022 Regular Board meeting the Board approved 15 legislative proposals. As part of the Executive Agency Legislative process, the Division of Financial Management (DFM) approved seven of the Board's legislative proposals to be introduced to the 2023 Legislature. Staff working with the legislative services office combined two of the approved proposals resulting in six pieces of legislation being submitted to the legislature for consideration.

The six pieces of legislation submitted to the legislature are:

- Teacher Registered Apprenticeship Program Barriers – Policy Issue
- Career Technical School Added Cost Funding Eligibility and Regional Career Technical Charter Schools – Administrative Changes
- Confidential Tip-line Responsibility – Administrative Changes
- Certification Standards – Amendment Process – Administrative Changes
- Self-Directed/Extended Learning – Technical Changes (SB 1015)
- Education Opportunity Resource Committee – Technical Changes

As of February 7, 2023, one bill has received a print hearing, and two have print hearings scheduled for February 8th and 9th.

The House Education and Senate Education Committees have received preliminary presentations regarding the education rules they will be considering during the 2023 Legislative Session. Formal administrative rules hearings at the time the agenda material was finalized were still pending.

Education/Agency Related Legislation

Attachment 1, lists all of the education-related legislation that has been introduced at the time of agenda production. An updated list will be provided at the Board meeting and Board staff will be prepared to walk the Board through any of the listed legislation to answer questions regarding the impact that a given piece of legislation may have on the state educational system or explain specific details of the legislation. The Board may choose to support, oppose, or remain neutral/silent on any of the legislation discussed.

IMPACT

This update provides the Board with the status of education and agency-related legislation that has been introduced, or the Board has been requested to weigh in on. Any items the Board chooses to support or oppose will provide Board staff with the authorization to share the Board's position with legislators, including authorization to testify for or against bills based on the Board's action(s).

ATTACHMENTS

Attachment 1 – Introduced Education/Agency Related Legislation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Attachment 1 provides a list of education-related legislation and legislation impacting state agencies and institutions, including those under the Board's governance. The status of each bill, at the time the agenda material was prepared is provided. Staff will provide updates to the Board at the Board meeting regarding any intervening changes that have occurred. Additional education-related legislation that has been introduced prior to the Board meeting, but not included in Attachment 1, may also be discussed and acted on at the Board's discretion.

At this time there are three pieces of legislation of note that the Board may want to take a closer look at:

HB 68 – The proposed legislation moves the Office of Performance Evaluation under the Legislative Council and requires the current annual performance measure reports be submitted to them in addition to the Division of Financial Management. Additionally, the Office of Performance Evaluations will be charged with reporting out to the legislature each year on the progress made by each agency and institution toward their benchmarks.

HB92 – The proposed legislation creates the requirement that schools serving students in grades 9 through 12 provide one or more courses in personal financial

literacy and money management. Completion of this course would fulfill the financial literacy graduation requirement the Board approved at the August 2022 Regular Board meeting as part of the proposed rulemaking process.

SB1008 – The proposed legislation conflicts with the existing provisions in Section 18-3309, Idaho Code, and removes the Board's ability to prescribe rules and regulations relating to firearms on the institution campuses.

SB1038 – The proposed legislation would create an education savings account program administered by the State Department of Education. The program would allow eligible students to use funds for tuition and fees at private schools, uniforms, and transportation in addition to other educational expenses similar to those that are included in the Empowering Parents Program. The amount available to each eligible student would be equivalent to 80% of the "available statewide average general maintenance and operations fund expenditures per full-term average daily attendance as calculated by the department."

The Board may choose to support, oppose, or take action on any legislation discussed during the meeting.

BOARD ACTION

I move to support/oppose (insert bill number).

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Bill No	Description	Last Action	Board Action
H0012	State agencies, donations, sponsors - Adds to existing law to prohibit state agencies from donating to or sponsoring a nongovernmental event or organization unless required to do so by law, and to provide that any public officer knowingly in violation shall be in violation of Section 18-5701(10), Idaho Code.	01/20/2023 House - Reported Printed and Referred to State Affairs	
H0014	Human resources, compensation - Amends existing law to provide for advancements in pay based on certain factors and to provide for retention bonuses in certain circumstances.	01/31/2023 House - U.C. to be returned to Commerce & Human Resources Committee	
H0019	Idaho launch grant program - Amends and adds to existing law to establish the Idaho Launch Grant Program and to revise provisions regarding the In-Demand Careers Fund. (Replaced w/HB24)	01/23/2023 House - Reported Printed and Referred to Education	
H0023	**Div of bldg safety, occ licenses** - Amends existing law to replace references to the Division of Building Safety with the Division of Occupational and Professional Licenses, including 33-356. School Building Design and Energy Efficiency; 33-511. Maintenance of Schools; 33-909. Public School Facilities Cooperative Funding Program -- Fund Created; 33-1017. School Safety and Health Revolving Loan and Grant Fund; 33-1613. Safe Public-School Facilities Required; 39-4113. Plan Reviews -- Maximum Fees and School Inspections; Chapter 80, Title 39, Idaho Uniform School Building Safety Act; and 67-2901B. Inspection of Motor Carriers (including school buses).	02/062023 House - Read Third Time in Full – Passed: Ayes 68 Nays 0 Abs/Excd 2 02/07/2023 Senate - Introduced, read first time; referred to: Commerce & Human Resources	
H0024	Idaho launch grant program - Amends and adds to existing law to establish the Idaho Launch Grant Program and to revise provisions regarding the In-Demand Careers Fund. Creates a program administered through the Workforce Development Council that provides grants for graduating high school students, and if funding remains workforce training for adults. Phases out the Opportunity Scholarship and Postsecondary Credit Scholarship.	02/06/2023 House - Passed: Ayes 36 Nays 34 Abs/Excd 0, title approved, to Senate 02/07/2023 Senate - Introduced, read first time; referred to: Commerce & Human Resources	
H0039	WWAMI, contract - Repeals existing law relating to contract requirements for certain medical students.	01/27/2023 House - Reported Printed and Referred to Ways & Means	
H0041	Dev impact fees, schools - Amends existing law to provide for the use of development impact fees for school facilities.	01/30/2023 House - Reported Printed and Referred to Ways & Means	
H0058	School bond elections, dates - Amends existing law to remove school bond and levy election dates in August and March.	02/10/2023 House - Read Third Time in Full – Passed: Ayes 43 Nays 26 Abs/Excd 10 2/13/2023 Senate - Introduced, read first time; referred to: State Affairs	

ATTACHMENT 1

H0068	Oversight cmte, repeal, perf evals - Amends and repeals existing law to remove the Joint Legislative Oversight Committee, to place the Office of Performance Evaluations under the Legislative Council, and to revise the office's duties. Requires the current performance measure reports to be submitted to the new Office of Performance Evaluations and requires them to present findings on each agency to the legislative council.	02/09/2023 House - Read Third Time in Full – Passed: Ayes 57 Nays 13 Abs/Excd 00 2/10/2023 Senate - Introduced, read first time; referred to: State Affairs	
H0079	Taxes, school, property - Amends, repeals, and adds to existing law to provide property tax relief by establishing and funding the School District Facilities Fund to provide moneys to school districts in lieu of property taxes, to increase the homeowner exemption, to increase circuit breaker eligibility, to revise distributions for the State Public Defense Fund, and to reduce the number of dates on which school levy and bond elections may be held.	02/03/2023 House - Reported Printed and Referred to Revenue & Taxation	
H0084	Rural nursing loan repayment prgm - Adds to existing law to establish a rural nursing loan repayment program administered through the Division of Health and Welfare.	02/03/2023 House - Reported Printed and Referred to Health & Welfare	
H0091	Govt employees, membership fees - Adds to existing law to prohibit the state government and its employees from paying membership fees or dues with public funds and to provide exemptions.	02/07/2023 House - Reported Printed and Referred to State Affairs	
H0092	Financial literacy, grades - Adds to existing law to require financial literacy courses in certain grades.	02/13/2023 House - Read Third Time in Full – Passed: Ayes 67 Nays 0 Abs/Excd 3 02/14/2023 Senate - Introduced, read first time; referred to: Education	
H0097	State govt, agreements, list - Amends and adds to existing law to provide that all state officers and agencies shall report agreements entered into to the State Controller.	02/08/2023 House - Reported Printed and Referred to State Affairs	
H0105	National motto, displayed, schools - Adds to existing law to require all educational institutions under the general supervision, governance, or control of the state board of education or the board of regents of the university of Idaho must display a durable poster or a framed copy of a representation of the national motto, "In God We Trust", when the funds or the poster is donated to the educational institution.	02/15/2023 House - Read second time; Filed for Third Reading	
H0112	**Education opportunity resource** – Amends current law to update references to the staff to the Education Opportunity Resource Committee from the Department of Education to Board of Education.	**02/10/2023** House - Reported Printed and Referred to Education	Approved by the Board – August 2022
H0113	**Charter and virtual schools** - Amends existing law regarding certain procedures for charter and virtual schools, including exemption from	**02/10/2023** House - Reported Printed and Referred to Education	

ATTACHMENT 1

	financial measures and allows school districts to authorize virtual charter schools.		
H0114	**Abuse of school employees** - Amends existing law to provide that abusing public school employees who are acting within the course and scope of their duties is a misdemeanor.	**02/10/2023** House - Reported Printed and Referred to Judiciary, Rules & Administration	
H0139	**School and library protection act** - Adds to existing law to prohibit distribution of certain materials to children. Any minor child who accesses such material in violation of this policy would be entitled to bring a civil action against the school or library.	**02/14/2023** House - Reported Printed and Referred to Education	
H0140	**Classroom behavior management** - Amends existing law to revise provisions regarding classroom behavior management. Provides guidance on the definitions and use of restraint and seclusion.	**02/14/2023** House - Reported Printed and Referred to Education	
H0151	**School board of trustees, elections** - Amends existing law to revise provisions regarding elections for a school board of trustees.	**02/15/2023** House - Reported Printed and Referred to State Affairs	
H0153	**Bridge year physicians** - Adds to existing law to provide for limited licenses for medical school graduates who are not accepted into a residency program.	**02/15/2023** House - Introduced, read first time, referred to JRA for Printing	
H0155	**Vaccines, prohibition** - Adds to existing law to prohibit requiring, for certain purposes, a COVID-19 vaccine or a vaccine offered under emergency use authorization.	**02/15/2023** House - Introduced, read first time, referred to JRA for Printing	
S1001	State-owned dwellings - Repeals existing law relating to procedures for state-owned dwellings.	01/27/2023 House - Read First Time, Referred to State Affairs	
S1008	Universities, concealed weapons - Repeals and adds to existing law to revise provisions regarding concealed weapons. Prohibits the governing board for the community colleges and the State Board of Education from regulating the possession of guns on campuses. Repeals existing provisions in Section 18-3309, Idaho Code.	01/19/2023 Senate - Reported Printed; referred to State Affairs	
S1015	Learning opps, full-time - Amends existing law to limit applicability to full-time students.	01/23/2023 Senate - Reported Printed; referred to Education	Approved by the Board – August 2022
S1038	Freedom in edu savings accounts - Adds to existing law to provide for education savings accounts. Eligible expenses include tuition at private schools.	02/15/2023 Senate - Reported Printed; referred to Education – Passed out of committee with a do pass recomendation	
S1042	Public charter school program - Amends existing law to exempt certain public charter schools from having to demonstrate strong academic results to qualify for the Public Charter School Facilities Program and to revise a limitation on issuing bonds under the Public Charter School Facilities Program.	02/03/2023 Senate - Reported Printed; referred to Education	

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S1043	Public charter school loan fund - Repeals and adds to existing law to remove the Public Charter School Debt Reserve Fund and to provide for a revolving loan fund.	02/03/2023 Senate - Reported Printed; referred to Education	
S1055	Education, levies - Amends existing law to revise provisions regarding levies.	02/08/2023 Senate - Introduced; read first time; referred to JR for Printing	
S1057	**Parental rights, protect minors act** - Adds to existing law to establish the Parental Rights Protection of Minors Act to protect minors from exposure to harmful materials on certain devices.	**02/09/2023** Senate - Reported Printed; referred to State Affairs	
S1060	**Impact fees, public schools** - Amends existing law to provide for the use of development impact fees for public school facilities.	**02/10/2023** Senate - Reported Printed; referred to Local Government & Taxation	
S1068	**State employees, sick leave plan** - Amends and adds to existing law to establish provisions regarding a voluntary employees' beneficiary association plan for Idaho state employees.	**02/13/2023** Senate - Reported Printed; referred to Commerce & Human Resources	
S1069	**Teacher apprenticeships** - Amends existing law to provide for teacher apprenticeships.	**02/13/2023** Senate - Reported Printed; referred to Education	Approved by the Board – August 2022
S1070	**Career technical centers** - Amends existing law to revise provisions regarding certain funding for career technical centers and certain authority of the Division of Career Technical Education.	**02/13/2023** Senate - Reported Printed; referred to Education	Approved by the Board – August 2022
S1071	**Sexuality, gender, K to grade 4** - Amends existing law to prohibit instruction on human sexuality, sexual orientation, or gender identity prior to fifth grade.	**02/13/2023** Senate - Reported Printed; referred to Education	
S1075	**Homeowner property tax relief** - Amends and adds to existing law to establish provisions regarding the homeowner property tax relief program.	**02/13/2023** Senate - Reported Printed; referred to Local Government & Taxation	
S1076	**Private school tuition, tax credit** - Adds to existing law to provide an income tax credit for private school tuition.	**02/13/2023** Senate - Reported Printed; referred to Local Government & Taxation	
S1083	**Political subdivisions, purchasing** - Amends existing law to revise provisions regarding procuring services or personal property.	**02/14/2023** Senate - Reported Printed; referred to State Affairs	
S1095	**Child protection, notification** - Amends existing law to provide for notification to a local law enforcement agency when a report of child abuse, abandonment, or neglect is made to the Department of Health and Welfare.	**02/14/2023** Senate - Reported Printed; referred to Health & Welfare	
S1099	**Pupil and parental rights act** - Adds to existing law to enact the Protection of Pupil and Parental Rights Act.	**02/14/2023** Senate - Reported Printed; referred to Education	
S1100	**Public schools, privacy, safety** - Adds to existing law to establish privacy and safety standards in public schools.	**02/14/2023** Senate - Reported Printed; referred to Education	

ATTACHMENT 1

S1101	**Education, enrollment, transfers** - Amends existing law to revise provisions regarding the enrollment and transfer of pupils between school districts.	**02/14/2023** Senate - Reported Printed; referred to Education	
S1102	**Parental rights, school records** - Amends existing law to provide for certain disclosures and school policies.	**02/14/2023** Senate - Reported Printed; referred to Education	
S1103	**School endowment income facilities** - Amends and adds to existing law to provide for the public-school endowment income facilities fund. meet the rising number of students. This legislation redirects revenues from Idaho Endowment Lands to specifically be used for Idaho K-12 school facilities. A distribution formula based on square footage and school population is used to disperse funding.	**02/14/2023** Senate - Reported Printed; referred to Education	
SJR102	Sectarian approps, repeal - Proposes a state constitutional amendment to repeal the prohibition on sectarian appropriations.	02/02/2023 Senate - Reported Printed; referred to State Affairs	

SUBJECT

Indigenous Knowledge for Effective Education Program (IKEEP)
University of Idaho, College of Education, Health, and Human Sciences

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.02 – Rules Governing Uniformity

BACKGROUND/DISCUSSION

Indigenous Knowledge for Effective Education Program (IKEEP) at the University of Idaho prepares and certifies culturally responsive indigenous teachers to meet the unique needs of American Indian students in K-12 public schools. IKEEP scholars are part of a teaching cohort committed to innovation in indigenous education.

Native American/Alaskan Native youths experience greater academic success when their cultures, languages and community values are included in classroom pedagogy. Through an MOU between the University of Idaho, and the five federally recognized tribes of Idaho, IKEEP works to recruit, prepare, certify and place culturally responsive American Indian educators into teaching positions in schools with high populations of American Indian students.

A core value of IKEEP is the fundamental belief that indigenous teacher education (both pre-service and in-service) is an investment in tribal nation building. Strong tribal nations support the health and wellness of strong citizens, who in turn, contribute to the diverse needs of our democratic society. (Brayboy & Sumida Huaman, 2016, p. 139). Dr. Vanessa Anthony-Stevens, associate professor in the Department of Curriculum and Instruction serves as principal investigator for the program. Dr. Shawna Campbell-Daniels, UI postdoctoral fellow who serves as the IKEEP Director, and Chrystyna Hernandez, IKEEP alumni and English teacher at Owyhee Combined School (Elko County School District, NV) will provide an overview of the program.

The interconnected framework of IKEEP (which includes relationships with indigenous communities, a master indigenous teacher mentor network, indigenous pre-service teacher scholarship, and indigenous land, place and cultural pedagogies) has reached far beyond the scholars who are engaged in IKEEP. Using specialized training in indigenous pedagogies and related courses, IKEEP provides professional development opportunities that bring scholars who are receiving induction services, and their colleagues together to collaboratively work on interdisciplinary curriculum development. University of Idaho faculty in curriculum and instruction and beyond have participated in several IKEEP-sponsored professional development opportunities, summits, and seminars, resulting in the strengthening of student support systems, curriculum choices, and a deeper level of understanding, engagement, and partnership with Tribe's, cross disciplines, and in schools.

IKEEP research has yielded promising findings that support the positive outcomes of indigenous scholars to develop and apply culturally responsive, self-determination centered approaches to teaching and learning with indigenous youth. Findings include:

- A demonstration of how strategic shifts in leadership and programming, coupled with intentional investment in nurturing networks of Indigenous mentor teachers and tribal community collaborators in teacher education, created a shared institutional space where discussions of Indigenous self-determination and tribal sovereignty could be cultivated.
- Examining Indigenous teacher apprenticeship challenges teacher education programs to consider how Indigenous learning theories and innovative approaches to teaching address inequities experienced by nondominant children in schools and contribute to the health and well-being of communities and Tribes.
- IKEEP's model of induction service, professional development, and master Indigenous teacher mentorship is foundational to improving retention (and wellness) of Native teachers who contribute a high-level of specialized Indigenous and Western pedagogical knowledge that benefits all students across Idaho.

IMPACT

The program report will update the Board on the progress of the IKEEP program and provide the Board with the opportunity to ask questions about the effectiveness of the program and how the work can be expanded.

ATTACHMENTS

Attachment 1– Indigenous Knowledge for Effective Education Program

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Board's Idaho Indian Education Committee supports the work of the Indigenous Knowledge for Effective Education Program that is producing knowledgeable and competent educators with a foundation in culturally responsive pedagogy. This program has highlighted the need to help teachers understand traditional ways of knowing and the cultural capital students bring to the classroom.

BOARD ACTION

This item is for informational purposes only.

University of Idaho
College of Education,
Health and Human Sciences

University of Idaho
Indigenous Knowledge for
Effective Education Program

IDAHO STATE BOARD OF EDUCATION

Indigenous Knowledge for Effective Education in EHHS

Dr. Vanessa Anthony-Stevens
Dr. Shawna Campbell-Daniels
Christina Toneekia Hernandez

Department of Curriculum and Instruction

REALIZING THE LAND GRANT MISSION

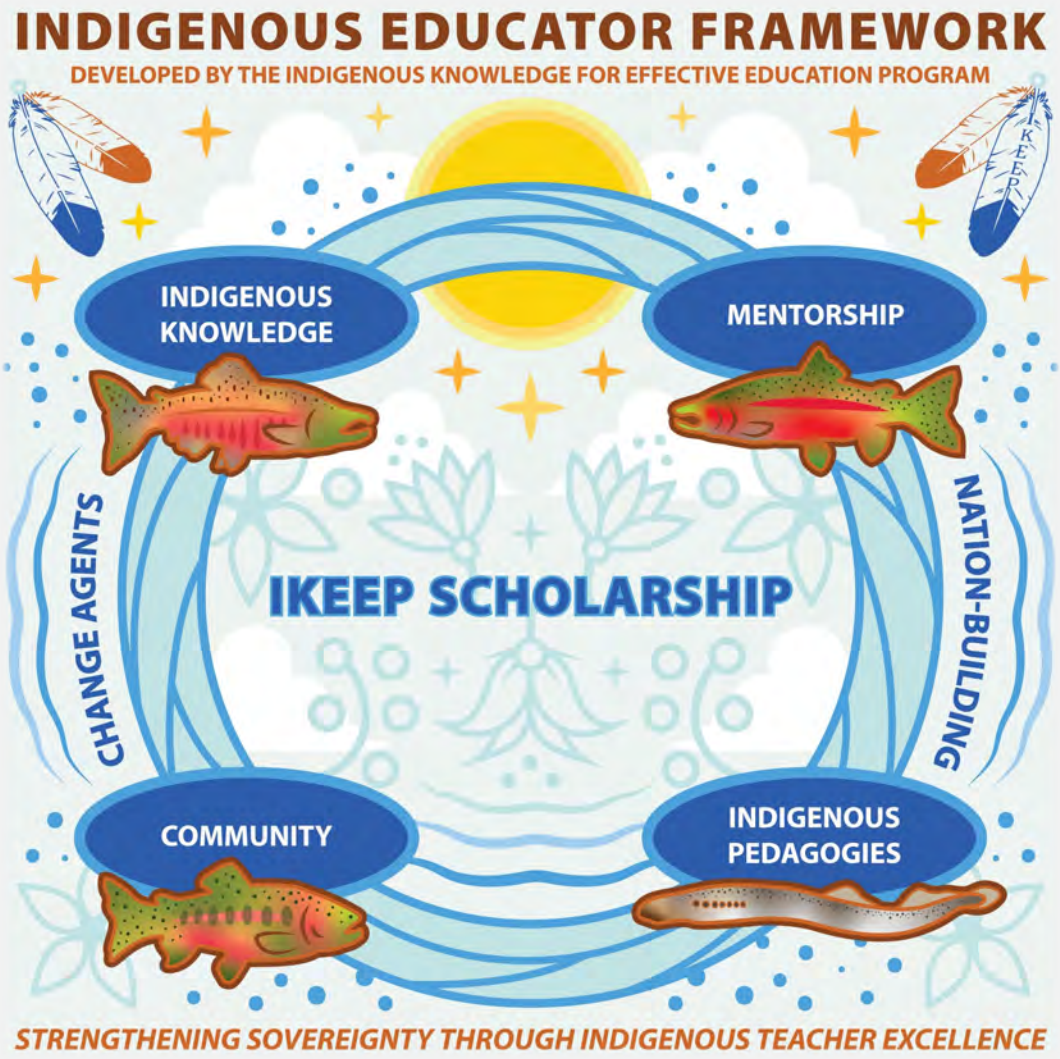
UI MOSCOW IS LOCATED ON THE HOMELANDS OF THE NIMIIPU (NEZ PERCE), PALUS (PALOUSE) AND SCHITSU'UMSH (COEUR D'ALENE) TRIBES. WE EXTEND GRATITUDE TO THE INDIGENOUS PEOPLE THAT CALL THIS PLACE HOME, SINCE TIME IMMEMORIAL. UI RECOGNIZES THAT IT IS OUR ACADEMIC RESPONSIBILITY TO BUILD RELATIONSHIPS WITH THE INDIGENOUS PEOPLE TO ENSURE INTEGRITY OF TRIBAL VOICES (HTTPS://WWW.UIDAHO.EDU/PRESIDENT/DIRECT-REPORTS/TRIBAL-RELATIONS)

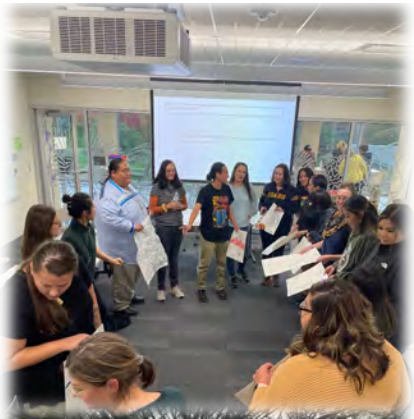
INDIGENOUS TEACHER EDUCATION: "*LEARNING IN RELATIONSHIP*"

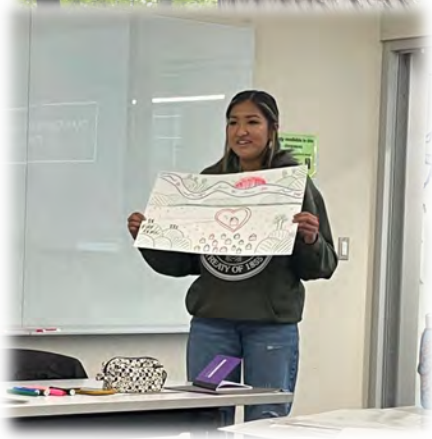
NURTURE PATHWAYS FOR INDIGENOUS EDUCATORS TO SERVE ALL YOUTH

Funded by the U.S. Department of Education, Award #s S299B210022; S299B180040; S299B160015

IKEEP MODEL


INDIGENOUS EDUCATOR FRAMEWORK
DEVELOPED BY THE INDIGENOUS KNOWLEDGE FOR EFFECTIVE EDUCATION PROGRAM
IKEEP
INDIGENOUS KNOWLEDGE
MENTORSHIP
CHANGE AGENTS
IKEEP SCHOLARSHIP
NATION-BUILDING
COMMUNITY
INDIGENOUS PEDAGOGIES
STRENGTHENING SOVEREIGNTY THROUGH INDIGENOUS TEACHER EXCELLENCE





IKEEP Cohort Demographics

13 graduates across two cohorts

IKEEP Cohort 1 = 5 Graduates

IKEEP Cohort 2 = 8 Graduates, currently receiving final year of induction services & supports

IKEEP Cohort 3 = 11 Current Scholars spanning 9 federally recognized tribes


Home states of enrolled IKEEP scholars
AND professional Indigenous mentors
Nez Perce Tribe
Coeur d'Alene Tribe
Spokane Tribe
Salish-Kootenai
Confederated Tribes of the Colville Reservation
Shoshone-Bannock Tribes
Shoshone-Paiute Tribes
Northern Arapaho
Crow Tribe
Turtle Mountain Chippewa
Fort Belknap -Assiniboine
Pyramid Lake Paiute
Bishop Paiute
Eastern Shawnee
Confederated Tribes of the Umatilla Indian Reservation
Yakama Nation
Cochiti Pueblo
San Carlos Apache
Spokane Tribe of Indians

PROFESSIONAL DEVELOPMENT:

INTRODUCTION TO INDIAN EDUCATION IN IDAHO

Module 1: Introduction to Indian Education in Idaho

- 70 total enrollment
- 35 Completed
- 18 In progress
- 17 Incomplete

Module 2: Tribal Sovereignty & Federal Indian Policy: Impacts of Native Education

- 7 Total enrollment
- 4 Completed
- 2 In progress
- 1 Incomplete

SCHOLAR SUCCESS = EHHS SUCCESS

Christina Grace-Thomas
Yakama Nation
B.S.Ed. Curriculum & Instruction w/ certification in Business Education and Health (2022)
M.Ed. Educational Leadership (2024)
*Graduate Research Assistant

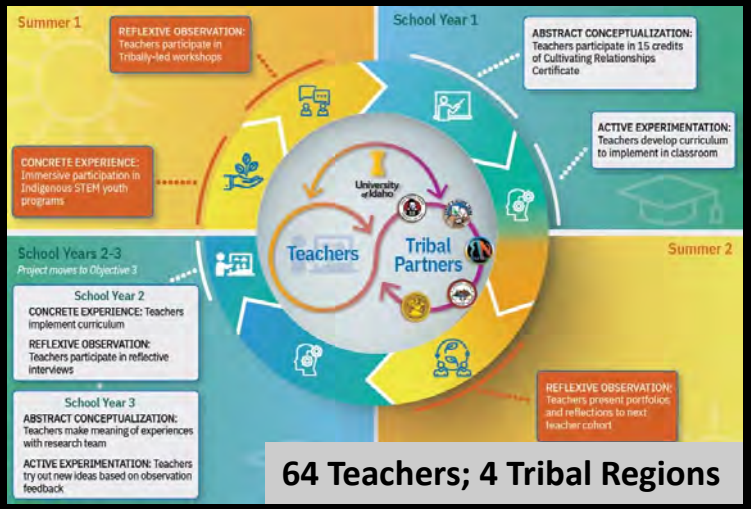
CULTIVATING RELATIONSHIPS

PARTNERING TEACHERS AND TRIBES TO INTEGRATE INDIGENOUS AND SCHOOL STEM KNOWLEDGE

NSF Award # ***2201148, $2,999,999, 2022-2026***

Teacher Professional Development Certificate Program

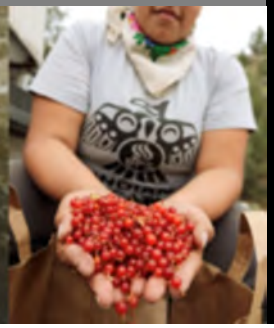
- The Dream Team: Modeling Interdisciplinary & Inter-Institutional Collaboration



64 Teachers; 4 Tribal Regions

CIRCLES ALLIANCE

Cultivating Indigenous Research Communities for Leadership in Education and STEM NSF-INCLUDES, Award #2217344



- 12 Indigenous STEM Educators (6 IKEEP/6 MNR)
- 2 PhD Students
- 40 Faculty in Professional Training for Nation Building

"STEM has been a historically exclusive field," said Philip Stevens. "With increased Indigenous leaders in STEM, which will increase AI/AN student participation in STEM, better, more inclusive solutions will be reached because different thought processes and theories will be exchanged."

