

**INFORMATIONAL  
DECEMBER 13, 2023**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>BAHR – FY 2023 FINANCIAL RATIOS REPORTS</b>	Information Item
2	<b>BAHR – FY 2023 NET POSITION REPORTS</b>	Information Item
3	<b>PPGA – STATE REVIEW OF TEACHER EVALUATIONS ANNUAL REPORT</b>	Information Item
4	<b>SDE - ENGLISH LEARNERS PROFICIENCY ANNUAL REPORT</b>	Information Item
5	<b>SDE - PROFESSIONAL STANDARDS COMMITTEE ANNUAL REPORT</b>	Information Item
6	<b>SDE - 2023 K-12 ACCREDITATION REPORT</b>	Information Item

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**SUBJECT**

FY 2023 College and Universities' Financial Ratios

**REFERENCE**

December 2011-2023

Annual Audit reports submitted to the Board

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.F.

**BACKGROUND/DISCUSSION**

The ratios presented measure the financial health of each institution and include a "Composite Financial Index" based on four key ratios. The ratios are designed as management tools to measure financial activity and key trends within an institution over time. They typically do not lend themselves to comparative analysis between institutions because of the varying missions and structures of the institutions and current strategic initiatives underway at a given institution at a given time.

Institution foundations are reported as component units in the college and universities' financial statements. The nationally developed ratio benchmarks model is built around this combined picture.<sup>1</sup> An institution's foundation holds assets for the purpose of supporting the institution. Foundation assets are nearly all restricted for institution purposes and are an important part of an institution's financial strategy and financial health.

<b>Ratio</b>	<b>Measure</b>	<b>Benchmark</b>
Primary reserve	Sufficiency of resources and their flexibility; good measure for net assets	.40
Viability	Capacity to repay total debt through reserves	1.25
Return on net position	Whether the institution is better off financially this year than last	6.00%
Net operating revenues	Whether the institution is living within available resources	2.00%
Composite Financial Index	Combines four ratios using weighting	3.0
Debt Burden	Institution's dependence on borrowed funds	<= 8%
Debt Coverage	Ability of excess income over adjusted expenses to cover annual debt service payments.	2.0
Life of Capital Assets	Recent vs deferred investments	10 - 14

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<sup>1</sup> See *Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks* (7th ed.). New York, NY: Prager, Sealy & Co., LLC; KPMG, LLP; Attain, LLC. The model's analysis developed by industry experts is generally accepted in the field of higher education and has been around and evolving since 1980.

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Three other ratios provided are the Debt Burden, Debt Coverage, and Life of Capital Assets. The Debt Burden ratio is calculated as debt service divided by adjusted expenditure. The benchmark for this ratio is set by the institution for no more than 8% per Board policy V.F. The Debt Coverage ratio is calculated as adjusted revenues divided by debt service. The benchmark for this ratio is set at 2. The Life of Capital Assets ratio is calculated as accumulated depreciation divided by depreciation expense. The benchmark for this ratio is 10 for research institutions and 14 for undergraduate liberal arts institutions.

**IMPACT**

These financial ratios and analyses are provided for the Board to review the financial health and year-to-year trends at the institutions. The ratios reflect a financial snapshot as of fiscal year end. The Audit, Risk, and Compliance Committee reviews key financial performance factors on a quarterly basis.

**ATTACHMENTS**

- Attachment 1 - Boise State University – CFI Ratios
- Attachment 2 - Boise State University - Debt Ratios
- Attachment 3 - Idaho State University – CFI Ratios
- Attachment 4 - Idaho State University – Debt Ratios
- Attachment 5 - University of Idaho – CFI Ratios
- Attachment 6 - University of Idaho – Debt Ratios
- Attachment 7 - Lewis-Clark State College – CFI Ratios
- Attachment 8 - Lewis-Clark State College – Debt Ratios

**STAFF COMMENTS AND RECOMMENDATIONS**

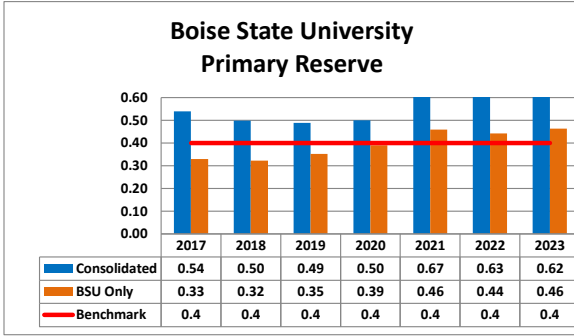
It should be noted that the debt ratios report for the University of Idaho has been adjusted again this year to isolate University activity by removing the effect of the University of Idaho Strategic Initiatives Fund (SIF).

The SIF is treated under governmental accounting standards as a blended component unit of the University. This is different from the University of Idaho Foundation, which is considered a discretely presented component unit. Therefore, the SIF is blended into the financial statements of the University while the Foundation is presented in a separate column on the financial statements. The purpose of the SIF is to hold, invest, and disburse the proceeds received in advance from the University's utility concession agreement. These funds are invested over a long-time horizon (50 year agreement) and, thus, are subject to volatility in market value. This volatility has the potential to materially impact the operating results that are reported in the audited financial statements. For that reason, the University has modified the financial ratios to include results with and without the impact of the SIF.

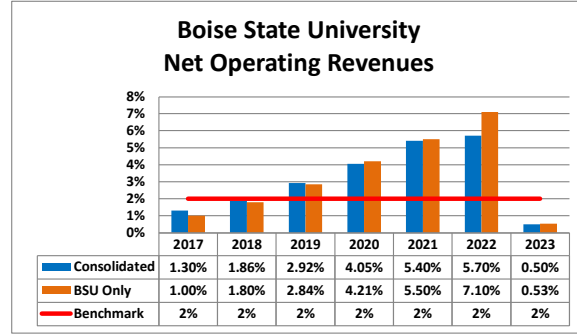
Institution representatives from Boise State, Idaho State, University of Idaho, and Lewis-Clark State College are prepared to provide additional information about their financial ratios as needed.

**BOARD ACTION**

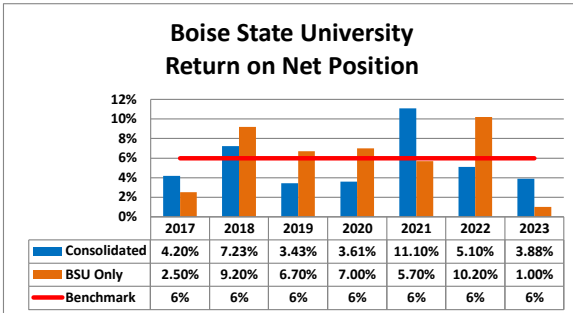
This item is for informational purposes only.



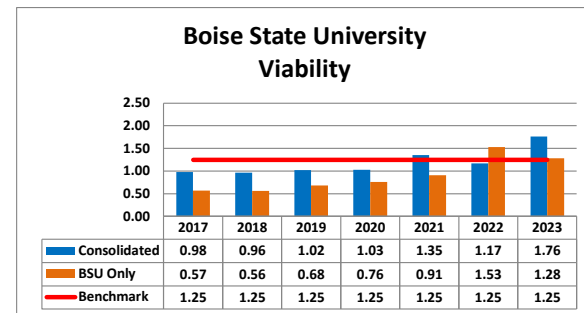
.40 indicates 5 months of operations can be covered by expendable reserves. Trend indicates whether institution has increased net worth in proportion to rate of growth in its operating size.



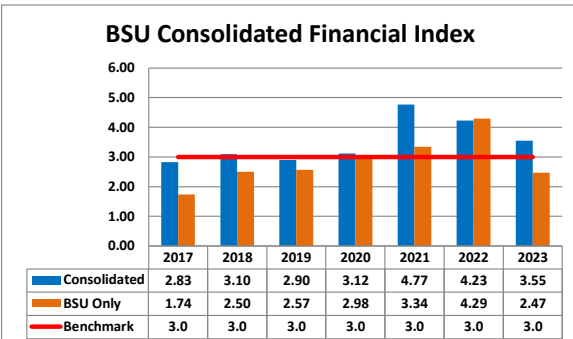
Indicates whether institution is adding or subtracting from net assets. A pattern of deficits is a warning signal that management should focus on restructuring income and expense streams to return to an acceptable level.



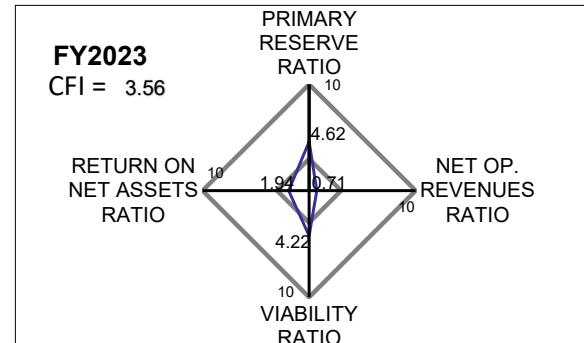
Measures total economic return: higher is better. Lower is okay if it reflects the strategy and mission in setting up for future returns.



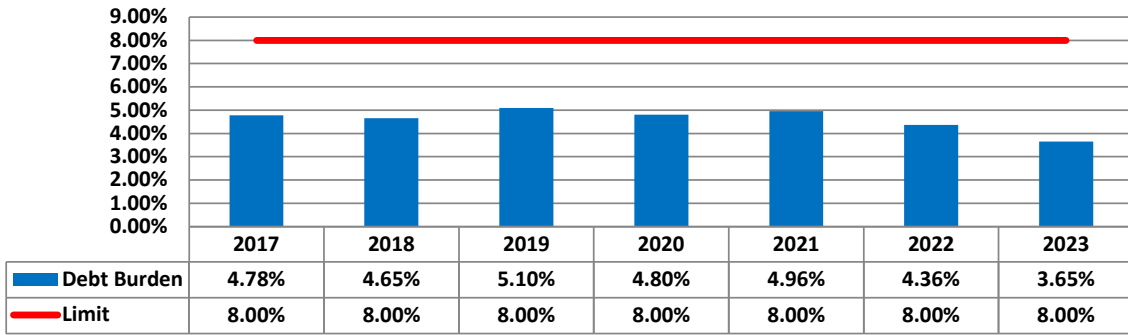
Measures ability to meet entire debt obligation with expendable net assets as of a balance sheet date.



Indicates overall financial health. Ratio range of 3-5 is ideal time to direct resources toward transformation.

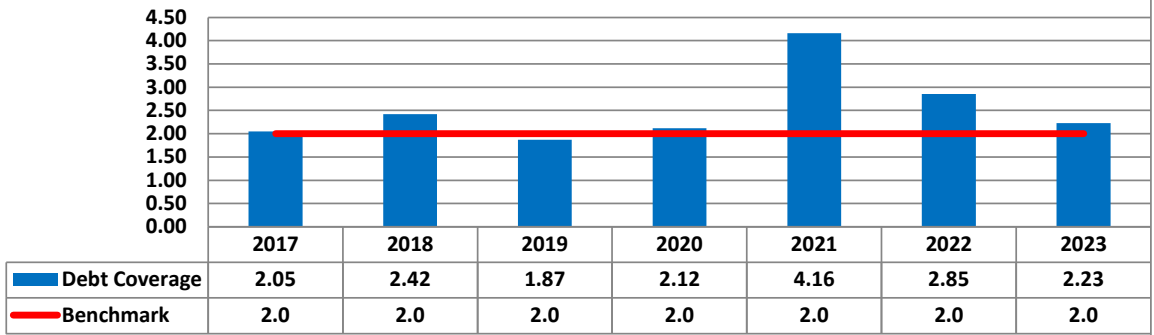


### Boise State University Debt Burden Ratio



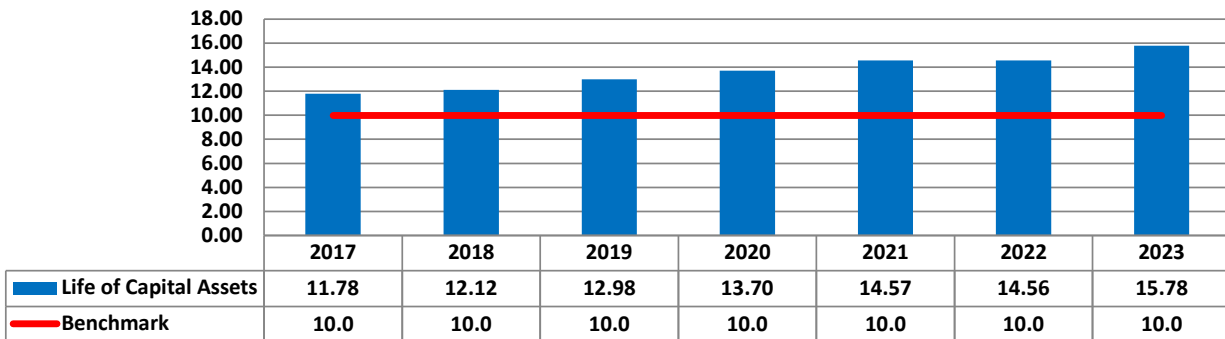
Reflects reliance on borrowed funds as a source of funds.

### Boise State University Debt Coverage Ratio

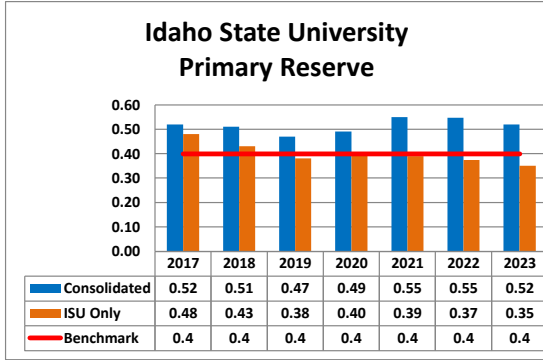


Reflects ability of excess income over adjusted expenses to cover annual debt service payments.

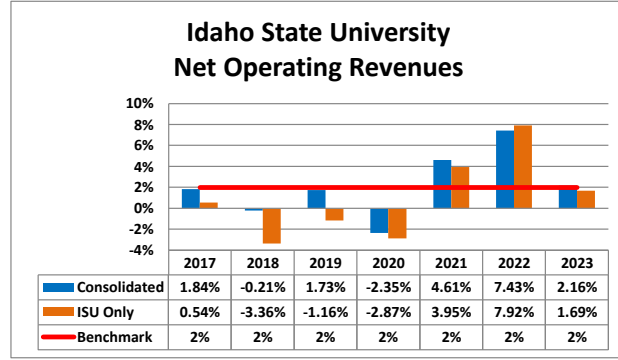
### Boise State University Life of Capital Assets



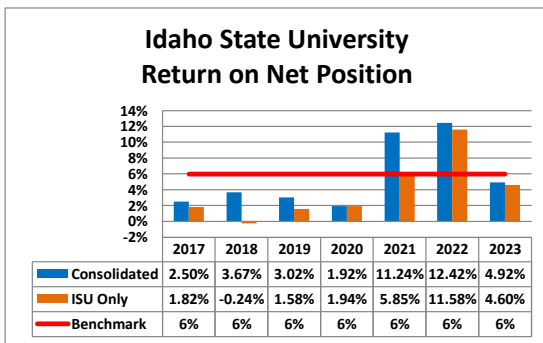
Higher ratio indicates more deferred reinvestment in plant facilities in the future.



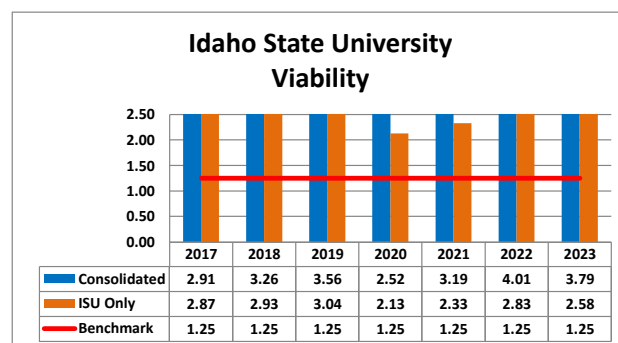
.40 indicates 5 months of operations can be covered by expendable reserves. Trend indicates whether institution has increased net worth in proportion to rate of growth in its operating size.



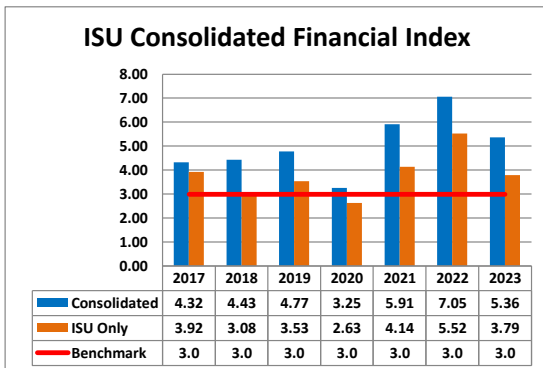
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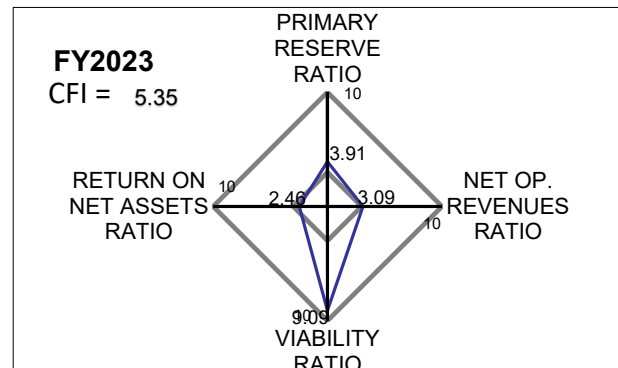
Measures total economic return: higher is better. Lower is okay if it reflects the strategy and mission in setting up for future returns.



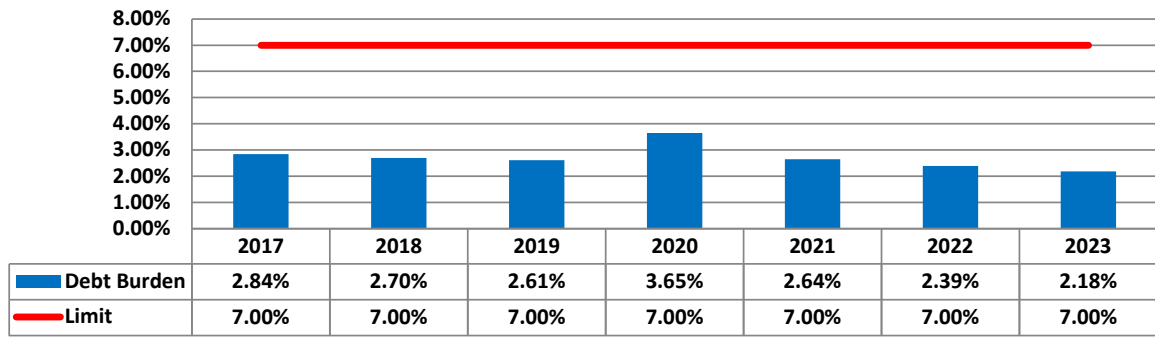
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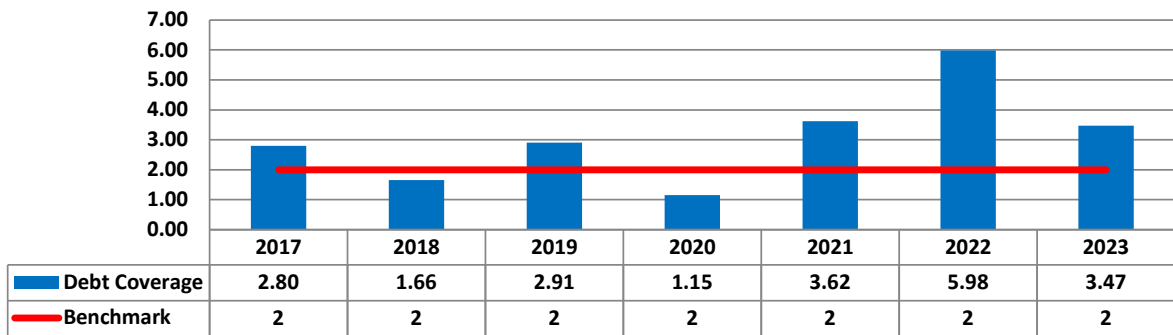


### Idaho State University Debt Burden Ratio



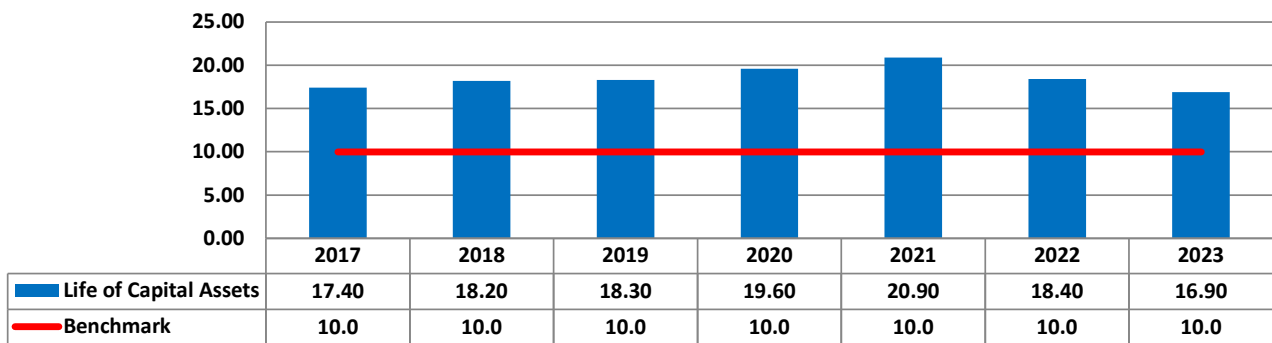
Reflects reliance on borrowed funds as a source of funds.

