

**WORK SESSION
OCTOBER 18 2023**

IDAHO COMMISSION ON HISPANIC AFFAIRS

SUBJECT

Recommendations for Supporting Hispanic Student Learning and Achievement

REFERENCE

October 2010	The Idaho Commission on Hispanic Affairs presented the State Board of Education (“Board”) with its three-year comprehensive education plan.
February 2017	The Idaho Commission on Hispanic Affairs updated the Board on their work with Hispanic students in Idaho.
February 2019	The Idaho Commission on Hispanic Affairs updated the Board on the educational achievement and attainment of Hispanic students in Idaho.

BACKGROUND/DISCUSSION

The Idaho Commission on Hispanic Affairs is a non-partisan state agency that provides services to the Hispanic community and serves as a liaison between the community and government entities. The Commission is composed of nine (9) commissioners, two of whom are appointed by the President Pro Tempore of the Idaho State Senate and two by the Speaker of the House. The other five commissioners are individuals in the Hispanic community appointed by the Governor.

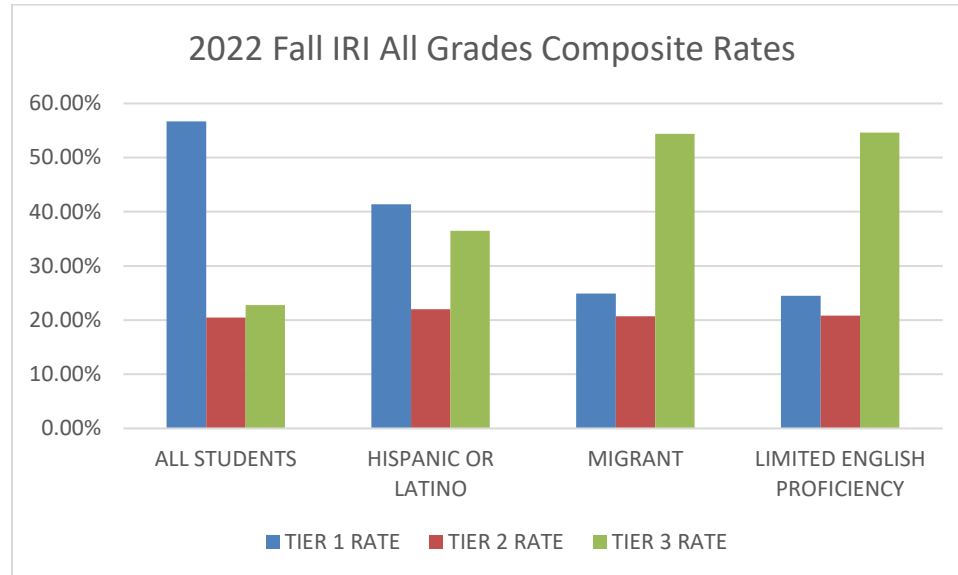
Working toward economic, educational, and social equality, the Commission identifies and monitors program effectiveness and issues facing Idaho's Hispanic community. The Commission identifies solutions and provides recommendations to the governor, legislature, and other state agencies and organizations concerning these issues. To identify solutions, the Commission hosts community listening sessions and Hispanic townhall meetings across the state at a minimum of four times a year and communicates what it learns with education leaders and policymakers year-round. The Commission uses data provided by the Board to inform these communications.

With a population of 239,407, Hispanics are the largest minority group in Idaho. Growth within the Hispanic population poses statewide challenges, especially within Idaho’s public schools, where 18% of the total student population in 2019-2020 were Hispanic (up from 16% just a decade earlier). Some school districts in Idaho have over 50% Hispanic student enrollment. Despite this large Hispanic student population, Hispanic administrators, teachers and staff make up only 3% of all employees statewide, dramatically less than the share of Hispanic student enrollment.

Adding to these demographic disparities, 29% of Hispanic children under the age of 18 in Idaho live in poverty. There is also insufficient representation at all levels,

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from civic engagement to school boards, as well as a lack of resources across the state to support Hispanic families being streamlined into the public school system. All of these factors lead to many Hispanic children entering and moving through the public school system unprepared, resulting in persistent achievement gaps. To illustrate these gaps, the following table represents state level assessment data of Hispanic students compared to their peers.



The Commission proposes several recommendations to decrease these achievement gaps by addressing the core issues and obstacles facing Hispanic students:

1. Establish a dedicated staff position at the State Department of Education to coordinate and support efforts to increase academic achievement and educational opportunities for the K-12 Hispanic student population via the following strategies:
 - a. Increase general understanding of systemic causes of educational challenges faced by many Hispanic students, whether these students are in urban, rural, non-English speaking, or migrant learning environments;
 - b. Promote a positive school climate that supports equitable access to and participation in college-readiness, advanced placement courses, and internship opportunities, as well as innovative dropout prevention and recovery strategies that better engage Hispanic youth in their learning, help them progress academically as needed, and provide those who have left the educational system with pathways to reentry.
2. Establish a dedicated staff position at the Office of the State Board of Education to coordinate and support efforts in the transition from high school to college or career for the postsecondary Hispanic student population via the following strategies:

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- a. Establish and implement strategies to increase , graduation, dual-enrollment , and college-going rates for Hispanic students;
 - b. Establish a Grow Your Own (GYO) Teacher Model to positively support efforts to improve the recruitment, preparation, development, and retention of qualified, diverse teachers, school leaders, and other professionals that more fully understand and acknowledge Hispanic students' lived experiences and more effectively meet their learning, social, and emotional needs;
 - c. Develop and advocate for funding for statewide programs, professional development opportunities, and projects to ensure that all Hispanic students have access to teachers, school leaders, and other professionals who bring the vital skills of diversity to teaching and learning.
3. Provide easily accessible data to the Commission about Idaho Hispanic students across the K-20 spectrum.
 4. Provide Board or Board staff representation at the annual Idaho Hispanic Youth Leadership Summit, the largest gathering of Idaho Hispanic youth in the state.
 5. Take steps to enhance the Educator Preparation Program to improve recruitment and retainment of Hispanic educators.
 6. Establish a Hispanic Education Committee of the Board, similar in scope and structure to the Idaho Indian Education Committee.

ATTACHMENTS

Attachment 1 – Idaho Commission on Hispanic Affairs Presentation

IMPACT

The purpose of this Work Session is for the Board to engage with representatives from the Idaho Commission on Hispanic Affairs to discuss challenges faced by this population of public-school students and possible steps the Board can take to reduce the achievement and postsecondary participation gaps for these students. Any action by the Board would be further developed and brought back to the Board for action at a later meeting based on Board direction.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Commission on Hispanic Affairs has identified six recommendations for the Board and the Department to consider which could reduce the educational achievement gap for the Hispanic student population. Recommendations will be presented for discussion and, at the Board's discretion, may be considered for approval at a future meeting.

The establishment of dedicated staff positions would be dependent on additional resources being appropriated by the legislature to the Office of the State Board of Education and/or the State Department of Education. The Board's Educator Pipeline Report supports the need for a more diverse educator workforce, and Board staff continues to work with Idaho's approved educator preparation programs on reporting and incentivizing work in recruiting and retaining diverse student teacher candidates. With the move of the K-12 State Longitudinal Data

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System to the Board office and the existing postsecondary data managed by the Board office, the Board office can work to provide data to the Commission to assist in their analysis and reporting. The first step will be in establishing a data sharing agreement with the Commission. Additionally, the efforts currently underway to update the K-12 educational data collection and reporting will improve the Board's ability to report and provide data to support the Commissions initiatives.

BOARD ACTION

This item is for informational purposes only.

State of the Hispanic Student in Idaho

Margie Gonzalez,
Executive Director



Hispanic Climate in Idaho

Statewide 239,407 Hispanics are the largest minority group,
representing over 13% of the total state population.

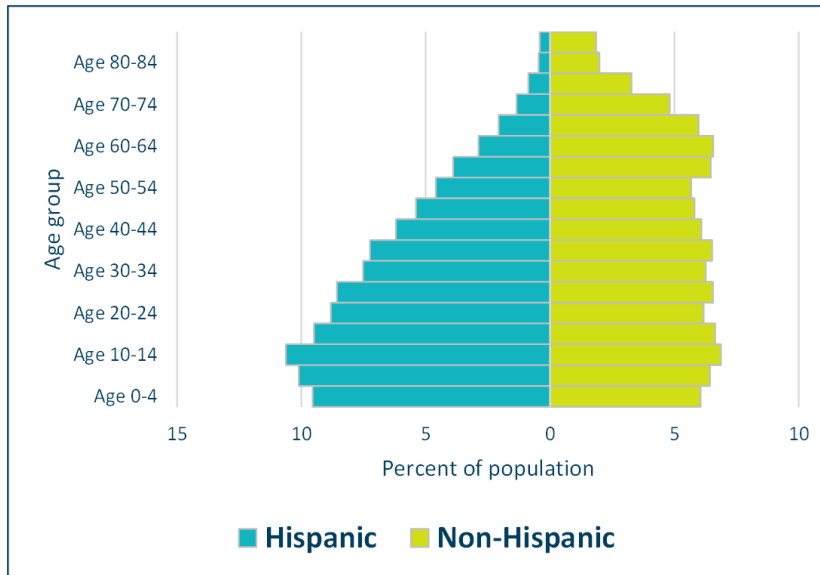


Poverty

Rates are higher among the state's Hispanic children under age 18, with 29% living in poverty

Percent of Hispanic and
non-Hispanic Idahoans
2019

Hispanic youth under age 5
22,068



A large share of the
Hispanic population in
Idaho is made up of
children and young
adults, with few older
individuals.



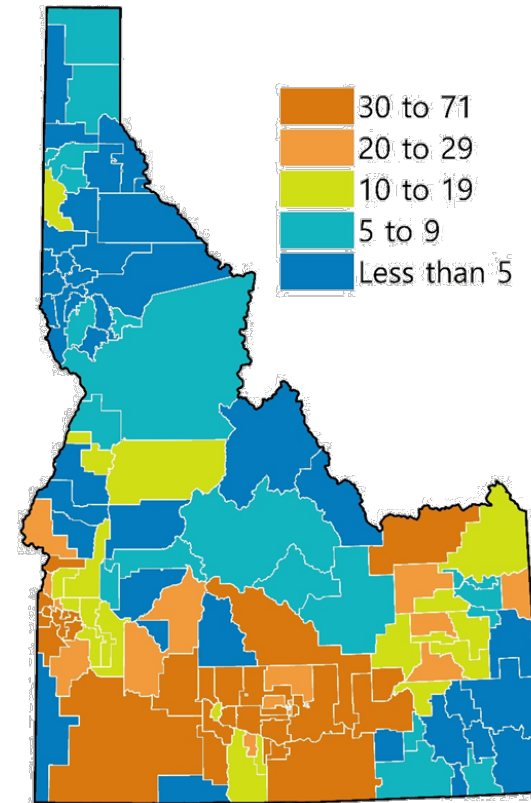
Rural Idaho Schools

Statewide Hispanic student population is
18% of K-12



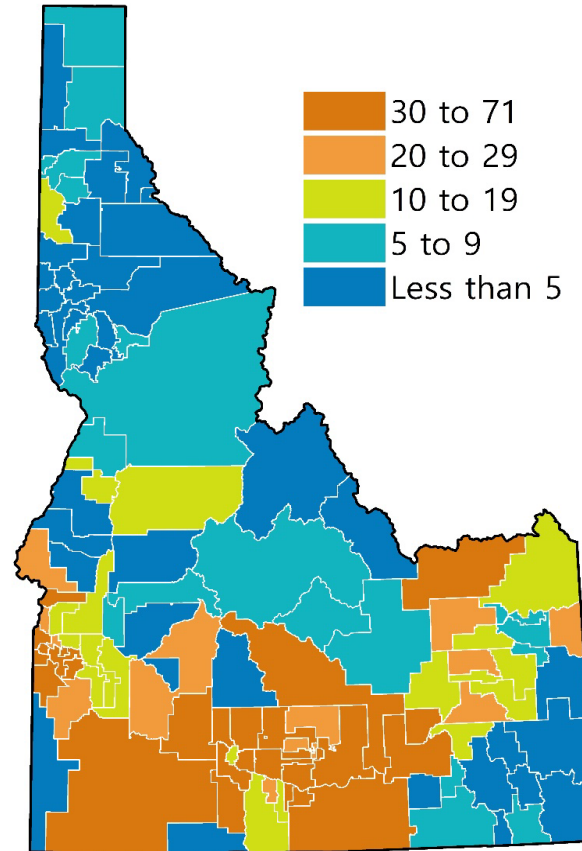
Percent Hispanic by School District, 2019-20

- Idaho's 59,023 Hispanic students made up 18% of public-school enrollment in the 2019-2020 school year, up from 16% nine years earlier
- Like the overall Hispanic population, Hispanic K-12 students are concentrated in southern Idaho. In 2019-20:
 - Five school districts in the Boise metro area accounted for more than one-third of all Hispanic students: Nampa (5,676), West Ada District (4,278), Vallivue (3,749), Caldwell (3,638), and Boise Independent (3,313)
 - School districts with at least 50% Hispanic students are in both rural and urban areas across southern Idaho: Elevate Academy, Inc. in Canyon County (72%), Wilder (71%), Aberdeen (63%), Clark County (62%), Wendell (62%), Heritage Community Charter in Canyon County (62%), Caldwell (60%), Jerome Joint (53%), Shoshone Joint (52%), and American Falls Joint (51%)



K-12 public school enrollment

Like the overall Hispanic population, Hispanic K-12 students are concentrated in southern Idaho



K-12 public school enrollment

	2010-2011	2021-2022
Hispanic	45,084	59,023
Non-Hispanic	231,687	251,535
Total	276,771	310,558

Source: [2021 The Hispanic Profile Data Book for Idaho 5th Edition](#)

Top ten
school
districts with
highest
Hispanic
student
population

2021-22

❖ Heritage Community Charter	71%
❖ Wilder	70%
❖ Clark County	64%
❖ Caldwell	62%
❖ Elevate Academy Inc.	62%
❖ Aberdeen	61%
❖ Wendell	58%
❖ Jerome Joint	55%
❖ Shoshone Joint	52%
❖ American Falls Joint	52%

Source: 2021-22 State Board of Education's Data Management Council

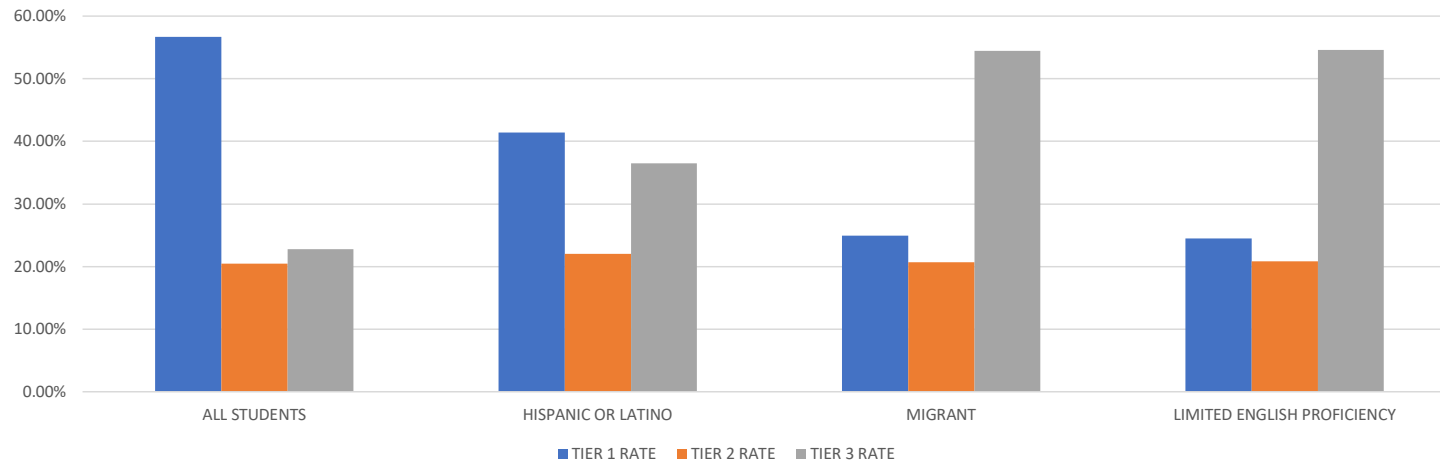
2021-22

❖ Nampa School District	5,246
❖ Joint School District No. 2	4,430
❖ Vallivue School District	3,766
❖ Caldwell School District0	3,464
❖ Boise Independent District	3,262
❖ Idaho Falls School District	2,344
❖ Jerome Joint District	2,269
❖ Bonneville Joint District	2,084
❖ Twin Falls District	2,078
❖ Minidoka County Joint	2,055

Source: 2021-22 State Board of Education's Data Management Council

Non-Hispanic Students Outperform Hispanic Students on Both K-12 Achievement Tests

2022 Fall IRI All Grades Composite Rates





Hispanic population poses challenges for our Public-School Districts



More school districts lost non-Hispanic students than lost Hispanic students: 69 districts lost non-Hispanic students and 55 lost Hispanic students.

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Hispanic Make up a Small Share of Public-School Personnel

During the 2021-22 school year, Idaho public schools employed 2,054 Hispanics who made up just 5% of all employees. These Hispanic employees included:

342 school teachers (2.97% of all elementary teachers)

14 school principals (2.15%)

26 school counselors (3.26%)

9 school nurses (4.86%)

7 social workers (12.07%)

1 assistant superintendent (6.25%)

There were 1 Hispanic superintendent, and 1 occupational or physical therapist.

Source: 2021-22 State Board of Education's Data Management Council

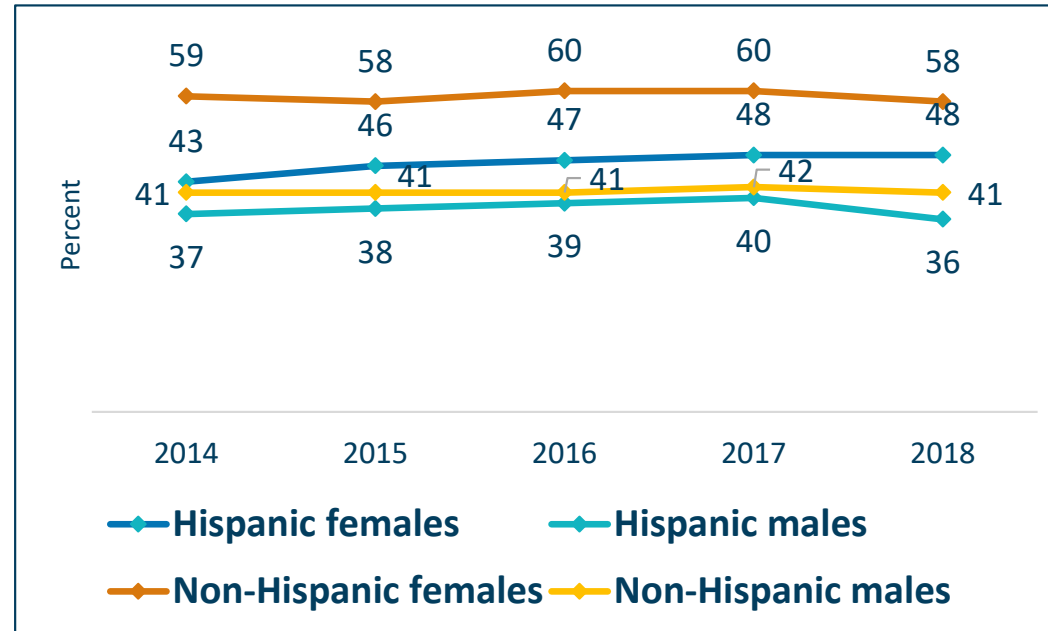
In 2021-22 9,843 Hispanic students made up 16% of Idaho's total postsecondary enrollment. This an increase from 2018, when Hispanic students made up 10% of total enrollment.



“Go-on” rate

Idaho’s go-on rate in fall 2018 was 45%. Among Hispanics in Idaho, the rate was 39%, compared to 46% among non-Hispanics. In Idaho and the nation, go-on rates among female high school graduates are higher than among males. This is true among both Hispanics and non-Hispanics. Almost half of Idaho’s Hispanic female high school graduates but only 36% of Hispanic male graduates enrolled in postsecondary education in fall 2018. Almost 60% of non-Hispanic females but only 41% of non-Hispanic males enrolled.

High school students going on to postsecondary education directly after high school, by year of graduation, sex, and ethnicity, Idaho, 2014-2018





Migrant/ELL Student Enrollment

2021-22 we had 6,309 Migrant students

Total number of English Language Lerner in Idaho is 19,542

The English Language Lerner Migrant number currently stand s at 2,634

- 
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- 
- 2. Establish a dedicated staff position at the Office of the State Board of Education to coordinate and support efforts in the transition from high school to college or career for the postsecondary Hispanic student population via the following strategies:**
 - a. Establish and implement strategies to increase go-on rates, graduation rates, and dual-enrollment rates for Hispanic students;
 - b. Establish a Grow Your Own (GYO) Teacher Model to positively support efforts to improve the recruitment, preparation, development, and retention of qualified, diverse teachers, school leaders, and other professionals that more fully understand and acknowledge Hispanic students' lived experiences and more effectively meet their learning, social, and emotional needs;
 - c. Develop and advocate for funding for statewide programs, professional development opportunities, and projects to ensure that all Hispanic students have access to teachers, school leaders, and other professionals who bring the vital skills of diversity to teaching and learning.

Additional Recommendations

1

Provide easily accessible data to the Commission about Idaho Hispanic students across the K-20 spectrum.

2

Provide representation at the annual Idaho Hispanic Youth Leadership Summit, the largest gathering of Idaho Hispanic youth in the state.

3

Take steps to enhance the Educator Preparation Program to improve recruitment and retention of Hispanic educators.

4

Establish a Hispanic Education Committee of the Board, similar in scope and structure to the Idaho Indian Education Committee.



Thank you on
behalf of
the Idaho
Commission on
Hispanic Affairs



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SUBJECT

Public Education System - Performance Reporting

REFERENCE

October 2017	Board reviewed performance measures for the period from FY14 – FY17
December 2017	Board approved new institution system-wide performance measures for use starting in FY19 and discussed full rewrite of K-20 Education Strategic Plan.
February 2018	Board approved re-write of K-20 Education Strategic Plan for FY19 – FY23.
April 2018	Board discussed institution and agencies FY19 - FY23 Strategic Plans.
June 2018	Board approved institution and agencies FY19 - FY23 Strategic Plans.
October 2018	Board reviewed K-20 Education system performance.
February 2019	Board approved updated FY20 – FY24 K-20 Strategic Plan
June 2019	Board approved updated FY20-FY24 Institution, Agency, and Special/Health program strategic plans.
October 2019	Board reviewed K-20 Education system performance during the Work Session and Literacy Growth Targets during the Planning, Policy and Governmental Affairs portions of the agenda
October 2020	Board reviewed K-20 Education system performance, including a focus on literacy proficiency and progress the state was making toward literacy growth targets.
October 2021	Board reviewed K-20 Education system performance, including a focus on student achievement (assessment data) and postsecondary credentials awarded.
October 2022	Board reviewed K-20 Education system performance, including a focus on student achievement.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Idaho State Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, “shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law.” Through 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

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

Due to these broad responsibilities, the Board serves multiple roles. The Board sits as a policy-making body for all public education in Idaho, provides general oversight and governance for public K-20 education, and has a direct governance role as the Board of Regents for the University of Idaho and the Board of Trustees for the other public four-year college and universities. The K-20 Education strategic plan must encompass and serve all of these aspects of Idaho's public education system.

The Board's strategic plan is a forward-looking roadmap used to guide future actions, define the vision and mission of Idaho's K-20 educational system, guide growth and development, and to establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in public education throughout the state. The strategic plan establishes the Board's goals and objectives that are consistent with the Board's governing ideals and communicates those goals and objectives to the agencies and institutions under the Board, and to the public and other stakeholder groups. The strategic plan also establishes the measures the Board will use for determining progress toward the established objectives and the benchmarks or targets for those performance measures.

At the October regular Board meeting, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. Unlike the strategic plan work, the performance measure review is a backward look at progress made during the previous four years toward reaching the strategic plan goals and objectives. Performance measures were last approved by the Board at the June 2021 Regular Board meeting for the institutions and agencies and February 2023 for the Board's K-20 Strategic Plan.

The purpose of the Work Session is to provide the Board with the opportunity to view and discuss these performance measures. The postsecondary system-wide measures (selected by the Board) provide the Board with the opportunity to look at key performance indicators reported consistently across the postsecondary institutions.

IMPACT

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

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ATTACHMENTS

- Attachment 1 - Presentation: Review of Performance Measures
Dr. Cathleen McHugh, Chief Research Officer
- Attachment 2 – Presentation: College-Going Behavior of Males and Females
Briana Krebs, Senior Research Analyst
- Attachment 3 – Presentation: Idaho Opportunity Scholarship
Cate Collins, Principal Research Analyst
- Attachment 4 - K20 Performance Measure Report FY23
- Attachment 5 – Systemwide Postsecondary Performance Measures Report
- Attachment 6 – Transfer Credit Report

STAFF COMMENTS AND RECOMMENDATIONS

The October Work Session provides opportunity for the Board to review performance measure outcomes directly, to hear from the research team about what the data mean, and to consider what actions could be taken from a governance perspective to support continued progress toward the established goals. This is also the time when the Board provides direction to staff and the agencies and institutions on any changes they would like to see in strategic plans, performance measures, and benchmarks/performance targets for the Board's consideration in 2024.

The Board is scheduled to discuss amendments in December during the Work Session. Approval of any amendments to the K-20 Education System strategic plan are then considered at the February Regular Board meeting and the institutions and agencies plans are submitted for a first review at the April Regular Board meeting.

BOARD ACTION

This item is for informational purposes only.

Review of Performance Measures

Office of the State Board of Education, Research

Dr. Cathleen McHugh

Chief Research Officer



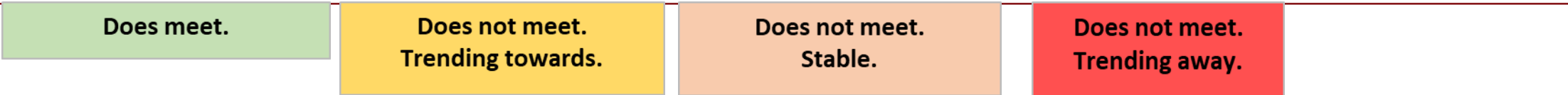
Overview

Storyboard view of progression through system

Only includes student-centered performance measures

Excludes Medical Education performance measures

Characterizes measures as:



Includes percent change necessary to meet goal in both FY23 and FY24

Indicates Systemwide measures

> Kindergarten

⊙ **Fall - Percent of students scoring at grade level or higher on the statewide reading assessment**
 Goal 2: Objective B School Readiness
 FY23 data not analyzed*

⊙ **Spring - Percent of students scoring at grade level or higher on the statewide reading assessment**
 Goal 2: Objective A Rigorous Education
 FY23 data not available

⊙ **Growth Fall to Spring - Students scoring at grade level or higher on the statewide reading assessment**
 Goal 2: Objective A Rigorous Education
 FY23 data not available

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 Goal 2: Objective A Rigorous Education
 FY23 data not available

> Postsecondary

⊙ **Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year (Systemwide Measure)**
 Goal 3: Objective B Timely Degree Completion

Two Year: Does not meet. Stable. Requires increase of 472%.

