

**INFORMATIONAL
DECEMBER 18, 2024**

TAB	DESCRIPTION	ACTION
1	FY 2024 COLLEGE AND UNIVERSITIES' FINANCIAL RATIOS	Report Only
2	FY 2024 COLLEGE AND UNIVERSITIES' UNRESTRICTED NET POSITION BALANCES	Report Only
3	REPORT TO THE LEGISLATURE ON SENATE CONCURRENT RESOLUTION 111 - VETERINARIANS	Report Only
4	COMMISSION FOR EDUCATION EXCELLENCE ANNUAL REPORT	Report Only
5	EDUCATOR PREPARATION PROVIDER PROGRAM ANNUAL REPORTS	Report Only
6	STATE MANDATED EVALUATION ANNUAL REPORT	Report Only
7	FEDERAL TITLE II PROGRAMS THAT PREPARE TEACHERS ANNUAL REPORT	Report Only
8	EDUCATOR PIPELINE ANNUAL REPORT	Report Only
9	ANNUAL EMPOWERING PARENTS PROGRAM REPORT	Report Only
10	IDAHO DIVISION OF VOCATIONAL REHABILITATION (IDVR) ANNUAL REPORT	Report Only

11	OSBE COLLEGE AND CAREER READINESS TEAM ANNUAL REPORT	Report Only
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12	IDAHO DEPARTMENT OF EDUCATION - ADVANCED OPPORTUNITIES ANNUAL REPORT	Report Only
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13	IDAHO DEPARTMENT OF EDUCATION - ENGLISH LANGUAGE LEARNERS ANNUAL REPORT	Report Only
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14	IDAHO DEPARTMENT OF EDUCATION - ELEMENTARY, SECONDARY SCHOOL ACCREDITATION ANNUAL REPORT 2024, COGNIA	Report Only
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15	IDAHO DEPARTMENT OF EDUCATION – NOTIFICATION OF SCHOOLS APPROVED TO OPERATE WITH LESS THAN TEN (10) STUDENTS REPORTED IN AVERAGE DAILY ATTENDANCE ANNUAL REPORT	Report Only

**INFORMATIONAL
DECEMBER 18, 2024**

SUBJECT

FY 2024 College and Universities' Financial Ratios

REFERENCE

December 2011-2024

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.¹ 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.

Ratio	Measure	Benchmark
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

¹ 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

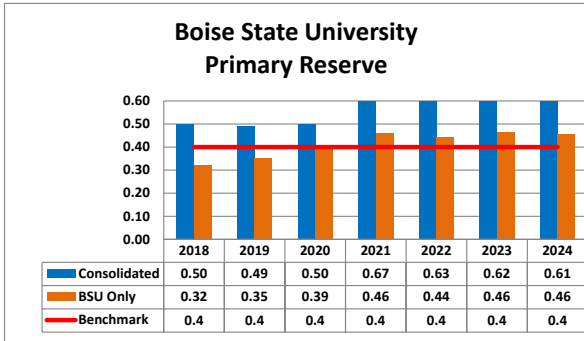
It should be noted that the debt ratios report for the University of Idaho has been adjusted again this year to isolate University activity by removing the effect of the University of Idaho Strategic Initiatives Fund (SIF).

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.

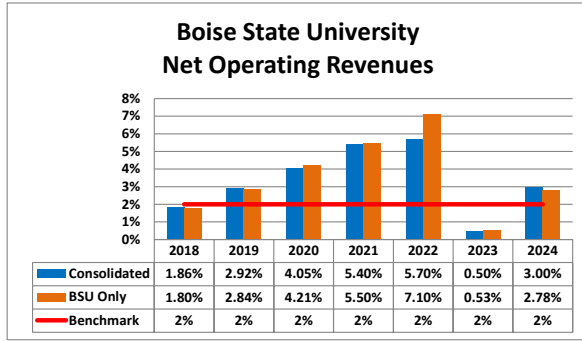
Institution representatives from Boise State, Idaho State, University of Idaho, and Lewis-Clark State College are prepared to provide additional information about their financial ratios as needed.

BOARD ACTION

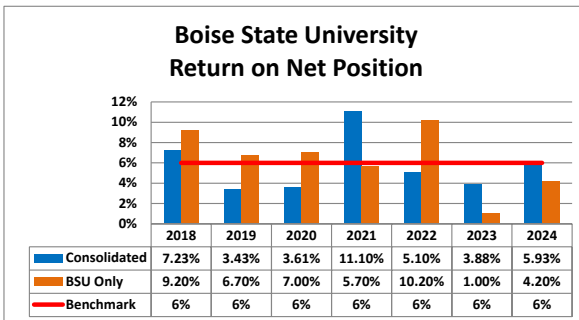
This item is for informational purposes only.



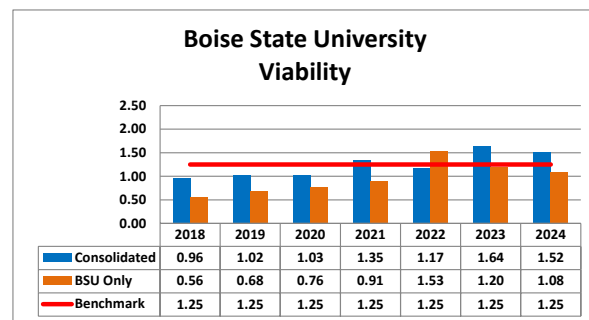
.40 indicates 5 months of operations can be covered by expendable reserves. Trend indicates whether institution has increased net worth in proportion to rate of growth in its operating size.



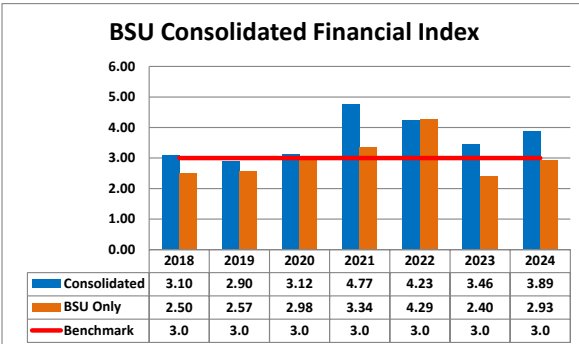
Indicates whether institution is adding or subtracting from net assets. A pattern of deficits is a warning signal that management should focus on restructuring income and expense streams to return to an acceptable level.



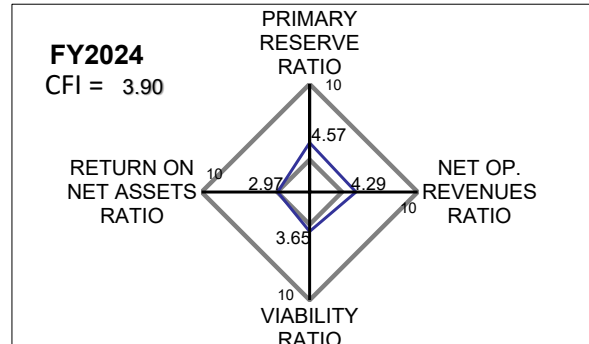
Measures total economic return: higher is better. Lower is okay if it reflects the strategy and mission in setting up for future returns.



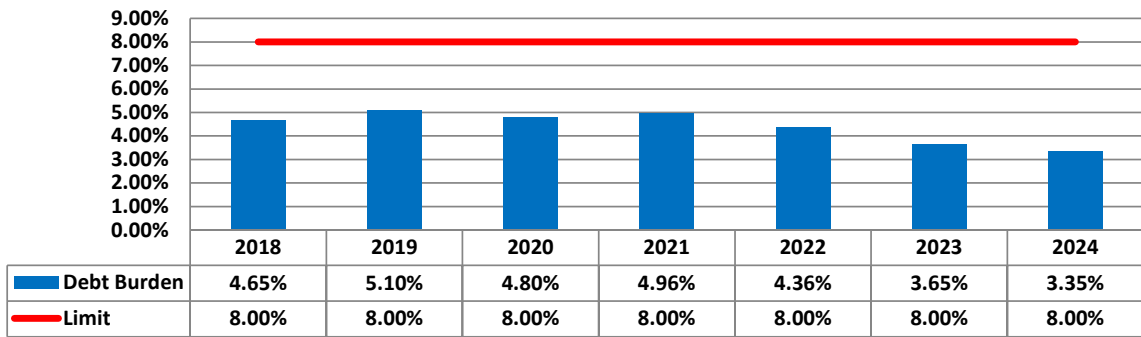
Measures ability to meet entire debt obligation with expendable net assets as of a balance sheet date.



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

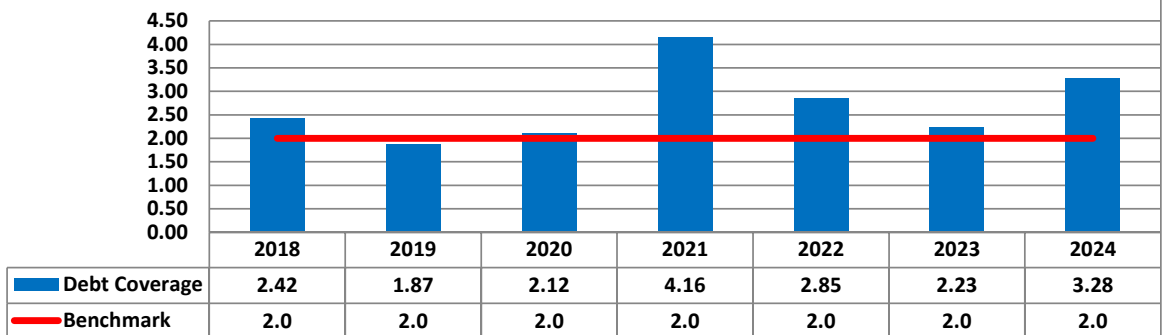


Boise State University Debt Burden Ratio



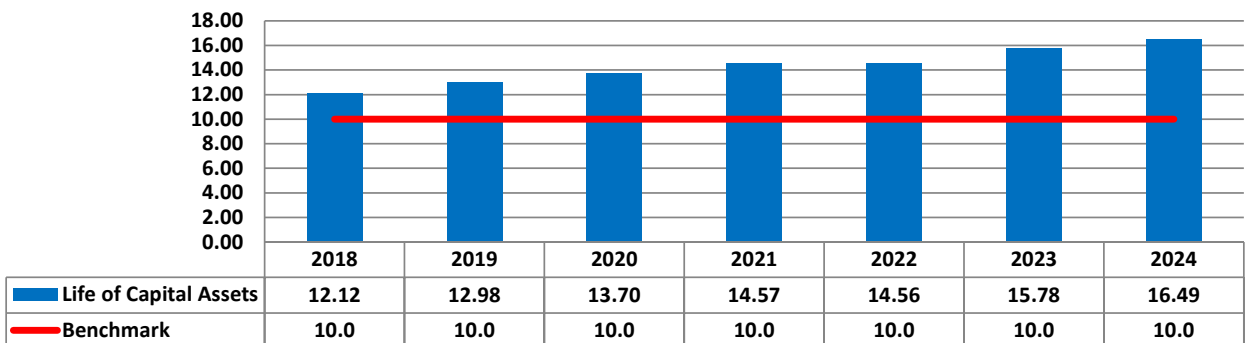
Reflects reliance on borrowed funds as a source of funds.

Boise State University Debt Coverage Ratio

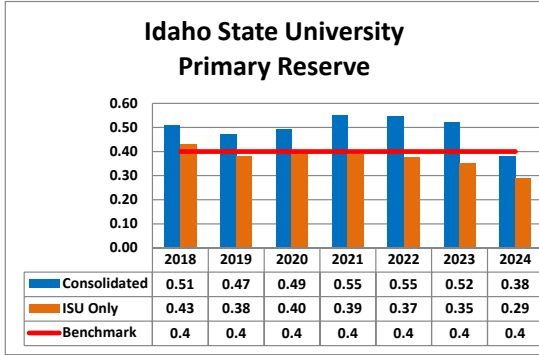


Reflects ability of excess income over adjusted expenses to cover annual debt service payments.

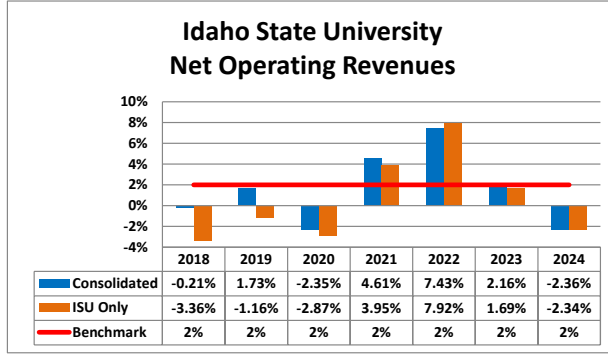
Boise State University Life of Capital Assets



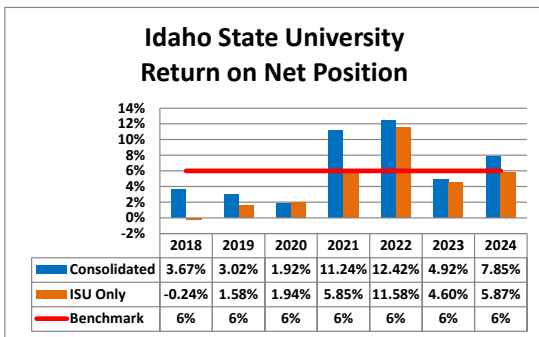
Higher ratio indicates more deferred reinvestment in plant facilities in the future.



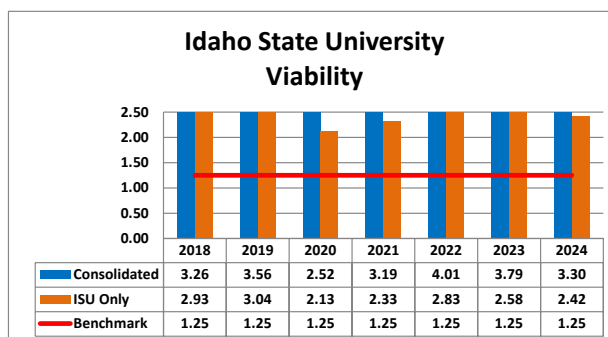
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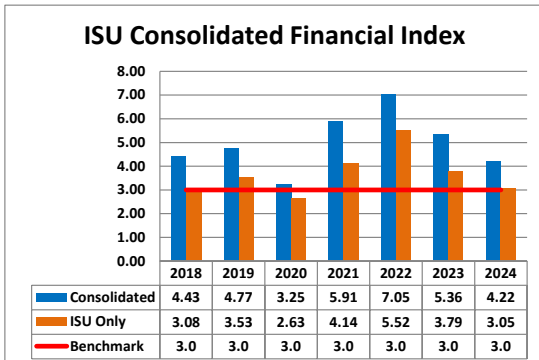
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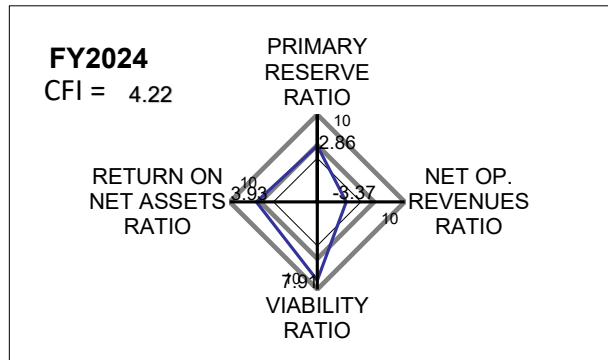
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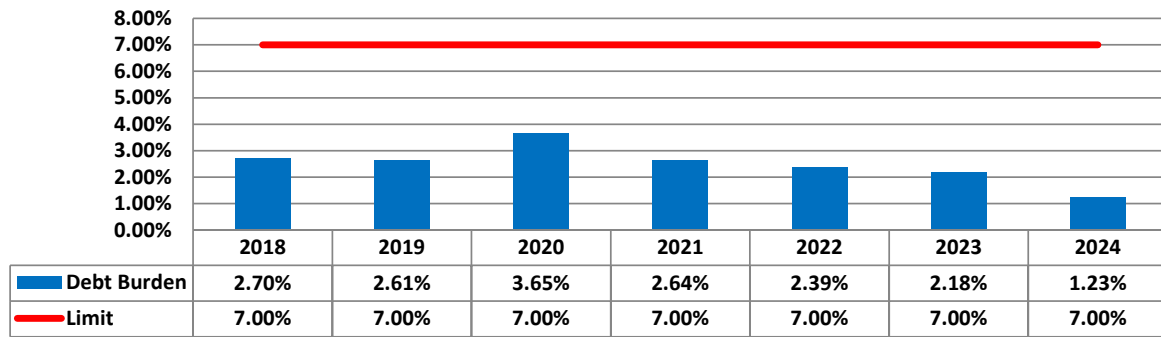
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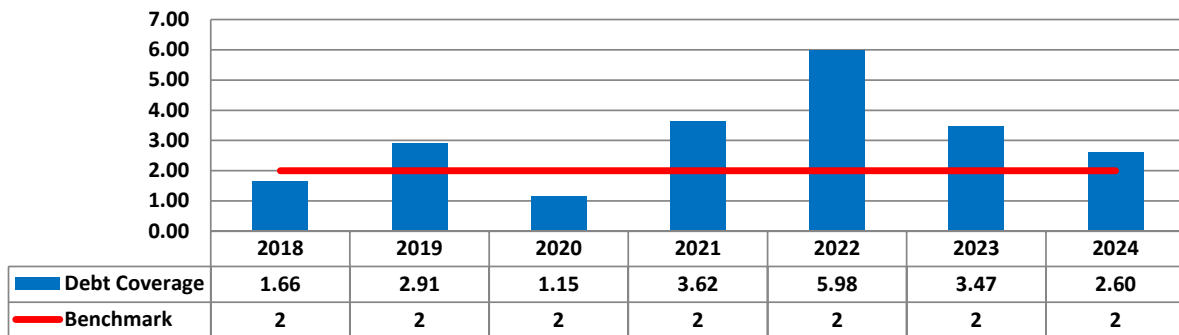


Idaho State University Debt Burden Ratio



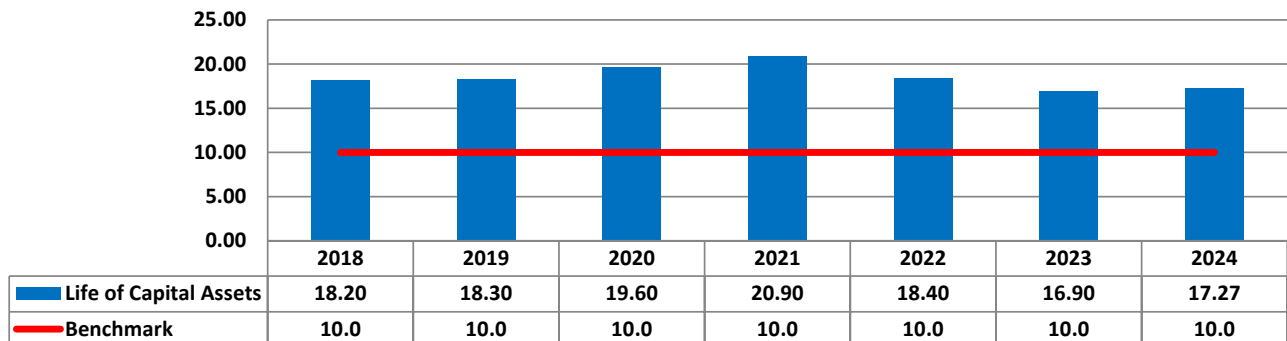
Reflects reliance on borrowed funds as a source of funds.