### Idaho State University Debt Coverage Ratio



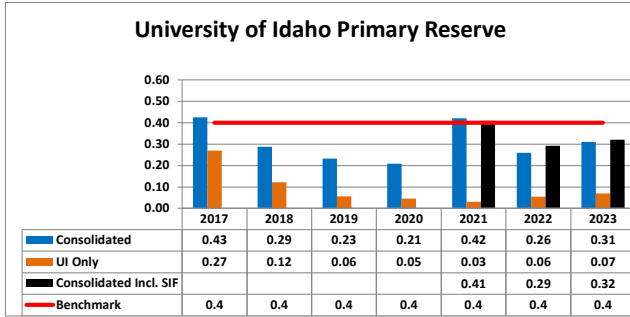
Reflects ability of excess income over adjusted expenses to cover annual debt service payments.

### Idaho State University Life of Capital Assets

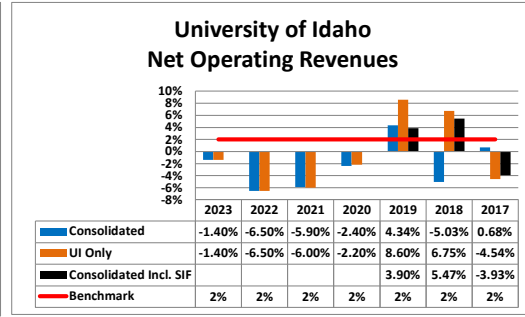


Higher ratio indicates more deferred reinvestment in plant facilities in the future.

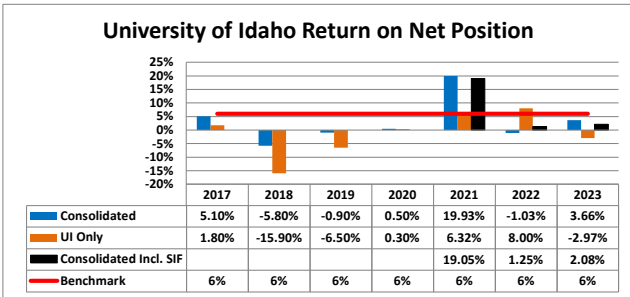




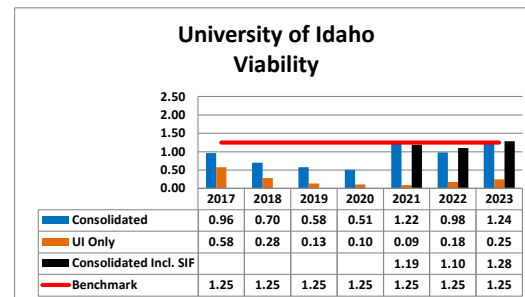
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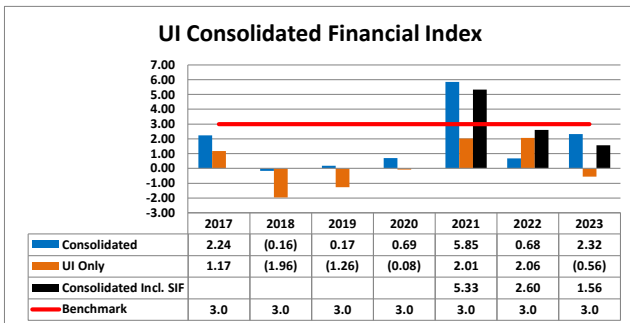
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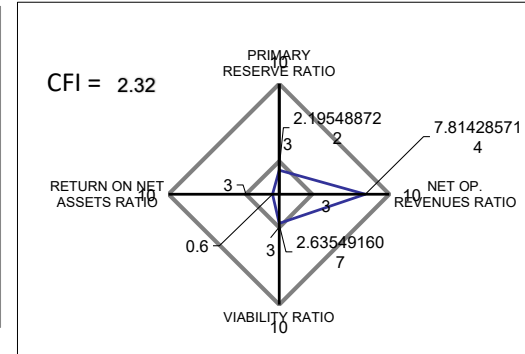
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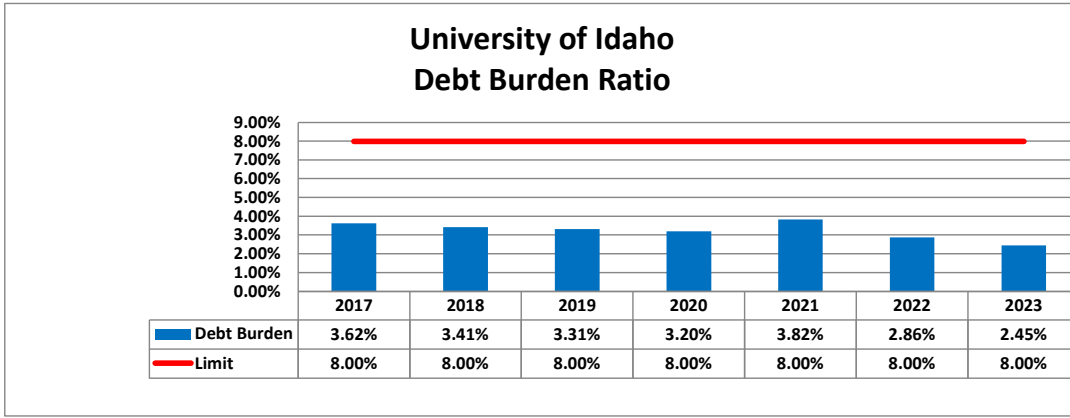


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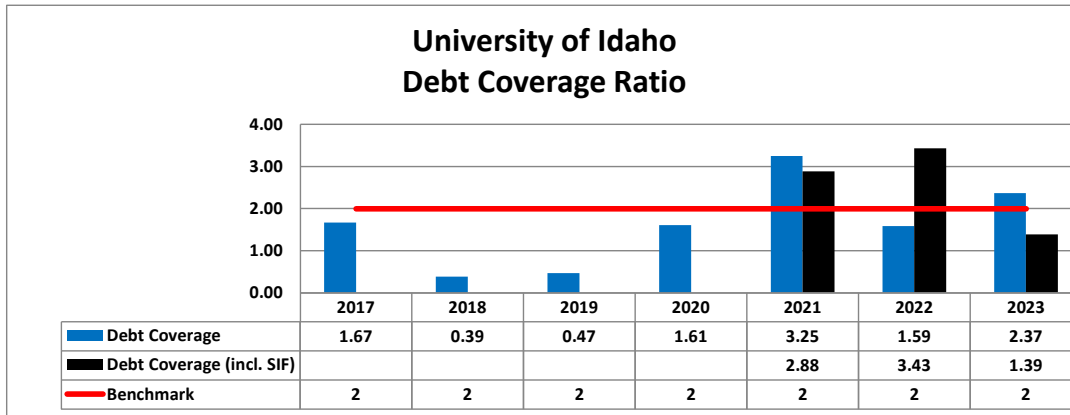


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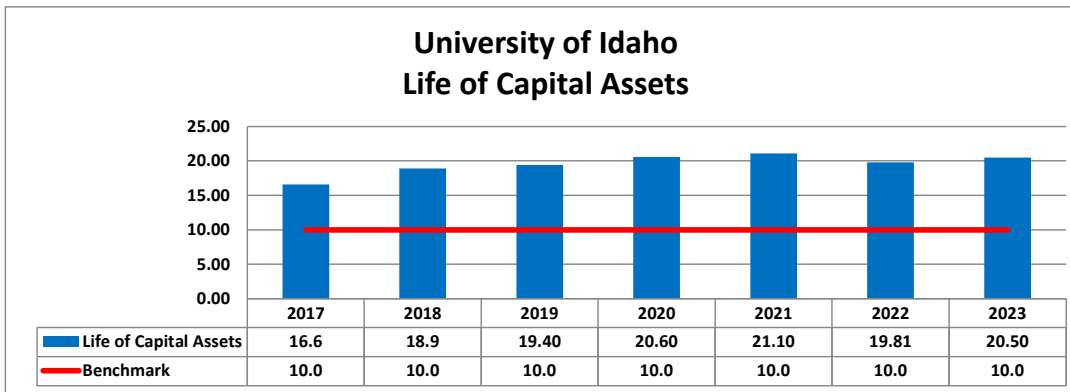




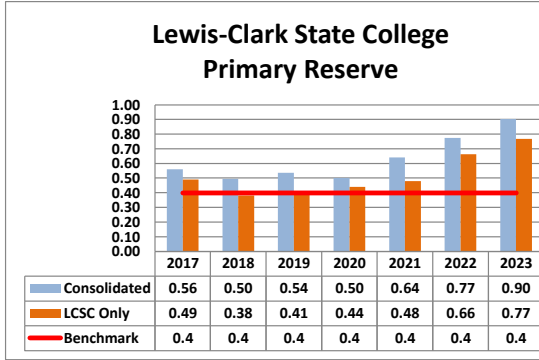
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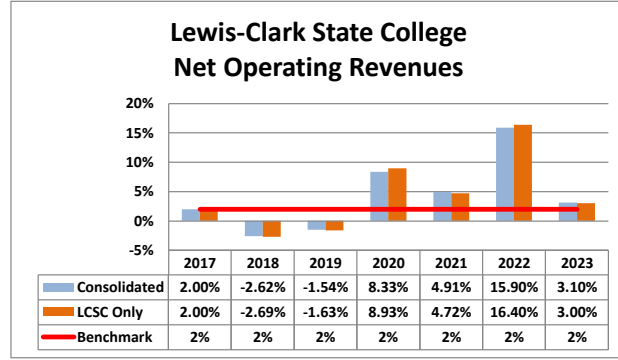
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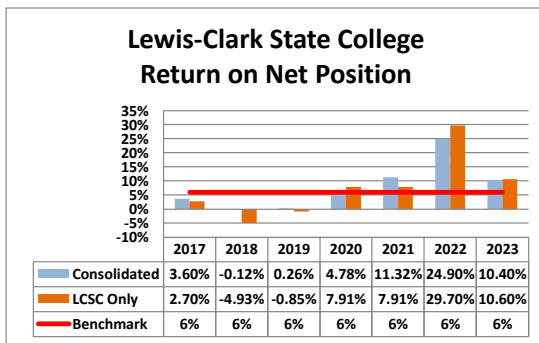
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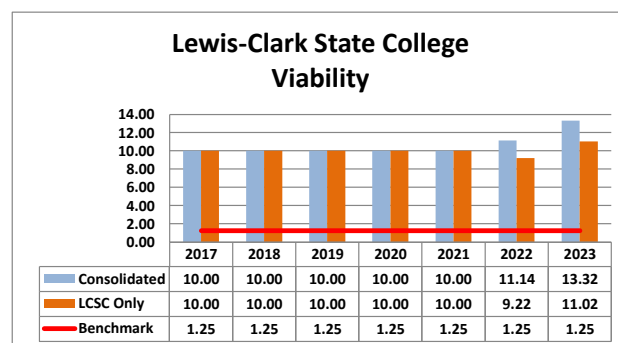
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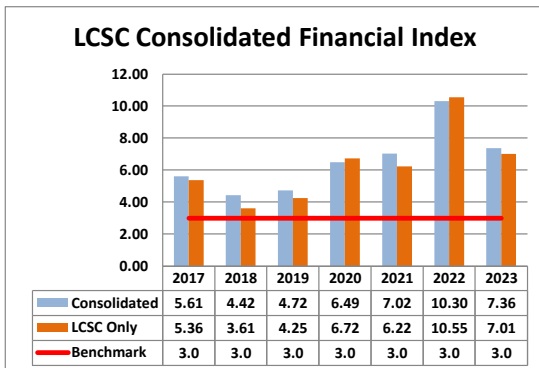
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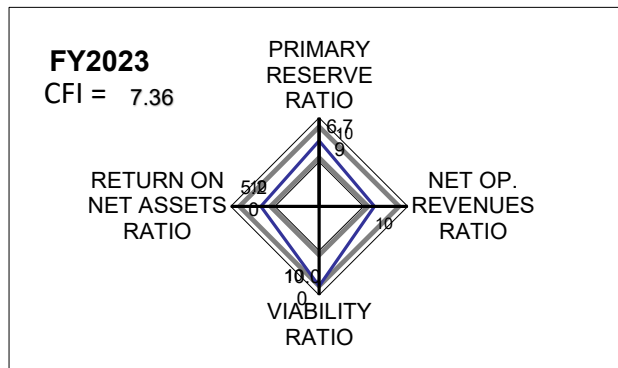
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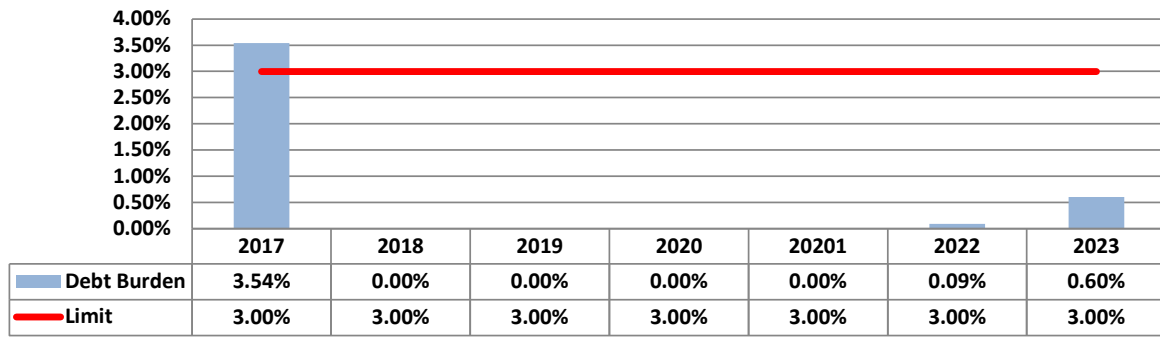
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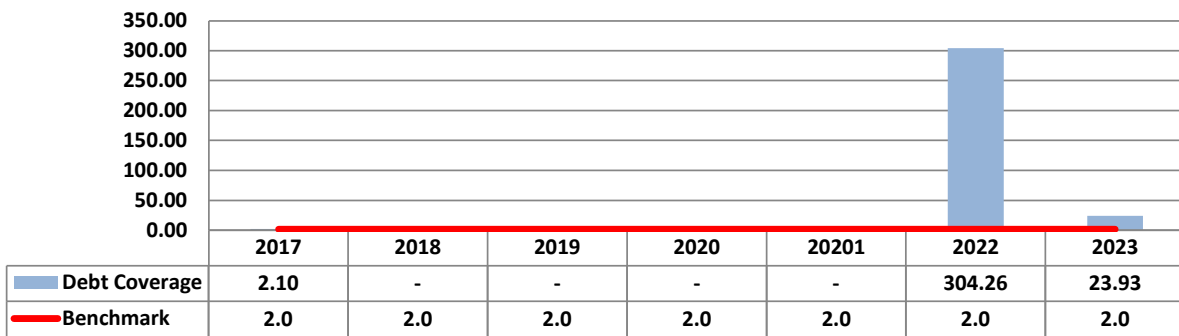


### Lewis-Clark State College Debt Burden Ratio



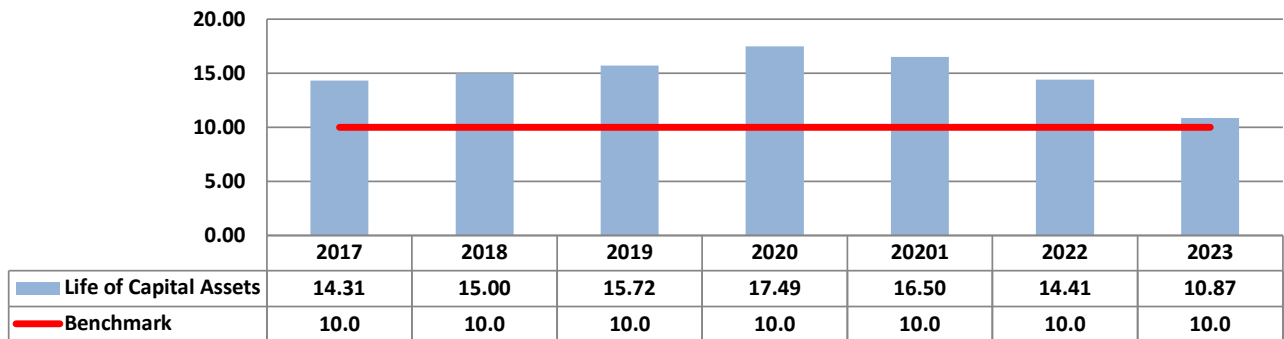
Reflects reliance on borrowed funds as a source of funds.

### Lewis-Clark State College Debt Coverage Ratio



Reflects ability of excess income over adjusted expenses to cover annual debt service payments.

### Lewis-Clark State College Life of Capital Assets



Higher ratio indicates more deferred reinvestment in plant facilities in the future.

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**SUBJECT**

FY 2023 College and Universities' Unrestricted Net Position Balances

**REFERENCE**

December 2012 - 2023                      Annual Audit reports submitted to the Board

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.B.

**BACKGROUND/DISCUSSION**

Net position balances provide a tool to gauge the amount and types of assets held by an institution. An analysis of unrestricted expendable assets provides insights into some of the "reserves" which might be available in order for an institution to meet emergency needs. The net position balances as of June 30, 2023 for Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College are attached. The net position reports for the four institutions are broken out by the following categories:

**Invested in capital assets, net of related debt:** This represents an institution's total investment in capital assets, net of accumulated depreciation and outstanding debt obligations related to those capital assets. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included.

**Restricted, expendable:** This represents resources which an institution is legally or contractually obligated to spend in accordance with restrictions imposed by external third parties.

**Restricted, nonexpendable:** This represents endowment and similar type funds in which donors or other outside sources have stipulated, as a condition of the gift instrument, that the principal is to be maintained inviolate and in perpetuity and invested for the purpose of producing present and future income, which may either be expended or added to principal.

**Unrestricted:** This represents resources derived from student tuition and fees, and sales and services of educational departments and auxiliary enterprises. Auxiliary enterprises are defined as substantially self-supporting activities that provide services for students, faculty, and staff. Not all sources of revenue noted above are necessarily present in the unrestricted position.

Within the category of **Unrestricted Position**, the institutions reserve funds for the following:

**Obligated:** Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for

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outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which contractual commitments exist.

**Designated:** Designated net position represents balances not yet legally contracted, but which have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative cost recovery returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

*Note: Designated reserves are not yet legally contracted, so technically they are still subject to management decision or reprioritization. However, it's critical to understand that these net position balances are a snapshot in time as of June 30, 2023, so reserves shown as "designated" on this report could become "obligated" at any point in the current fiscal year.*

**Unrestricted Funds Available:** Balance represents reserves available to bridge uneven cash flows as well as future potential funding shortfalls such as:

- Budget reductions or holdbacks
- Enrollment fluctuations
- Unfunded enrollment workload adjustment (EWA)
- Unfunded occupancy costs
- Critical infrastructure failures

**IMPACT**

The volatility of state funding as well as fluctuations in enrollment and tuition revenue necessitates that institutions maintain fund balances sufficient to stabilize their operating budgets. As such, Board Policy V.B. sets a minimum target reserve of 5%, as measured by "Unrestricted Available" funds divided by annual operating expenses. The institutions' unrestricted funds available as a percent of operating expenses over the past five fiscal years are as follows:

	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>FY 2023</b>
<b>BSU:</b>	5.1%	.6%	1.9%	4.8%	5.1%
<b>ISU:</b>	5.2%	8.8%	7.3%	9.9%	5.5%
<b>UI:</b>	(7.9%)	(7.2%)	(3.9%)	(7.0%)	(4.2%)
<b>LCSC:</b>	1.6%	6.9%	7.4%	10.4%	22.2%

**ATTACHMENTS**

- Attachment 1 - BSU Net Position Balances
- Attachment 2 - ISU Net Position Balances
- Attachment 3 - UI Net Position Balances
- Attachment 4 - LCSC Net Position Balances

**STAFF COMMENTS AND RECOMMENDATIONS**

Boise State University, Idaho State University and Lewis-Clark State College met the Board's 5% reserve target in FY23.