Four Year: Does not meet. Stable. Requires increase of 66%.

> Grades 1 to 3

⊙ **Spring - Percent of students scoring at grade level or higher on the statewide reading assessment**
 Goal 2: Objective A Rigorous Education
 FY23 data not available

⊙ **Growth Fall to Spring - Students scoring at grade level or higher on the statewide reading assessment**
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 Goal 2: Objective A Rigorous Education
 FY23 data not available

> First Year

⊙ **Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts**
 Goal 1: Objective B Alignment and Coordination

Two Year: Math: Does meet. ELA: Does meet.

Four Year: Math: Does meet. ELA: Does meet.

> Grades 5, 8, 10/11

⊙ **Spring - Percent of students meeting proficient or advanced on the Idaho Standards Achievement Test**
 Goal 2: Objective A Rigorous Education
 FY23 data not available

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 Goal 2: Objective A Rigorous Education
 FY23 data not available

> Second Year

⊙ **Percent of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution**
 Goal 3: Objective A Higher Level of Educational Attainment

Two Year: Does not meet. Stable. New freshmen: Requires increase of 27%. Transfer: Requires increase of 36%.

Four Year: Does not meet. Stable. New freshmen: Requires increase of 12%. Transfer: Requires increase of 10%.

> 150 percent

⊙ **Percent of full-time first-time freshmen graduating within 150% of time or less (Systemwide Measure)**
 Goal 3: Objective A Higher Level of Educational Attainment

Two Year: Does not meet. Stable. Requires increase of 59%.

Four Year: FY23: Does meet. FY24: Requires increase of 13%.

> Grades 9 - 12

⊙ **High School Cohort Graduation Rate**
 Goal 2: Objective A Rigorous Education
 Does not meet. Stable. Requires increase of 19%.

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 Does not meet. Stable. Requires increase of 19%.

> Graduates

⊙ **Percent of new degree-seeking freshmen completing a gateway math course within two years. (Systemwide Measure)**
 Goal 3: Objective B Timely Degree Completion
 FY23: Does meet. FY24: Requires increase of 19%.

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 Goal 3: Objective B Timely Degree Completion
 FY23: Does meet. FY24: Requires increase of 19%.

> Grade 12

⊙ **Percent of students who complete the FAFSA**
 Goal 3: Objective C Access
 Does not meet. Trending towards. Requires increase of 42%.

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 Goal 3: Objective C Access
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> Graduates

⊙ **Total number of certificates/degrees conferred (Systemwide Measure)**
 Goal 3: Objective A Higher Level of Educational Attainment

Workforce certificates: Does not meet. Trending away. Requires increase of 14%.

Certificates of at least one academic year: FY23: Does meet. FY24: Requires increase of 2%.

Associate degrees: Does not meet. Trending towards. FY23: Requires increase of 4%. FY24: Requires increase of 13%.

Baccalaureate degrees: Does not meet. Trending away. FY23: Requires increase of 10%. FY24: Requires increase of 16%.

Master's degrees: FY23: Does meet. FY24: Requires increase of 10%.

Doctoral or professional degrees: Does not meet. Trending away. FY23: Requires increase of 134%. FY24: Requires increase of 25%.

⊙ **Percent of STEM bacc. degrees conferred compared to non-STEM degrees conferred**
 Goal 4: Objective A Workforce Alignment
 Does not meet. Stable. Requires increase of 3%.

⊙ **Percent of Idaho c.c. transfers who graduate from 4-year institutions**
 Goal 1: Objective B Alignment and Coordination
 Does not meet. Stable. Requires increase of 51%.

> Graduates

⊙ **Percent of high school graduates who participated in one or more Advanced Opportunities**
 Goal 2: Objective A Rigorous Education

⊙ **Percent of high school graduates meeting college placement/entrance exam college readiness benchmarks**
 Goal 2: Objective A Rigorous Education

⊙ **Percent of dual credit students who graduate high school with an Associate degree (Systemwide Measure)**
 Goal 2: Objective A Rigorous Education

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⊙ **Percent of dual credit students who graduate high school with an Associate degree (Systemwide Measure)**
 Goal 2: Objective A Rigorous Education

⊙ **Percent of high school graduates who enroll in a postsecondary institution**
 Goal 2: Objective A Rigorous Education

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 Does not meet. Stable. Requires increase of 51%.

⊙ **Percent of graduates with student loan debt.**

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Attachment 1
 Does not meet. Trending towards. Requires increase of 20%.

SAT: Does not meet. Trending away. FY23: Requires increase of 99%. FY24: Required increase of 49%.

ACT: Does not meet. Stable. FY23: Requires increase of 51%. FY24: Required increase of 13%.

Does meet.

12 months: Does not meet. Trending towards. Requires increase of 33%.

36 months: Does not meet. Trending away. Requires increase of 36%.

⊙ **Median number of credits earned at completion of associate or baccalaureate degree program.**
 Goal 3: Objective B Timely Degree Completion

Transfers: Does not meet. Stable. Requires decrease of 22%.

Non-Transfers: Does meet.

Four year Associate degrees
 Transfers: Does not meet. Trending away. Requires decrease of 42%.

Non-Transfers: Does not meet. Trending away. Requires decrease of 27%.

Baccalaureate degrees
 Transfers: Tab B, Page 3 Does not meet. Stable. Requires decrease of 1%.

Non-Transfers: Does meet.

> Kindergarten

Ⓢ Fall - Percent of students scoring at grade level or higher on the statewide reading assessment

Goal 2: Objective B
School Readiness

FY23 data not analyzed*

Ⓢ Spring - Percent of students scoring at grade level or higher on the statewide reading assessment

Goal 2: Objective A
Rigorous Education

FY23 data not available

Ⓢ Growth Fall to Spring - Students scoring at grade level or higher on

> Grades 1 to 3

Ⓢ Spring - Percent of students scoring at grade level or higher on the statewide reading assessment

Goal 2: Objective A
Rigorous Education

FY23 data not available

Ⓢ Growth Fall to Spring - Students scoring at grade level or higher on the statewide reading assessment

Goal 2: Objective A
Rigorous Education

FY23 data not available

> Grades 5, 8, 10/11

Ⓢ Spring - Percent of students meeting proficient or advanced on the Idaho Standards Achievement Test

Goal 2: Objective A
Rigorous Education

FY23 data not available

> Grades 9 - 12

④ High School Cohort Graduation Rate

Goal 2: Objective A
Rigorous Education

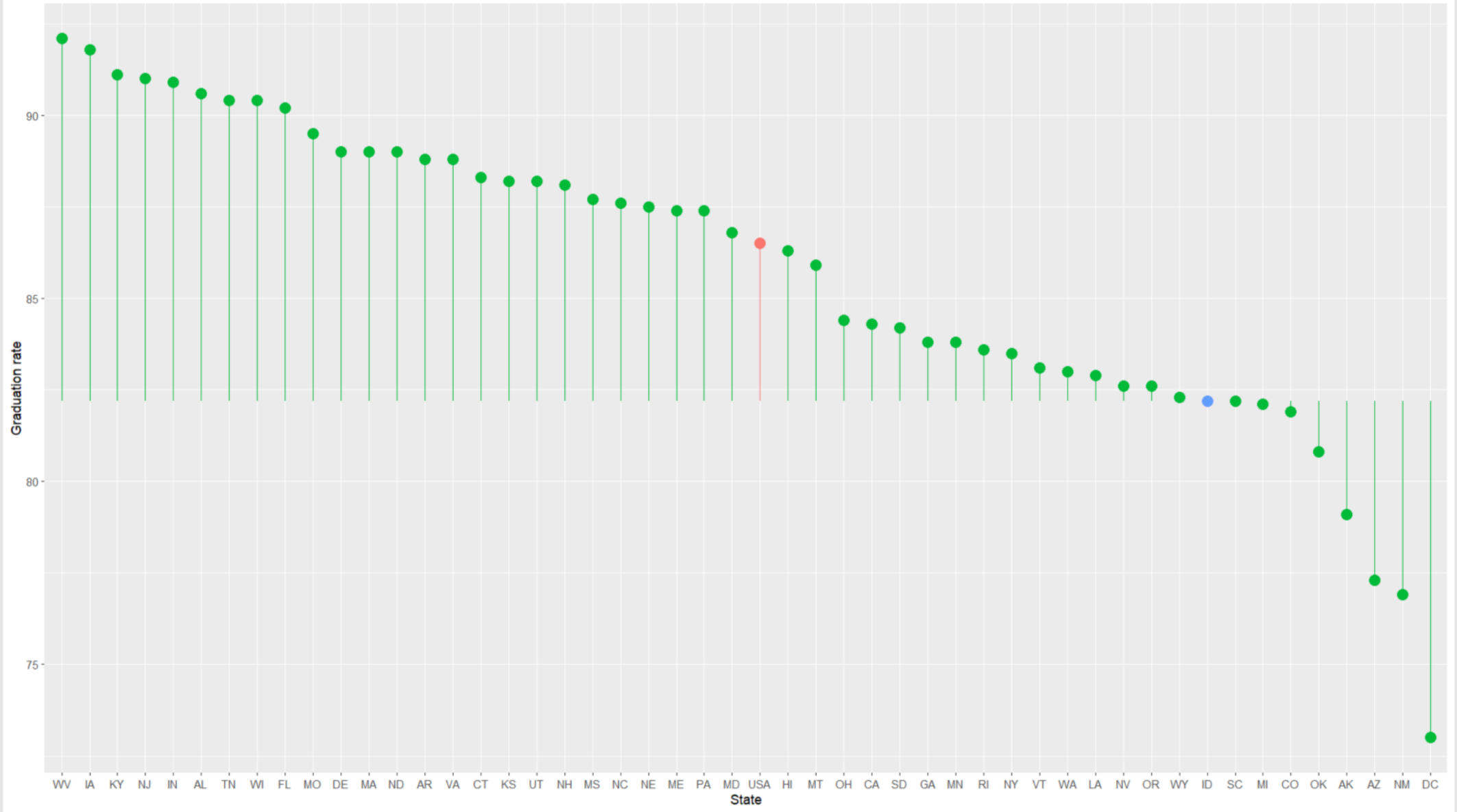
**Does not meet.
Stable.
Requires increase of 19%.**

> Grade 12

④ Percent of students who complete the FAFSA

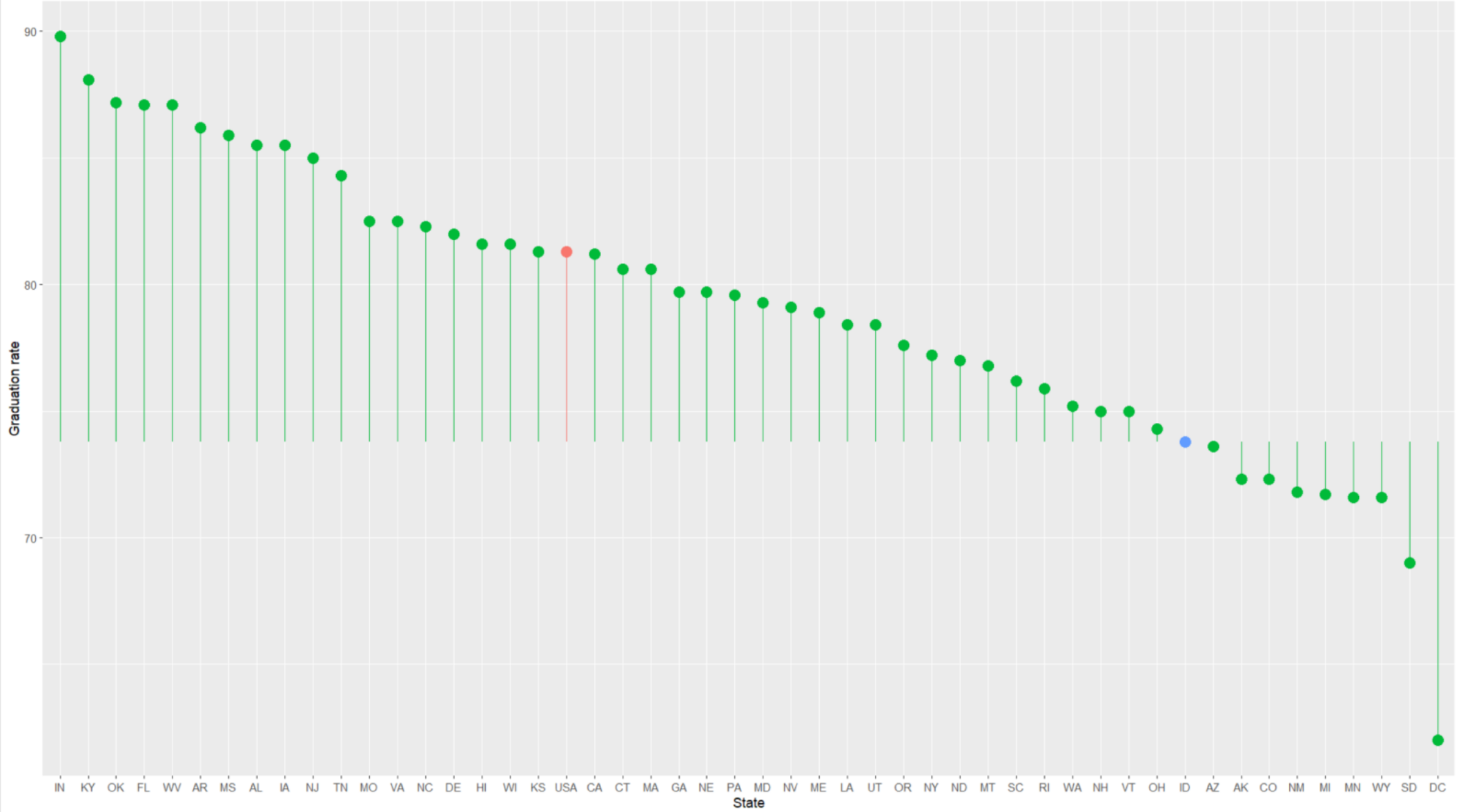
Goal 3: Objective C
Access

**Does not meet.
Trending towards.
Requires increase of 42%.**

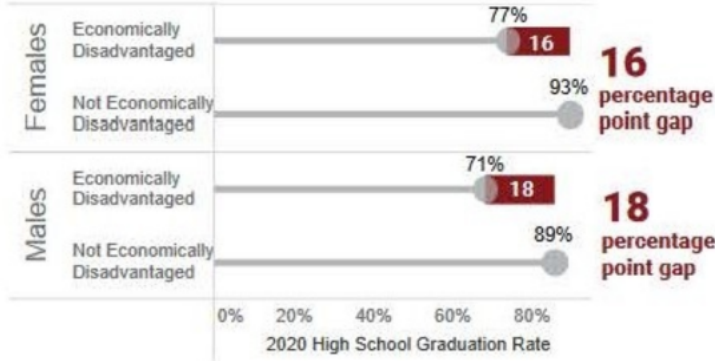


	Overall	Economically Disadvantaged	
		Yes	No
Female	82%	73%	90%
Male	78%	66%	86%

Graduation Rate Among Economically Disadvantaged Students by State (NCES data, 2019-20)



Economically Disadvantaged Males Have the Largest Gap and Are the Least Likely to Graduate



However, Economically Disadvantaged Males Graduated at a Higher Rate in 2020 compared to 2019*

The graduation rates of economically disadvantaged males increased 3 percentage points, from 68% in 2019 to 71% in 2020. This difference was statistically significant.

*Difference was statistically significant with a p-value of 0.013 using an alpha of 0.05
Data note: Except where noted, graduation rates reported reflect the four-year graduation rate

> Graduates

④ **Percent of high school graduates who participated in one or more Advanced Opportunities**

**Goal 2: Objective A
Rigorous Education**

④ **Percent of high school graduates meeting college placement/entrance exam college readiness benchmarks**

**Goal 2: Objective A
Rigorous Education**

**Does not meet.
Trending towards.
Requires increase of 20%.**

**SAT: Does not meet.
Trending away.
FY23: Requires increase of 99%.
FY24: Required increase of 49%.**

**ACT: Does not meet.
Stable.
FY23: Requires increase of 51%.
FY24: Required increase of 13%.**

➤ **Percent of dual credit students who graduate high school with an Associate degree (Systemwide Measure)**

Does meet.

**Goal 2: Objective A
Rigorous Education**

**12 months:
Does not meet.
Trending towards.
Requires increase of 33%.**

➤ **Percent of high school graduates who enroll in a postsecondary institution**

**36 months:
Does not meet.
Trending away.
Requires increase of 36%.**

**Goal 2: Objective A
Rigorous Education**

➤ Postsecondary

➤ Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year
(Systemwide Measure)

Goal 3: Objective B
Timely Degree Completion

Two Year:
Does not meet.
Stable.
Requires increase of 472%.

Four Year:
Does not meet.
Stable.
Requires increase of 66%.

➤ First Year

➤ Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts

Goal 1: Objective B
Alignment and Coordination

Two Year:
Math: Does meet.
ELA: Does meet.

Four Year:
Math: Does meet.
ELA: Does meet.

> Second Year

② **Percent of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution**

**Goal 3: Objective A
Higher Level of Educational Attainment**

**Two Year:
Does not meet.
Stable.**

**New freshmen: Requires increase of 27%.
Transfer: Requires increase of 36%.**

**Four Year:
Does not meet.
Stable.**

**New freshmen: Requires increase of 12%.
Transfer: Requires increase of 10%.**

② **Percent of new degree-seeking freshmen completing a gateway math course within two years.**

(Systemwide Measure)

**Goal 3: Objective B
Timely Degree Completion**

**FY23: Does meet.
FY24: Requires increase of 19%.**

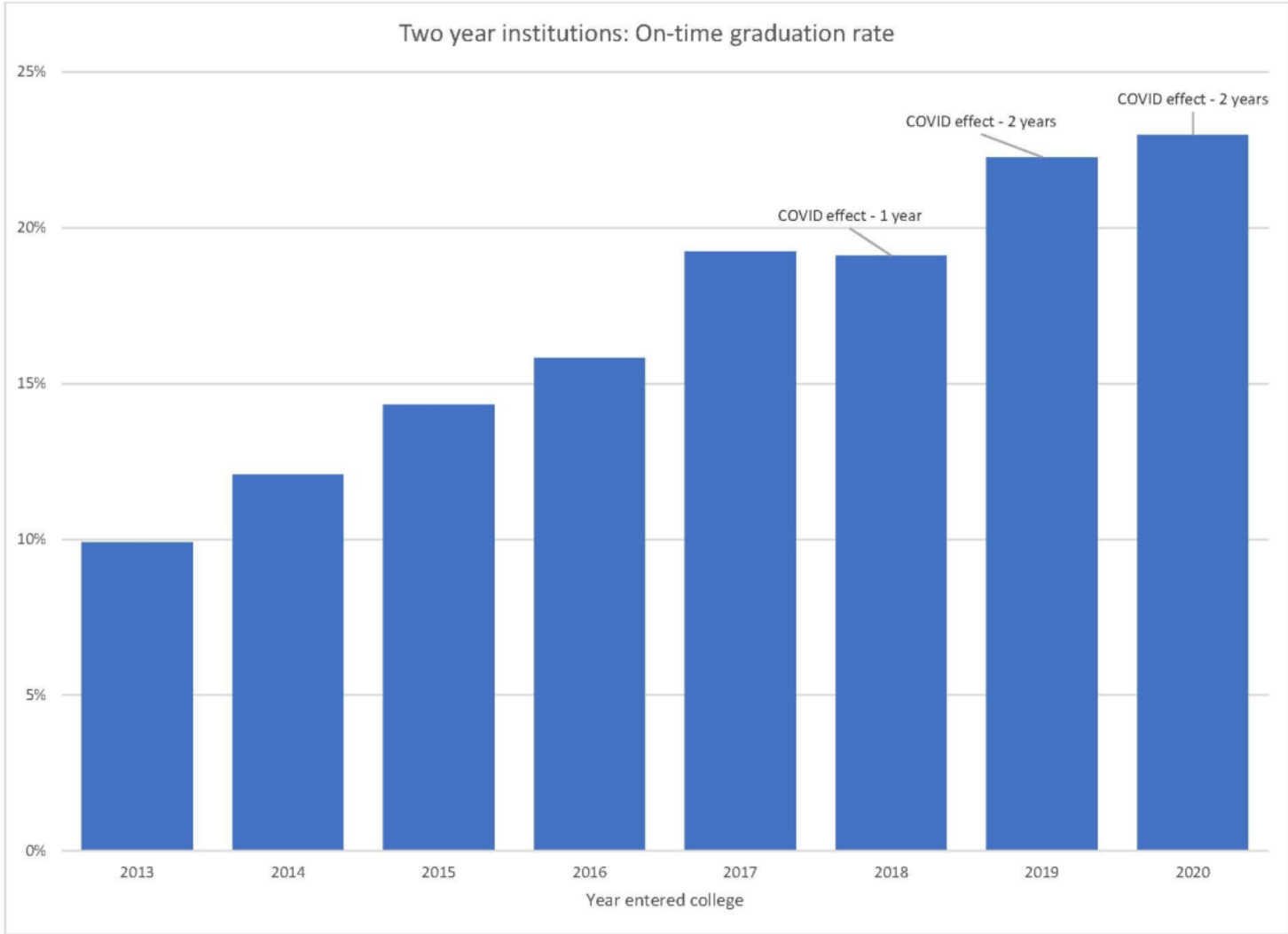
> 150 percent

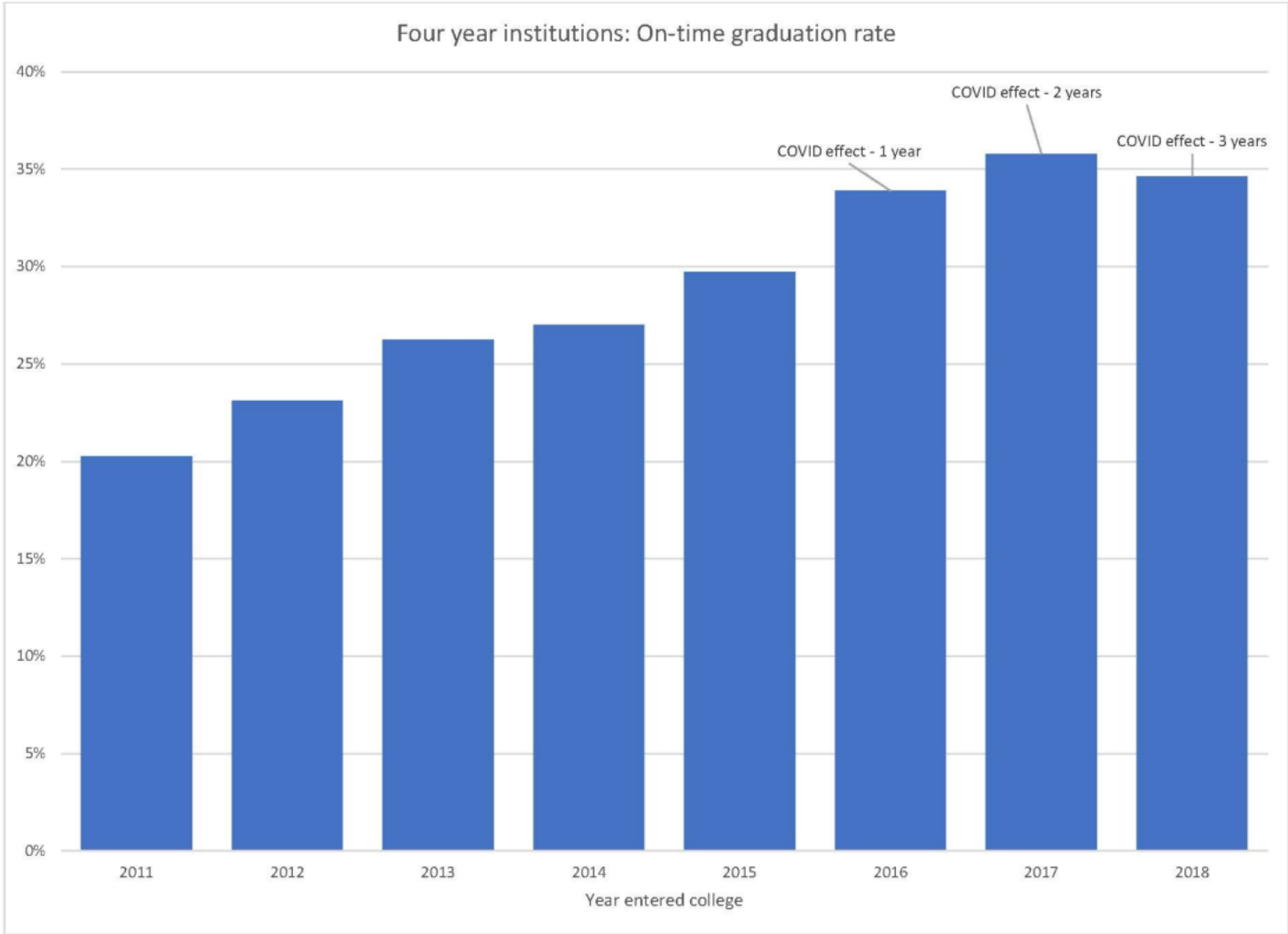
④ **Percent of full-time first-time freshmen graduating within 150% of time or less (Systemwide Measure)**

**Goal 3: Objective A
Higher Level of Educational Attainment**

**Two Year:
Does not meet.
Stable.
Requires increase of 59%.**

**Four Year:
FY23: Does meet.
FY24: Requires increase of 13%.**





> Graduates

④ **Total number of certificates/degrees conferred (Systemwide Measure)**

Goal 3: Objective A

Higher Level of Educational Attainment



**Workforce certificates:
Does not meet.
Trending away.
Requires increase of 14%**

**Certificates of at least one
academic year:
FY23: Does meet.
FY24: Requires increase of 2%**

Associate degrees: Attachment 1

Does not meet.

Trending towards.

FY23: Requires increase of 4%.

FY24: Requires increase of 13%.

Baccalaureate degrees:

Does not meet.

Trending away.

FY23: Requires increase of 10%.

FY24: Requires increase of 16%.

Master's degrees:

FY23: Does meet.

FY24: Requires increase of 10%.

Doctoral or professional degrees:

Does not meet.

Trending away.

FY23: Requires increase of 134%.

FY24: Requires increase of 25%.

Percent of STEM bacc. degrees conferred compared to non-STEM degrees conferred

Goal 4: Objective A
Workforce Alignment

Does not meet.
Stable.
Requires increase of 3%.