Idaho State University Debt Coverage Ratio

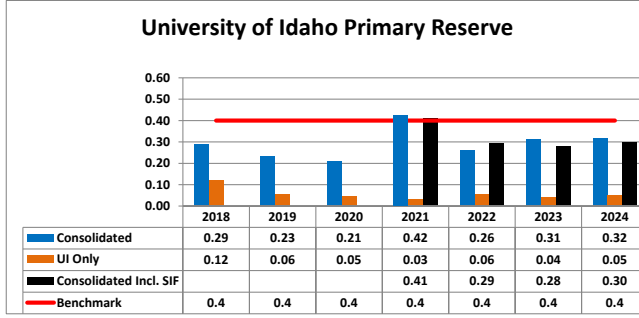


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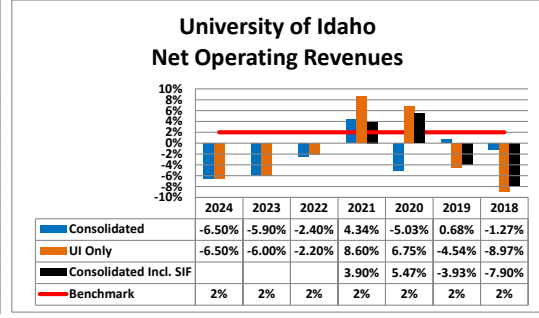
Idaho State University Life of Capital Assets



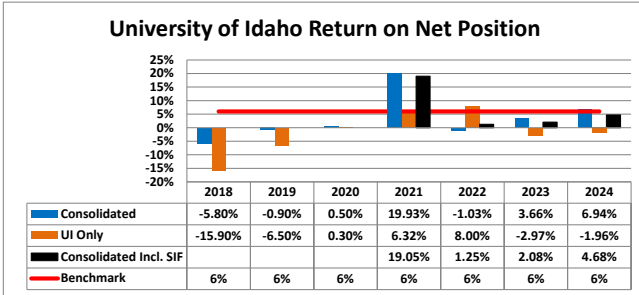
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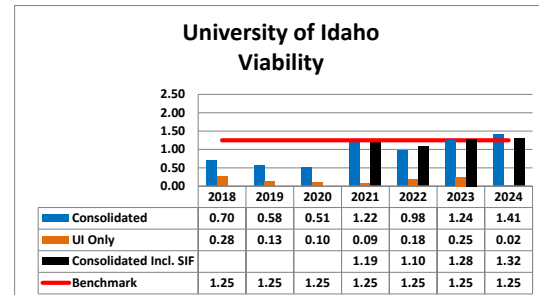
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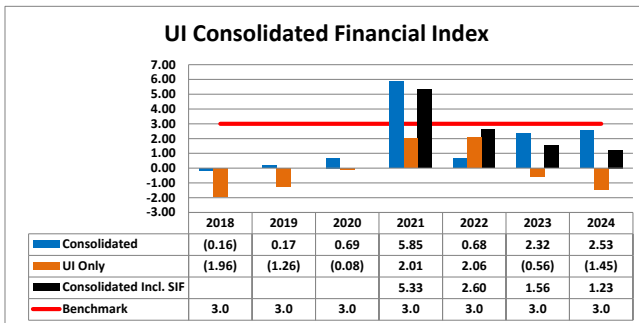
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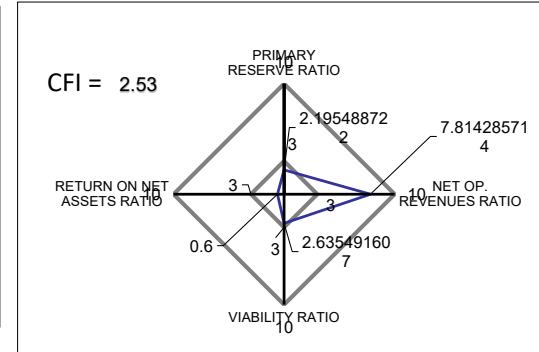
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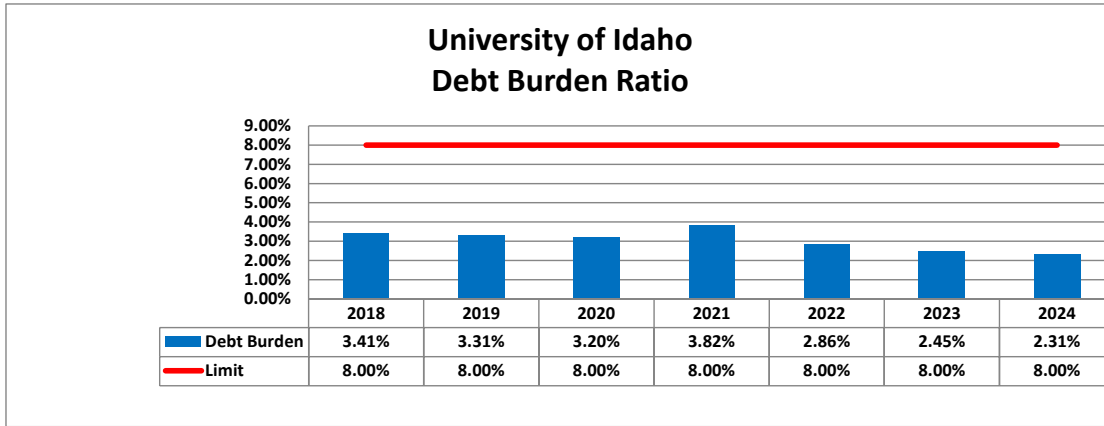


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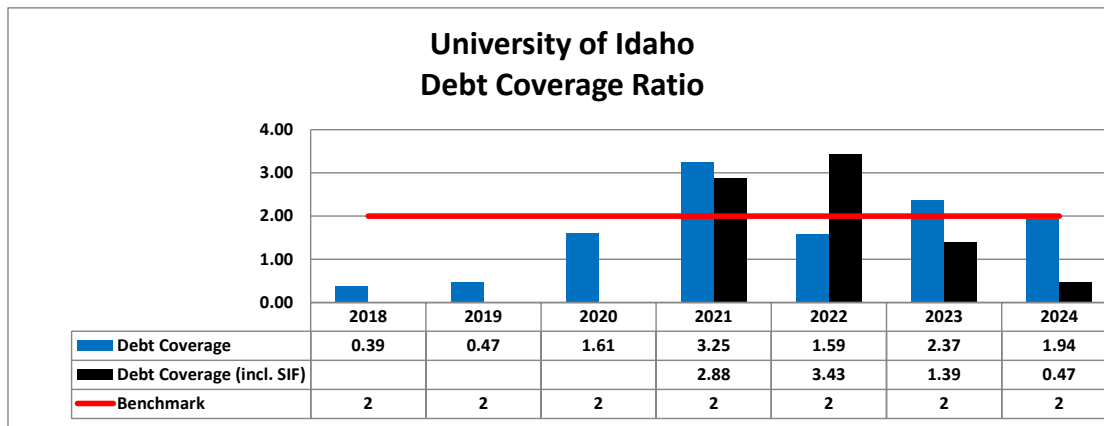


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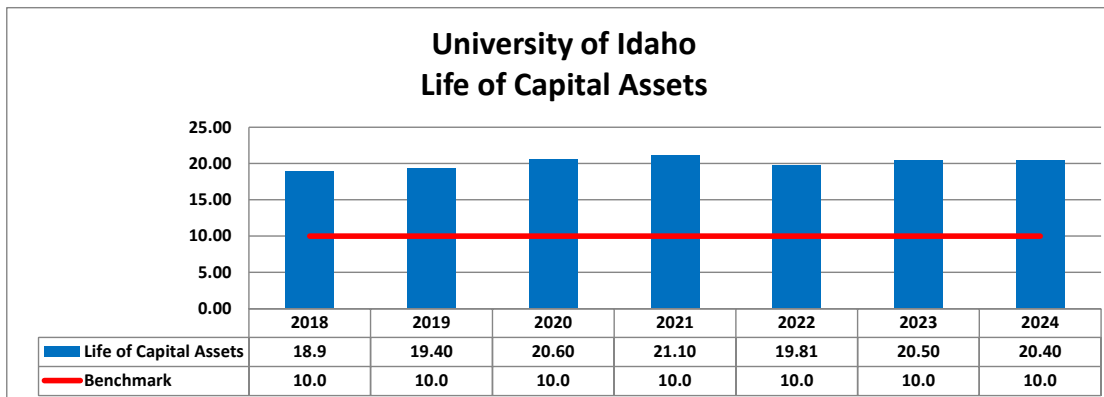




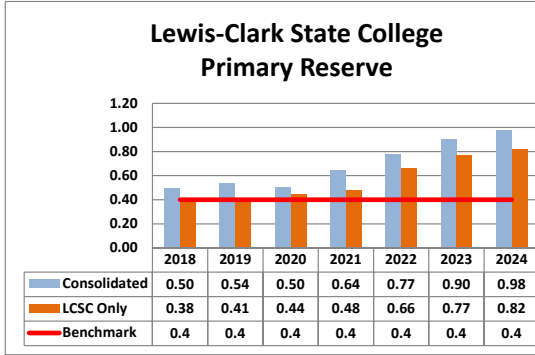
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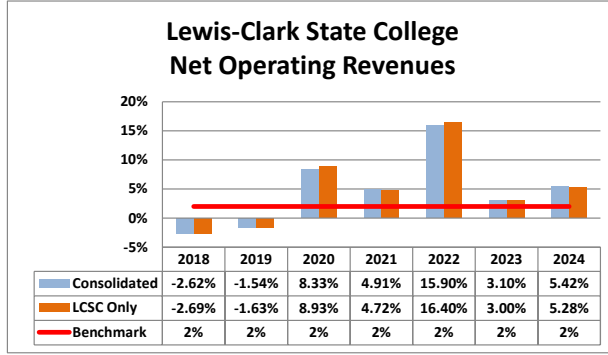
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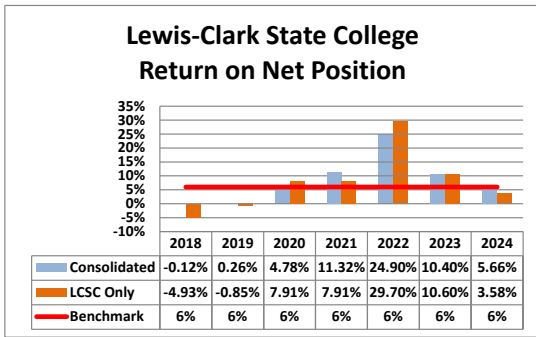
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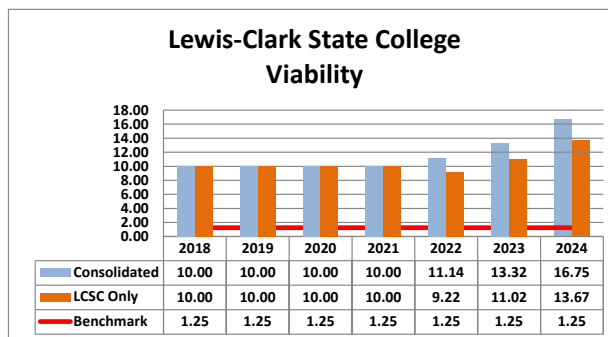
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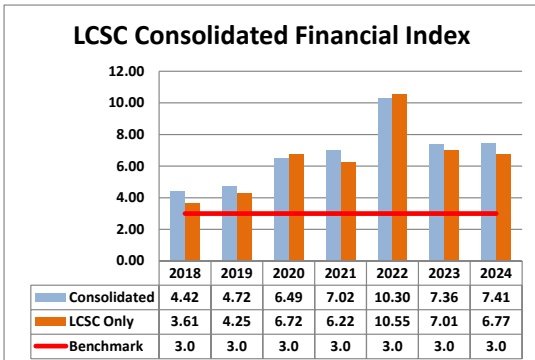
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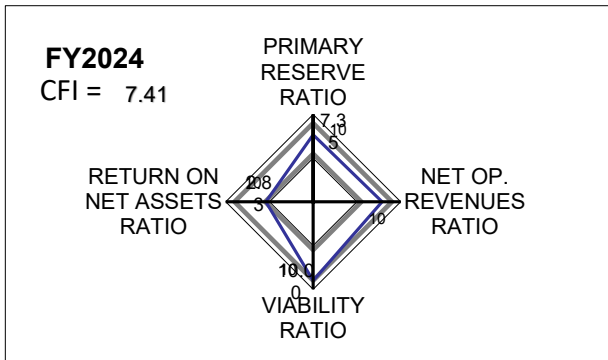
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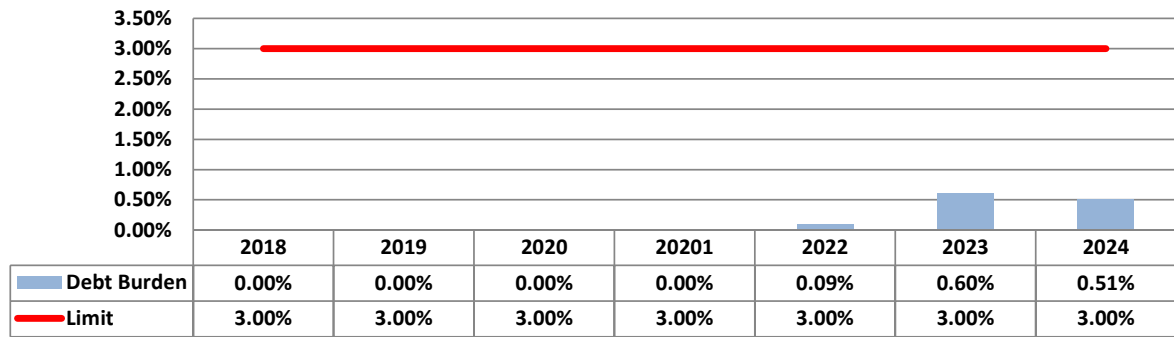
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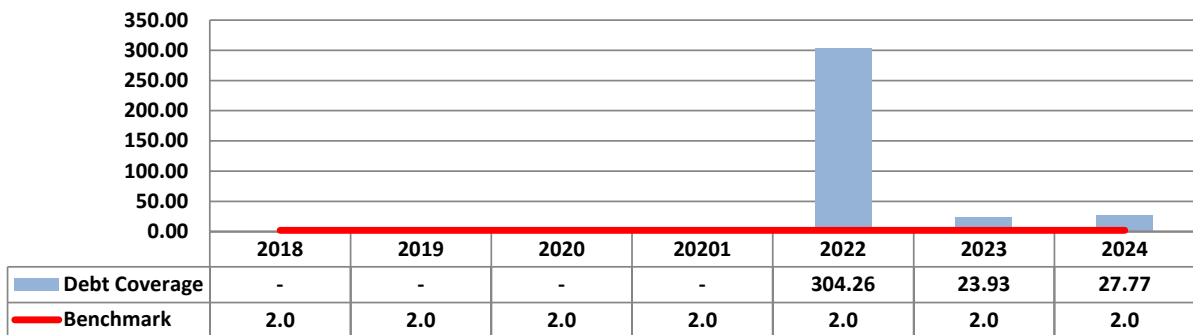


Lewis-Clark State College Debt Burden Ratio



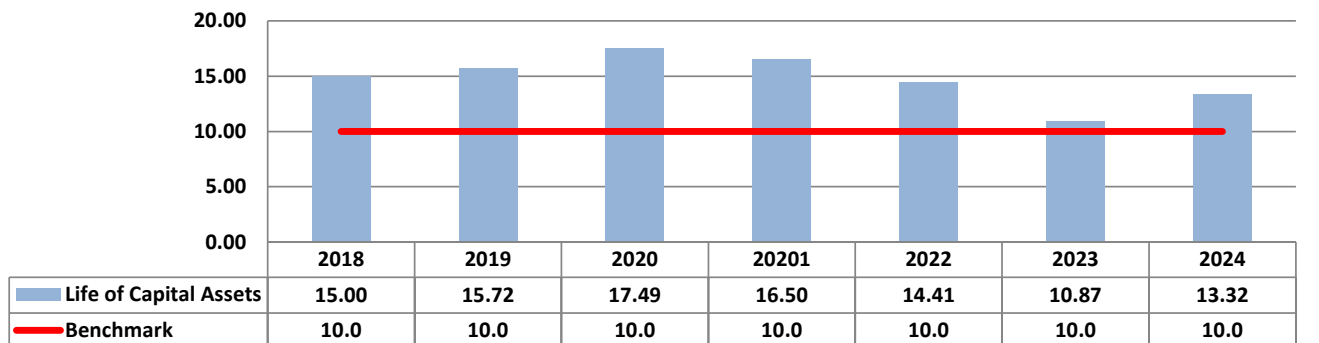
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Lewis-Clark State College Debt Coverage Ratio



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.