University of Idaho (UI) has reported a negative \$20.5 million for its "Unrestricted – Available" net position, which results in a negative ratio of 4.2% unrestricted available net position to FY23 operating expenses, an improvement of \$9.6 million over FY22, after removing the Strategic Initiatives Fund (SIF) from these figures. The improvement is mostly attributable to the elimination of the Public Employee Retirement System of Idaho (PERSI) plan asset and reduction of the Other Post-Employment Benefits (OPEB) plan asset between FY22 and FY23 resulting from the shifting investment market conditions. In FY22, UI reclassified \$12M from unrestricted to restricted net position when exceptionally positive market conditions resulted in an overfunded PERSI plan and an increase in the overfunded OPEB plan. When the PERSI plan was no longer overfunded in FY23 and the OPEB plan overfunding declined, these assets were removed from restricted net position, thus reducing the negative impact on unrestricted net position that occurred in FY22.

Representatives from the institutions are ready to provide a brief analysis of their financial net position balances and year-to-year trends.

**BOARD ACTION**

This item is for informational purposes only.

**Idaho College and Universities - BOISE STATE UNIVERSITY**

**Net Position Balances  
As of June 30, 2023**

	<b>Net Position:</b>	<b>6/30/2023</b>
1	Invested in capital assets, net of related debt	331,422,747
2	Restricted, expendable	27,528,794
3	Unrestricted	223,852,283
4	<b>Total Net Position</b>	<b>582,803,824</b>
	<b>Unrestricted Net Position:</b>	<b>223,852,283</b>
5	Obligated (Note A)	
6	Debt Reserves	19,957,544
7	Capital Projects	
8	Facilities	29,819,577
9	Equipment	6,801,137
10	Program Commitments	
11	Academic	6,280,294
12	Research	1,708,405
13	Administrative Initiatives	9,547,296
14	<b>Total Obligated</b>	<b>74,114,253</b>
15	Designated (Note B)	
16	Capital Projects	
17	Facilities	56,695,161
18	FFE	8,481,287
19	Program Commitments	
20	Academic	19,229,920
21	Research	23,656,838
22	Other	3,388,058
23	Administrative Initiatives	5,300,000
24	Other	5,980,800
25	<b>Total Designated</b>	<b>122,732,064</b>
26	<b>Unrestricted Funds Available (Note C)</b>	<b>27,005,966</b>
27	FY22 Operating Expenses	533,457,238
28	Ratio of Unrestricted Funds Available to operating expenses (prelim)	5.06%
29	5% of operating expenses (minimum reserve target)	26,672,862
30	Two months of operating expenses	88,909,540
31	Ratio of Unrestricted Funds Available to two months of operating expenses	30%
32	Number of days expenses covered by Unrestricted Funds Available	18

**Note A:**                   **Obligated** - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service and staffing commitments for outstanding debt and personnel. These amounts also consist of inventories and other balances for which a contractual commitments exist.

**Note B:**                   **Designated** - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

**Note C:**                   **Unrestricted Funds Available** - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are:

- Unfunded Enrollment Workload Adjustment (EWA)
- Budget reductions or holdbacks
- Enrollment fluctuations
- Inflation





**IDAHO STATE UNIVERSITY  
Net Position Balances  
As of June 30, 2023**

<b>Net Position:</b>	<b>FY23</b>
1 Invested in capital assets, net of related debt	\$210,684,539
2 Restricted expendable	\$24,552,909
3 Restricted, nonexpendable	
4 Unrestricted	\$82,995,444
5 Total Net Position	<u>\$318,232,892</u>
<b>Unrestricted Net Position:</b>	<b>82,995,444</b>
Obligated (Note A)	
6 Debt Reserves	2,300,000
Capital Projects	
7 Facilities	9,820,596
8 Equipment	193,573
Program Commitments	
9 Academic	26,354,054
10 Total Obligated	38,668,223
Designated (Note B)	
Program Commitments	
11 Academic	13,407,030
12 Research	1,487,962
13 Other	5,987,219
14 Other	6,809,300
15 Total Designated	27,691,512
16 <b>Unrestricted Available (Note C)</b>	<b><u>16,635,709</u></b>
17 Operating expenses	302,560,235
18 Ratio of Unrestricted Funds Available to operating expenses	5.5%
19 5% of operating expenses (minimum available reserve target)	15,128,012
20 Two months operating expenses	50,426,706
21 Ratio of Unrestricted Funds Available to two months of operating	33%
22 expenses Number of days expenses covered by Unrestricted	20
Funds Available	

**Note A:** Obligated - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which contractual commitments exist.

**Note B:** Designated - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

**Note C:** Unrestricted Funds Available - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are: enrollment fluctuations, budget reductions or holdbacks.



University of Idaho  
Net Position Balances  
As of June 30, 2023

*Net position balances from audited financial statements have been adjusted below to remove the impact of the UI Strategic Initiatives Fund, a blended component unit, for comparability to prior years.*

1	<b>Net Position:</b>	
2	Invested in capital assets, net of related debt	\$ 281,884,685
3	Restricted, expendable	38,071,297
4	Unrestricted	<u>(5,922,208)</u>
5	<b>Total Net Position</b>	<b><u>\$ 314,033,774</u></b>
6	Unrestricted Net Position:	\$ (5,922,208)
7	<b>Obligated (Note A)</b>	
	- Debt Service Obligations	\$ 11,350,493
	- Capital Project and Equipment Fund Obligations	<u>3,202,054</u>
	<b>Total Obligated Funds</b>	<b><u>\$ 14,552,547</u></b>
9	Unrestricted Available (Note C)	<b><u>\$ (20,474,755)</u></b>
10	Operating expenses	\$483,974,840
11	Ratio of Unrestricted Funds Available to operating expenses	-4.2%
12	5% of operating expenses (minimum available reserve target)	\$24,198,742
13	Two months operating expenses	\$80,662,473
14	Ratio of Unrestricted Funds Available to two months of operating expenses	-25%
15	Number of days expenses covered by Unrestricted Funds Available	0

**NOTES**

**Note A:** Obligated - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which contractual commitments exist.

**Note B:** Designated - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

**Note C:** Unrestricted Funds Available - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are:

- Budget reductions or holdbacks
- Enrollment fluctuations
- Unfunded Enrollment Workload Adjustment (EWA)

## Lewis-Clark State College

## Net Position Balances

As of June 30, 2023

1 <b>Net Position:</b>	<b>LCSC</b>
2 Invested in capital assets, net of related debt	\$78,598,925
3 Restricted, expendable	3,727,675
4 Restricted, nonexpendable	0
5 Unrestricted	38,546,776
6 <b>Total Net Position</b>	<b>\$120,873,376</b>
7	
8 <b>Unrestricted Net Position:</b>	<b>\$38,546,776</b>
9 Obligated (Note A)	
10       Debt Service	\$244,924
11       Program Commitments	933,155
12       Capital Projects	170,000
13       Total Obligated	<u>\$1,348,079</u>
14	
15 Designated (Note B)	
16       Capital Projects	
17           Facilities	\$3,244,400
18           Equipment	1,254,883
19       Program Commitments	
20           Academic	2,763,161
21           Other	14,078,390
22       Other	<u>3,639,313</u>
23       Total Designated	<u>\$24,980,149</u>
24	
25 <b>Unrestricted Available (Note C)</b>	<b><u>\$12,218,549</u></b>
26	
27 Operating expenses	\$55,001,283
28 Ratio of Unrestricted Funds Available to operating expenses	22.22%
29 Ratio of Designated and Unrestricted Funds Available to operating expenses	67.6%
30 Ratio of Obligated, Designated and Unrestricted Funds Available to operating expenses	70.1%
31 5% of operating expenses (minimum available reserve target)	\$2,750,064
32	
33 Two months operating expenses	\$9,166,881
34 Ratio of Unrestricted Funds Available to two months of operating expenses	133%
35 Number of days expenses covered by Unrestricted Funds Available	81

**Note A: Obligated** - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which contractual commitments exist.

**Note B: Designated** - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

**Note C: Unrestricted Funds Available** - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are: enrollment fluctuations, budget reductions, or holdbacks.

**INFORMATIONAL  
DECEMBER 13, 2023**

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**SUBJECT**

State Mandated Annual Evaluation Review Report

**REFERENCE**

February 2023      Board received the 2022 State-Mandated Annual Evaluation Report

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Code § 33-1004B(11)

**BACKGROUND/DISCUSSION**

Pursuant to Idaho Code § 33-1004B(11) a review of educator evaluations must be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation, including each domain and identification of which domains the administrator is focusing on for the instructional staff or pupil service staff member being evaluated, as outlined in administrative rule.

The report has been completed each year since 2016.

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:

- At least two (2) documented observations of the staff member’s professional practice, the first of which must be completed before January 1st
- At least one (1) additional measure of professional practice, which may be based on student input, parent/guardian input, or a portfolio
- 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)
- At least one (1) summative evaluation completed no later than 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.

Reviews are conducted in two phases. The first phase of the annual review focuses on compliance with the requirements called out in IDAPA 08.02.02.120. The second phase serves as a formative assessment of district evaluation policy and implementation and includes onsite visits to randomly selected districts.

**IMPACT**

Pursuant to Idaho Code § 33-1004B(11) a review of a sample of instructional staff and pupil service staff evaluations shall be conducted annually.

## **ATTACHMENTS**

Attachment 1 – State-Mandated Annual Evaluation Review Report

## **BOARD STAFF COMMENTS AND RECOMMENDATIONS**

The rate of evaluation compliance has increased from last year's review and is the highest rate of compliance since 2017-2018. Administrator compliance has increased by 3% from last year and has increased 28% from 2017-2018. The elements of non-compliance appeared to be related to misunderstandings of the framework requirements, missing evidence, extenuating circumstances, and isolated instances where the full evaluation files were unfound due to a change in leadership. It does not appear that any widespread, pervasive issues with willful non-compliance currently exist. Efforts to improve the number of evaluations conducted with fidelity to the statewide framework should focus on clarifying guidance on parts of the framework that remain unclear. Specifically, providing guidance for the additional measure of professional practice and student success indicators.

Upon completion of the review process, the expert review team debriefed their findings. The team shared trends, strengths, and areas of improvement. The recommendations from the expert review team is presented below:

1. Provide regional evaluation training.
2. Share updated guidance checklist with regional superintendents and those who teach the administrator recertification course.
3. The State Mandated Annual Evaluation Reviews should stay in person because of the importance of interrater reliability and calibration.
4. Calibration activities used for reviewer training should include two examples that have debatable evidence and one exemplary example.
5. Move the State Mandated Annual Evaluation review to the fourth week of September so Superintendents can attend their regional meetings.
6. Create legislation that could place an emphasis on the evaluation cycle in addition to the compliance requirement.
7. Create drop down options in the CLDS review software so reviewers can specify input. Also, include a notes option for administrators to clarify evidence.

## **BOARD ACTION**

This item is for informational purposes.

2022-2023 EDUCATOR EVALUATION REVIEW  
REPORT TO THE IDAHO STATE BOARD OF EDUCATION

NOVEMBER 2023

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I. INTRODUCTION

Pursuant to **Idaho Code § 33-1004B(10)**, a review of educator evaluations must be conducted annually to:

*verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation, including each domain and identification of which domain or domains the administrator is focusing on for the instructional staff or pupil service staff member being evaluated, as outlined in administrative rule.*

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 independent 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 by January 1<sup>st</sup>.
- 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 no later than June 1<sup>st</sup> (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 following sections of this report detail the methodology and findings of the 2022-2023 review of certified staff evaluations.

II. METHODOLOGY

A. DATA COLLECTION

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i. Review Sampling

The basic requirements for the review sample are established in **Idaho Code § 33-1004B(10)**, which states that:

*The state board of education shall randomly select a sample of administrators throughout the state. A portion of such administrators' instructional staff and pupil service staff employee evaluations shall be independently reviewed.*

The sample for the 2022-2023 review was generated by the randomizer built into the Career Ladder Data System (CLDS). The CLDS was built out for the State Mandated Annual Evaluation Review.

A randomized sample of administrators—representing approximately 10% of the evaluating administrators in each region in the state—was provided from this data. Given the size disparity between Local Education Agencies (LEAs) in Idaho, the randomization was purposefully weighted to avoid oversampling the largest districts and ensure adequate representation from each of the six regions. For every administrator in the sample, a selection of evaluations from the 2022-2023 school year was reviewed. Where possible, this selection included two instructional staff evaluations and one pupil service staff evaluation each.

Two hundred ninety-three (293) staff evaluations by one hundred twenty-four (124) administrators were confirmed for the review sample. This sample represents ten percent (10%) of the total administrators-of-record in Idaho public schools for the 2022-2023 school year.

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ii. Administrator & Staff Surveys

Two survey instruments were also developed and distributed to gain additional insight into how evaluation policies are implemented. One was designed to capture the selected administrators' perceptions of their own practice as administrators (see Appendix A). The other was intended to gather information on the perceptions of the staff members whom they had evaluated (see Appendix B).

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B. REVIEW PROCESS

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i. Reviewer Selection & Reliability

A team of sixteen (16) experienced education professionals from across Idaho were selected to serve on the review team. This group was composed of current and former public education leaders, teachers, State Department of Education staff, as well as faculty from Idaho educator and administrator preparation programs.

Prior to beginning review work, all reviewers were required to sign a confidentiality form and participate in training. The training session—scheduled for three (3) hours—was designed to calibrate the review team and increase interrater reliability. Included in the training was a summary of state evaluation requirements, a review of specific compliance criteria used for the review of the submitted evaluations, and a group calibration activity. The group reconvened for a whole group debriefing allowing for a clarifying conversation to increase alignment.

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ii. Desk Review

The first major phase of the review process is the *desk review*, in which reviewers work independently to assess the compliance of each evaluation.

The 2022-2023 desk review was conducted in-person. The main desk review took place on September 21<sup>st</sup> and 22<sup>nd</sup>, 2023, which followed the training that took place on September 20<sup>th</sup>, 2023. Reviewers



worked independently to assess each file for compliance. A minimum of two reviews were conducted by two different reviewers for each submitted evaluation. If a third read was required, then a third reviewer would be assigned the evaluation for review. Reviewers that work in a school building/school district were assigned evaluations in a different region from their own. As-needed support was provided by experienced reviewers. In addition, recalibration discussions occurred as they arose.

Once all submissions were reviewed, the data was calculated in the Career Ladder Data System (CLDS). Additionally, the review team discussed trends, strengths, and areas of improvement that were observed during the desk review.

Selected administrators were notified of the results of the evaluation review. After being notified of the evaluation results, administrators were given the opportunity to submit missing documents that were identified as missing by the reviewers, provide clarification for the evidence submitted, and/or correct any errors.

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iii. On-Site Follow-Ups

The second major phase of the review process involved on-site visits to a subset of Local Education Agencies whose evaluations were assessed in the desk review. The purpose of these visits would be to establish a dialogue with Local Education Agencies that were identified as having exceptional strengths or challenges in their evaluation practice. Through targeted feedback and interviews, the on-site visits would seek to inform improvements to the implementation of evaluation practices and compliance around the state. The Local Education Agencies selected for onsite visits were notified via email.

## III. FINDINGS

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### COMPLIANCE DATA

This section begins with the review team's findings regarding the overall compliance of the evaluation files.

When examining these findings, it is important to note that the review team was not assessing the quality of each administrator's evaluative practice nor the validity of the scores they assigned. It would be impossible to do so without an in-depth knowledge of each LEA's unique implementation of the state framework and additional evidence that is beyond the scope of this review to collect (such as the ability to observe staff practice). *Compliance* in this context is only meant to indicate that an evaluation was conducted in accordance with the minimum requirements that comprise the state evaluation framework.

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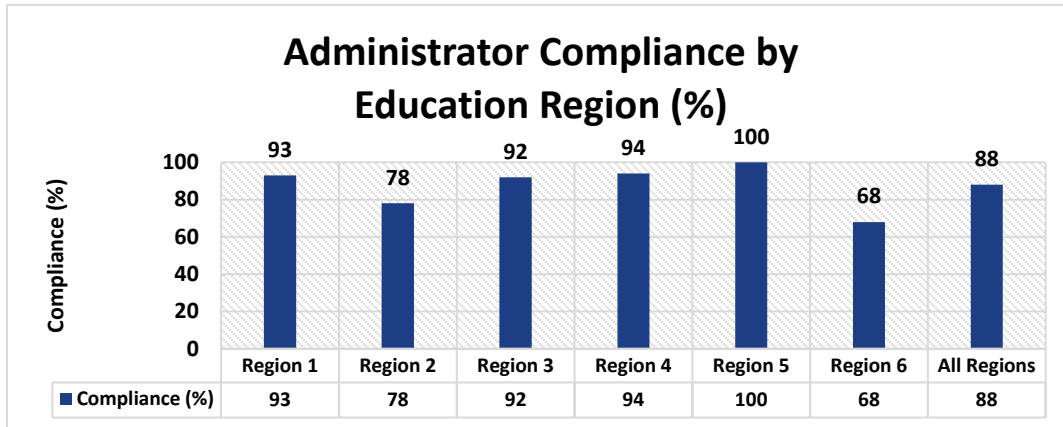
#### Overall Compliance Data

To be found compliant overall, an evaluation submission needed to contain evidence of each of the required elements listed above. Additionally, the evidence needed to demonstrate that those elements had been implemented with fidelity to the state evaluation framework as laid out in Administrative Rule and Idaho Code. If any of the individual elements were found to be noncompliant, the evaluation was judged as noncompliant overall.

Findings

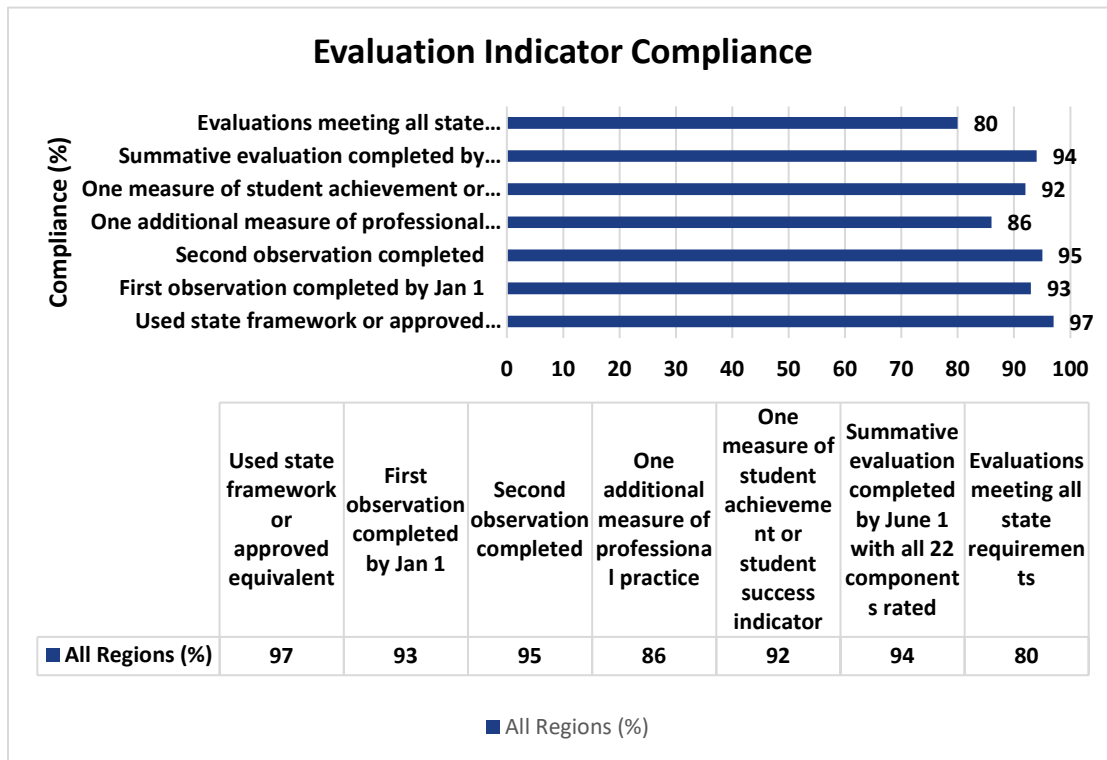
**Administrator Findings**

One hundred twenty-four (124) administrators were included in the review this year. An administrator was identified as compliant when fifty-one percent (51%) or more of the evaluations submitted were fully compliant meeting all state requirements.