Percent of Idaho c.c. transfers who graduate from 4-year institutions

Goal 1: Objective B
Alignment and Coordination

Does not meet.
Stable.
Requires increase of 51%.

Percent of graduates with student loan debt.

Goal 3: Objective C
Access

FY23: Does meet.
FY24: Not a performance measure.

Median number of credits earned at completion of associate or baccalaureate degree program.

Goal 3: Objective B
Timely Degree Completion
Two year Associate degrees

Transfers:
Does not meet.
Stable.
Requires decrease of 22%.

Non-Transfers:
Does meet.

Four year Associate degrees

Transfers:
Does not meet.
Trending away.
Requires decrease of 42%

Non-Transfers:
Does not meet.
Trending away.
Requires decrease of 27%

Baccalaureate degrees

Transfers:
Does not meet.
Stable.
Requires decrease of 1%.

Non-Transfers:
Does meet.

College-Going Behavior of Males and Females

Office of the State Board of Education, Research

Briana Krebs

Senior Research Analyst

Overview

What Is a “College-Going Rate”

Statewide College-Going

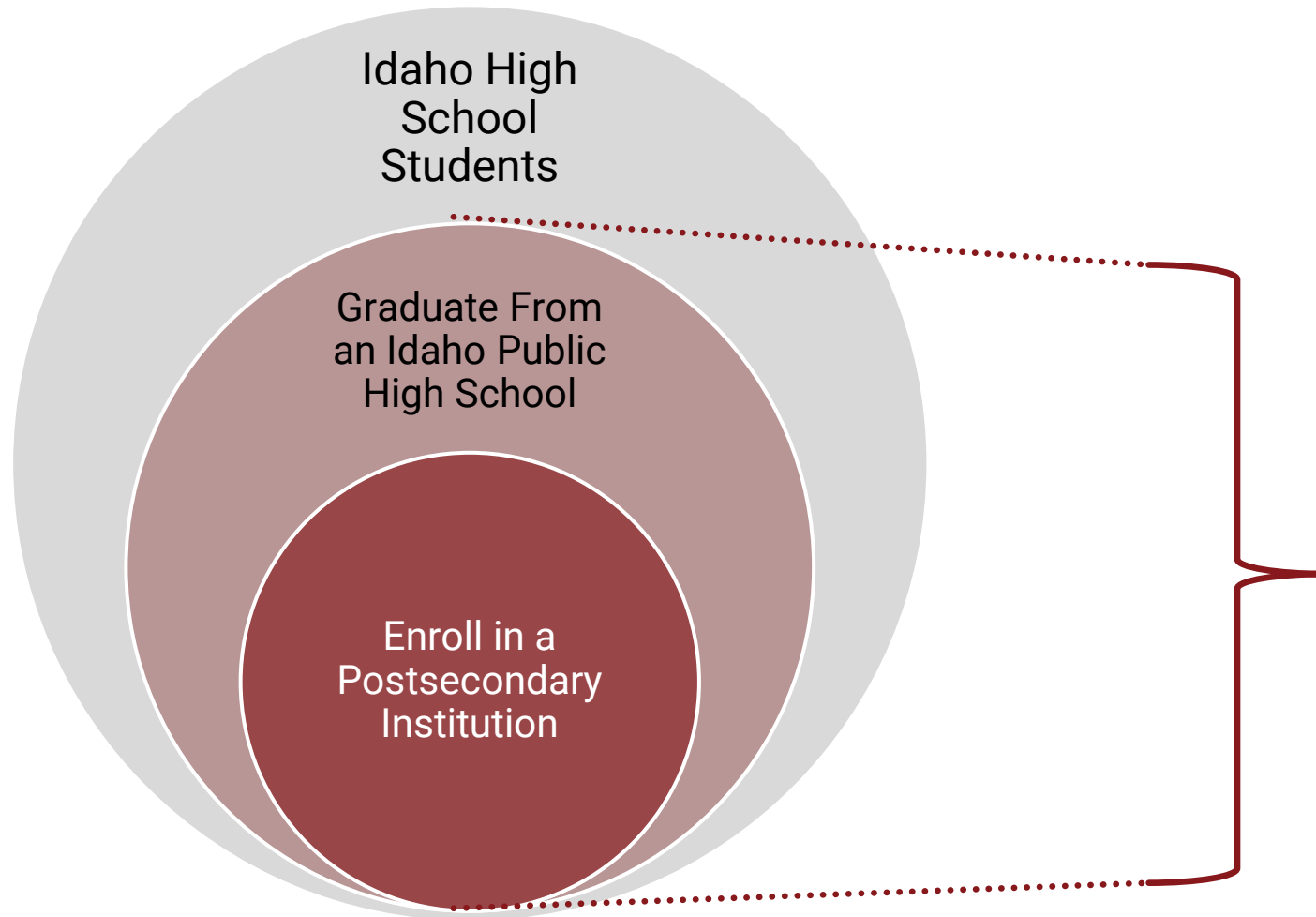
Male vs. Female College-Going Rates

Math and English ISAT Proficiency

Math and English ISAT Proficiency and College-Going Rates


Recap

Student Group for College-Going Rates

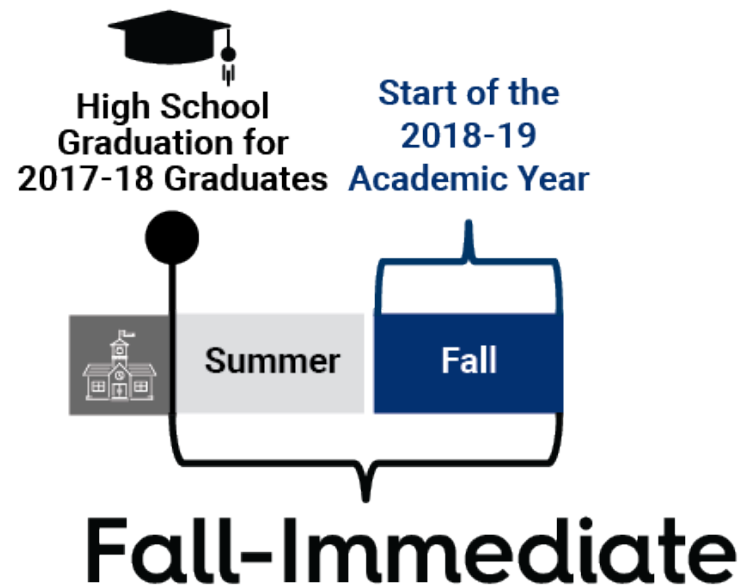


What Data Does the College-Going Rate Include?

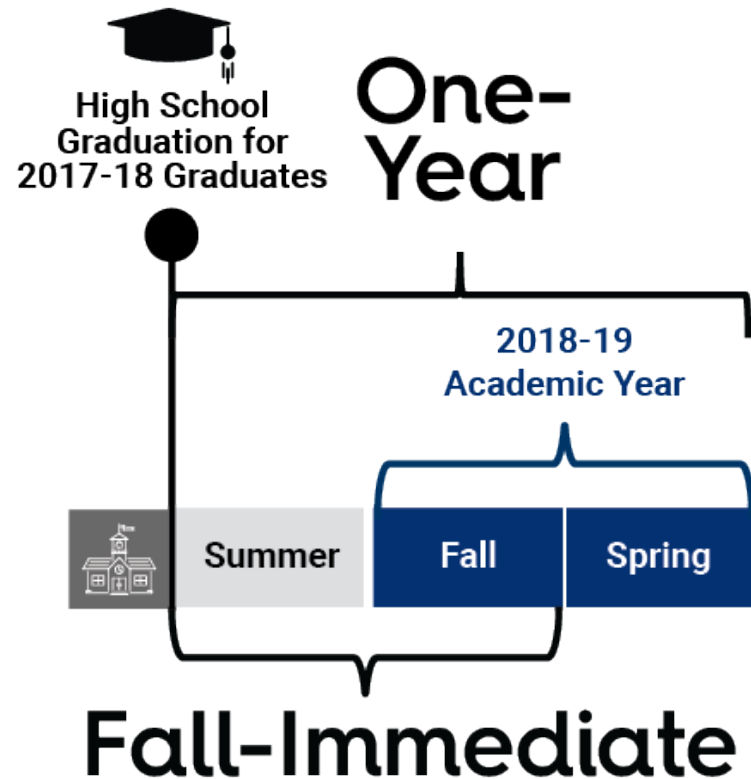
Does Include

- National Student Clearinghouse data
 - Direct data pulls from Idaho's 8 public postsecondary institutions
- 
- Schools that do not submit data to the National Student Clearinghouse

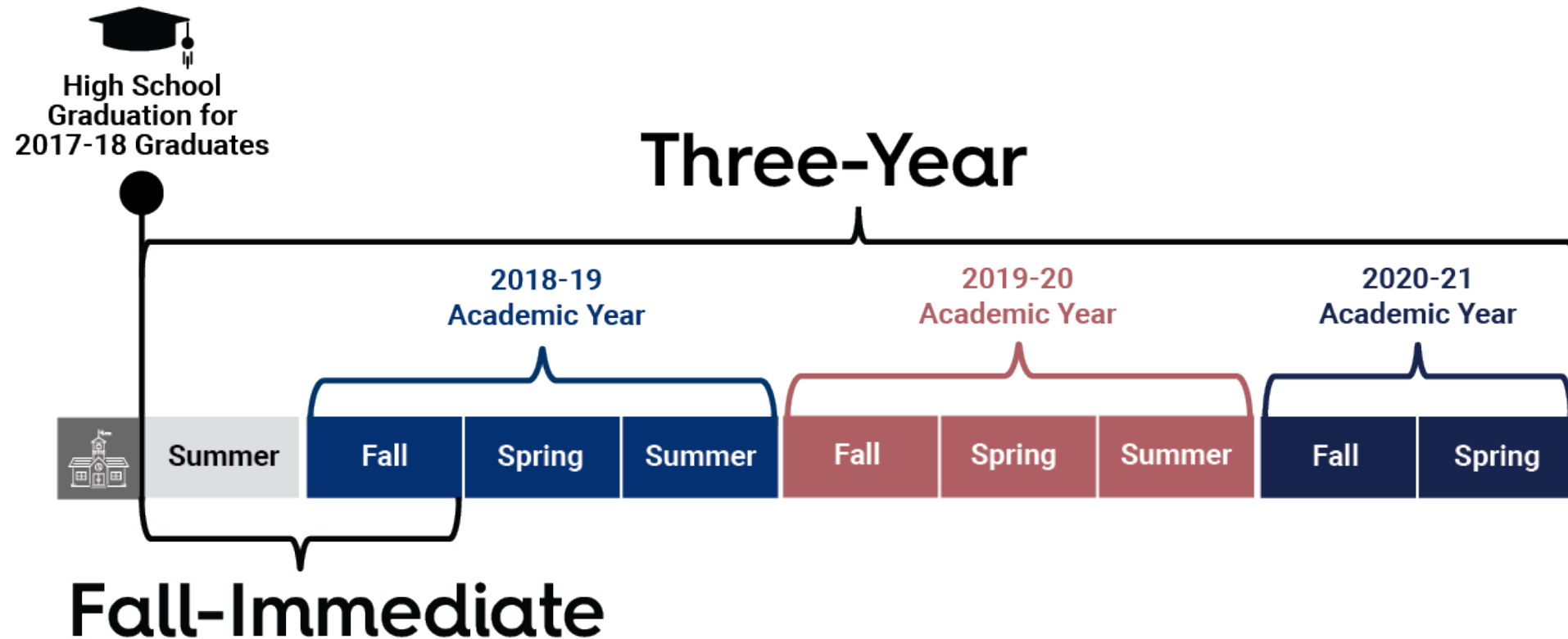
College-Going Measurements



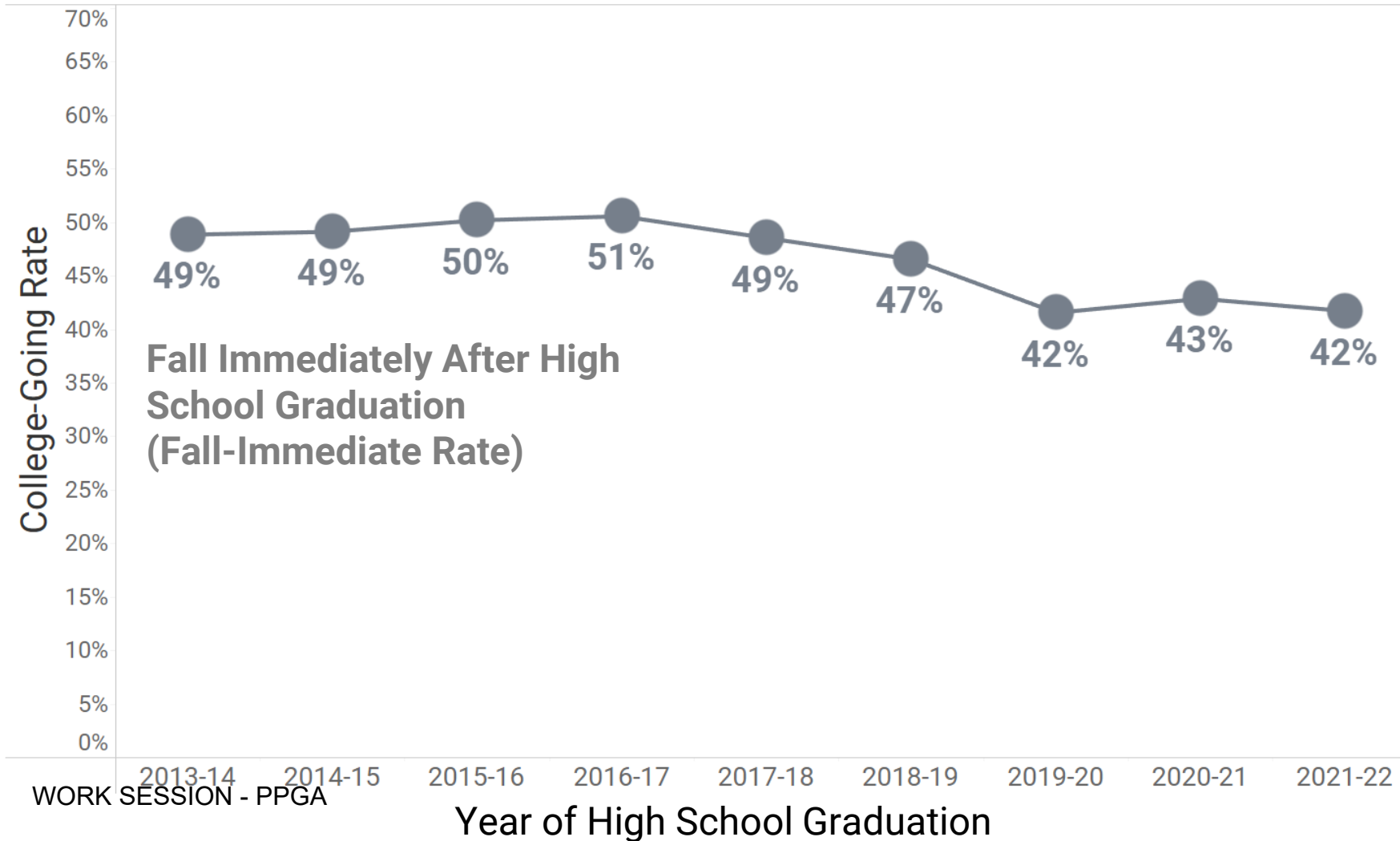
College-Going Measurements



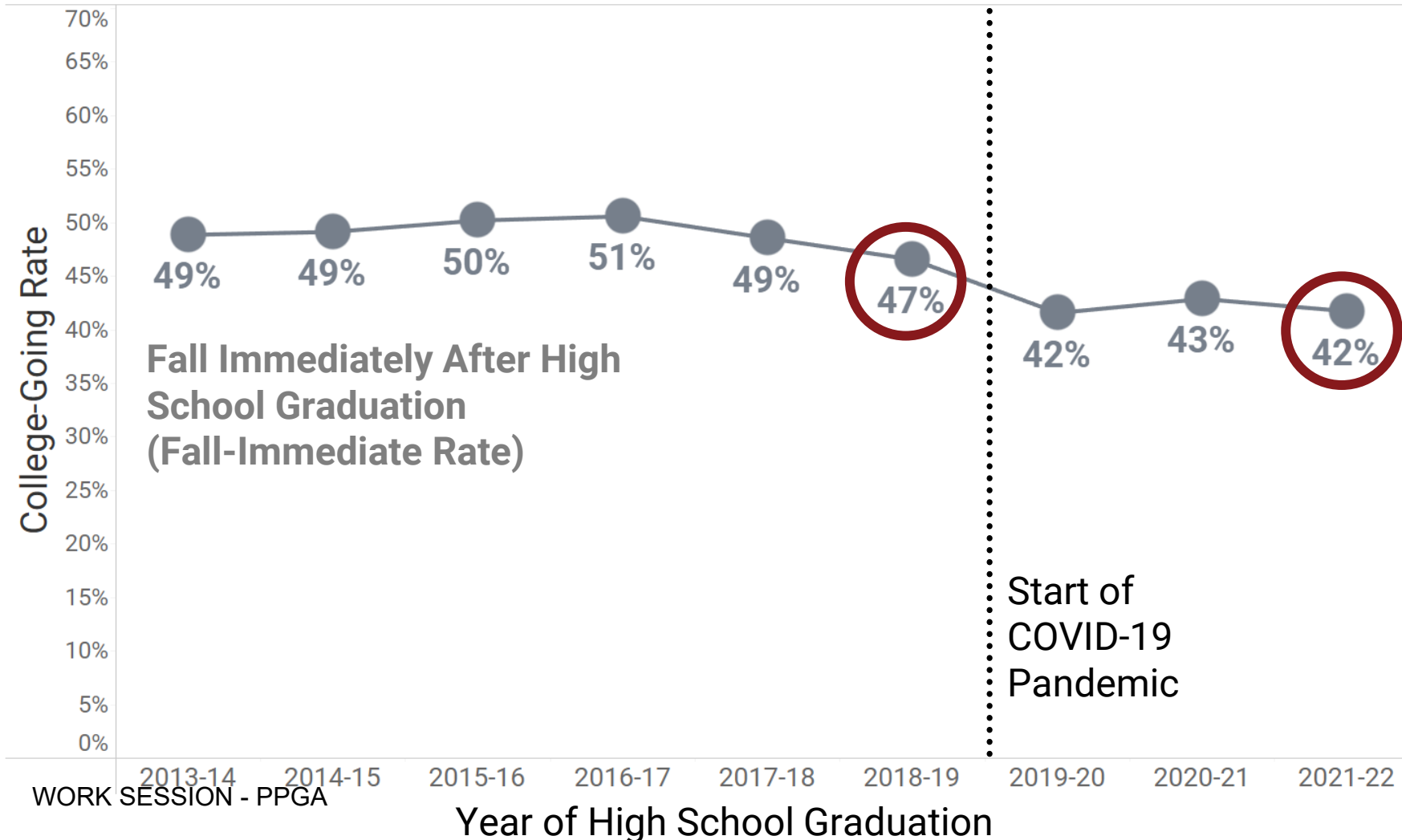
College-Going Measurements



Idaho College Going Rates for Students Enrolling in the Fall Immediately After High School Graduation

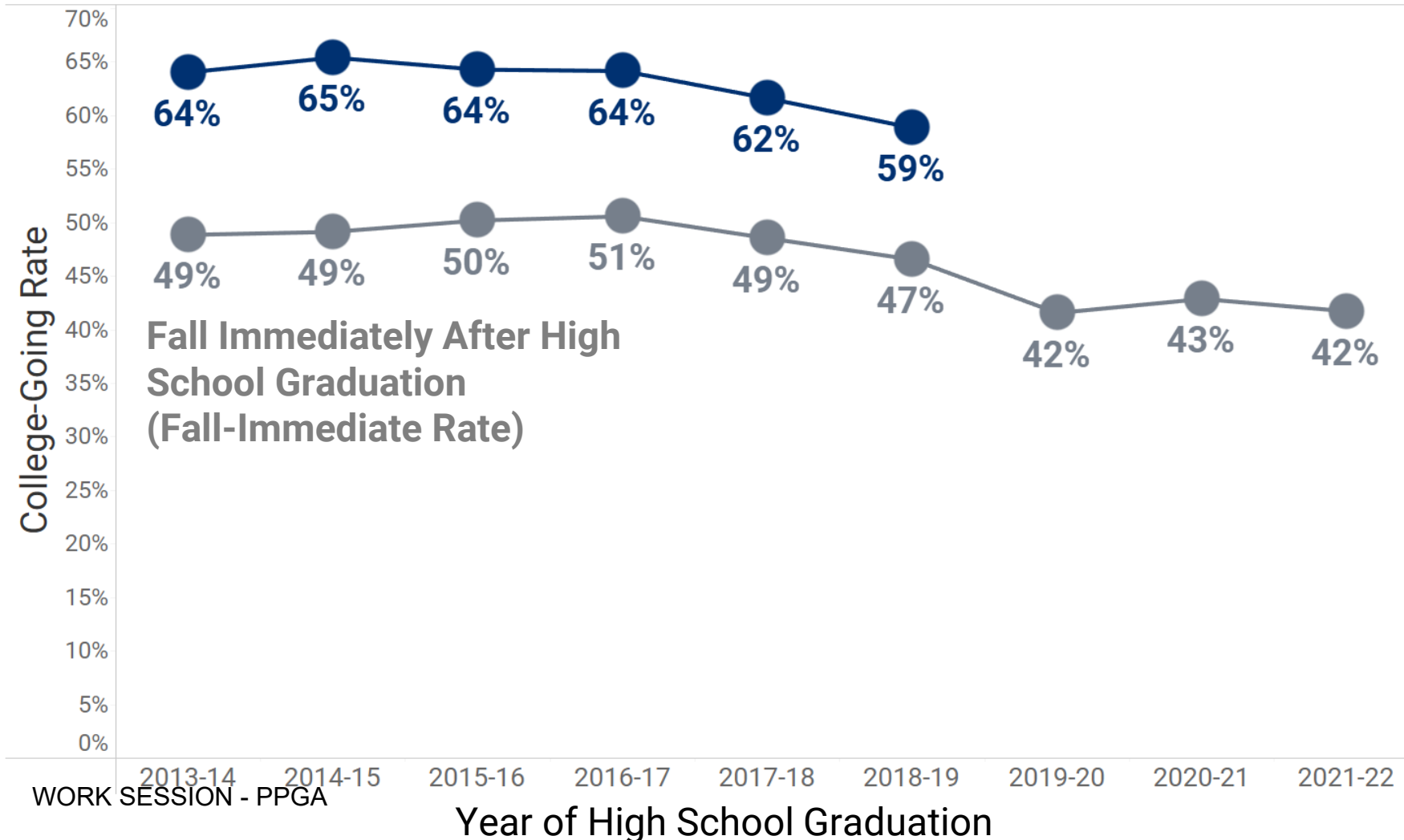


Idaho College Going Rates for Students Enrolling in the Fall-Immediately After High School Graduation



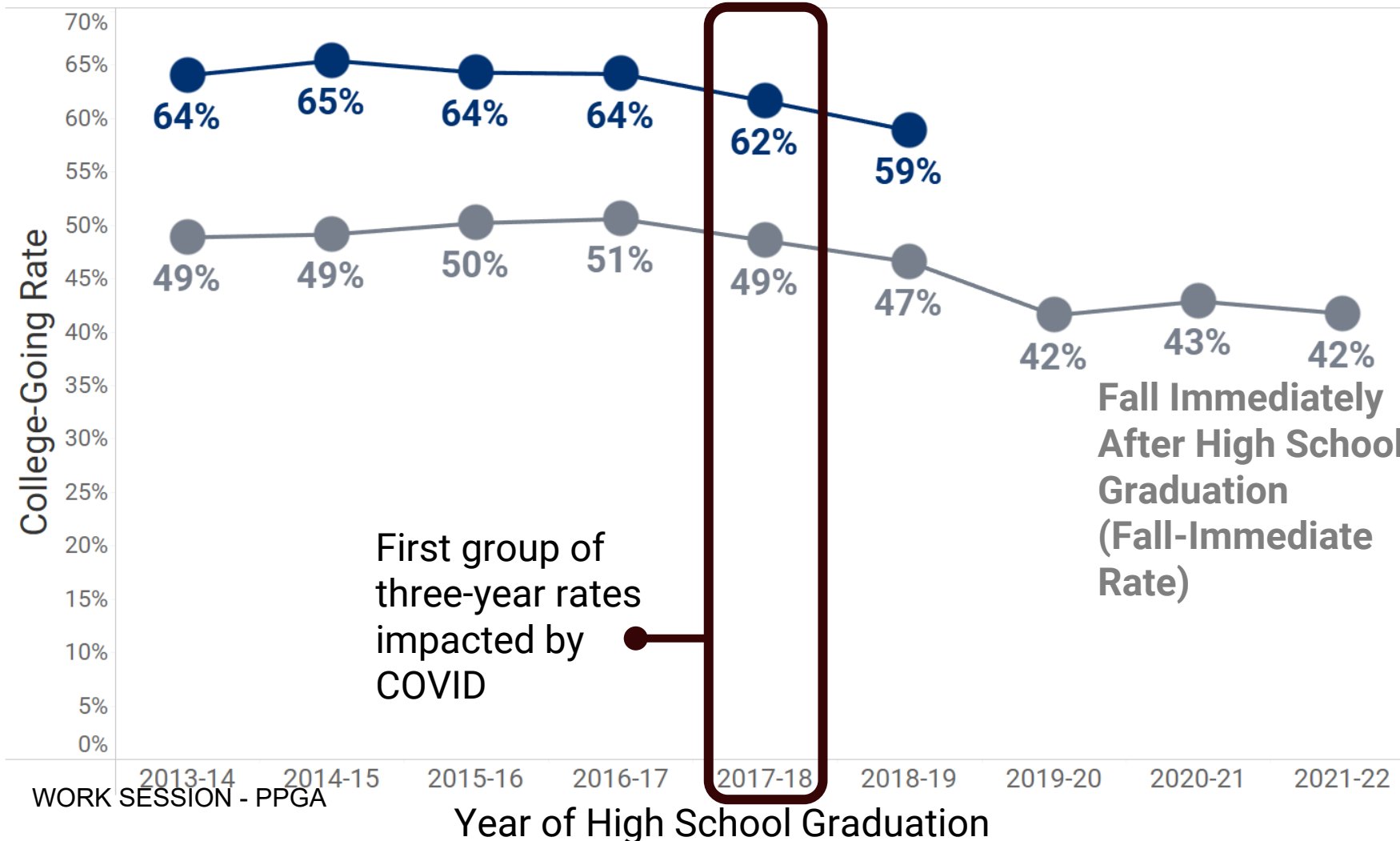
- College-going rates **have declined** since 2018-19