Dr. Philip Stevens, Director of American Indian Studies, University of Idaho

Toneekia and Rhone (IK2)
-Land-based pedagogy retreat, October 2022

Ilearn. Iteach. IKEEP.

www.uidaho.edu/ed/ikeep

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SUBJECT

Board Policy I.J. Use of Institutional Facilities and Services – First Reading

REFERENCE

October 2019	The Board approved the first reading of proposed amendment to Board Policy I.J. to remove the reporting requirement for president-approved alcohol permits at each regularly scheduled Board meeting, and allow events in conjunction with student athletic events to be approved by the institution's chief executive officer within the same restrictions as other permittable events. The Board requested that the policy be referred back to the Planning, Policy, and Governmental Affairs committee to develop policy revisions delegating all alcohol permit approval to the CEOs of the institutions, including those in conjunction with student athletic events and tailgating operations, within reasonable parameters.
February 2020	The Board approved the first reading of proposed amendment to Board Policy I.J. to remove the reporting requirement for president-approved alcohol permits at each regularly scheduled Board meeting, and allow events in conjunction with student athletic events to be approved by the institution's chief executive officer within the same restrictions as other permittable events. The Board requested that additional changes be made to ensure complete delegation to the CEO's of the institutions, specifically to remove the stipulation that attendees of a Permitted Event must receive a ticket, registration, or invitation.
April 2020	Board approved second reading of amendments.

APPLICABLE STATUTE, RULE, OR POLICY

Attachment 1 – Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector, First Reading

BACKGROUND/DISCUSSION

Board Policy I.J. Use of Institutional Facilities and Services in Regards to the Private Sector requires the use be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector and sets out limited provisions under which the consumption of alcohol in institutional facilities is authorized. At the October 2019 Regular Board meeting, the Board approved a first reading of amendments to Board policy I.J. requested by the four-year institutions. The Board requested that the institutions include an additional policy revision to delegate to the chief executive officers of the institutions all alcohol permit approval, including those in conjunction with

student athletic events and tailgating operations, within reasonable parameters. The second reading of these amendments were approved by the Board at the April 2022 regular Board meeting.

While these amendments expanded the authorization for the approval of alcohol service on the institution campuses, the authorization was still limited to specific events over a set period of time. In late November 2022, the University of Idaho requested an amendment to the policy that would also allow for the approval of alcohol service "in conjunction with educational programming at the institution where managing sales and service of alcohol is a material element of a degree or certificate program." In discussions with staff and the Planning, Policy and Governmental Affairs Committee it was determined that the determining whether alcohol service was a material element was not well defined and a better approach would be to amend the policy so the current delegation also included locations regardless of whether or not the service was tied to a degree program.

IMPACT

Approval of the proposed amendments will delegate to the chief executive officers of the postsecondary institutions all alcohol permit approval authority within the parameters set in the Board policy.

ATTACHMENTS

Attachment 1 – Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector, Second Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Further expanding the delegation of these approvals is in alignment with the Board's overall delegation to the institution presidents regarding the day to day management of the institutions.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: J. Use of Institutional Facilities and Services with Regard to the Private Sector **April ~~2020~~2023**

1. Use of Institutional Facilities and Services

   a. Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, should be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. The institutions' provision of services and facilities should be educationally related. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged.

   b. Priority and guidelines for use of institutional services and facilities are as follows:
      i. Institutionally sponsored programs and projects.
      ii. Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.
      iii. Local, state, or federally sponsored programs and projects.
      iv. The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the planned or expected number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.

2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities

   a. ~~The possession, consumption, and sale of alcoholic beverages is generally prohibited at institutional facilities except as allowed through the Board's Governing Policies and Procedures.~~ The chief executive officer ("CEO") of each institution may approve the possession, sale, or consumption of alcoholic beverages ~~only as permitted by and~~ in compliance with this policy. The CEO must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.

   b. Each institution shall maintain a policy providing for an institutional Alcohol

Beverage Permit process. For purposes of this policy, the term "alcoholic beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. Approval of the possession, sale, or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written or electronic application. An Alcohol Beverage Permit may only be issued to allow the sale, consumption or possession of alcoholic beverages on the campus grounds provided that all of the following minimum conditions are met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit. The CEO has the authority by the Board to issue Alcohol Beverage Permits that meet or exceed the following requirements.

i. An Alcohol Beverage Permit may be granted only for a specifically designated event ("Permitted Event"). Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution. The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession, service, consumption of alcoholic beverages. ~~The time period for the activity must be a single continuous time period for a separate defined occurrence (such as a dinner, a conference, a reception, a concert, a sporting competition or similar event). An event with no predetermined conclusion shall not be a Permitted Event. The area or location of the Permitted Event, the restricted space or area therein for the service possession, and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must each be set forth in the Alcohol Beverage Permit and in the application therefore.~~
ii. Food must be available at the Permitted Event. Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.
iii. Non-alcoholic beverages must be readily available at every Permitted Event.
iv. Only those who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event. An Alcohol Beverage Permit for a Permitted Event may allow alcoholic beverages to be possessed and consumed throughout the Permitted Event area~~, provided that the area is fully enclosed, and provided further that the area is such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area~~.
v. The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed or shall be readily available upon request.
vi. When the institution is the sponsor/host of the Permitted Event, the institutional unit responsible for the event completes the Alcohol Beverage

Permit application. Any event sponsored/hosted by any recognized unit of the institution for an institutional purpose is an institution sponsored event. When a non-institution third party is the sponsor/host of the Permitted Event, the third party completes the application. The third party is responsible for compliance with all applicable laws of the state of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession, sale, and consumption of alcoholic beverages.

vii. The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Service of alcohol at the Permitted Event must be done by authorized institutional employees or through institution approved third-party contractors (such as caterers or institution food service providers) TIPS training shall be required for all individuals responsible for alcohol service. For approved third party contractors, responsibility for TIPS training lies with the contractor. In no event shall the general public or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.

viii. The event sponsor and those individuals and contractors furnishing alcohol at the Permitted Event shall be responsible for ensuring that no one under the legal drinking age, or visibly intoxicated person is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. All third-party event sponsors and all third party contract alcohol providers shall indemnify the institution, State Board of Education and the State of Idaho for all damages resulting from that entity's negligence. All third party event sponsors and all contract alcohol providers must provide proof of appropriate insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than $1,000,000 minimum coverage per occurrence and $2,000,000 general aggregate. Such insurance must list the institution, its officers, directors, employees, agents and volunteers, the State Board of Education and the State of Idaho as additional insureds. Proof of the required insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insureds for the duration of the event.

ix. The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event or location sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event or location.

x. These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.

c. The CEO of each institution has the authority to authorize tailgating that meets or

exceed the following requirements.

i. Specific parking lots or limited areas of campus grounds may be designated as tailgating areas for home games or games hosted by the institution.

ii. Within tailgate areas, game patrons and their private guests may consume alcohol as long as they abide by all local and state regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages and public intoxication.

iii. Alcohol consumption in tailgating areas shall be limited to the same day of an event hosted by the institution.

iv. Alcoholic beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor. Alcohol may not be taken from the designated tailgate area into any other area.

v. The institutions shall not sell alcohol or serve alcohol in the tailgate area nor license or allow any vendor to sell or dispense alcohol in the tailgate area unless approved as a Permitted Event. Only private individuals authorized to be in the tailgate area may bring alcohol into the tailgate area for personal use by themselves and their guests. Each institution may place additional restrictions on activities in the tailgate area as seen fit to maintain order in the area.

d. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by persons of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another roommate or roommates) as their individual living space.

3. Institutions shall not advertise alcoholic beverages on campus grounds or in any institutional facilities. Provided, however, responsible drinking campaigns or advertising are not prohibited.

SUBJECT

Armed Forces / Public Safety Officer Dependent Scholarship Appeal

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-4302, Idaho Code
Title 67, Chapter 52 Administrative Procedures Act

BACKGROUND/DISCUSSION

Section 33-4302, Idaho Code, provides a scholarship for the spouse or child of "any Idaho citizen who, while such person was a resident of the state of Idaho … died of, or has become totally and permanently disabled by, injuries or wounds sustained during active duty or inactive duty training." The Office of the State Board of Education (OSBE) verifies the eligibility of applicants (Section 33-4302(5), Idaho Code). The residency of the service member is determined by reference to the "home of record at the time of entry" as recorded in by the service member and reported in the service member's form DD214.

Gage Burlile applied for the scholarship based on eligibility due to his father's disability determination. Mr. Gage's application for the scholarship was denied based on the fact that his father was a resident of California at the time he entered service as reported on his DD214 form.

On November 23, 2022, Mr. Burlie submitted via email to Board staff a formal letter requesting an appeal and a hearing for the denial of his eligibility for the Armed Forces / Public Safety Officer Dependents Scholarship.

IMPACT

The Board's decision today will start Mr. Burlile's Armed Forces/Public Safety Officer Scholarship appeal process.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Under the Administrative Procedures Act, Section 67-5242(2), Idaho Code, the Board has three options for the hearing of this appeal.

1) The Board may serve as the presiding officer and schedule and hear the appeal.
2) The Board may appoint a panel of Board members to serve as the presiding officer to schedule and hear the appeal.
3) The Board may utilize a hearing officer appointed through the Office of Administrative Hearings to serve as the presiding officer and schedule and hear the appeal. The Office of Administrative was established by the legislature in 2022 and has started hearing appeals as of January 1, 2023 (Section 67-5280, Idaho Code). The Board would review the presiding officer's recommended order at a subsequent Board meeting.

Board staff recommends that the Board utilize a hearing officer appointed through the Office of Administrative Hearings to serve as the presiding officer to schedule and hear the appeal.

BOARD ACTION

I move to direct the Board's executive director to work with the Office of Administrative Hearings to have a hearing officer appointed to serve as the presiding officer and schedule and hear Mr. Burlile's appeal.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move that the full Board serve as the presiding officer and schedule and hear Mr. Burlile's appeal.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to direct the Board's president to appoint a panel of Board members to serve as the presiding officer and schedule and hear Mr. Burlile's appeal.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT

2021-2022 (FY23) Idaho Educator (Teacher) Pipeline Report

REFERENCE

August 2016	The Board discussed the creation of a workgroup to provide feedback and recommendations regarding educator pipeline challenges and solutions.
April 2017	The Board reviewed an update on the Educator Pipeline and recommendations from the workgroup.
October 2017	Board reviewed and approved the first recommendation of the teacher pipeline workgroup.
December 2017	The Board reviewed 2016-2017 Teacher Pipeline Report
December 2018	The Board reviewed 2017-2018 Teacher Pipeline Report
February 2020	The Board received the 2019 task force subcommittee reports, which included the 2018-2019 Teacher Pipeline Report update along with additional retention data as part of the educator pipeline subcommittee report.
April 2022	The Board reviewed the 2020-2021 (FY 2022) Idaho Educator Pipeline Report.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 -1207, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND/DISCUSSION

The Board was presented with a first look at various data points throughout the educator pipeline during the December 2015 Board meeting and received a more comprehensive review at the August 2016 Board meeting. At the August 2016 Board meeting it was determined that a broad group of stakeholders who are impacted at the various points in the pipeline should be brought together to form comprehensive recommendations for supports and improvements to Idaho's educator pipeline. The workgroup was made up of individuals nominated by the various stakeholder representative organizations with a focus on those individuals working in our public school system and approved educator preparation programs along with additional state policy makers.

The committee convened throughout 2017 to form recommendations identified as critical to developing Idaho's Educator Pipeline. These recommendations included:

1. Develop an *Idaho Teacher Supply and Demand Report* consisting of multiple data points to determine if, where, and why a teacher shortage exists in Idaho.

2. Begin developing a coherent policy dialogue

3. Define recommendations in the areas outlined below:
    a. Attract/Recruit: Openly promote teaching as a profession to boost public perception; Continue to support higher salaries and compensation packages.

    b. Prepare/Certify: Expand options in preparation and certification to include mastery-based preparation programs that account for experiential credit; closer alignment between secondary and postsecondary education to expedite preparation for high school students interested in teaching.

    c. Retain: Development and support for teachers including induction programs and greater teacher-leader opportunities; emphasize evaluation for the purpose of professional growth and measurable outcomes that are teacher driven; and mentor teacher resources.

The 2017 Teacher Pipeline Report and recommendations from the Educator Pipeline Workgroup was the first comprehensive effort to investigate and provide recommendations for pipeline issues specific to Idaho. The report was presented to the Board in December 2017 and provided baseline data on the supply and demand of instructional staff across Idaho. The report included recommendations on ways to utilize this information to ensure consistency and efficacy in addressing Idaho's educator pipeline issues over time. Ten total educator workforce recommendations were presented for consideration, with seven prioritized for immediate action.

The FY2018 Pipeline report explored new data collected through the 2017-2018 school year, identified areas of concern, and provided an update on progress related to the recommendations presented in the FY2017 report. The FY2019 report explored new data collected through the 2017-2018 school year, identified new and ongoing areas of concern, as well as provided an update on progress related to the recommendations in the FY2018 report. Although the FY2020 report was completed, it was not presented to the Board as a standalone item and was instead incorporated into the work of the Our Kids, Idaho's Future Task Force work and recommendations. Due to the pandemic and conflicting priorities, the report was not updated in FY2021 (2019-2020 school year data). The FY2022 (2020-2021) report included updated data presented at the April 2022 Board meeting.

The FY2023 Educator Pipeline Report (Attachment 1) examines data on teacher supply, demand, and retention. A selection of key findings from the report (which examined data up through the 2021-2022 school year) are listed below. In addition, some data for the 2022-2023 school year are included) are listed below.

- Staff counts of certificated staff continue to increase for all assignment types—administrator, instructional, and pupil service. (Pg. 3, Table 2)
- FY2023 data show that 5% of educational staff are 25 years or younger, 7% of educational staff are 26 – 29 years of age, 80% of staff are 30 years to 59 years of age, 8% of educational staff are 60 years or older. (Pg. 4, Figure 1)
- In FY2022, data show the age makeup of Resident 1 (Career Ladder Placement) Educational Staff's initial certification route as follows: educators that most accessed an alternative route were between 30-39 years of age, educators that most accessed a CTE route were 25 years and younger, educators that most accessed an Emergency route were between 30-39 years of age, and educators that most accessed a general route were 25 years and younger. (Pg. 4, Table 4)
- As of FY2023, Idaho has been seeing an average total of student growth of 1.1% each year for the past five years. Student growth trends show a higher growth rate at the secondary level and these students will age out in the next four school years. (Pg. 6, Table 6)
- The estimated staff allowance for future years is based on an estimated increase in students at 1.1% but concentration in secondary grades yields a 1.2% increase, which leads to the estimated staff allowance from the General fund of 1.2%. (Pg. 7, Table 7)
- In comparing FY2021 and FY2022, there was a 13.9% decrease in completers from traditional Educator Preparation programs (public and private), 16.8% decrease in completers from non-public Educator Preparation Programs, and a 41.4% decrease in completers from non-traditional programs. Public Traditional Educator Preparation Programs produce the largest number of completers in FY2022. (Pg. 8, Table 8)
- Educator Preparation Program completers' next year placement rates have fluctuated. Non-Traditional Educator Preparation Programs had the highest completer next year placement rate in FY2022. (Pg. 8, Table 9)
- The total count of all newly issued certificates (excluding renewals and emergency provisional certificates) and endorsements dropped by 3.1% from FY2021 to FY 2022. (Pg. 9, Figure 2)
- The total number of instructional endorsements issued from FY2021 to FY2022 has increased for several subject areas such as American Government/Political Science (6-12), Deaf/Hard of Hearing (Pre-K-12), English, Music (6-12), and Visual Arts (K-12). The total number of instructional endorsements issued from FY2021 to FY2022 has decreased for several subject areas such as All Subjects (K-8), Chemistry (6-12), Earth and Space Science (6-12), Economics (6-12), English as a Second Language (K-12), Exceptional Child Generalist (K-12), Family and Consumer Science (6-12), History (6-12), and Visual Impairment (Pre-K-12). (Pg. 10)
- The count of math endorsements has increased by 5% from FY2021 to FY2022. (Pg. 11, Figure 3)
- In FY2022, 94 Emergency Provisional Certificates were issued, which is an

increase from the 61 Emergency Provisional Certificates issued in FY 2021. (Pg. 12, Table 10)

- From the 2016-2017 school year to the current 2022-2023 school year, a total of two newly issued endorsements were issued for Audiology and 0 of those two newly issued endorsements were connected to an assignment in Idaho in any school year. (Pg. 13)
- FY2022 next year retention rates are the highest for Instructional staff and pupil service staff in the Professional rung 4-7 years of experience and Advanced Professional/Professional category with 8 or more years of experience. (Pg. 16, Table 12 & Pg. 21, Table 15)
- Educational staff in their fifth-year are retained at higher rates in the state versus the Local Education Agency. (Pg. 17, Table 13)
- In FY 2022, there no longer appears to be a substantial difference between interior staff retention and border staff retention. (Pg. 24, Figure 8)
- In FY 2022, retention rates were highest in mid-size cities, small cities, and rural remote areas. In FY 2022, retention rates were lowest in suburb mid-size areas, rural-distant, and rural-fringe areas. (Pg. 25, Table 18).

IMPACT

The attached report will help inform future initiatives of the Idaho State Board of Education related to addressing teacher shortages, recruitment, and retention across the state and provide state policy makers on the status of Idaho's educator pipeline.

ATTACHMENTS

Attachment 1 – FY23 Idaho Educator Pipeline Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Idaho is a state facing tremendous population growth. As the population continues to boom in coming years, the demand for educators to serve the increased population of students is also expected to grow. Preliminary population estimates show an older population of residents moving to Idaho, but additional work will need to be done to identify how overall in-migration to Idaho effects public school student enrollment.

New educators from Idaho's educator preparation programs and out-of-state transfers are hypothetically sufficient to fulfill the staffing needs of local education agencies across the state—yet most individuals who hold a valid Idaho certificate do not serve in Idaho public schools. Additionally, although the number of new educators accepting positions in Idaho schools has steadily increased over time, the current rate of growth is unlikely to address the projected demand unless Idaho dramatically improves its ability to retain the qualified educators it already has.

There are strong indications that the increases in base compensation associated with the career ladder have had a positive impact on this front. The retention rate among educators in their first seven years of service has seen meaningful

improvement, and local education agencies along the state's border no longer seem to face more serious retention issues than their interior counterparts. However, there are still substantial opportunities for improvement—especially when it comes to retaining the state's most experienced educators and those who teach in rural locales. Identifying policy mechanisms that can address those needs will be vital to avoiding a worsening shortage as an unusually large cohort of teachers with over 10 years of experience moves closer to retirement.

While there has been much work toward the three recommendation areas (Attract/Recruit, Prepare/Certify, and Retain) adopted by the Board at the October 2017 regular Board meeting to strengthen Idaho's educator pipeline, ongoing work is needed to assure we will be able to meet Idaho's public schools need for highly effective, learner (student) ready teachers. Board staff will be working with the Planning, Policy and Governmental Affairs Committee and education stakeholders to further identify strategies and policy amendments to help strengthen Idaho's educator pipeline.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

2021-2022 IDAHO EDUCATOR PIPELINE
FY2023 REPORT TO THE STATE BOARD OF EDUCATION

November 2022

EXECUTIVE SUMMARY

The FY2023 Educator Pipeline Report examines data on teacher supply, demand, and retention. A selection of key findings from the report (which examined data up through the 2021-2022 school year) are listed below.

- Staff counts of certificated staff continue to increase for all assignment types—administrator, instructional, and pupil service. (*Pg. 3, Table 2*)
- FY 2023 data shows that 5% of educational staff are 25 years or younger, 7% of educational staff is 26 – 29 years of age, 80% of staff are 30 years to 59 years of age, 8% of educational staff are 60 years or older. (Pg. 4, Figure 1)
- In FY 2022, data shows the age makeup of Resident 1 (Career Ladder Placement) Educational Staff's initial certification route as follows: educators that most accessed an alternative route were between 30-39 years of age, educators that most accessed a CTE route were 25 years and younger, educators that most accessed an Emergency route were between 30-39 years of age, and educators that most accessed a general route were 25 years and younger. (Pg. 4, Table 4)
- As of FY2023, Idaho has been seeing an average total of student growth of 1.1% each year. Student growth trend shows growth at the secondary level and these students will age out in the next four school years, then the trend will return to its standard distribution. (Pg. 6, Table 6)
- The estimated staff allowance for future years is based on an estimated increase in students at 1.1% but concentration in secondary grades yields a 1.2% increase, which leads to the estimated staff allowance from the General fund of 1.2%. (Pg. 7, Table 7)
- In comparing FY2022 and FY2022, there was a 13.9% decrease in completers from traditional Educator Preparation programs, 16.8% decrease in completers from non-public Educator Preparation Programs, and a 41.4% decrease in completers from non-traditional programs. Public Traditional Educator Preparation Programs produce the largest number of completers in FY2022. (Pg. 8, Table 8)
- Educator Preparation Program completers next year placement rates have fluctuated. Non-Traditional Educator Preparation Programs had the highest completer next year placement rate in FY2022. (Pg. 8, Table 9)
- The total count of all newly issued certificates (excluding renewals and emergency provisional certificates) and endorsements dropped by 3.1% from FY2021 to FY 2022. (Pg. 9, Figure 2)
- The total number of instructional endorsements issued from FY21 to FY22 has increased for several subject areas such as *American Government/Political Science (6-12), Deaf/Hard of Hearing (Pre-K-12), English, Music (6-12), and Visual Arts (K-12).* The total number of instructional endorsements issued from FY21 to FY22 has decreased for several subject areas such as *All Subjects (K-8), Chemistry (6-12), Earth and Space Science (6-12), Economics (6-12), English as a Second Language (K-12), Exceptional Child Generalist (K-12), Family and Consumer Science (6-12), History (6-12), and Visual Impairment (Pre-K-12).* (Pg. 10)
- The count of math endorsements of increased by 5% from FY2021 to FY2022. (Pg. 11, Figure 3)
- In FY2022, 94 Emergency Provisional Certificates were issued, which is an increase from the 61 Emergency Provisional Certificates issued in FY 2021. (Pg. 12, Table 10)
- From the 2016-2017 school year to the current 2022-2023 school year, a total of 2 newly issued endorsements were issued for Audiology and 0 of those 2 newly issued endorsements were connected to an assignment in Idaho in any school year. (Pg. 13)
- FY2022 next year retention rates are the highest for Instructional staff and pupil service staff in the Professional rung 4-7 years of experience and Advanced Professional/Professional category with 8 or more years of experience. (Pg. 16, Table 12 & Pg. 21, Table 15)
- Educational staff in their fifth-year are retained at higher rates in the state versus the Local Education Agency. (Pg. 17, Table 13)
- In FY 2022, there no longer appears to be a substantial difference between interior staff retention and border staff retention. (Pg. 24, Figure 8)
- In FY 2022, retention rates were highest in mid-size cities, small cities, and rural remote areas. In FY 2022, retention rates were lowest in suburb mid-size areas, rural-distant, and rural-fringe areas. (Pg. 25, Table 18)

ATTACHMENT 1

2021-2022 IDAHO EDUCATOR PIPELINE
FY2023 REPORT TO THE STATE BOARD OF EDUCATION

November 2022

Kathleen Shoup, Ed.S.
Educator Effectiveness Program Manager
Office of the State Board of Education

I. INTRODUCTION

Staffing challenges are among the most significant concerns cited by Idaho's local education agencies (LEAs). Given the important role that experienced educators play in student success, understanding the factors that influence the state's educator pipeline is key to driving continuous improvement. As such, a report on Idaho's educator pipeline has been developed for the State Board of Education annually since FY16. The exception has been the FY20 and FY21 reports, which were preempted by the impacts of the COVID-19 pandemic. This current report for FY23 Educator Pipeline Report, examines educator supply and retention up through the 2021-2022 school year.

In-keeping with previous submissions, this report focuses on certificated staff in Idaho public schools—both traditional and charter. These certificated assignments are broadly categorized into three main groups: Administrator, Instructional, and Pupil Service Staff. Administrator positions include superintendents, directors, principals, assistant principals, and special education directors. Instructional staff include traditional classroom teachers, as well as educators who serve in a coaching or mentoring capacity but may lack an assigned classroom of their own. Pupil service staff include other certificated professionals who work directly with students such as: school counselors, social workers, nurses, school psychologists, speech-language pathologists, audiologists, occupational therapists, and physical therapists. Individuals may hold multiple certifications and endorsements simultaneously, and it is not uncommon for staff in smaller schools and LEAs to serve in multiple roles.

II. EDUCATOR SUPPLY & DEMAND

A. STATEWIDE STAFF VOLUMES

Statewide Staff Volumes
The number of certificated staff assignments, the state funded sum of full-time equivalent (FTE), the actual sum of full-time equivalent (FTE) across the state are broken out by assignment type, is displayed in Table 1 (as seen below).