**Evaluation Findings**

Two hundred ninety-three (293) evaluations were included in this review this year. Each evaluation was reviewed against the legal requirements indicated in the introduction.



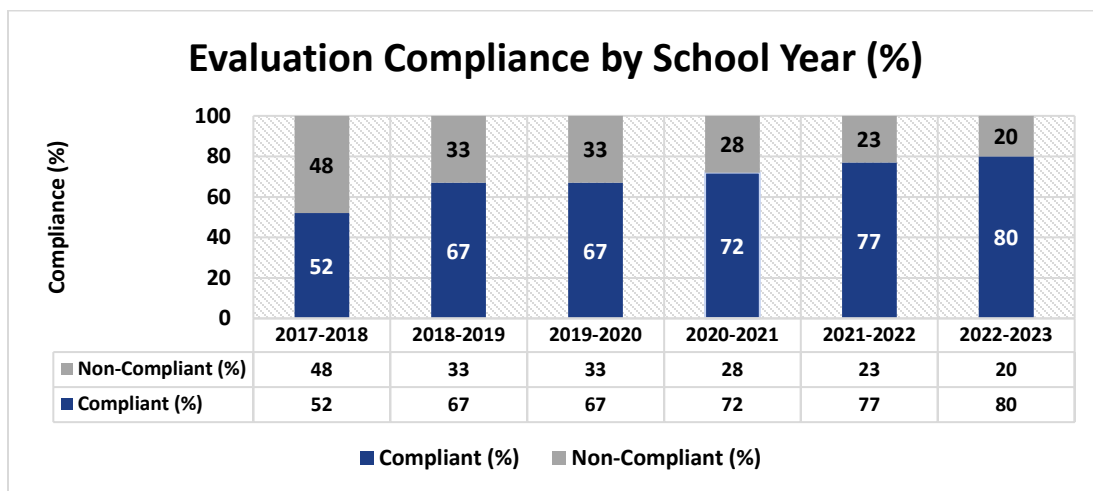
SURVEY DATA

Both the administrator survey (see Appendix A) and certified staff survey (see Appendix B) were intended to provide additional insight into the real-world implementation of LEA evaluation policies. The overall responses on each survey can show the implementation of evaluation policies in a way that the desk review alone could not. Additionally, 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-three (93) administrators responded to the administrator survey and three hundred ninety-four (394) certified staff members responded to the certified staff survey. The results of the surveys can be found in Appendix A and Appendix B. It should be noted that there is potential for response biases, especially those based on social expectations of what the respondent believes would be the “preferred answer”. As such, these results should only be viewed as providing enhanced context and should not form the basis of significant conclusions on their own.

IV. CONCLUSION

The rate of evaluation compliance has increased from last year’s review and is the highest rate of compliance since 2017-2018. Administrator compliance has increased by 3% from last year and has increased 28% from 2017-2018.



The elements of non-compliance appeared to be related to misunderstandings of the framework requirements, missing evidence, extenuating circumstances, and isolated instances where the full evaluation files were unfound due to a change in leadership. It does not appear that any widespread, pervasive issues with the willful non-compliance currently exist. Efforts to improve the number of evaluations conducted with fidelity to the statewide framework should focus on clarifying guidance on parts of the framework that remain unclear. Specifically, providing guidance for the additional measure of professional practice and student success indicators.

To support administrators who had one or more elements of non-compliance with conducting future evaluations, a checklist was created by the review team. This checklist along with the PowerPoint indicates the evaluation requirements and will be accessible on the [OSBE](#) website. The on-site follow-ups included visits to selected LEAs that were assessed in the desk review. The purpose of the on-site visits is to exchange dialogue about strengths, challenges, and needs in their evaluation practices. The visits included a review of the state requirements for certified staff evaluation, explaining the purpose of the state-mandated annual evaluation review, review evaluation practices and tools, review LEA evaluation policies, and provide targeted feedback. The on-site visit is intended to inform improvements to the implementation of the evaluation practices and compliance around the state.

Survey data also indicates that most administrators and staff perceive the evaluations to measure performance fairly and accurately.

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i. Review Team Recommendations

Upon completion of the review process, the expert review team debriefed their findings. The team shared trends, strengths, and areas of improvement. The recommendations from the expert review team is presented below:

1. Provide regional evaluation training.
2. Share updated guidance checklist with regional superintendents and those who teach the administrator recertification course.
3. The State Mandated Annual Evaluation Reviews should stay in person because of the importance of interrater reliability and calibration.
4. Calibration activities used for reviewer training should include two examples that have debatable evidence and one exemplary example.
5. Move the State Mandated Annual Evaluation review to the fourth week of September so Superintendents can attend their regional meetings.
6. Create legislation that could place an emphasis on the evaluation cycle in addition to the compliance requirement.
7. Create drop down options in the CLDS review software so reviewers can specify input. Also, include a notes option for administrators to clarify evidence.

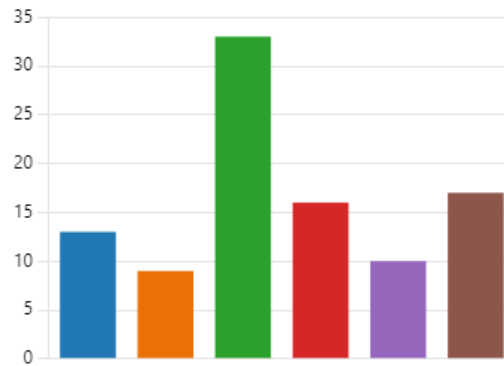
APPENDIX A  
ADMINISTRATOR SURVEY

State-Mandated Annual Evaluation Review-Administrator Survey  
(2022-2023 School Year Review)

1. In what Education Region is your school district or charter school located?

[More Details](#)

● 1	13
● 2	9
● 3	33
● 4	16
● 5	10
● 6	17



2. What was your role during the 2022-2023 school year?

[More Details](#)

● Superintendent	13
● Principal	59
● Assistant Principal	12
● Director	10
● Other	4



3. How many years has it been since completion of your initial administrator certification?

[More Details](#)

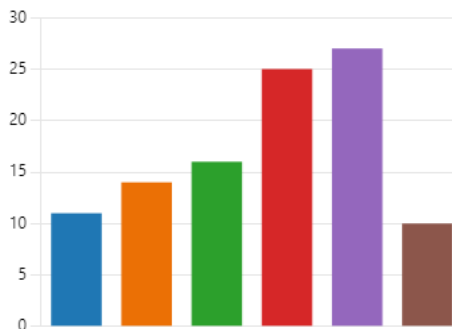
● Less than 4 years	26
● Between 4 and 7 years	23
● Between 8 and 10 years	7
● More than 10 years	37



4. Which administrator preparation program did you attend? (Select all that apply)

[More Details](#)

● BSU	11
● ISU	14
● NNU	16
● U of I	25
● Out of State Program	27
● Other	10



5. I received training on the Idaho Framework for Teaching Evaluation and earned proof of proficiency in evaluation from? (Select all that apply)

[More Details](#)

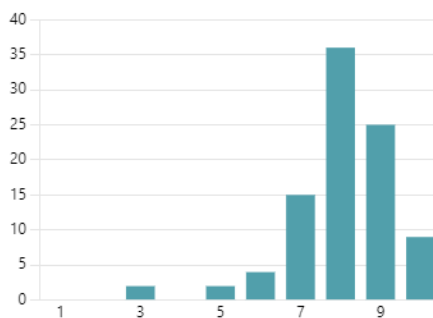
● Teachscape Online Proficiency T...	20
● Idaho State-Sponsored Danielso...	45
● Idaho Administrator Preparation...	19
● I do not yet have proof of profic...	2
● Other	34



6. On a scale of 1-10, please rate your level of familiarity with requirements for conducting evaluations based upon Idaho Code and Administrative Rule (IDAPA 08.02.02.120).

[More Details](#)

8.04  
Average Rating



7. How many certified staff evaluations did you complete during the 2022-2023 school year?

[More Details](#)

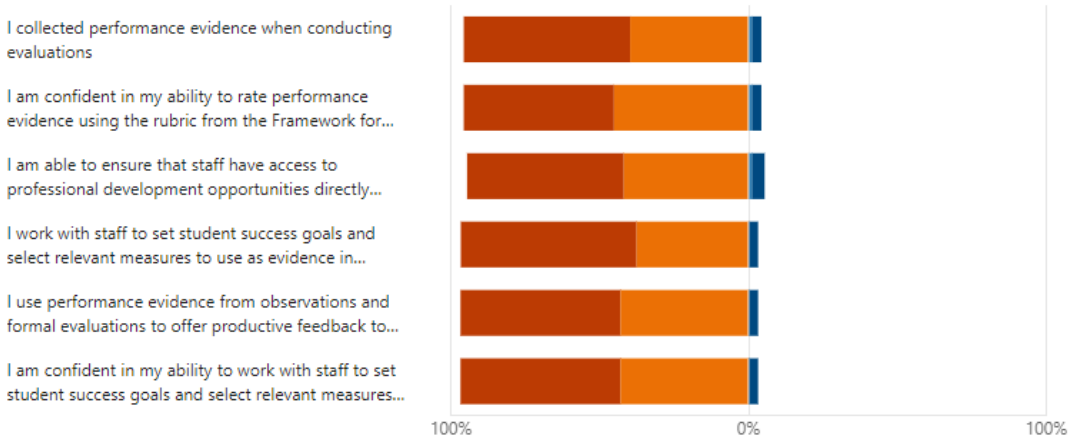
Fewer than 6	15
6-10	14
11-15	19
16-20	21
More than 20	24



8. Please provide your level of agreement with the following statements:

[More Details](#)

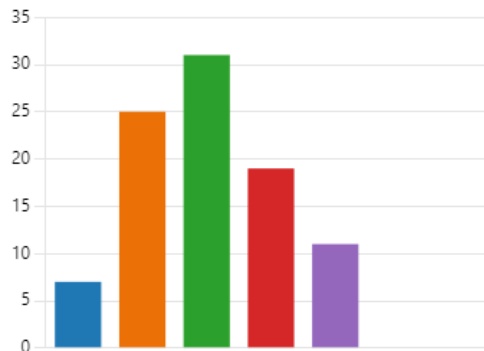
Strongly Agree Agree Disagree Strongly Disagree



9. Please estimate the frequency with which you hold professional conversations with certified staff members about their performance:

[More Details](#)

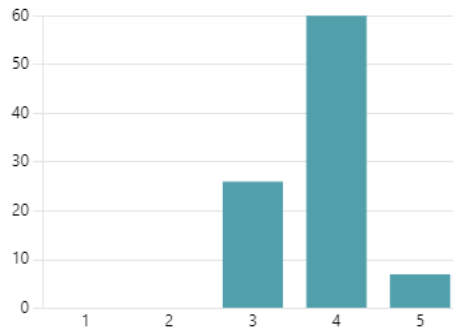
Daily	7
Weekly	25
Monthly	31
Quarterly	19
Twice during the academic year	11
Rarely	0
Never	0



10. On a scale from 1-5, how would you rate the quality of feedback you provide to staff on their performance?

[More Details](#)

3.80  
Average Rating



11. How accurate do you believe your 2022-2023 summative evaluations were in measuring your staff's professional practice?

[More Details](#)

● Completely	33
● Mostly	56
● Moderately	4
● Marginally	0
● Not at all	0





12. How accurate do you believe your 2022-2023 summative evaluations were in measuring your staff's impact on student success?

[More Details](#)

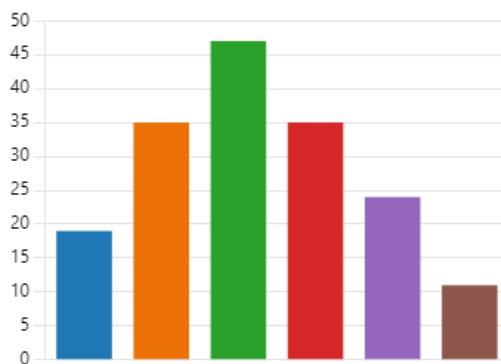
<span style="color: blue;">●</span> Completely	20
<span style="color: orange;">●</span> Mostly	62
<span style="color: green;">●</span> Moderately	11
<span style="color: red;">●</span> Marginally	0
<span style="color: purple;">●</span> Not at all	0



13. I would welcome additional support or training in my staff evaluation role on the following topics: (Select all that apply)

[More Details](#)

<span style="color: blue;">●</span> Conducting reliable observation...	19
<span style="color: orange;">●</span> Collecting, evaluating, and align...	35
<span style="color: green;">●</span> Crucial conversations and produ...	47
<span style="color: red;">●</span> Assessment literacy: Accurately ...	35
<span style="color: purple;">●</span> State requirements and best pra...	24
<span style="color: brown;">●</span> Other	11

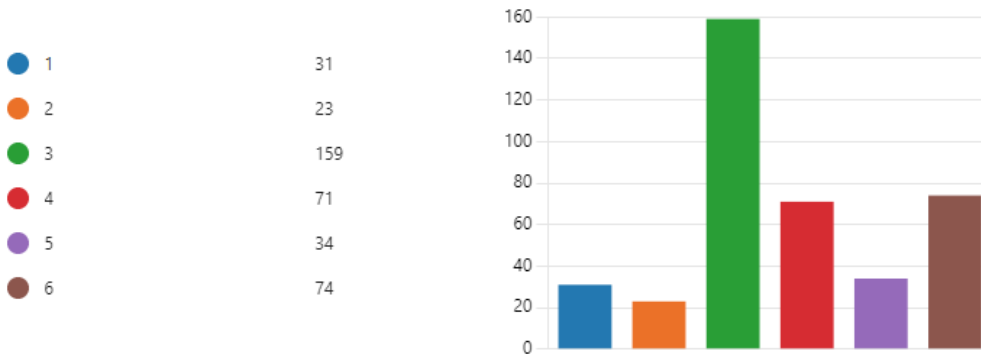


APPENDIX B  
CERTIFIED STAFF SURVEY

OSBE Annual Evaluation Review-Optional Staff Survey  
(2022-2023 School Year Review)

1. In what Education Region is your local education agency (school district or charter school) located?

[More Details](#)



2. What was your role during the 2022-2023 school year? (Select all that apply)

[More Details](#)

Instructional Staff	337
Pupil Services Staff	35
Educator Coach (Instructional, T...	13
Educator Mentor	23
Other	37



3. How many years has it been since the completion of your initial instructional or pupil service staff certification?

[More Details](#)

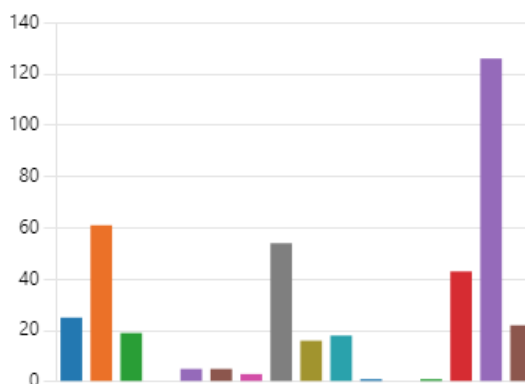
Less than four years	44
Between four and seven years	48
Between eight and ten years	38
More than ten years	264



4. Select the initial instructional or pupil service staff preparation program that you attended.

[More Details](#)

● ABCTE	25
● Boise State University	61
● Brigham Young University - Idaho	19
● Charter Teacher Pathway	0
● College of Idaho	5
● College of Southern Idaho	5
● CTE Teacher Pathway	3
● Idaho State University	54
● Lewis Clark State College	16
● Northwest Nazarene University	18
● Teach for America - Idaho	1
● Registered Teacher Apprentices...	0
● Registered Teacher Apprentices...	1
● University of Idaho	43
● Out of State Program	126
● Other	22



5. Select the educator evaluation training that you have received. (Select all that apply)

[More Details](#)

<span style="color: blue;">●</span> Training in my preparation prog...	179
<span style="color: orange;">●</span> Training in one or more districts...	236
<span style="color: green;">●</span> Training at a state-sponsored w...	80
<span style="color: red;">●</span> I have not yet received training	48
<span style="color: purple;">●</span> Other	26



6. What evaluation framework are your observations and performance evaluations based on? (Select all that apply)

[More Details](#)

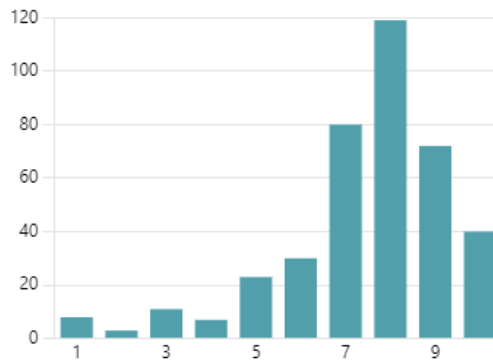
<span style="color: blue;">●</span> Idaho Framework for Teaching E...	373
<span style="color: orange;">●</span> My profession's national standa...	24
<span style="color: green;">●</span> Other Idaho state-board approv...	17
<span style="color: red;">●</span> Other	10



7. On a scale of 1-10, please rate your level of familiarity with the educator evaluation requirements based on Idaho Code and Administrative Rule (IDAPA 08.02.02.120):

[More Details](#)

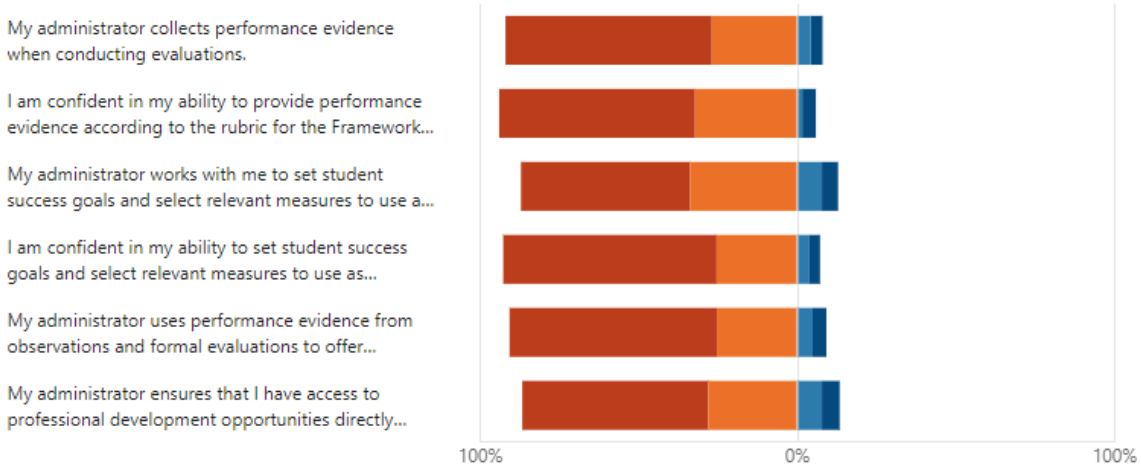
7.46  
Average Rating



8. Please provide your level of agreement with the following statements:

[More Details](#)

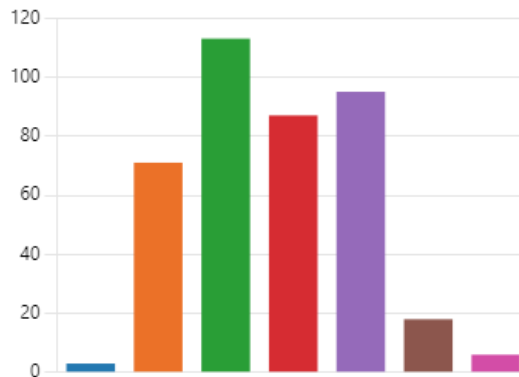
Strongly Agree Agree Disagree Strongly Disagree



9. Please estimate the frequency with which your administrator holds professional conversations with you about your performance.

[More Details](#)

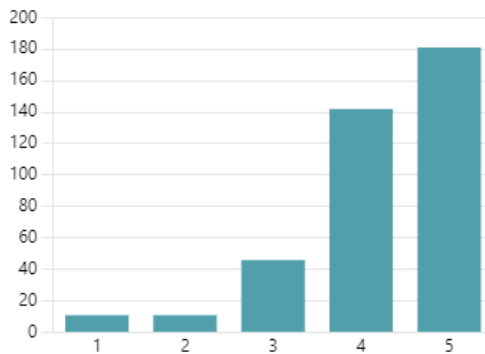
Daily	3
Weekly	71
Monthly	113
Quarterly	87
Twice during the academic year	95
Rarely	18
Never	6



10. On a scale from 1 to 5, how would you rate the quality of feedback you receive on your performance from your administrator?