Fall-Immediate vs. Three-Year College Going Rates of Idaho Students



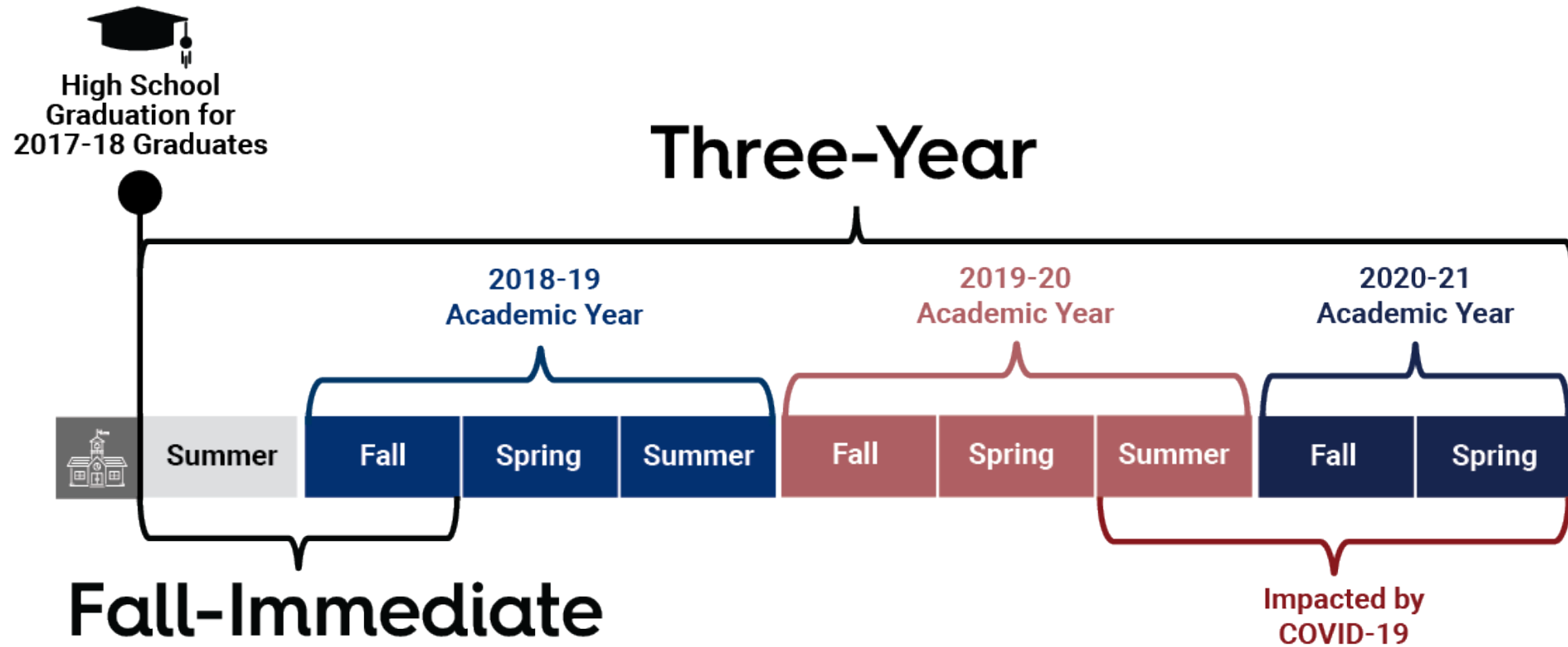
- A majority of students enrolled in postsecondary education within three years after high school graduation

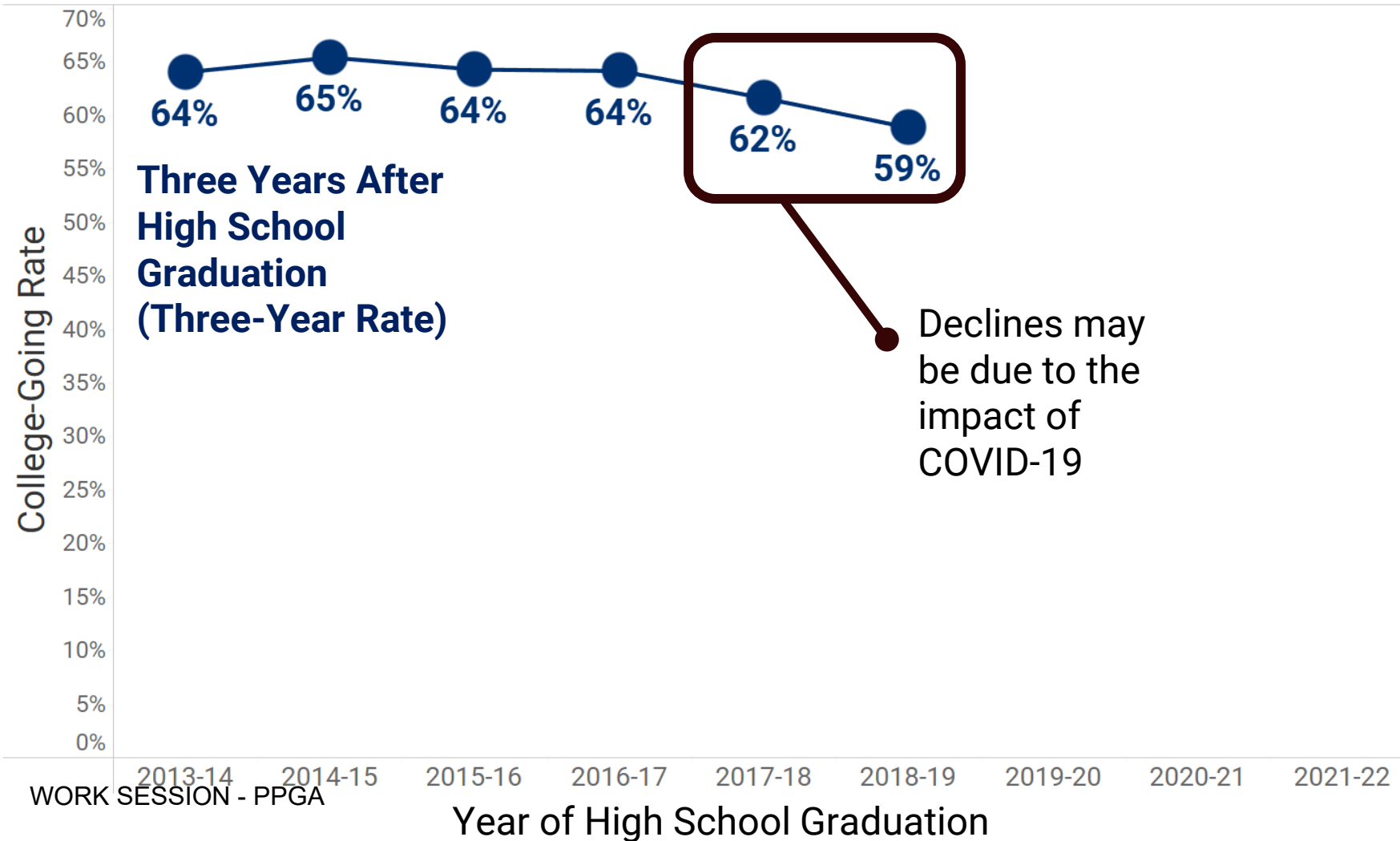
Fall-Immediate vs. Three-Year College Going Rates of Idaho Students



- A majority of students enrolled in postsecondary education within three years after high school graduation

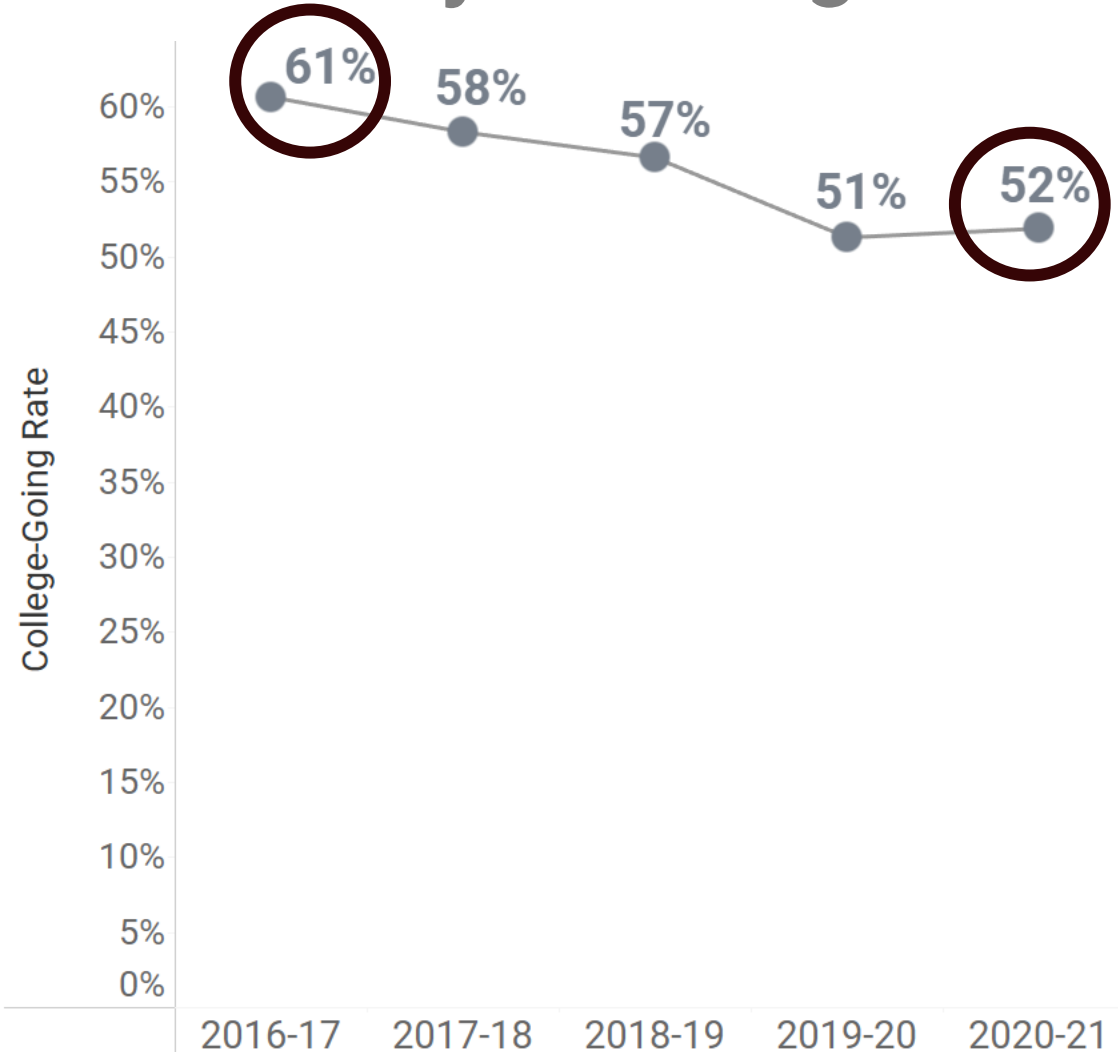
The Three-Year College-Going Rates for 2017-18 Graduates Were the First Three-Year Rates Impacted by COVID-19





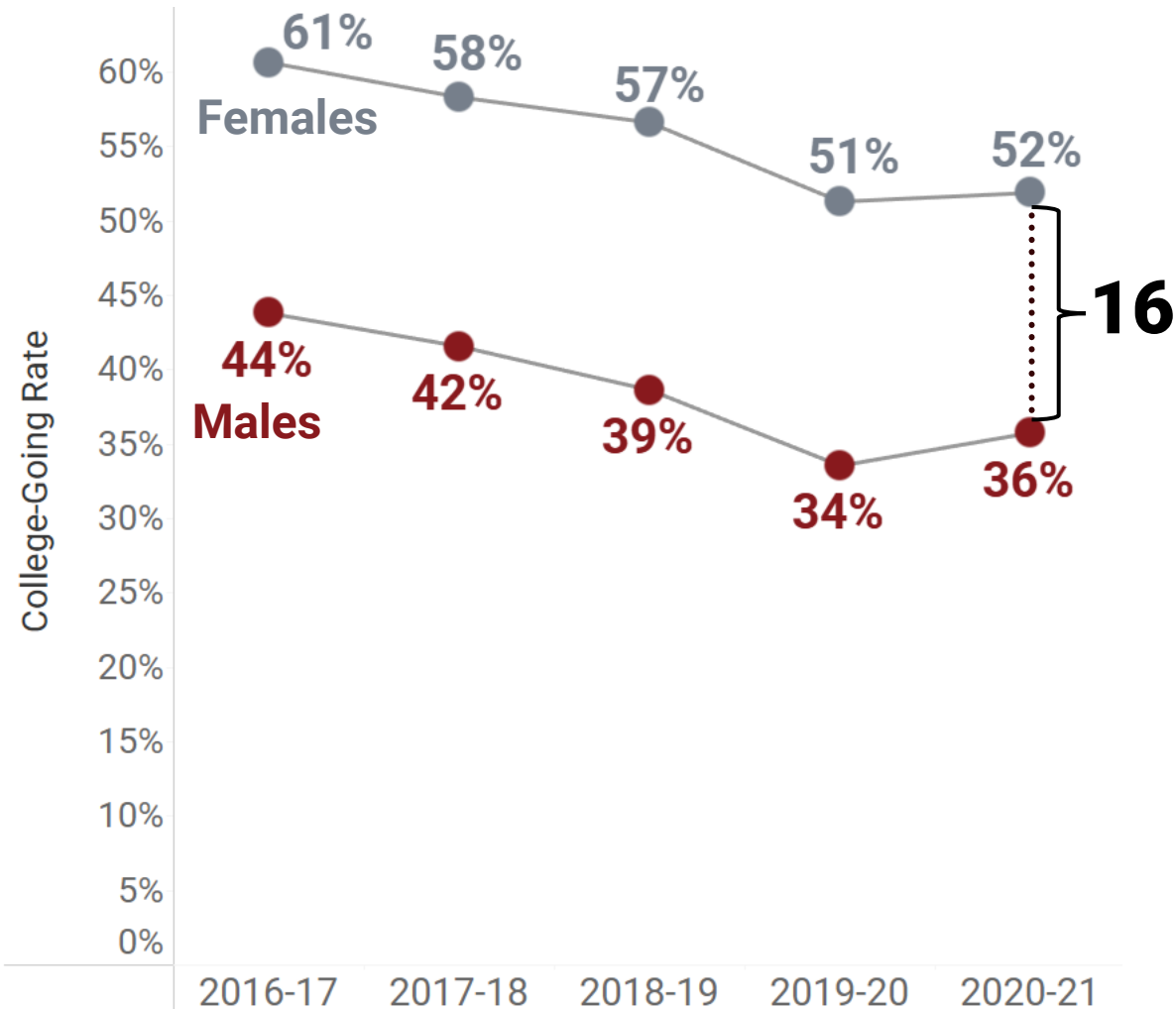
- A majority of students enrolled in postsecondary education within three years after high school graduation

College-Going Rates for Females in the Fall Immediately After High School Graduation



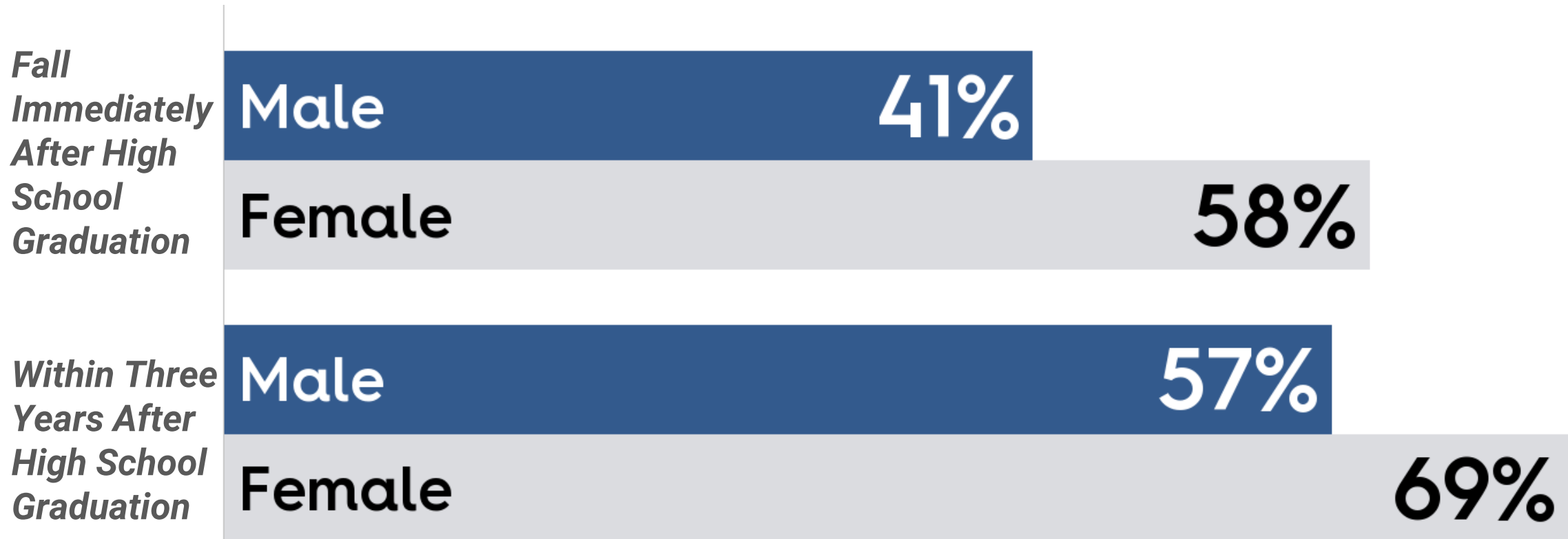
- Female college-going rates have **been declining** since 2016-17

College-Going Rates for Females vs. Males in the Fall Immediately After High School Graduation

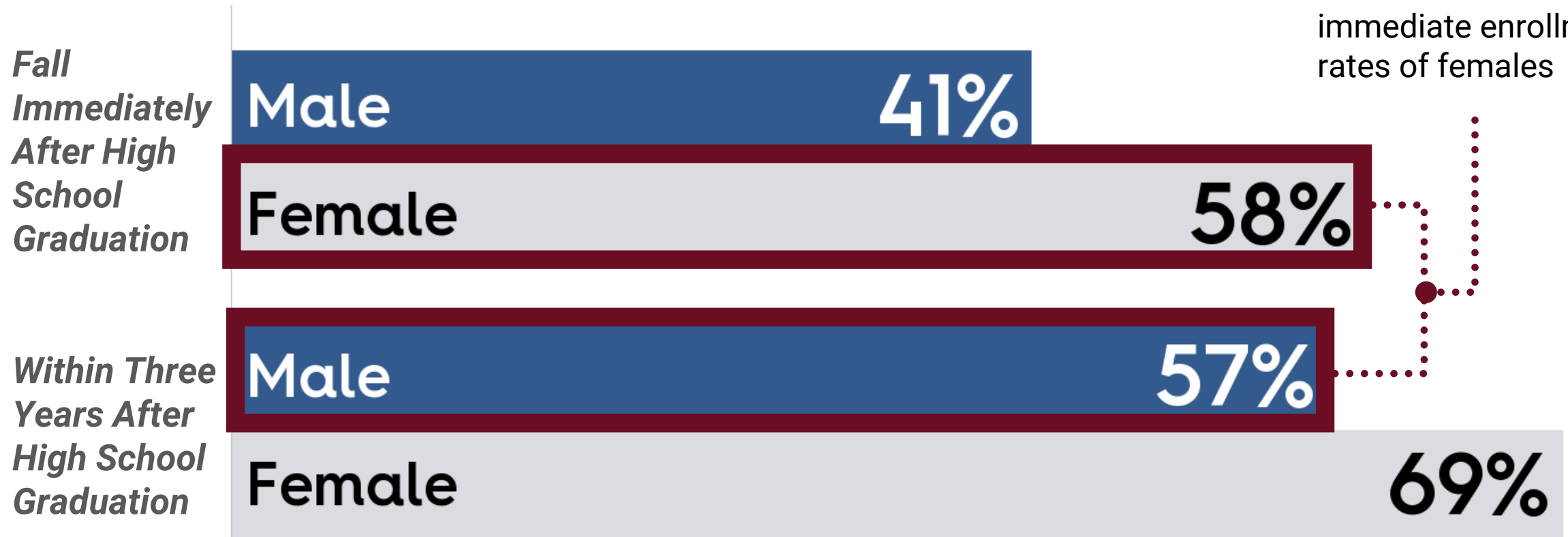


- Male enrollment rates are **lower than females** and have also **declined** since 2016-17

Percentage of Males vs. Females Enrolling at Different Times After High School Graduation for Students in the 2016-17 through 2018-19 Senior Classes

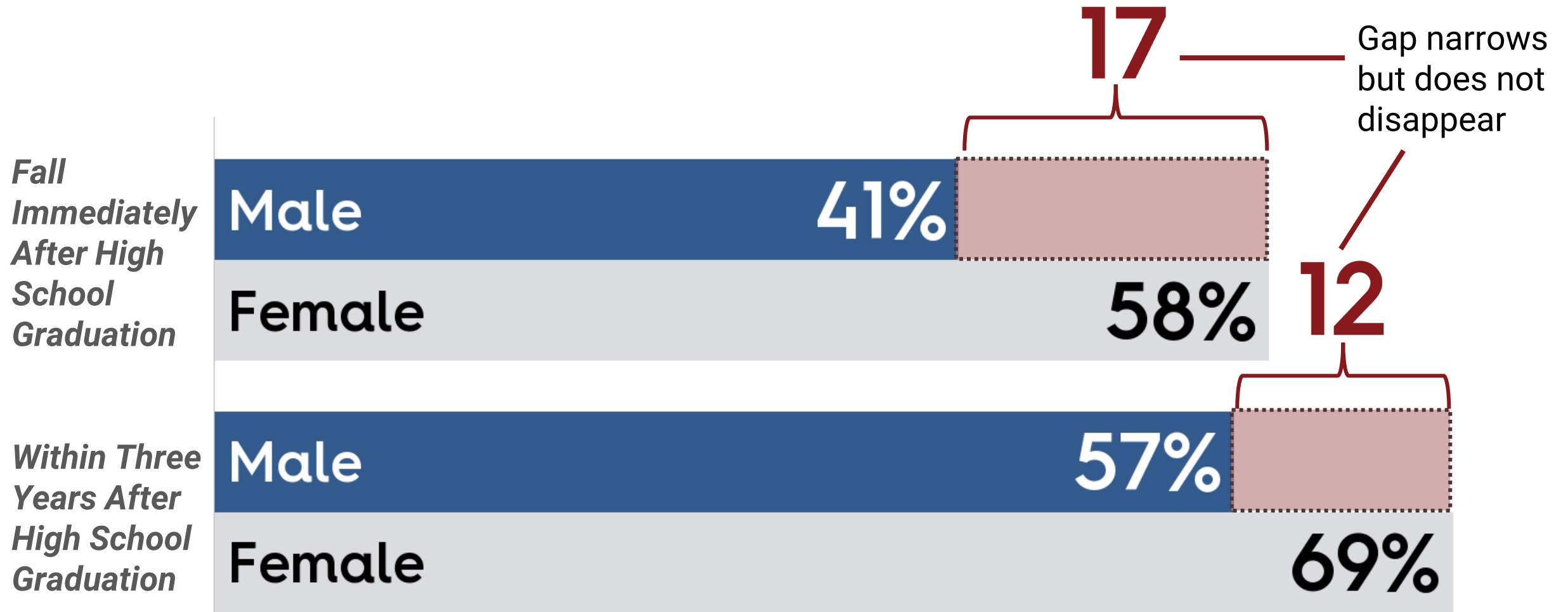


Percentage of Males vs. Females Enrolling at Different Times After High School Graduation for Students in the 2016-17 through 2018-19 Senior Classes

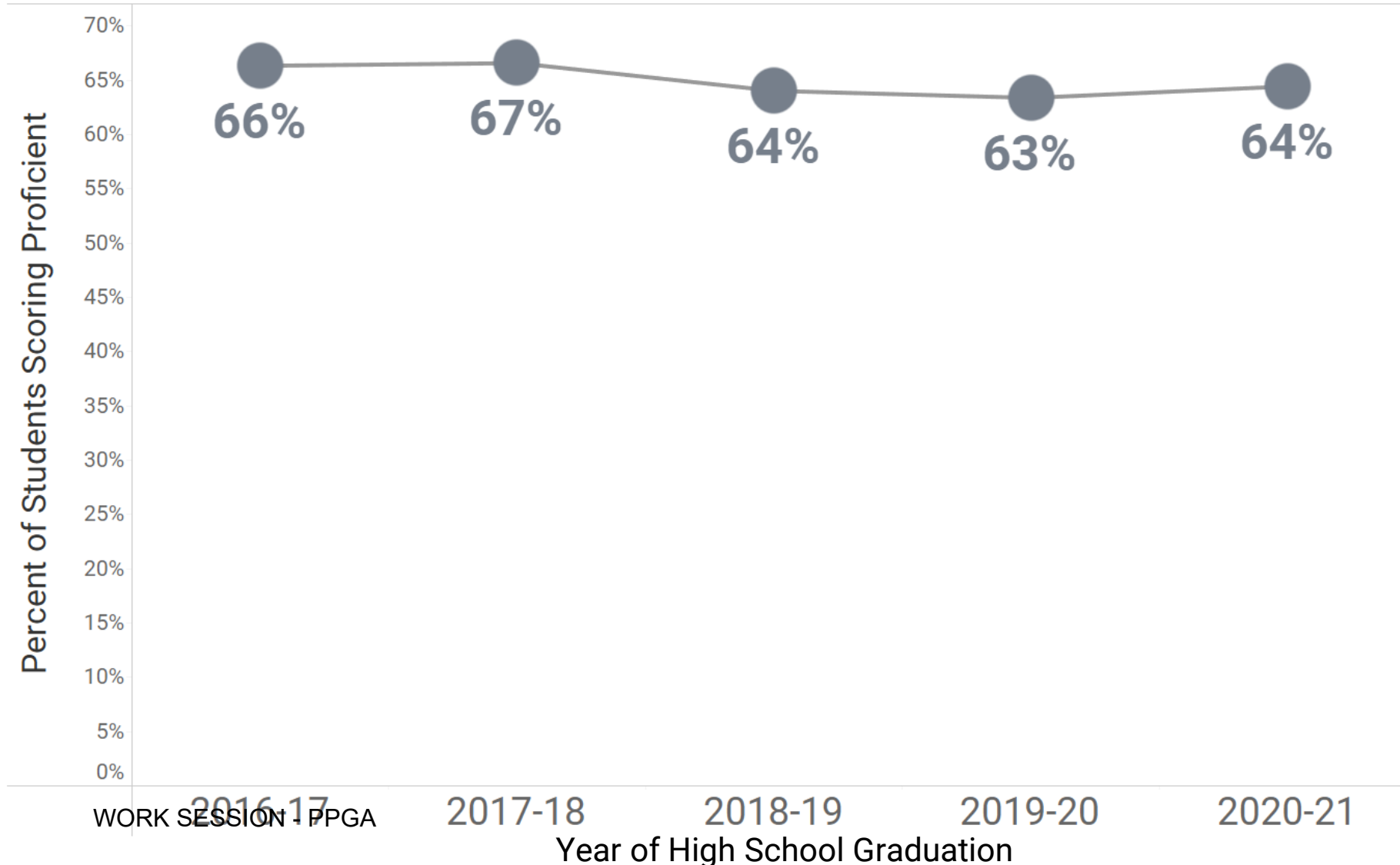


Three-year enrollment rates of males are similar to fall-immediate enrollment rates of females