**INFORMATIONAL
DECEMBER 18, 2024**

SUBJECT

FY 2024 College and Universities' Unrestricted Net Position Balances

REFERENCE

December 2012 - 2024 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, 2024 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:

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
BSU:	.6%	1.9%	4.8%	5.1%	5.1%
ISU:	8.8%	7.3%	9.9%	5.5%	6.8%
UI:	(7.2%)	(3.9%)	(7.0%)	(4.2%)	(7.9%)
LCSC:	6.9%	7.4%	10.4%	22.2%	15.4%

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 FY24.

The University of Idaho (UI) reported a negative \$40.1 million for its "Unrestricted – Available" net position, resulting in a negative ratio of 7.9% for unrestricted available net position to FY24 operating expenses. This represents a \$19.6 million decline compared to FY23, excluding the Strategic Initiatives Fund (SIF) from these figures. UI indicated that its consolidated net position increased by approximately \$10 million, driven primarily by a \$21 million rise in Division of Public Works (DPW) revenue. This revenue is recognized in the Net Investment in Capital Assets (NICA) line rather than the unrestricted net position.

Working with their auditors, UI reviewed and adjusted the calculation method for the NICA line to better align with Governmental Accounting Standards Board (GASB) language. This adjustment affected the net position distribution between unrestricted and NICA classifications for FY24 and required a restatement of the prior year's figures. With this restatement, the year-over-year variance is more closely aligned.

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, 2024

1	Net Assets:	6/30/2024
2	Invested in capital assets, net of related debt	343,963,397
3	Restricted, expendable	27,820,621
4	Restricted, nonexpendable	-
5	Unrestricted	235,734,701
6	Total Net Position	607,518,719
7	Unrestricted Net Position:	235,734,701
8	Obligated (Note A)	
9	Debt Reserves	20,967,823
10	Capital Projects	
11	Facilities	17,732,445
12	Equipment	5,301,137
13	Program Commitments	
14	Academic	5,669,969
15	Research	1,264,428
16	Administrative Initiatives	1,711,156
17	Other	14,032,238
18	Total Obligated	66,679,195
19	Designated (Note B)	
20	Capital Projects	
21	Facilities	67,599,001
22	FFE	4,731,287
23	Program Commitments	
24	Academic	15,235,052
25	Research	29,825,409
26	Other	1,111,486
27	Administrative Initiatives	1,600,000
28	Other	20,009,000
29	Total Designated	140,111,234
30	Unrestricted Funds Available (Note C)	28,944,271
31	FY24 Operating Expenses	568,073,225
32	Ratio of Unrestricted Funds Available to operating expenses (prelim)	5.10%
33	5% of operating expenses (minimum reserve target)	28,403,661
34	Two months of operating expenses	94,678,871
35	Ratio of Unrestricted Funds Available to two months of operating expenses	31%
36	Number of days expenses covered by Unrestricted Funds Available	18.6

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, 2024

Net Position:		FY24
1	Invested in capital assets, net of related debt	\$242,883,332
2	Restricted, expendable	\$23,150,742
3	Restricted, nonexpendable	
4	Unrestricted	\$70,881,687
5	Total Net Position	<u>\$336,915,761</u>
Unrestricted Net Position:		70,881,687
Obligated (Note A)		
6	Debt Reserves	2,415,000
	Capital Projects	
7	Facilities	3,515,219
	Program Commitments	
8	Academic	22,118,048
9	Total Obligated	28,048,267
Designated (Note B)		
	Program Commitments	
10	Academic	13,393,867
11	Research	1,802,068
12	Other	5,632,300
13	Total Designated	20,828,235
14	Unrestricted Available (Note C)	<u>22,005,185</u>
15	Operating expenses	321,255,174
16	Ratio of Unrestricted Funds Available to operating expenses	6.8%
17	5% of operating expenses (minimum available reserve target)	16,062,759
18	Two months operating expenses	53,542,529
19	Ratio of Unrestricted Funds Available to two months of operating expenses	41%
20	Number of days expenses covered by Unrestricted Funds Available	25

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, 2024

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	Net Position:		
2	Invested in capital assets, net of related debt		\$ 305,235,885
3	Restricted, expendable		31,443,410
4	Unrestricted		(28,814,767)
5	Total Net Position		<u>\$ 307,864,528</u>
6	Unrestricted Net Position:		\$ (28,814,767)
7	Obligated (Note A)		
	- Debt Service Obligations	\$ 11,331,493	
	- Capital Project and Equipment Fund Obligations	<u>-</u>	
	Total Obligated Funds		<u>\$ 11,331,493</u>
9	Unrestricted Available (Note C)		<u>\$ (40,146,260)</u>
10	Operating expenses		\$507,667,896
11	Ratio of Unrestricted Funds Available to operating expenses		-7.9%
12	5% of operating expenses (minimum available reserve target)		\$25,383,395
13	Two months operating expenses		\$84,611,316
14	Ratio of Unrestricted Funds Available to two months of operating expenses		-47%
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, 2024**

		LCSC
1	Net Position:	
2	Invested in capital assets, net of related debt	\$76,376,139
3	Restricted, expendable	3,443,232
4	Restricted, nonexpendable	0
5	Unrestricted	45,384,248
6	Total Net Position	\$125,203,619
7		
8	Unrestricted Net Position:	\$45,384,248
9	Obligated (Note A)	
10	Debt Service	\$242,824
11	Program Commitments	2,067,085
12	Capital Projects	1,247,000
13	Total Obligated	\$3,556,909
14		
15	Designated (Note B)	
16	Capital Projects	
17	Facilities	\$10,380,832
18	Equipment	1,010,000
19	Program Commitments	
20	Academic	3,155,096
21	Other	14,314,434
22	Other	3,841,096
23	Total Designated	\$32,701,459
24		
25	Unrestricted Available (Note C)	\$9,125,881
26		
27	Operating expenses	\$59,453,767
28	Ratio of Unrestricted Funds Available to operating expenses	15.35%
29	Ratio of Designated and Unrestricted Funds Available to operating expenses	70.4%
30	Ratio of Obligated, Designated and Unrestricted Funds Available to operating expenses	76.3%
31	5% of operating expenses (minimum available reserve target)	\$2,972,688
32		
33	Two months operating expenses	\$9,908,961
34	Ratio of Unrestricted Funds Available to two months of operating expenses	92%
35	Number of days expenses covered by Unrestricted Funds Available	56

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:

**INFORMATIONAL
DECEMBER 18, 2024**

SUBJECT

Report to the Legislature on Senate Concurrent Resolution 111 - Veterinarians

APPLICABLE STATUTE, RULE, OR POLICY

SCR 111 (2024)

BACKGROUND/DISCUSSION

Senate Concurrent Resolution 111, adopted in the 2024 Legislative Session, authorizes the Board to “investigate opportunities and commence preliminary conversations with the state of Utah to establish an operating agreement for Idaho students to participate in Utah’s veterinary program similar to the existing program with Washington State University.”

IMPACT

Preliminary conversations between Board staff, key staff at the University of Idaho, and the Dean of the School of Veterinary Medicine at the Utah State University have been conducted. Utah State University is amenable to establishing an agreement with Idaho. A full report to the Legislature is provided.

ATTACHMENTS

Attachment 1 – Senate Concurrent Resolution 111 - Veterinarians

Attachment 2 – Report to the Legislature from the Idaho State Board of Education on Senate Concurrent Resolution 111

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff have facilitated the conversation between Idaho and Utah on this matter.

BOARD ACTION

This item is for informational purposes.

IN THE SENATE

SENATE CONCURRENT RESOLUTION NO. 111

BY AGRICULTURAL AFFAIRS COMMITTEE

A CONCURRENT RESOLUTION

STATING FINDINGS OF THE LEGISLATURE AND AUTHORIZING THE STATE BOARD OF EDUCATION TO INVESTIGATE OPPORTUNITIES AND COMMENCE PRELIMINARY CONVERSATIONS WITH THE STATE OF UTAH TO ESTABLISH AN OPERATING AGREEMENT FOR IDAHO STUDENTS TO PARTICIPATE IN UTAH'S VETERINARY PROGRAM SIMILAR TO THE EXISTING PROGRAM WITH WASHINGTON STATE UNIVERSITY.

Be It Resolved by the Legislature of the State of Idaho:

WHEREAS, the Idaho Legislature recognizes the value of the livestock industries to the state's economy, communities, and families; and

WHEREAS, the combined revenues of the largest sectors of the state's livestock industry exceeds 6.4 billion dollars, with an even larger overall economic impact throughout the state; and

WHEREAS, many of the supporting sectors and other crop commodities that are produced in the state go to serve the needs of the state's livestock industry; and

WHEREAS, the need and availability of animal care professionals and veterinarian services remain a top concern for the animal agricultural industry in the state; and

WHEREAS, the lack of available livestock veterinary services in the state's most rural areas is also of significant concern; and

WHEREAS, the state of Idaho does not have a veterinarian school; and

WHEREAS, the state of Idaho already has an operating agreement with Washington State University to allow Idaho students to participate in its veterinary training program; and

WHEREAS, the state of Utah will soon open its new veterinary medicine school at Utah State University to start training students; and

WHEREAS, the University of Idaho, College of Agriculture and Life Sciences held a workgroup made up of industry representatives, university professionals, and state leaders to research the needs of the livestock industry in the state and the opportunities that the state might pursue to help address the needs for trained veterinarians in the state; and

WHEREAS, the possibility of pursuing an interstate veterinary training program with the state of Utah was one of the items identified by the workgroup as a possible consideration.

NOW, THEREFORE, BE IT RESOLVED by the members of the Second Regular Session of the Sixty-seventh Idaho Legislature, the Senate and the House of Representatives concurring therein, that we authorize the State Board of Education to investigate opportunities and commence preliminary conversations with the state of Utah to establish an operating agreement for Idaho students to participate in Utah's veterinary program similar to the existing program with Washington State University.

1 BE IT FURTHER RESOLVED that the State Board of Education report back to
2 the Legislature their findings and outcomes from the conversations with the
3 state of Utah and Utah State University.

Report to the Legislature from the Idaho State Board of Education on

Senate Concurrent Resolution 111 - Veterinarians

In the 2024 Regular Session, the Legislature passed SCR111 which “authorizes the State Board of Education to commence preliminary conversations with the state of Utah to establish an operating agreement for Idaho students to participate in Utah’s [new] veterinary program” at Utah State University. The Resolution also requires the “State Board of Education report back to the Legislature their findings and outcomes from the conversations with the state of Utah and Utah State University.”

Currently, 11 undergraduate students from the University of Idaho are granted admission to the Washington State University Veterinary program each year under the WIMU Regional Program in Veterinary Medicine. The WIMU program is a partnership between the Washington State University College of Veterinary Medicine, the University of Idaho, Montana State University and Utah State University. Undergraduates at universities under this partnership do not pay out-of-state tuition while attending WSU veterinary school.

Representatives from the University of Idaho College of Agriculture and Life Sciences recently met with representatives of the Idaho State Board of Education regarding expansion of current opportunities for veterinary school admissions to include forthcoming availability at Utah State University. Dr. Dirk Vanderwall, Dean of USU School of Veterinary Medicine, was contacted by both the UI (Dr. Matt Powell) and SBOE (Dr. TJ Bliss) to assess USU’s willingness to pursue a similar arrangement to the WSU veterinary program and potentially admit 11 additional students per year from Idaho into the USU veterinary program. Dr. Vanderwall indicated that USU is agreeable to establishing an operating agreement with Idaho should the Legislature authorize funding to support Idaho students, similar to the WIMU program. Dr. Vanderwall also indicated the state of Nevada has already authorized funding and established an operating agreement with Utah, evidence of regional demand for seats in the new USU program.

Expanding opportunities for Idaho students to attend regional, veterinary programs serves the state of Idaho in two principal ways. First, Idaho is lacking licensed, veterinary medical professionals statewide. Approximately 300 undergraduates are enrolled at any given time in the pre-veterinary medicine program within the College of Agriculture and Life Sciences at UI but

only 11 slots are available under the WIMU program for these students. Expanding to USU would double the admission of veterinary students from the University of Idaho each year to 22 students. Second, the WSU veterinary program has gradually moved away from an emphasis in large animal medicine, favoring small animal / companion animal medicine. The concentrations of large animals in southern Idaho from the expanding dairy and beef industries provide very good opportunities for the USU program's emphasis on large animal medicine to produce veterinarians who will remain in Idaho.

SUBJECT

Commission for Education Excellence Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-320, Idaho Code

BACKGROUND/DISCUSSION

The Commission for Education Excellence (Commission) was established in 2021, as required by Section 33-320, Idaho Code. Per statute, the Commission membership includes:

- One representative of the State Board of Education,
- One representative of the State Department of Education,
- One representative of the Office of the Governor,
- One representative of business and industry,
- Two members of the Senate Majority Caucus,
- One member of the Senate Minority Caucus,
- Two members of the House of Representatives Majority Caucus,
- One member of the house of Representatives Minority Caucus,
- One parent of a public school student, a
- One person who has been recognized as the Idaho Teacher of the Year,
- One representative of the Idaho School Boards Association, and
- One representative of the Idaho Association of School Administrators.

The Commission is staffed by the Office of the State Board of Education and meets two times per year. In 2024, the summer meeting was held on September 3, 2024, and the fall meeting was held on December 12, 2024. The summer meeting was focused on K-12 student achievement data that relates to the Continuous Improvement Plans created by local education agencies, and the fall meeting allowed Commission members the opportunity to hear from two schools about best practices in mathematics instruction and data usage. The Commission's 2024 Annual Report is provided as Attachment 1.

IMPACT

This item is for informational purposes only.

ATTACHMENTS

Attachment 1 – 2024 Commission for Education Excellence Annual Report

BOARD ACTION

This item is for informational purposes only.

**Commission for Education Excellence
2024 Report and Data Submission**

Meeting Summaries

Summer Meeting: September 3, 2024

Presentations and Discussions:

1. Accountability Oversight Committee (AOC) FY 24 Report Highlights
 - Board staff reviewed highlights of the FY 24 AOC Report, which provides 2022-23 student performance data and recommendations to improve achievement.
 - Associated Document: FY 24 AOC Report Executive Summary (Appendix A)
2. Preliminary 2023-24 Data
 - Board staff walked the Commission members through preliminary SY 2023-24 data from the Idaho Reading Indicator (IRI) and Idaho Standards Achievement Test (ISAT) in English Language Arts / Literacy (ELA) and Mathematics.
 - Associated Document: Commission for Education Excellence 2023-24 Student Achievement Data, Initial Release (Appendix B)
3. Proposed Consolidated State Plan Amendments
 - Board staff shared proposed changes to the state's long-term goals and ISAT trajectory growth model, as outlined in the Consolidated State Plan Amendment currently under consideration by the U.S. Department of Education.
 - Associated Document: Consolidated State Plan Amendment Presentation (Appendix C)

Fall Meeting: December 12, 2024

Presentations and Discussions:

1. Overview of Assessment Types and Terminology
 - Board staff provided an overview of the types of assessments frequently used by districts and schools to improve systems and instruction and provided members with information about the types of data gained from each type. Staff further clarified best practices regarding how data from different types of assessments should be used.
 - Associated Document: Types of Assessment (Appendix D)

2. Presentations from Schools with Strong Middle Grades ISAT Math results

- Board staff provided introductory information regarding the ISAT Math results of the schools invited to present.
- Thomas Jefferson Charter School (independent charter LEA): Staff from Thomas Jefferson Charter School provided a verbal presentation regarding how their school is using data and other high impact strategies to achieve ISAT Math proficiency and student growth rates in middle grades that are well above state averages.
- Franklin Middle School, Pocatello Chubbuck School District: Staff from Franklin Middle School presented on the work that the district and school are using to use research-based practices and assessment data to support their strong middle grades ISAT Math proficiency and student growth rates.
- Associated Document: Comparison of ISAT Math Results, State and Presentation Schools

3. Commission Discussion – Takeaways from School Presentations

- Board staff facilitated a discussion amongst Commission members regarding the best practices identified through the school presentations.

APPENDIX A

FY 24 AOC REPORT EXECUTIVE SUMMARY

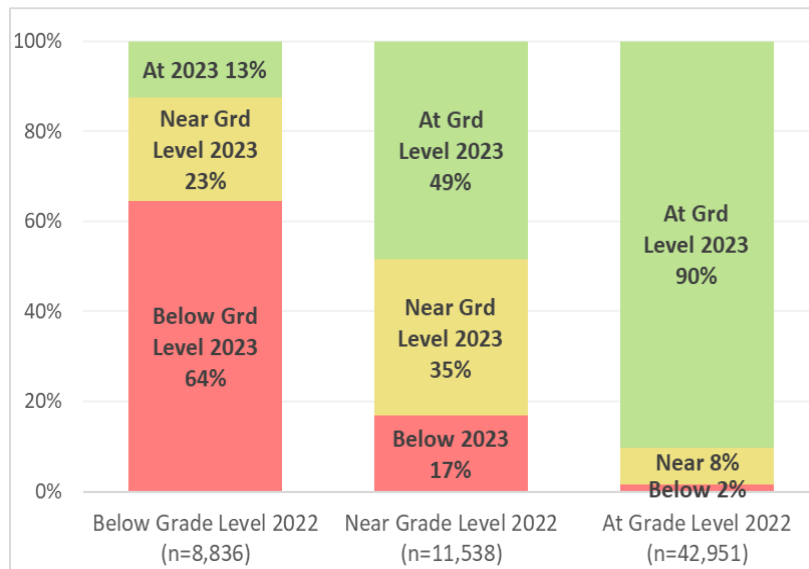
The purpose of this section is to provide a compact overview of the highest priority findings and recommendations found in the FY 24 AOC Recommendations Report, including Appendix A: 2022-2023 Student Achievement Report. Please see the full report for additional details.