[More Details](#)

4.20  
Average Rating



11. How accurate do you believe your 2022-2023 summative evaluation was in measuring your professional practice?

[More Details](#)

● Completely	206
● Mostly	146
● Modestly	27
● Marginally	8
● Not at all	6



12. How accurate do you believe your 2022-2023 summative evaluation was in measuring your impact on student success?

[More Details](#)

● Completely	162
● Mostly	177
● Modestly	27
● Marginally	20
● Not at all	7



13. Please select the topics that you would welcome additional support or training on. (Select all that apply)

[More Details](#)

● Reflecting on my performance u...	85
● Collecting and aligning perform...	118
● Assessment literacy: Accurately ...	115
● State requirements and best pra...	123
● Other	39



**STATE DEPARTMENT OF EDUCATION  
DECEMBER 13, 2023**

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**SUBJECT**

Annual English Learners Proficiency Report

**REFERENCE**

April 2005	Board approved rule for definition of Limited English Proficient
November 2009	Board adopted The Idaho English Language Assessment Achievement Standards as temporary
August 2010	Board adopted The Idaho English Language Assessment Achievement Standards as pending, that were approved in November 2009
June 2014	Board approved proposed rule amendment for clarification and accuracy in definition for Limited English Proficient
November 2015	Board approved pending rule changes to IDAPA 08.02.03.105
August 2016	Board removed the Idaho English Language Assessment (IELA) Achievement Standards
December 16, 2020	Board was provided the 2019-2020 Annual Summary report for the English Learner Program and an English Learner Proficiency update.
December 21, 2022	Board was provided the 2021-2022 Annual Summary report for the English Learner Program and an English Learner Proficiency update.
December 13, 2023	Board was provided the 2021-2022 Annual Summary report for the English Learner Program and an English Learner Proficiency update.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1617, Idaho Code

**BACKGROUND/DISCUSSION**

The English Learner (EL) program assists local education agencies in creating, implementing, and maintaining researched-based programs to support students whose primary language at home is other than English. Federal and state requirements help remove barriers and provide equity in learning to ensure English language learners succeed in school. Results from the WIDA ACCESS Placement Test determine program eligibility and inform each student's plan for developing English language skills. The WIDA ACCESS assessment is administered annually to all identified English learners and includes reading, writing, listening, and speaking, resulting in an overall composite score and a scale score in each of the four domains.

Beginning with the 2020 ACCESS assessment, a student is considered proficient with a composite score equal to, or greater than 4.2 with a minimum score of 3.5 in the reading, writing, and listening domains and a minimum score of 1 in the



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speaking domain. Idaho's Consolidated State Plan, amended June 18, 2019, identifies the five-year long-term goals for English learners in making progress in achieving proficiency using 2018 data as the baseline. Information about the local education agencies program plan and allocation of funds are included in the English Learner Proficiency update.

Section 33-1617, Idaho Code, requires that each LEA provide a report to the State Department of Education and the State Board of Education each year.

**IMPACT**

This agenda item will provide the Board with an update on the English Learners program, including student proficiency data.

**ATTACHMENTS**

Attachment 1 – English Learner Proficiency Report

**BOARD ACTION**

This item is for informational purposes only.

2022-2023 ANNUAL SUMMARY

# Idaho English Learner Program



IDAHO STATE DEPARTMENT OF EDUCATION  
ENGLISH LEARNER & TITLE III-A PROGRAM | FEDERAL PROGRAMS DEPARTMENT

Compiled by Maria A. Puga, English Learner Program Coordinator

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10.25.2023

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## BACKGROUND

The Idaho English Learner (EL) Program and Title III-A assist school districts with federal and state requirements of English Learners (ELs). We help districts create, implement, and maintain development programs that provide equal learning opportunities for ELs. Our goal is to assist Local Educational Agencies (LEAs) to develop their curriculum and teaching strategies which embrace each learner's unique identity to help break down barriers that prevent ELs from succeeding in school.

Idaho code 33-1617 states, "It is legislative intent that the state board of education and state department of education develop statewide, research-based goals for students in Idaho who are English language learners. Goals shall specifically address compliance with applicable state and federal law and court decisions.

The board of trustees of each school district shall formulate a plan in sufficient detail that measurable objectives can be identified and addressed which will accomplish English language acquisition and improved academic performance. Moneys distributed to school districts based upon the population of limited-English proficiency students and distributed to school districts to support programs for students with non-English or limited-English proficiency shall be utilized in support of the district plan.

The district plan and allocation of funds shall be part of a report made annually to the state board of education and state department of education. The state board of education shall provide a summary of these reports to the legislature. Recommendations for program enhancements needed to reach the statewide goals are to be brought to the legislature after review and approval by the state board of education."

The Federal Program's English Learner Department oversees state and federal grant requirements, monitoring visits for all Title III-A districts, the state English Learner's 3-year Enhancement Grant, professional development activities, and the English Learner Management System (ELMS).

# State Level Summary

During the 2022-2023 school year, the Idaho English Learner Program oversaw 133 English Learner educational programs. Of these LEAs, 93 had only state EL funding and 40 had both state and federal funding, through the Title III-A program. Any LEA which has at least one English Learner enrolled at their school will qualify for state EL funding. LEAs with more than 82 English Language learners qualify for additional federal funding through the Title III-A program, meeting the federal Title III-A \$10,000 allocation threshold.

All Idaho district/charters are required, under the Title VI of the Civil Rights Act of 1964, to provide a comprehensive English language proficiency program for students who cannot speak, read, or write English well enough to participate meaningfully in educational programs. Federal and State legislation requires that district/charters provide Language Instruction Educational Programs (LIEP) and services to support the language development of EL students. As part of state and federal guidelines, each LEA includes a Home Language Survey as part of their registration process in order to initially screen students for a language other than English.

LEAs submit their English Learner plans through the Consolidated Federal and State Grant Application (CFSGA) each year. In this plan, the LEAs include their EL program information, core language instructional program, yearly goals, and an annual budget. The EL Program Coordinator reviews each plan, provides feedback and indicates where changes or additions need to be made to ensure each LEA is meeting the state and federal minimum requirements. LEAs must have their plan approved by the EL program coordinator before funding is distributed.

## PROGRAM MONITORING

The Idaho State Department of Education (SDE) is required to oversee and monitor the activities of its Local Education Agencies (LEAs). In the 2022-2023 school year, 9 out of 40 Title III-A LEAs were monitored through the Federal Programs Monitoring process. The SDE monitors each LEA on a 6-year cycle.

Title III-A monitoring involves reviewing an LEA's core instructional education program, certified staffing and proper supervision of paraprofessionals, parent engagement activities, student support, and proper use of funds. The following LEAs were monitored during the 2022-2023 school year: Caldwell School District #132, Jerome Joint School District #261, Madison School District #321, Marsing Joint District #363, Middleton School District #134, Minidoka County Joint District #331, Mountain Home School District #193, Teton County District #401, and Weiser School District #431.

## **STATE ENHANCEMENT GRANTS**

The English Learner (EL) Enhancement Grant Program is funded by the state of Idaho through a competitive grant process. The state legislature has earmarked \$450,000 to this enhancement grant and awards range from \$10,000-\$85,000 depending on the chosen project. LEAs have the option of choosing from the following grant options: Implementation of Co-Teaching Model, funding for a Regional Coordinator, or Program Enhancements.

Grantee districts use the funds for additional resources to enhance core EL program services for English learners and to improve student English language skills to allow for better access to the educational opportunities offered in public schools. Grants are funded for three years (2020-2021, 2021-2022, and 2022-2023) with ongoing funding contingent on legislative funding. Each grant recipient creates yearly and three-year goals and works with a grant mentor to ensure benchmarks are being met. An annual report on goal progress by the grantees is developed each year in December on program design, use of funds, goal progress, and program effectiveness. A new grant cycle began in 2020-2021 school year with 12 new grant recipients. For this current grant cycle, there are three Co-Teaching grants, one Regional Coordinator grant, and eight Program Enhancement grants. As 2022-2023 was the final year of the grant cycle, the SDE held a competitive application process for the following three-year grant cycle, beginning in the 2023-2024 school year.

# State English Learner Goals

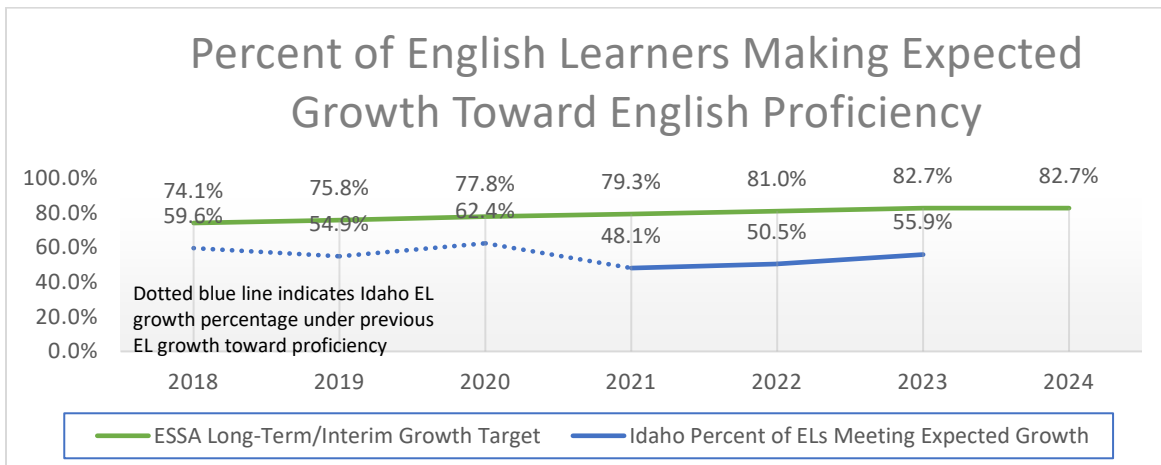
The State of Idaho’s English Learner Program goals towards English Language proficiency taken from the [2019 Idaho Consolidated Plan](#) reads:

**Table 6b: Percent of Students Making Expected Progress toward English proficiency 2018 baseline, 2023 long-term goal, and 2019-2022 interim targets**

2018 Baseline	2019	2020	2021	2022	2023
74.07%	75.80%	77.53%	79.26%	80.98%	82.71%

Idaho will reduce the number of English learners who are not making expected progress towards English proficiency on the WIDA ACCESS assessment, as defined above by 1/3 over five years. This five-year long-term goal has been reset to reflect the change to the expected progress, using 2018 data as the baseline.

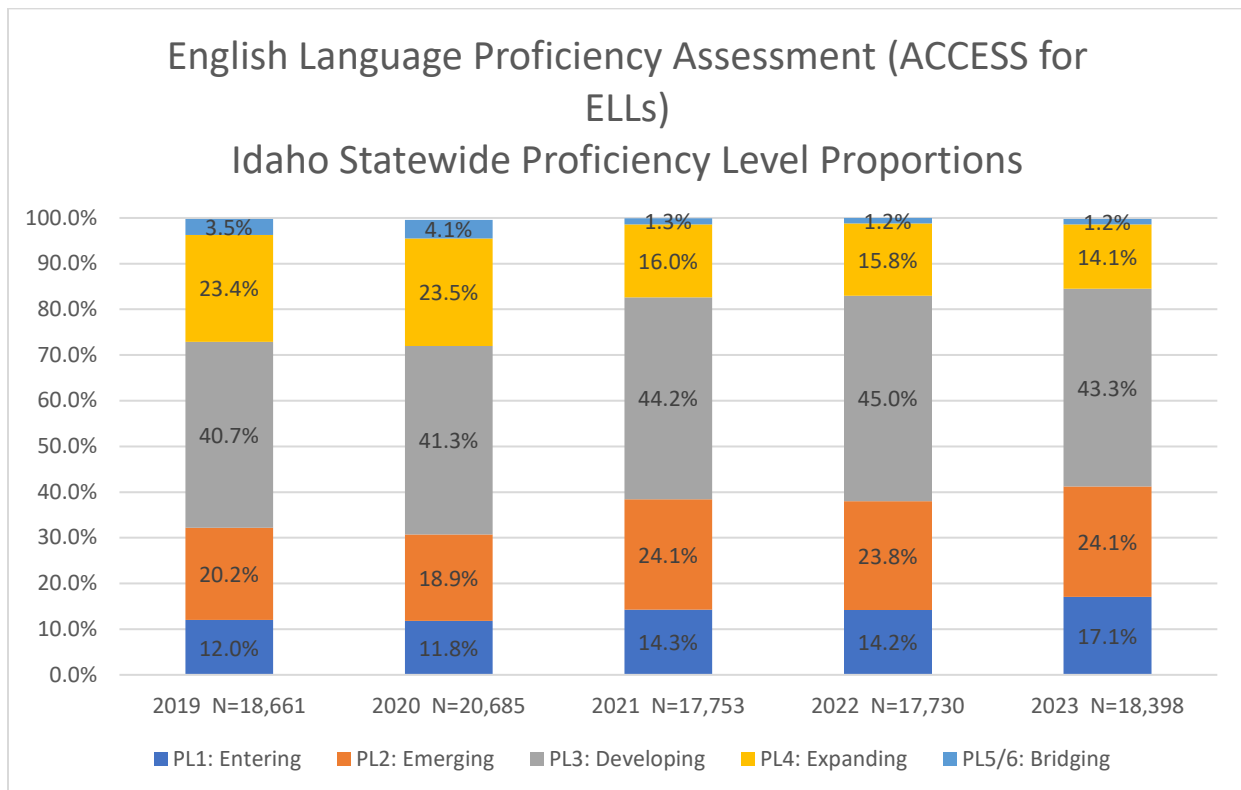
The WIDA ACCESS assessment is administered to all identified English Learners, either electronically or paper based, and includes assessments in reading, writing, listening, and speaking. A student will receive an overall composite score and a scale score in each of the four domains. The reading and writing components are weighted, each making up 35% of the composite score. The speaking and listening are weighted 15% each in the overall composite score. In 2022-2023, 55.9% of ELs who completed ACCESS for ELLs met the expected progress toward English proficiency metric. This was a 5.4% increase from the 2021-2022 ACCESS for ELLs test administration and a 7.8% increase since the 2020-2021 ACCESS for ELLs test administration.



# English Language Proficiency Assessment

WIDA’s suite of assessments are used to screen, monitor, and exit Idaho students from a research-based language instruction educational program. Using the WIDA Screener for Kindergarten or the WIDA Screener, districts/charters are able to identify newly enrolled students for additional language support services. After identification, Idaho English learners (ELs) participate annually in the WIDA ACCESS for ELLs to monitor academic English language proficiency growth in four distinct language domains: Reading, Writing, Listening, and Speaking. The ACCESS for ELLs annual language proficiency assessment is typically administered from the last week in January to the first week in March. During the 2022-2023 school year, 18,398 students completed all sections of the ACCESS test.

Below is a performance distribution chart, which reflects the percentage of students scoring at each WIDA performance level: 1- Entering, 2- Emerging, 3- Developing, 4- Expanding, 5- Bridging, and 6- Reaching. The State of Idaho has determined a 4.2 composite score as the benchmark for state proficiency. In the 2022-2023 ACCESS administration, 8.7% of English learners reached proficiency.





# 2022-2023 List of LEA Allocations

LEAs can receive multiple funding allocations based on their EL student population. The following table shows funding allocations for: State EL Allocations, Federal Title III-A Allocations, Title III-A Immigrant Allocations, and State Enhancement Grant Allocations. Some LEAs listed have been redacted based on data privacy rules for having five EL students or less.

LEA Name	EL Student Population	State EL Allocation	Title III-A Allocation	Title III-A Immigrant Allocation	State Enhancement Grant
BOISE INDEPENDENT DISTRICT	1,904	\$464,390	\$232,484	\$54,898	\$15,000
NAMPA SCHOOL DISTRICT	1,761	\$429,512	\$215,023		
JOINT SCHOOL DISTRICT NO. 2	1,377	\$335,854	\$168,136		
CALDWELL DISTRICT	1,067	\$260,244	\$130,284		
VALLIVUE SCHOOL DISTRICT	990	\$241,463	\$120,882		
JEROME JOINT DISTRICT	951	\$231,951	\$116,120		\$15,000
TWIN FALLS DISTRICT	758	\$184,878	\$92,554	\$26,449	\$85,000
IDAHO FALLS DISTRICT	640	\$156,098	\$78,146		
CASSIA COUNTY JOINT DISTRICT	593	\$144,634	\$72,407		
BLAINE COUNTY DISTRICT	547	\$133,415	\$66,790		\$85,000
MINIDOKA COUNTY JOINT DISTRICT	543	\$132,439	\$66,302		
BONNEVILLE JOINT DISTRICT	525	\$128,049	\$64,104		
WENDELL DISTRICT	377	\$91,951	\$46,033		
BLACKFOOT DISTRICT	322	\$78,537	\$39,317		\$15,000
AMERICAN FALLS JOINT DISTRICT	292	\$71,220	\$35,654		
TETON COUNTY DISTRICT	249	\$60,732	\$30,404		
MOUNTAIN HOME DISTRICT	245	\$59,756	\$29,915		
ABERDEEN DISTRICT	231	\$56,341	\$28,203		
JEFFERSON COUNTY JOINT DISTRICT	231	\$56,341	\$28,206		\$85,000
KUNA JOINT DISTRICT	225	\$54,878	\$27,473		
BUHL JOINT DISTRICT	198	\$48,293	\$24,176		
GOODING JOINT DISTRICT	171	\$41,707	\$20,880		\$15,000
HERITAGE COMMUNITY CHARTER SCHOOL, INC.	170	\$41,463	\$20,758		\$10,000
FREMONT COUNTY JOINT DISTRICT	152	\$37,073	\$18,560		

<b>LEA Name</b>	<b>EL Student Population</b>	<b>State EL Allocation</b>	<b>Title III-A Allocation</b>	<b>Title III-A Immigrant Allocation</b>	<b>State Enhancement Grant</b>
HOMEDALE JOINT DISTRICT	139	\$33,902	\$16,972		
PAYETTE JOINT DISTRICT	136	\$33,171	\$16,606		
FRUITLAND DISTRICT	134	\$32,683	\$16,362		
MADISON DISTRICT	133	\$32,439	\$16,240		
MIDDLETON DISTRICT	128	\$31,220	\$15,629		
MARSING JOINT DISTRICT	128	\$31,220	\$15,629		
WILDER DISTRICT	126	\$30,732	\$15,385		
SHOSHONE JOINT DISTRICT	115	\$28,049	\$14,042		
POCATELLO DISTRICT	108	\$26,341	\$13,187		
VALLEY DISTRICT	105	\$25,610	\$12,821		
SHELLEY JOINT DISTRICT	95	\$23,171	\$11,600		
SNAKE RIVER DISTRICT	94	\$22,927	\$11,478		
WEISER DISTRICT	93	\$22,683	\$11,356		
EMMETT INDEPENDENT DISTRICT	92	\$22,439	\$11,233		
KIMBERLY DISTRICT	92	\$22,439	\$11,233		
PARMA DISTRICT	80	\$19,584	\$10,147		
FILER DISTRICT	79	\$18,617			
IDAHO ARTS CHARTER SCHOOL, INC.	69	\$16,829			\$15,000
PRESTON JOINT DISTRICT	66	\$16,098			
COEUR D'ALENE DISTRICT	61	\$14,878			
SUGAR-SALEM JOINT DISTRICT	54	\$13,171			
MELBA JOINT DISTRICT	53	\$12,927			
MOSCOW DISTRICT	53	\$12,927			
ELEVATE ACADEMY INC.	52	\$12,683			
GLENNS FERRY JOINT DISTRICT	50	\$12,195			
MCCALL-DONNELLY JOINT SCHOOL DISTRICT	46	\$11,220			
FUTURE PUBLIC SCHOOL, INC.	42	\$10,244			
GEM PREP: NAMPA, LLC	40	\$9,756			
MURTAUGH JOINT DISTRICT	38	\$9,268			
BRUNEAU-GRAND VIEW JOINT SCHOOL DISTRICT	35	\$8,537			
HANSEN DISTRICT	35	\$8,537			
NEW PLYMOUTH DISTRICT	34	\$8,293			
POST FALLS DISTRICT	33	\$8,049			
CLARK COUNTY DISTRICT	32	\$7,805			