Percentage of Males vs. Females Enrolling at Different Times After High School Graduation for Students in the 2016-17 through 2018-19 Senior Classes

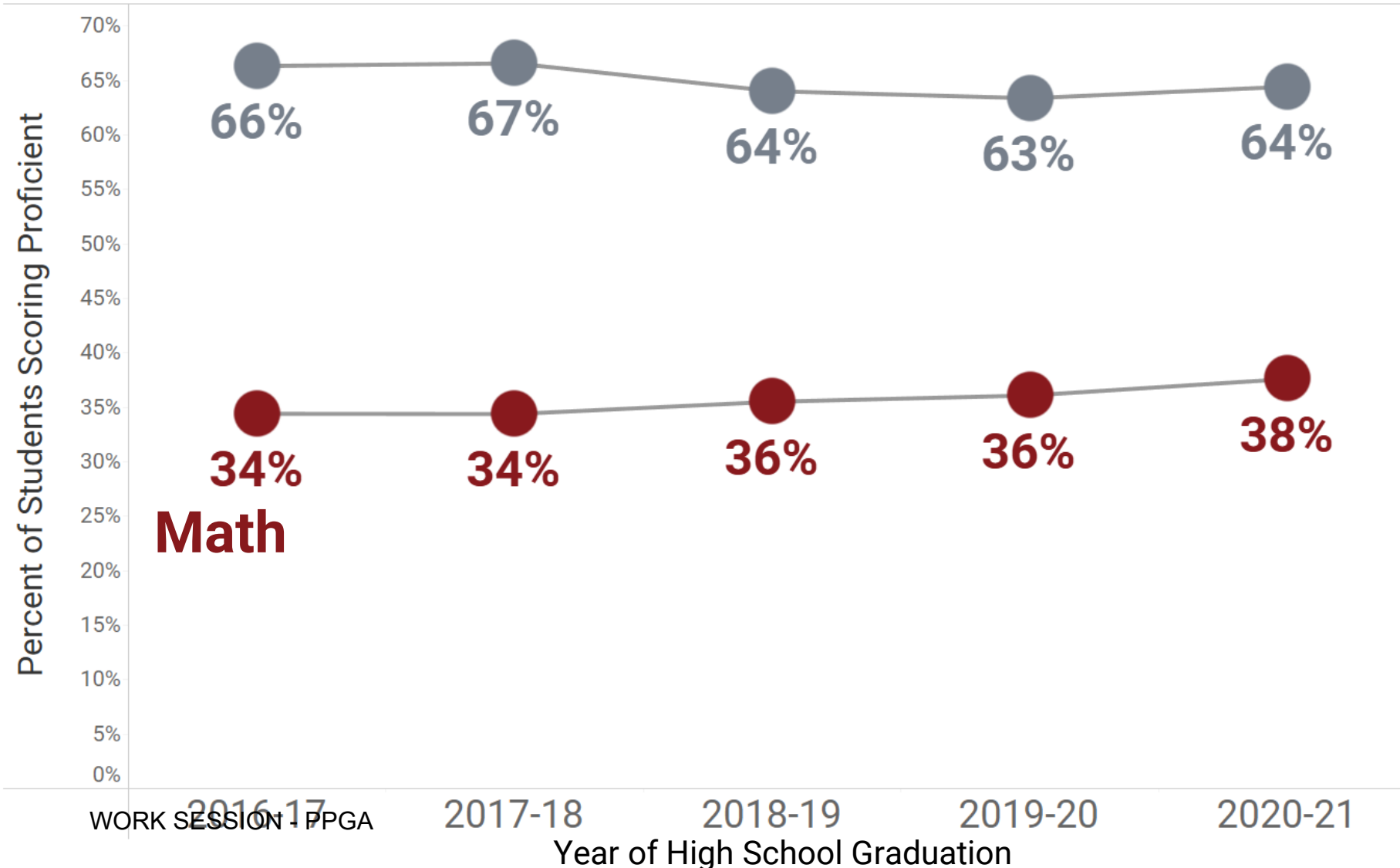


Percentage of Students Scoring Proficient on the 10th Grade ISAT



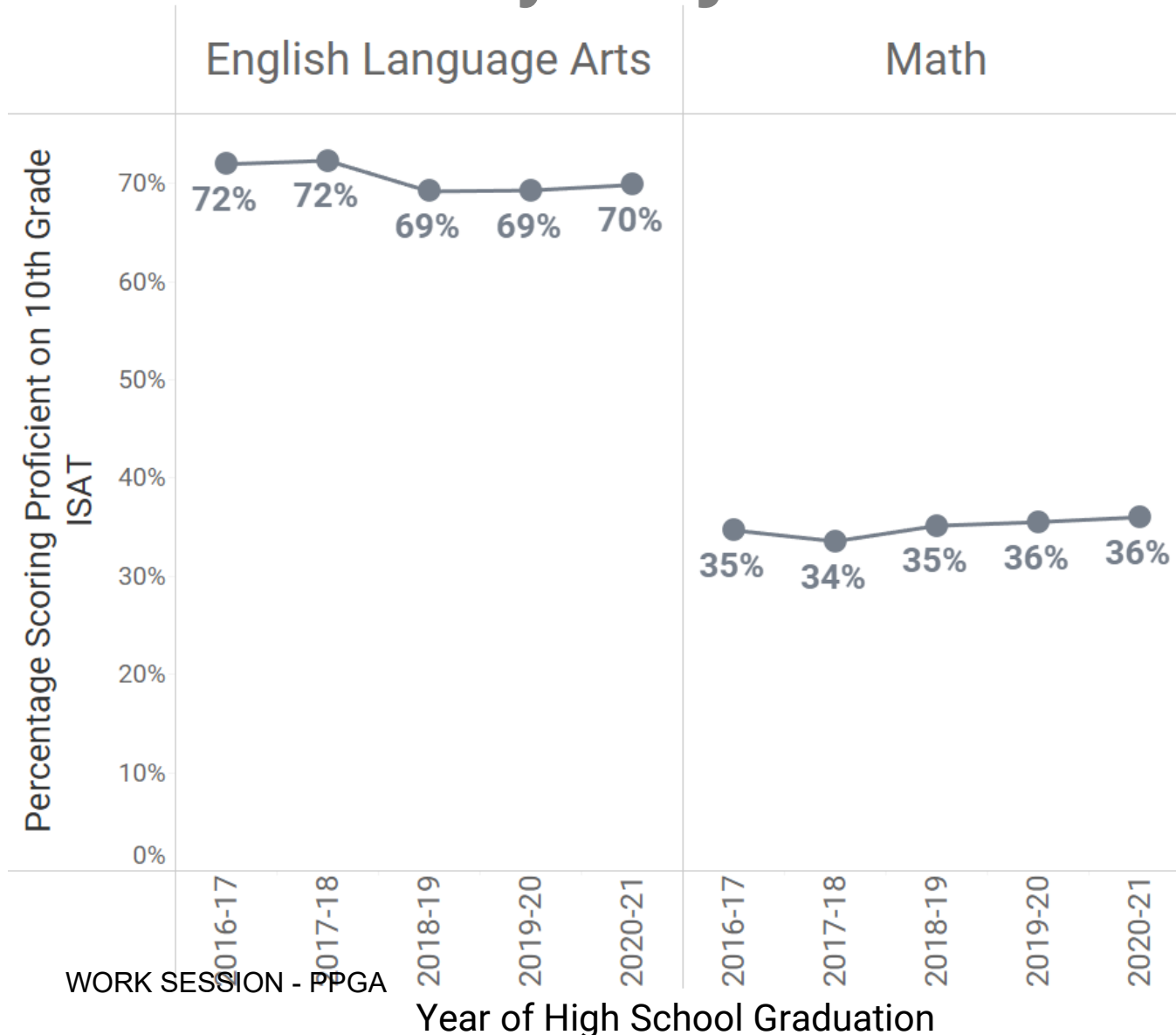
- A majority of students **scored proficient** on the 10th grade English Language Arts ISAT

Percentage of Students Scoring Proficient on the 10th Grade ISAT



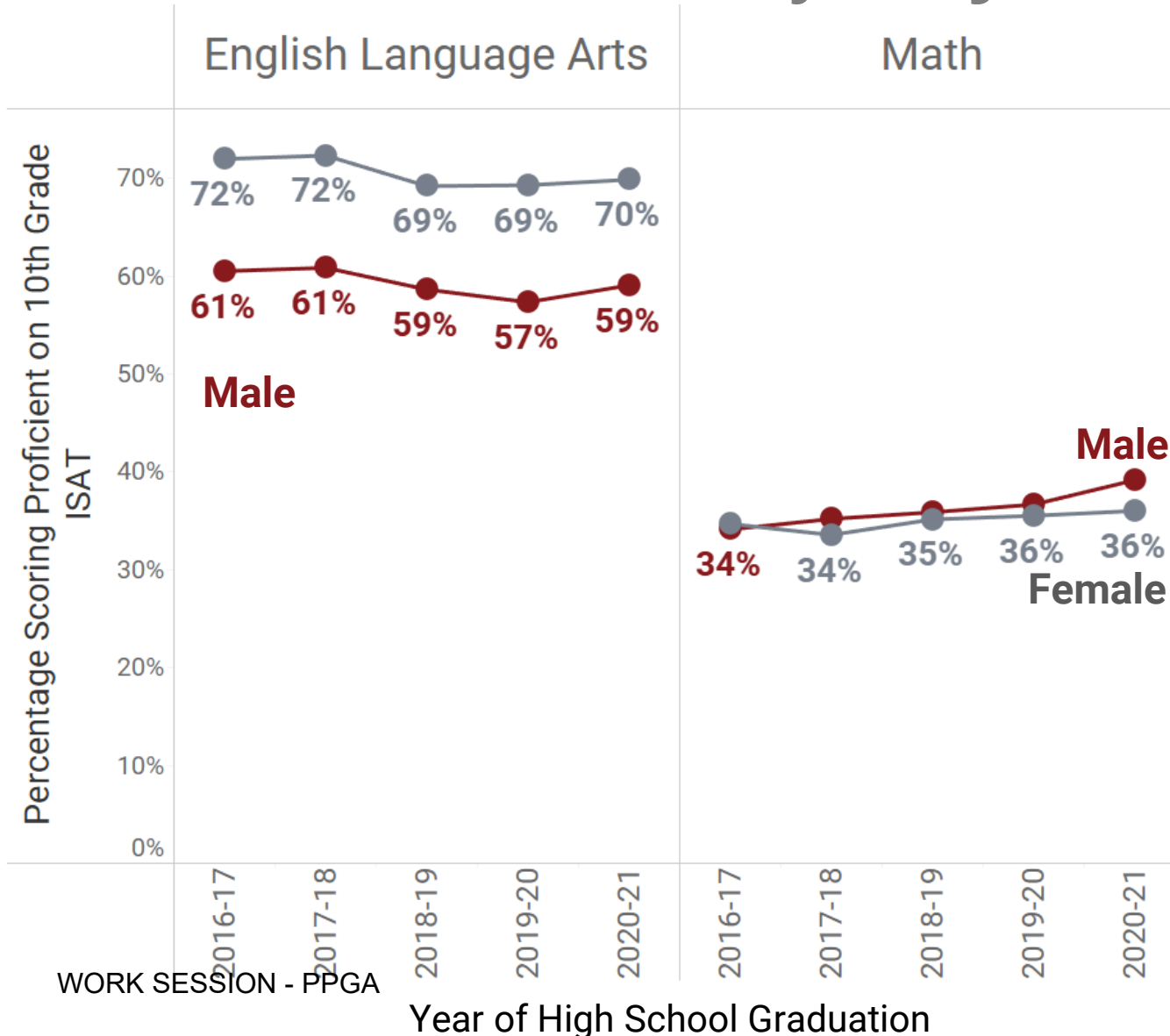
- **Less than half** of students scored proficient on the 10th grade math ISAT

Percentage of Females Scoring Proficient on the 10th Grade ISAT by Subject



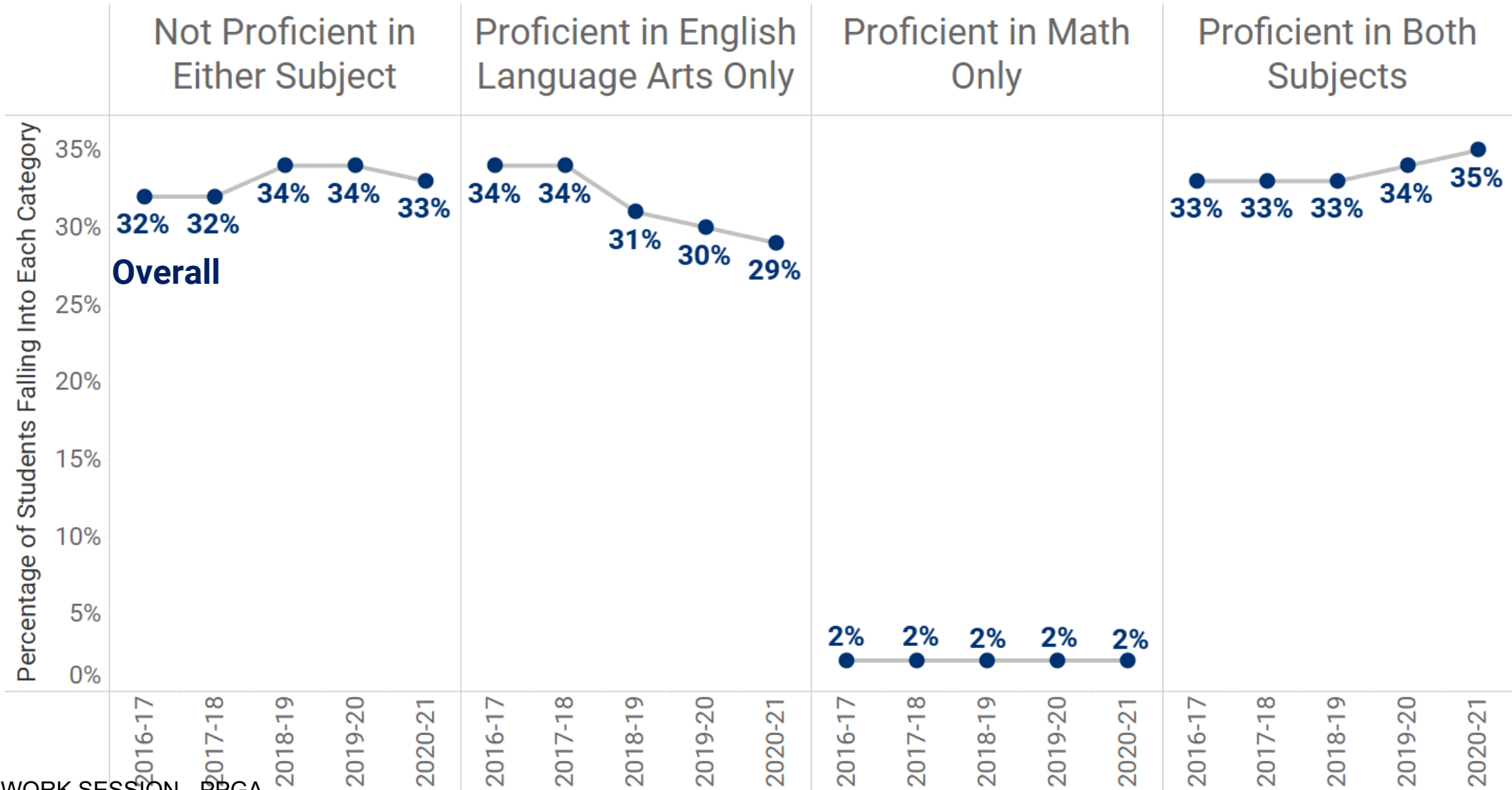
- A majority of females score proficient on the 10th grade ISAT ELA assessment
- Less than 40% of females score proficient on the 10th grade math assessment

Percentage of Females vs. Males Scoring Proficient on the 10th Grade ISAT by Subject

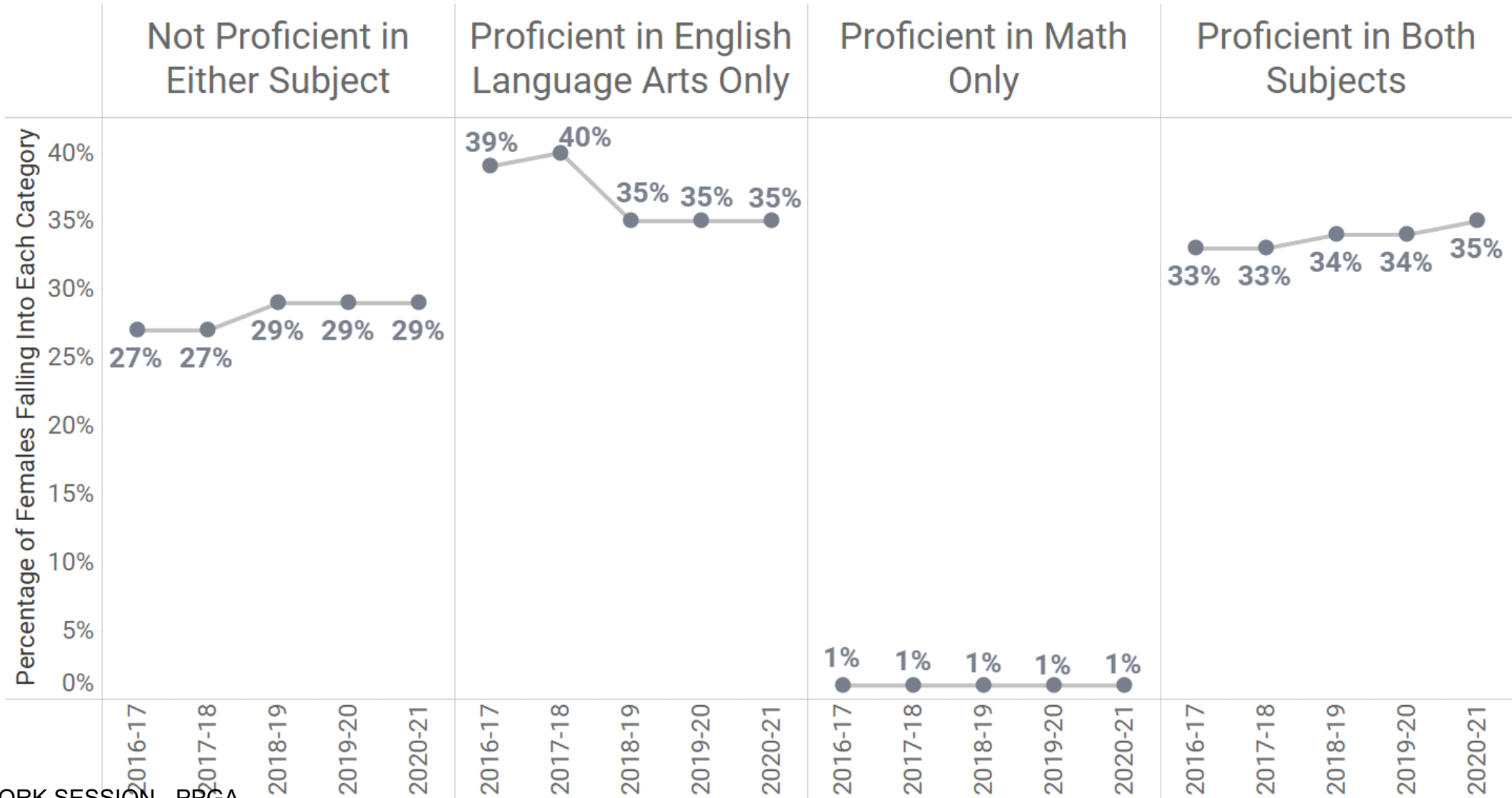


- Fewer males score proficient on the English Language ISAT than females
- Slightly more males score proficient on the math ISAT than females

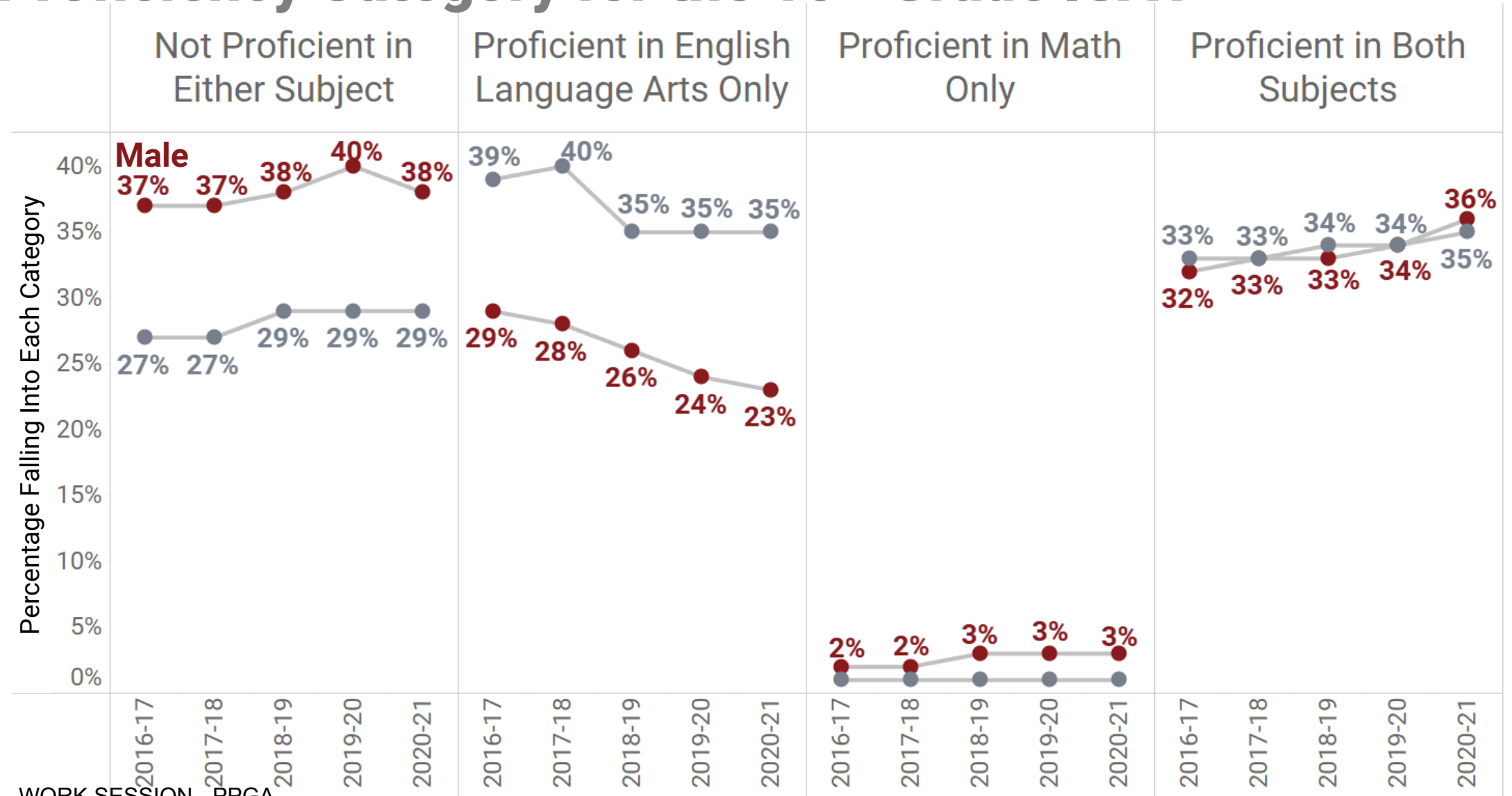
Percentage of Students Falling Into Each Proficiency Category for the 10th Grade ISAT



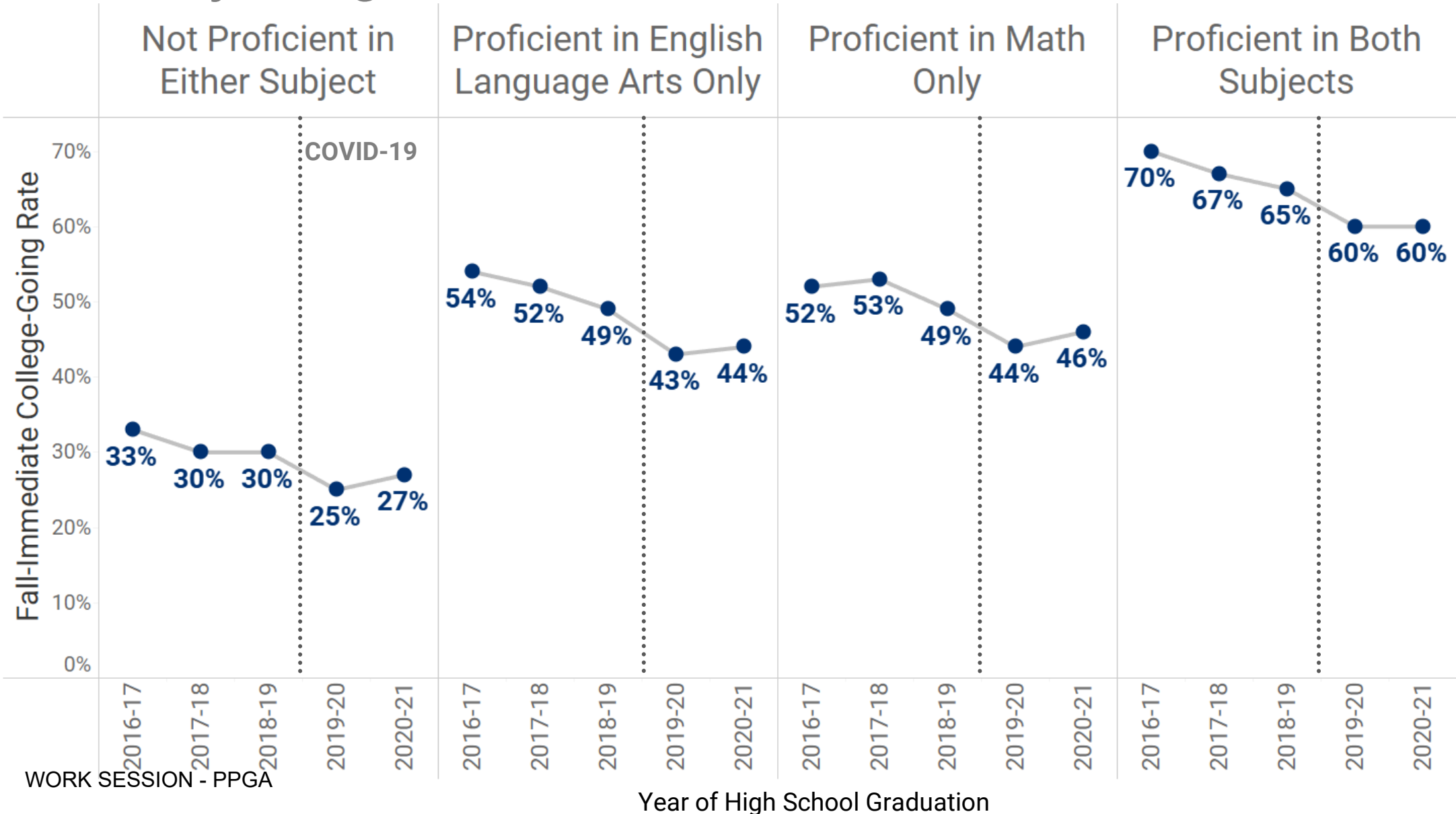
Percentage of Females Falling Into Each Proficiency Category for the 10th Grade ISAT