Table 1. Staff Count by FTE and Assignment Type

Staff Count by FTE and Assignment Type*									
	Administrator			Instructional			Pupil Services		
School Year	State Funded Sum of FTE	Actual Sum of FTE	Staff In Assignment #	State Funded Sum of FTE	Actual Sum of FTE	Staff In Assignment #	State Funded Sum of FTE	Actual Sum of FTE	Staff In Assignment #
2010-2011		1,099	1,241		14,799	15,497		1,480	1,827
2011-2012		1,045	1,224		14,040	15,244		1,328	1,716
2012-2013		1,059	1,193		14,763	15,449		1,361	1,607

2013-2014		1,079	1,204		14,885	15,469		1,390	1,589
2014-2015		1,128	1,231		15,182	15,820		1,501	1,689
2015-2016	1,082	1,149	1,268	14,942	15,262	15,917	1,074	1,517	1,698
2016-2017	1,112	1,170	1,280	15,299	15,970	16,602	1,089	1,145	1,249
2017-2018	1,160	1,211	1,312	15,749	16,277	16,905	1,139	1,200	1,309
2018-2019	1,137	1,186	1,260	16,117	16,718	17,397	1,212	1,270	1,384
2019-2020	1,160	1,214	1,274	16,410	17,311	17,883	1,262	1,321	1,443
2020-2021	1,190	1,247	1,304	16,675	17,894	18,314	1,274	1,361	1,478
2021-2022	1,212	1,287	1,340	16,746	18,014	18,370	1,303	1,392	1,491
2022-2023	*Not Available	1,317 *To date	1,368 *To date	*Not Available	18,415 *To date	18,740 *To date	*Not Available	1,433 *To date	1,518 *To date
**There is a duplicated headcount in the Assignment Count.*									

During the 2021-2022 school year, there were approximately 1,340 staff assigned to administrator assignments for an FTE of 1,287 and the state funded an FTE of 1,212. 18,370 staff were assigned to instructional assignments for an FTE of 18,013 and the state funded an FTE of 16,746. 1,491 staff assigned to pupil service staff assignments for an FTE of 1,392 and the state funded 1,303.

The administrators, instructional, and pupil service staff in assignment for the 2022-2023 school year have increased about two percent since the 2021-2022 school year. During the 2022-2023 school year, there were approximately 1,368 staff assigned to administrator positions for an FTE of 1,317, 18,740 staff assigned to instructional positions for an FTE of 18,415, and 1,518 staff assigned to pupil service staff positions for an FTE of 1,433. The state funded FTE counts will be available later in December, 2022.

B. STATEWIDE STAFF DEMOGRAPHICS

Statewide Staff Demographics (Racial and Ethnic Makeup of Educational Staff)

As demonstrated in Table 2 (as seen below), the table indicates the race and ethnic backgrounds self-reported by educational staff (Administrative Staff, Instructional Staff, and Pupil Service Staff) in Idaho.

Table 2. Racial and Ethnic Makeup of Educational Staff (Administrative Staff, Instructional Staff, and Pupil Service Staff)

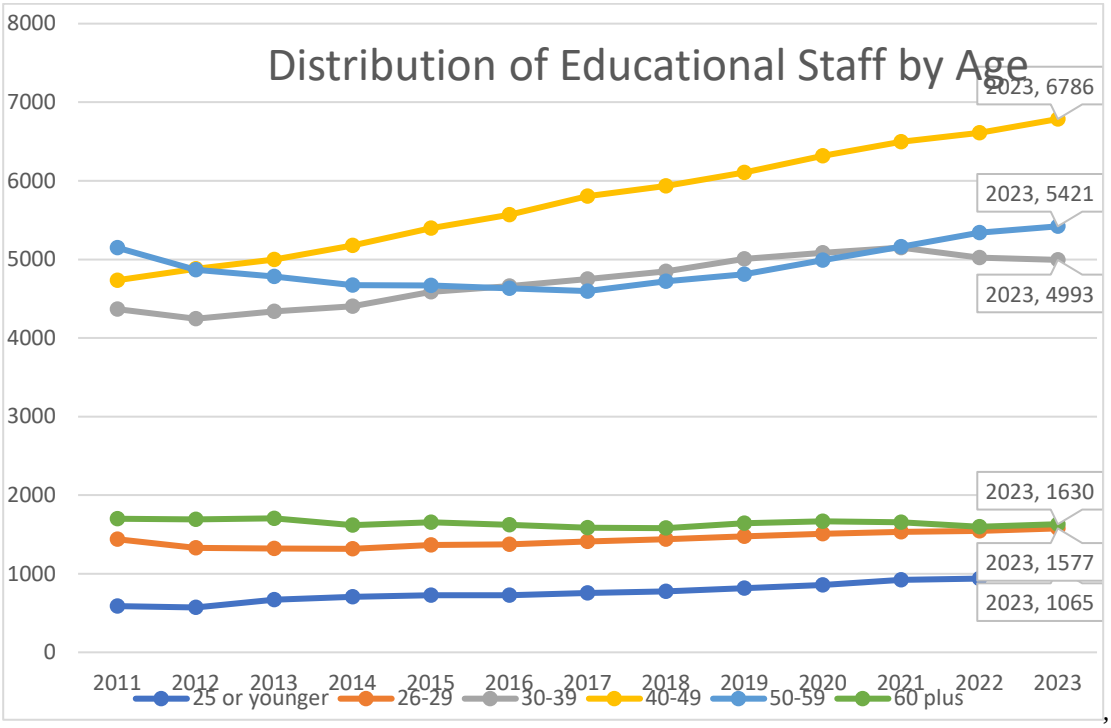
Racial and Ethnic Makeup of Educational Staff									
Race / Ethnicity	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
American Indian or Alaska Native	0.28%	0.30%	0.30%	0.29%	0.31%	0.30%	0.31%	0.32%	0.31%
Asian	0.47%	0.44%	0.46%	0.47%	0.45%	0.49%	0.58%	0.58%	0.59%
Black or African American	0.14%	0.15%	0.14%	0.16%	0.17%	0.21%	0.21%	0.24%	0.29%
Hispanic or Latino	2.06%	2.15%	2.31%	2.45%	2.51%	2.69%	2.74%	2.88%	2.94%
Native Hawaiian or Other Pacific Islander	0.08%	0.10%	0.11%	0.14%	0.13%	0.10%	0.10%	0.10%	0.14%

Two Or More Races	0.23%	0.23%	0.27%	0.23%	0.25%	0.26%	0.30%	0.28%	0.29%
White	96.74%	96.63%	96.41%	96.27%	96.18%	95.94%	95.76%	95.59%	95.43%

Statewide Staff Demographics (Distribution of Educational Staff by Age)

As demonstrated in Figure 1 (as seen below), the figure displays the distribution of educational staff (Administrative Staff, Instructional Staff, and Pupil Service Staff) by age in Idaho since 2011.

Figure 1. Distribution of Educational Staff by Age and Year



In Figure 1 (as seen above), the distinct count is used to identify the number of educational staff members across each age band. 12.30% (2,642 distinct individuals) of educational staff are 29 years or younger for the current 2022-2023 school year, which is a .49% increase from the 2021-2022 school year. 54.86% (11,779 distinct individuals) of educational staff are between 30 years and 49 years of age for the current 2022-2023 school year, which is a .39% decrease from the 2021-2022 school year. 32.84% (7,051 distinct individuals) of educational staff are 50 years or older for the current 2022-2023 school year, which is a .10% decrease from last school year. Since 2011, about 80% of educational staff are between the ages of 30 years and 59 years of age. There has been a small and steady increase in educational staff 25 years or younger since 2011, small and steady increase in educational staff 26 years to 29 years of age since 2014, along with shifting increases and decreases in educational staff 60 years of age or older with a slight increase this current 2022-2023 school year. Administrative leadership across Idaho have reported that some retired educational staff are serving as administrators, teachers, and pupil service staff to fill shortage areas in Idaho's schools, which could explain the shifting increases and decreases in educational staff 60 years of age or older.

Statewide Staff Demographics (Age Makeup of Educational Staff by Initial Certification Route)

In Table 3, the heatmap table shows the age makeup of educational staff by initial certification route in Idaho for fiscal year 2022.

Table 3. Age Makeup of Educational Staff by Initial Certification Route for Fiscal Year 2022

Age Makeup of Educational Staff by Initial Certification Route for Fiscal Year 2022							
Route	25 or younger	26-29	30-39	40-49	50-59	60 plus	Grand Total
Alternate Route	6.95%	12.74%	32.50%	30.56%	13.49%	3.77%	100.00%
CTE	7.98%	9.39%	18.31%	25.35%	28.17%	10.80%	100.00%
Emergency	5.06%	5.81%	25.47%	34.83%	21.91%	6.93%	100.00%
General	4.20%	7.03%	23.21%	31.10%	26.40%	8.06%	100.00%
Specialized Content	0.00%	0.00%	0.00%	30.00%	60.00%	10.00%	100.00%

The age makeup of educational staff by initial certification route shows the initial routes that are accessed by educational staff across various age bands. The heat maps show that alternates routes were most accessed by educational staff between 30-49 years of age. CTE routes were most accessed by educational staff between 40-59 years of age. Emergency routes were most accessed by educational staff between 30-59 years of age. General routes were most access by educational staff between 30-59 years of age. Specialized content routes were most accessed by educational staff between 40-50. Specialized Content refers to a holder of a Postsecondary Specialist Certificate. A Postsecondary Specialist certificate is granted to current academic faculty member whose primary employment is with any accredited Idaho Postsecondary institution. To be eligible to teach in the public schools under this Postsecondary Specialist certificate, the candidate must supply a recommendation from the employing institution. The primary use of this state-issued certificate is for distance education, virtual classroom programs, and public and postsecondary partnerships.

In Table 4 (as seen below), the heatmap table shows the age makeup of Resident 1 (Career Ladder Placement) Educational Staff by initial certification route in Idaho for fiscal year 2022.

Table 4. Age Makeup of Resident 1 (Career Ladder Placement) Educational Staff by Initial Certification Route for Fiscal Year 2022

Age Makeup of Resident 1 (Career Ladder Placement) Educational Staff by Initial Certification Route for Fiscal Year 2022							
Route	25 or younger	26-29	30-39	40-49	50-59	60 plus	Grand Total
Alternate Route	21.83%	17.61%	30.28%	22.30%	7.51%	0.47%	100.00%
CTE	26.92%	15.38%	23.08%	23.08%	11.54%	0.00%	100.00%
Emergency	15.15%	19.70%	34.85%	16.67%	10.61%	3.03%	100.00%
General	33.54%	15.23%	22.43%	20.78%	5.86%	2.16%	100.00%

The age makeup of Resident 1 (Career Ladder Placement) educational staff by certification route shows the routes that are accessed by educational staff across various age bands. Alternate routes were most accessed by Resident 1 educational staff 30-39 years of age. CTE routes were most accessed by Resident 1 educational staff 25 years and younger. Emergency routes were most accessed by Resident 1 educational staff between 30-39 years of age. General routes were most accessed by Resident 1 educational staff 25 years or younger.

C. GROWTH PROJECTIONS

Student Population Growth by Grade Level

ATTACHMENT 1

Table 5 (below) shows is a heat map that shows the count of students by grade level. This data is recorded the last Friday and November of each school year. The cells that are colored green show a growth in the count of students in the grade level. On average, Idaho was seeing an average total growth of about 1.1% each year. The trends show that there is more growth in secondary schools than elementary schools. In fiscal year 2020, Idaho had the highest count of students in fifth through nineth grade and these students are currently in eighth through twelfth grade for the 2022-2023 school year. It appears that this influx of students will age out of the K-12 public school system over the next four school years and the trend will return to its standard distribution. The growth that is seen at the secondary level is likely related to the population growth that Idaho has seen over the last several years, which has affected the grade distribution.

Table 5. Student Population by Grade Level and Fiscal Year

Student Population by Grade Level and Fiscal Year									
Grade	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**
KG	21556	21059	21187	21157	21488	21942	21128	22068	22019
1	23156	22432	22158	22186	22356	22710	22064	22922	23291
2	23189	23228	22732	22414	22647	22719	22469	23098	23534
3	22693	23423	23656	23169	23035	23227	22533	23396	23652
4	22825	22843	23800	24016	23688	23566	23114	23331	23909
5	22470	23100	23262	24172	24603	24122	23457	23807	23852
6	22247	22781	23602	23786	24822	25231	24145	24373	24339
7	22411	22572	23246	24060	24406	25369	25259	24962	24771
8	22453	22516	22886	23475	24499	24749	25292	25690	25283
9	22872	23255	23180	23647	24099	24963	24891	25907	26159
10	21670	22112	22727	22982	23465	24025	24700	24772	25818
11	20507	21254	21705	22226	22503	23099	23192	24171	24221
12	19632	20152	20948	21477	21801	22211	22684	22839	23676
Grand Total	**287,625**	**290,654**	**295,058**	**298,739**	**303,379**	**307,917**	**304,902**	**311,311**	**314,486**

The American Community Survey Data completed by the United States Census Bureau shows that the influx in students is most likely due to a population increase as seen in Table 6 (as seen below), which confirms the hypothesis that the growth seen in the secondary level is likely related to the population growth that Idaho has seen over the last several years as mentioned in the analysis for Table 5 (as seen above). Table 6 (below) also shows a percentage decrease in children under the age of 5 and children between the ages of 5 to 9 years of age, while the percentage of individuals between 10 and 19 years of age continued at about the same rate.

Table 6. American Community Survey Data for Idaho

American Community Survey Data for Idaho					
AGE	**Estimated Population in 2010**	**Distribution 2010 (%)**	**Estimated Population in 2021**	**Distribution 2021 (%)**	**Change in Population between 2010 and 2021**
Under 5 years	121,123	7.7%	113,051	5.9%	(8,072.09)
5 to 9 years	119,550	7.6%	129,930	6.8%	10,380.48
10 to 14 years	119,550	7.6%	142,097	7.5%	22,547.48
15 to 19 years	116,403	7.4%	138,443	7.3%	22,039.63
20 to 24 years	106,966	6.8%	119,836	6.3%	12,870.06
25 to 29 years	105,392	6.7%	119,505	6.3%	14,112.64
30 to 34 years	103,820	6.6%	126,935	6.7%	23,115.21
35 to 39 years	91,235	5.8%	127,071	6.7%	35,835.79
40 to 44 years	102,246	6.5%	126,363	6.6%	24,116.78
45 to 49 years	103,820	6.6%	110,707	5.8%	6,887.21
50 to 54 years	105,392	6.7%	105,735	5.6%	342.64
55 to 59 years	95,954	6.1%	109,604	5.8%	13,650.07

60 to 64 years	83,370	5.3%	117,636	6.2%	34,265.65
65 to 69 years	61,348	3.9%	105,806	5.6%	44,457.67
70 to 74 years	48,764	3.1%	88,739	4.7%	39,975.25
75 to 79 years	33,033	2.1%	57,500	3.0%	24,466.98
80 to 84 years	26,742	1.7%	31,635	1.7%	4,893.27
85 years and over	26,742	1.7%	30,330	1.6%	3,588.27
Total	1,571,450		1,900,923		329,473.00

Growth Projections

The estimated increase in students is 1.1%, but concentration in secondary grades as based in Table 5 yields a 1.2% increase. Based on this estimated growth, the staff allowance is based on 1.2%. Table 7 below shows the estimated staff allowance from General Funds.

Table 7. Estimated Staff Allowance from General Funds

Estimated Staff Allowance						
	2022	**2023**	**2024**	**2025**	**2026**	**2027**
Instructional Staff	17022.6	17226.9	17432.8	17640.2	17849.1	18060.5
Pupil Service Staff	1322.9	1338.7	1354.7	1370.8	1387.1	1403.5

D. EDUCATOR PREPARATION PROGRAM (EPP) COMPLETERS

Program Completers

Idaho has several Board-approved pathways to becoming a certificated teacher. These include traditional college programs (both public and non-public) as well as non-traditional programs. Public traditional programs are offered by the four state-run post-secondary institutions: Boise State University (BSU), Idaho State University (ISU), Lewis-Clark State College (LCSC), and University of Idaho (UI). Non-public traditional programs are offered by Idaho's private institutions of higher education: Brigham Young University – Idaho (BYU-ID), the College of Idaho (COI), and Northwest Nazarene University (NNU). Finally, non-traditional programs are offered through the American Board for Certification of Teacher Excellence (ABCTE), the College of Southern Idaho (CSI), and Teach for America – Idaho (TFA-I).

Table 8 (as seen on page 7) summarizes the number of completers reported by each Educator Preparation Program, broken out by school year. It is important to note that these figures are different from the number of new certificated educators from each Educator Preparation Program. A completer from any given program may choose not to seek Idaho certification or employment within an Idaho public school.

Table 8. Educator Preparation Program Completers

Reported Number of Program Completers by Idaho-Approved Educator Preparation Program*									
Program	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Public Traditional Program	**386**	**411**	**403**	**379**	**337**	**350**	**365**	**478**	**416**
BSU	169	176	136	173	117	112	104	220	216
ISU	95	76	101	72	76	75	81	77	78

LCSC	47	49	50	40	32	63	39	55	38
UI	75	110	116	94	112	100	141	126	84
Non-Public Traditional Program	**498**	**358**	**452**	**412**	**392**	**429**	**399**	**413**	**349**
BYU-ID	439	294	380	349	334	380	354	385	312
COI	16	11	21	12	8	7	8	3	2
NNU	43	53	51	51	50	42	37	25	35
Non-Traditional Program	**60**	**185**	**418**	**275**	**32**	**146**	**100**	**672**	**262**
ABCTE	60	172	405	256	12	125	65	635	236
CSI	-	-	-	-	-	-	16	16	16
TFA-I	-	13	13	19	20	21	19	21	10
GRAND TOTAL	**944**	**954**	**1,273**	**1,066**	**761**	**925**	**864**	**1,563**	**1,027**

** This data set is taken from the ETS Title II Reporting Services platform and matches the number of unique individuals submitted by each EPP as "Completed" in a given academic year. Due to the matching and data exchanges performed on the back end, these numbers do not necessarily match what appeared in the published Title II report for each respective year.*

There is a high degree of variation from year to year in the total number of completers from each Educator Preparation Program and in grand total by school year. However, it is noteworthy that the 2020-2021 school year was the first to see non-traditional programs report more completers than either the public or non-public traditional programs. The 2021-2022 school year show that public traditional programs and non-public traditional programs reported more completers than non-traditional programs.

E. EDUCATOR PREPARATION PROGRAM COMPLETERS NEXT YEAR PLACEMENT RATE

Program Completers and Next Year Placement Rate

There are some evident shifts when looking at the data on individuals who not only complete an Educator Preparation Program of some kind, but also end up teaching in an Idaho school the next school year. Table 9 (shown below) shows next year placement rates of Educator Preparation Program completers who taught in an Idaho school the next school year broken out by Educator Preparation Program and program type.

Table 9. Educator Preparation Program Completers Next Year Placement Rates

Educator Preparation Program Completers Next Year Placement Rates*									
Program	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Public Traditional Program									
BSU	65.82%	69.36%	71.54%	61.45%	65.79%	60.55%	71.29%	63.59%	66.67%
ISU	68.48%	79.17%	79.79%	83.10%	77.33%	72.97%	71.60%	78.95%	74.03%
LCSC	67.39%	62.50%	67.35%	48.72%	53.33%	57.38%	58.97%	57.41%	57.89%
UI	43.84%	46.30%	50.43%	36.56%	50.00%	45.00%	44.29%	43.48%	48.48%
Non-Public Traditional Program									
BYU-ID	26.40%	27.65%	30.83%	28.24%	25.45%	23.12%	23.50%	31.73%	30.87%
COI	62.50%	60.00%	76.19%	91.67%	100.00%	100.00%	100.00%	100.00%	50.00%
NNU	76.19%	71.15%	80.39%	77.55%	68.09%	82.93%	75.00%	68.00%	67.65%
Non-Traditional Program									
ABCTE	*Insufficient or Incomplete Data	75.00%	81.54%	*Insufficient or Incomplete Data	83.33%	79.17%	79.37%	81.98%	81.70%
CSI							100.00%	100.00%	100.00%

TFA-I	-	100.00%	100.00%	100.00%	100.00%	*Insufficient or Incomplete Data	*Insufficient or Incomplete Data	100.00%	88.89%

**The complete table including Educator Preparation Program Completers, Completers teaching the next school year with a matched ID, and the Educator Preparation Program Placement rate can be found in Appendix A.*
** It is difficult to calculate exact next year placement rates for each Educator Preparation Program without matching EDUIDs between all program completers and new teachers (a challenge due to incomplete data).*

The total number of completers reported by each Educator Preparation Program were matched with those who obtained teaching assignments the next school year. The table above shows Educator Preparation Program next year placement rates of completers who obtained a teaching assignment the next school year since the 2013-2014 school year. The 2020-2021 column shows the 2020-2021 educator preparation program completers matched to a teaching assignment the next school year (2021-2022 school year). The 2021-2022 educator preparation program completers matched to a teaching assignment the next school year (2022-2023 school year) is also included. The table above shows that Idaho State University has the highest 2021-2022 educator preparation program completers next year placement rate at 74.03% for public traditional programs, Northwest Nazarene University has the highest 2021-2022 educator preparation program completers next year placement rate at 67.65% for non-public traditional programs, and College of Southern Idaho has the highest 2021-2022 educator preparation program completers next year placement rate at 100% for non-traditional programs. It is important to note that there are several factors that could cause an individual to delay their entry into the classroom following their completion of an Educator Preparation Program.

F. CERTIFICATES & ENDORSEMENTS ISSUED

Certificates Issued

Pursuant to Idaho Code § 33-1201, all staff with administrative, instructional, or pupil service assignments in an Idaho public school are required to hold an appropriate certificate and endorsement. Examining the number of such certificates issued each year provides additional insight into the changing educator pipeline.

Figure 2 displays the number of unique individuals (by year) who were issued a certificate and endorsement of any kind excluding emergency provisional certificates and renewals. This includes three-year nonrenewable Interim Certificates (for alternate authorizations, non-traditional program completers, reinstatements, and out of state transfers), Standard Instructional Certificates, and endorsements. The data is broken out by the fiscal year in which the certificates became effective. In addition, the figure shows the count of all newly issued certificates into two categories: newly issued certificates paired with an assignment in any school year and newly issued certificates not paired with an assignment in any school year.

Figure 2. Count of All Newly Issued Certificates and Endorsements by Fiscal Year

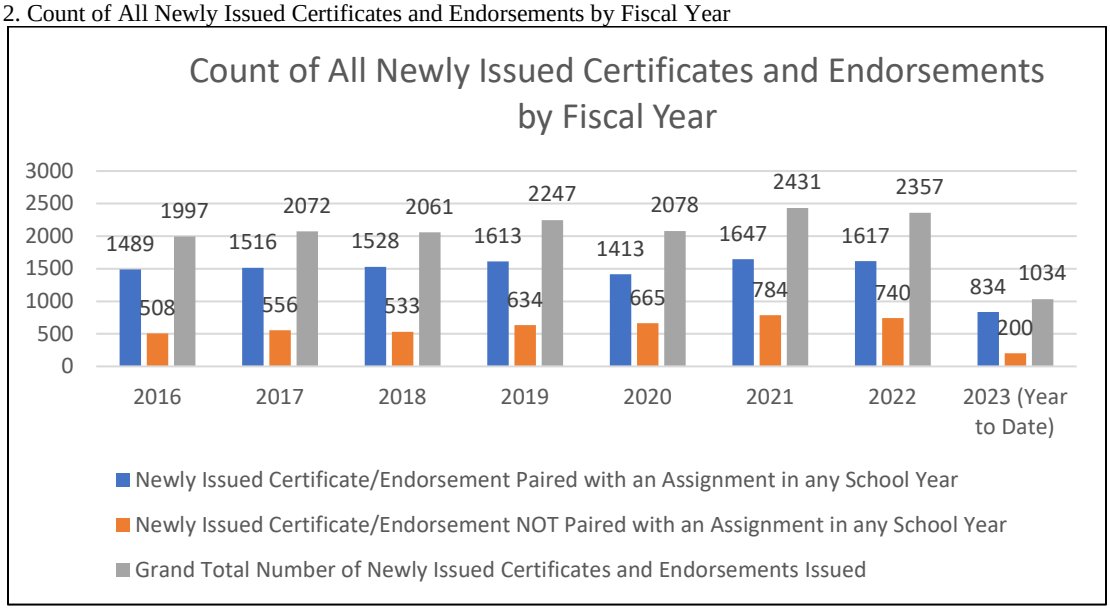


Figure 2 (above) shows that the number of newly issued certificates and endorsements issued for all staff since fiscal year 2016. From fiscal year 2016 to fiscal year 2022, a range from 25% to 31% of newly issued certificates are not paired with an assignment in an Idaho school. Fiscal year 2023 shows that 18.8% of newly issued certificates are not paired with an assignment in an Idaho school, but this percentage will likely change once more data is obtained for the current fiscal year based on trends seen in previous fiscal years. A portion of the newly issued certificates that are not paired with an assignment in an Idaho school may be teaching in a private school or have taken their certificate to another state via reciprocity agreements. It is notable to mention that a portion of these individuals with a newly issued certificate are not teaching, despite having gone through the process of obtaining and/or maintaining valid Idaho certification. Identifying the reasons for these individuals choosing not to enter the field of teaching and targeting recruitment incentives to address the reasons may be a valuable way to strengthen Idaho's educator pipeline.

Endorsements Issued

The number of newly issued instructional endorsements issued in each fiscal year excluding renewals can be seen in the table in Appendix A. The table in Appendix C shows the count of newly issued endorsements that were and were not connected with a school based assignment in any year. The table below show that a substantial number of instructional endorsements were issued, but have not been associated with a school based assignment in any year. This data shows us newly issued teaching endorsements since fiscal year 2016 to show the pipeline of new instructional staff entering the pipeline. The table below shows the number of newly issued Math, Science, CTE, Computer Science, All Subjects K-8, and Special Education endorsements that were and were not connected with a school-based assignment in any year. The full table is found in Appendix B. It is important to note that the number of endorsements listed for fiscal year 2023 was based on numbers from November 2022 and the numbers will change as more individuals file for endorsements during fiscal year 2023.

In several subject areas, the total number of instructional endorsements issued has increased from FY21 to FY22. This includes categories, such as *American Government/Political Science (6-12), Deaf/Hard of Hearing (Pre-K-12), English, Music (6-12), and Visual Arts (K-12).*

In several subject areas, the total number of instructional endorsements issued has decreased from FY21 to FY22. This includes some traditionally hard-to-fill categories, such as *All Subjects (K-8), Chemistry (6-12), Earth and Space Science (6-12), Economics (6-12), English as a Second Language (K-12), Exceptional Child Generalist (K-12), Family and Consumer Science (6-12), History (6-12), and Visual Impairment (Pre-K-12).* It will be important to monitor this data closely in the coming years to determine if the apparent pattern manifests itself as an increase in real-world staffing challenges.

Math Endorsements

Figure 3 (below) show the count of math endorsements by level associated with active contracts and assignments. The data for 2023 is year to date. The shows that the total number of math endorsements with active contracts and assignments have increased from 2012 to 2022.