<b>LEA Name</b>	<b>EL Student Population</b>	<b>State EL Allocation</b>	<b>Title III-A Allocation</b>	<b>Title III-A Immigrant Allocation</b>	<b>State Enhancement Grant</b>
NOTUS DISTRICT	31	\$7,561			
COMPASS PUBLIC CHARTER SCHOOL, INC.	31	\$7,561			
HAGERMAN JOINT DISTRICT	29	\$7,073			
WEST JEFFERSON DISTRICT	29	\$7,073			
HERITAGE ACADEMY, INC.	29	\$7,073			
LAKE PEND OREILLE SCHOOL DISTRICT	28	\$6,829			
INSPIRE ACADEMICS, INC.	28	\$6,829			
FIRTH DISTRICT	27	\$6,585			
CASTLEFORD DISTRICT	27	\$6,585			
IDAHO VIRTUAL ACADEMY, INC.	27	\$6,585			
RIRIE JOINT DISTRICT	21	\$5,122			
THE SAGE INTERNATIONAL SCHOOL OF BOISE, A PUBLIC CHARTER SCHOOL, INC.	21	\$5,122			
MOSAICS PUBLIC SCHOOL, INC.	20	\$4,878			
XAVIER CHARTER SCHOOL, INC.	19	\$4,634			
TREASURE VALLEY CLASSICAL ACADEMY, INC.	18	\$4,390			
DIETRICH DISTRICT	17	\$4,146			
THE VILLAGE CHARTER SCHOOL, INC.	16	\$3,902			
BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INC.	16	\$3,902			
BLISS JOINT DISTRICT	15	\$3,659			
ONEIDA COUNTY DISTRICT	15	\$3,659			
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.	15	\$3,659			
THOMAS JEFFERSON CHARTER SCHOOL, INC.	13	\$3,171			
RICHFIELD DISTRICT	12	\$2,927			
VISION CHARTER SCHOOL, INC.	11	\$2,683			
ANSER OF IDAHO, INC.	11	\$2,683			
FORRESTER ACADEMY, INC.	11	\$2,683			
CANYON-OWYHEE SCHOOL SERVICE AGENCY (COSSA)	11	\$2,683			
LEWISTON INDEPENDENT DISTRICT	10	\$2,439			

<b>LEA Name</b>	<b>EL Student Population</b>	<b>State EL Allocation</b>	<b>Title III-A Allocation</b>	<b>Title III-A Immigrant Allocation</b>	<b>State Enhancement Grant</b>
LEGACY PUBLIC CHARTER SCHOOL, INC.	9	\$2,195			
PEACE VALLEY CHARTER SCHOOL, INC.	9	\$2,195			
LAKELAND DISTRICT	8	\$1,951			
VICTORY CHARTER SCHOOL, INC.	8	\$1,951			
PATHWAYS IN EDUCATION - NAMPA, INC.	8	\$1,951			
WHITE PINE CHARTER SCHOOL, INC.	7	\$1,707			
ISUCCEED VIRTUAL HIGH SCHOOL, INC.	7	\$1,707			
GEM PREP: MERIDIAN, INC.	7	\$1,707			
MEADOWS VALLEY DISTRICT	6	\$1,463			
ROLLING HILLS PUBLIC CHARTER SCHOOL, INC.	6	\$1,463			
GEM PREP: POCATELLO, LLC	6	\$1,463			
IDAHO VIRTUAL HIGH SCHOOL, INC.	Redacted				
FORGE INTERNATIONAL, LLC	Redacted				
CAMAS COUNTY DISTRICT	Redacted				
CHALLIS JOINT DISTRICT	Redacted				
FALCON RIDGE PUBLIC CHARTER SCHOOL, INC.	Redacted				
NORTH VALLEY ACADEMY, INC.	Redacted				
IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL, INC.	Redacted				
SYRINGA MOUNTAIN SCHOOL, INC.	Redacted				
IDAHO COLLEGE AND CAREER READINESS ACADEMY, INC.	Redacted				
PROJECT IMPACT STEM ACADEMY, INC.	Redacted				
ALTURAS PREPARATORY ACADEMY, INC	Redacted				
GRACE JOINT DISTRICT	Redacted				
GEM PREP: ONLINE LLC	Redacted				
GEM PREP: MERIDIAN NORTH, LLC	Redacted				

<b>LEA Name</b>	<b>EL Student Population</b>	<b>State EL Allocation</b>	<b>Title III-A Allocation</b>	<b>Title III-A Immigrant Allocation</b>	<b>State Enhancement Grant</b>
PLUMMER-WORLEY JOINT DISTRICT	Redacted				
BOUNDARY COUNTY DISTRICT	Redacted				
BUTTE COUNTY JOINT DISTRICT	Redacted				
WEST SIDE JOINT DISTRICT	Redacted				
SALMON DISTRICT	Redacted				
KELLOGG JOINT DISTRICT	Redacted				
THE POCATELLO COMMUNITY CHARTER SCHOOL, INC.	Redacted				
DORAL ACADEMY OF IDAHO, INC.	Redacted				
PINECREST ACADEMY OF IDAHO, INC.	Redacted				
CARDINAL ACADEMY INCORPORATED	Redacted				
BEAR LAKE COUNTY DISTRICT	Redacted				
ST MARIES JOINT DISTRICT	Redacted				
BASIN SCHOOL DISTRICT	Redacted				
HORSESHOE BEND SCHOOL DISTRICT	Redacted				
WEST BONNER COUNTY DISTRICT	Redacted				
SODA SPRINGS JOINT DISTRICT	Redacted				
OROFINO JOINT DISTRICT	Redacted				
TROY SCHOOL DISTRICT	Redacted				
LIBERTY CHARTER SCHOOL, INC.	Redacted				
TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL, INC.	Redacted				
PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.	Redacted				
AMERICAN HERITAGE CHARTER SCHOOL, INC.	Redacted				

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**STATE DEPARTMENT OF EDUCATION  
DECEMBER 13, 2023**

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**SUBJECT**

Professional Standards Commission 2022-2023 Annual Report

**REFERENCE**

December 2020	Board accepted the Professional Standards Commission 2019-2020 Annual Report	Standards
December 2021	Board accepted the Professional Standards Commission 2020-2021 Annual Report	Standards
December 2022	Board accepted the Professional Standards Commission 2021-2022 Annual Report	Standards

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-1208, 33-1251, 33-1252, 33-1253, 33-1254, and 33-1258, Idaho Code

**BACKGROUND/DISCUSSION**

In 1972, Idaho Legislature established the Professional Standards Commission (PSC). This legislative action combined the Professional Practices Commission, established by the state legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education. The PSC consists of 18 constituency members appointed for terms of three years, the membership of which is prescribed in Section 33-1252, Idaho Code:

- Secondary or Elementary Classroom Teacher (5)
- Exceptional Child Teacher (1)
- School Counselor (1)
- Elementary School Principal (1)
- Secondary School Principal (1)
- Special Education Director (1)
- School Superintendent (1)
- School Board Member (1)
- Public Higher Education Faculty Member (2)
- Private Higher Education Faculty Member (1)
- Public Higher Education Letters and Sciences Faculty Member (1)
- State Career & Technical Education Staff Member (1)
- State Department of Education Staff Member (1)

The PSC publishes an annual report following the conclusion of each academic year to inform the State Board of Education of actions taken by the PSC during that year. The 2022-2023 annual report differs from prior years' reports, as the report does not include tables displaying assignment data for each individual alternative authorization issued during the academic year by the State Department of Education. Due to rule and business process changes, the Recruitment, Retention, and Authorizations Committee no longer reviews each individual alternative authorization application.

**STATE DEPARTMENT OF EDUCATION  
DECEMBER 13, 2023**

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**IMPACT**

The PSC makes recommendations to the State Board of Education and renders decisions that provide Idaho with competent, qualified, ethical educators dedicated to rigorous standards, student achievement, and improved professional practice.

**ATTACHMENTS**

Attachment 1 – PSC 2022-2023 Annual Report

**BOARD ACTION**

This item is for informational purposes only.



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**PROFESSIONAL STANDARDS  
COMMISSION**

**ANNUAL REPORT**

**2022-2023**

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The 1972 state legislature established the Professional Standards Commission (PSC). This legislative action combined the Professional Practices Commission, established by the state legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education. The Commission consists of 18 constituency members appointed or reappointed for terms of three years:

- Secondary or Elementary Classroom Teacher (5)
- Exceptional Child Teacher (1)
- Pupil Service Staff (1)
- Elementary School Principal (1)
- Secondary School Principal (1)
- Special Education Director (1)
- School Superintendent (1)
- School Board Member (1)
- Public Higher Education Faculty Member (2)
- Private Higher Education Faculty Member (1)
- Higher Education Letters and Sciences Faculty Member (1)
- State Career & Technical Education Staff Member (1)
- State Department of Education Staff Member (1)

Additional detail regarding the establishment and membership of the Professional Standards Commission is found in Section 33-1252, Idaho Code.

#### ***PSC Vision***

The PSC will continue to provide leadership for professional standards and accountability in Idaho's schools. We will handle that responsibility with respect and in a timely fashion. We will nurture positive relationships and collaborative efforts with a wide range of stakeholders. We will be a powerful voice advocating on behalf of Idaho's children.

#### ***PSC Mission***

The PSC makes recommendations to the State Board of Education and renders decisions that provide Idaho with competent, qualified, ethical educators dedicated to rigorous standards, pre-K-12 student achievement, and improved professional practice.

***Statutory Responsibilities of the Professional Standards Commission***

The professional standards commission may conduct investigations on any signed allegation of unethical conduct of any teacher brought by:

- An individual with a substantial interest in the matter, except a student in an Idaho public school; or
- A local board of trustees.

Idaho Code §33-1209

The commission shall have authority to adopt recognized professional codes and standards of ethics, conduct and professional practices which shall be applicable to teachers in the public schools of the state, and submit the same to the state board of education for its consideration and approval. Upon their approval by the state board of education, the professional codes and standards shall be published by the board.

Idaho Code §33-1254

The commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state.

Idaho Code §33-1258

***Professional Standards Commission Membership***

During the 2022-2023 academic year, the PSC met five (5) times: September, December, February, April, and June. The following individuals served as members of the PSC:

<b>Name</b>	<b>Agency</b>	<b>Representing</b>
Marianne Sletteland, Chair	Moscow School District #281	Exceptional Child Teachers
Chanel Harming, Vice Chair	Lapwai School District #341	Classroom Teachers
Vanessa Anthony-Stevens	University of Idaho	Public Higher Education
Stephanie Brodwater	Post Falls School District #273	Classroom Teachers
Peter McPherson / Ryan Cantrell	Idaho State Department of Education	Department of Education
Tate Castleton	Homedale School District #370	Elementary School Principals
Kristi Enger	Idaho Career & Technical Education	Career & Technical Education
Angela Gilman	Idaho Falls School District #091	Classroom Teachers
Lance Harrison	Preston School District #201	School Superintendents
Katie Horner	Murtaugh School District #418	Classroom Teachers
Stacey Jensen	Pocatello School District #025	Classroom Teachers
Ramona Lee	West Ada School District #002	Special Education Administrators
Amy McBride	Twin Falls School District #411	Secondary School Principals
Jamee Nixon	Northwest Nazarene University	Colleges of Letters and Sciences
Karen Pyron	Butte County School District #111	School Board Members
MeLissa Rose	Lakeland School District #272	Pupil Service Staff
LoriAnn Sanchez	Northwest Nazarene University	Private Teacher Education
Emma Wood	Idaho State University	Public Teacher Education

The PSC's four standing committees perform specific duties:

**1. Operations Committee**

- Develop recommendations for future presentations and agenda items to facilitate engagement and professional growth of Commission members.
- Assign PSC work/tasks to committees as appropriate.
- Identify and address short-term needs or special projects.
- Develop an annual Commission budget for approval by the PSC no later than the last meeting of each fiscal year.

**2. Executive Committee**

- Determine if there is probable cause to pursue discipline against a certificated educator for alleged unethical conduct.
- Review and make recommendations to revise the Code of Ethics for Idaho Professional Educators as needed.
- Examine cases where an educator has voluntarily surrendered their certificate and considers whether to recommend that the PSC find probable cause that the alleged inappropriate conduct occurred.
- Review courses related to disciplinary action remediation.

**3. Recruitment, Retention, and Authorizations Committee**

- Provide recommendations to the full PSC regarding recruitment and retention strategies/initiatives for consideration by the State Board of Education.
- Research and create Local Education Agency (LEA) resources for recruitment and retention.
- Review and make recommendations to the full PSC regarding alternative authorizations to teach, administrate, or provide pupil personnel services.
- Review and amend processes, procedures, and applications for alternative authorizations.
- Provide recommendations to the full PSC regarding relevant rule changes for consideration by the State Board of Education.

**4. Standards Committee**

- Provide recommendations to the full PSC regarding preservice educator standards, educator certificates and certification, and endorsement requirements for consideration by the State Board of Education.
- Provide recommendations to the full PSC regarding content, pedagogy, and performance assessments and passing scores for consideration by the State Board of Education.

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**EXECUTIVE COMMITTEE AND FULL PSC**

In accordance with Idaho Code §33-1208 and §33-1209, the PSC has the responsibility for suspending, revoking, issuing letters of reprimand, or placing reasonable conditions on any certificate for educator misconduct. The administrator of the PSC, in conjunction with the deputy attorney general and PSC staff, conducts a review of the written allegation using established guidelines to determine whether to open an investigation or remand the issue to the school district to resolve locally. The Executive Committee considers the allegation(s) and all additional relevant information to determine whether probable cause exists to warrant the filing of an administrative complaint. If probable cause is determined, the Executive Committee recommends disciplinary action to be taken against a certificate. Once an administrative complaint is filed, a hearing may be requested.

During the 2022-2023 academic year, the PSC received 75 written complaints of alleged educator ethical misconduct, of which 44 cases were opened. In addition, 43 cases were closed during the 2022-2023 academic year. Four (4) of the 43 closed cases involved educators who were employed as administrators. The data below represents the 43 closed cases.

**2022-2023 Closed Ethics Cases**

<b>Case Number</b>	<b>Category of Ethics Violation</b>	<b>Probable Cause Found</b>	<b>Disciplinary Action</b>
22203	Sexual Misconduct with a Student	Yes	Revocation (Permanent)
22204	Sexual Misconduct with a Student	Yes	Revocation (Permanent)
22205	Sexual Misconduct with a Student	Yes	Revocation (Permanent)
22206	Felony (Violent)	Yes	Revocation
22207	Inappropriate Conduct	No	
22208	Theft-Fraud	Yes	Suspension
22211	Breach of Contract	Yes	Suspension
22212	Inappropriate Conduct with Student	Yes	Suspension
22213	Inappropriate Conduct with Student	Yes	Suspension
22214	Inappropriate Conduct with Student	Yes	Revocation
22215	Breach of Contract	Yes	Letter of Reprimand
22216	Inappropriate Conduct with Student	Yes	Letter of Reprimand
22217	Inappropriate Conduct with Student	Yes	Revocation
22218	Inappropriate Conduct with Student	No	
22219	Breach of Contract	No	
22220	Inappropriate Conduct with Student	Yes	Letter of Reprimand
22221	Inappropriate Conduct	Yes	Letter of Reprimand
22222	Substance Abuse	Yes	Suspension
22223	Inappropriate Conduct with Student	Yes	Revocation
22224	Inappropriate Conduct with Student	Yes	Suspension
22225	Inappropriate Conduct with Student	Yes	Letter of Reprimand
22226	Inappropriate Conduct	No	
22227	Breach of Contract	No	
22228	Breach of Contract	No	
<b>Case Number</b>	<b>Category of Ethics Violation</b>	<b>Probable Cause Found</b>	<b>Disciplinary Action</b>
22229	Breach of Contract	No	
22230	Breach of Contract	No	
22231	Breach of Contract	No	
22232	Inappropriate Conduct with Student	No	
22233	Inappropriate Conduct with Student	No	
22234	Inappropriate Conduct with Student	Yes	Revocation

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22235	Inappropriate Conduct with Student	No	
22236	Sexual Misconduct NOT with a Student	Yes	Revocation (Permanent)
22242	Inappropriate Conduct with Student	Yes	Suspension
22243	Sexual Misconduct with a Student	Yes	Suspension
22244	Breach of Contract	Yes	Letter of Reprimand
22245	Breach of Contract	Yes	Letter of Reprimand
22300	Inappropriate Conduct	No	
22304	Breach of Contract	Yes	Letter of Reprimand
22306	Theft-Fraud	No	
22308	Breach of Contract	No	
22309	Breach of Contract	No	
22310	Breach of Contract	No	
22312	Breach of contract	No	



**2022-2023 Closed Ethics Cases Where Probable Cause Was Found**

During the 2022-2023 academic year, the PSC closed and finalized disciplinary action in 25 cases in which probable cause was found.

The following table displays the closed cases which resulted in disciplinary action, by the category of the ethical violation.

<b>Category of Ethics Violation</b>	<b>Number of Cases Closed</b>	<b>Percentage of Cases Closed</b>
Inappropriate Conduct with a Student	11	44%
Breach of Contract	5	20%
Sexual Misconduct with a Student	4	16%
Inappropriate Conduct	1	4%
Theft-Fraud	1	4%
Felony (Violent)	1	4%
Sexual Misconduct Not with a Student	1	4%
Substance Abuse	1	4%
<b>TOTAL</b>	<b>25</b>	<b>100%</b>

The following table displays the type of finalized disciplinary action for each closed case in which probable cause was found.

<b>Type of Disciplinary Action</b>	<b>Number of Cases Closed</b>	<b>Percentage of Cases Closed</b>
Letter of Reprimand	8	32%
Suspension	8	32%
Revocation	5	20%
Revocation (Permanent)	4	16%
<b>TOTAL</b>	<b>25</b>	<b>100%</b>

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RECRUITMENT, RETENTION, AND  
AUTHORIZATIONS COMMITTEE**

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The Recruitment, Retention, and Authorizations (RRA) Committee is no longer responsible for review and recommendation of emergency provisional certificates or approval of alternative authorization applications. Throughout the 2022-2023 year, the RRA committee was provided with information on the number provisional applications submitted to the State Board of Education for consideration and the number of authorizations approved by State Department of Education (SDE) staff. During 2022-2023, 102 alternative authorization applications with unusual circumstances were taken to the RRA committee for review and consideration for approval. The summary of information is provided below along with other actions of the committee.

***Emergency Provisional Applications Received by the State Department of Education and Submitted to the State Board of Education for Approval Determination***

During the 2022-2023 academic year, SDE staff received in and submitted a total of 214 emergency provisional applications to the State Board of Education.

***Review and Approval Determination of Alternative Authorizations by SDE Staff***

During the 2022-2023 academic year, SDE staff reviewed 965 alternative authorizations, of which 963 were approved and two (2) were not approved:

<b>Alternative Authorization Type</b>	<b>Number Approved</b>	<b>Number Not Approved</b>
Alternative Authorization – Content Specialist	464	2
Alternative Authorization – Teacher to New Certificate	44	0
Alternative Authorization – Teacher to New Endorsement	396	0
Alternative Authorization – Pupil Service Staff	59	0
<b>TOTAL</b>	<b>963</b>	<b>2</b>

***Review and Approval Assistance by the RAA Committee of Atypical Alternative Authorization Applications***

Of the 965 alternative authorizations applications submitted for approval, the RRA Committee reviewed 102 atypical applications. Of those reviewed:

- Issuance was approved for 73 applications.
- Issuance was not approved for 2 applications.
- More information was requested for approval of 27 applications.

***Other Actions***

The RRA Committee recommended the Idaho Standards for Educator Preparation Providers to the State Board of Education for approval (joint committee action with Standards Committee).

The Standards Committee is no longer primarily responsible for educator preparation standards reviews, program reviews, and new program proposal reviews.

***Content, Pedagogy, and Performance Assessments Recommendations***

During the 2022-2023 academic year, the Standards Committee made recommendations to the PSC regarding content, pedagogy, and performance assessments for consideration by the State Board of Education:

- Praxis II assessment and multi-state qualifying score for World language – Russian.
- Removal of the Performance Assessment for Teacher Leaders (PATL) for teacher leader endorsements.
- Praxis II assessment and multi-state qualifying scores for Special Education: Foundational Knowledge and Teaching Reading, Elementary.

***Other Actions***

The Standards Committee recommended the Idaho Standards for Educator Preparation Providers to the State Board of Education for approval (joint committee action with Recruitment, Retention, and Authorizations Committee).