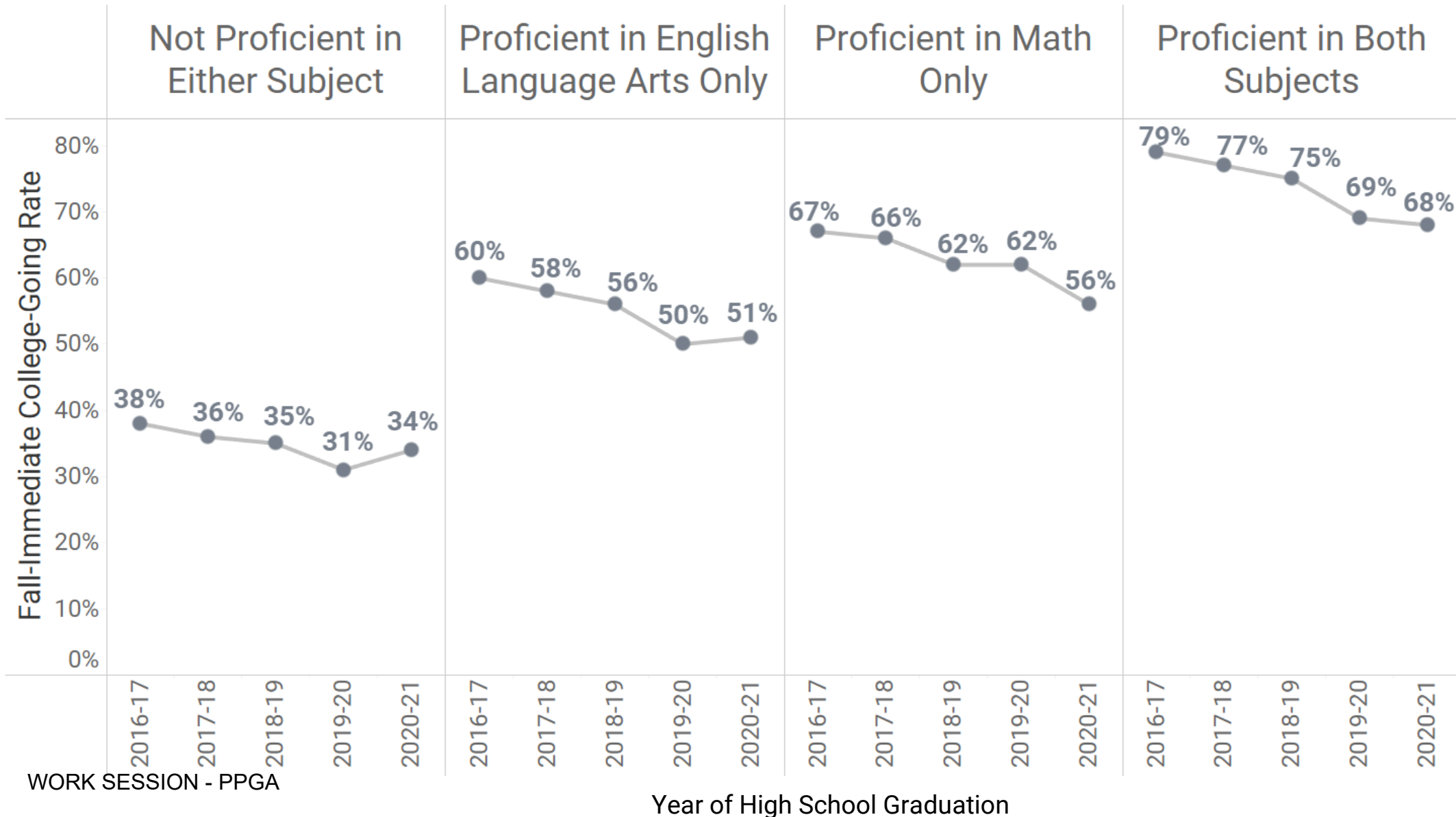
Percentage of Males vs. Females Falling Into Each Proficiency Category for the 10th Grade ISAT



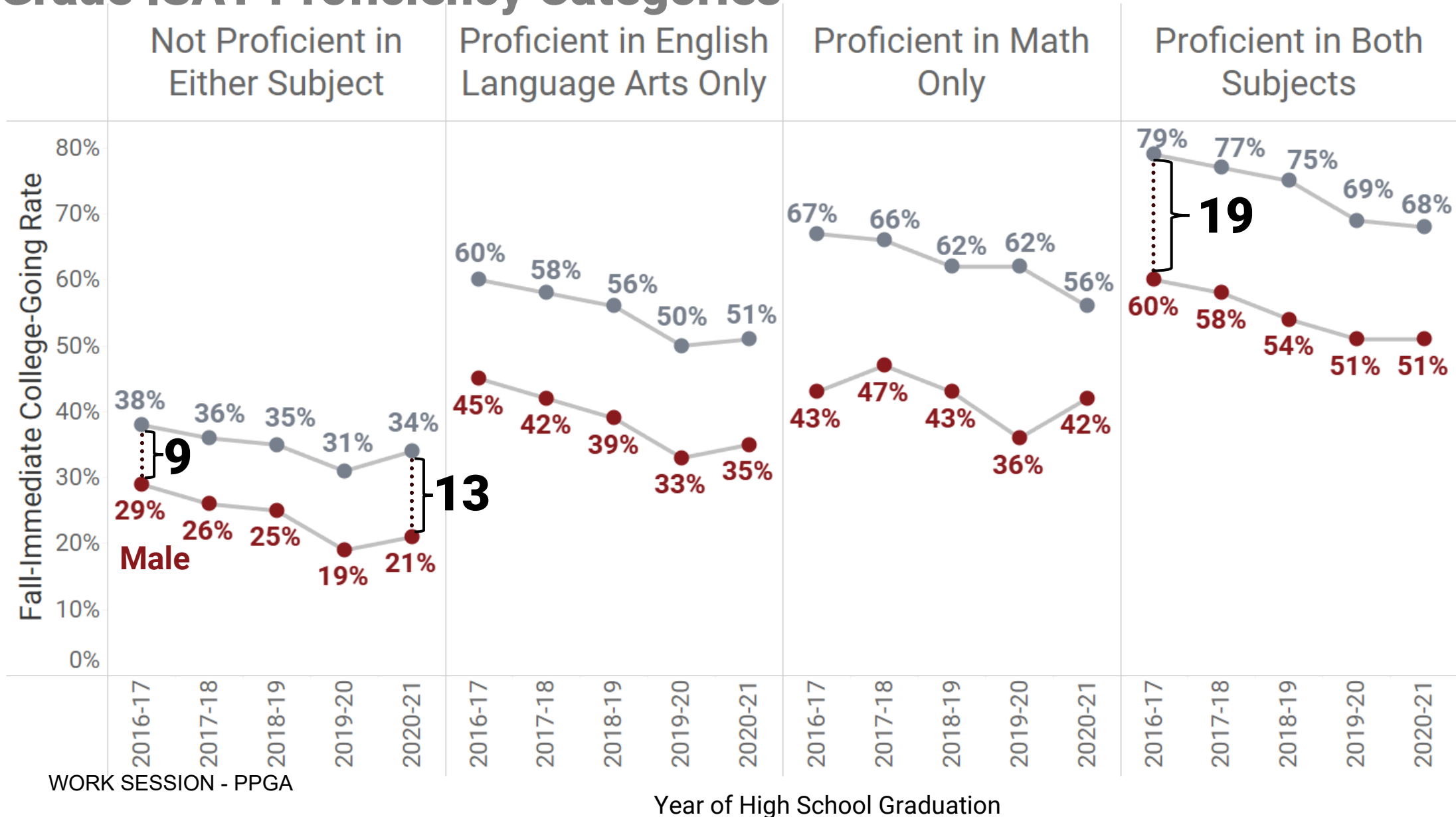
Overall Fall-Immediate Enrollment Rates by 10th Grade ISAT Proficiency Categories



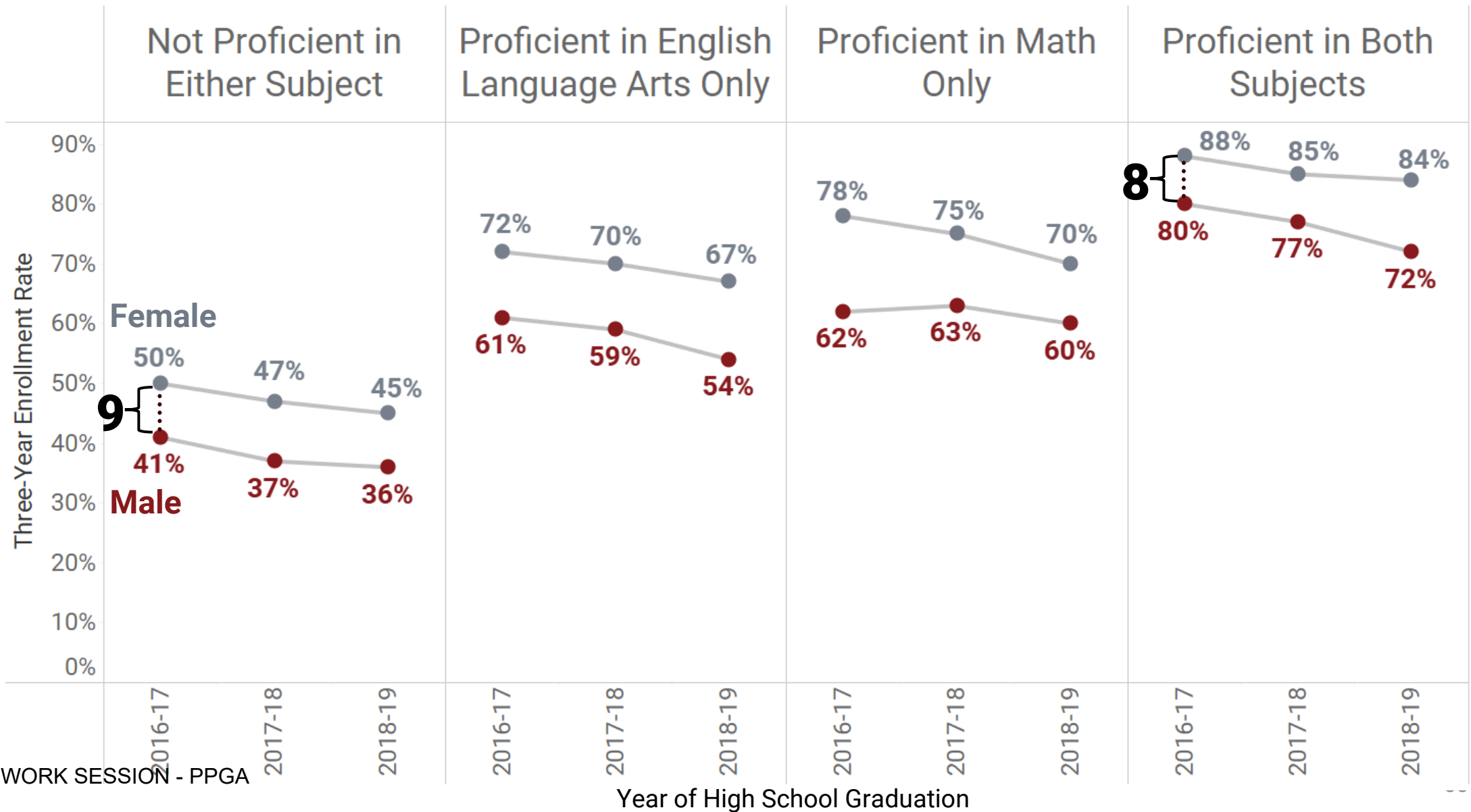
Fall-Immediate Enrollment Rates for Females by 10th Grade ISAT Proficiency Categories



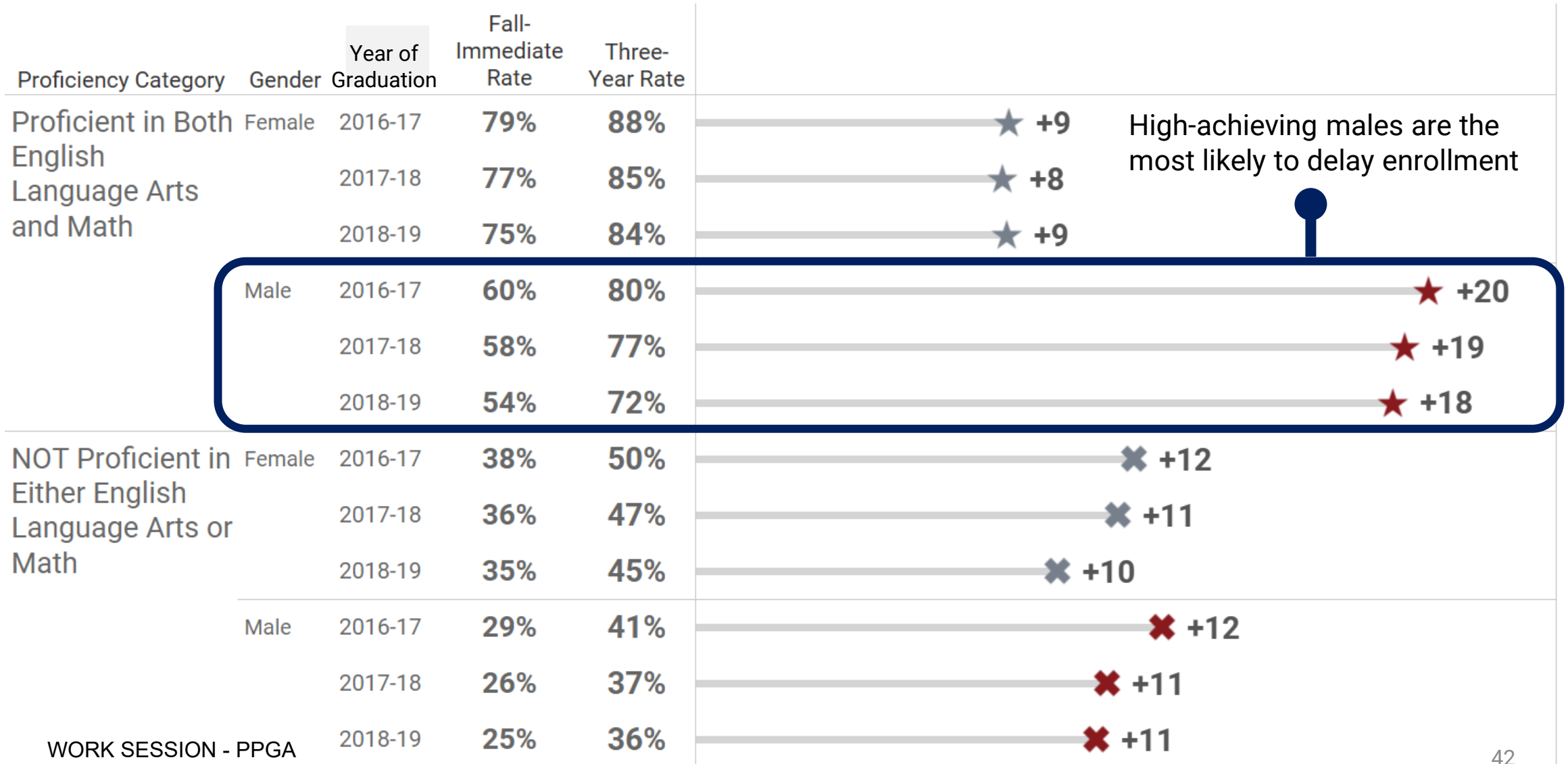
Fall-Immediate Enrollment Rates for Males vs. Females by 10th Grade ISAT Proficiency Categories



ISAT Proficiency Categories



Increases in College Going Rates From Fall-Immediate to Three Years After High School Graduation by 10th Grade ISAT Proficiency and Gender



Recap of Findings

The ISAT:

- Proficiency scores for the 10th grade ISAT are higher for English Language Arts than math
- Females are more likely than males to perform well on the English Language Arts assessment

College-Going Rates:

- Have declined since the onset of COVID-19
- Are around **40%** in the fall immediately after high school graduation
- Are around **60%** within three years after high school graduation
- Are higher for females than for males and remain so three years after high school graduation
- Are impacted by the highest achieving males delaying enrollment

Idaho Opportunity Scholarship

Office of the State Board of Education, Research

Cate Collins

Principal Research Analyst



Overview

Program features

Program requirements

Who does the program serve?

What education options can be pursued?

What are the outcomes?

Program's future

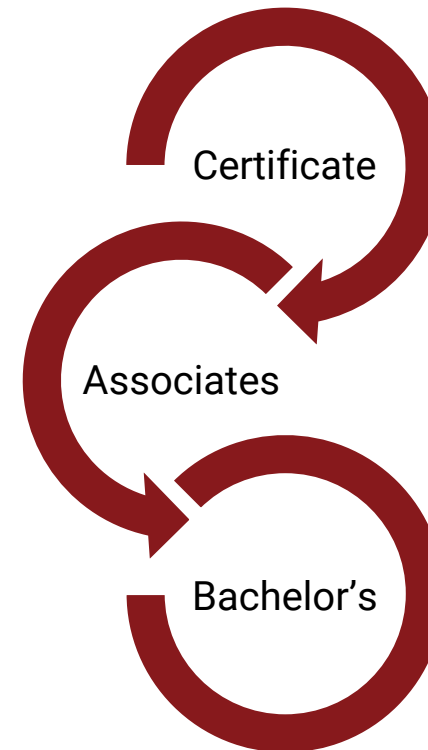
Program features

Award Amount

up to **\$3,500** per year
over **4 years**

\$14,000 total

Education Options



Program requirements

New Applicant

- GPA
 - 2.7 or higher
- Idaho high school
 - Graduated or will graduate
- FAFSA completion
 - Submitted by deadline
- Ranking process
 - 70% need and 30% merit

Renewal

Communicate

- Indicate plans to renew by deadline

GPA

- Maintain a GPA of 2.7 or higher

Credits

- Earn at least 24 credits per year

Overview

~~Program features~~

~~Program requirements~~

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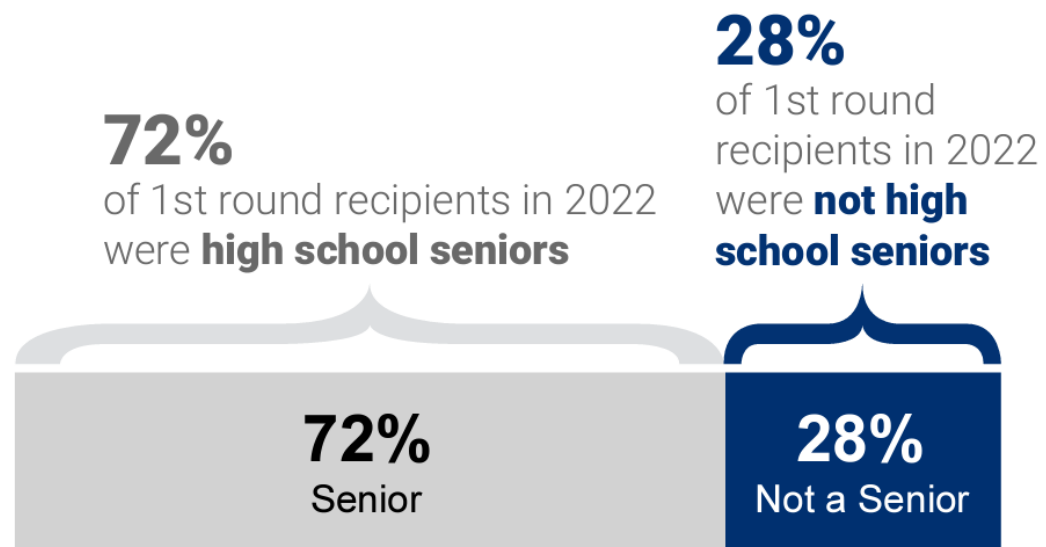
GPA

- Maintain a GPA of 2.7 or higher

Credits

- Earn at least 24 credits per year

Diverse age range



Years After High School	Maximum Age	Total Awarded	% of Total
As a Senior	18	1,988	72%
One year later	19	197	7%
Two years later	20	156	6%
Three years later	21	120	4%
More than three	62	303	11%

Program Requirements

New Applicant

GPA

- 2.7 or higher

Idaho high school

- Graduated or will graduate

FAFSA completion

- Submitted by deadline

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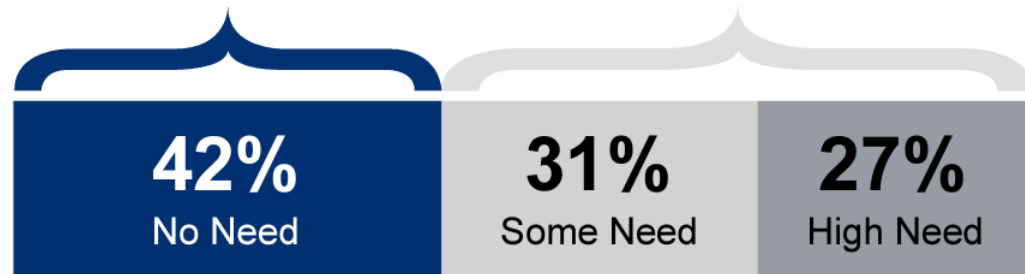
Diverse levels of need

42%

of 1st round recipients in 2022 were **not Pell-eligible** (had no financial need)

58%

of 1st round recipients in 2022 were **Pell-eligible** (had “high” or “some” financial need)



Level of Need	Expected Family Contribution (EFC)			Count	% of Total
	<i>Min</i>	<i>Median</i>	<i>Max</i>		
High	0	0	0	779	27%
Some	3	2,530	5,999	906	31%
None	6,016	13,746	568,712	1,232	42%

Overview

~~Program features~~

~~Program requirements~~

~~Who does the program serve?~~

What education options can be pursued?

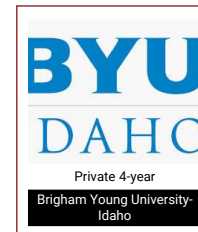
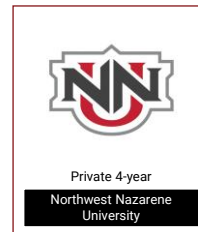
What are the outcomes?

Program's future

Degrees & certificates

Awardees can complete *certificates, associates, and bachelor's degrees* from **12** different postsecondary institutions.

Completion Type	Minimum length of time to complete	Count
Certificates	< 2 years	651
Associates	2 years	2,103
Bachelor's	4 years	5,120
Total		7,874



Overview

~~Program features~~

~~Program requirements~~

~~Who does the program serve?~~

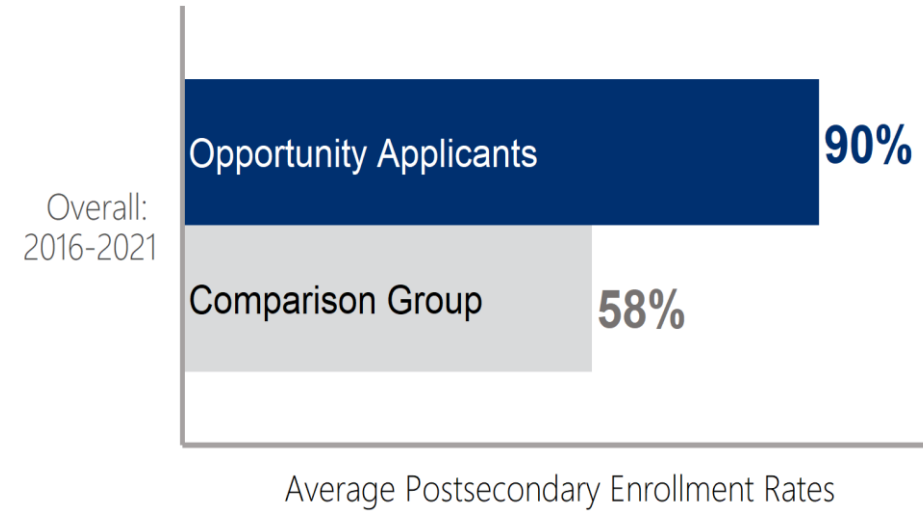
~~What education options can be pursued?~~

What are the outcomes?

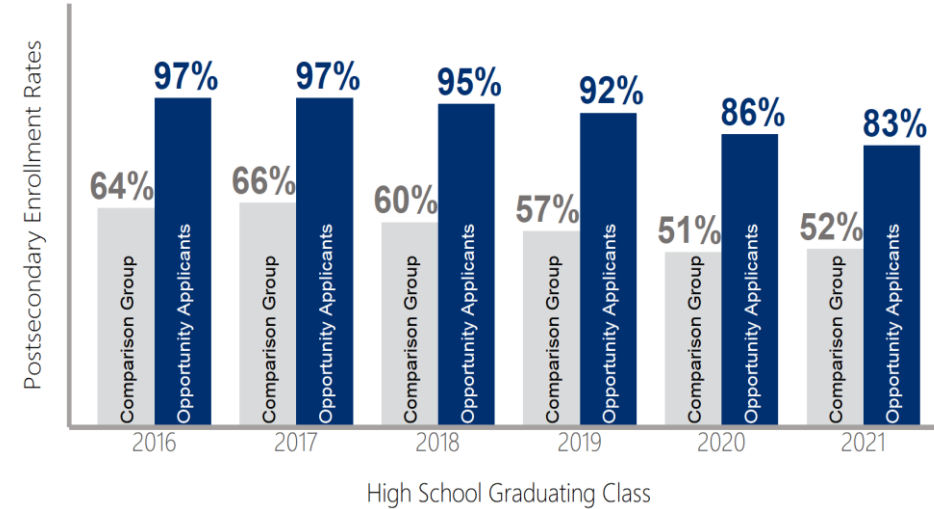
Program's future

Postsecondary enrollment rates

Opportunity applicants are *more likely* to enroll in postsecondary education in the fall immediately following high school graduation than their **comparison group**.