Positive Findings

- After the percentage of K-3 students At Grade Level on the IRI fell to a pandemic low of 65% in 2021, the All Students K-3 group had an At Grade Level rate of 69% in 2023.
- High school ISAT ELA scores continue to improve when compared to prior years.
- Longitudinal ISAT math mean scale score data for all grades shows that while math scores were impacted by the pandemic and have not fully recovered, progress has been made.
- English Learners’ performance on the English Language Proficiency Assessment shows students steadily improving over time.
- American Indians / Alaskan Natives have had a steadily increasing 5 Year Cohort Graduation Rate for the past five years; 2018: 63%; 2019: 70%; 2020: 68%; 2021: 73%; and 2022: 76%.

Early Literacy

Figure 1: IRI 2022-23 Performance Relative to 2021-22 Score



Findings

- Most Below and At Grade Level students score in the same category both years.
- There is upward movement, with 36% of students who scored Below Grade Level and 49% of Near Grade Level moving up.
- There is some downward movement of At Grade Level students and Near Grade Level students scoring in a lower category in 2023.

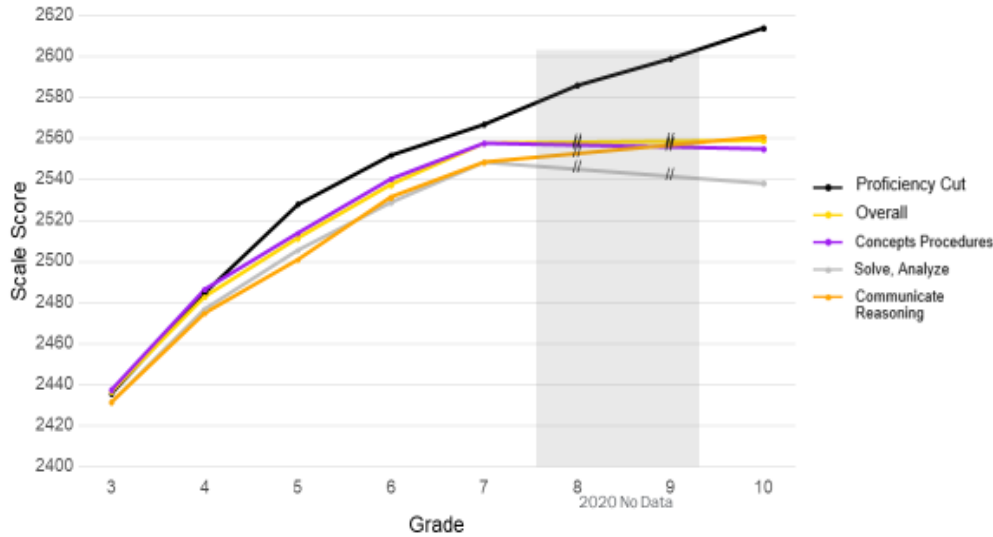
Priority Recommendation

Develop a growth model for the IRI that creates fall-to-spring targets at the individual student level to encourage continued growth for all students.

APPENDIX A

Middle Grades Math

Figure 2: Longitudinal Mean ISAT Math Scale Score, Composite & Claims, 2021-22 Grade 10 Matched Cohort (n=15,998)



Finding

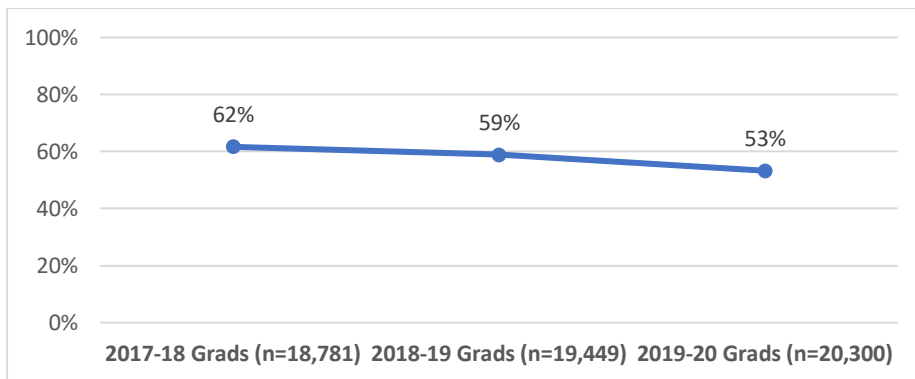
Cohort data shows performance differences between the test’s sub-categories (claims), but does not allow identification of specific skills that are particularly challenging for students at certain grade levels.

Priority Recommendation

Collaborate with Smarter Balanced to create an actionable report on student performance on Idaho’s Academic Content Standards for Mathematics.

High School to Postsecondary Go On Rates

Figure 3: 3 year Go On Rates, by Graduation Cohort



Finding

While the current Go On Rate data is accurate, it does not allow for a clear of understanding of what students are doing after high school, and is missing key metrics.

Priority Recommendation

In alignment with Launch and Idaho’s job market, substantially expand the data reported, to include degrees and certifications completed in high school and a broader range of students’ postsecondary choices.

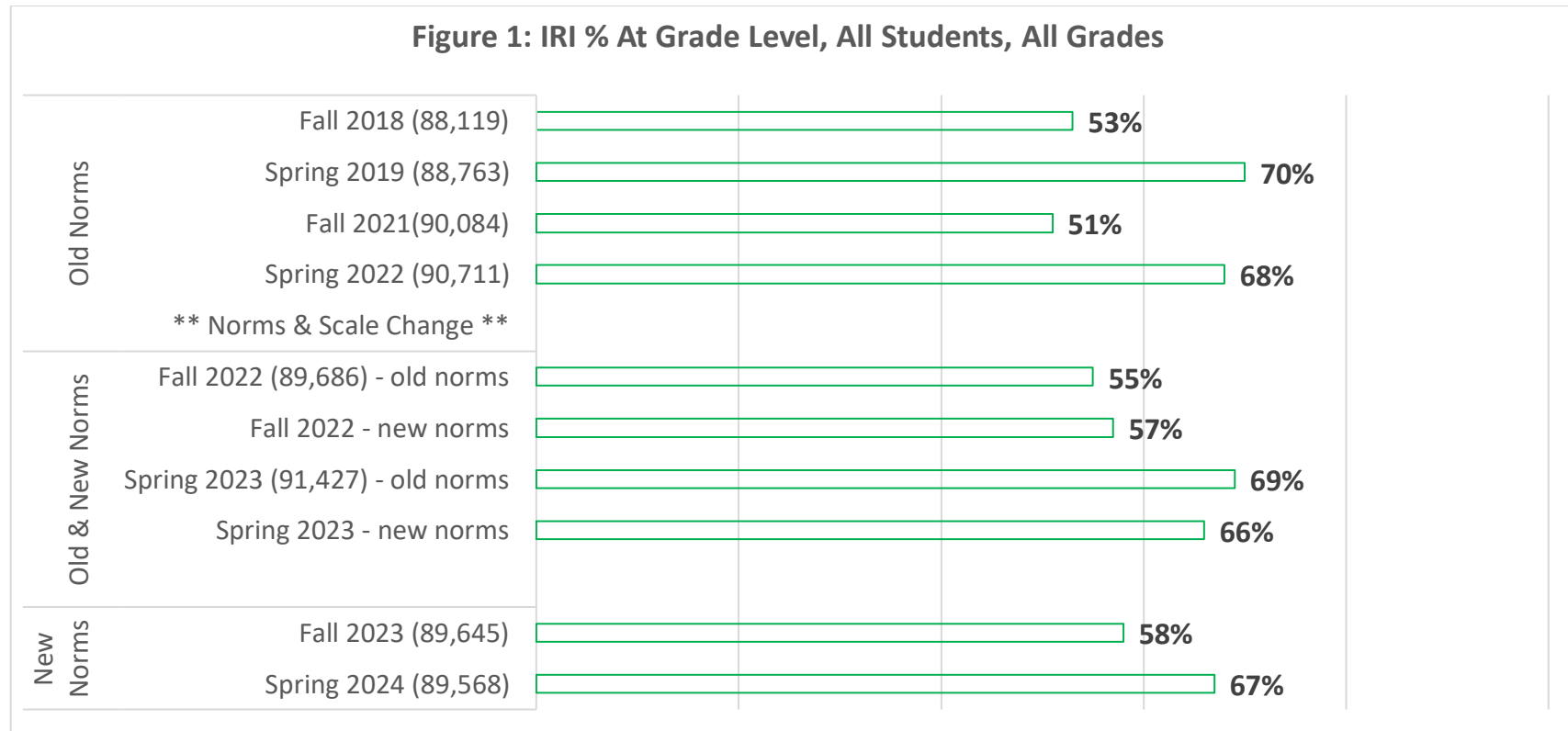
APPENDIX B

**Commission for Education Excellence
2023-2024 Student Achievement Data – Initial Release**

Idaho Reading Indicator (IRI)

Data Considerations

- The IRI vendor, Istation, re-normed and re-scaled their test. These changes went into effect in SY 2022-23.
 - Istation provided SY 2022-23 data in both the old norms and new norms, but for SY 2023-24, we only have data in the new norms.
 - As a result of these substantial changes to the how scores on the assessment are measured, our longitudinal view of our data essentially resets in 2022-23.



APPENDIX B

Figure 2: Kindergarten IRI % At Grade Level

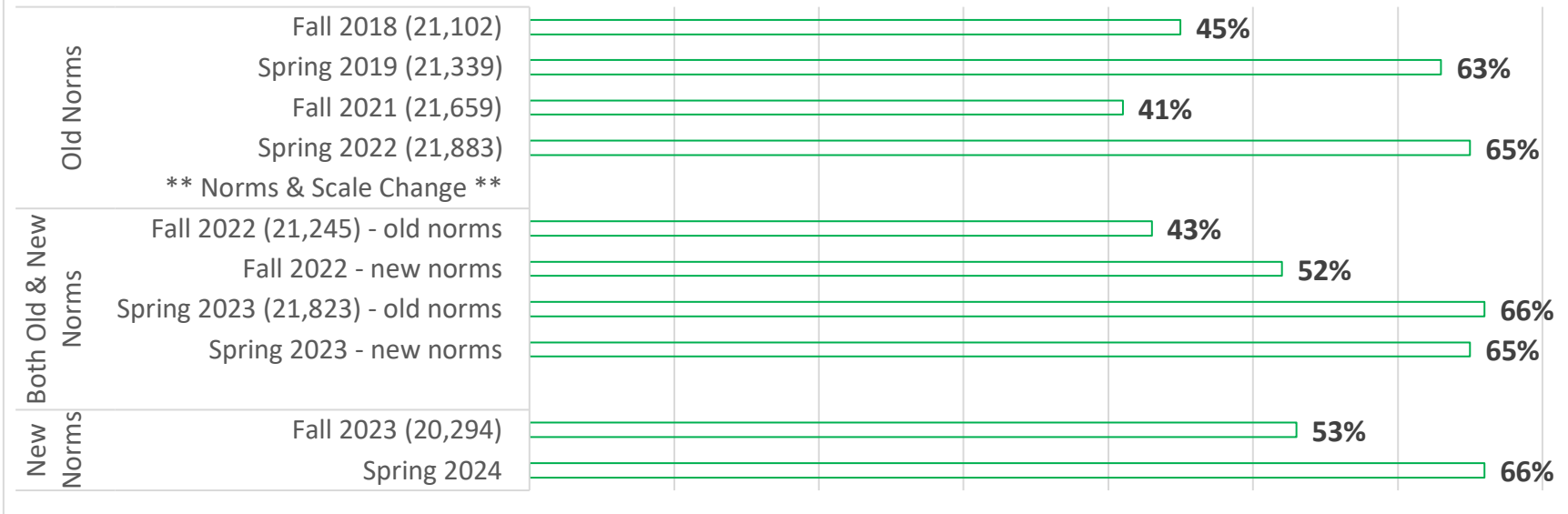


Figure 3: Grade 1 IRI % At Grade Level



APPENDIX B

Figure 4: Grade 2 IRI % At Grade Level

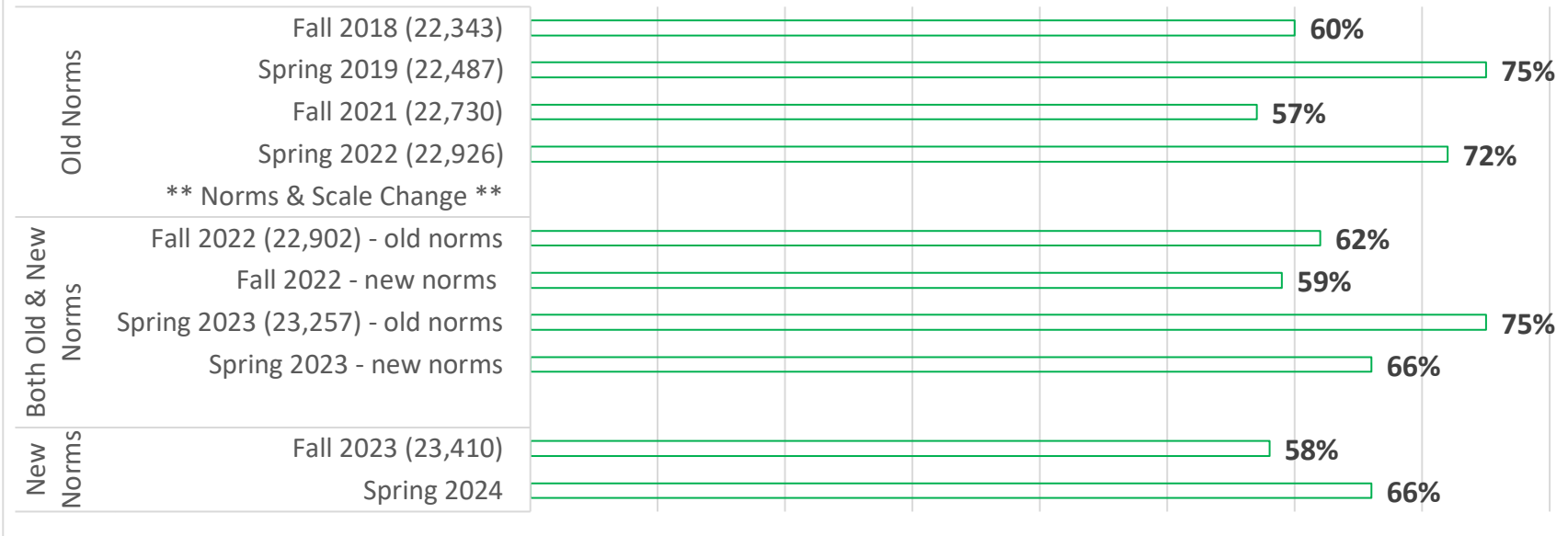


Figure 5: Grade 3 IRI % At Grade Level



APPENDIX B

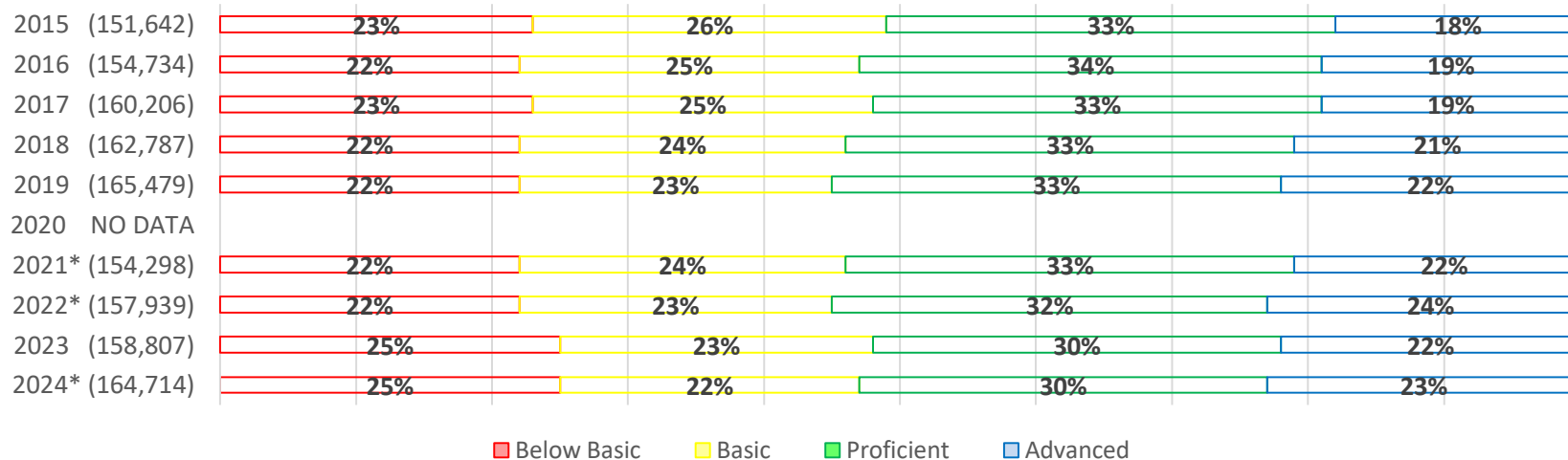
Idaho Standards Achievement Test (ISAT)

Data Considerations

- Idaho has used two different blueprints for the ISAT ELA and Math assessments.
 - From 2015 to 2019, the full blueprints were used.
 - In response to member state requests, Smarter Balanced a shortened blueprints, which was made available to states for the SY 2020-21 administration. Idaho used the shortened blueprints, which have a computer adaptive test (CAT) that is approximately half the length of the full blueprint, for SY 2020-21 and 2021-22.
 - For SY 2022-23, Idaho used the full blueprints, but when stakeholder feedback indicated a preference for the shorter tests, Idaho returned to the shortened blueprints for SY 2023-24.
 - While the full and shortened blueprints are considered to have comparable scores because they test the same content, staff recognizes that there may be minor differences in scores, particularly when other factors such as text fatigue are taken into consideration.