Figure 3. Math Endorsements by Instructional Level

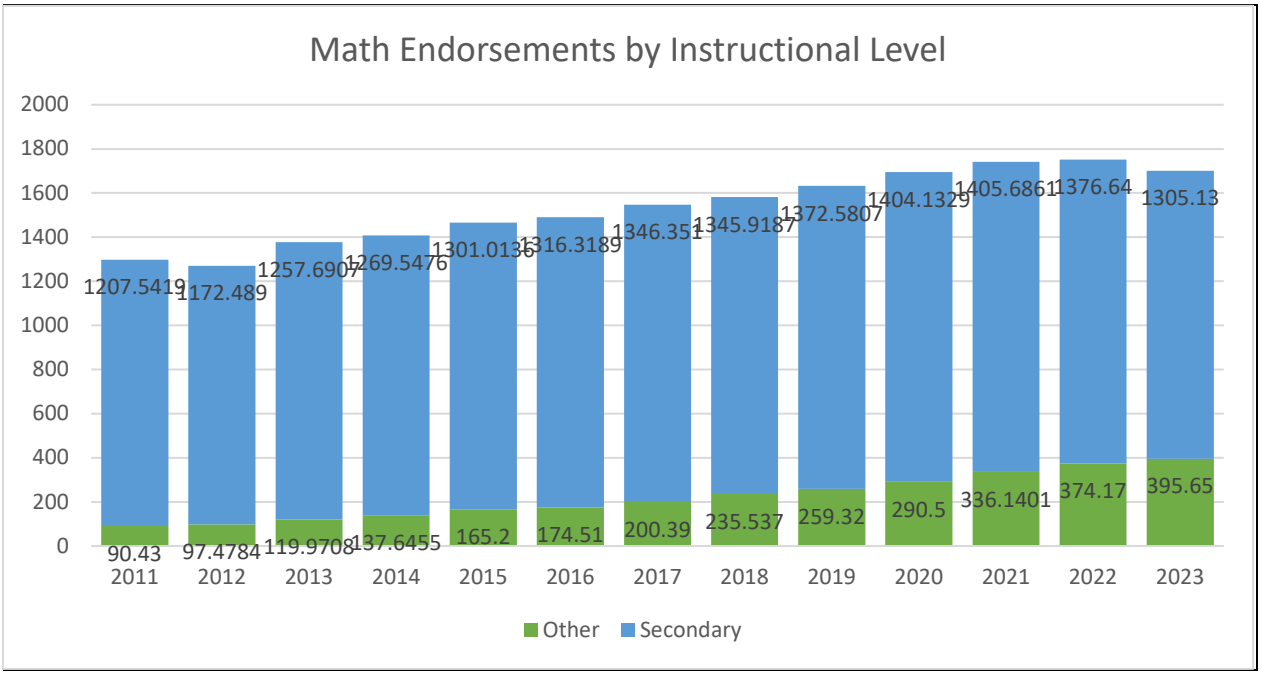


Figure 4 (below) show the count of math endorsements at the secondary level associated with active contracts and assignments. The data for 2023 is year to date. The data shows an increase in the number of secondary math endorsements with active contracts and assignments from 2012 to 2021 with a slight decline in 2022.

Figure 4. Math Endorsements at the Secondary Level

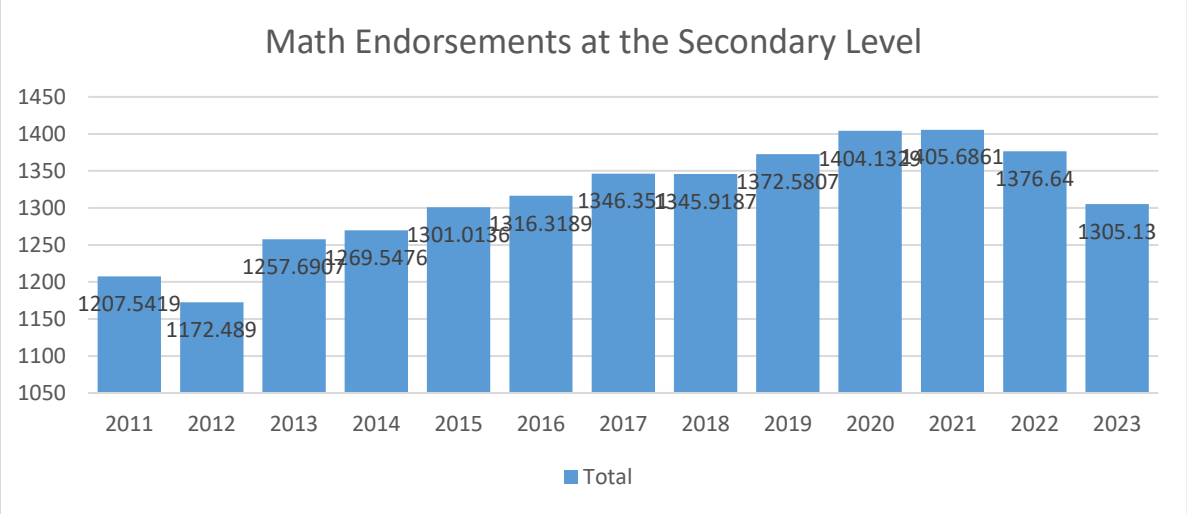
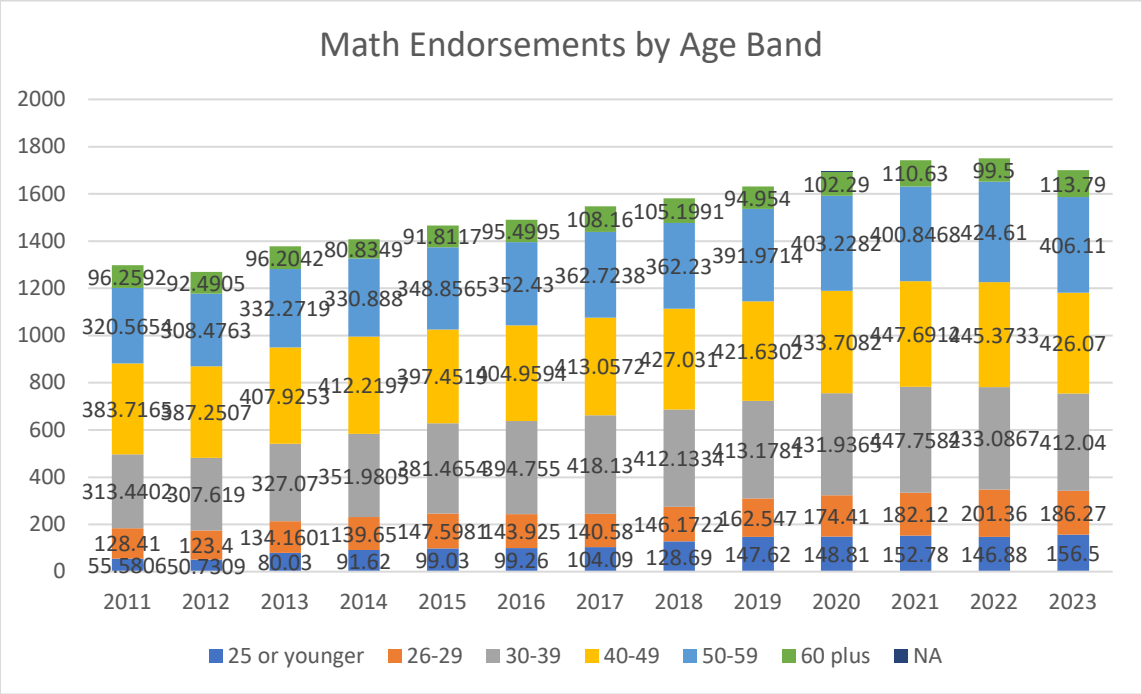


Figure 5 (below) show the count of math endorsements by age band and fiscal year with active contracts and assignments. The data shows that the majority of math endorsements with active contracts and assignments are held by individuals in the 30-39 age band, 40-49 age band, and the 50-59 age band. The data for the age band 25 years and younger shows that the number of math endorsements with active contracts and assignments were increasing from 2012 to 2021 with a slight decline in 2022. The 2023 data is year to date, but does show an increase in the number of math endorsements with active contracts and assignments in the age band 25 years and younger. In comparing 2021 to 2022, an increase in math endorsements with active contracts and assignments can be seen in the 26-29 age band and the 50-59 age band. In comparing 2021 to 2022, a decrease in math endorsements with active

contracts and assignments can be seen in the 25 and younger age band, 20-39 age band, 40-49 age band, and 60 plus age band.

Figure 5. Math Endorsements by Age Band



Emergency Provisional Certificates

These temporary, one-year certificates are granted to individuals who lack the qualifications for a given certificated position. The Board authorizes them in response to an LEA-declared staffing emergency. As Table 10 shows, the number of Emergency Provisionals granted has tripled since the 2016-2017 school year. Current data for the 2022-2023 school year show that there are 58 classrooms led by an individual with an Emergency Provisional Certificate as of December 2022. The requirements for an Emergency Provisional Certificate are a background check, two years of college training (which is defined as 48 semester credits), an application (Includes the following: the date of the school district/charter school declaring an emergency, date applicant was hired to serve in the position that requires certification/endorsement, and summary of recruitment efforts which lead to the emergency), applications received after January 1st of the school year must be due to the school district/charter school losing a staff member after January 1st of the school year, and the Emergency Provisional Certificate is approved as a one-time basis per individual except under extenuating circumstances. An explanation of extenuating circumstances must be included with a second-year application. It is important to note that an Emergency Provisional Certificate cannot be used for Special Education Teaching Positions. Table 7 (below) shows the number of Emergency Provisional Certificates issued and used by school year.

Table 10. Issuance and Use of Emergency Provisional Certificates

Issuance and Use of Emergency Provisional Certificates		
School Year	**# Issued**	**# Used**
2005-2006	0	0
2006-2007	383	253
2007-2008	233	154
2008-2009	174	115

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2009-2010	71	50
2010-2011	48	46
2011-2012	54	52
2012-2013	58	56
2013-2014	101	97
2014-2015	93	91
2015-2016	0	0
2016-2017	17	17
2017-2018	27	27
2018-2019	55	55
2019-2020	48	46
2020-2021	61	61
2021-2022	94	81
2022-2023	61	58

Table 10 (to the left) shows the number of Emergency Provisional Certificates issued and used by school year. Since the 2005-2006 school year, the highest number of Emergency Provisionals were issued and used between 2006-2009. From the 2016-2017 school year to the 2021-2022 school year, we saw an increase in Emergency Provisional Certificates issued and used. We have currently issued 61 Emergency Provisional Certificates for this current 2022-2023 school year with 55 of those issued Emergency Provisional Certificates used.

At the October 2022 School Board Meeting, 76 total Emergency Provisionals were approved year to date and an additional 87 (82 are Instructional Staff and 5 are Pupil Service Staff) new Emergency Provisionals will be reviewed at the December 2022 State School Board Meeting.

The newly issued pupil service endorsements issued by school year and if the endorsement was attached to any school based assignment in any year are listed in a table in Appendix C. The data does not include renewal of the pupil services endorsements. This data shows us newly issued pupil service endorsements from 2016-2017 to the 2022-2023 school year to show the pipeline of new pupil service staff entering the pipeline. The fiscal year 2023 data is based on data up to November 2022. Additional endorsements will be issued as more individuals file for an endorsement in fiscal year 2023.

Since the **2016-2017** school year to the current **2022-2023** school year, the following pupil service endorsements were newly issued (not including renewals) and used in an Idaho school assignment in any year:

- Audiology:
  - Total of 2 newly issued endorsements
    - 0 of the 2 newly issued endorsements were connected to an assignment in an Idaho School in any year
  - Note: The Audiology Program at Idaho State University went through a program change in 2016 where the Doctorate Degree in Audiology was offered and the Master of Science Degree in Audiology was closed.
- Occupational Therapist:
  - Total of 58 newly issued endorsements
    - 42 out of the 58 newly issued endorsements were connected to an assignment in an Idaho School in any year
- Physical Therapist
  - Total of 20 newly issued endorsements
    - 15 out of the 20 newly issued endorsements were connected to an assignment in an Idaho School in any year
- School Counselor -Basic:
  - Total of 49 newly issued endorsements
    - 40 out of 49 newly issued endorsements were connected to an assignment in an Idaho School in any year
- School Counselor (K-12):
  - Total of 548 newly issued endorsements
    - 481 out of the 548 newly issued endorsements were connected to an assignment in an Idaho School in any year
- School Nurse:
  - Total of 258 newly issued endorsements
    - 227 out of the 258 newly issued endorsements were connected to an assignment in an Idaho School in any year

- School Psychologist:
  - Total of 196 newly issued endorsements
    - 137 out of the 196 newly issued endorsements were connected to an assignment in an Idaho School in any year
- School Social Worker:
  - Total of 206 newly issued endorsements
    - 168 of the 206 newly issued endorsements were connected to an assignment in an Idaho School in any year
- Speech -Language Pathologist:
  - Total of 351 newly issued endorsements
    - 159 of the 351 newly issued endorsements were connected to an assignment in an Idaho School in any year

F. AVERAGE CLASS SIZE

Class Size by Locale

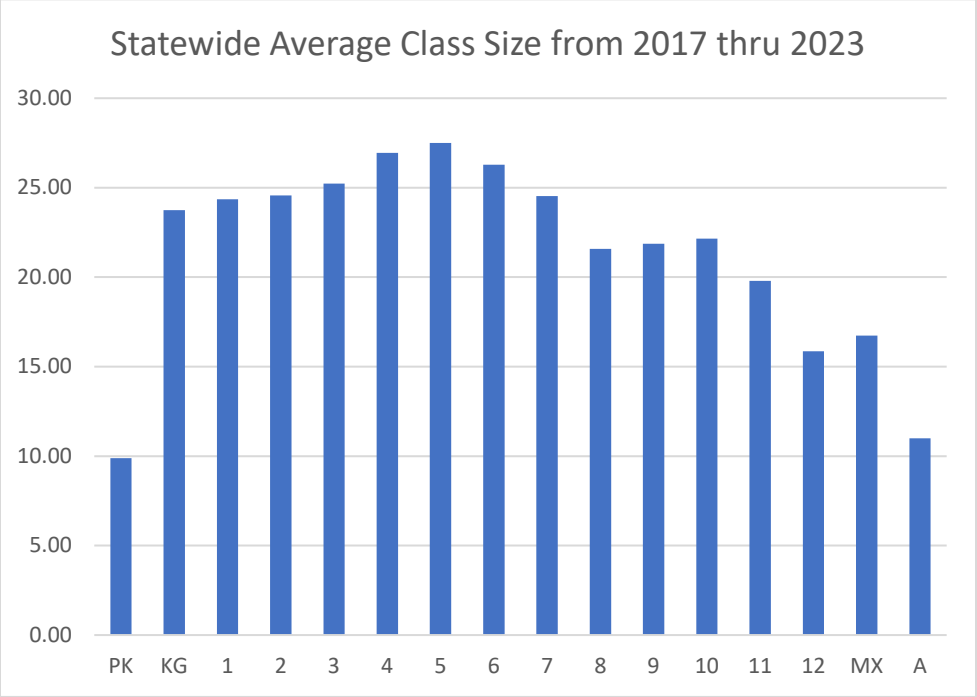
Table 11 (below) shows a break down of locale and the percentage of schools within the locale that had an increase in average class size.

Table 11. Increases in Class Size by Locale

Locale	% of Schools with an Increase in Average Class Size
City: Mid-size	1.59%
City: Small	7.89%
Suburb: Large	1.85%
Suburb: Mid-size	1.96%
Suburb: Small	2.56%
Town: Fringe	4.00%
Town: Distant	2.27%
Town: Remote	3.85%
Rural: Fringe	4.90%
Rural: Distant	13.19%
Rural: Remote	5.79%

Rural-remote, rural-distant, and small cities had schools that saw the highest increase in average class size as follows: 13.19% of schools in rural-distant areas, 7.89% of schools in small cities, and 5.79% of schools in rural-remote areas. The increase in class size may be due to unfilled positions, staff funding, educator shortages, and various other reasons. It is also notable that housing prices have substantially increased, which may have priced some families out of suburban areas or mid-size cities and lead them to small cities or a rural area. In addition, there may be a lack of housing and/or affordable housing in some of Idaho's rural areas that make attracting and retaining staff more difficult.

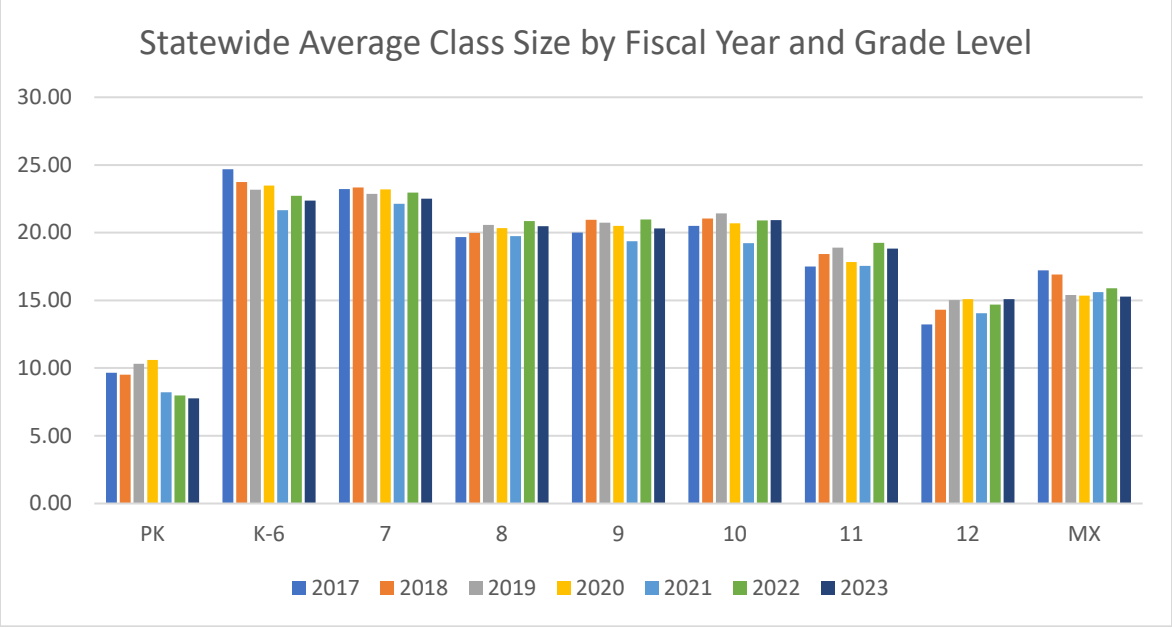
Figure 6. Average Class Size by Grade



The average class size in public school districts and charter schools by grade level was averaged between 2017 and 2023 and display in Figure 6 (below). Third, fourth, fifth, and sixth grade had averages over 25 students. Kindergarten, first grade, second grade, seventh grade, eight grade, ninth grade, and tenth grade had averages between 20-25 students. Eleventh grade and twelfth grade had averages between 15-20 students.

Figure 7 (below) shows the average class size in Idaho public school districts and charter schools by grade level and separated out by fiscal year. When analyzing the average class size from 2017 to 2023, it can be seen that elementary (Kindergarten – seventh grade) have shown a slight decrease in average class size, seventh grade class size is relatively similar across all years analyzed, and eighth grade class size is trending a slight increase. Ninth grade class size has slightly fluctuated, tenth grade has slightly fluctuated – but has similar class size to last school year, eleventh grade is slightly trending an increase – but there was a decrease from fiscal year 2022 to fiscal year 2023, and twelfth grade is slightly trending an increase.

Figure 7. Statewide Average Class Size by Fiscal Year and Grade Level



III. EDUCATOR MOBILITY & RETENTION

A. OVERALL STATEWIDE RETENTION RATES

The retention rate has shown a steady upward trend since the implementation of the career ladder. The career ladder allows local education agencies to receive an allocation for instructional staff and pupil service staff based on their staffs' position on the career ladder. The benefits of the career ladder are that teachers would earn higher salaries than the salary possible in most local education agencies under the current funding formula and stakeholders would gain a teacher compensation system with greater accountability and emphasis on effectiveness. Most local education agencies are unable to match teacher salaries paid by a handful of local education agencies with larger amounts of funding, which creates instability in staffing and causes Idaho schools to lose teachers to other states and professions. The career ladder standardizes the pay schedule with the intent to reduce staffing instability, teacher performance evaluations would become a more meaningful tool, and become more competitive with other states and the private sector.

Instructional Staff Next Year Retention Rates by Career Ladder Placement

Table 12. Instructional Staff Next Year Retention Rates by Career Ladder Placement

2021-2022 Instructional Staff Next Year Retention Rates by Career Ladder Placement			
Experience	**% Retained in School**	**% Retained in LEA**	**% Retained in State**
Resident 1	72.9%	77.8%	84.8%
Resident 2	75.2%	79.5%	86.0%
Resident 3	75.9%	79.7%	87.0%
Professional 4-7	79.8%	84.2%	89.1%
ADV Pro/ PRO, 8 or more	84.2%	87.3%	89.7%

Table 12 (to the left) displays the next year retention rates of instructional staff by experience. Experience is defined by professional experience as determined by the rungs on the career ladder. Experience is divided into several categories: Resident 1, Resident 2, Resident 3, Professional 4-7 Years of Experience, Advanced Professional/Professional - 8 or More Years of Experience. The retention rates are provided at multiple levels: same school, same LEA, and statewide. The retention rates show that Idaho retains teachers at a higher rate at a local education agency or state level versus at the school level. Next year retention rates are the highest for Instructional staff in the Professional rung 4-7 years of experience and Advanced Professional/Professional category with 8 or more years of experience.

Instructional Staff Cohort State Retention Data Over Five Years by Career Ladder Placement

The five-year instructional staff cohort state retention data is separated out by career ladder placement. Career Ladder Placement is divided into several categories: Resident 1, Resident 2, Resident 3, Professional 4-7 Years of Experience, Advanced Professional/Professional - 8 or More Years of Experience. In addition, the five-year instructional staff cohort retention data is at the state level and by fiscal year. It is notable to mention that the Career Ladder was implemented in 2016, a statewide salary increase was implemented in 2020, and the COVID-19 pandemic occurred during the 2019-2020 and 2020-2021 school years and the impacts can be observed below.

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Table 13. Five-Year Instructional Staff Cohort State Retention Data by Career Ladder Placement and School Year

Five-Year Instructional Staff Cohort State Retention Data by Career Ladder Placement and School Year					
	In Assignment - Distinct Count	In Assignment - Retained in State- 2nd Year	In Assignment - Retained in State- 3rd Year	In Assignment - Retained in State- 4th Year	In Assignment - Retained in State- 5th Year
Instructional Staff					
Resident 1					
2016	1,094	86.3%	78.2%	72.6%	68.8%
2017	1,097	86.0%	78.2%	72.7%	70.6%
2018	973	86.3%	77.5%	71.7%	66.9%
2019	967	87.7%	80.4%	72.3%	66.8%
2020	1,009	89.0%	77.8%	70.6%	
2021	1,184	84.5%	74.8%		
2022	1,366	84.8%			
	In Assignment - Distinct Count	**In Assignment - Retained in State- 2nd Year**	**In Assignment - Retained in State- 3rd Year**	**In Assignment - Retained in State- 4th Year**	**In Assignment - Retained in State- 5th Year**
Resident 2					
2016	4,934	89.9%	83.3%	79.1%	76.3%
2017	1,168	87.4%	80.3%	75.6%	72.1%
2018	1,181	87.2%	80.4%	77.4%	71.0%
2019	1,079	87.5%	80.3%	75.1%	66.5%
2020	1,051	88.7%	79.7%	72.7%	
2021	930	86.7%	77.3%		
2022	1,155	86.0%			
	In Assignment - Distinct Count	**In Assignment - Retained in State- 2nd Year**	**In Assignment - Retained in State- 3rd Year**	**In Assignment - Retained in State- 4th Year**	**In Assignment - Retained in State- 5th Year**
Resident 3					
2016	573	90.9%	83.9%	79.1%	77.5%
2017	4,657	90.9%	85.6%	81.9%	79.3%
2018	1,088	89.2%	83.2%	78.7%	71.9%
2019	1,289	90.1%	84.6%	76.8%	69.6%
2020	1,277	89.6%	81.7%	72.9%	
2021	1,039	87.4%	78.2%		
2022	1,008	87.0%			
	In Assignment - Distinct Count	**In Assignment - Retained**	**In Assignment - Retained**	**In Assignment - Retained**	**In Assignment - Retained**

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		in State-2nd Year	in State-3rd Year	in State-4th Year	in State-5th Year
Professional 4 - 7 Years					
2016	3,147	92.5%	87.3%	82.7%	79.8%
2017	2,506	92.0%	86.4%	83.6%	79.5%
2018	6,055	91.9%	87.4%	83.8%	79.3%
2019	6,184	93.3%	88.7%	83.4%	77.7%
2020	8,481	94.0%	87.6%	81.1%	
2021	7,154	91.1%	83.0%		
2022	6,884	89.1%			
	In Assignment - Distinct Count	**In Assignment - Retained in State-2nd Year**	**In Assignment - Retained in State-3rd Year**	**In Assignment - Retained in State-4th Year**	**In Assignment - Retained in State-5th Year**
Adv Pro/ Pro, 8 or More					
2016	6,035	90.6%	83.2%	77.2%	71.3%
2017	7,061	90.6%	84.1%	77.9%	71.3%
2018	7,467	91.3%	84.7%	77.6%	70.4%
2019	7,724	91.6%	84.0%	76.4%	69.0%
2020	5,936	90.3%	81.1%	72.6%	
2021	7,745	90.6%	82.1%		
2022	7,919	89.7%			

In table 13 (above) the Resident 1 cohort category displayed that the number of new instructional staff has increased since 2019. The 2nd year retention rates of Resident 1 instructional staff have been increasing since 2016, but faced a dip in 2021. This dip occurred during the COVID-19 pandemic. In 2022, the retention rate of the 2nd year has slightly increased. 3rd year, 4th year, and 5th year retention rates of Resident 1 instructional staff show decreased retention rates.

The Resident 2 cohort category in the table show that Resident 2 instructional staff in their 3rd and 4th year are retained at higher rates than Resident 1 instructional staff between the years of 2016 to 2020.

The Resident 3 cohort category show higher 2nd, 3rd, 4th, and 5th year retention rates than Resident 1 and Resident 2 Instructional staff retention rates from 2016-2022.
The Professional 4-7 years of Experience cohort category show higher 2nd, 3rd, 4th, and 5th year retention rates than Resident 1, Resident 2, and Resident 3 instructional staff retention rates between the years of 2016 to 2020.

The Advanced Professional/ Professional with 8 or More Years of Experience cohort category show higher 2nd year retention rates than Resident 1, Resident 2, and Resident 3 retention rates between the years of 2016 to 2020. The retention of instructional staff in the Advanced Professional/Professional 8 or more years of experience rungs will look different from the other rungs as these individuals may go into administrative roles, coaching and mentoring roles, or retirement.

Definition of Professional and Advanced Professional Endorsements as related to Career Ladder Placement

Per Idaho Code § 33-1201A, upon holding a certificate for three (3) years, any such instructional staff or pupil service staff employee may apply for an Idaho professional endorsement. Upon holding a professional endorsement for five (5) years or more, any such instructional staff or pupil service staff employee may apply for an Idaho advanced professional endorsement.

To be eligible for an Idaho professional endorsement, the instructional staff or pupil service staff employee must:

(a) Have held a certificate and been employed in a public school for at least three (3) years or have completed a state board of education-approved interim certificate of three (3) years or longer;
(b) Show they met the professional compensation rung performance criteria for two (2) of the three (3) previous years or the third year;
(c) Have a written recommendation from the employing school district; and
(d) Have an annual individualized professional learning plan developed in conjunction with the employee's school district supervisor.