Did it impact behavior?
 Statistical analysis shows that the probability a student will attend college *increases 9 percentage points* if they are offered the Opportunity Scholarship.
Source: 2017 Scholarship Report



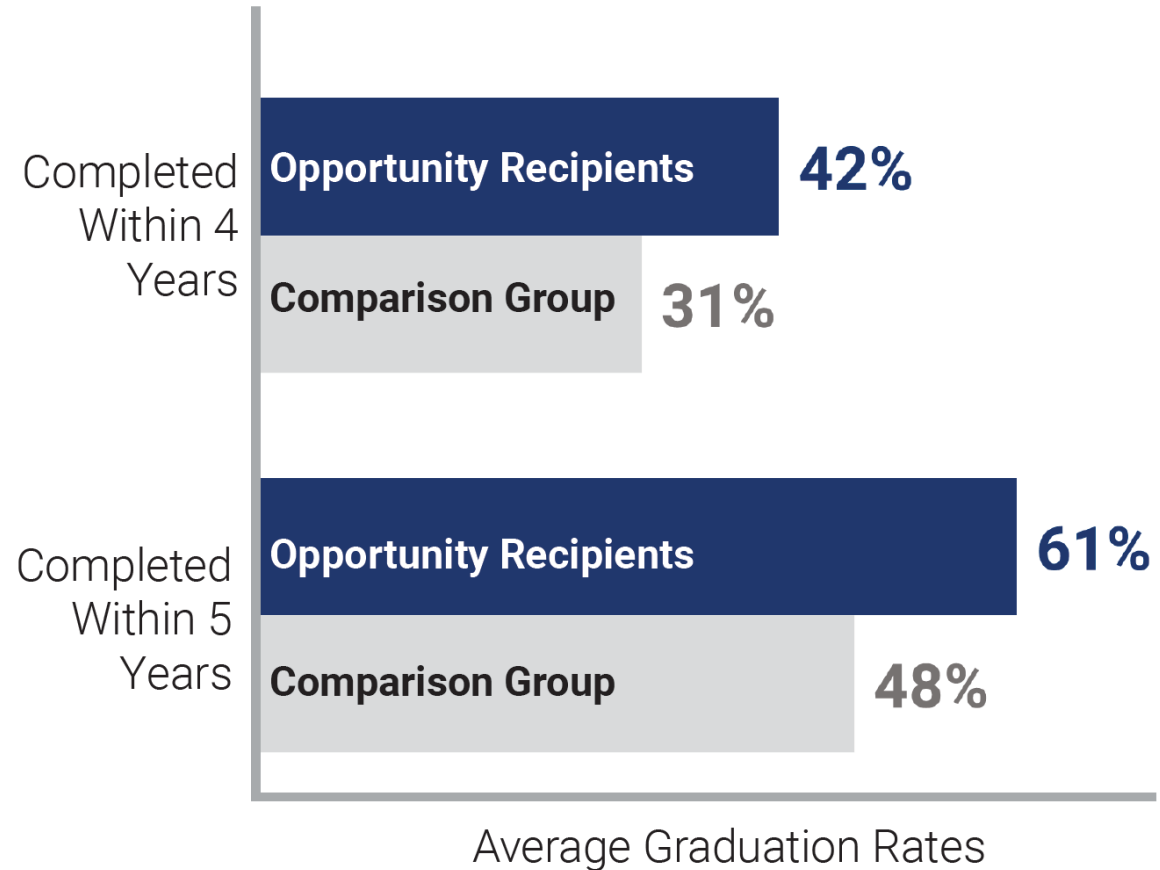
Bachelor's degree completion rates

Opportunity recipients are *more likely* to graduate with a bachelor's degree within 4 or 5 years than their **comparison group**.

Did it impact behavior?

Preliminary statistical analysis shows that the probability a student graduates with a bachelor's degree within four years *increases 8 percentage points* if they are offered the Opportunity Scholarship.

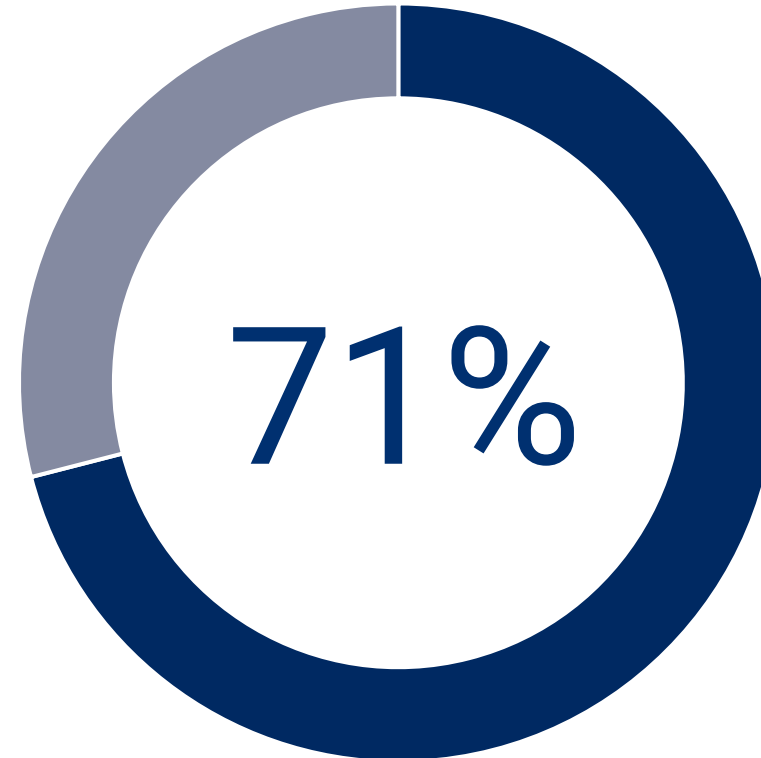
Source: Preliminary results based on 2017 Scholarship Report methodology.



Employed-in-Idaho Rates

Employment rates

At least **71 percent** of Opportunity Scholarship recipients who earn an associate or bachelor's degree are employed in Idaho after graduation.



Overview

~~Program features~~

~~Program requirements~~

~~Who does the program serve?~~

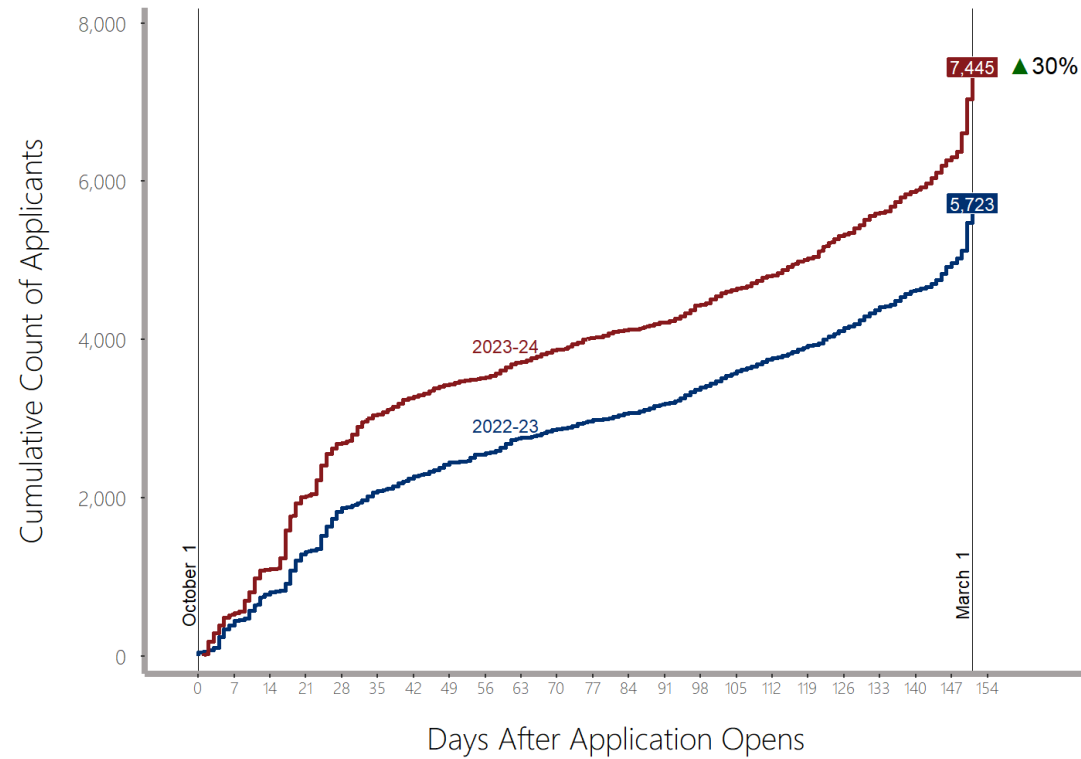
~~What education options can be pursued?~~

~~What are the outcomes?~~

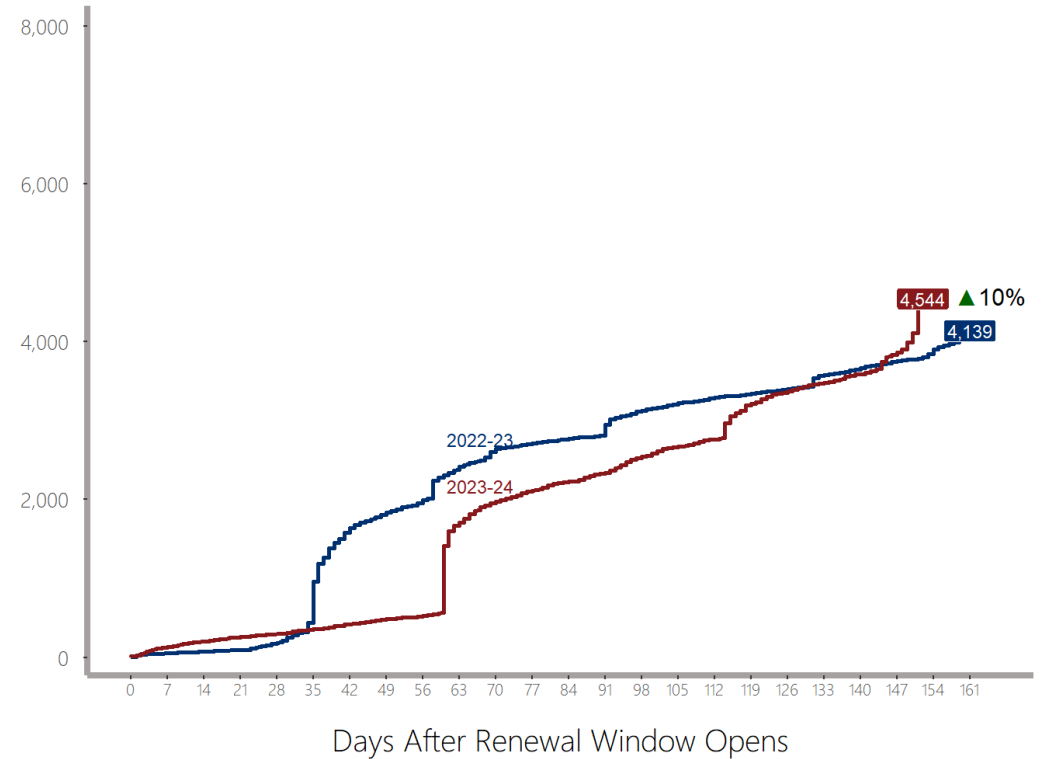
Program's future

Applicant trends

New Applicants



Renewals

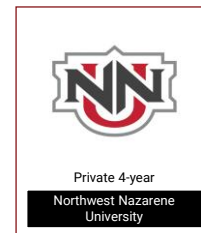


Impact of Idaho Launch

12% of awardees last year were enrolled at a **Public, 2-year institution**.

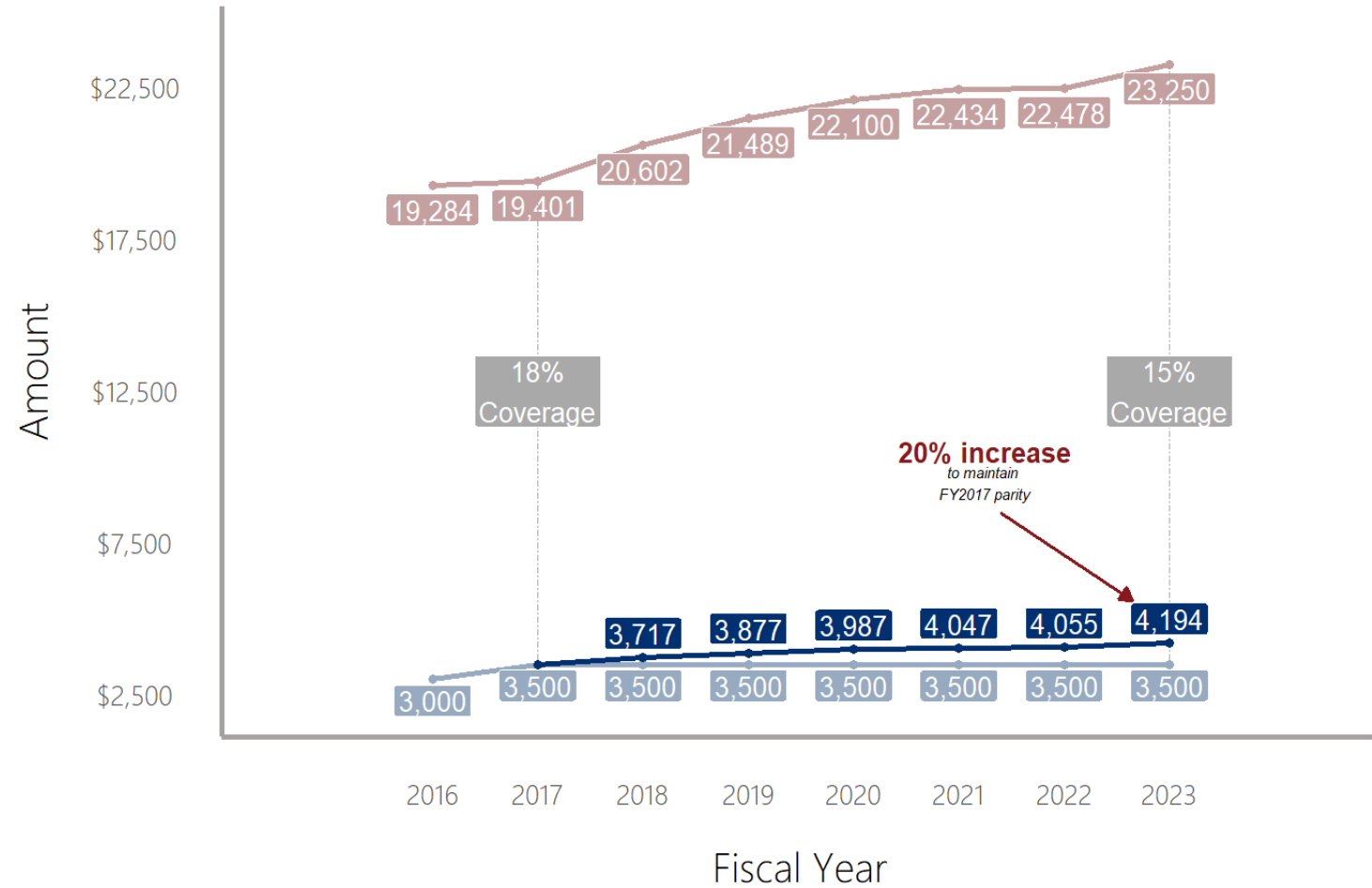
This is approximately the number of awardees expected to leave the Opportunity program.

Institution Type	Count	% of Total
Public, 4-year or above	4,553	69%
Public, 2-year	775	12%
Private not-for-profit, 4-year or above	1,278	19%
Total	6,606	

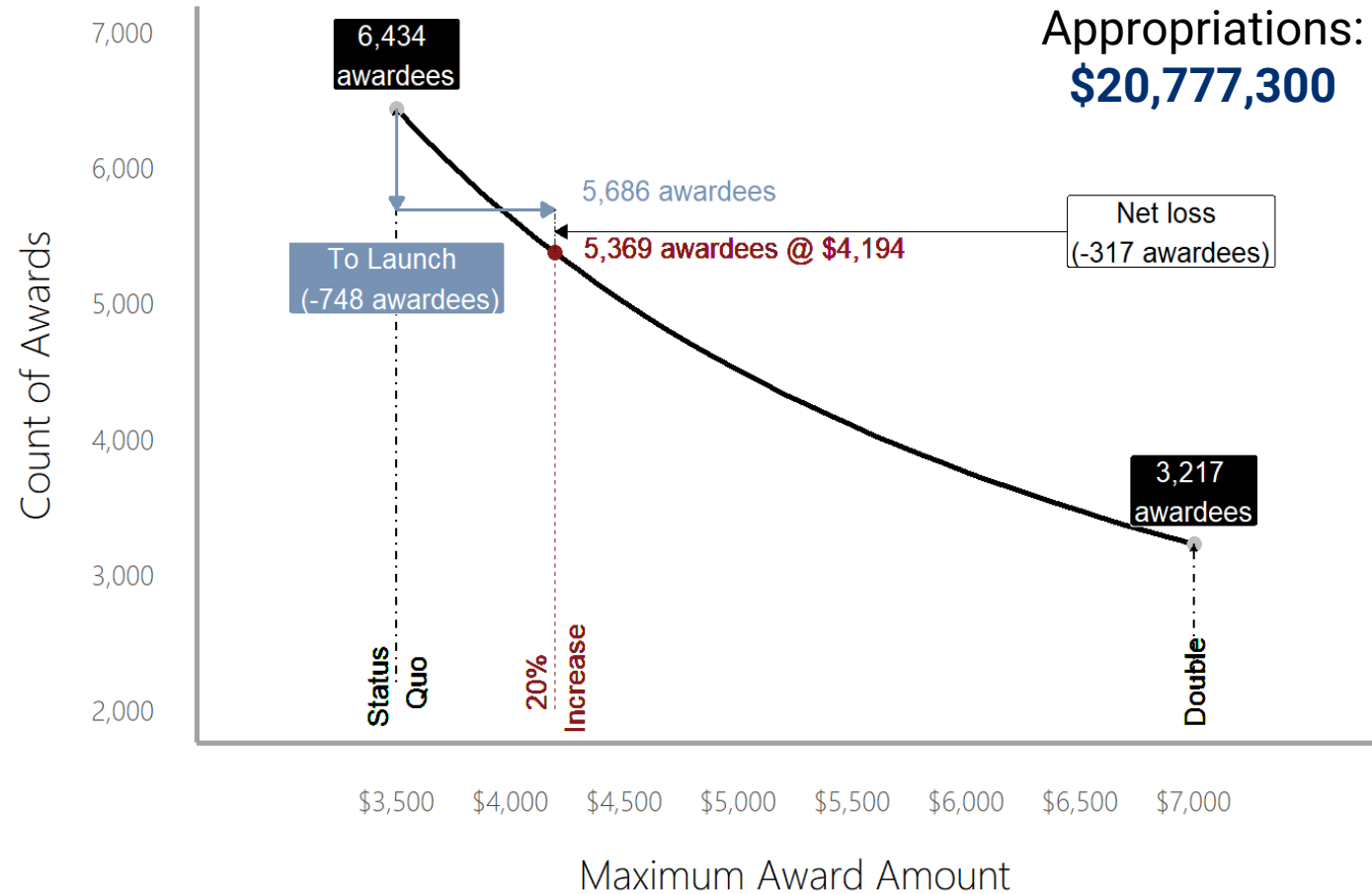


Modeling award amount

- Average Cost of Attendance
- Award Amount, **Current**
- Award Amount, **Target**



Impact on awardee count

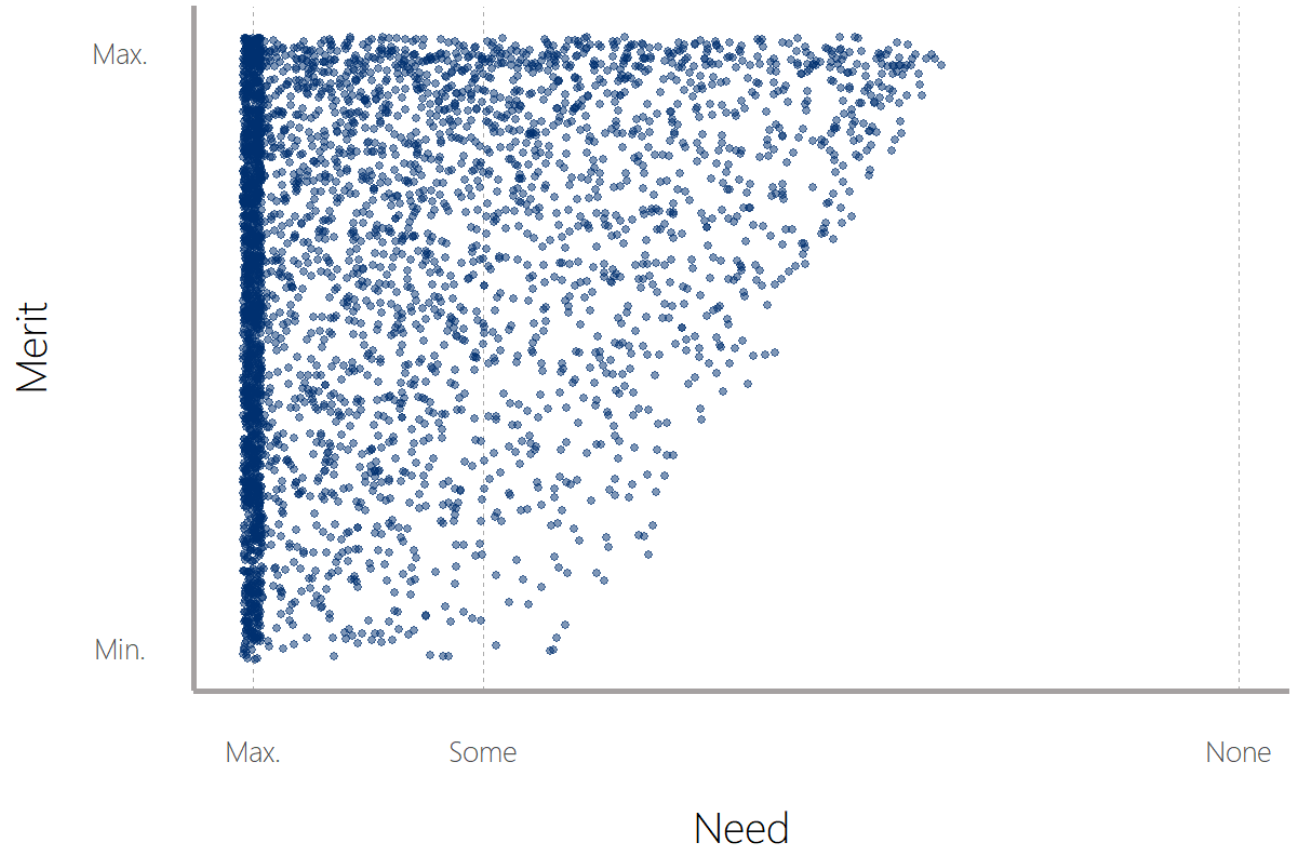


Impact on new awardees

Award amount: \$3,500

Round 1
Offers

Count: 3,750
GPA: 3.52
EFC: 3,755



Impact on new awardees

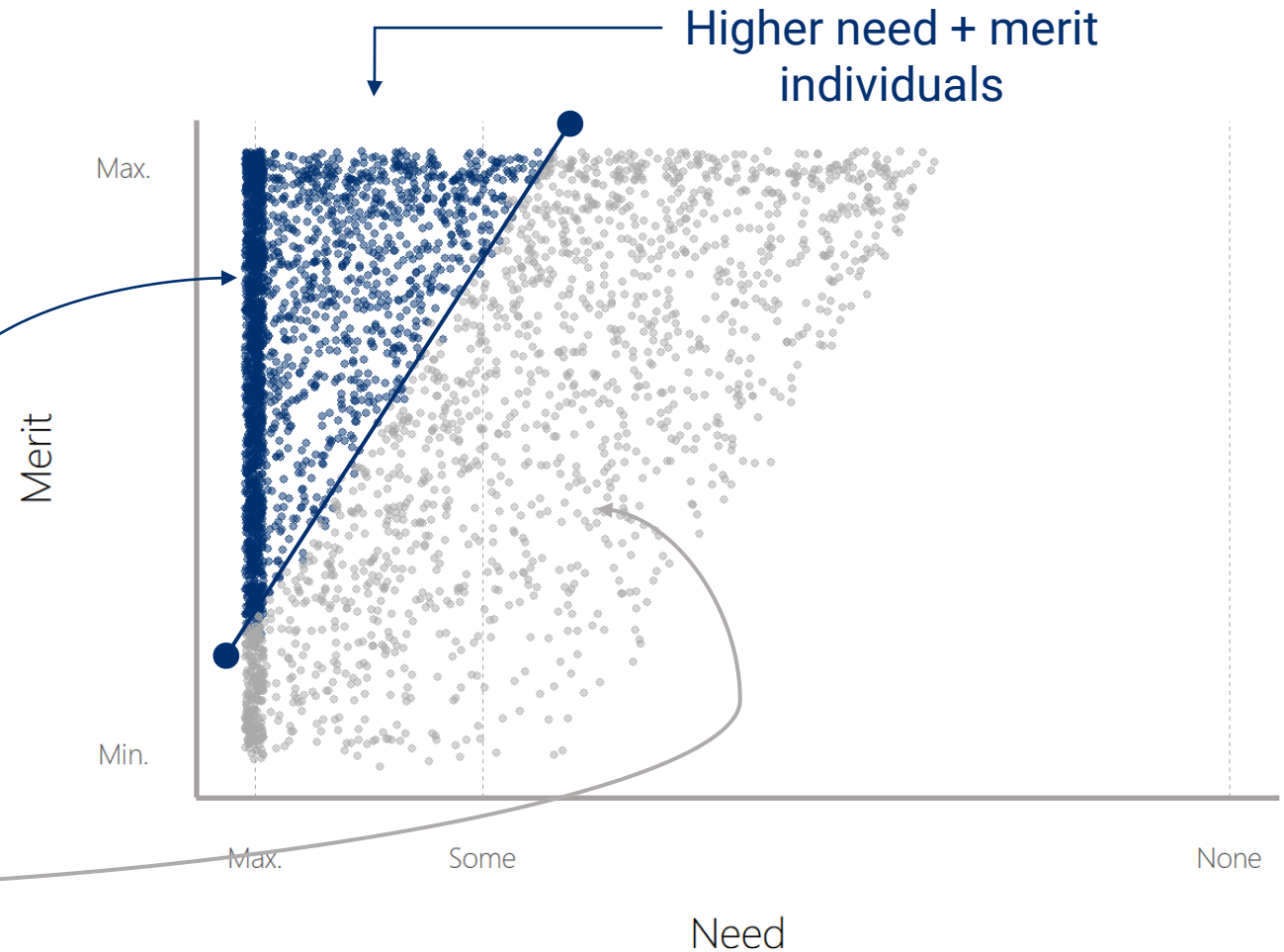
Award amount: \$4,194

Round 1 Offers

Count: 2,147
GPA: 3.63
EFC: 1,201

Waitlist

Count: 1,603
GPA: 3.39
EFC: 7,175



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.								
Development of a single K-20 data dashboard and timeline for implementation								
Objective B: Alignment and Coordination - Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.)								
	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	Benchmark
Percent of Idaho community college transfers who graduate from four-year institutions	15%	15%	15%	14%	14%	17%	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 language arts.			2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	
<u>Two-year institution</u>								
Math			42%	40%	30%	26%	19%	less than 20%
ELA			15%	15%	14%	13%	13%	less than 20%
<u>Four-year institution</u>								
Math			35%	31%	26%	20%	18%	less than 20%
ELA			15%	12%	11%	14%	10%	less than 20%
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.								
Performance of students scoring at grade level or higher on the statewide reading assessment			Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	
Kindergarten			63%	NA	61%	65%	Not Available at this time	70%
1st Grade			67%	NA	60%	64%	Not Available at this time	70%
2nd Grade			75%	NA	69%	72%	Not Available at this time	80%
3rd Grade			73%	NA	70%	72%	Not Available at this time	80%
Performance of students scoring at grade level or higher on the statewide reading assessment		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022		
Kindergarten		45%	42%	43%	41%	52%		Not a performance measure - used to calculated growth performance measure below.
1st Grade		43%	49%	42%	46%	55%		
2nd Grade		60%	63%	54%	57%	59%		
3rd Grade		61%	64%	58%	59%	60%		
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 2018 to Spring 2019	Fall 2019 to Spring 2020	Fall 2020 to Spring 2021	Fall 2021 to Spring 2022	Fall 2022 To Spring 2023		
Kindergarten		41%	NA	41%	59%	Not Available at this time		55%
1st Grade		55%	NA	43%	38%	Not Available at this time		55%
2nd Grade		25%	NA	27%	26%	Not Available at this time		65%
3rd Grade		20%	NA	20%	21%	Not Available at this time		65%
Percent of students meeting proficient or advanced on the Idaho Standard Achievement Test (broken out by subject at each transition grade level, 5, 8, high school)								
Idaho Standards Achievement Test	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
<u>Math</u>								
5th Grade	42.3%	43.8%	45.4%	NA	40.3%	43.2%	Not Available at this time	58.59%
8th Grade	39.5%	42.1%	41.5%	NA	36.8%	36.8%	Not Available at this time	57.59%
High School	33.2%	34.2%	34.8%	NA	33.6%	34.4%	Not Available at this time	53.30%
<u>ELA</u>								
5th Grade	54.2%	55.8%	57.1%	NA	55.5%	57.0%	Not Available at this time	68.04%
8th Grade	52.9%	54.7%	54.4%	NA	56.2%	55.0%	Not Available at this time	67.64%
High School	60.3%	60.6%	60.4%	NA	60.9%	62.3%	Not Available at this time	73.60%
<u>Science</u>								
5th Grade	66.5%	65.6%	64.7%	NA	NA	43.8%	Not Available at this time	FY22 Baseline
High School	65.9%	67.3%	62.8%	NA	NA	38.3%	Not Available at this time	FY22 Baseline