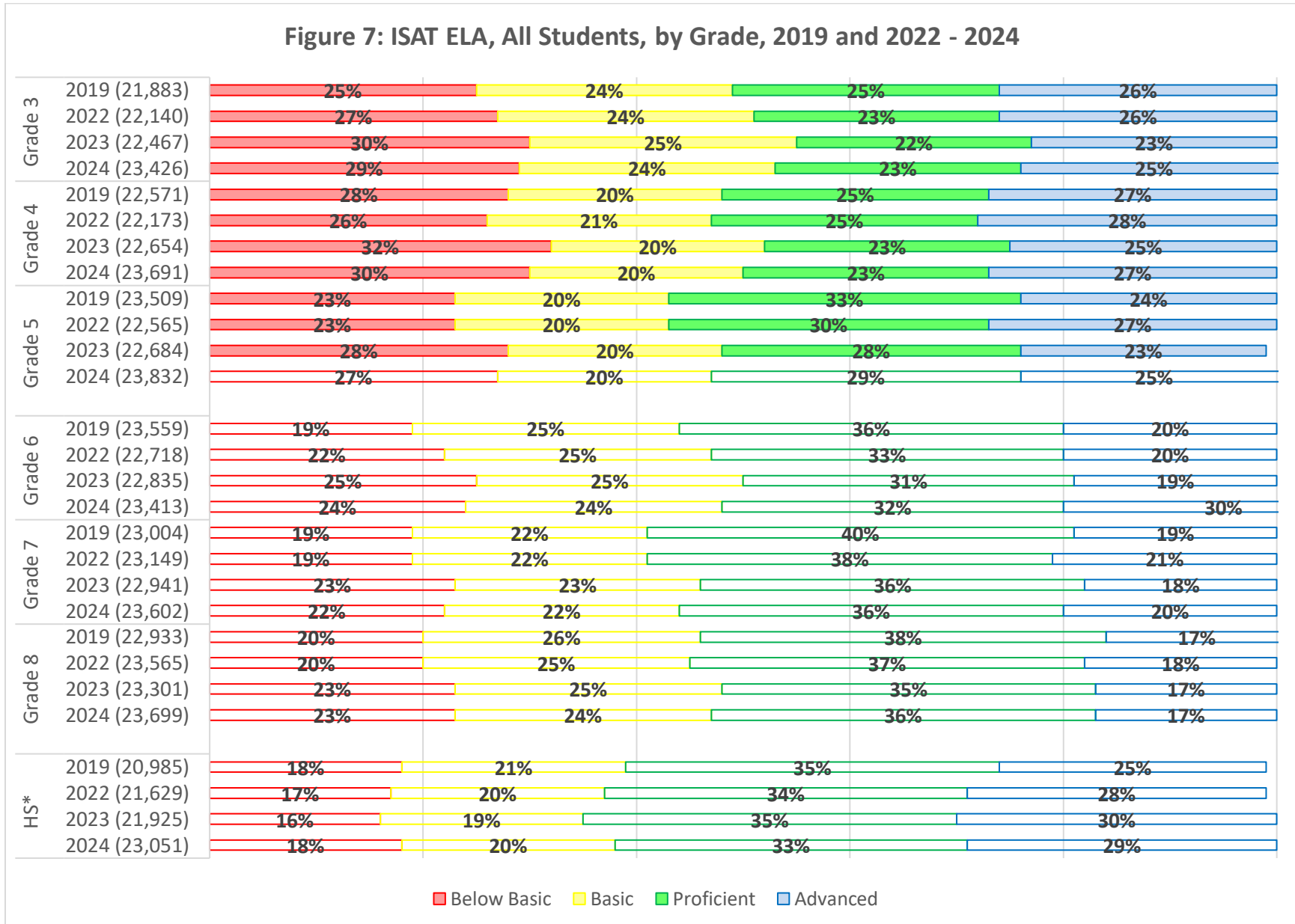
- In SY 2022-23, Idaho moved the high school administration for ISAT ELA and Math from 10th grade to 11th grade. The blueprints for the ELA test is essentially identical between these two grades, while math is just slightly different as Idaho previously removed some questions from the item bank for 10th grade based on concerns about whether students would have had the opportunity to access the content.

Figure 6: ISAT ELA Performance, All Students, All Grades, 2015-2024

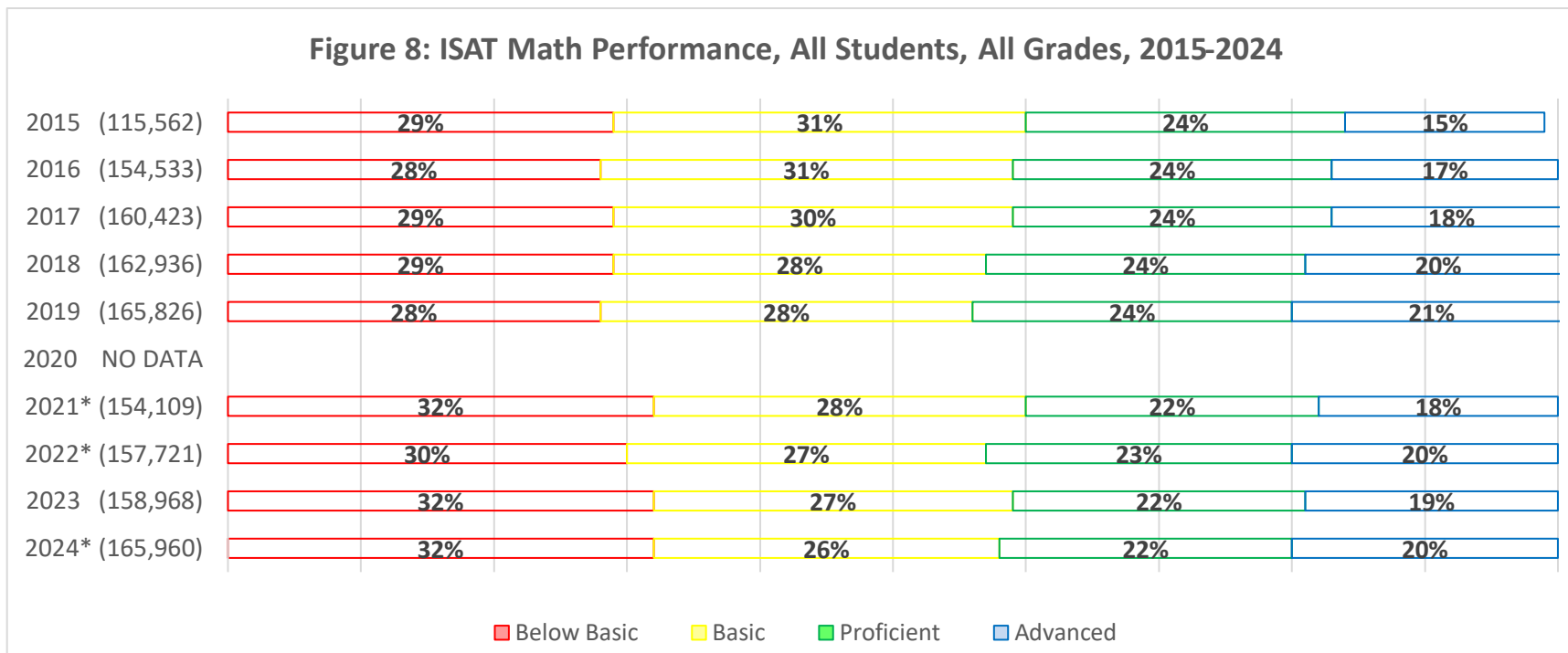


APPENDIX B

Figure 7: ISAT ELA, All Students, by Grade, 2019 and 2022 - 2024

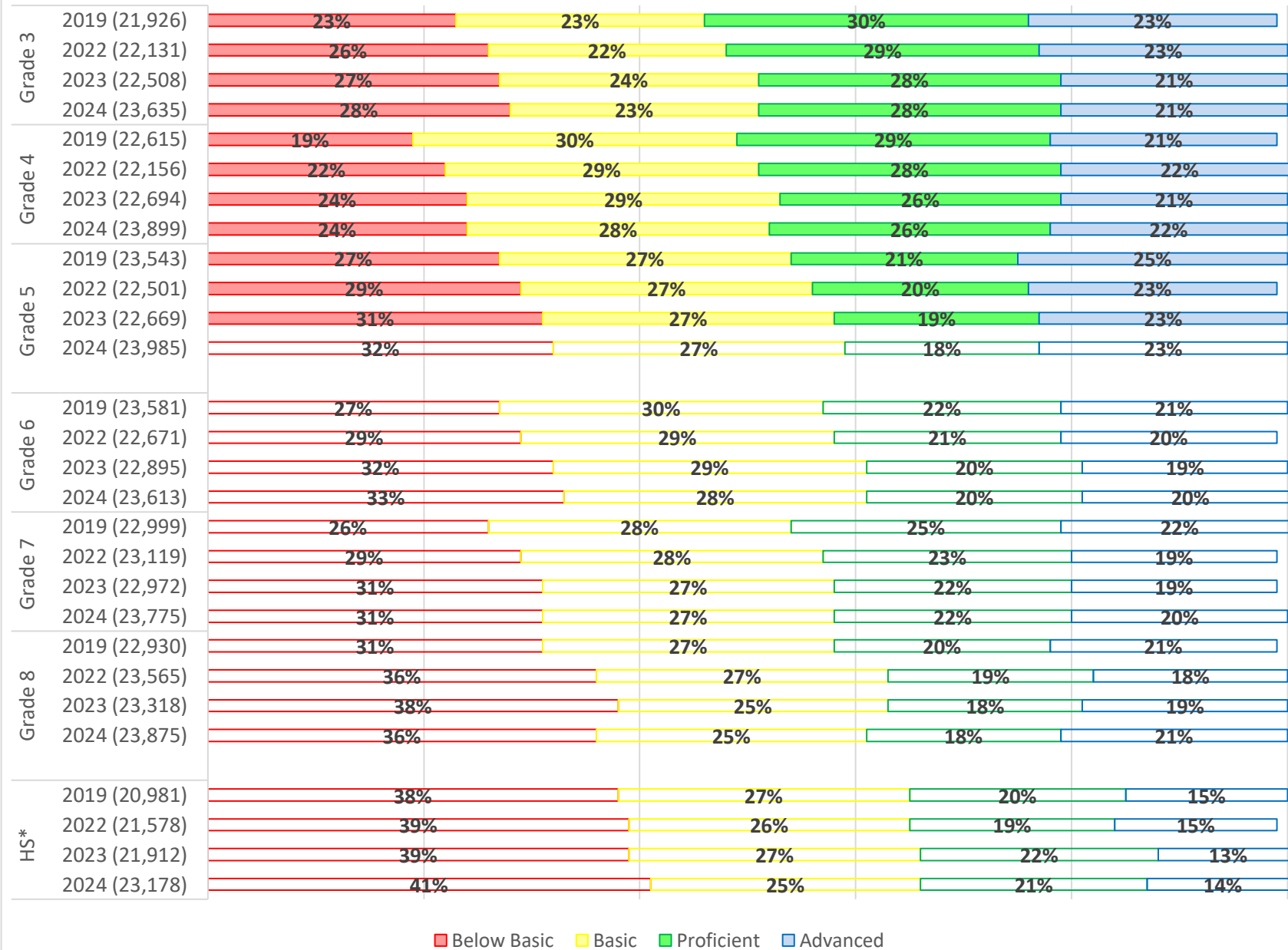


APPENDIX B



APPENDIX B

Figure 9: ISAT Math, All Students, by Grade, 2019 and 2022 - 2024



APPENDIX C



PROPOSED CONSOLIDATED STATE PLAN

NEW LONG-TERM GOALS & CHANGES TO THE ISAT GROWTH MODEL

APPENDIX C

Draft ISAT Math Goals, Base 7 pct pts + 10% Gap Closure

	2023 Baseline	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal
All Students	40.6%	41.6	42.6	43.6	44.6	45.6	46.6	47.6
Econ Disadv	26.7%	27.9	29.1	30.3	31.5	32.7	33.9	35.1
English Learners	8.3%	9.8	11.2	12.7	14.1	15.6	17.1	18.5
Students w/ Disab	11.5%	12.9	14.3	15.7	17.2	18.6	20.0	21.4
Amer Indian	18.7%	20.0	21.3	22.6	24.0	25.3	26.6	27.9
Asian	60.0%	61.0	62.0	63.0	64.0	65.0	66.0	67.0
Black	17.6%	18.9	20.3	21.6	22.9	24.2	25.6	26.9
Hispanic	22.1%	23.4	24.6	25.9	27.2	28.4	29.7	31.0
Hawaiian / Pcf Islr	30.0%	31.2	32.3	33.5	34.6	35.8	36.9	38.1
Two +	42.6%	43.6	44.6	45.6	46.6	47.6	48.6	49.6
White	45.7%	46.7	47.7	48.7	49.7	50.7	51.7	52.7

APPENDIX C

Draft ISAT ELA Goals – Base 7 pct pts + 10% Gap Closure

	2023 Baseline	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal
All Students	51.5%	52.5	53.5	54.5	55.5	56.5	57.5	58.5
Econ Disadv	36.2%	37.4	38.6	39.9	41.1	42.3	43.5	44.7
English Learners	8.1%	9.7	11.3	13.0	14.6	16.2	17.8	19.4
Students w/ Disab	13.6%	15.1	16.7	18.2	19.8	21.3	22.8	24.4
Amer Indian	27.6%	28.9	30.3	31.6	33.0	34.3	35.6	37.0
Asian	65.0%	66.0	67.0	68.0	69.0	70.0	71.0	72.0
Black	27.9%	29.2	30.6	31.9	33.2	34.6	35.9	37.3
Hispanic	33.8%	35.1	36.3	37.6	38.8	40.1	41.3	42.6
Hawaiian / Pcf Islr	39.4%	40.6	41.7	42.9	44.1	45.3	46.4	47.6
Two +	55.7%	56.7	57.7	58.7	59.7	60.7	61.7	62.7
White	56.4%	57.4	58.4	59.4	60.4	61.4	62.4	63.4

APPENDIX C

Draft 4 Year Cohort Graduation Rate Goals – Base 6 pct pts + 10% Gap Closure

	2023 Baseline (2022 grad cohort)	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal (2029 grad cohort)
All Students	79.9	80.8	81.6	82.5	83.3	84.2	85.0	85.9
Econ Disadv	69.6	70.6	71.6	72.6	73.6	74.6	75.6	76.6
English Learners	65.4	66.5	67.5	68.6	69.7	70.7	71.8	72.9
Students w/ Disab	56.6	57.8	59.0	60.2	61.4	62.6	63.7	64.9
Amer Indian	73.4	74.4	75.3	76.3	77.2	78.2	79.1	80.1
Asian	85.4	86.3	87.1	88.0	88.8	89.7	90.5	91.4
Black	69.1	70.1	71.1	72.1	73.1	74.2	75.2	76.2
Hispanic	73.0	74.0	74.9	75.9	76.8	77.8	78.7	79.7
Hawaiian / Pcf Islr	71.6	72.5	73.4	74.2	75.1	76.0	76.9	77.8
Two +	76.5	77.4	78.3	79.2	80.1	81.0	81.9	82.8
White	81.9	82.8	83.6	84.5	85.3	86.2	87.0	87.9

APPENDIX C

Draft 5 Year Cohort Graduation Rate Goals – Base 6 pct pts + 10% Gap Closure

	2023 Baseline (2021 grad cohort)	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal (2028 grad cohort)
All Students	82.3	83.2	84.0	84.9	85.7	86.6	87.4	88.3
Econ Disadv	73.4	74.4	75.4	76.4	77.3	78.3	79.3	80.3
English Learners	66.2	67.3	68.4	69.5	70.5	71.6	72.7	73.8
Students w/ Disab	59.8	61.0	62.2	63.3	64.5	65.7	66.9	68.1
Amer Indian	72.7	73.7	74.7	75.7	76.7	77.7	78.7	79.7
Asian	87.5	88.4	89.2	90.1	90.9	91.8	92.6	93.5
Black	73.9	74.9	75.9	76.8	77.8	78.8	79.8	80.7
Hispanic	75.6	76.6	77.5	78.5	79.4	80.4	81.3	82.3
Hawaiian / Pcf Islr	79.7	80.6	81.5	82.4	83.3	84.2	85.1	86.0
Two +	78.0	78.9	79.8	80.8	81.7	82.6	83.5	84.4
White	84.2	85.1	85.9	86.8	87.6	88.5	89.3	90.2

APPENDIX C

English Learners' Progress Goals

Approach to Goal Setting

- The proposed goals are set with an ambitious 20 percentage point improvement in ELs hitting their targets, with expected annual improvements higher for 2024-2027 (3.3 ppt) than 2028-2030 (2.3 ppt).

Draft English Learners' Growth Towards Proficiency Goals (3.3 pt thru 2027, then 2.3 pt)

	2023 Baseline	2024 Interim Target	2025 Interim Target	2026 Interim Target	2027 Interim Target	2028 Interim Target	2029 Interim Target	2030 Long-term Goal
English Learners Making Growth	55.9%	59.2	62.5	65.8	69.1	71.4	73.7	76.0

NOTE: A revised version of the WIDA ACCESS is underway; we would reassess this goal and targets when we have at least 2 years of data from the new test.

APPENDIX C

Trajectory Growth Model (ISAT)

Reasons for Recommended Changes

The Accountability Oversight Committee, Office of the State Board of Education, and Idaho Department of Education identified the following issues with the current model:

- Students who score lower on the test (i.e. Below Basic) often have a growth target that is too ambitious to be achievable
- Students who score Proficient can have a growth target that requires little to no growth (depending on the individual student's scale score)
- Students who score Advanced can have a growth target that is a negative slope, since the expectation is that they just need to stay above the proficiency cut score to hit their target

APPENDIX C

Proposed Model – Trajectory Growth Targets Set Based on Prior Performance

Expectations for Students Who Have Not Scored Proficient

- The non-proficient ISAT performance categories (Level 1 and Level 2) are divided into 3 sub-categories.
- Students growth targets are designed to move them towards proficiency.
- Students’ annual growth targets are set with the expectation to improve performance spring-to-spring by 1 achievement sub-category or more.