To be eligible for an Idaho advanced professional endorsement, the instructional staff or pupil service staff employee must:

(a) Have held a renewable certificate and been employed in a public school for at least eight (8) years or more or have completed a state board of education-approved interim certificate of three (3) years or longer and held a renewable certificate and been employed in a public school for five (5) years or more;
(b) Show they met the professional compensation rung performance criteria for four (4) of the five (5) previous years or the third, fourth, and fifth year;
(c) During three (3) of the previous five (5) years, have served in an additional building or district leadership role in an Idaho public school, including but not limited to:
(i) Instructional specialist or instructional coach;
(ii) Mentor;
(iii) Curriculum or assessment committee member;
(iv) Team or committee leadership position;
(v) Data coach; or
(vi) Other leadership positions identified by the school district;
(d) Have a written recommendation from the employing school district;
(e) Have an annual individualized professional learning plan developed in conjunction with the employee's supervisor and a self-evaluation; and
(f)(i) Effective July 1, 2020, through June 30, 2021, show they have met the advanced professional compensation rung performance criteria for three (3) of the five (5) previous years or the fifth year;
(ii) Effective July 1, 2021, through June 30, 2022, show they have met the advanced professional compensation rung performance criteria for three (3) of the five (5) previous years or the fourth and fifth year; or
(iii) Effective July 1, 2022, show they have met the advanced professional compensation rung performance criteria for three (3) of the five (5) previous years.

**Please refer to Idaho Code § 33-1201A for the entirety of the statute*.

Instructional Staff Cohort Local Education Agency Retention Data Over Five Years by Career Ladder Placement

The five-year instructional staff cohort Local Education Agency (LEA) retention data is separated out by career ladder placement. Career Ladder Placement is divided into several categories: Resident 1, Resident 2, Resident 3, Professional 4-7 Years of Experience, Advanced Professional/Professional - 8 or More Years of Experience. In addition, the five-year instructional staff cohort retention data is at the state level and by fiscal year. It is notable to mention that the Career Ladder was implemented in 2016, a statewide salary increase was implemented in 2020, and the COVID-19 pandemic occurred during the 2019-2020 and 2020-2021 school years and the impacts can be observed below.

Table 14 (below) shows fluctuation in retention in the Resident 1, Resident 2, and Resident 3 rungs of the Career ladder, but an increase in retention can be seen as educators enter the professional and advanced professional rungs of the career ladder.

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Table 14. Five-Year Instructional Staff Cohort LEA Retention Data by Career Ladder Placement and School Year

Five-Year Instructional Staff Cohort LEA Retention Data by Career Ladder Placement and School Year				
	In Assignment - Distinct Count	**In Assignment - Retained in LEA- 2nd Year**	**In Assignment - Retained in LEA- 3rd Year**	**In Assignment - Retained in LEA- 5th Year**
Instructional Staff				
Resident 1				
2016	1,094	86.30%	78.20%	68.80%
2017	1,097	86.00%	78.20%	70.60%
2018	973	86.30%	77.50%	66.90%
2019	967	87.70%	80.40%	66.80%
2020	1,009	89.00%	77.80%	
2021	1,184	84.50%	74.80%	
2022	1,366	84.80%		
	In Assignment - Distinct Count	**In Assignment - Retained in LEA- 2nd Year**	**In Assignment - Retained in LEA- 3rd Year**	**In Assignment - Retained in LEA- 5th Year**
Resident 2				
2016	4,934	85.2%	75.5%	64.0%
2017	1,168	81.9%	71.3%	60.0%
2018	1,181	81.8%	72.7%	60.0%
2019	1,079	82.6%	73.2%	55.4%
2020	1,051	84.5%	71.8%	
2021	930	81.7%	66.8%	
2022	1,155	79.5%		
	In Assignment - Distinct Count	**In Assignment - Retained in LEA- 2nd Year**	**In Assignment - Retained in LEA- 3rd Year**	**In Assignment - Retained in LEA- 5th Year**
Resident 3				
2016	573	88.0%	79.2%	66.7%
2017	4,657	86.8%	78.7%	68.5%
2018	1,088	84.8%	76.3%	60.8%
2019	1,289	86.0%	78.0%	57.6%
2020	1,277	85.9%	74.9%	
2021	1,039	82.5%	68.8%	
2022	1,008	79.7%		
	In Assignment - Distinct Count	**In Assignment - Retained in LEA- 2nd Year**	**In Assignment - Retained in LEA- 3rd Year**	**In Assignment - Retained in LEA- 5th Year**
Professional 4 - 7 Years				
2016	3,147	89.4%	82.3%	71.8%
2017	2,506	89.9%	81.8%	72.5%

2018	6,055	88.5%	81.2%	70.4%
2019	6,184	89.8%	82.9%	67.3%
2020	8,481	91.3%	82.6%	
2021	7,154	87.7%	75.5%	
2022	6,884	84.2%		
	In Assignment - Distinct Count	**In Assignment - Retained in LEA- 2nd Year**	**In Assignment - Retained in LEA- 3rd Year**	**In Assignment - Retained in LEA- 5th Year**
Adv Pro/ Pro, 8 or More				
2016	6,035	89.1%	80.5%	66.8%
2017	7,061	88.8%	81.1%	66.7%
2018	7,467	89.7%	81.7%	66.5%
2019	7,724	89.8%	81.2%	64.5%
2020	5,936	88.8%	79.1%	
2021	7,745	89.1%	78.6%	
2022	7,919	87.3%		

Table 15. Pupil Service Staff Retention by Career Ladder Placement

2021-2022 Pupil Service Staff Next Year Retention Rates by Experience			
Experience	**% Retained in School**	**% Retained in LEA**	**% Retained in State**
Resident 1	77.9%	83.8%	86.8%
Resident 2	63.6%	70.0%	77.3%
Resident 3	72.5%	78.4%	81.4%
Professional 4-7	77.4%	83.9%	87.3%
ADV Pro/ PRO, 8 or more	79.5%	83.8%	86.1%

Table 15 (to the left) displays the next year retention rates of pupil service staff by experience. Experience is defined by professional experience as determined by the rungs on the career ladder. Experience is divided into several categories: Resident 1, Resident 2, Resident 3, Professional 4-7 Years of Experience, Advanced Professional/Professional - 8 or More Years of Experience. The retention rates are provided at multiple levels: same school, same LEA, and statewide. The retention rates show that Idaho retains pupil service staff at a higher rate at a local education agency or state level versus at the school level. Next year retention rates are the highest for pupil service staff in the Resident 1 category, Professional category 4-7 years of experience and Advanced Professional/Professional category with 8 or more years of experience.

C. OVERALL STATEWIDE RETENTION RATES CATAGORIZED BY EDUCATOR PREPARATION PROGRAM

Fifth-Year Cohort In-State Retention Rates by Educator Preparation Program

Table 16 (below) shows the fifth-year cohort in-state retention rates of instructional staff and separated by the educator preparation program that prepared the instructional staff. It is important to note that there are various factors that contribute to an instructional staff member's decision to stay or leave a position in an Idaho school.

Table 16. Fifth-Year Instructional Staff Cohort In-State Retention Numbers and Rates by Educator Preparation Program

Fifth-Year Instructional Staff Cohort In-State Retention by Educator Preparation Program										
School Year	**BSU (#)**	**BYU-ID (#)**	**COI (#)**	**ISU (#)**	**LCSC (#)**	**NNU (#)**	**UI (#)**	**ABCTE (#)**	**CSI (#)**	**TFA (#)**

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Distinct Count of EDUID (#)										
Instructional Staff										
2011	2687	435	207	2404	569	493	2037	20		
2012	2680	469	207	2378	572	503	1964	41		
2013	2778	535	193	2373	605	516	1979	80		
2014	2840	582	190	2357	642	529	1965	152		
2015	2897	659	202	2412	673	558	1984	256		
2016	2920	698	191	2365	703	570	1970	367		13
2017	2966	755	193	2433	727	604	2020	446		27
2018	2965	801	206	2452	741	644	1993	545		38
2019	3006	848	205	2443	745	661	1956	747	8	51
	BSU (%)	**BYU-ID (%)**	**COI (%)**	**ISU (%)**	**LCSC (%)**	**NNU (%)**	**UI (%)**	**ABCTE (%)**	**CSI (%)**	**TFA (%)**
Rates (%)										
Instructional Staff										
2011	75.2%	53.8%	68.6%	74.5%	78.9%	74.6%	73.2%	70.0%		
2012	75.6%	57.1%	65.7%	74.1%	80.8%	72.0%	73.5%	78.0%		
2013	76.0%	56.6%	67.4%	75.5%	81.8%	76.4%	74.8%	80.0%		
2014	76.0%	58.8%	72.1%	76.8%	81.5%	80.3%	76.4%	73.0%		
2015	76.3%	58.7%	71.8%	76.1%	80.5%	80.6%	75.9%	74.6%		
2016	77.8%	64.2%	74.3%	78.4%	81.5%	81.1%	76.2%	77.9%		23.1%
2017	78.4%	66.8%	79.8%	77.6%	81.4%	82.0%	76.0%	79.1%		33.3%
2018	77.9%	65.5%	76.2%	75.2%	79.4%	78.7%	75.4%	76.7%		42.1%
2019	75.2%	65.6%	74.6%	74.2%	78.0%	73.8%	74.4%	75.0%	75.0%	37.3%

The fifth-year cohort in-state retention rates of instructional staff that are separated by educator preparation program show various fifth year cohort rates. Boise State University, Idaho State University, Lewis and Clark State College, Northwest Nazarene University, and University of Idaho have similar fifth year retention rates from fiscal year 2011 to 2019. Brigham Young University - Idaho, College of Idaho, ABCTE, and Teach for America have seen an increase in fifth-year in-state retention rates of instructional staff prepared by their program. The College of Southern Idaho is a newer non-traditional educator preparation program that started in the fall of 2018 and there was a decrease in the fifth year cohort in-state retention rate from 2018 to 2019.

Table 17 (below) shows the fifth-year cohort in-state retention rates of pupil service staff and separated by the educator preparation program that prepared the instructional staff. It is important to note that there are various factors that contribute to a pupil service staff member's decision to stay or leave their position in an Idaho school.

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Table 17. Fifth-Year Pupil Service Staff Cohort In-State Retention Data by Educator Preparation Program

Fifth-Year Pupil Service Staff Cohort In-State Retention by Educator Preparation Program								
School Year	**BSU (#)**	**BYU-ID (#)**	**COI (#)**	**ISU (#)**	**LCSC (#)**	**NNU (#)**	**UI (#)**	**ABCTE (#)**
Distinct Count of EDUID (#)								
Pupil Services Staff								
2011	144	4	48	156	16	46	144	2
2012	124	4	41	145	13	45	135	4
2013	111	6	35	120	11	43	114	3
2014	110	5	26	119	14	46	98	3
2015	112	5	27	123	15	41	107	4
2016	109	7	20	126	18	46	117	3
2017	45	2	13	62	4	28	56	1
2018	45	2	10	60	5	25	59	1
2019	40	4	9	64	5	27	56	2
	BSU (%)	**BYU-ID (%)**	**COI (%)**	**ISU (%)**	**LCSC (%)**	**NNU (%)**	**UI (%)**	**ABCTE (%)**
Rates (%)								
Pupil Services Staff								
2011	46.5%	25.0%	41.7%	46.8%	18.8%	54.3%	43.1%	*Insufficient or Incomplete Data
2012	50.0%	25.0%	41.5%	51.0%	46.2%	53.3%	45.2%	25.0%
2013	31.5%	*Insufficient or Incomplete Data	34.3%	36.7%	18.2%	46.5%	34.2%	*Insufficient or Incomplete Data
2014	31.8%	*Insufficient or Incomplete Data	34.6%	37.8%	14.3%	45.7%	37.8%	*Insufficient or Incomplete Data
2015	26.8%	20.0%	29.6%	32.5%	6.7%	51.2%	40.2%	*Insufficient or Incomplete Data
2016	25.7%	14.3%	30.0%	33.3%	11.1%	43.5%	35.0%	*Insufficient or Incomplete Data
2017	60.0%	100.0%	30.8%	64.5%	25.0%	64.3%	58.9%	*Insufficient or Incomplete Data
2018	66.7%	100.0%	10.0%	58.3%	80.0%	64.0%	57.6%	100.0%
2019	75.0%	75.0%	11.1%	50.0%	60.0%	51.9%	48.2%	50.0%

The fifth-year cohort in-state retention rates of pupil service staff that are separated by educator preparation program show various fifth year cohort rates. Boise State University, Brigham Young University – Idaho, Idaho State University, Lewis and Clark State College, and University of Idaho have seen an increase in fifth year in-state retention rates of pupil service staff prepared by their program from fiscal year 2011 to 2019. The College of Idaho and Northwest Nazarene University has seen a decrease in retention rates of pupil service staff prepared by their program from fiscal year 2011 to 2019

D. RETENTION BY REGION AND LOCALE

Retention by Region

Idaho is a large and geographically diverse state with a relatively small and inconsistently distributed population. Moreover, surrounding states have historically offered higher compensation to educators—especially for those early in their career and prior to Idaho's implementation of the career ladder.

The rates at which instructional staff were retained in the same LEA for the next school year were broken out by the region in which the LEA is located. The figure can be seen in Appendix D. Because this data is looking at LEA-level retention, a low retention rate does not necessarily indicate that teachers in that region were leaving the profession or going to another state. Instead, it could also be an indicator of intrastate mobility—where staff shifted employment to another local education agency within Idaho. The full table with the distinct counts of instructional staff, next year retention rates, 3rd year retention rates, and 5th year retention rates are in Appendix E.

The next year retention rates are separated by region. The next year retention rate of Instructional Staff in Region 1 and Region 3 were increasing from fiscal year 2014 until fiscal year 2020, then a decrease is seen in fiscal year 2021 and 2022. Region 2 and Region 4 saw a similar pattern as region 1 and Region 3, but saw a decrease in next year retention rates starting in fiscal year 2020. Region 5 and Region 6 has seen more volatility in next year retention rates of Instructional staff where retention rates increased and decreased from fiscal year 2014 to fiscal year 2022. Region 5 and Region 6 are the only two regions that had an increase in next year retention rates from fiscal year 2021 to fiscal year 2022. Although the increase in next year retention rates for region 5 and Region 6 were small, the increase showed a different outcome than Regions 1-4.

Retention by Interior and Border Local Education Agencies

Historical accounts—and an abundance of anecdotal statements from administrators—have indicated that LEAs neighboring other states face greater difficulties in retaining teachers, who may be attracted to greater compensation in districts just a short drive across the border. Previous educator pipeline work had noted an apparent improvement in this problem, correlating with the implementation of the career ladder.

FIGURE 8. State-Level Retention of Instructional Staff in Interior versus Border Local Education Agencies

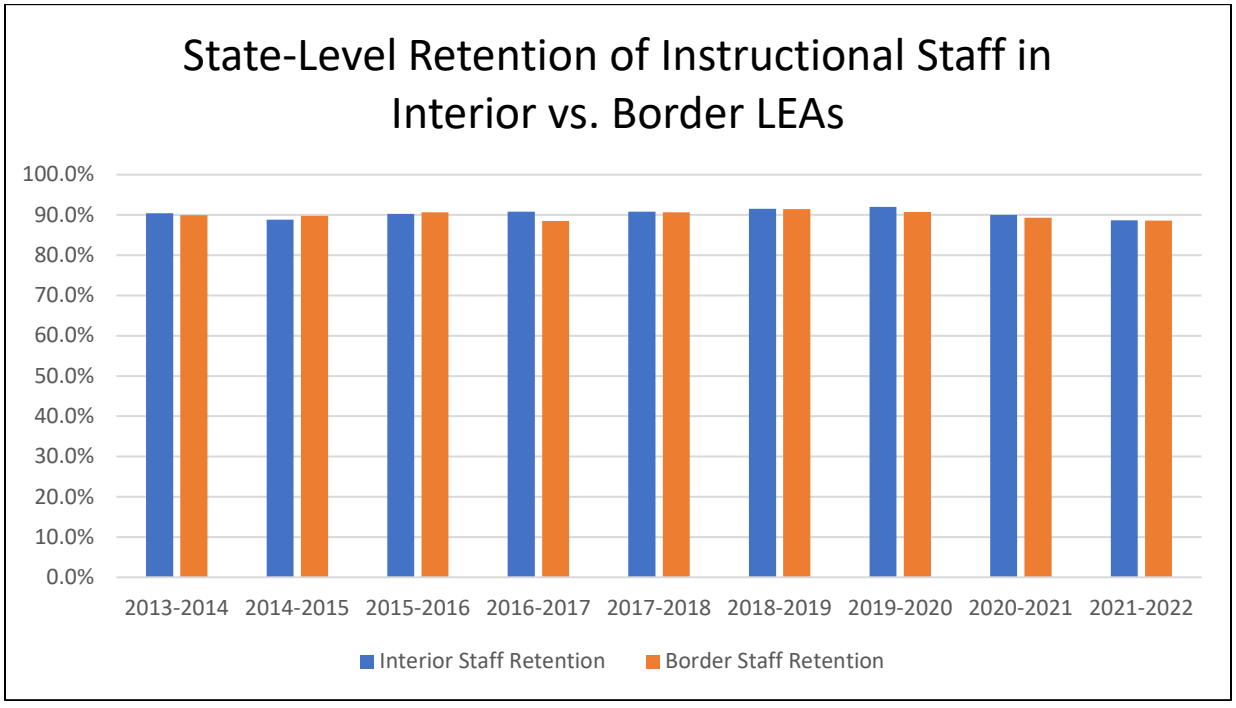

Figure 8 (above) compares the next-year, state-level retention rates of interior and border local education agencies. Border local education agencies were defined as districts whose official boundaries touch a state border, as well as public charters who are located within 25 miles of the border. There does not appear to be a substantial difference between the two.

Retention by Locale

It is important to examine the effects of locale-type on instructional staff retention. Idaho's local education agencies range from small rural schoolhouses to large urban districts with dozens of facilities and thousands of staff. The factors that influence staffing are unlikely to be the same across such disparate local contexts.

The National Center for Educational Statistics (NCES) has developed a set of codes that classify urban and rural locales in a more granular fashion than the U.S. Census (a detailed breakdown of these classifications can be found in Appendix D). Table 15 shows the rate at which instructional staff were retained in the same LEA to the next year across multiple school years, disaggregated by NCES locale-type and arranged by school year.

Table 18. Next-Year Retention of Instructional Staff in Same LEA by Locale Type

Next-Year Retention of Instructional Staff in Same LEA by Locale Type								
Locale	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**
Distinct Count of EDUID (#)								
Instructional Staff								
12-City: Mid-size	1675	1686	1739	1752	1783	1795	1832	1774
13-City: Small	2026	1994	2045	2125	2113	2152	2160	2128
21-Suburb: Large	2137	2172	2320	2413	2565	2630	2820	2707
22-Suburb: Mid-size	1194	1192	1247	1282	1270	1328	1342	1343
23-Suburb: Small	857	885	949	980	995	997	1014	1036
31-Town: Fringe	385	403	413	424	441	462	464	481
32-Town: Distant	1664	1657	1700	1744	1758	1817	1799	1792
33-Town: Remote	2048	2037	2139	2142	2203	2263	2274	2265
41-Rural: Fringe	1804	1858	1903	1945	2016	2148	2205	2270
42-Rural: Distant	1173	1193	1228	1253	1256	1281	1255	1293
43-Rural: Remote	901	866	936	887	1015	1075	1277	1277
	2015	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**
Rates (%)								
Instructional Staff								
12-City: Mid-size	88.8%	89.4%	90.2%	92.9%	91.4%	91.1%	89.3%	88.0%
13-City: Small	85.6%	88.3%	91.1%	88.3%	88.6%	89.6%	87.7%	87.2%
21-Suburb: Large	88.5%	90.8%	90.1%	90.3%	91.2%	91.6%	86.0%	84.8%
22-Suburb: Mid-size	83.2%	86.0%	86.5%	84.1%	86.0%	90.4%	85.5%	77.2%
23-Suburb: Small	86.0%	85.0%	85.4%	85.7%	86.1%	89.3%	85.4%	83.2%
31-Town: Fringe	85.2%	85.6%	86.4%	87.3%	88.0%	90.5%	85.3%	84.6%
32-Town: Distant	87.0%	87.1%	87.5%	85.7%	87.6%	88.4%	87.2%	84.8%
33-Town: Remote	83.8%	87.0%	85.5%	88.0%	90.0%	89.2%	86.0%	84.7%
41-Rural: Fringe	81.9%	82.6%	84.5%	85.5%	87.1%	87.8%	86.7%	83.9%
42-Rural: Distant	83.9%	86.4%	85.3%	85.2%	86.8%	86.7%	87.1%	82.4%
43-Rural: Remote	82.1%	86.0%	80.1%	86.8%	85.5%	84.3%	83.3%	85.7%

Over the last five years, retention rates have been the lowest in rural locales (especially those considered remote). This is unsurprising and confirms the continuation of a known issue: That truly rural local education agencies struggle to keep educators who have the opportunity to move towards larger districts with more resources as they gain experience. More surprising is that small and mid-size suburbs also tended to exhibit lower than average retention rates. The reason for this is less clear, but could be due to their close proximity to an urban center (like Boise) that often has the ability to offer greater compensation than most local education agencies in the state. In addition, the decrease in retention rates of instructional staff in small and mid-size suburbs may be the increase in housing prices, increase in interest rates, and effects of the COVID-19 pandemic.

IV. ATTRACTING AND RETAINING EDUCATIONAL STAFF

A. CURRENT IDAHO PROGRAMS TO ATTRACT AND RETAIN EDUCATIONAL STAFF

Local Education Agencies have implemented various incentives to recruit and retain educational staff. In addition, the state has also implemented various laws, programs, incentives, and partnerships to recruit and retain educational staff. Some examples include:

- Alternative and Non-Traditional Routes to Educator Certification
- Career Ladder (2016)
- Increase in Teacher Salary (2020)
- Mentoring Program Requirement for New Teachers
- Promoting the Profession
    - Idaho State Department of Education – Be an Educator Website
- Recognition Program (Teacher of the Year)
- Rural and Underserved Educator Incentive Program
- Partnership with Educator Preparation Program
- Scholarships

B. PROGRAMS WITHIN THE NATION TO ATTRACT AND RETAIN EDUCATIONAL STAFF

States across the nation have been working to address educator shortages and have implemented programs to recruit and retain education staff. Some current programs that have been implemented throughout the nation to attract and retain educational staff are the following:

- Alternative Routes to Educator Certification
- Differentiated Pay Initiatives for Hard to Staff Schools and Subjects
- Grow Your Own
- Increase Education Personnel Salaries
- Increase the Number of Pupil Service Staff in High Needs Schools
- Mentoring Programs for New Teachers
- Professional Development
- Promoting the Profession
- Providing Stipends for High Quality Educators Serving as Mentors to New Teachers
- Recognition Programs (Teacher/Employee/Administrator of the Year, Achievement Awards, Leadership Awards)
- Registered Teacher Apprenticeship Programs
- Retention Bonuses
- Teacher Residency Programs
- Teaching Fellows Grant (Scholarship) to recruit High School Juniors and Seniors
- Tuition Reimbursement

C. INFLUENCING EDUCATOR RETENTION AND EDUCATOR RECRUITMENT

United States Department of Education Fact Sheet, 2022

ATTACHMENT 1

The U.S. Department of Education announces partnerships across states, school districts, Colleges of Education to meet Secretary Cardona's call to action to address the teacher Shortage in a Fact Sheet published in March 2022. The Fact Sheet included strategies for responding to state and local teacher shortage challenges and using federal COVID 19-funds.

The U.S. Department of Education acknowledged challenges attracting and retaining teachers and noted pre-existing teacher shortages in critical areas such as Special Education, bilingual education, science, technology, engineering, math, career technical education, and early childhood education have been exacerbated by the COVID-19 pandemic (U.S. Department of Education, 2022). Educational opportunities for students are impacted by these critical shortage areas.

To increase the number of teacher candidates prepared to enter the professional in the fall and beyond, and provide immediate supports to schools, Secretary Cardona is encouraging the following (U.S. Department of Education, 2022):

State policymakers to:

- Establish teaching as a Registered Apprenticeship
- Invest in evidence-based teacher residency programs
- Establish or expand loan forgiveness or service scholarship programs
- Increase teacher compensation

School district leaders to:

- Increase the number of partnerships between Educator Preparation Programs and Districts that support teaching residencies and schools
- Increase the availability of qualified teacher residents to support educators, students, and staff

Educator Preparation Programs to:

- Increase the number of teaching residency programs and program capacity
- Work with states to establish teaching as a Registered Apprenticeship
- Establish or expand loan forgiveness or service scholarship programs (U.S. Department of Education, 2022)

In addition, some examples of programs that states across the nation have implemented to address the teacher shortage are:

- Tennessee: Registered Apprenticeship Program
    - A high quality pathway to teaching
- California: Teacher Residency Grant Program
    - Increased funding to recruit, support, and retain a teacher workforce
- New Mexico: Increased Funding for Teacher Residencies
    - Stipends for residents
    - Stipends for mentors and principals
    - Stipends for Educator Preparation Program Coordination
- Iowa: Teacher and Paraeducator Registered Apprenticeship Grant Program
    - Train High School Students and Paraeducators for the next step in their teaching careers
- Delaware Pathways:
    - Career exploration as early as middle school with education and training as a featured career pathway
    - High School Sophomores and Juniors can take courses related to careers and concurrently enroll in an EPP for a 2-3 year program of study, participate in paid internships the summer before and during their senior year of high school

Reference: U.S. Department of Education. The U.S. Department of Education Announces Partnerships Across States, School Districts, and Colleges of Education to Meet Secretary Cardona's Call to Action to Address the

Teacher Shortage: Fact Sheet, 2022. *FACT SHEET: The U.S. Department of Education Announces Partnerships Across States, School Districts, and Colleges of Education to Meet Secretary Cardona's Call to Action to Address the Teacher Shortage | U.S. Department of Education*

Education Commission of the States Policy Report, 2022

A policy report was published by the Education Commission of the States to identify policy levers that policymakers may access to strengthen the educator workforce. The Education Commission of the States is a nonpartisan interstate agency that serves as a partner to state policymakers by providing personalized support and helping education leaders come together to learn from one another (Education Commission of the States Website). The Education Commission of the States is an interstate compact approved by Congress. The brief is title, "State Policy Levers to Address Teacher Shortages" by Tiffany McDole and Cassidy Francies in June, 2022.

The policy report confirm that shortages tend to be concentrated in specific subject areas, specific schools, and specific communities (McDole, Francies, 2022). Due to the specificity of the shortages, it is recommended to have policy interventions for recruitment and retention in order to span across the entire educator pipeline.

The brief defines the Teacher Pipeline into four areas:

- Interest in the Field
- Initial Preparation and Certification
- Early Career Support
- Career Advancement

The policy report recommends accessing policy levers across all four areas of the Teacher Pipeline mentioned above. The reported policy levers that policy makers can access to support recruitment and retention are:

- Compensation was reported to influence teacher recruitment and retention
- Interest in the Field
    - Marketing Campaigns, Incentives for Substitutes and Other Support Staff to become certified full-time teachers, Grow Your Own Programs, Focused Recruitment
- Initial Preparation and Certification
    - Financial Support to Access Educator Preparation and Certification, Adequate and Quality Training, Quality Clinical Experience, Alternative Routes to Certification, Improve Teacher Preparation
- Early Career Support
    - Induction and Mentorship Programs, Loan forgiveness, Financial Support, Signing Bonuses, Housing Support
- Career Advancement
    - Retention Bonuses, Teacher Leadership, Licensure Advancement, Effective Evaluation, Support, Feedback, Professional Development, Mentorship, Tiered Licensure Systems, Bonuses for National Board Certification (McDole, Francies, 2022).