	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	2022-23 graduates		
High School Cohort Graduation Rate	80%	81%	81%	82%	80%	80%	Not Available at this time	95% or more	
Percent of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23		
<u>SAT</u>	36%	36%	34%	33%	32%	31%	30%	60% or more	
Evidence Based Reading and Writing	65%	63%	60%	59%	59%	56%	56%		
Math	38%	38%	35%	35%	34%	33%	31%		
<u>ACT</u>	38%	39%	39%	41%	42%	42%	40%	60% or more	
English	75%	74%	74%	78%	77%	76%	71%		
Reading	62%	62%	61%	64%	64%	63%	63%		
Mathematics	54%	53%	54%	59%	56%	56%	55%		
Science	50%	49%	50%	51%	53%	53%	53%		
Percent of high school graduates who participated in one or more advanced opportunities	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	2022-23 graduates		
Any Advanced Opportunities	61%	66%	70%	72%	75%	74%	75%	90% or more	
<u>Specific Advanced Opportunities</u>									
Advanced Placement	18%	22%	22%	22%	22%	20%	21%		
International Baccalaureate	0.5%	0.7%	0.6%	0.5%	0.7%	0.6%	0.6%		
Dual Credit	52%	58%	62%	64%	65%	64%	64%		
Technical Competency Credit*	62%	59%	47%	45%	27%	27%	NA*		
Industry Certification				0.2%	0.5%	0.5%	0.6%		
Percent of dual credit students who graduate high school with an associates degree	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	2022-23 graduates		
	1.90%	1.43%	1.40%	1.70%	2.28%	3.60%	3.75%	3% or more	
Percent of high school graduates who enroll in a postsecondary institution	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	2022-23 graduates		
Fall Immediate	51%	49%	47%	42%	43%	42%	Not Available at this time		
Within 12 months of high school graduation	54%	52%	50%	44%	45%	Not Available at this time	Not Available at this time	60% or more	
Within 36 months of high school graduation	64%	62%	59%	Not Available at this time	Not Available at this time	Not Available at this time	Not Available at this time	80% or more	
Objective B: School Readiness - Explore opportunities to enhance school readiness.									
				Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	
Percent of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten				45%	42%	43%	41%	52%	70%

<u>Baccalaureate degrees</u>	6,746	6,796	7,033	7,101	7,443	7,309	7,185	11,897^a/7,896^b
Boise State University	3,317	3,373	3,472	3,680	3,929	4,078	3,991	4,351
Idaho State University	1,168	1,166	1,233	1,155	1,284	1,073	1,134	1,209
Lewis-Clark State College	528	587	626	505	599	579	554	534
University of Idaho	1,733	1,670	1,702	1,761	1,631	1,579	1,504	1,802
College of Southern Idaho					1	3	2	
<u>Masters degrees</u>	1,667	1,860	1,781	1,968	1,990	2,149	2,187	2,146
Boise State University	776	917	861	954	1,074	1,062	1,028	
Idaho State University	382	456	430	464	452	556	587	
Lewis-Clark State College	0	0	0	0	0	0	0	
University of Idaho	509	487	490	550	464	531	572	
<u>Doctoral or Professional degrees</u>	361	362	372	379	468	518	456	1,069
Boise State University	36	32	45	53	50	58	60	
Idaho State University	160	154	167	163	193	196	192	
Lewis-Clark State College	0	0	0	0	0	0	0	
University of Idaho	165	176	160	163	225	264	204	
Percent of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution.	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Fall 2021 cohort	
<u>Two year</u>								
New freshmen	56%	57%	55%	59%	61%	58%	59%	75% or more
Transfers	61%	66%	59%	67%	64%	57%	55%	75% or more
<u>Four year</u>								
New freshmen	74%	74%	74%	74%	72%	74%	76%	85% or more
Transfers	76%	78%	75%	77%	74%	74%	77%	85% or more
Percent of full-time first-time freshman graduating within 150% of time or less (2 yr and 4 yr)								
Two-year institution	22%	25%	26%	30%	30%	32%	Not Available at this time	50% or more
	2011-12 entering cohort	2012-13 entering cohort	2013-14 entering cohort	2014-15 entering cohort	2015-16 entering cohort	2016-17 entering cohort	2017-18 entering cohort	
Four-year institution	42%	46%	48%	49%	50%	53%	Not Available at this time	50% 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).										
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23		
Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.	Total	22%	22%	24%	24%	23%	23%	24%		50% or more
	2-year	8%	8%	9%	8%	8%	8%	9%		
	4-year	28%	28%	30%	31%	30%	30%	30%		
Percent of new degree-seeking freshmen completing a gateway math course within two years.		2014-15 entering cohort	2015-16 entering cohort	2016-17 entering cohort	2017-18 entering cohort	2018-19 entering cohort	2019-20 entering cohort	2020-21 entering cohort	2022-23 entering cohort	
		50%	53%	60%	63%	65%	65%	67%		60% or more
Median number of credits earned at completion of associate or baccalaureate degree program.		2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	2022-23 graduates		
<u>Transfers</u>										
Associate-Two Year Institution		77	76	83	79	88	90	89		69 or less
Associate-Four Year Institution		131	127	116	118	96	90	119		69 or less
Baccalaureate degrees		145	145	145	143	143	140	140		138 or less
<u>Non-transfers</u>										
Associate-Two Year Institution		73	72	72	70	70	68	67		69 or less
Associate-Four Year Institution		106	106	106	101	81	75	94		69 or less
Baccalaureate degrees		137	136	136	133	135	133	119		138 or less
Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.										
Proportion of postsecondary graduates with student loan debt.		2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	2022-23 graduates			
		45%	44%	41%	40%	39%	35%		40% or less	
Percent of students who complete the Free Application for Federal Student Aid (FAFSA)		2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	2022-23 graduates		
		48%	52%	44%	44%	42%	39%	42%		60% or more
Percent cost of attendance (to the student)		FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	96% or less of average cost of
		93%	96%	97%	93%	92%	92%	89%	Not Available at this time	
Average net price to attend public institution - Four year institutions		FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	90% or less of peers
		94%	98%	95%	93%	93%	102%	Not Available at this time		
Average net price differential	Two-year institution	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	To be determind.
	Four-year institution	\$4,528.25	\$5,163.00	\$5,324.75	\$5,534.50	\$4,741.50	\$5,316.00	Not Available at this time		
Expense per student FTE		FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	\$20,000 or less
		\$23,758	\$24,516	\$25,111	\$25,415	\$25,538	\$25,772	Not Available at this time		
Unduplicated headcount of graduates, by highest level attained.		2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	2022-23 graduates	To be determind.
	Certificates <1 year	334	346	405	345	418	368	438	323	
	Certificates >=1 year	714	718	782	816	1,099	1,078	1,210	1,140	
	Assoc.	3,284	3,209	3,302	3,242	3,353	3,420	3,633	3,687	
	Bachelor's	6,403	6,444	6,469	6,712	6,777	7,128	7,049	6,926	
	Graduate certificate	107	129	140	130	106	102	114	86	
	Master's degree	1,594	1,659	1,853	1,773	1,955	1,971	2,129	2,166	
	Educ. Specialist	40	55	43	52	45	39	37	53	
	Doctorate	398	361	360	372	379	468	518	456	

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.										
Percent of high school students participating in apprenticeships and postsecondary students participating in internships.	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023		New measure.	
	6.0%	6.1%	6.1%	6.2%	6.1%	5.1%	5.3%			
Percent of non-STEM to STEM baccalaurate degrees conferred in STEM fields			2018-19 graduates	2019-20 graduates	2020-21 graduates	2021-22 graduates	2022-23 graduates		25%	
			24%	25%	22%	22%	24%			
Increase in secondary career technical programs and postsecondary programs tied to workforce needs per year.	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023		50 or more	
	20	20	22	45	46	50	66			
Objective B: Medical Education - Deliver relevant education that meets the health care needs of Idaho and the region.										
Number of Univeristy of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023		
	NA	4	8	11	11	21	20	8 UMS	24 WWAMI	8 graduates at any one time
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%	WWAMI 51%		60% or more
Percentage of Family Medicine Residency graduates practicing in Idaho										80% or more
BSU	47%	56%	53%	73%	63%	38%	61%	70%		
ISU	43%	71%	29%	43%	43%	71%	71%	71%		
CDA	NA	50%	83%	72%	67%	71%	65%	60%		
Percent of Psychiatry Residency Program graduates practicing in Idaho.	NA	NA	NA	NA	NA	NA	NA	NA		50% or more
BSU	33%	33%	67%	100%	50%	67%	50%	0%		
Western Idaho Psychiatry	NA	NA	NA	NA	NA	NA	NA	72%		
EIRMC Psychiatry	NA	NA	NA	NA	NA	NA	NA	NA*		
Uo U/ISU Psychiatry	NA	NA	NA	NA	NA	NA	NA	NA*		
Medical related postsecondary programs (other than nursing).			100	107	112	124	114		120 or more	
Key	Does meet.		Does not meet. Trending towards.		Does not meet. Stable.		Does not meet. Trending away.			

^aTargets based on projected workforce need.

^bTargets recommended by institution based on current awards and projected growth in student enrollment, retention, and completion.

Fiscal Year	FY17	FY18	FY19	FY20	FY21	FY22	FY23
Number of degrees produced	14,551	15,346	15,620	16,838	17,410	18,030	17,708
Four-year institution	10,542	10,974	11,132	11,395	11,975	12,263	12,190
[1]Certificate of <1 academic year	268	331	457	520	637	818	733
BSU	200	248	360	411	515	628	590
ISU	19	26	29	6	4	5	5
LCSC	0	2	3	12	26	43	50
UI	49	55	65	91	92	142	88
[2]Certificates of ≥1 academic year	212	250	254	233	325	376	379
BSU							
ISU	194	231	242	219	300	357	346
LCSC	18	19	12	14	25	19	33
UI							
[3]Associate degree	935	1,017	908	896	844	852	1,017
BSU	116	119	133	111	132	127	184
ISU	405	473	428	420	494	521	519
LCSC	414	425	347	365	218	204	314
UI							
[4]Bachelor's degree	6746	6796	7033	7101	7443	7309	7183
BSU	3317	3373	3472	3680	3929	4078	3991
ISU	1168	1166	1233	1155	1284	1073	1134
LCSC	528	587	626	505	599	579	554
UI	1733	1670	1702	1761	1631	1579	1504
[5]Graduate certificate	297	315	275	253	229	228	182
BSU	220	248	221	189	170	185	145
ISU	21	31	14	27	23	17	8
LCSC						2	1
UI	56	36	40	37	36	24	28
[6]Master's degree	1667	1860	1781	1968	1990	2149	2187
BSU	776	917	861	954	1074	1062	1028
ISU	382	456	430	464	452	556	587
LCSC							
UI	509	487	490	550	464	531	572
[7]Education specialist degree	56	43	52	45	39	37	53
BSU	15	16	19	24	23	16	15
ISU	7	3	11	8	6	12	13
LCSC							
UI	34	24	22	13	10	9	25
[8]Doctoral degree	361	362	372	379	468	518	456
BSU	36	32	45	53	50	58	60
ISU	160	154	167	163	193	196	192
LCSC							
UI	165	176	160	163	225	264	204
Two-year institution	4,009	4,382	4,488	5,443	5,435	5,767	5,518
[1]Certificate of <1 academic year	475	593	577	605	542	616	472
CEI	0	0	1	0	9	3	1
CSI	86	149	134	164	156	280	147
CWI	315	336	361	312	267	228	223
NIC	74	98	74	121	96	82	101
[2]Certificates of ≥1 academic year	931	1222	1359	2117	2040	2109	2063
CEI	109	120	108	112	110	103	116
CSI	151	154	146	129	147	134	141
CWI	240	402	508	1264	1158	1327	1148

Fiscal Year	FY17	FY18	FY19	FY20	FY21	FY22	FY23
NIC	431	556	604	620	639	568	658
[3]Associate degree	2603	2567	2552	2721	2852	3039	2981
CEI	121	93	146	166	229	276	278
CSI	816	800	839	947	947	1009	991
CWI	979	984	886	949	944	1037	991
NIC	687	690	681	659	734	717	721
[4]Bachelor's degree					1	3	2
CSI					1	3	2
Number of graduates, distinct per attainment level							
	13,786	14,632	14,970	16,179	16,745	17,423	17,074
Four-year institution	10,008	10,608	10,780	11,048	11,613	11,928	11,834
[1]Certificate of <1 academic year	267	323	455	513	624	779	720
BSU	200	248	360	411	515	628	590
ISU	19	21	28	6	4	5	5
LCSC		2	3	12	23	35	47
UI	48	52	64	84	82	111	78
[2]Certificates of ≥1 academic year	203	245	253	231	307	354	345
BSU							
ISU	189	227	238	218	288	335	327
LCSC	14	18	15	13	19	19	28
UI							
[3]Associate degree	816	1,000	883	877	827	828	979
BSU	114	118	131	109	132	127	184
ISU	402	472	427	411	489	509	513
LCSC	300	410	325	357	206	192	282
UI							
[4]Bachelor's degree	6,459	6,470	6,718	6,795	7,138	7,055	6,937
BSU	3,141	3,196	3,289	3,525	3,754	3,946	3,856
ISU	1,139	1,131	1,174	1,104	1,227	1,031	1,079
LCSC	528	573	616	491	589	571	545
UI	1,651	1,570	1,639	1,675	1,568	1,507	1,457
[5]Graduate certificate	288	308	269	248	225	217	166
BSU	212	241	219	184	166	174	130
ISU	21	31	14	27	23	17	8
LCSC							
UI	55	36	36	37	36	24	28
[6]Master's degree	1,558	1,857	1,778	1,960	1,982	2,140	2,178
BSU	670	917	862	954	1,075	1,062	1,028
ISU	380	453	426	456	445	548	579
LCSC							
UI	508	487	490	550	462	530	571
[7]Education specialist degree	56	43	52	45	39	37	53
BSU	15	16	19	24	23	16	15
ISU	7	3	11	8	6	12	13
LCSC							
UI	34	24	22	13	10	9	25
[8]Doctoral degree	361	362	372	379	471	518	456
BSU	36	32	45	53	53	58	60
ISU	160	154	167	163	193	196	192
LCSC							
UI	165	176	160	163	225	264	204
Two-year institution	3,778	4,024	4,190	5,131	5,132	5,495	5,240

Fiscal Year	FY17	FY18	FY19	FY20	FY21	FY22	FY23
[1]Certificate of <1 academic year	398	503	459	531	482	571	436
CEI	0	0	1	0	6	3	0
CSI	82	142	133	162	154	272	144
CWI	259	274	253	256	222	206	202
NIC	57	77	65	105	85	67	89
[2]Certificates of ≥1 academic year	917	1,142	1,284	2,039	1,964	2,041	1,962
CEI	107	119	104	109	102	97	105
CSI	148	152	146	129	147	134	139
CWI	240	337	451	1,197	1,086	1,260	1,096
NIC	422	534	583	604	629	550	622
[3]Associate degree	2,463	2,379	2,447	2,561	2,685	2,880	2,840
CEI	121	92	141	163	222	263	263
CSI	774	736	795	861	876	943	940
CWI	893	891	861	917	913	1,009	962
NIC	675	659	650	619	676	665	675
[4]Bachelor's degree					1	3	2
CSI					1	3	2
Percent of first-time, full-time freshman graduating within 100% of time							
Four-year institution	23.33%	24.76%	27.44%	31.63%	33.64%	33.36%	coming
Bachelor's or equivalent seeking cohort	25.88%	27.49%	29.94%	35.05%	37.03%	36.14%	coming
BSU	25.97%	27.00%	29.69%	33.68%	35.79%	34.58%	coming
ISU	25.58%	28.71%	30.63%	38.15%	39.68%	39.33%	coming
LCSC	15.97%	16.31%	19.59%	19.28%	23.81%	19.19%	coming
UI	16.39%	15.14%	21.07%	18.14%	24.21%	21.43%	coming
Degree/certificate-seeking cohort	35.41%	37.13%	38.17%	40.63%	41.13%	41.04%	coming
BSU	25.67%	28.73%	30.56%	38.14%	39.68%	39.31%	coming
Two-year institution	25.67%	28.73%	30.56%	38.14%	39.68%	39.31%	coming
Degree/certificate-seeking cohort	14.29%	15.28%	19.03%	18.62%	22.06%	22.97%	coming
CEI	14.29%	15.28%	19.03%	18.62%	22.06%	22.97%	coming
CSI	46.27%	58.33%	48.51%	31.67%	40.80%	32.67%	coming
CWI	14.52%	15.42%	20.33%	21.66%	30.72%	30.90%	coming
NIC	9.03%	10.55%	12.17%	14.17%	15.70%	14.48%	coming
	16.80%	16.40%	20.21%	18.66%	17.39%	23.23%	coming
Percent of first-time, full-time freshman graduating within 150% of time or less (2yr and 4yr)							
Four-year institution	36.72%	39.97%	41.12%	43.14%	44.01%	46.36%	coming
Bachelor's or equivalent seeking cohort	42.23%	45.91%	47.67%	48.66%	49.75%	52.51%	coming
BSU	42.23%	45.91%	47.67%	48.66%	49.75%	52.51%	coming
ISU	43.42%	45.77%	50.30%	53.75%	53.00%	58.81%	coming
LCSC	28.85%	31.77%	34.49%	32.65%	36.10%	34.01%	coming
UI	28.17%	34.49%	35.25%	34.13%	35.79%	29.41%	coming
Two-year institution	54.86%	59.30%	55.97%	59.40%	59.06%	60.78%	coming
Degree/certificate-seeking cohort	21.60%	25.05%	26.06%	29.64%	29.96%	32.45%	coming
CEI	21.60%	25.05%	26.06%	29.64%	29.96%	32.45%	coming
CSI	53.33%	53.73%	58.33%	55.97%	46.15%	44.29%	coming
CWI	26.49%	26.73%	30.68%	35.21%	35.53%	43.87%	coming
NIC	11.82%	20.02%	20.26%	22.71%	24.67%	26.51%	coming
	23.12%	27.04%	25.48%	28.14%	28.28%	25.31%	coming
Percent of new degree-seeking freshmen completing a gateway math course within two years							
Four-year institution	49.61%	53.35%	60.53%	62.56%	65.40%	64.73%	67.01%
	69.38%	72.28%	80.99%	80.24%	81.23%	83.38%	83.12%

Fiscal Year	FY17	FY18	FY19	FY20	FY21	FY22	FY23
BSU	77.14%	79.83%	86.59%	86.79%	85.93%	85.68%	85.39%
ISU	66.45%	65.97%	68.45%	67.73%	70.62%	73.24%	75.66%
LCSC	48.24%	52.08%	48.63%	36.48%	44.42%	52.43%	54.92%
UI	69.70%	70.79%	88.83%	89.81%	93.30%	91.72%	88.17%
Two-year institution	25.59%	27.91%	34.11%	38.83%	42.12%	40.81%	44.52%
CEI	29.32%	49.51%	52.03%	59.29%	70.37%	70.93%	69.85%
CSI	29.42%	33.91%	40.86%	47.80%	50.19%	50.46%	52.33%
CWI	17.31%	18.37%	24.42%	26.83%	31.30%	29.52%	32.44%
NIC	50.09%	53.73%	53.22%	59.38%	52.50%	52.29%	58.35%

Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.

	21.57%	22.38%	24.02%	23.70%	22.77%	23.00%	23.78%
Four-year institution	27.52%	28.48%	30.12%	31.32%	30.31%	29.55%	30.14%
BSU	23.94%	23.86%	26.50%	28.68%	28.30%	27.88%	29.64%
ISU	24.32%	23.90%	23.77%	25.80%	23.69%	25.26%	21.57%
LCSC	25.03%	38.02%	30.58%	32.53%	28.66%	26.25%	26.19%
UI	37.67%	37.18%	43.69%	41.97%	41.84%	38.55%	39.35%
Two-year institution	7.74%	8.33%	9.22%	8.19%	7.83%	8.19%	8.74%
CEI	12.10%	7.99%	8.12%	5.89%	3.62%	9.80%	12.46%
CSI	10.67%	13.17%	13.99%	14.90%	12.70%	13.02%	13.44%
CWI	3.09%	3.89%	4.78%	4.05%	4.11%	3.48%	3.58%
NIC	9.94%	10.28%	10.54%	9.86%	10.20%	10.24%	11.23%

Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher.

	44.00%	44.73%	45.61%	47.00%	46.63%	48.29%	50.80%
Four-year institution	51.68%	52.80%	53.02%	54.06%	53.99%	56.87%	57.83%
English	68.89%	73.76%	74.98%	73.12%	69.38%	69.57%	69.03%
BSU	83.03%	87.46%	87.27%	87.13%	84.83%	78.93%	80.84%
ISU	77.19%	72.95%	74.04%	68.28%	59.66%	63.92%	67.82%
LCSC	43.01%	63.18%	71.98%	67.77%	60.52%	62.45%	61.51%
UI	69.64%	70.09%	63.25%	74.24%	68.95%	71.01%	65.05%
Math	46.16%	45.48%	43.51%	44.37%	48.37%	50.51%	52.50%
BSU	58.41%	57.42%	55.80%	56.69%	59.64%	65.08%	63.47%
ISU	28.76%	20.28%	23.04%	22.08%	28.53%	38.39%	46.81%
LCSC	39.95%	47.48%	44.35%	44.02%	45.22%	43.56%	44.44%
UI	47.31%	52.88%	52.83%	57.28%	52.36%	56.60%	48.32%
Two-year institution	36.71%	36.70%	38.84%	40.04%	40.43%	41.61%	45.25%
English	63.13%	56.89%	60.50%	63.30%	59.43%	56.74%	67.00%
CEI	69.23%	85.71%	78.13%	75.95%	74.29%	70.00%	71.08%
CSI	79.49%	71.74%	77.78%	72.55%	70.56%	68.45%	71.29%
CWI	70.47%	66.96%	73.32%	73.65%	69.58%	64.20%	64.62%
NIC	30.92%	30.51%	22.73%	29.92%	21.07%	24.00%	69.71%
Math	25.85%	30.35%	31.14%	32.35%	34.32%	36.86%	37.18%
CEI	50.00%	39.04%	39.66%	45.69%	48.65%	64.50%	63.79%
CSI	41.30%	47.95%	47.59%	43.18%	47.83%	50.59%	44.00%
CWI	16.83%	22.00%	23.08%	26.73%	25.24%	25.04%	29.77%
NIC	22.77%	27.96%	27.33%	27.46%	30.87%	30.57%	35.48%

Fiscal Year	FY17	FY18	FY19	FY20	FY21	FY22	FY23
Percent of dual credit students who graduate high school with an Associate's degree	1.90%	1.43%	1.40%	1.70%	2.28%	3.60%	3.75%

2023 TRANSFER CREDIT REPORT, PURSUANT TO SECTION 33-3729, IDAHO CODE

	Credits Submitted	Credits transcribed	Share of credits submitted that were transcribed	Credits transcribed on degree seeking students	Credits Applied toward degree	Share of transcribed credits applied toward degree
<i>Four-Year Institutions</i>						
BSU	290,081	290,081	100%	290,081	259,079	89%
ISU	166,307	166,307	100%	165,717	143,461	87%
LCSC	85,687	65,328	76%	65,328	43,236	66%
UI	59,269	56,649	96%	56,649	46,018	81%
<i>Two-Year Institutions</i>						
CEI	23,256	13,123	56%	13,123	7,192	55%
CSI	25,842	25,842	100%	21,181	13,509	64%
CWI	32,604	32,604	100%	32,604	24,739	76%
NIC	39,294	32,138	82%	30,895	19,491	63%
Grand Total	722,340	682,072	94%	675,578	556,725	82%

Pursuant to Section 33-3729(5), Idaho Code, Institutions shall report annually to the state board of education the number of credits that were requested to be transferred, the number of credits transferred, the number of credits that were not applied toward certificate or degree progress, including those credits that transferred as electives over the amount needed for certificate or degree progress, and such other information requested by the state board of education.