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**APPENDIX – FISCAL YEAR 2023 INCOME AND EXPENDITURES**

Revenue	Actual
Cert Application Fees	\$ 669,160.00

Personnel	Budget	Actual	Variance
Salaries & Benefits	\$ 506,100.00	\$ 485,461.16	\$ 20,638.84

Expenses	Budget	Actual	Variance
<b>Operating Expenses</b>			
PSC Meeting/Travel/Meals	\$ 30,000.00	\$ 30,152.25	\$ (152.25)
PSC PD & Training	\$ -	\$ -	\$ -
Communication	\$ 15,500.00	\$10,543.56	\$ 4,956.44
Staff Development	\$ -	\$ -	\$ -
Repairs & Maintenance Services and Supplies	\$ 50.00	\$ -	\$ 50.00
Administrative Services	\$ 5,500.00	\$ 5,139.74	\$ 360.26
Computer Services	\$ 250.00	\$ -	\$ 250.00
Staff Travel - NASDTEC Annual Conference	\$ 7,500.00	\$ 1,650.74	\$ 5,849.26
Staff Travel - NASDTEC PPI	\$ 3,500.00	\$ 3,150.00	\$ 350.00
Staff Travel - Other	\$ 500.00	\$ -	\$ 500.00
Administrative/Office Supplies	\$ 6,500.00	\$ 4,614.73	\$ 1,885.27
Computer Supplies	\$ 500.00	\$ 179.75	\$ 320.25
Insurance	\$ 2,200.00	\$ 492.09	\$ 1,707.91
Rentals & Operating Leases	\$ 12,100.00	\$ 11,386.89	\$ 713.11
Payroll/Accounting	\$ 3,000.00	\$ 2,196.27	\$ 803.73
<b>Committee Work Expenses</b>			
Executive - Investigations/Hearings/Trainings	\$ 4,000.00	\$ 194.54	\$ 3,805.46
Executive - Contract Investigative Services	\$ 5,000.00	\$ -	\$ 5,000.00
Executive - NASDTEC Dues	\$ 4,500.00	\$ 4,500.00	\$ -
Standards - Standard Reviews	\$ -	\$ -	\$ -
Standards - EPP Reviews and Focused Visits	\$ 3,600.00	\$ 3,213.00	\$ 387.00
Standards - CAEP Partnership Dues	\$ 5,250.00	\$ 5,620.00	\$ (370.00)
<b>Capital Expenses</b>			
Computer Equipment	\$ -	\$ 5,557.38	\$ (5,557.38)
Office Equipment	\$ 50.00	\$ 545.26	\$ (495.26)
<b>Total Expenses (Spending Authority)</b>	<b>\$ 109,500.00</b>	<b>\$ 89,136.20</b>	<b>\$ 20,363.80</b>

**STATE DEPARTMENT OF EDUCATION  
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**SUBJECT**

2023 K-12 Schools Accreditation Report

**REFERENCE**

October 2018	Board accepted the 2018 Accreditation Report.
October 2019	Board accepted the 2019 Accreditation Report.
October 2020	Board accepted the 2020 Accreditation Report.
October 2021	Board accepted the 2021 Accreditation Report.
October 2022	Board accepted the 2022 Accreditation Report.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-119, Idaho Code

Idaho Administrative Code, IDAPA 08.02.02.140 – Accreditation

**BACKGROUND/DISCUSSION**

Pursuant to IDAPA 08.02.02.140, “Accreditation is voluntary for elementary schools, grades K-8, and alternative schools not identified in Subsection 140.02.a. through 140.012.e. of this rule....” Section 33-119, Idaho Code authorizes the Board to establish the accreditation standards. The Board, through administrative rule, requires schools to meet the accreditation standards of the Northwest Accreditation Commission (NWAC), a division of Cognia.

The attached annual accreditation report is submitted to the State Board of Education in accordance with IDAPA 08.02.02.140.05. This report outlines the accreditation status of Idaho’s schools that serve any grade(s) 9-12 as well as those elementary schools, schools serving grades K-8, that voluntarily seek accreditation. Included in the report are private and special purpose schools.

Cognia accredits both individual schools as well as school systems (school district). Once a school becomes accredited, it may have one of two accreditation statuses: “accredited” or “accredited under review.” The accreditation status is based on the performance of a school in areas related to the accreditation standards, policies, assurances, student performance results and stakeholder feedback. Pursuant to Cognia Accreditation and Certification Policies and Procedures, Policy 3.01, institutions that fail to meet a substantial number of Standards or criteria, and have an Index of Quality (IEQ) score in the bottom 5% of reviews administered in the school year and/or documents levels of poor/unsatisfactory performance results are conferred a status of “Accredited Under Review” with monitoring to take place the subsequent year.

All 317 schools or districts included in this report are accredited according to the Cognia standards, policies, and procedures.

**STATE DEPARTMENT OF EDUCATION  
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**ATTACHMENTS**

Attachment 1 – 2023 Accreditation Summary Report of Idaho Schools

**BOARD ACTION**

This item is for informational purposes only.

Account Name	District/Authorizer	School Type	City	Accreditation Status	Initial Accreditation Date	Expiration Date
A. B. McDonald Elementary	Moscow School District	Elementary	Moscow	Accredited	7/1/2002	6/30/2025
Aberdeen High	Aberdeen District	High	Aberdeen	Accredited	7/1/1939	6/30/2028
Alturas International Academy	ID Public Charter Commission	Elementary	Idaho Falls	Accredited	6/19/2019	6/30/2025
Alturas Preparatory Academy	ID Public Charter Commission	High	Idaho Falls	Accredited	3/31/2022	6/30/2028
Alzar School	Private	SpPurp - Wldrns	Cascade	Accredited	7/1/2009	6/30/2029
American Falls High	American Falls Joint District	High	American Falls	Accredited	7/1/1920	6/30/2025
American Heritage Charter School	ID Public Charter Commission	Unit	Idaho Falls	Accredited	6/25/2015	6/30/2025
Bear Lake High	Bear Lake County District	High	Montpelier	Accredited	7/1/1930	6/30/2029
Bennett Mountain High	Mountain Home School Dist 193	High	Mountain Home	Accredited	6/25/2015	6/30/2025
Bingham Academy	ID Public Charter Commission	High	Blackfoot	Accredited	6/22/2016	6/30/2027
Bishop Kelly High	Catholic Diocese of Boise	High	Boise	Accredited	7/1/1964	6/30/2024
Black Canyon Alternative High	Emmett Independent District	High	Emmett	Accredited	7/1/2005	6/30/2026
Blackfoot Charter Community	Blackfoot Charter Center	Elementary	Blackfoot	Accredited	6/19/2019	6/30/2024
Blackfoot High	Blackfoot District	High	Blackfoot	Accredited	7/1/1920	6/30/2027
Bliss School	Bliss Joint School District	Unit	Bliss	Accredited	7/1/1976	6/30/2028
Boise Girls Academy	Private	High	Nampa	Accredited	1/22/2015	6/30/2026
Boise High	Boise Independent District	High	Boise	Accredited	7/1/1918	6/30/2024
Boise Online School - Secondary	Boise Independent District	Digital Learning	Boise	Accredited	6/30/2022	6/30/2028
BSU TRIO Upward Bound	Boise State University	High	Boise	Accredited	7/1/2010	6/30/2024
Bonnars Ferry High	Boundary County District	High	Bonnars Ferry	Accredited	7/1/1920	6/30/2025
Bonneville High	Bonneville Joint District	High	Idaho Falls	Accredited	7/1/1934	6/30/2025
Bonneville Online High	Bonneville Joint District	Digital Learning	Idaho Falls	Accredited	7/1/2009	6/30/2029
Borah High	Boise Independent District	High	Boise	Accredited	7/1/1958	6/30/2024
Buhl High	Buhl Joint District	High	Buhl	Accredited	7/1/1920	6/30/2027
Burley Junior High	Cassia County Joint District	Middle	Burley	Accredited	7/1/1979	6/30/2029
Burley Senior High	Cassia County Joint District	High	Burley	Accredited	7/1/1926	6/30/2029
Butte County Middle/High	Butte County Joint District	High	Arco	Accredited	7/1/1951	6/30/2025
Caldwell High	Caldwell District	High	Caldwell	Accredited	7/1/1918	6/30/2024
Camas County High	Camas County District	High	Fairfield	Accredited	7/1/1954	6/30/2027
Cambridge Junior/Senior High	Cambridge Joint District	High	Cambridge	Accredited	7/1/1960	6/30/2026
Camelot Elementary	Lewiston Ind School Dist No. 1	Elementary	Lewiston	Accredited	6/20/2017	6/30/2029
Canyon Ridge High	Twin Falls School District	High	Twin Falls	Accredited	7/1/2009	6/30/2029
Canyon Springs High	Caldwell District	High	Caldwell	Accredited	7/1/2007	6/30/2026
Capital High	Boise Independent District	High	Boise	Accredited	7/1/1965	6/30/2024
Cardinal Academy	ID Public Charter Commission	High	Boise	Accredited	6/28/2023	6/30/2029
Carey School	Blaine County District	Unit	Carey	Accredited	7/1/1946	6/30/2024
Cascade Jr./Sr. High	Cascade District	High	Cascade	Accredited	7/1/1938	6/30/2025
Cassia High	Cassia County Joint District	High	Burley	Accredited	7/1/2007	6/30/2029

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Account Name	District/Authorizer	School Type	City	Accreditation Status	Initial Accreditation Date	Expiration Date
Cassia Regional Technical Center	Cassia County Joint District	Career Technical	Burley	Accredited	6/21/2018	6/30/2029
Castleford Public Schools	Castleford District	Unit	Castleford	Accredited	7/1/1951	6/30/2028
Cavendish-Teakean Elementary	Orofino Joint School District 171	Elementary	Lenore	Accredited	6/15/2021	6/30/2026
Centennial Baptist School	Private	Unit	Caldwell	Accredited	10/31/2019	6/30/2025
Centennial Elementary	Lewiston Ind School Dist No. 1	Elementary	Lewiston	Accredited	6/20/2017	6/30/2029
Centennial High	West Ada Joint School	High	Boise	Accredited	7/1/1987	6/30/2027
Central Academy High	West Ada Joint School	High	Meridian	Accredited	7/1/2007	6/30/2026
Central High	Madison School District 321	High	Rexburg	Accredited	6/25/2015	6/30/2025
Century High	Pocatello/Chubbuck District 25	High	Pocatello	Accredited	7/1/1999	6/30/2024
Challis Jr/Sr High	Challis Joint District	High	Challis	Accredited	7/1/1934	6/30/2024
Cherry Gulch	Private	High	Emmett	Accredited	7/1/2006	6/30/2029
Christian Center School	Private	Unit	Hayden	Accredited	3/31/2021	6/30/2025
Clark County Jr/Sr High	Clark County School District	High	Dubois	Accredited	7/1/1973	6/30/2025
Clark Fork Junior Senior High	Lake Pend Oreille District	High	Clark Fork	Accredited	7/1/1972	6/30/2026
Clearwater Valley Jr/Sr High	Mountain View School District	High	Kooskia	Accredited	7/1/2007	6/30/2025
Coeur d' Alene Hockey Academy	Private	High	Coeur d' Alene	Accredited	6/15/2021	6/30/2026
Coeur d'Alene Charter Academy	Coeur D'Alene Charter Academy	High	Coeur D Alene	Accredited	7/1/2007	6/30/2028
Coeur d'Alene High	Coeur D'Alene District	High	Coeur D Alene	Accredited	7/1/1921	6/30/2028
Coeur d'Alene Tribal School	Bureau of Indian Affairs	Elementary	Desmet	Accredited	7/1/2010	6/30/2026
Cole Valley Christian Sch (M/H)	Private	High	Meridian	Accredited	7/1/1995	6/30/2029
Cole Valley Christian Sch (Elem)	Private	Elementary	Boise	Accredited	7/1/1995	6/30/2029
Columbia High	Nampa School District	High	Nampa	Accredited	7/1/2007	6/30/2028
Community School	Private	Unit	Sun Valley	Accredited	11/14/2017	6/30/2025
Compass Academy	Idaho Falls School District 91	High	Idaho Falls	Accredited	6/26/2014	6/30/2025
Compass Public Charter School	Compass Public Charter Sch inc	Unit	Meridian	Accredited	7/1/2007	6/30/2026
CornerStone Christian Academy	Private	Elementary	Post Falls	Accredited	7/1/2007	6/30/2026
Cornerstone High	Valley District	High	Hazelton	Accredited	6/17/2022	6/30/2027
COSSA Academy	Canyon-Owyhee Sch (COSSA)	Career Technical	Wilder	Accredited	7/1/2001	6/30/2025
Council Jr/Sr High	Council District	High	Council	Accredited	7/1/1959	6/30/2025
Culdesac School	Culdesac Joint District	Unit	Culdesac	Accredited	7/1/1934	6/30/2029
Deary School	Whitepine Jt School District	Unit	Deary	Accredited	7/1/1989	6/30/2026
Declo Elementary	Cassia County Joint District	Elementary	Declo	Accredited	6/21/2018	6/30/2029
Declo Jr High	Cassia County Joint District	Middle	Declo	Accredited	6/21/2018	6/30/2029
Declo Sr High	Cassia County Joint District	High	Declo	Accredited	7/1/1954	6/30/2029
Dietrich School	Dietrich District	Unit	Dietrich	Accredited	7/1/1985	6/30/2025
Doral Academy of Idaho	Doral Academy, Inc.	Elementary	Meridian	Accredited	10/30/2020	6/30/2025
Dworshak Elementary	Cassia County Joint District	Elementary	Burley	Accredited	6/21/2018	6/30/2029
Eagle Academy High	West Ada Joint School	High	Eagle	Accredited	7/1/2002	6/30/2027



Account Name	District/Authorizer	School Type	City	Accreditation Status	Initial Accreditation Date	Expiration Date
Eagle High	West Ada Joint School	High	Eagle	Accredited	7/1/1995	6/30/2027
East Junior High	Boise Independent District	Middle	Boise	Accredited	7/1/2007	6/30/2028
Elevate Academy Caldwell	ID Public Charter Commission	High	Caldwell	Accredited	1/28/2021	6/30/2026
Elevate Academy Nampa	ID Public Charter Commission	Elementary	Nampa	Accredited	6/28/2023	6/30/2029
Elevate Academy North	ID Public Charter Commission	High	Post Falls	Accredited	6/28/2023	6/30/2029
Emerson Alternative High	Idaho Falls School District 91	High	Idaho Falls	Accredited	7/1/2005	6/30/2026
Emmett High	Emmett Independent District	High	Emmett	Accredited	7/1/1921	6/30/2025
Empower Connections Academy	ID Public Charter Commission	Digital Learning	Boise	Accredited	6/17/2022	6/30/2027
Fairmont Junior High	Boise Independent District	Middle	Boise	Accredited	7/1/2007	6/30/2028
Falls City Academy	Jerome Joint District	High	Jerome	Accredited	6/28/2023	6/30/2029
Filer High	Filer District	High	Filer	Accredited	7/1/1927	6/30/2027
Firth High	Firth District	High	Firth	Accredited	7/1/1934	6/30/2027
Foothills Sch of Arts and Sciences	Private	Elementary	Boise	Accredited	10/30/2020	8/30/2024
Forge International School	Forge International LLC	Unit	Middleton	Accredited	6/30/2022	6/30/2028
Forrest M. Bird Charter School	Lakeland School District	High	Sandpoint	Accredited	7/1/2008	6/30/2024
Frank Church High	Boise Independent District	High	Boise	Accredited	7/1/2008	6/30/2026
Franklin County High	Preston School District 201	High	Preston	Accredited	7/1/2008	6/30/2028
Fruitland High	Fruitland District	High	Fruitland	Accredited	7/1/1933	6/30/2025
Garden Valley Public School	Garden Valley District	Unit	Garden Valley	Accredited	7/1/1976	6/30/2026
Gem Prep - Pocatello	ID Public Charter Commission	Elementary	Chubbuck	Accredited	10/31/2018	6/30/2024
Gem Prep: Meridian	ID Public Charter Commission	Unit	Meridian	Accredited	6/17/2022	6/30/2028
Gem Prep: Nampa	Nampa School District	Unit	Nampa	Accredited	10/31/2018	6/30/2024
Gem Prep: Online	Whitepine Jt School District	Digital Learning	Deary	Accredited	7/1/2007	6/30/2024
Genesee School	Genesee Joint District	Unit	Genesee	Accredited	7/1/1925	6/30/2024
Genesis Preparatory Academy	Private	Unit	Post Falls	Accredited	7/1/2007	6/30/2025
Glenns Ferry High	Glenns Ferry Joint District	High	Glenns Ferry	Accredited	7/1/1934	6/30/2028
Gooding High	Gooding Joint District	High	Gooding	Accredited	7/1/1920	6/30/2027
Grace Jr/Sr High	Grace Joint District	High	Grace	Accredited	7/1/1933	6/30/2028
Grace Lutheran School	Private	Unit	Pocatello	Accredited	10/29/2015	7/31/2025
Grangeville High	Mountain View School District	High	Grangeville	Accredited	7/1/1990	6/30/2028
Greenleaf Friends Academy	Private	Unit	Greenleaf	Accredited	7/1/1995	6/30/2026
Hagerman School	Hagerman Joint District	Unit	Hagerman	Accredited	7/1/1938	6/30/2025
Hansen Junior/Senior High	Hansen District	High	Hansen	Accredited	7/1/2007	6/30/2027
Heartland High	McCall-Donnelly School District	High	McCall	Accredited	6/22/2016	6/30/2026
Heritage Academy Charter School	ID Public Charter Commission	Elementary	Jerome	Accredited	6/28/2023	6/30/2029
Heritage Community Charter School	ID Public Charter Commission	Elementary	Caldwell	Accredited	6/26/2014	6/30/2025
High Desert High	Shoshone Joint District	High	Shoshone	Accredited	6/18/2012	6/30/2024
Highland School	Highland Joint District	Unit	Craigmont	Accredited	7/1/1960	6/30/2025

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Account Name	District/Authorizer	School Type	City	Accreditation Status	Initial Accreditation Date	Expiration Date
Highland Senior High	Pocatello/Chubbuck District 25	High	Pocatello	Accredited	7/1/1963	6/30/2026
Hillcrest High	Bonneville Joint District	High	Ammon	Accredited	7/1/1993	6/30/2026
Hillside Junior High	Boise Independent District	Middle	Boise	Accredited	7/1/2007	6/30/2028
Homedale High	Homedale Joint District	High	Homedale	Accredited	7/1/1941	6/30/2025
Hope Christian Academy	Private	Unit	Marsing	Accredited	7/1/1992	6/30/2029
Horseshoe Bend Middle/Sr High	Horseshoe Bend School District	High	Horseshoe Bend	Accredited	7/1/2000	6/30/2026
ICON (Idaho Connects Online Sch)	ID Public Charter Commission	Digital Learning	Nampa	Accredited	7/1/2009	6/30/2024
Idaho Arts Charter School	Nampa School District	Unit	Nampa	Accredited	7/1/2007	6/30/2027
Idaho City Middle/High	Basin School District	High	Idaho City	Accredited	7/1/2000	6/30/2025
Idaho Connects Online (Alt)	ID Public Charter Commission	Digital Learning	Boise	Accredited	6/22/2016	6/30/2027
Idaho Digital Learning Academy	IDLA - Idaho Legislature	Digital Learning	Boise	Accredited	7/1/2002	6/30/2026
Idaho Falls High	Idaho Falls School District 91	High	Idaho Falls	Accredited	7/1/1920	6/30/2026
Idaho Fine Arts Academy	West Ada Joint School	High	Eagle	Accredited	7/1/2007	6/30/2025
Idaho Future Ready Academy	Wilder District	Digital Learning	Wilder	Accredited	3/31/2023	6/30/2029
Idaho Home Learning Academy	Oneida County District	Digital Learning	Malad City	Accredited	6/15/2021	6/30/2028
Idaho School for the Deaf and Blind	State Department of Education	Unit	Gooding	Accredited	7/1/1994	6/30/2024
Idaho Science and Tech Charter Sch	ID Public Charter Commission	Elementary	Blackfoot	Accredited	6/22/2016	6/30/2027
Idaho Technical Career Academy	ID Public Charter Commission	Digital Learning	Meridian	Accredited	1/28/2016	6/30/2026
Idaho Virtual Academy	ID Public Charter Commission	Digital Learning	Meridian	Accredited	7/1/2005	6/30/2024
Idaho Youth Challenge Academy	Orofino Joint School District 171	Sp Pur - Tutor	Pierce	Accredited	6/25/2015	6/30/2026
Independence High	Blackfoot District	High	Blackfoot	Accredited	7/1/2004	6/30/2027
Initial Point High	Kuna Joint District	High	Kuna	Accredited	7/1/2009	6/30/2024
Innercept Academy	Private	High	Coeur d'Alene	Accredited	7/1/2006	6/30/2024
Innovate Academy and Prep School	Private	Unit	Eagle	Accredited	6/28/2023	6/30/2029
INSPIRE, Idaho Connections Ac	ID Public Charter Commission	Digital Learning	Boise	Accredited	7/1/2006	6/30/2027
Integrated Interventions	Private	Digital Learning	Hayden	Accredited	3/31/2023	6/30/2029
iSucceed Virtual High	ID Public Charter Commission	Digital Learning	Boise	Accredited	7/1/2008	6/30/2029
J. Russell Elementary	Moscow School District	Elementary	Moscow	Accredited	7/1/2002	6/30/2025
Jefferson High	Jefferson County Jt District	High	Menan	Accredited	7/1/2003	6/30/2026
Jenifer Middle	Lewiston Ind School Dist No. 1	Middle	Lewiston	Accredited	7/1/1989	6/30/2029
Jerome High	Jerome Joint District	High	Jerome	Accredited	7/1/1924	6/30/2026
John V Evans Elementary	Cassia County Joint District	Elementary	Burley	Accredited	3/31/2020	6/30/2029
Juniper Hills - Nampa	Idaho Dep of Juv Corrections	SpPu Adj Students	Nampa	Accredited	7/1/2006	6/30/2026
Juniper Hills High-St. Anthony	Idaho Dep of Juv Corrections	SpPu Adj Students	St. Anthony	Accredited	7/1/1984	6/30/2026
Juniper Hills School - Lewiston	Idaho Dep of Juv Corrections	SpPu Adj Students	Lewiston	Accredited	7/1/2007	6/30/2026
Kamiah High	Kamiah Joint District	High	Kamiah	Accredited	7/1/1941	6/30/2028