Teacher shortages are not new and have occurred over decades. The persistence of shortages in recent decades suggests that policy interventions are unlikely to provide quick fixes, but sustained, focused efforts will help to ensure all students have access to high-quality teaching (McDole, Francies, 2022).

Reference: McDole, Tiffany and Francies, Cassidy. State Policy Levers to Address Teacher Shortages. Education Commission of the States: Policy Report, 2022. *State Policy Levers to Address Teacher Shortages - Education Commission of the States (ecs.org)*

Learning Policy Institute Report, 2016

A comprehensive report by the Learning Policy Institute provides detailed information specific to educator recruitment and retention. The Learning Policy Institute conducts independent and high-quality research. The report

is titled "Solving the Teacher Shortage: How to Attract and Retain Excellent Educators" by Anne Podolsky, Tara Kini, Joseph Bishop, and Linda Darling-Hammond. The report was externally reviewed and licensed under the Creative Commons Attribution-Non-Commercial 4.0 International License in 2016. The authors referenced 332 references that were reviewed and analyzed. Although the report is current to 2022, the research yields information that is beneficial to our work in educator retention and recruitment today.

The report identifies five major factors that influences an educator's decision to enter, stay, or leave the field of education. Those five major factors are:

1. Salaries and Other Compensation
2. Preparation and Costs to Entry
3. Hiring and Personnel Management
4. Induction and Support for New Teachers
5. Working Conditions, Including School Leadership, Professional Collaboration and Shared Decision Making, Accountability Systems, and Resources for Teaching and Learning (Podolsky, Kini, Bishop, Darling-Hammond, 2016)

Ultimately, an educator's decision to enter, stay, or leave the field of education is multi-faceted as there are many factors.

The report suggests fifteen recommendations for federal, state, and local policymakers:

1. Increase teacher salaries in schools and communities where salaries are not competitive or able to support a middle-class lifestyle. To do this, some states have funded statewide salary minimums that raise and equalize pay, as well as salary incentives for accomplishments such as National Board Certification or taking on additional responsibilities.
2. Use federal levers in the new Every Student Succeeds Act (ESSA) to provide low-income schools and districts with additional resources to attract and retain high-quality teachers. To improve educator quality, Title II of ESSA includes funding that can be used, among other things, to create financial incentives to recruit and retain teachers in high-need academic subjects and low-income schools.
3. Increase teachers' overall compensation by offering housing incentives. Such incentives include money for expenses such as rent, relocation, and down payment assistance, as well as discounted homes and subsidized teacher housing.
4. Offer career advancement opportunities that provide increased compensation, responsibility, and recognition. One example is the peer assistance and review model that often provides increased pay and responsibility to accomplished teachers to serve as mentors for beginning or struggling teachers.
5. Provide service scholarships and loan forgiveness programs to attract prospective teachers to the fields and locations where they are needed most. Successful programs cover all or a large percentage of tuition; target high-need fields and schools; recruit academically strong and committed teachers; and commit recipients to teach with reasonable financial consequences if they do not fulfill the commitment.
6. Develop teacher residencies. Urban and rural teacher residencies have been successful in recruiting talented candidates in high-need fields to work as paid apprentices to skilled expert teachers, allowing novices to earn an income and gain experience while completing a credential in return for a commitment to teach for several years.
7. Create local pathways into the profession, such as high school career pathways and "Grow Your Own" teacher preparation models. These programs recruit talented individuals from the community to a career in education and help them along the pathway into the profession.
8. Strengthen hiring practices to ensure decisions are made as early as possible with the best candidate pool and based on the best information possible. Some high-performing schools and districts invest substantial time in a multistep hiring process that allows the school staff and candidate to assess their fit based on extensive information, including teaching demonstration lessons and school visits in which the candidate meets other teachers and staff.
9. Revise timelines for voluntary transfers or resignations so that hiring processes can take place as early as possible, ideally in the spring of the prior school year. In order to give school leaders better visibility into their hiring earlier in the school year, states and districts can implement incentives for teachers to submit their intent to resign or retire earlier in the school year, and also require that the

voluntary transfer process be completed earlier. States can also implement incentives to encourage state legislatures to pass budgets on time.

10. Build training and hiring pipelines for new and veteran teachers, while monitoring and reducing teacher turnover and reducing unnecessary barriers to entry for mobile teachers. Districts can develop strong partnerships with local teacher preparation programs to train and recruit student teachers. They can also monitor turnover to discover problem areas and address them.
11. Create cross-state pension portability for teachers. Current benefit plans, which are often not portable across states or districts, cause many teachers to leave the profession when they relocate. Portable plans, such as the Teachers Insurance and Annuity Association - College Retirement Equities Fund's (TIAA-CREF) model for college faculty, should be explored for p-12 teachers.
12. Invest in high-quality induction programs. States and districts can develop induction and mentoring programs using ESSA, Title II funds, and competitive grant funds, such as the Supporting Effective Educator Development program.
13. Invest in the development of high-quality principals who work to include teachers in decision-making and foster positive school cultures. Effective principal preparation programs, fundable under Title II of ESSA, tend to include problem-based learning methods, field-based internships, cohort groups, and a close collaboration between programs and districts.
14. Survey teachers to assess the quality of the teaching and learning environment, and to guide improvements. One example is the Teaching, Empowering, Leading and Learning (TELL) survey, with questions—about a school's culture, a principal's leadership, and relationships among colleagues—that are strong predictors of teachers' job satisfaction and career plans.
15. Incentivize professional development strategies and the redesign of schools to provide for greater collaboration. Systematic and sustained collaboration among teachers requires changes in scheduling and resource allocation so that they have the time necessary for productive collaboration, which improves efficacy and teacher retention. (Podolsky, Kini, Bishop, Darling-Hammond, 2016)

Reference: Podolsky, Anne, Kini, Tara, Bishop, Joseph, and Darling-Hammond, Linda. Solving the Teacher Shortage: How to Attract and Retain Excellent Educators. Learning Policy Institute: Report, 2016.

V. ANNUAL EVALUATION REVIEW RESULTS

A. ANNUAL EVALUATION REVIEW RESULTS

Pursuant to Idaho Code § 33-1004B(11), a review of a sample of instructional staff and pupil service staff evaluations shall be conducted annually. To satisfy statute, evidence is gathered from a statewide randomized sample of public-school administrators. That evidence is then examined by a team of experienced reviewers to determine if each selected administrator has conducted their evaluations in compliance with the requirements found in **IDAPA 08.02.02.120.** A fully compliant evaluation includes a minimum of the following:

i. At least two (2) documented observations of the staff member's professional practice, the first of which must be completed before January 1st
ii. At least one (1) additional measure of professional practice, which may be based on student input, parent/guardian input, or a portfolio
iii. At least one (1) measure of student achievement and/or indicator of student success (as defined by Idaho Code § 33-1001 and appropriate to the staff member's position)
iv. At least one (1) summative evaluation completed before June 1st (as defined by Idaho Code § 33-514), which must be aligned to the applicable professional standards and based on a combination of the items above

The results from the 2021-2022 Annual Evaluation Review are as follows:

- The results from the evaluation review show that ninety-three percent (93%) of the evaluations included an observation completed by January 1st for certified instructional and pupil service staff and were compliant, whereas seven percent (7%) of the evaluations submitted were noncompliant and did not include evidence of a completed observation by January 1st.

- The results from the evaluation review show that ninety-six percent (96%) of the evaluations included a second observation for certified instructional and pupil service staff and were compliant, whereas four percent (4%) of the evaluations submitted were noncompliant and did not include evidence of a completed second observation.
- The results from the evaluation review show that eighty-three percent (83%) of the evaluations included at least one additional measure of professional practice for certified instructional and pupil service staff and were compliant, whereas seventeen percent (17%) of the evaluations submitted were noncompliant and did not include evidence of at least one additional measure of professional practice.
- The results from the evaluation review show that eighty-three percent (83%) of the evaluations included at least one measure of student achievement or student success indicator for certified instructional and pupil service staff and were compliant, whereas seventeen percent (17%) of the evaluations submitted were noncompliant and did not include evidence of at least one measure of student achievement/student success indicator.
- The results from the evaluation review show that ninety-four (94%) of the evaluations included a summative evaluation completed by June 1st with all twenty-two (22) components rated for certified instructional and pupil service staff and were compliant, whereas six percent (6%) of the evaluations submitted were noncompliant and did not include evidence of a summative evaluation completed by June 1st with all twenty -two (22) components rated.
- The results from the evaluation review show that seventy-seven percent (77%) of the evaluations met all state requirements for certified instructional and pupil service staff, whereas twenty-three percent (23%) of the evaluations submitted were noncompliant and were missing evidence of one or more elements required.

B. ANNUAL EVALUATION REVIEW SURVEY RESULTS

Comparing the responses of the administrators to the certificated staff whom they evaluated allows for an examination of the perceived validity of the evaluation process among those involved. A significant disparity between the responses of the two groups could indicate a disconnect in evaluation practice worth exploring further. Ninety-one (91) administrators responded to the administrator survey and four hundred forty-three (443) certified staff members responded to the certified staff survey. Below are several survey questions that were pulled from the 2021-2022 Annual Evaluation Report, which is viewable on the State Board of Education's Website.

The surveys asked Administrators and certified staff to rate their level of familiarity with evaluation based on Idaho Code and Administrative Rule. Both surveys used a 1-10 Likert-type scale, which one (1) meaning "No Knowledge" and ten (10) meaning "Expert Knowledge." The results are seen below in Table 18. It is noteworthy to mention that administrators and certified staff have knowledge of the evaluation system based on Idaho Code and Administrative Rules. The results show that Idaho Local Education Agencies are likely meeting their obligation to communicate local evaluation policies based upon Idaho Code and Administrative Rules to certified staff.

Table 19. Familiarity with Legal Requirements for Evaluation

Familiarity with Legal Requirements for Evaluation		
Survey	**Survey Question**	**Average**
Administrator Survey	On a scale of 1-10, please rate your level of familiarity with evaluation based upon Idaho Code and Administrative Rule.	8
Certified Staff Survey	On a scale of 1-10, please rate your level of familiarity with evaluation based upon Idaho Code and Administrative Rule.	7.56

The surveys asked both the administrator and the certified staff to rate the quality of feedback. Both surveys used a 1-5 Likert-type scale, which one (1) meaning "Poor" and five (five) meaning "Exceptional." It is noteworthy that

certified staff rated the quality of their administrator's feedback higher than the administrator rated the quality of their feedback as seen below in Table 19.

Table 20. Quality of Feedback

Quality of Feedback		
Survey	**Survey Question**	**Average**
Administrator Survey	On a scale from 1-5, how would you rate the quality of feedback provided to staff on their performance?	3.77
Certified Staff Survey	On a scale from 1-5, how would you rate the quality of feedback you receive on your performance from your administrator.	4.11

The surveys sought to gather data on the frequency with which administrators have professional conversations with certified staff members about their performance. The responses are shown below in Table 20. In general, the administrators reported having professional conversations with certified staff members about their performance at least twice during the academic year. Ninety-four percent (94%) of certified staff report that administrators have professional conversations with them regarding their performance, while six percent (6%) of certified staff reported that their administrator rarely has professional conversations with them about their performance.

Table 21. Frequency of Feedback

Frequency of Feedback				
Frequency	**Administrator Responses #**	**Administrator Responses %**	**Certified Staff Responses #**	**Certified Staff Responses %**
Daily	5	6%	10	2%
Weekly	26	29%	66	15%
Monthly	24	26%	113	26%
Quarterly	16	17%	93	21%
Twice during the academic year	20	22%	133	30%
Rarely	0	0%	25	6%
Never	0	0%	3	0%

The surveys asked both groups to rate how accurate evaluations were in measuring professional practice. The rating scale included five options: Completely, Mostly, Moderately, Marginally, and Not at All. Ninety-three percent (93%) of administrators and eighty-nine (89%) of certified staff report that their summative evaluation completely or mostly measured the certified staffs' professional practice accurately, while four percent (4%) of certified staff reported that their summative evaluation marginally or did not accurately measure their professional practice as seen below in Table 21.

Table 22. Accuracy of Measuring Professional Practice

Accuracy of Measuring Professional Practice				
	Administrator Responses	**Administrator Responses**	**Certified Staff Responses**	**Certified Staff Responses**

	#	%	#	%
Completely	31	34%	226	51%
Mostly	54	59%	167	38%
Moderately	6	7%	31	7%
Marginally	0	0%	14	3%
Not at All	0	0%	5	1%

The surveys asked both groups to rate how accurate evaluations were in the certified staffs' impact on student success. The rating scale included five options: Completely, Mostly, Moderately, Marginally, and Not at All. Eighty-six percent (86%) of administrators and eighty-four percent (84%) of certified staff report that summative evaluations evaluation completely or mostly measured the certified staffs' impact on student success accurately, while two percent (2%) of administrators and seven percent (7%) of certified staff reported that their summative evaluation marginally or did not accurately measure their impact on student success as seen below in Table 22.

Table 23. Accuracy of Measuring Impact on Student Success

Accuracy of Measuring Impact on Student Success				
	Administrator Responses #	Administrator Responses %	Certified Staff Responses #	Certified Staff Responses %
Completely	18	20%	181	41%
Mostly	60	66%	191	43%
Moderately	11	12%	38	9%
Marginally	2	2%	25	5%
Not At All	0	0%	8	2%

C. ANNUAL EVALUATION REVIEW REPORT

The Annual Evaluation Review report is publicly available on the Idaho State Board of Education Website along with being embedded in the Educator Pipeline Report.

Although overall compliance with evaluation requirements have increased from 52% in 2017-2018 to 77% in 2021-22, the results from the 2021-2022 Annual Evaluation Review shows that administrators would benefit from guidance around including at least one additional measure of professional practice and at least one measure of student Achievement or Student Success Indicator.

A recorded training was emailed to administrators who had one or more non-compliant components found in any of their reviewed educator evaluations. In addition, the required evaluation components were listed on the Idaho State Board of Education Website with references to Idaho Code and Administrative Rules.

VI. CONCLUSION

Idaho has faced a great amount of growth in the last several years. As the population continues to increase, so will the demand for educators.

New educators from Idaho's educator preparation program and out-of-state transfers are hypothetically sufficient to fulfill the staffing needs of LEAs across the state—yet some individuals who hold a valid certificate do not serve in Idaho public schools. Additionally, although the number of new educators accepting positions in Idaho schools has steadily increased over time, the current rate of growth is unlikely to address the projected demand unless Idaho improves its ability to retain the qualified educators it already has.

There are strong indications that the increases in base compensation associated with the career ladder have had a positive impact on the recruitment and retention of educational staff. The retention rate among educators in their first five years of service has seen meaningful improvement, and retention rates are highest for educators in the professional and advanced professional rung of the career ladder. There no longer appears to be a substantial difference between interior staff retention and border staff retention.

There are opportunities for improvement—especially those who teach in rural locales. Retention rates were lowest in suburb mid-size areas, rural-distant, and rural-fringe areas, which is something to watch in relationship to housing prices, increased interest rates, growth rates currently seen in secondary school, lack of housing in rural areas, and increased cost of living. Identifying policy mechanisms that can address recruitment, shortage areas, and retention will be vital to avoiding a worsening shortage as a large cohort of teachers with over 8 years of experience moves closer to retirement.

The number of newly issued endorsements pointed to a concern. Specifically, since the 2016-2017 school year to the current 2022-2023 school year, there were two newly issued endorsements in Audiology and zero of them were connected to an assignment in Idaho in any school year since the 2016-2017 school year. Meaning that Idaho's Local Education Agencies have seen zero new audiologists since the 2016-2017 school year.

ATTACHMENT 1

APPENDIX A

Educator Preparation Program Completers Next Year Placement Rates									
Program	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
BSU									
EPP Reported Completers (#)	169	176	136	173	117	112	104	220	216
EPP Completers with Matched ID (#)	158	173	130	166	114	109	101	217	162
EPP Placement Rate (%)	65.82%	69.36%	71.54%	61.45%	65.79%	60.55%	71.29%	63.59%	66.67%
EPP Completers Placed with Matched ID (#)	104	120	93	102	75	66	72	138	108
Program	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
ISU									
EPP Reported Completers (#)	95	76	101	72	76	75	81	77	78
EPP Completers with Matched ID (#)	92	72	94	71	75	74	81	76	77
EPP Placement Rate (%)	68.48%	79.17%	79.79%	83.10%	77.33%	72.97%	71.60%	78.95%	74.03%
EPP Completers Placed with Matched ID (#)	63	57	75	59	58	54	58	60	57
Program	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
LCSC									
EPP Reported Completers (#)	47	49	50	40	32	63	39	55	38
EPP Completers with Matched ID (#)	46	48	49	39	30	61	39	54	38
EPP Placement Rate (%)	67.39%	62.50%	67.35%	48.72%	53.33%	57.38%	58.97%	57.41%	57.89%
EPP Completers Placed with Matched ID (#)	31	30	33	19	16	35	23	31	22
Program	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
UI									
EPP Reported Completers (#)	75	110	116	94	112	100	141	46	84

EPP Completers with Matched ID (#)	73	108	115	93	112	100	140	46	66
EPP Placement Rate (%)	43.84%	46.30%	50.43%	36.56%	50.00%	45.00%	44.29%	43.48%	48.48%
EPP Completers Placed with Matched ID (#)	32	50	58	34	56	45	62	20	32
Program	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
BYU-ID									
EPP Reported Completers (#)	439	294	380	349	334	380	354	385	312
EPP Completers with Matched ID (#)	428	293	373	340	330	372	349	375	311
EPP Placement Rate (%)	26.40%	27.65%	30.83%	28.24%	25.45%	23.12%	23.50%	31.73%	30.87%
EPP Completers Placed with Matched ID (#)	113	81	115	96	84	86	82	119	96
Program	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
COI									
EPP Reported Completers (#)	16	11	21	12	8	7	8	3	2
EPP Completers with Matched ID (#)	16	10	21	12	8	7	8	3	2
EPP Placement Rate (%)	62.50%	60.00%	76.19%	91.67%	100.00%	100.00%	100.00%	100.00%	50.00%
EPP Completers Placed with Matched ID (#)	10	6	16	11	8	7	8	3	1
Program	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
NNU									
EPP Reported Completers (#)	43	53	51	51	50	42	37	25	35
EPP Completers with Matched ID (#)	42	52	51	49	47	41	36	25	34
EPP Placement Rate (%)	76.19%	71.15%	80.39%	77.55%	68.09%	82.93%	75.00%	68.00%	67.65%
EPP Completers Placed with Matched ID (#)	32	37	41	38	32	34	27	17	23

ATTACHMENT 1

Program	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ABCTE									
EPP Reported Completers (#)	60	172	405	256	12	125	65	635	236
EPP Completers with Matched ID (#)	-	124	130	-	12	120	63	616	224
EPP Placement Rate (%)	-	75.00%	81.54%	-	83.33%	79.17%	79.37%	81.98%	81.70%
EPP Completers Placed with Matched ID (#)	-	93	106	-	10	95	50	505	183

Program	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
CSI									
EPP Reported Completers (#)							16	16	16
EPP Completers with Matched ID (#)							1	5	4
EPP Placement Rate (%)							100.00%	100.00%	100.00%
EPP Completers Placed with Matched ID (#)							1	5	4

Program	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
TFAI									
EPP Reported Completers (#)		13	13	19	20	21	19	21	10
EPP Completers with Matched ID (#)		13	12	18	14	-	-	18	9
EPP Placement Rate (%)		100.00%	100.00%	100.00%	100.00%	-	-	100.00%	88.89%
EPP Completers Placed with Matched ID (#)		13	12	18	14	-	-	18	8

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APPENDIX B

Count of New Instructional Endorsements Issued by General Category and Year			
Newly Issued Endorsement by Fiscal Year	**Newly Issued Endorsement WAS connected with an Idaho School Based Assignment in Any Year**	**Newly Issued Endorsement was NOT connected with an Idaho School Based Assignment in Any Year**	**Grand Total: Total Endorsements Issued**
Agriculture Science and Technology (6-12)			
2016	17	6	23
2017	2	1	3
2018	7	0	7
2019	1	0	1
Aircraft Mech/Airframe & Power			
2016	1	0	1
All Subjects (K-8)			
2016	663	203	866
2017	696	197	893
2018	736	203	939
2019	760	250	1010
2020	683	270	953
2021	828	309	1137
2022	795	292	1087
2023	394	84	478
American Government/ Political Science (6-12)			
2016	13	4	17
2017	13	10	23
2018	24	8	32
2019	15	5	20
2020	15	10	25
2021	10	8	18
2022	15	11	26
2023	5	1	6
American Government/Political Science (5-9)			
2017	0	1	1
American Indian Language			
2017	0	1	1
2019	1	0	1
2022	0	1	1
Bilingual Education (K-12)			
2016	11	4	15
2017	8	5	13
2018	5	1	6
2019	2	1	3

2020	4	1	5
2021	6	1	7
2022	5	2	7
2023	1	0	1
Biological Science (5-9)			
2016	6	0	6
2017	1	2	3
2018	1	0	1
2019	3	3	6
2020	1	0	1
2021	2	2	4
2022	1	1	2
2023	1	0	1
Biological Science (6-12)			
2016	46	18	64
2017	65	17	82
2018	68	20	88
2019	61	20	81
2020	45	23	68
2021	48	33	81
2022	59	19	78
2023	29	3	32
Blended EC/EC Special Ed (Birth-Gr 3)			
2016	43	36	79
2017	30	34	64
2018	40	35	75
2019	50	41	91
2020	34	42	76
2021	42	32	74
2022	34	28	62
2023	12	9	21
Blended Elementary Ed/Elementary Special Ed (4-6)			
2018	1	0	1
2020	1	0	1
2021	2	0	2
2022	1	4	5
Business			
2016	14	5	19
2017	12	3	15
2018	4	1	5
2019	3	0	3
2020	0	1	1

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2022	1	0	1
Chemistry (5-9)			
2019	1	0	1
Chemistry (6-12)			
2016	12	7	19
2017	10	8	18
2018	21	8	29
2019	18	6	24
2020	10	4	14
2021	13	5	18
2022	8	3	11
2023	8	1	9
Communication (6-12)			
2016	7	3	10
2017	2	5	7
2018	2	0	2
2019	3	3	6
2020	1	0	1
2021	3	3	6
2022	2	1	3
2023	4	1	5
Computer Science (5-9)			
2021	0	1	1
Computer Science (6-12)			
2017	3	1	4
2018	2	1	3
2019	3	1	4
2020	1	2	3
2021	2	1	3
2022	2	1	3
2023	1	0	1
CTE - Agriculture Science and Technology (6-12)			
2016	2	0	2
2018	4	1	5
2019	10	2	12
2020	19	4	23
2021	16	2	18
2022	10	2	12
2023	8	3	11
CTE - Business Technology Education (6-12)			
2018	8	5	13
2019	10	8	18

2020	9	6	15
2021	4	4	8
2022	9	5	14
2023	4	3	7
CTE - Career Counselor (6-12)			
2021	1	0	1
CTE - Computer Science (6-12)			
2023	1	0	1
CTE - Engineering (6-12)			
2020	0	1	1
2021	0	1	1
CTE - Family and Consumer Sciences (6-12)			
2017	1	0	1
2018	7	7	14
2019	9	8	17
2020	11	10	21
2021	9	8	17
2022	9	5	14
2023	6	3	9
CTE - Marketing Technology Education (6-12)			
2018	3	1	4
2019	5	4	9
2020	2	4	6
2021	1	2	3
2022	3	0	3
2023	2	1	3
CTE - Technology Education (6-12)			
2018	2	0	2
2019	1	0	1
2020	1	0	1
2021	1	4	5
2022	2	0	2
2023	1	1	2
CTE OS - Accounting (6-12)			
2016	2	0	2
2017	2	0	2
2018	2	1	3
2019	1	1	2
CTE OS - Ag Business Management (6-12)			
2017	3	1	4
2018	3	0	3
2020	1	0	1
CTE OS - Ag Leadership and Communications (6-12)			

2021	1	1	2
2022	2	1	3
2023	3	0	3
CTE OS - Agribusiness (6-12)			
2021	1	1	2
2022	4	1	5
2023	1	0	1
CTE OS - Agricultural Power Machinery (6-12)			
2017	2	2	4
2018	2	0	2
2019	1	1	2
CTE OS - Agricultural Production (6-12)			
2016	1	0	1
2017	4	2	6
2018	3	0	3
2019	0	1	1
2020	1	0	1
CTE OS - Agriculture Mechanics & Power Systems			
2021	1	0	1
2022	2	0	2
2023	2	0	2
CTE OS - Animal Health & Veterinary Sci (6-12)			
2017	3	3	6
2018	1	0	1
2019	2	0	2
2020	2	0	2
CTE OS - Animal Science (6-12)			
2021		1	1
2022	2	1	3
2023	4	0	4
CTE OS - Applied Accounting (6-12)			
2021	3	0	3
2022	6	0	6
2023	2	0	2
CTE OS - Aquaculture (6-12)			
2018	1	0	1
2019	1	0	1
CTE OS - Auto Maintenance & Light Repair (6-12)			
2016	2	0	2
2017	4	2	6
2018	3	0	3
2019	2	0	2
2020	2	1	3

2021	2	0	2
2022	3	1	4
2023	2	0	2
CTE OS - Automated Manufacturing (6-12)			
2017	1	0	1
2018	0	1	1
2021	1	0	1
2022	3	1	4
CTE OS - Automotive Collision Repair (6-12)			
2016	1	0	1
2017	1	1	2
2018	1	0	1
2020	1	0	1
2021	1	0	1
CTE OS - Bookkeeping (6-12)			
2017	1	0	1
2019	0	1	1
CTE OS - Business Digital Communications (6-12)			
2021	5	0	5
2022	2	0	2
2023	1	0	1
CTE OS - Business Management (6-12)			
2020	1	0	1
2021	7	0	7
2022	10	1	11
2023	5	1	6
CTE OS - Business Management/Finance (6-12)			
2016	11	4	15
2017	19	5	24
2018	9	7	16
2019	9	3	12
2020	4	1	5
2021	1	0	1
CTE OS - Cabinetmaking & Bench Carpentry (6-12)			
2016	3	0	3
2017	2	0	2
2019	3	0	3
2020	1	0	1
2021	1	0	1
2022	1	1	2
CTE OS - Carpentry (6-12)			
2016	1	0	1

2018	2	0	2
2019	2	0	2
CTE OS - Certified Welding (6-12)			
2016	2	0	2
2017	2	1	3
2018	1	1	2
2019	2	1	3
2021	2	0	2
2022	8	2	10
2023	2	0	2
CTE OS - Child Development & Services (6-12)			
2022	1	0	1
CTE OS - Child Development Care & Guidance (6-12)			
2018	1	0	1
2020	1	0	1
CTE OS - Civil Engineering Technology (6-12)			
2016	1	0	1
CTE OS - Commercial Photography (6-12)			
2016	2	0	2
2017	2	0	2
2018	1	0	1
2019	1	0	1
2020	1	0	1
2021	1	0	1
2022	1	1	2
2023	3	0	3
CTE OS - Computer Graphic Communication (6-12)			
2016	1	0	1
2017	2	0	2
2020	1	0	1
CTE OS - Computer Science/Info Tech (6-12)			
2017	0	1	1
2018	2	2	4
2020	1	1	2
CTE OS - Computer Support (6-12)			
2021	1	0	1
2022	10	1	11
2023	3	0	3
CTE OS - Construction Trades Technology (6-12)			
2016	2	0	2
2017	5	1	6
2018	3	1	4
2019	3	2	5