	Level 1 – Below Basic			Level 2 – Basic		
Prior Year	1a	1b	1c	2a	2b	2c
Current year	1b	1c	2a	2b	2c	3a

APPENDIX C

Proposed Model – Trajectory Growth Targets Set Based on Prior Performance

Expectations for Students Who Have Scored Proficient

- The ISAT Proficient performance category (Level 3) is also divided into 3 sub-categories.
- Students growth targets are designed to ensure they continue to expand their learning by at least 1 academic year and maintain proficiency.
- Students’ annual growth targets are set with the expectation of maintaining performance spring-to-spring in the same sub-category (or exceeding that).

	Level 3 – Proficient		
Prior Year	3a	3b	3c
Current year	3a	3b	3c

Please Note: Because this part of the proposed model (targets for Proficient students) was adjusted based on stakeholder feedback, we do not have data modeling available.

APPENDIX C

Proposed Model – Trajectory Growth Targets Set Based on Prior Performance

Expectations for Students Who Have Scored Advanced

- The ISAT Proficient performance category (Level 4) is *not* divided into sub-categories.
- Students growth targets are designed to ensure they continue to expand their learning by approximately 1 academic year.
- Students’ annual growth targets are set with the expectation of maintaining performance spring-to-spring in the same performance category by staying at or above the Level 4 (Advanced) cut score.

	Level 4 – Advanced
Prior Year	4
Current year	Maintain anywhere in the Level 4 category

APPENDIX D

**Types of Assessment and
Data Use Best Practices by Assessment Type**

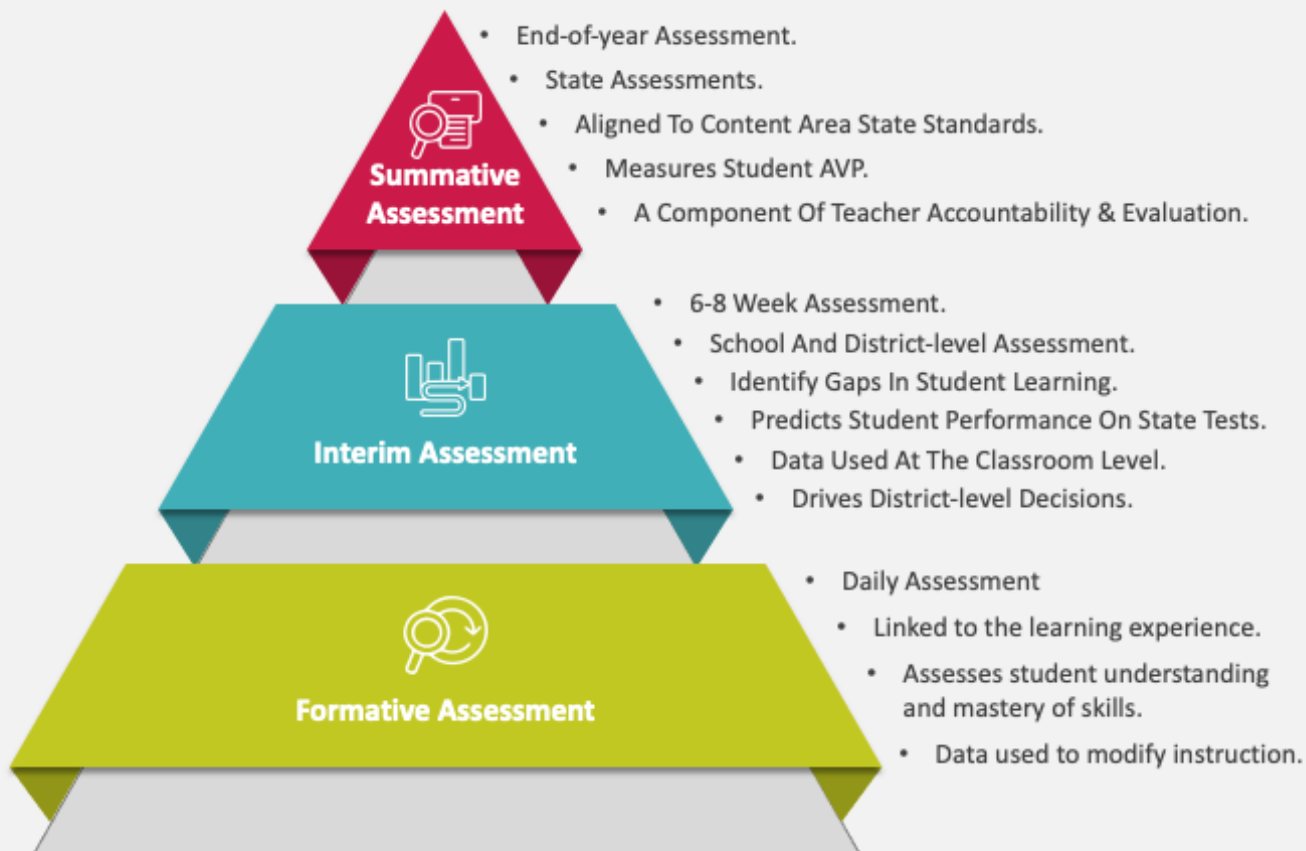
Idaho Assessment Types and Definitions¹

- **Screener Assessment:** Given before instruction to inform teachers where to begin teaching core instruction, to differentiate instruction, and to flag students who are at risk for developing reading difficulties and/or who need intervention support.
- **Diagnostic Assessment:** Given at any time, diagnostic assessments are designed to extract precise information about students' specific skills knowledge to inform instructional interventions.
- **Formative Assessment:** Formative assessment is an intentional ongoing process – not a single test. It describes feedback discussions between teachers and students, and students and their peers that happens *during instruction*. It's a deliberate process that is used to provide specific insight into student learning and allow for educators to adjust teaching strategies accordingly.
- **Interim Assessment:** Interim assessments are typically used to determine whether students are on track toward proficiency of the content standards. Interim assessments may be selected by teachers in the classroom to meet several instructional purposes, or administered after sufficient teaching and learning has occurred.
- **Progress Monitoring:** Administered frequently throughout instruction and intervention to closely monitor student progression toward mastery of concepts, skills, and grade level content.
- **Summative Assessments:** Summative assessments are administered at the end of the year and designed to provide systems level information for state, district, and school decision making on an annual basis.

¹ Idaho State Board of Education, 2020 Comprehensive Literacy Plan, Glossary

APPENDIX D

TYPES OF ASSESSMENTS

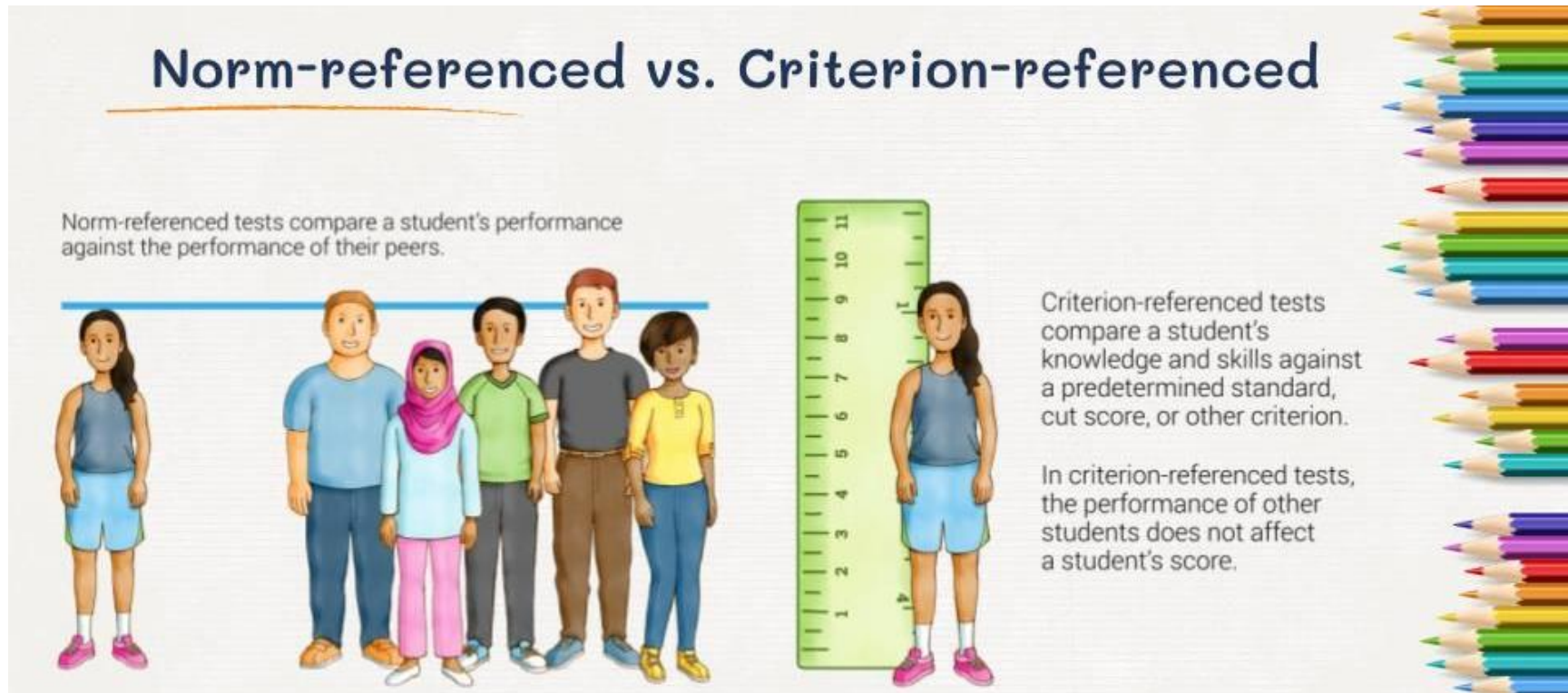


² Collidu. Web at <https://www.collidu.com/presentation-types-of-assessments>

APPENDIX D

Assessment Type	Recommended Data Uses
Screening Assessment (Screener)	<ul style="list-style-type: none"> • Identify students who may need additional support (intervention) • Identify students for additional diagnostics • Determine the instructional differentiation needed in a classroom
Teacher-Administered Diagnostic Assessment	<ul style="list-style-type: none"> • Further determine and understand areas where a student struggles • Identify specific interventions to support the student
Formative Assessment	<ul style="list-style-type: none"> • Gauge how well students understand a recently taught concept • Identify gaps in knowledge • Plan future instruction
Interim Assessment	<ul style="list-style-type: none"> • Assess student’s knowledge and skills on a group of related concepts • Review student progress towards concept mastery
Progress Monitoring	<ul style="list-style-type: none"> • Determine the success of interventions • Plan future interventions
Summative Assessment	<ul style="list-style-type: none"> • Assess the totality of a concept (i.e. end of semester test after all instruction of a concept) • Understand how well the state, districts, and schools are doing at providing instruction to full groups of students • Identify concepts where instruction across groups of students appears to be strong or in need of review and revision • Identify performance trends over time (particularly at the school, district, state level)

APPENDIX D



3

- Most interim assessments (particularly those that LEAs purchase directly from assessment vendors) are norm-referenced assessments. The IRI by Istation is also a norm-referenced assessment.
- Federal law requires the statewide summative assessment used for school accountability to be aligned to the state's academic standards. As a result, the ISAT is a criterion-referenced assessment. Most formative assessments created by teachers are also criterion-referenced.

³ Renaissance. Web at <https://www.renaissance.com/2018/07/11/blog-criterion-referenced-tests-norm-referenced-tests/>

SUBJECT

Educator Preparation Provider Program Annual Reports

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114, Idaho Code
Section 33-1207A, Idaho Code
Section 33-1203, Idaho Code
IDAPA 08.02.02.012
IDAPA 08.02.02.014
IDAPA 08.02.02.015

BACKGROUND/DISCUSSION

Educator Preparation Programs accredited by the Council for the Accreditation of Educator Preparation (CAEP) receive annual accreditation reports. These reports provide an opportunity to reflect on the work that the educator preparation provider has done over the past year and provide updates on efforts in continuous improvement.

CAEP Accreditation is known as the Gold Standard for educator preparation. CAEP is committed to maintaining that reputation for educator preparation providers. CAEP Accreditation is a public symbol of quality which shows that an educator preparation provider is willing to take on the work of continuous improvement for its candidates and the students they will serve.

IMPACT

This item is for informational purposes only.

ATTACHMENTS

Attachment 1 – BSU 2024 CAEP Annual Report
Attachment 1 – ISU 2024 CAEP Annual Report
Attachment 1 – LCSC 2024 CAEP Annual Report
Attachment 1 – NNU 2024 CAEP Annual Report
Attachment 1 – UI 2024 CAEP Annual Report

BOARD ACTION

This item is for informational purposes only.



Section 1. EPP Profile Updates in AIMS

[2024 Annual Accreditation Report](#) : [Annual Accreditation Report](#) : [Section 1. EPP Profile Updates in AIMS](#)

After reviewing and/or updating the Educator Preparation Provider's (EPP's) Users, EPP Details, EPP Programs, and EPP Locations in AIMS 2.0, answer each question to indicate that the information in the system is up-to-date and accurate.

1.1. Update Contact Information in AIMS 2.0:

1.1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.

To update these users, please click on the "Users" tab at the top of the current page or via the left sidebar, then click the pencil shaped icon to edit that user. Please be sure to update the individuals with the correct contact information and to ensure one individual, usually the EPP Primary role, is selected as the **User Access Manager**.

The individuals identified should be authorized by the EPP to receive time-sensitive CAEP accreditation related communications.

- Agree
- Disagree

1.2. Update EPP Information in AIMS 2.0:

Organization Name

Boise State University

EPP Name

College of Education

Carnegie Classification

Doctoral/Professional ▼

Control of Organization

Public ▼

Population Served

Not Applicable ▼

Degree of Urbanization

Urban ▼

Language of Instruction

Boise State University
2024 Annual Accreditation Report
Printed Date: 2024-09-30



Religious Affiliations

English Undenominational

Organizational Accreditation

Northwest Commission or

Degree Granting

Yes
 No

Address

1910 University Drive

Address 2

City

Boise

State

Idaho-ID

Zip

83725-1700

Country

United States

Phone

208-426-1000

Website

<https://www.boisestate.edu> open_in_new

1.2.1. I confirm that the above information displayed from the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or auxiliary locations.

The questions appearing above need to be updated and verified. The rest of the questions noted on your EPP Details tab are read only.

EPP Locations must be updated on the EPP Locations tab, accessible at the top of this page and via the left sidebar on the "My Locations" page. Your **Main Campus**, which should be reflected in the address information above, needs to be added and saved in your EPP Locations tab.

Any additional campuses also offering your EPP's programs should each be listed in the EPP Locations tab as an **Auxiliary Location**.

- Agree
 Disagree

1.2.2. I confirm that EPP's licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP's scope of accreditation.

The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is both filled out and accurate.

- Agree
 Disagree

AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and one EPP Secondary Contact?

- Yes
 No

AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?

- Yes
 No

AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?

Yes

No

Section 2. EPP's Program Graduates [Academic Year 2022-2023]

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 2. EPP's Program Graduates [Academic Year 2022-2023]

2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2022-2023. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.

2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

210

Previous Year Number of initial-licensure level Graduates:

229

2.1.2 What is the number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

43

Previous Year Number of advanced level Graduates:

75

Total number of program graduates

Boise State University
2024 Annual Accreditation Report
Printed Date: 2024-09-30



253

Previous Year Total Number of Graduates:

304

Change from last year:

Display calculation Difference between last year and this year

-51

AR Reviewer Question 2. Comparing the EPP's reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]

Fee Brackets based on completer numbers:

1. 0-50
2. 51-150
3. 151-300
4. 301-500
5. 501-1000
6. 1000+
7. International

Yes

No

Section 3. Substantive Changes

2024 Annual Accreditation Report : Annual Accreditation Report : Section 3. Substantive Changes

Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year's Annual Accreditation Report.

3.1. Has there been any change in the EPP's legal status, form of control, or ownership?

Change

No Change/Not Applicable



3.2. Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

- Change
- No Change / Not Applicable

3.3. Since the last reporting cycle, has the EPP seen a change in state program approval?

- Change
- No Change / Not Applicable

3.4. What is the institution's current regional accreditation status?

3.4.1. Institutional Accreditation Agency:

Northwest Commission or ▼

3.4.2. Institutional Accreditation Status:

Accredited/Accreditation F ▼

3.4.3. Does this represent a change in status from the prior year?

- Change
- No Change / Not Applicable

3.5. Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?

Please see Policy V.4.01 of the [CAEP Accreditation Policies and Procedures](#) document for CAEP's definition of substantive changes.

- Change
- No Change / Not Applicable

AR Reviewer Question 3. Please provide feedback on the EPP's substantive changes, if any. Type "None" if no substantive changes were identified.

None



**2024 Annual Accreditation Report : Annual Accreditation Report :
Section 4. CAEP Accreditation Details on EPP's Website**

Please update the EPP's public-facing website to include:

- 4.1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE/TEAC) reviewed programs, and
- 4.2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2022-2023

4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

In the box below, please provide a direct URL link to the EPP's website where information on its current CAEP accreditation status and a list of CAEP-reviewed programs can be found.

<https://www.boisestate.edu/education/initial-licensure>

4.2. CAEP Accountability Measures [2022-2023 Academic Year]

Please provide a direct URL link to the EPP's website where the CAEP Accountability Measures data display is made available to the public. The EPP's data display must include data relevant to the Four Measures listed below.

Measure 1 (Initial): Completer effectiveness. (R4.1)

Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)

Data provided should be collected on employers' satisfaction with program completers.

Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)

Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)

Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).

Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level



In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your initial-licensure level programs.

<https://www.boisestate.edu/initial-licensure-caep-accountability-measures>

4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your advanced level programs. If it is the same as the initial-licensure level link, repeat the link here.

If the same as the initial-licensure level link, please provide the link in this box again.

If your EPP does not have advanced level programs, then please leave this box blank.

<https://www.boisestate.edu/initial-licensure-caep-accountability-measures>

AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?

- Yes
- No

AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?

- Yes
- No

AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)

- Yes
- No

AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant



CAEP Component?

- Yes
- No

AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2022-2023 Academic Year? (*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)

- Yes
- No

AR Reviewer Question 4.6. Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?