Account Name	District/Authorizer	School Type	City	Accreditation Status	Initial Accreditation Date	Expiration Date
Kellogg High	Kellogg Joint District	High	Kellogg	Accredited	7/1/1920	6/30/2027
Kendrick Jr/Sr High	Kendrick Joint School District	High	Kendrick	Accredited	7/1/1997	6/30/2024
Kimberly High	Kimberly District	High	Kimberly	Accredited	7/1/1934	6/30/2028
Kootenai Bridge Academy	ID Public Charter Commission	High	Coeur D Alene	Accredited	7/1/2009	6/3/2029
Kootenai Jr Sr High	Kootenai District	High	Harrison	Accredited	7/1/1985	6/30/2024
Kuna High	Kuna Joint District	High	Kuna	Accredited	7/1/1934	6/30/2024
Lake City High	Coeur D'Alene District	High	Coeur d'Alene	Accredited	7/1/1994	6/30/2028
Lake Pend Oreille High	Lake Pend Oreille District	High	Sandpoint	Accredited	6/18/2012	6/30/2026
Lakeland High	Lakeland School District	High	Rathdrum	Accredited	7/1/1939	6/30/2027
Lakeside High	Plummer-Worley Joint District	High	Plummer	Accredited	7/1/1928	6/30/2028
Lapwai Middle/High	Lapwai School District	High	Lapwai	Accredited	7/1/1934	6/30/2027
Leadore School	South Lemhi District	Unit	Leadore	Accredited	7/1/2007	6/30/2027
Legacy Charter School	ID Public Charter Commission	Elementary	Nampa	Accredited	6/18/2012	6/30/2025
Lena Whitmore Elementary	Moscow School District	Elementary	Moscow	Accredited	7/1/2002	6/30/2025
Les Bois Jr. High	Boise Independent District	Middle	Boise	Accredited	7/1/2007	6/30/2028
Lewiston High	Lewiston Ind School Dist No. 1	High	Lewiston	Accredited	7/1/1920	6/30/2029
Liberty Charter School	ID Public Charter Commission	Unit	Nampa	Accredited	7/1/2002	6/30/2028
Lighthouse Christian School	Private	High	Twin Falls	Accredited	7/1/2006	6/30/2024
Lincoln High	Bonneville Joint District	High	Idaho Falls	Accredited	7/1/2003	6/30/2026
Mackay Junior Senior High	Mackay Joint District	High	Mackay	Accredited	7/1/2007	6/30/2025
Madison High	Madison School District 321	High	Rexburg	Accredited	7/1/1934	6/30/2027
Madison Junior High	Madison School District 321	Middle	Rexburg	Accredited	7/1/2008	6/30/2028
Magic Valley High	Twin Falls School District	High	Twin Falls	Accredited	7/1/2003	6/30/2025
Malad High	Oneida County District	High	Malad	Accredited	7/1/1936	6/30/2025
Marsh Valley High	Marsh Valley Joint District	High	Arimo	Accredited	7/1/1934	6/30/2026
Marsing High	Marsing Joint District	High	Marsing	Accredited	7/1/1970	6/30/2027
McCall-Donnelly High	McCall-Donnelly School District	High	McCall	Accredited	7/1/1946	6/30/2026
McGhee Elementary	Lewiston Ind School Dist No. 1	Elementary	Lewiston	Accredited	6/20/2017	6/30/2029
McSorley Elementary	Lewiston Ind School Dist No. 1	Elementary	Lewiston	Accredited	6/20/2017	6/30/2029
Meadows Valley School	Meadows Valley District	Unit	New Meadows	Accredited	7/1/1973	6/30/2029
Melba Middle/High	Melba Joint District	High	Melba	Accredited	7/1/1941	6/30/2026
Meridian Academy High	West Ada Joint School	High	Meridian	Accredited	7/1/2003	6/30/2025
Meridian Medical Arts Charter	West Ada Joint School	High	Meridian	Accredited	7/1/2005	6/30/2027
Meridian Senior High	West Ada Joint School	High	Meridian	Accredited	7/1/1934	6/30/2027
Meridian Technical Charter High	West Ada Joint School	High	Meridian	Accredited	7/1/2000	6/30/2027
Middleton Academy	Middleton School District	High	Middleton	Accredited	6/18/2012	6/30/2024
Middleton High	Middleton School District	High	Middleton	Accredited	7/1/1967	6/30/2024
Midvale School	Midvale District	Unit	Midvale	Accredited	7/1/1945	6/30/2025

Account Name	District/Authorizer	School Type	City	Accreditation Status	Initial Accreditation Date	Expiration Date
Mini-Cassia Online Learning Ac	Cassia County Joint District	Digital Learning	Burley	Accredited	10/30/2020	6/30/2029
Minico High	Minidoka County Joint District	High	Rupert	Accredited	7/1/1929	6/30/2025
Moscow High	Moscow School District	High	Moscow	Accredited	7/1/1920	6/30/2025
Moscow Middle	Moscow School District	Middle	Moscow	Accredited	7/1/1974	6/30/2025
Mountain Home High	Mountain Home School Dist 193	High	Mountain Home	Accredited	7/1/1923	6/30/2026
Mountain View Alternative High	Lakeland School District	High	Rathdrum	Accredited	7/1/2007	6/30/2027
Mountain View Elementary	Cassia County Joint District	Elementary	Burley	Accredited	6/21/2018	6/30/2029
Mountain View High	West Ada Joint School	High	Meridian	Accredited	7/1/2005	6/30/2029
Mt. Harrison Junior/Senior High	Minidoka County Joint District	High	Heyburn	Accredited	7/1/2007	6/30/2028
Mullan School	Mullan District	Unit	Mullan	Accredited	7/1/1922	6/30/2024
Murtaugh Schools	Murtaugh Joint District	Unit	Murtaugh	Accredited	7/1/1958	6/30/2026
Nampa Christian Schools, Inc.	Private	Unit	Nampa	Accredited	7/1/1984	6/30/2025
Nampa High	Nampa School District	High	Nampa	Accredited	7/1/1920	6/30/2026
Nampa Online Virtual Academy	Nampa School District	Digital Learning	Nampa	Accredited	6/30/2022	6/30/2027
New Horizon High	Pocatello/Chubbuck District 25	High	Pocatello	Accredited	7/1/2007	6/30/2027
New Plymouth High	New Plymouth District	High	New Plymouth	Accredited	7/1/1950	6/30/2025
New Vision High	Post Falls School District	High	Post Falls	Accredited	6/26/2014	6/30/2024
Nezperce School	Nezperce Joint District	Unit	Nez Perce	Accredited	7/1/1938	6/30/2029
North Fremont Jr/Sr High	Fremont County Joint District	High	Ashton	Accredited	7/1/1931	6/30/2028
North Gem Senior High	North Gem District	High	Bancroft	Accredited	7/1/1942	6/30/2026
North Idaho Christian School	Private	Unit	Hayden	Accredited	6/25/2015	6/30/2025
North Idaho Stem Charter Academy	ID Public Charter Commission	Unit	Rathdrum	Accredited	6/25/2015	6/30/2025
North Junior High	Boise Independent District	Middle	Boise	Accredited	7/1/2007	6/30/2028
North Star Charter School	ID Public Charter Commission	Unit	Eagle	Accredited	7/1/2007	6/30/2025
North Valley Academy	ID Public Charter Commission	Unit	Gooding	Accredited	7/1/2008	6/30/2028
NW Children's Home Ed Center	ID Dep of Health and Welfare	SpPur Adj Youth	Lewiston	Accredited	7/1/1981	6/30/2027
Notus Jr/Sr High	Notus District	High	Notus	Accredited	7/1/2002	6/30/2024
Oakley Elementary	Cassia County Joint District	Elementary	Oakley	Accredited	6/21/2018	6/30/2029
Oakley Jr/Sr High	Cassia County Joint District	High	Oakley	Accredited	7/1/1948	6/30/2029
Orchards Elementary	Lewiston Ind School Dist No. 1	Elementary	Lewiston	Accredited	6/20/2017	6/30/2029
Orofino Elementary	Orofino Joint School Dist 171	Elementary	Orofino	Accredited	6/15/2021	6/30/2026
Orofino High	Orofino Joint School Dist 171	High	Orofino	Accredited	7/1/1934	6/30/2026
Owyhee High	West Ada Joint School	High	Meridian	Accredited	6/28/2023	6/30/2029
Paradise Creek Regional High	Moscow School District	High	Moscow	Accredited	7/1/2007	6/30/2025
Parma High	Parma District	High	Parma	Accredited	7/1/1934	6/30/2026
Pathways in Education Nampa	Pathways Management Group	High	Nampa	Accredited	3/28/2018	6/30/2028
Payette High	Payette Joint District	High	Payette	Accredited	7/1/1921	6/30/2028
Payette River Reg Tech Academy	Emmett Independent District	Career Technical	Emmett	Accredited	7/1/2009	6/30/2024

**INFORMATIONAL  
DECEMBER 13, 2023**

**ATTACHMENT 1**

Account Name	District/Authorizer	School Type	City	Accreditation Status	Initial Accreditation Date	Expiration Date
Peck Elementary	Orofino Joint School Dist 171	Elementary	Peck	Accredited	6/15/2021	6/30/2026
Pocatello High	Pocatello/Chubbuck District 25	High	Pocatello	Accredited	7/1/1918	6/30/2024
Post Falls High	Post Falls School District	High	Post Falls	Accredited	7/1/1934	6/30/2027
Potlatch Jr/Sr High	Potlatch School District 285	High	Potlatch	Accredited	7/1/1934	6/30/2028
Prairie Jr/Sr High	Cottonwood Joint District	High	Cottonwood	Accredited	7/1/1934	6/30/2029
Preston High	Preston School District 201	High	Preston	Accredited	7/1/1935	6/30/2028
Priest River-Lamanna High	West Bonner County District	High	Priest River	Accredited	7/1/1942	6/30/2027
Project Impact STEM Academy	ID Public Charter Commission	Unit	Kuna	Accredited	3/31/2021	6/30/2027
Raft River Elementary	Cassia County Joint District	Elementary	Malta	Accredited	6/21/2018	6/30/2029
Raft River Jr/Sr High	Cassia County Joint District	High	Malta	Accredited	7/1/1960	6/30/2029
Rebound School of Opportunity	West Ada Joint School	High	Meridian	Accredited	6/22/2016	6/30/2026
Renaissance High	West Ada Joint School	High	Meridian	Accredited	7/1/2010	6/30/2029
Richard McKenna Charter High	ID Public Charter Commission	High	Mountain Home	Accredited	7/1/2000	6/30/2024
Richfield School	Richfield District	Unit	Richfield	Accredited	7/1/1988	6/30/2026
Ridgevue High	Vallivue School District	High	Nampa	Accredited	6/20/2017	6/30/2027
Rigby High	Jefferson County Jt District	High	Rigby	Accredited	7/1/1937	6/30/2024
Rimrock Jr/Sr High	Bruneau-Grand View Jt Dist	High	Bruneau	Accredited	7/1/1980	6/30/2027
Ririe Jr/Sr High	Ririe Joint School District 252	High	Ririe	Accredited	7/1/1945	6/30/2027
RISE Charter School	Kimberly District	Elementary	Kimberly	Accredited	6/28/2023	6/30/2029
Riverglen Junior High	Boise Independent District	Middle	Boise	Accredited	7/1/2007	6/30/2028
Riverstone International School	Private	Unit	Boise	Accredited	7/1/2001	8/30/2030
Robert Janss School	ID Department of Corrections	Sp P Adj Students	Boise	Accredited	7/1/1984	6/30/2028
Rockland Public School	Rockland District	Unit	Rockland	Accredited	7/1/2007	6/30/2027
Rocky Mountain High	West Ada Joint School	High	Meridian	Accredited	7/1/2008	6/30/2027
Sacajawea Middle	Lewiston Ind School Dist No. 1	Middle	Lewiston	Accredited	7/1/1989	6/30/2029
Sage International School of Boise	ID Public Charter Commission	Unit	Boise	Accredited	6/22/2013	6/30/2029
Salmon Jr.-Sr. High	Salmon District	High	Salmon	Accredited	7/1/1931	6/30/2028
Salmon River High	Salmon River Joint School Dist	High	Riggins	Accredited	7/1/2007	6/30/2027
Sandpoint High	Lake Pend Oreille District	High	Sandpoint	Accredited	9/1/1920	6/30/2025
Shelley High	Shelley Joint District	High	Shelley	Accredited	7/1/1935	6/30/2025
Shoshone High	Shoshone Joint District	High	Shoshone	Accredited	7/1/1929	6/30/2024
Shoshone-Bannock Jr./Sr. High	Bureau of Indian Affairs	High	Pocatello	Accredited	7/1/1984	6/30/2024
Silver Creek High	Blaine County District	High	Hailey	Accredited	7/1/2010	6/30/2024
Skyline High	Idaho Falls School District 91	High	Idaho Falls	Accredited	7/1/1966	6/30/2026
Skyview High	Nampa School District	High	Nampa	Accredited	7/1/1997	6/30/2027
Snake River High	Snake River District	High	Blackfoot	Accredited	7/1/1934	6/30/2025
Snake River Opportunities High	Snake River District	Digital Learning	Blackfoot	Accredited	6/30/2022	6/30/2028
Soda Springs High	Soda Springs Joint District	High	Soda Springs	Accredited	7/1/1933	6/30/2029



Account Name	District/Authorizer	School Type	City	Accreditation Status	Initial Accreditation Date	Expiration Date
South Fremont High	Fremont County Joint District	High	St. Anthony	Accredited	7/1/1928	6/30/2028
South Junior High	Boise Independent District	Middle	Boise	Accredited	7/1/2007	6/30/2028
St. John Bosco Academy	Private	Unit	Cottonwood	Accredited	7/1/2007	6/30/2027
St. Maries High	St Maries Joint District	High	St Maries	Accredited	7/1/1921	6/30/2025
Sugar-Salem High	Sugar-Salem District 322	High	Sugar City	Accredited	7/1/1936	6/30/2024
Sugar-Salem Junior High	Sugar-Salem District 322	Middle	Sugar City	Accredited	6/26/2014	6/30/2024
Sugar-Salem Online	Sugar-Salem District 322	Digital Learning	Sugar City	Accredited	3/31/2023	6/30/2029
Tammany Alternative Center	Lewiston Ind School Dist No. 1	High	Lewiston	Accredited	6/25/2015	6/30/2029
Taylor's Crossing Charter School	ID Public Charter Commission	Unit	Idaho Falls	Accredited	7/1/2007	6/30/2028
Technical Careers High	Bonneville Joint District	Career Technical	Idaho Falls	Accredited	6/26/2014	6/30/2024
Teton High	Teton County District	High	Driggs	Accredited	7/1/1997	6/30/2024
Teton Middle	Teton County District	Middle	Driggs	Accredited	7/1/1997	6/30/2024
The North Fork School	Private	High	McCall	Accredited	7/1/2001	6/30/2025
Thomas Jefferson Charter School	ID Public Charter Commission	Unit	Caldwell	Accredited	7/1/2007	6/30/2028
Thunder Ridge High	Bonneville Joint District	High	Idaho Falls	Accredited	6/19/2019	6/30/2025
Timberlake Senior High	Lakeland School District	High	Spirit Lake	Accredited	7/1/1998	6/30/2027
Timberline Elementary	Orofino Joint School Dist 171	Elementary	Weippe	Accredited	6/15/2021	6/30/2026
Timberline High	Boise Independent District	High	Boise	Accredited	7/1/1998	6/30/2024
Timberline High	Orofino Joint School Dist 171	High	Weippe	Accredited	7/1/1970	6/30/2026
Troy School	Troy School District	Unit	Troy	Accredited	7/1/1934	6/30/2026
Turning Winds Academic Institute	Private	High	Troy	Accredited	7/1/2007	6/30/2026
Twin Falls Christian Academy	Private	Unit	Twin Falls	Accredited	6/22/2016	6/30/2025
Twin Falls High	Twin Falls School District	High	Twin Falls	Accredited	7/1/1918	6/30/2027
Union High	Nampa School District	High	Nampa	Accredited	7/1/2007	6/30/2027
Valley High	Valley District	High	Hazelton	Accredited	7/1/1928	6/30/2026
Valley View Alternative High	Sugar-Salem District 322	High	Sugar City	Accredited	10/31/2018	6/30/2024
Vallivue Academy	Vallivue School District	High	Caldwell	Accredited	7/1/2008	6/30/2027
Vallivue High	Vallivue School District	High	Caldwell	Accredited	7/1/1963	6/30/2027
Venture High	Coeur D'Alene District	High	Coeur d'Alene	Accredited	7/1/2007	6/30/2028
Victory Charter School	ID Public Charter Commission	Unit	Nampa	Accredited	7/1/2008	6/30/2028
Virtual School House	West Ada Joint School	Digital Learning	Meridian	Accredited	6/15/2021	6/30/2026
Vision Charter School	Vision Charter School Inc.	Unit	Caldwell	Accredited	7/1/2010	6/30/2029
Wakapa Academy	Buhl Joint District	High	Buhl	Accredited	6/28/2023	6/30/2029
Wallace Jr./Sr. High	Wallace School District 393	High	Wallace	Accredited	7/1/1920	6/30/2029
Watersprings School	Private	High	Idaho Falls	Accredited	7/1/2010	6/30/2026
Webster Elementary	Lewiston Ind School Dist No. 1	Elementary	Lewiston	Accredited	6/20/2017	6/30/2029
Weiser High	Weiser School District	High	Weiser	Accredited	7/1/1920	6/30/2024
Wendell High	Wendell District	High	Wendell	Accredited	7/1/1934	6/30/2025

<b>Account Name</b>	<b>District/Authorizer</b>	<b>School Type</b>	<b>City</b>	<b>Accreditation Status</b>	<b>Initial Accreditation Date</b>	<b>Expiration Date</b>
West Jefferson High	West Jefferson District	High	Terreton	Accredited	7/1/1967	6/30/2026
West Junior High	Boise Independent District	Middle	Boise	Accredited	7/1/2007	6/30/2028
West Park Elementary	Moscow School District	Elementary	Moscow	Accredited	7/1/2002	6/30/2025
West Side High	West Side Joint District	High	Dayton	Accredited	7/1/1968	6/30/2024
White Pine Charter School	ID Public Charter Commission	Unit	Ammon	Accredited	6/28/2023	6/30/2029
White Pine Elementary	Cassia County Joint District	Elementary	Burley	Accredited	6/21/2018	6/30/2029
Whitman Elementary	Lewiston Indt School Dist No. 1	Elementary	Lewiston	Accredited	6/20/2017	6/30/2029
Wilder High	Wilder District	High	Wilder	Accredited	7/1/1939	6/30/2025
Wood River High	Blaine County District	High	Hailey	Accredited	7/1/1941	6/30/2026
Xavier Charter School	ID Public Charter Commission	Unit	Twin Falls	Accredited	7/1/2008	6/30/2029

Account Name	District/Authorizer	School Type	City	Accreditation Status	Initial Accreditation Date	Expiration Date
<b>Systems Accredited Districts</b>						
Cassia County Joint District	Cassia County Joint District		Burley	Accredited	6/21/2018	6/30/2029
Idaho Department of Juvenile Corrections	State Department of Corrections		Boise	Accredited	6/15/2021	6/30/2026
Lewiston Independent School District No. 1	Lewiston Independent School District		Lewiston	Accredited	6/20/2017	6/30/2029
Moscow School District	Moscow School District		Moscow	Accredited	6/25/2015	6/30/2025
Orofino Joint School District 171	Orofino Joint School District		Orofino	Accredited	6/15/2021	6/30/2026

Accredited School by Category	Public / Charter	Private / Agency	Total
High/Career Technical	174	9	183
Middle	16	0	16
Elementary	33	3	36
Unit (K-12)	38	13	51
Digital	18	1	19
Supplementary	0	0	0
Special Purpose (Adjudicated, Tutoring, Wildress)	6	1	7
Early Childhood	0	0	0
District	5	0	5
<b>Total</b>	<b>290</b>	<b>27</b>	<b>317</b>