2020	1	0	1
2021	2	0	2
2022	3	0	3
2023	2	1	3
CTE OS - Cosmetology (6-12)			
2017	1	0	1
2020	1	0	1
2023	1	0	1
CTE OS - Culinary Arts (6-12)			
2016	3	0	3
2017	1	0	1
2018	3	1	4
2019	1	1	2
2020	3	0	3
2021	3	0	3
2022	0	1	1
2023	1	1	2
CTE OS - Dental Assisting (6-12)			
2016	1	0	1
2017	1	0	1
2019	1	0	1
2020	1	0	1
2022	2	0	2
2023	1	0	1
CTE OS - Dietitian (6-12)			
2017	1	0	1
2019	1	0	1
2020	1	0	1
2021	1	0	1
2023	1	0	1
CTE OS - Digital Media Production (6-12)			
2021	2	1	3
2022	2	0	2
2023	2	0	2
CTE OS - Drafting and Design (6-12)			
2016	2	0	2
2017	0	1	1
2018	1	0	1
2019	1	0	1
2020	1	0	1
2021	1	0	1
2022	2	0	2

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CTE OS - Ecology and Natural Resource Management (6-12)			
2021	1	0	1
2022	0	2	2
2023	2	0	2
CTE OS - Electrical Technology (9-12)			
2017	1	0	1
2018	1	0	1
2020	0	1	1
2021	1	0	1
2023	1	0	1
CTE OS - Electronics Technology (6-12)			
2017	1	1	2
2018	3	1	4
2020	0	1	1
2022	1	0	1
2023	1	0	1
CTE OS - Emergency Medical Technician (6-12)			
2016	4	1	5
2017	1	0	1
2019	3	0	3
2020	1	2	3
2021	2	0	2
CTE OS - Family & Consumer Sciences (6-12)			
2019	1	0	1
2023	1	0	1
CTE OS - Farm & Ranch Management (6-12)			
2017	2	1	3
2018	1	0	1
2019	0	1	1
CTE OS - Fashion and Interiors (6-12)			
2020	1	0	1
CTE OS - Firefighting (6-12)			
2017	2	0	2
2019	0	1	1
2020	2	2	4
2022	1	0	1
CTE OS - Food Science & Processing Tech (6-12)			
2022	0	1	1
CTE OS - Food Service (6-12)			
2016	1	0	1
2017	3	0	3
2018	1	0	1
CTE OS - General Engineering (6-12)			

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2016	2	0	2
2017	2	1	3
2020	1	0	1
CTE OS - Graphic Design (6-12)			
2017	1	0	1
2018	2	1	3
2019	2	0	2
2020	2	1	3
2021	2	0	2
2022	1	0	1
CTE OS - Heavy Equipment/Diesel Technology (6-12)			
2016	2	0	2
2017	1	0	1
2018	1	0	1
2019	1	0	1
2020	2	1	3
2021	1	0	1
2022	2	0	2
2023	1	0	1
CTE OS - Horticulture (6-12)			
2016	1	0	1
2017	1	0	1
2018	1	0	1
CTE OS - Hospitality Services (6-12)			
2017	1	0	1
2018	1	0	1
2022	0	1	1
CTE OS - HVAC Technology (6-12)			
2019	1	0	1
2023	1	0	1
CTE OS - Industrial Mechanics (6-12)			
2016	1	0	1
2020	0	1	1
2022	2	0	2
2023	0	1	1
CTE OS - Information/Communication Tech (6-12)			
2016	3	2	5
2017	7	2	9
2018	5	2	7
2019	2	0	2
2020	3	0	3
CTE OS - Instrumentation Technology (6-12)			

2020	0	1	1
CTE OS - Journalism (6-12)			
2020	2	0	2
2021	3	0	3
CTE OS - Law Enforcement (6-12)			
2016	2	1	3
2017	4	0	4
2018	1	0	1
2019	2	2	4
2020	3	1	4
2021	1	0	1
2022	4	1	5
CTE OS - Marketing (6-12)			
2016	5	1	6
2017	5	2	7
2018	3	2	5
2019	3	1	4
2020	1	2	3
2021	4	0	4
2022	4	0	4
2023	1	0	1
CTE OS - Masons & Tile Setters (6-12)			
2017	1	0	1
CTE OS - Medical Administrative Assisting (6-12)			
2019	1	0	1
CTE OS - Medical Assisting (6-12)			
2018	1	0	1
2019	1	0	1
2020	1	0	1
2022	1	0	1
2023	1	0	1
CTE OS - Microcomputer Applications (6-12)			
2016	3	1	4
2017	7	1	8
2018	2	0	2
2019	0	1	1
2020	1	0	1
CTE OS - Natural Resource Management (6-12)			
2016	1	0	1
2019	1	0	1
2022	0	1	1
CTE OS - Network & Computer Support (6-12)			
2016	3	2	5

2017	4	2	6
2018	2	2	4
2019	3	1	4
2020	3	0	3
CTE OS - Network Support Technician (6-12)			
2016	3	3	6
2017	4	2	6
2018	1	0	1
CTE OS - Networking Support (6-12)			
2021	1	0	1
2022	8	1	9
2023	3	0	3
CTE OS - Nursing Assistant (6-12)			
2016	4	1	5
2017	7	3	10
2018	5	0	5
2019	9	0	9
2020	5	0	5
2021	5	0	5
2022	1	0	1
2023	6	0	6
CTE OS - Orientation to Health Professions (6-12)			
2016	1	0	1
2017	1	0	1
2018	2	0	2
2019	1	0	1
CTE OS - Ornamental Horticulture (6-12)			
2022	1	1	2
2023	2	0	2
CTE OS - Paramedic (6-12)			
2020	0	1	1
CTE OS - Pharmacy Technician (6-12)			
2016	1	0	1
2017	1	0	1
2019	2	0	2
CTE OS - Plant and Soil (6-12)			
2021	1	0	1
2022	3	2	5
2023	4	0	4
CTE OS - Practical Nursing (6-12)			
2016	4	1	5
2017	7	3	10
2018	5	0	5

2019	7	0	7
CTE OS - Precision Machining (6-12)			
2016	2	0	2
2022	1	0	1
CTE OS - Pre-Engineering Technology (6-12)			
2016	2	0	2
2017	4	2	6
2019	1	0	1
2020	0	1	1
2021	2	0	2
2022	2	1	3
CTE OS - Programming & Software Development (6-12)			
2020	1	1	2
2021	1	0	1
2022	2	1	3
2023	1	0	1
CTE OS - Programming & Web Technologies (6-12)			
2017	1	0	1
2018	0	1	1
2019	2	0	2
2020	0	1	1
CTE OS - Rehab/Therapeutic Services (6-12)			
2018	1	0	1
2019	1	0	1
2020	1	0	1
CTE OS - Rehabilitation Services (6-12)			
2022	5	0	5
2023	2	0	2
CTE OS - Sales (6-12)			
2016	2	0	2
2017	1	1	2
2018	2	1	3
2019	1	0	1
CTE OS - Small Engine Repair/Power Sports (6-12)			
2018	0	1	1
2019	1	0	1
2020	0	1	1
2021	1	0	1
2022	1	0	1
CTE OS - Sports Medicine/Athletic Training (6-12)			
2016	7	1	8
2017	2	0	2
2018	3	0	3

2019	2	1	3
2020	0	1	1
CTE OS - Television Production/Broadcasting (6-12)			
2016	2	1	3
2017	1	1	2
2019	2	0	2
2020	1	0	1
2021	1	0	1
CTE OS - Web Design and Development (6-12)			
2020	1	1	2
2021	1	0	1
2022	7	1	8
2023	1	0	1
CTE OS - Word Processing Technology (6-12)			
2019	1	1	2
CTE OS - Work Based Learning Coordinator (6-12)			
2019	1	1	2
2021	2	0	2
2022	2	1	3
2023	2	1	3
Deaf/Hard of Hearing (Pre-K-12)			
2016	0	3	3
2017	0	3	3
2018	2	0	2
2019	1	2	3
2020	0	1	1
2021	1	2	3
2022	6	1	7
Dental Hygiene			
2017	1	0	1
Early Childhood Special Education (PK-3)			
2016	2	0	2
2017	2	0	2
2018	3	0	3
2019	8	1	9
2020	1	2	3
2021	6	4	10
2022	4	7	11
2023	4	0	4
Earth and Space Science (5-9)			
2016	1	1	2
2017	0	1	1

2018	14	11	25
2019	11	17	28
2020	3	2	5
2021	3	1	4
2022	1	0	1
2023	0	1	1
Earth and Space Science (6-12)			
2016	8	3	11
2017	6	10	16
2018	13	0	13
2019	9	8	17
2020	7	7	14
2021	6	10	16
2022	9	2	11
2023	6	2	8
Economics (5-9)			
2019	0	1	1
2021	1	0	1
Economics (6-12)			
2016	6	0	6
2017	2	3	5
2018	4	1	5
2019	5	4	9
2021	3	1	4
2022	2	0	2
2023	2	1	3
Engineering (6-12)			
2017	1	0	1
2019	3	1	4
2021	1	0	1
2022	1	1	2
2023	0	1	1
English (5-9)			
2016	23	8	31
2017	48	21	69
2018	38	37	75
2019	40	54	94
2020	41	43	84
2021	44	39	83
2022	38	30	68
2023	2	2	4
English (6-12)			

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2016	144	60	204
2017	138	57	195
2018	121	63	184
2019	122	57	179
2020	123	60	183
2021	125	73	198
2022	134	82	216
2023	71	16	87
English as a Second Language (ESL) (K-12)			
2016	74	31	105
2017	63	31	94
2018	84	31	115
2019	87	40	127
2020	66	49	115
2021	96	64	160
2022	84	50	134
2023	27	14	41
Exceptional Child Generalist (6-12)			
2020	0	1	1
2022	2	3	5
2023	5	0	5
Exceptional Child Generalist (K-12)			
2016	188	21	209
2017	199	43	242
2018	197	35	232
2019	230	32	262
2020	181	47	228
2021	215	67	282
2022	203	59	262
2023	98	22	120
Exceptional Child Generalist (K-8)			
2017	1	0	1
2018	2	0	2
2019	2	1	3
2020	3	0	3
2021	5	0	5
2022	7	0	7
2023	11	0	11
Family and Consumer Sciences (5-9)			
2019	0	1	1
Family and Consumer Sciences (6-12)			
2016	21	10	31

2017	6	7	13
2018	3	0	3
2019	4	0	4
Geography (6-12)			
2016	4	2	6
2017	1	2	3
2018	2	2	4
2019	4	2	6
2020	0	3	3
2021	2	4	6
2022	1	3	4
Geology (6-12)			
2016	0	1	1
2017	2	0	2
2019	2	0	2
2020	2	1	3
2021	1	0	1
2022	1	0	1
Gifted and Talented (K-12)			
2016	3	1	4
2017	5	2	7
2018	10	0	10
2019	2	2	4
2020	4	2	6
2021	3	3	6
2022	1	4	5
2023	0	1	1
Health (5-9)			
2017	2	0	2
2019	0	1	1
2020	2	2	4
2021	0	2	2
2022	0	2	2
Health (6-12)			
2016	18	7	25
2017	26	6	32
2018	19	8	27
2019	15	7	22
2020	15	4	19
2021	15	9	24
2022	10	7	17
2023	11	2	13

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Health (K-12)			
2016	11	0	11
2017	11	2	13
2018	11	6	17
2019	19	3	22
2020	19	9	28
2021	21	6	27
2022	20	14	34
2023	10	0	10
History (5-9)			
2016	4	1	5
2017	11	2	13
2018	17	12	29
2019	24	19	43
2020	26	28	54
2021	23	16	39
2022	21	24	45
2023	3	2	5
History (6-12)			
2016	71	33	104
2017	55	27	82
2018	76	38	114
2019	52	44	96
2020	59	31	90
2021	78	50	128
2022	60	48	108
2023	25	10	35
Humanities (5-9)			
2018	1	0	1
2021	1	0	1
2022	0	1	1
2023	1	0	1
Humanities (6-12)			
2016	0	1	1
2018	1	0	1
2020	3	0	3
2021	2	3	5
2022	1	0	1
Journalism (6-12)			
2016	0	1	1
2017	2	2	4
2018	2	0	2

2019	1	1	2
2021	2	2	4
2022	1	0	1
2023	2	0	2
Junior ROTC			
2017	0	1	1
2018	1	0	1
2019	1	0	1
2020	1	1	2
2021	0	1	1
2022	0	1	1
2023	1	0	1
Literacy (K-12)			
2016	79	17	96
2017	68	24	92
2018	63	10	73
2019	55	20	75
2020	51	15	66
2021	67	30	97
2022	60	38	98
2023	30	9	39
Literacy 6/9			
2016	2	1	3
2017	3	0	3
Marketing Technology Education (5-9)			
2017	2	0	2
2018	1	0	1
Marketing Technology Education (6-12)			
2016	1	1	2
2017	3	1	4
Mathematics - Basic (6-12)			
2016	8	2	10
2017	4	1	5
2018	11	6	17
2019	7	1	8
2020	6	0	6
Mathematics - Middle Level (5-9)			
2016	19	9	28
2017	17	8	25
2018	18	5	23
2019	50	35	85
2020	47	45	92

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2021	62	49	111
2022	68	36	104
2023	17	4	21
Mathematics (5-9)			
2016	22	6	28
2017	38	17	55
2018	37	21	58
2019	16	6	22
2020	0	1	1
Mathematics (6-12)			
2016	76	18	94
2017	87	32	119
2018	98	22	120
2019	89	24	113
2020	64	36	100
2021	81	31	112
2022	83	27	110
2023	47	7	54
Music (5-9)			
2019	1	0	1
2022	1	0	1
Music (6-12)			
2016	5	3	8
2017	4	4	8
2018	1	5	6
2019	3	5	8
2020	4	5	9
2021	2	3	5
2022	6	5	11
2023	1	0	1
Music (K-12)			
2016	39	23	62
2017	37	18	55
2018	30	13	43
2019	40	11	51
2020	32	15	47
2021	43	13	56
2022	39	31	70
2023	22	4	26
Natural Science (5-9)			
2016	11	7	18
2017	26	15	41

2018	17	4	21
2019	8	3	11
2020	0	2	2
Natural Science (6-12)			
2016	44	11	55
2017	43	13	56
2018	35	8	43
2019	31	7	38
2020	35	14	49
2021	42	12	54
2022	40	13	53
2023	21	4	25
Online-Teacher (PK-12)			
2018	1	0	1
2020	2	1	3
2021	1	4	5
2022	0	1	1
2023	0	1	1
Physical Education (PE) (5-9)			
2018	1	0	1
2020	0	1	1
2021	1	0	1
2022	2	1	3
Physical Education (PE) (6-12)			
2016	11	1	12
2017	4	4	8
2018	17	4	21
2019	7	4	11
2020	8	1	9
2021	8	1	9
2022	13	3	16
2023	5	1	6
Physical Education (PE) (K-12)			
2016	30	17	47
2017	38	12	50
2018	47	15	62
2019	47	25	72
2020	36	15	51
2021	47	23	70
2022	43	27	70
2023	17	4	21
Physical Science (5-9)			

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2018	2	0	2
2020	1	0	1
2021	1	0	1
2022	0	1	1
Physical Science (6-12)			
2016	7	1	8
2017	5	6	11
2018	6	1	7
2019	6	0	6
2020	1	2	3
2021	2	4	6
2022	4	1	5
2023	3	0	3
Physics (6-12)			
2016	11	1	12
2017	7	3	10
2018	4	3	7
2019	14	3	17
2020	2	1	3
2021	6	7	13
2022	8	3	11
2023	2	2	4
Psychology (5-9)			
2016	1	0	1
2017	1	1	2
2018	1	0	1
2021	0	1	1
2022	1	0	1
2023	1	1	2
Psychology (6-12)			
2016	3	0	3
2017	3	3	6
2018	6	1	7
2019	6	1	7
2020	3	0	3
2021	3	1	4
2022	2	2	4
2023	3	0	3
Public Charter School Teacher			
2023	30	5	35
Science - Middle Level (5-9)			
2019	0	1	1

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2020	13	22	35
2021	16	15	31
2022	16	14	30
2023	6	1	7
Social Studies - Middle Level (5-9)			
2016	1	0	1
2020	8	1	9
2021	10	4	14
2022	9	4	13
2023	5	4	9
Social Studies (5-9)			
2016	12	2	14
2017	20	9	29
2018	15	6	21
2019	19	8	27
2020	4	2	6
2021	1	1	2
2022	3	5	8
2023	1	1	2
Social Studies (6-12)			
2016	46	23	69
2017	49	15	64
2018	38	37	75
2019	48	22	70
2020	36	35	71
2021	44	47	91
2022	51	38	89
2023	22	7	29
Sociology (6-12)			
2016	3	0	3
2019	2	1	3
2020	5	2	7
2021	6	3	9
2022	2	0	2
2023	1	0	1
Sociology/Anthropology (6-12)			
2017	1	0	1
2020	1	0	1
2021	2	0	2
2023	1	0	1
Teacher Librarian (K-12)			
2016	1	1	2

2017	2	2	4
2018	4	0	4
2019	2	1	3
2020	0	1	1
2021	3	3	6
2022	3	2	5
2023	1	1	2
Technology Education (6-12)			
2016	3	2	5
2017	3	0	3
2018	0	1	1
Theater Arts (5-9)			
2021	0	1	1
2023	1	0	1
Theater Arts (6-12)			
2016	10	3	13
2017	5	8	13
2018	6	6	12
2019	12	3	15
2020	6	5	11
2021	6	10	16
2022	4	11	15
2023	5	0	5
Visual Arts (5-9)			
2018	2	0	2
2021	3	0	3
2022	1	1	2
2023	0	1	1
Visual Arts (6-12)			
2016	14	9	23
2017	8	6	14
2018	7	9	16
2019	10	16	26
2020	10	12	22
2021	7	8	15
2022	6	9	15
2023	4	1	5
Visual Arts (K-12)			
2016	14	12	26
2017	14	18	32
2018	11	10	21
2019	22	15	37

2020	5	18	23
2021	13	17	30
2022	19	22	41
2023	8	1	9
Visual Impairment (Pre-K-12)			
2016	1	0	1
2017	1	0	1
2020	1	0	1
2021	0	4	4
2022	0	1	1
2023	0	2	2
World Language - American Sign Language (6-12)			
2018	1	0	1
2021	1	0	1
2022	1	0	1
2023	0	1	1
World Language - American Sign Language (K-12)			
2018	0	1	1
2020	0	1	1
2022	3	1	4
World Language - Chinese (6-12)			
2016	0	2	2
2017	0	1	1
2020	2	0	2
World Language - Chinese (K-12)			
2016	2	0	2
2017	3	3	6
2018	1	0	1
2019	4	1	5
2020	0	2	2
2021	1	0	1
2022	2	0	2
2023	1	0	1
World Language - French (5-9)			
2019	0	1	1
2021	0	1	1
World Language - French (6-12)			
2016	3	0	3
2017	4	1	5
2018	2	1	3
2019	2	1	3
2020	2	3	5

2021	1	3	4
2022	1	1	2
2023	3	0	3
World Language - French (K-12)			
2016	1	3	4
2017	2	1	3
2018	3	0	3
2019	1	0	1
2020	3	3	6
2021	2	1	3
2022	0	2	2
2023	1	0	1
World Language - German (6-12)			
2016	3	0	3
2017	0	1	1
2018	4	0	4
2019	1	2	3
2021	0	2	2
2022	1	0	1
World Language - German (K-12)			
2016	1	0	1
2017	0	2	2
2018	1	1	2
2020	3	1	4
2022	1	0	1
2023	0	1	1
World Language - Japanese (K-12)			
2016	1	0	1
2018	1	0	1
2022	1	0	1
World Language - Latin (K-12)			
2016	0	1	1
2018	0	1	1
World Language - Portuguese (K-12)			
2019	1	0	1
2022	0	1	1
World Language - Russian (6-12)			
2017	1	1	2
2021	0	1	1
World Language - Spanish (5-9)			
2017	0	1	1
2018	1	0	1

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2019	0	1	1
2021	1	0	1
2022	1	0	1
World Language - Spanish (6-12)			
2016	22	5	27
2017	17	16	33
2018	19	14	33
2019	22	19	41
2020	9	16	25
2021	24	25	49
2022	17	14	31
2023	6	2	8
World Language - Spanish (K-12)			
2016	12	5	17
2017	4	7	11
2018	9	4	13
2019	8	2	10
2020	5	3	8
2021	7	1	8
2022	5	5	10
2023	0	3	3

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APPENDIX C

Count of New Endorsements Issued by General Category and Year			
Newly Issued Endorsement by School Year	**Newly Issued Endorsement WAS connected with an Idaho School Based Assignment in Any Year**	**Newly Issued Endorsement was NOT connected with an Idaho School Based Assignment in Any Year**	**Grand Total: Total Endorsements Issued**
Audiology			
2016-2017	0	0	0
2017-2018	0	0	0
2018-2019	0	1	1
2019-2020	0	0	0
2020-2021	0	0	0
2021-2022	0	1	1
2022-2023	0	0	0
	Newly Issued Endorsement WAS connected with an Idaho School Based Assignment in Any Year	**Newly Issued Endorsement was NOT connected with an Idaho School Based Assignment in Any Year**	**Grand Total: Total Endorsements Issued**
Occupational Therapist			
2016-2017	0	0	0
2017-2018	1	0	1
2018-2019	18	0	18
2019-2020	7	8	15
2020-2021	3	2	5
2021-2022	12	4	16
2022-2023	1	2	3
	Newly Issued Endorsement WAS connected with an Idaho School Based Assignment in Any Year	**Newly Issued Endorsement was NOT connected with an Idaho School Based Assignment in Any Year**	**Grand Total: Total Endorsements Issued**
Physical Therapist			
2016-2017	0	0	0
2017-2018	0	0	0
2018-2019	9	0	9
2019-2020	3	2	5
2020-2021	0	2	2
2021-2022	3	1	4
2022-2023	0	0	0
	Newly Issued Endorsement WAS connected with an Idaho School Based Assignment in Any Year	**Newly Issued Endorsement was NOT connected with an Idaho School Based Assignment in Any Year**	**Grand Total: Total Endorsements Issued**
School Counselor (K-12)			
2016-2017	71	10	81

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2017-2018	58	7	65
2018-2019	76	11	87
2019-2020	67	6	73
2020-2021	98	14	112
2021-2022	93	20	113
2022-2023	58	8	66
	Newly Issued Endorsement WAS connected with an Idaho School Based Assignment in Any Year	**Newly Issued Endorsement was NOT connected with an Idaho School Based Assignment in Any Year**	**Grand Total: Total Endorsements Issued**
School Nurse			
2016-2017	45	4	49
2017-2018	25	1	26
2018-2019	20	4	24
2019-2020	26	3	29
2020-2021	46	8	54
2021-2022	42	9	51
2022-2023	23	2	25
	Newly Issued Endorsement WAS connected with an Idaho School Based Assignment in Any Year	**Newly Issued Endorsement was NOT connected with an Idaho School Based Assignment in Any Year**	**Grand Total: Total Endorsements Issued**
School Psychologist			
2016-2017	21	8	29
2017-2018	12	2	14
2018-2019	18	6	24
2019-2020	20	6	26
2020-2021	24	17	41
2021-2022	27	16	43
2022-2023	15	4	19
	Newly Issued Endorsement WAS connected with an Idaho School Based Assignment in Any Year	**Newly Issued Endorsement was NOT connected with an Idaho School Based Assignment in Any Year**	**Grand Total: Total Endorsements Issued**
School Social Worker			
2016-2017	23	6	29
2017-2018	30	5	35
2018-2019	29	7	36
2019-2020	25	3	28
2020-2021	20	8	28
2021-2022	28	7	35
2022-2023	13	2	15
	Newly Issued Endorsement WAS connected with an Idaho School Based Assignment in Any Year	**Newly Issued Endorsement was NOT connected with an Idaho School Based Assignment in Any Year**	**Grand Total: Total Endorsements Issued**

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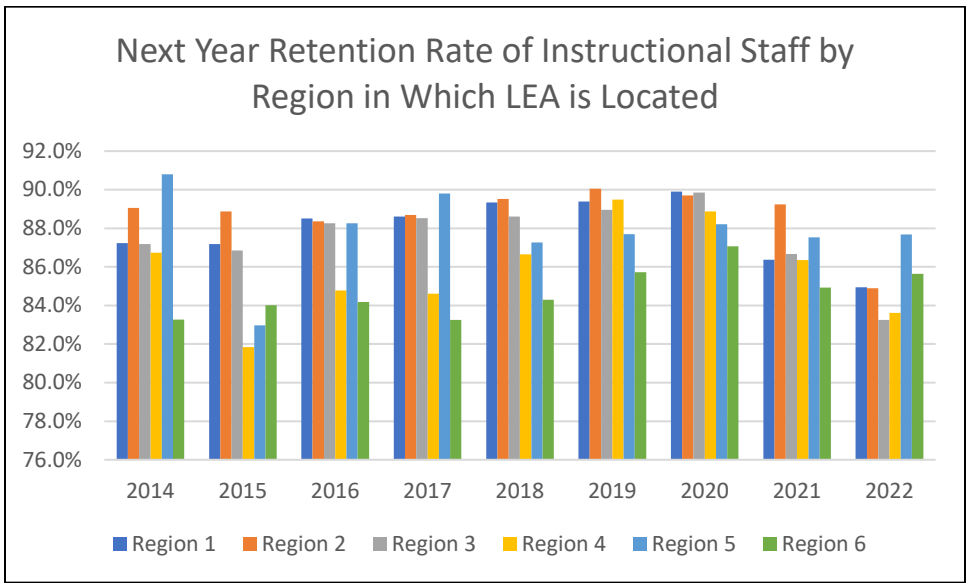
Speech-Language Pathologist			
2016-2017	23	8	31
2017-2018	26	21	47
2018-2019	26	34	60
2019-2020	27	25	52
2020-2021	28	45	73
2021-2022	21	38	59
2022-2023	8	21	29

APPENDIX D

Next Year Retention Rate of Instructional Staff by Region in Which LEA is Located