- Yes
- No

AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]

- Yes
- No

Section 5: Areas for Improvement and/or Stipulations

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 5: Areas for Improvement and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s) and/or stipulations until the EPP's next CAEP Accreditation Site Review.

To write your summary, please click on the pencil icon next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2024 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.



If you do not have any AFIs or stipulations listed, please mark this section complete.

AR Reviewer Question 5. Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.]

- Yes
- No

AFI/STIPULATION

Name	Email	IsActive	Action
Items per page: 10 0 of 0 < >			

Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

6.1. Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

In the last academic year, Boise State's College of Education leadership, faculty, and staff have undertaken the critical and complex project of college-wide restructuring. The goals of restructuring are to (1) increase efficiencies; (2) improve



interdisciplinary collaboration, strategic planning, and problem solving; (3) reduce competition for resources; (4) improve the student experience; (5) allow flexibility in faculty hiring; and (6) empower faculty through shared governance. Boise State's partnership with CAEP and our work towards continuous improvement has driven key parts of the restructuring proposal and work within various sub-committees. For instance, it became clear that the shift from NCATE to CAEP made the current structure much less effective. Our restructuring proposal should facilitate interdisciplinary collaboration, encouraging faculty members from diverse fields to collaborate on research, teaching, and community engagement projects. This collaborative approach supports sustainable strategic planning efforts and fosters innovative problem-solving, enabling the college to address complex issues with a multifaceted perspective. In addition, our continuous improvement systems have led us to realize that competition for resources within an institution can lead to siloed approaches and hinder overall progress. Our restructuring proposal should establish a unified framework for resource allocation, ensuring that resources are distributed based on strategic priorities rather than individual departmental competition. This promotes a culture of cooperation and collective advancement. This attention to purposeful cooperation allows for recruitment efforts to focus on teachers and future educators instead of specific program areas in the beginning of student exploration. Through this lens, work towards continuous improvement of our systems and practices should evolve to allow for more collaborative approaches to data collection and analysis, especially as advanced programs progress through the final stages of the transition plan. Smaller, more focused, initial and advanced program coordinator groups will create room for better communication between the two new proposed departments and with the Office of Teacher Education and the Director of Assessment and Accreditation. For instance, tracking advanced program candidate progress in program has greatly improved and become more efficient thanks to quality systems in place over the past two years; these processes will become more streamlined as new department heads and program area coordinators shift into their roles. These changes will also support targeted continuous improvement efforts in regards to advanced programs' alumni and employer satisfaction survey distribution and data analysis to better serve students and programs. As we transform as a college, data collection and results made available to CAEP may change as well, with the intent of improving our processes to ultimately provide the best preparation programs possible.

AR Reviewer Question 6. Has the EPP shared its continuous improvement initiatives, AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?

Yes

No

Section 7: Feedback for CAEP & Report Preparer's Authorization

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 7: Feedback for CAEP & Report Preparer's Authorization

7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

We do not have any questions at this time.

7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2024 EPP Annual Report, and that the details provided in this report and linked



webpages are up-to-date and accurate at the time of submission.

I am authorized to complete this report.

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation, or having completed the accreditation process is considered the property of CAEP and may be used for training, research, and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

See [CAEP Accreditation Policies and Procedures](#).

Acknowledge

Semester of EPP's next CAEP Site Review

Next Visit Date [Semester] - Initial-Licensure Level

Spring ▼

Next Visit Date [Year] - Initial-Licensure Level

2030 ▼

Next Visit Date [Semester] - Advanced Level

Spring ▼

Next Visit Date [Year] - Advanced Level

2030 ▼

AR Reviewer Question 7.1. If the EPP asked any questions, please respond to the questions below.

N/A

AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2024 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.

- Yes
- No



Section 1. EPP Profile Updates in AIMS

2024 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) Users, EPP Details, EPP Programs, and EPP Locations in AIMS 2.0, answer each question to indicate that the information in the system is up-to-date and accurate.

1.1. Update Contact Information in AIMS 2.0:

1.1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.

To update these users, please click on the "Users" tab at the top of the current page or via the left sidebar, then click the pencil shaped icon to edit that user. Please be sure to update the individuals with the correct contact information and to ensure one individual, usually the EPP Primary role, is selected as the **User Access Manager**.

The individuals identified should be authorized by the EPP to receive time-sensitive CAEP accreditation related communications.

- Agree
- Disagree

1.2. Update EPP Information in AIMS 2.0:

Organization Name	EPP Name	Carnegie Classification
<input type="text" value="Idaho State University"/>	<input type="text" value="College of Education"/>	<input type="text" value="Doctoral/Professional ▼"/>

Control of Organization

Population Served

Degree of Urbanization

Language of Instruction



Religious Affiliations

English Undenominational

Organizational Accreditation

Northwest Commission or

Degree Granting

Yes
 No

Address

921 South Eighth Avenue

Address 2

City

Pocatello

State

Idaho-ID

Zip

83209

Country

United States

Phone

208-282-2783

Website

isu.edu/education

open_in_ne

1.2.1. I confirm that the above information displayed from the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or auxiliary locations.

The questions appearing above need to be updated and verified. The rest of the questions noted on your EPP Details tab are read only.

EPP Locations must be updated on the EPP Locations tab, accessible at the top of this page and via the left sidebar on the "My Locations" page. Your **Main Campus**, which should be reflected in the address information above, needs to be added and saved in your EPP Locations tab.

Any additional campuses also offering your EPP's programs should each be listed in the EPP Locations tab as an **Auxiliary Location**.

- Agree
 Disagree

1.2.2. I confirm that EPP's licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP's scope of accreditation.

The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is both filled out and accurate.

- Agree
 Disagree

AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and one EPP Secondary Contact?

- Yes
 No

AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?

- Yes
 No



AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?

- Yes
- No

Please provide additional comments:

The EPP needs to complete the program profiles, select the State Review option for each of its program listings. The listing of programs can be found on the EPP Programs tab. Please click the "Edit" button for each program to ensure the program information is both filled out and accurate. Please respond by addressing the feedback within 30 days of being notified.

Section 2. EPP's Program Graduates [Academic Year 2022-2023]

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 2. EPP's Program Graduates [Academic Year 2022-2023]

2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2022-2023. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.

2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

Previous Year Number of initial-licensure level Graduates:

2.1.2 What is the number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

Idaho State University
2024 Annual Accreditation Report
Printed Date: 2024-09-30



Previous Year Number of advanced level Graduates:

Total number of program graduates

Previous Year Total Number of Graduates:

Change from last year:

Display calculation Difference between last year and this year

AR Reviewer Question 2. Comparing the EPP's reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]

Fee Brackets based on completer numbers:

1. 0-50
2. 51-150
3. 151-300
4. 301-500
5. 501-1000
6. 1000+
7. International

Yes

No



2024 Annual Accreditation Report : Annual Accreditation Report : Section 3. Substantive Changes

Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year's Annual Accreditation Report.

3.1. Has there been any change in the EPP's legal status, form of control, or ownership?

- Change
- No Change/Not Applicable

3.2. Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

- Change
- No Change / Not Applicable

3.3. Since the last reporting cycle, has the EPP seen a change in state program approval?

- Change
- No Change / Not Applicable

3.4. What is the institution's current regional accreditation status?

3.4.1. Institutional Accreditation Agency:

Northwest Commission or ▼

3.4.2. Institutional Accreditation Status:

Accredited/Accreditation F ▼

3.4.3. Does this represent a change in status from the prior year?

- Change
- No Change / Not Applicable

3.5. Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?

Please see Policy V.4.01 of the [CAEP Accreditation Policies and Procedures](#) document for CAEP's definition of substantive changes.

- Change
- No Change / Not Applicable

AR Reviewer Question 3. Please provide feedback on the EPP's substantive changes, if any. Type



"None" if no substantive changes were identified.

None

Section 4. CAEP Accreditation Details on EPP's Website

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public-facing website to include:

- 4.1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE/TEAC) reviewed programs, and
- 4.2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2022-2023

4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

In the box below, please provide a direct URL link to the EPP's website where information on its current CAEP accreditation status and a list of CAEP-reviewed programs can be found.

<https://www.isu.edu/tes/> open_in_ne

4.2. CAEP Accountability Measures [2022-2023 Academic Year]

Please provide a direct URL link to the EPP's website where the CAEP Accountability Measures data display is made available to the public. The EPP's data display must include data relevant to the Four Measures listed below.

Measure 1 (Initial): Completer effectiveness. (R4.1)

Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)

Data provided should be collected on employers' satisfaction with program completers.

Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)

Data provided should relate to measures the EPP is using to determine if candidates are meeting program



expectations and ready to be recommended for licensure. (E.g.: EPP’s Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)

Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).

Data provided may come from various sources, including state or EPP collected data related to completers’ employment in teaching positions for which they were prepared.

4.2.1. URL Link for EPP’s Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide a direct URL link to the EPP’s CAEP Accountability Measures data for your initial-licensure level programs.

open_in_ne

4.2.2. URL Link for EPP’s Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide a direct URL link to the EPP’s CAEP Accountability Measures data for your advanced level programs. If it is the same as the initial-licensure level link, repeat the link here.

If the same as the initial-licensure level link, please provide the link in this box again.

If your EPP does not have advanced level programs, then please leave this box blank.

open_in_ne

AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?

- Yes
- No

AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP’s display of data for the CAEP Accountability Measures is available to the public?

- Yes
- No

AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)

- Yes
 No

AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant CAEP Component?

- Yes
 No

AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2022-2023 Academic Year? (*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)

- Yes
 No

AR Reviewer Question 4.6. Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?

- Yes
 No

AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]

- Yes
 No

Section 5: Areas for Improvement and/or Stipulations

2024 Annual Accreditation Report : Annual Accreditation Report :



Section 5: Areas for Improvement and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s) and/or stipulations until the EPP’s next CAEP Accreditation Site Review.

To write your summary, please click on the pencil icon next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2024 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

AR Reviewer Question 5. Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP’s next CAEP Accreditation Site Review.]

- Yes
- No

AFI/STIPULATION

Standard	Component	Type	Status
R5 Quality Assurance System and Continuous Improvement	R5.2 Data Quality	AFI	Open
RA.5 Quality Assurance System and Continuous Improvement	RA5.3 Stakeholder Involvement	AFI	Open

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Section 6. EPP’s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

2024 Annual Accreditation Report : Annual Accreditation Report :



Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

6.1. Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

Initial Programs: The assessment platform will be changing in Fall 2024 from Taskstream to Canvas as the university moves the LMS to Canvas in the Fall. A recommendation will be made to the IACTE workgroup to review the questions and alignment of the Alumni survey during AY 2024-2025. Starting with Special Education (Spring 2024), the department is looking at curriculum alignment to complete feedback, program assessment results, and new state standards. Next steps will be to visit the curriculum for elementary and secondary education. The department will continue the work to align the student teaching portfolio with state standards for special education, early childhood blended, and deaf education. The department will be refining the field placement process for 2024-2025. Advanced Programs: MEd. Education Administration Programmatic and K-12 Principal Endorsement Graduate Certificate: Program modifications include updating the required internship activities to more closely align with program standards and outcomes. A new online Internship Handbook was produced and made available to all cooperating administrators in the field. Additionally, an Intern Performance Survey for cooperating administrators was updated and is now available via a Google form. The focus group activity was designed to collect feedback from cooperating administrators to validate and/or revise the required internship activities. This feedback from the field regarding internship requirements is critical to the success of students completing the degree or certificate and assuming a leadership position. SPED Director Certificate Program: With a very small number of graduates in this program we do not have data to suggest needed improvement to the program. Faculty will be conducting a Focus Group activity with SPED Directors in the field to determine alignment of internship activities with job expectations in 2026.

AR Reviewer Question 6. Has the EPP shared its continuous improvement initiatives, AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?

Yes

No

Section 7: Feedback for CAEP & Report Preparer's Authorization

**2024 Annual Accreditation Report : Annual Accreditation Report :
Section 7: Feedback for CAEP & Report Preparer's Authorization**

7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?



Insert text here ...

7.2. Preparer’s authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2024 EPP Annual Report, and that the details provided in this report and linked webpages are up-to-date and accurate at the time of submission.

I am authorized to complete this report.

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation, or having completed the accreditation process is considered the property of CAEP and may be used for training, research, and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

See [CAEP Accreditation Policies and Procedures](#).

Acknowledge

Semester of EPP’s next CAEP Site Review

Next Visit Date [Semester] - Initial-Licensure Level

Fall ▼

Next Visit Date [Year] - Initial-Licensure Level

2029 ▼

Next Visit Date [Semester] - Advanced Level

Fall ▼

Next Visit Date [Year] - Advanced Level

2029 ▼

AR Reviewer Question 7.1. If the EPP asked any questions, please respond to the questions below.

N/A

Idaho State University
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AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2024 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.

- Yes
- No



Section 1. EPP Profile Updates in AIMS

2024 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) Users, EPP Details, EPP Programs, and EPP Locations in AIMS 2.0, answer each question to indicate that the information in the system is up-to-date and accurate.

1.1. Update Contact Information in AIMS 2.0:

1.1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.

To update these users, please click on the "Users" tab at the top of the current page or via the left sidebar, then click the pencil shaped icon to edit that user. Please be sure to update the individuals with the correct contact information and to ensure one individual, usually the EPP Primary role, is selected as the **User Access Manager**.

The individuals identified should be authorized by the EPP to receive time-sensitive CAEP accreditation related communications.

- Agree
- Disagree

1.2. Update EPP Information in AIMS 2.0:

Organization Name

EPP Name

Carnegie Classification

Control of Organization

Population Served

Degree of Urbanization

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Rural ▾

Language of Instruction

English ▾

Religious Affiliations

Undenominational ▾

Organizational Accreditation

Northwest Commission or ▾

Degree Granting

- Yes
- No

Address

500 8th Avenue

Address 2

City

Lewiston

State

Idaho-ID ▾

Zip

83501-2898

Country

United States ▾

Phone

—



208-792-2260

Website

www.lcsc.edu	open_in_ne
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1.2.1. I confirm that the above information displayed from the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP’s main campus, as well as any associated branch campuses or auxiliary locations.

The questions appearing above need to be updated and verified. The rest of the questions noted on your EPP Details tab are read only.

EPP Locations must be updated on the EPP Locations tab, accessible at the top of this page and via the left sidebar on the "My Locations" page. Your **Main Campus**, which should be reflected in the address information above, needs to be added and saved in your EPP Locations tab.

Any additional campuses also offering your EPP’s programs should each be listed in the EPP Locations tab as an **Auxiliary Location**.

- Agree
- Disagree

1.2.2. I confirm that EPP’s licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP’s scope of accreditation.

The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is both filled out and accurate.

- Agree
- Disagree

AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and one EPP Secondary Contact?

- Yes
- No

AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?

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- Yes
- No

AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?

- Yes
- No

Section 2. EPP's Program Graduates [Academic Year 2022-2023]

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 2. EPP's Program Graduates [Academic Year 2022-2023]

2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2022-2023. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.

2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

Previous Year Number of initial-licensure level Graduates:

2.1.2 What is the number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

Previous Year Number of advanced level Graduates:

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Total number of program graduates

Previous Year Total Number of Graduates:

Change from last year:

Display calculation Difference between last year and this year

AR Reviewer Question 2. Comparing the EPP's reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]

Fee Brackets based on completer numbers:

1. 0-50
2. 51-150
3. 151-300
4. 301-500
5. 501-1000
6. 1000+
7. International

Yes

No

Section 3. Substantive Changes

2024 Annual Accreditation Report : Annual Accreditation Report : Section 3. Substantive Changes

Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year's Annual

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Accreditation Report.

3.1. Has there been any change in the EPP's legal status, form of control, or ownership?

- Change
- No Change/Not Applicable

3.2. Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

- Change
- No Change / Not Applicable

3.3. Since the last reporting cycle, has the EPP seen a change in state program approval?

- Change
- No Change / Not Applicable

3.4. What is the institution's current regional accreditation status?

3.4.1. Institutional Accreditation Agency:

Northwest Commission or ▼

3.4.2. Institutional Accreditation Status:

Accredited/Accreditation F ▼

3.4.3. Does this represent a change in status from the prior year?

- Change
- No Change / Not Applicable

3.5. Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?

Please see Policy V.4.01 of the [CAEP Accreditation Policies and Procedures](#) document for CAEP's definition of substantive changes.

- Change
- No Change / Not Applicable

AR Reviewer Question 3. Please provide feedback on the EPP's substantive changes, if any. Type "None" if no substantive changes were identified.



None.

Section 4. CAEP Accreditation Details on EPP's Website

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public-facing website to include:

- 4.1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE/TEAC) reviewed programs, and
- 4.2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2022-2023

4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

In the box below, please provide a direct URL link to the EPP's website where information on its current CAEP accreditation status and a list of CAEP-reviewed programs can be found.

<https://www.lcsc.edu/ed> open_in_ne

4.2. CAEP Accountability Measures [2022-2023 Academic Year]

Please provide a direct URL link to the EPP's website where the CAEP Accountability Measures data display is made available to the public. The EPP's data display must include data relevant to the Four Measures listed below.

Measure 1 (Initial): Completer effectiveness. (R4.1)

Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)

Data provided should be collected on employers' satisfaction with program completers.

Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)

Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to



determine candidate competency at completion.)

Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).

Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your initial-licensure level programs.

<https://www.lcsc.edu/ed> open_in_ne

4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your advanced level programs. If it is the same as the initial-licensure level link, repeat the link here.

If the same as the initial-licensure level link, please provide the link in this box again.

If your EPP does not have advanced level programs, then please leave this box blank.

N/A open_in_ne

AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?

- Yes
- No

AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?

- Yes
- No

AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)

- Yes
 No

AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant CAEP Component?

- Yes
 No

AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2022-2023 Academic Year? (*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)

- Yes
 No

AR Reviewer Question 4.6. Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?

- Yes
 No

AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]

- Yes
 No

Section 5: Areas for Improvement and/or Stipulations

2024 Annual Accreditation Report : Annual Accreditation Report :



Section 5: Areas for Improvement and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s) and/or stipulations until the EPP’s next CAEP Accreditation Site Review.