APPENDIX E

2nd, 3rd, and 5th Year Retention Rates of Instructional Staff by Region						
	Region 1	**Region 2**	**Region 3**	**Region 4**	**Region 5**	**Region 6**
2013-2014						
Distinct Count of Instructional Staff in Assignment	1,715	904	6,829	2,132	1,347	2,551
2nd Year Retention in LEA	87.2%	89.0%	87.2%	86.7%	90.8%	83.3%
3rd Year Retention in LEA	78.4%	80.2%	76.7%	72.9%	77.3%	72.4%
5th Year Retention in LEA	65.2%	66.2%	64.2%	59.5%	64.1%	56.4%
	Region 1	**Region 2**	**Region 3**	**Region 4**	**Region 5**	**Region 6**
2014-2015						
Distinct Count of Instructional Staff in Assignment	1,724	890	7,182	2,181	1,374	2,576
2nd Year Retention in LEA	87.2%	88.9%	86.8%	81.8%	83.0%	84.0%
3rd Year Retention in LEA	79.2%	79.4%	78.2%	73.1%	74.6%	73.2%
5th Year Retention in LEA	65.4%	66.5%	65.9%	60.2%	63.5%	58.9%
	Region 1	**Region 2**	**Region 3**	**Region 4**	**Region 5**	**Region 6**
2015-2016						
Distinct Count of Instructional Staff in Assignment	1,741	894	7,257	2,147	1,362	2,617
2nd Year Retention in LEA	88.5%	88.4%	88.3%	84.8%	88.3%	84.2%
3rd Year Retention in LEA	79.7%	79.4%	79.9%	75.5%	80.5%	73.1%
5th Year Retention in LEA	67.4%	66.7%	67.3%	63.9%	68.3%	61.7%
	Region 1	**Region 2**	**Region 3**	**Region 4**	**Region 5**	**Region 6**
2016-2017						
Distinct Count of Instructional Staff in Assignment	1,808	920	7,625	2,236	1,402	2,717
2nd Year Retention in LEA	88.6%	88.7%	88.5%	84.6%	89.8%	83.3%
3rd Year Retention in LEA	80.3%	80.7%	80.1%	76.9%	81.7%	73.8%
5th Year Retention in LEA	68.2%	67.6%	67.9%	66.4%	68.3%	62.1%
	Region 1	**Region 2**	**Region 3**	**Region 4**	**Region 5**	**Region 6**
2017-2018						
Distinct Count of Instructional Staff in Assignment	1,829	916	7,830	2,292	1,436	2,718
2nd Year Retention in LEA	89.3%	89.5%	88.6%	86.6%	87.3%	84.3%
3rd Year Retention in LEA	81.7%	82.1%	80.6%	79.2%	79.6%	74.9%
5th Year Retention in LEA	67.9%	68.3%	67.3%	65.9%	66.4%	60.9%
	Region 1	**Region 2**	**Region 3**	**Region 4**	**Region 5**	**Region 6**
2018-2019						
Distinct Count of Instructional Staff in Assignment	1,855	914	8,064	2,386	1,479	2,822

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2nd Year Retention in LEA	89.4%	90.0%	89.0%	89.5%	87.7%	85.7%
3rd Year Retention in LEA	81.6%	81.6%	81.3%	80.8%	78.8%	76.6%
5th Year Retention in LEA	64.1%	66.0%	63.8%	62.9%	65.0%	60.9%
	Region 1	**Region 2**	**Region 3**	**Region 4**	**Region 5**	**Region 6**
2019-2020						
Distinct Count of Instructional Staff in Assignment	1,900	922	8,303	2,436	1,553	2,914
2nd Year Retention in LEA	89.9%	89.7%	89.9%	88.9%	88.2%	87.1%
3rd Year Retention in LEA	79.2%	81.7%	80.1%	78.2%	80.4%	76.2%
5th Year Retention in LEA						
	Region 1	**Region 2**	**Region 3**	**Region 4**	**Region 5**	**Region 6**
2020-2021						
Distinct Count of Instructional Staff in Assignment	1,892	920	8,508	2,439	1,789	2,944
2nd Year Retention in LEA	86.4%	89.2%	86.7%	86.3%	87.5%	84.9%
3rd Year Retention in LEA	74.6%	77.2%	74.0%	73.8%	78.0%	74.9%
5th Year Retention in LEA						
	Region 1	**Region 2**	**Region 3**	**Region 4**	**Region 5**	**Region 6**
2021-2022						
Distinct Count of Instructional Staff in Assignment	1,900	927	8,466	2,453	1,778	2,981
2nd Year Retention in LEA	84.9%	84.9%	83.3%	83.6%	87.7%	85.6%
3rd Year Retention in LEA						
5th Year Retention in LEA						

APPENDIX F

Subject Area Category	End. Code	Endorsement Name (Not all endorsements are currently available)
Administrator	7054	Charter Administrator
Administrator	55	CTE Administrator (6-12)
Administrator	7046	Director of Special Education (Pre-K-12)
Administrator	7051	Elementary School Principal
Administrator	7053	School Principal (Pre-K-12)
Administrator	7052	Secondary School Principal
Administrator	7050	Superintendent (Pre-K-12)
Administrator	7047	Supervisor/Coord Special Ed
Agriculture, Food, and Natural Resources	8921	Agricultural Science and Technology (5-9)
Agriculture, Food, and Natural Resources	7921	Agriculture Science and Technology (6-12)
Agriculture, Food, and Natural Resources	9921	CTE - Agriculture Science and Technology (6-12)
Agriculture, Food, and Natural Resources	120	CTE OS - Ag Leadership and Communications (6-12)
Agriculture, Food, and Natural Resources	119	CTE OS - Agribusiness (6-12)
Agriculture, Food, and Natural Resources	130	CTE OS - Agricultural Power Machinery (6-12)
Agriculture, Food, and Natural Resources	110	CTE OS - Agricultural Production (6-12)
Agriculture, Food, and Natural Resources	131	CTE OS - Agriculture Mechanics & Power Systems
Agriculture, Food, and Natural Resources	108	CTE OS - Animal Health & Veterinary Sci (6-12)
Agriculture, Food, and Natural Resources	118	CTE OS - Animal Science (6-12)
Agriculture, Food, and Natural Resources	161	CTE OS - Aquaculture (6-12)
Agriculture, Food, and Natural Resources	175	CTE OS - Ecology and Natural Resource Mgmt (6-12)
Agriculture, Food, and Natural Resources	6204	CTE OS - Environmental & Pollution Control (6-12)
Agriculture, Food, and Natural Resources	114	CTE OS - Farm & Ranch Management (6-12)
Agriculture, Food, and Natural Resources	140	CTE OS - Food Science & Processing Tech (6-12)
Agriculture, Food, and Natural Resources	170	CTE OS - Forestry (6-12)
Agriculture, Food, and Natural Resources	150	CTE OS - Horticulture (6-12)
Agriculture, Food, and Natural Resources	174	CTE OS - Natural Resource Management (6-12)
Agriculture, Food, and Natural Resources	151	CTE OS - Ornamental Horticulture (6-12)
Agriculture, Food, and Natural Resources	152	CTE OS - Plant and Soil (6-12)
Agriculture, Food, and Natural Resources	5992	CTE OS - Water/Waste Water Technology (6-12)
Agriculture, Food, and Natural Resources	7920	General Agriculture 6/12
Agriculture, Food, and Natural Resources	7091	Voc Agriculture 6/12
Audiology and Speech-Language Pathology	7018	Audiology
Audiology and Speech-Language Pathology	7025	Speech-Language Pathologist
Business and Marketing	7939	Basic Business 6/12
Business and Marketing	4023	Business Data Processing
Business and Marketing	8935	Business Ed 6/9
Business and Marketing	7937	Business Ed Accounting
Business and Marketing	7930	Business Ed-Office Occupation
Business and Marketing	7935	Business Education 6/12
Business and Marketing	6060	Business Systems/Computer Tech

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Business and Marketing	8093	Business Technology Education (5-9)
Business and Marketing	7093	Business Technology Education (6-12)
Business and Marketing	9093	CTE - Business Technology Education (6-12)
Business and Marketing	9092	CTE - Marketing Technology Education (6-12)
Business and Marketing	4075	CTE OS - Accounting (6-12)

Business and Marketing	4012	CTE OS - Administrative Services (6-12)
Business and Marketing	109	CTE OS - Ag Business Mgmt (6-12)
Business and Marketing	4077	CTE OS - Applied Accounting (6-12)
Business and Marketing	4010	CTE OS - Bookkeeping (6-12)
Business and Marketing	4022	CTE OS - Business Digital Communications (6-12)
Business and Marketing	4017	CTE OS - Business Management (6-12)
Business and Marketing	4015	CTE OS - Business Management/Finance (6-12)
Business and Marketing	1087	CTE OS - Hospitality Management (6-12)
Business and Marketing	1010	CTE OS - Marketing (6-12)
Business and Marketing	4020	CTE OS - Microcomputer Applications (6-12)
Business and Marketing	4080	CTE OS - Paralegal/Legal Assisting (6-12)
Business and Marketing	1080	CTE OS - Sales (6-12)
Business and Marketing	4025	CTE OS - Word Processing Technology (6-12)
Business and Marketing	4030	General Office Clerical
Business and Marketing	4070	General Office Secretarial
Business and Marketing	7960	Marketing Ed 6/12
Business and Marketing	8960	Marketing Ed 6/9
Business and Marketing	8092	Marketing Technology Education (5-9)
Business and Marketing	7092	Marketing Technology Education (6-12)
Business and Marketing	8244	Motel/Hotel Management
Business and Marketing	7933	Secretarial Science 6/12
Business and Marketing	7095	Voc Office Occup-Clerical 6/12
Business and Marketing	73	Vocational Office Occupational
Career and Work Based Advising	7016	CTE - Career Counselor (6-12)
Career and Work Based Advising	99	CTE OS - Work Based Learning Coordinator (6-12)
Career and Work Based Advising	7017	Professional-Tech Counselor
Career and Work Based Advising	7099	Work-Based Learning Coord
Communications & Media	8144	Communication (5-9)
Communications & Media	7144	Communication (6-12)
Communications & Media	7141	Communication/Drama 6/12
Communications & Media	8141	Communication/Drama 6/9
Communications & Media	6192	CTE OS - Commercial Photography (6-12)
Communications & Media	6197	CTE OS - Digital Media Production (6-12)
Communications & Media	6190	CTE OS - Graphic Design (6-12)
Communications & Media	6180	CTE OS - Journalism (6-12)
Communications & Media	6195	CTE OS - Television Production/Broadcasting (6-12)
Communications & Media	7135	Debate 6/12
Communications & Media	8134	Journalism (5-9)
Communications & Media	7134	Journalism (6-12)
Communications & Media	7136	Speech 6/12
Communications & Media	8136	Speech 6/9

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Elementary	7010	All Subjects (K-8)
Elementary	7011	All Subjects 1/8
Elementary	7009	All Subjects K/3
Engineering and Technology	6203	Chemical Technology
Engineering and Technology	9401	CTE - Engineering (6-12)
Engineering and Technology	9981	CTE - Technology Education (6-12)
Engineering and Technology	6131	CTE OS - Architectural Drafting Technology (6-12)
Engineering and Technology	5016	CTE OS - Civil Engineering Technology (6-12)
Engineering and Technology	6130	CTE OS - Drafting and Design (6-12)
Engineering and Technology	5030	CTE OS - Electrical Technology (9-12)
Engineering and Technology	5019	CTE OS - Electromechanical Technology (6-12)
Engineering and Technology	5018	CTE OS - Electronics Technology (6-12)
Engineering and Technology	5014	CTE OS - General Engineering (PLW) (6-12)
Engineering and Technology	6132	CTE OS - Mechanical Drafting Technology (6-12)
Engineering and Technology	5015	CTE OS - Pre-Engineering Technology (6-12)
Engineering and Technology	5025	CTE OS - Semiconductor Technology (6-12)
Engineering and Technology	7988	Drafting 6/12
Engineering and Technology	7985	Electricity/Electronics 6/12
Engineering and Technology	7990	Engineering (6-12)
Engineering and Technology	6200	Nuclear Power & Radiation Tech
Engineering and Technology	5017	Surveying Technology
Engineering and Technology	7981	Technology Education (6-12)
English as a Second Language (ESL)	7038	Bilingual Education (K-12)
English as a Second Language (ESL)	7125	English as a New Language 6/12
English as a Second Language (ESL)	7126	English as a Second Language (ESL) (K-12)
English Language Arts (ELA)	8120	English (5-9)
English Language Arts (ELA)	7120	English (6-12)
English Language Arts (ELA)	7165	English Generalist 6/12
English Language Arts (ELA)	7139	Literacy (K-12)
English Language Arts (ELA)	7138	Literacy 6/12
English Language Arts (ELA)	8138	Literacy 6/9
Family and Consumer Sciences	7950	Consumer Ec 6/12
Family and Consumer Sciences	9971	CTE - Family and Consumer Sciences (6-12)
Family and Consumer Sciences	3022	CTE OS - Child Development & Services (6-12)
Family and Consumer Sciences	3020	CTE OS - Child Development Care & Guidance (6-12)
Family and Consumer Sciences	6262	CTE OS - Cosmetology (6-12)
Family and Consumer Sciences	3025	CTE OS - Culinary Arts (6-12)
Family and Consumer Sciences	3027	CTE OS - Culinary Arts (6-12)
Family and Consumer Sciences	74	CTE OS - Family & Consumer Sciences (6-12)
Family and Consumer Sciences	3030	CTE OS - Fashion and Interiors (6-12)
Family and Consumer Sciences	3023	CTE OS - Food Service (6-12)
Family and Consumer Sciences	1085	CTE OS - Hospitality Services (6-12)
Family and Consumer Sciences	8971	Family and Consumer Sciences (5-9)
Family and Consumer Sciences	7971	Family and Consumer Sciences (6-12)

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Family and Consumer Sciences	7970	General Home Economics 6/12
Family and Consumer Sciences	6506	Meat Cutter
Family and Consumer Sciences	6350	Upholstering
Family and Consumer Sciences	7094	Vocational Home Economics 6/12
Health Professions & Public Safety	2011	CTE OS - Dental Assisting (6-12)
Health Professions & Public Safety	2030	CTE OS - Dietitian (6-12)
Health Professions & Public Safety	2085	CTE OS - Emergency Medical Technician (6-12)
Health Professions & Public Safety	6280	CTE OS - Firefighting (6-12)
Health Professions & Public Safety	6282	CTE OS - Law Enforcement (6-12)
Health Professions & Public Safety	2096	CTE OS - Medical Administrative Assisting (6-12)
Health Professions & Public Safety	2094	CTE OS - Medical Assisting (6-12)
Health Professions & Public Safety	2080	CTE OS - Mental Health Assistant (6-12)
Health Professions & Public Safety	2033	CTE OS - Nursing Assistant (6-12)
Health Professions & Public Safety	2000	CTE OS - Orientation to Health Professions (6-12)
Health Professions & Public Safety	2087	CTE OS - Paramedic (6-12)
Health Professions & Public Safety	2095	CTE OS - Pharmacy Technician (6-12)
Health Professions & Public Safety	2032	CTE OS - Practical Nursing (6-12)
Health Professions & Public Safety	2060	CTE OS - Radiologic Technician (6-12)
Health Professions & Public Safety	2050	CTE OS - Rehab/Therapeutic Services (6-12)
Health Professions & Public Safety	2055	CTE OS - Rehabilitation Services (6-12)
Health Professions & Public Safety	2093	CTE OS - Respiratory Therapy (6-12)
Health Professions & Public Safety	6283	CTE OS - Security (6-12)
Health Professions & Public Safety	2098	CTE OS - Sports Medicine/Athletic Trng (6-12)
Health Professions & Public Safety	2035	CTE OS - Surgical Technician (6-12)
Health Professions & Public Safety	2015	Dental Hygiene
Health Professions & Public Safety	2013	Dental Laboratory Technology
Health Professions & Public Safety	4060	Medical Professional Assistant
Health Professions & Public Safety	2099	Personal Trainer
Information and Computer Sciences	7321	Computer Applications
Information and Computer Sciences	8400	Computer Science (5-9)
Information and Computer Sciences	7400	Computer Science (6-12)
Information and Computer Sciences	4021	CTE OS - Computer Graphic Communication (6-12)
Information and Computer Sciences	6157	CTE OS - Computer Science PLTW (6-12)
Information and Computer Sciences	6155	CTE OS - Computer Science/Info Tech (6-12)
Information and Computer Sciences	6156	CTE OS - Computer Support (6-12)
Information and Computer Sciences	4024	CTE OS - Information/Communication Tech (6-12)
Information and Computer Sciences	6153	CTE OS - Network & Computer Support (6-12)
Information and Computer Sciences	4026	CTE OS - Network Support Technician (6-12)
Information and Computer Sciences	6154	CTE OS - Networking Support (6-12)
Information and Computer Sciences	6158	CTE OS - Programming & Software Development (6-12)
Information and Computer Sciences	6151	CTE OS - Programming & Web Technologies (6-12)
Information and Computer Sciences	6159	CTE OS - Web Design and Development (6-12)
Life and Physical Sciences	8421	Biological Science (5-9)

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Life and Physical Sciences	7421	Biological Science (6-12)
Life and Physical Sciences	8440	Chemistry (5-9)
Life and Physical Sciences	7440	Chemistry (6-12)
Life and Physical Sciences	8451	Earth and Space Science (5-9)
Life and Physical Sciences	7451	Earth and Space Science (6-12)
Life and Physical Sciences	7422	Environmental Science 6/12
Life and Physical Sciences	8452	Geology (5-9)
Life and Physical Sciences	7452	Geology (6-12)
Life and Physical Sciences	8420	Natural Science (5-9)
Life and Physical Sciences	7420	Natural Science (6-12)
Life and Physical Sciences	8430	Physical Science (5-9)
Life and Physical Sciences	7430	Physical Science (6-12)
Life and Physical Sciences	8450	Physics (5-9)
Life and Physical Sciences	7450	Physics (6-12)
Life and Physical Sciences	8453	Science - Middle Level (5-9)
Mathematics	7169	Math Generalist 6/12
Mathematics	7320	Mathematics - Basic (6-12)
Mathematics	8320	Mathematics - Middle Level (5-9)
Mathematics	8300	Mathematics (5-9)
Mathematics	7300	Mathematics (6-12)
Occupational and Physical Therapy	9000	Occupational Therapist
Occupational and Physical Therapy	7000	Occupational Therapist
Occupational and Physical Therapy	9001	Physical Therapist
Occupational and Physical Therapy	7001	Physical Therapist
Online Teacher	7989	Online-Teacher (PK-12)
Other	7041	Bible Instruction
Other	7515	Drill Team
Other	7924	Driver Education
Other	7028	Gifted and Talented (K-12)
Other	7080	Junior ROTC
Other	7096	Multi-Occupations 6/12
Other	76	Multi-Occupations 6/12
Other	7081	Prevention Specialist
Other	98	Related Subjects
Other	7100	Student Services Specialist
Physical and Health Education	8520	Health (5-9)
Physical and Health Education	7520	Health (6-12)
Physical and Health Education	7521	Health (K-12)
Physical and Health Education	7513	P.E. & Health 6/12
Physical and Health Education	8510	Physical Education (PE) (5-9)
Physical and Health Education	7512	Physical Education (PE) (6-12)
Physical and Health Education	7511	Physical Education (PE) (K-12)
School Counselor	7015	Advanced Counselor K/12
School Counselor	7022	School Counselor (K-12)
School Nurse	7005	School Nurse
School Nurse	7027	School Nurse

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School Psychology	7006	Psychological Examiner
School Psychology	7024	School Psychologist
School Social Worker	7026	School Social Worker
Social Sciences and History	7223	American Government 6/12
Social Sciences and History	7222	American Government/ Political Science (6-12)
Social Sciences and History	8222	American Government/Political Science (5-9)
Social Sciences and History	7234	Anthropology 6/12
Social Sciences and History	8228	Economics (5-9)
Social Sciences and History	7228	Economics (6-12)
Social Sciences and History	8226	Geography (5-9)
Social Sciences and History	7226	Geography (6-12)
Social Sciences and History	8221	History (5-9)
Social Sciences and History	7221	History (6-12)
Social Sciences and History	7168	History Generalist 6/12
Social Sciences and History	8133	Humanities (5-9)
Social Sciences and History	7133	Humanities (6-12)
Social Sciences and History	7230	Philosophy 6/12
Social Sciences and History	7227	Political Science 6/12
Social Sciences and History	7171	Political Science/Government Generalist 6/12
Social Sciences and History	8231	Psychology (5-9)
Social Sciences and History	7231	Psychology (6-12)
Social Sciences and History	8220	Social Studies - Middle Level (5-9)
Social Sciences and History	8200	Social Studies (5-9)
Social Sciences and History	7200	Social Studies (6-12)
Social Sciences and History	8229	Sociology (5-9)
Social Sciences and History	7229	Sociology (6-12)
Social Sciences and History	8236	Sociology/Anthropology (5-9)
Social Sciences and History	7236	Sociology/Anthropology (6-12)
Special Education	7083	Blended EC/EC Special Ed (Birth-Gr 3)
Special Education	7014	Blended Elementary Ed/Elementary Special Ed (4-6)
Special Education	7030	Deaf/Hard of Hearing (Pre-K-12)
Special Education	7021	Early Childhood PreK/3
Special Education	7019	Early Childhood Special Education (PK-3)
Special Education	7037	Exceptional Child Generalist (6-12)
Special Education	7029	Exceptional Child Generalist (K-12)
Special Education	7036	Exceptional Child Generalist (K-8)
Special Education	7033	Multiple Impairment K/12
Special Education	7034	Physical Impairment K/12
Special Education	7031	Serious/Emotion Disturbed K/12
Special Education	7032	Severe Retardation K/12
Special Education	7035	Visual Impairment (Pre-K-12)
Special Education	7097	Vocational Special Needs
Teacher Leader	7297	Teacher Leader - Instructional Specialist
Teacher Leader	7299	Teacher Leader - Mathematics
Teacher Leader	7045	Teacher Leader - Special Education

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Teacher Librarian	7020	Teacher Librarian (K-12)
Trades and Industry	6041	Aircraft Mech/Airframe & Power
Trades and Industry	6045	Aviation and Airway Science
Trades and Industry	5023	Computer Assisted Production
Trades and Industry	6148	CTE OS - Alternative Energy Technology (6-12)
Trades and Industry	6032	CTE OS - Auto Maintenance & Light Repair (6-12)
Trades and Industry	5022	CTE OS - Automated Manufacturing (6-12)
Trades and Industry	6031	CTE OS - Automotive Collision Repair (6-12)
Trades and Industry	6105	CTE OS - Cabinetmaking & Bench Carpentry (6-12)
Trades and Industry	6101	CTE OS - Carpentry (6-12)
Trades and Industry	6236	CTE OS - Certified Welding (6-12)
Trades and Industry	6108	CTE OS - Construction Trades Technology (6-12)
Trades and Industry	6112	CTE OS - Digital Home Technology (6-12)
Trades and Industry	6120	CTE OS - Heavy Equipment/Diesel Technology (6-12)
Trades and Industry	6010	CTE OS - HVAC Technology (6-12)
Trades and Industry	6109	CTE OS - Industrial Mechanics (6-12)
Trades and Industry	5112	CTE OS - Instrumentation Technology (6-12)
Trades and Industry	5020	CTE OS - Manufacturing Technician (6-12)
Trades and Industry	6103	CTE OS - Masons & Tile Setters (6-12)
Trades and Industry	6015	CTE OS - Plumbing Technology (6-12)
Trades and Industry	6232	CTE OS - Precision Machining (6-12)
Trades and Industry	6310	CTE OS - Small Engine Repair/Power Sports (6-12)
Trades and Industry	6102	Electrician
Trades and Industry	6145	Environmental Control Tech
Trades and Industry	7980	Industrial Arts 6/12
Trades and Industry	6152	Industrial Electronics
Trades and Industry	7982	Industrial Technology 6/12
Trades and Industry	6142	Lineworker
Trades and Industry	6020	Major Appliance Repair
Trades and Industry	6035	Marine Mechanic
Trades and Industry	6110	Paint&Wallcover/Building Maint
Trades and Industry	6241	Quality Control Technology
Trades and Industry	6898	Truck and Bus Driving
Trades and Industry	7098	Vocational Industrial Tech
Visual & Performing Arts	7040	Applied Music
Visual & Performing Arts	7853	Arts & Crafts 6/12
Visual & Performing Arts	7514	Dance 6/12
Visual & Performing Arts	8820	Music (5-9)
Visual & Performing Arts	7820	Music (6-12)
Visual & Performing Arts	7810	Music (K-12)
Visual & Performing Arts	7825	Music Specialist K/8
Visual & Performing Arts	7870	Photography 6/12
Visual & Performing Arts	8137	Theater Arts (5-9)

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Visual & Performing Arts	7137	Theater Arts (6-12)
Visual & Performing Arts	8852	Visual Arts (5-9)
Visual & Performing Arts	7852	Visual Arts (6-12)
Visual & Performing Arts	7851	Visual Arts (K-12)
World Language	7770	American Indian Language
World Language	7700	World Language (6-12)
World Language	7710	World Language (K-12)
World Language	7702	World Language - American Sign Language (6-12)
World Language	7701	World Language - American Sign Language (K-12)
World Language	7781	World Language - Arabic (6-12)
World Language	8796	World Language - Chinese (5-9)
World Language	7796	World Language - Chinese (6-12)
World Language	7715	World Language - Chinese (K-12)
World Language	7798	World Language - Czech (K-12)
World Language	8830	World Language - French (5-9)
World Language	7730	World Language - French (6-12)
World Language	7712	World Language - French (K-12)
World Language	7740	World Language - German (6-12)
World Language	7713	World Language - German (K-12)
World Language	7780	World Language - Greek (K-12)
World Language	7794	World Language - Hebrew (K-12)
World Language	7793	World Language - Italian (K-12)
World Language	7792	World Language - Japanese (K-12)
World Language	7795	World Language - Korean (K-12)
World Language	7750	World Language - Latin (K-12)
World Language	7790	World Language - Persian (K-12)
World Language	7791	World Language - Portuguese (K-12)
World Language	7760	World Language - Russian (6-12)
World Language	7714	World Language - Russian (K-12)
World Language	7797	World Language - Slovak (K-12)
World Language	8720	World Language - Spanish (5-9)
World Language	7720	World Language - Spanish (6-12)
World Language	7711	World Language - Spanish (K-12)

APPENDIX G

NCES Locale Classifications and Criteria

The NCES locale framework is composed of four basic types (City, Suburban, Town, and Rural) that each contains three subtypes. It relies on standard urban and rural definitions developed by the U.S. Census Bureau, and each type of locale is either urban or rural in its entirety. The NCES locales can be fully collapsed into a basic urban–rural dichotomy, or expanded into a more detailed collection of 12 distinct categories. These subtypes are differentiated by size (in the case of City and Suburban assignments) and proximity (in the case of Town and Rural assignments). For additional information about the locale criteria, see the Locale Boundaries User's Manual.

City – Large (11): Territory inside an Urbanized Area and inside a Principal City with population of 250,000 or more.

City – Midsize (12): Territory inside an Urbanized Area and inside a Principal City with population less than 250,000 and greater than or equal to 100,000.

City – Small (13): Territory inside an Urbanized Area and inside a Principal City with population less than 100,000.

Suburban – Large (21): Territory outside a Principal City and inside an Urbanized Area with population of 250,000 or more.

Suburban – Midsize (22): Territory outside a Principal City and inside an Urbanized Area with population less than 250,000 and greater than or equal to 100,000.

Suburban – Small (23): Territory outside a Principal City and inside an Urbanized Area with population less than 100,000.

Town – Fringe (31): Territory inside an Urban Cluster that is less than or equal to 10 miles from an Urbanized Area.

Town – Distant (32): Territory inside an Urban Cluster that is more than 10 miles and less than or equal to 35 miles from an Urbanized Area.

Town – Remote (33): Territory inside an Urban Cluster that is more than 35 miles from an Urbanized Area.

Rural – Fringe (41): Census-defined rural territory that is less than or equal to 5 miles from an Urbanized Area, as well as rural territory that is less than or equal to
2.5 miles from an Urban Cluster.

Rural – Distant (42): Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an Urbanized Area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.

Rural – Remote (43): Census-defined rural territory that is more than 25 miles from an Urbanized Area and also more than 10 miles from an Urban Cluster.