To write your summary, please click on the pencil icon next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2024 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

AR Reviewer Question 5. Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP’s next CAEP Accreditation Site Review.]

- Yes
- No

AFI/STIPULATION

Standard	Component	Type	Status
Standard 1. Content and Pedagogical Knowledge	1.5 Provider Responsibilities	AFI	Open
Standard 4. Program Impact	4.2 Indicators of Teaching Effectiveness	AFI	Open
Standard 4. Program Impact	4.1 Impact on P-12 Student Learning and Development	AFI	Open

Items per page: 10 ▾ 1 3 of 3 < >

Section 6. EPP’s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

2024 Annual Accreditation Report : Annual Accreditation Report :

Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

6.1. Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

We began a systematic evaluation of all courses taught for education majors across the curriculum and mapped out the standards that are addressed in the courses based on the revised and new Idaho Core Teaching Standards for initial certification in Idaho. This audit prompted several actions for the EPP: A review of the content for the courses that all our education candidates take, a review of the vertical alignment of content and standards in certification areas, a review of content area classes taught by our colleagues for vertical alignment and assessment, and further discussion about the rationale behind the courses we teach and the alignment to standards for certification. After review of our data, it was discovered that our candidates in secondary areas only have five (5) courses that are taught in common, and that meeting the needs of all the assessment for teacher certification in these courses would be possible, but more problematic than desired. We also discovered that one of the areas that our secondary candidates struggled with, lesson design, was likely due to the sequence of courses taken as well as the way that lesson planning was divided amongst all courses rather than taught directly and purposefully in one place. To address these issues, a recommended sequencing was planned and shared with advisors to assist the candidates plan for success by taking the courses in a sequence which would scaffold for better content fluidity. Additionally, a two (2) credit course on lesson planning was piloted during the year, and candidates' performance on planning and instruction was improved through application in coursework. We have proposed to implement this additional course into the required plan of study. The vertical alignment of content and standards in certification areas led the EPP to restructure the course descriptions and content for the major and minor in special education. Due to changes in the standards and outcomes over several years, as well as the change in faculty who teach these courses, the outcomes were muddled and several topics were addressed in multiple courses, while other topics were briefly taught. One example is that special education law was only covered in the overview to special education and reinforced during internship with no assessment of the standard. Another example is that the courses for individualized instruction and individualized motivation both had the same outcomes and general assignments. These course objectives were separated and realigned with the intent of the courses. The assessment coordinator met with the content area specialists to discuss the classes taught by our colleagues for vertical alignment and assessment. During the initial meetings a review of the standards addressed as well as assessments currently used were discussed. One of the changes to the Idaho standards was that we were no longer responsible for over a hundred indicators across the 10 standards, but rather we became responsible for the overarching standards themselves, along with an addition of three new standards. This change was discussed with the content area specialists, and they were encouraged to look for existing assessments that could focus not only on the standards needing to be addressed (standard 4. Content knowledge, and standard 5. application of content mainly), but also to look for places in the curriculum where candidate growth in either of these standards could also be measured. This task is still ongoing; however, several content areas have assigned assessment specialists to help them to stay on top of this task and not leave it to the assessment coordinator in education, as they felt that they could interpret the content data with a lens specific to their respective fields of study. Further discussion about the rationale behind the courses we teach and the alignment to standards for certification has occurred in addition to the special education and planning for instruction discussed previously. One of the discussions was centered around enrollment as well as the state-level expectation that all majors be as close to 120 credits as possible. This discussion also centered around the delivery methodology of courses offered. Our secondary content areas are looking at ways to realign the courses, reduce the number of electives to further align the courses, and purposefully plan curriculum outcomes to assist candidates in preparation for the State content assessments (PRAXIS). Our content specialists also now understand that the degree pathways for educators are not the same as those who are majoring in the subject area with an add-on certification, which seems to be how they were initially designed, but are now undergoing a redesign with full intent of delivery to educate content specialist teachers.



AR Reviewer Question 6. Has the EPP shared its continuous improvement initiatives, AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?

- Yes
- No

Section 7: Feedback for CAEP & Report Preparer's Authorization

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 7: Feedback for CAEP & Report Preparer's Authorization

7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

Not at this time.

7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2024 EPP Annual Report, and that the details provided in this report and linked webpages are up-to-date and accurate at the time of submission.

I am authorized to complete this report.

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation, or having completed the accreditation process is considered the property of CAEP and may be used for training, research, and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

See [CAEP Accreditation Policies and Procedures](#).

Acknowledge

Semester of EPP's next CAEP Site Review

Next Visit Date [Semester] - Initial-Licensure Level

Fall

Next Visit Date [Year] - Initial-Licensure Level

2027

Lewis-Clark State College
2024 Annual Accreditation Report
Printed Date: 2024-09-30



AR Reviewer Question 7.1. If the EPP asked any questions, please respond to the questions below.

N/A

AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2024 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.

- Yes
- No

Section 1. EPP Profile Updates in AIMS

2024 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) Users, EPP Details, EPP Programs, and EPP Locations in AIMS 2.0, answer each question to indicate that the information in the system is up-to-date and accurate.

1.1. Update Contact Information in AIMS 2.0:

1.1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.

To update these users, please click on the "Users" tab at the top of the current page or via the left sidebar, then click the pencil shaped icon to edit that user. Please be sure to update the individuals with the correct contact information and to ensure one individual, usually the EPP Primary role, is selected as the **User Access Manager**.

The individuals identified should be authorized by the EPP to receive time-sensitive CAEP accreditation related communications.

- Agree
 Disagree

1.2. Update EPP Information in AIMS 2.0:

Organization Name

Northwest Nazarene Uni

EPP Name

College of Education

Carnegie Classification

Master's Colleges & I ▾

Control of Organization

Private not-for-profit ▾

Population Served

Not Applicable ▾

Degree of Urbanization

Northwest Nazarene University
2024 Annual Accreditation Report
Printed Date: 2024-09-30



Suburban ▼

Language of Instruction

English ▼

Religious Affiliations

Church of the Nazare ▼

Organizational Accreditation

Northwest Commission or ▼

Degree Granting

- Yes
- No

Address

623 University Blvd.

Address 2

City

Nampa

State

Idaho-ID ▼

Zip

83686

Country

United States ▼

Phone

—

208-467-8457

Website

www.nnu.edu

open_in_ne

1.2.1. I confirm that the above information displayed from the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP's main campus, as well as any associated branch campuses or auxiliary locations.

The questions appearing above need to be updated and verified. The rest of the questions noted on your EPP Details tab are read only.

EPP Locations must be updated on the EPP Locations tab, accessible at the top of this page and via the left sidebar on the "My Locations" page. Your **Main Campus**, which should be reflected in the address information above, needs to be added and saved in your EPP Locations tab.

Any additional campuses also offering your EPP's programs should each be listed in the EPP Locations tab as an **Auxiliary Location**.

- Agree
 Disagree

1.2.2. I confirm that EPP's licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP's scope of accreditation.

The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is both filled out and accurate.

- Agree
 Disagree

AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and one EPP Secondary Contact?

- Yes
 No

AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?

Northwest Nazarene University
2024 Annual Accreditation Report
Printed Date: 2024-09-30



- Yes
- No

AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?

- Yes
- No

Section 2. EPP's Program Graduates [Academic Year 2022-2023]

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 2. EPP's Program Graduates [Academic Year 2022-2023]

2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2022-2023. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.

2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

Previous Year Number of initial-licensure level Graduates:

2.1.2 What is the number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

Previous Year Number of advanced level Graduates:

Northwest Nazarene University
2024 Annual Accreditation Report
Printed Date: 2024-09-30



Total number of program graduates

Previous Year Total Number of Graduates:

Change from last year:

Display calculation Difference between last year and this year

AR Reviewer Question 2. Comparing the EPP's reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]

Fee Brackets based on completer numbers:

1. 0-50
2. 51-150
3. 151-300
4. 301-500
5. 501-1000
6. 1000+
7. International

Yes

No

Section 3. Substantive Changes

2024 Annual Accreditation Report : Annual Accreditation Report : Section 3. Substantive Changes

Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year's Annual



Accreditation Report.

3.1. Has there been any change in the EPP’s legal status, form of control, or ownership?

- Change
- No Change/Not Applicable

3.2. Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

- Change
- No Change / Not Applicable

3.3. Since the last reporting cycle, has the EPP seen a change in state program approval?

- Change
- No Change / Not Applicable

3.4. What is the institution’s current regional accreditation status?

3.4.1. Institutional Accreditation Agency:

Northwest Commission or ▼

3.4.2. Institutional Accreditation Status:

Accredited/Accreditation F ▼

3.4.3. Does this represent a change in status from the prior year?

- Change
- No Change / Not Applicable

3.5. Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP’s Accreditation Policy?

Please see Policy V.4.01 of the [CAEP Accreditation Policies and Procedures](#) document for CAEP’s definition of substantive changes.

- Change
- No Change / Not Applicable

AR Reviewer Question 3. Please provide feedback on the EPP’s substantive changes, if any. Type "None" if no substantive changes were identified.

None

Section 4. CAEP Accreditation Details on EPP's Website

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public-facing website to include:

- 4.1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE/TEAC) reviewed programs, and
- 4.2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2022-2023

4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

In the box below, please provide a direct URL link to the EPP's website where information on its current CAEP accreditation status and a list of CAEP-reviewed programs can be found.

<https://nnu.edu/about/ac> open_in_ne

4.2. CAEP Accountability Measures [2022-2023 Academic Year]

Please provide a direct URL link to the EPP's website where the CAEP Accountability Measures data display is made available to the public. The EPP's data display must include data relevant to the Four Measures listed below.

Measure 1 (Initial): Completer effectiveness. (R4.1)

Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)

Data provided should be collected on employers' satisfaction with program completers.

Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)

Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to



determine candidate competency at completion.)

Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).

Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your initial-licensure level programs.

open_in_ne

4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your advanced level programs. If it is the same as the initial-licensure level link, repeat the link here.

If the same as the initial-licensure level link, please provide the link in this box again.

If your EPP does not have advanced level programs, then please leave this box blank.

open_in_ne

AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?

- Yes
- No

AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?

- Yes
- No



AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)

- Yes
- No

AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant CAEP Component?

- Yes
- No

AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2022-2023 Academic Year? (*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)

- Yes
- No

AR Reviewer Question 4.6. Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?

- Yes
- No

AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]

- Yes
- No

Section 5: Areas for Improvement and/or Stipulations

2024 Annual Accreditation Report : Annual Accreditation Report :



Section 5: Areas for Improvement and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s) and/or stipulations until the EPP’s next CAEP Accreditation Site Review.

To write your summary, please click on the pencil icon next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2024 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

AR Reviewer Question 5. Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP’s next CAEP Accreditation Site Review.]

- Yes
- No

AFI/STIPULATION

Name	Email	IsActive	Action
Items per page: 10 0 of 0 < >			

Section 6. EPP’s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 6. EPP’s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

6.1. Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

Measure 6 Continuous Improvement for Phase-In Plans Advanced programs have approved phase-in plans for standards A. 1.1, A. 2.1, A. 3.1, A. 3.3, A. 3.4, A. 4.2, and A. 5.2. The progress we have made will position us to be fully ready for our next review cycle. This document will show the progress and plans for continuous improvement made in advanced programs in the EPP in the year since our site visit (March 2022). Standard A. 1.1: We have 10 key assessments currently identified, validated, and in use across licensure programs. This semester, we re-mapped those to all of the standards to look for gaps in revised standards. We have also created verbiage for communicating about key assessments to all faculty (full-time and adjunct). To that end, we have created communication for each syllabus so students and faculty understand the connections between assessments and standards. Communication about key assessments is being delivered by the Program director to all faculty before the start of each course session. We would like to re-create the Rubric used to assess the Standards portfolio. Currently, it is focused on diversity and technology but needs a bit more weight on the Standards to meet our needs for certification. Here is an example of our collaborative Syllabi work for EDUC 7584: Data Driven Decision Making. Over the current three semesters (Fall 2023, Spring 2024, Summer 2024), the Director of Educational Leadership is ensuring that full time professors and adjunct professors include this in each Syllabi and are using rubrics to assess progress to standards. Program Outcomes met in this Course: Idaho Standards for Building Administrators Standard ISP#10- Continuous School Improvement: The school principal candidate demonstrates knowledge of the use of data to create a continuous school improvement plan to promote the academic success and well-being of all students. CAEP RA 1.1- Applications of data Literacy CAEP RA1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments; Idaho Standards for Director of Special Education Standard ISP#10- Continuous School Improvement: The special education director candidate demonstrates knowledge of the use of data to create a continuous school improvement plan to promote the academic success and well-being of each student. CAEP RA 1.1- Applications of data Literacy CAEP RA1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments; Idaho Standards for Superintendents Standard ISS#8- Continuous Improvement The superintendent candidate engages in a process of continuous improvement to ensure student success. CAEP RA 1.1- Applications of data Literacy CAEP RA1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments; Standards for CII, Teacher Leader, and Organizational Leadership Continuous School Improvement: The candidate demonstrates knowledge of the use of data to create a continuous school improvement plan to promote the academic success and well-being of all students. CAEP RA 1.1- Applications of data Literacy CAEP RA1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments; Course Goals Standards Assessment Goal 1 ISP 10 A-K ISS 8 CAEP RA1.1 and RA1.3 Key Assessment for Program: Continuous School Improvement Plan Goal 2 ISP 10I ISS 8 CAEP RA1.1 and RA1.3 Student Learning Data Inventory Goal 3 ISP 10.E ISS 8 CAEP RA1.1 and RA1.3 A Personal Philosophy of Leadership: Using Data to Guide Practice Goal 4 ISP 10K ISS 8 CAEP RA1.1 and RA1.3 Measuring a Program or Process In addition, during this past year, we have worked with NNU Center for Teaching and Learning to embed standards into individual courses in Canvas. As part of continuous improvement, we have determined Canvas is an effective tool for assessing students, and with the embedded outcomes, we can export the data for those assessments for program review. It is our intention to export that initial data at the end of this semester (May 2024). With this in mind, we have discontinued the use of Portfolium in Advanced programs as we believe we can track data effectively in Canvas. Next Steps: " Determine gaps in curricula and key assessments to fill those gaps. " Validate additional rubrics. " Gather descriptive statistics disaggregated by race, ethnicity, gender for identified key assessments as a pilot. " Compare data over multiple cycles. Standard A. 2.1: During Spring 2023 University Supervisors attempted to complete the Graduate Disposition form for each School Leadership candidate completing their first semester of the internship but discovered a lack of procedural consistency and understanding to complete these with integrity. Therefore, during the summer of 2023, the University Supervisors met to develop a system for gaining awareness of the various aspects identified. Using this as our framework, we created a survey with questions from each section of the Disposition to send to first-semester interns before the second internship meeting. We revised our second visit form to include follow-up conversations that allow us to collect data from our Clinical Partners and interns. The initial round of surveys and visit forms took place in November and December of 2023, and data collected proved valuable to all participants. The conversations during the second intern visit were adapted slightly in spring 2024 to include additional input from the Clinical Partners regarding areas like conflict management and change management thought processes. Including the Clinical Partners more intentionally improved the learning relationship and modeled ways for future guidance and feedback. Supervision visits are now consistent between University Supervisors, and visit notes better capture qualitative data. We are finishing our second complete cycle of collecting disposition perceptions from Clinical Partners. Toward the

end of the year-long internship, we send the Disposition form to Clinical Partners to use as a confidential final evaluation for each candidate. During our third visit, we encourage interns to review this document with the Clinical Partner to gain feedback regarding growth areas. Spring of 2024 is our fourth data collection from Clinical Partners. In all, Disposition data is collected four times throughout the EPP: 1 & 2) Student self-perceptions are gathered during the initial orientation course and again during the EDUC 7596 fall semester course; 3) University Supervisors complete an evaluation at the end of the first semester or halfway point; and 4) the Clinical Partner evaluates the candidate at the end of the internship. University Supervisors conduct at least two visits with each candidate during their internship. The best practice and University goal are four visits, twice per semester. We conduct the first and third visits (beginning of each semester) in person at the school site whenever reasonably possible. We conduct the second and fourth visits virtually using Zoom or Google Meets. We use the revised forms to collect information and data during each visit to guide conversations particular to the timing for the student. For example, the first visit is designed to cover all requirements of the internship with a focus on the logging of hours and use of the checklist. The third visit highlights the gathering of professional documents (reference letters) and progress or set up for the end-of-program standards binder. The revised forms provide consistency between University Supervisors and are adjusted based on feedback. During the fourth and final supervisory visit, each intern and Clinical Partner are asked for suggestions for EPP improvement, and adjustments are integrated based on this feedback. For example, because feedback revealed that candidates would benefit from experiencing the standard artifacts before the final semester and portfolio requirements, this has now been added to the spring EDUC7596 course. Students are required to create the necessary folders and write rationale statements for artifacts several times throughout the course. Instructors intentionally identify projects and artifacts for students, based on the standards, to assist them with maintenance and retrieval later. Next Steps: " Revise scale scoring for Disposition form to reflect expected vs distinguished leadership skills, adjusting for 28-point options or an average of seven areas. " Create a digital collection of Disposition ratings for better disaggregation of data based on evaluators and timelines. " Revise grade book for standards portfolios to match the four-point scale of proficiency for each overall standard, using artifacts from all sub-standards. " Sample current data for availability and use and adjust as needed. Standard A. 3.1: The University is transitioning to a new ERP. Though that process taking a bit longer than anticipated, we still have plenty of time to gather cycles of data. As we consider diverse candidates, we have had a suggestion from the Stakeholder Council to hold a focus group with diverse stakeholders to determine if any of our admissions or program policies are keeping us from attracting more candidates. Next Steps: " Look at baseline data from SLATE and Anthology (when it is fully implemented) regarding gender, race, and ethnicity of those who inquire about programs, apply to programs, and are accepted into programs (From Admissions Z Smith for May Data meeting) " Use data from multiple sources to determine questions for a possible focus group of diverse stakeholders. " Identify participants for the focus group and have the focus group. Standard A. 3.3: This standard requires that we gather data through the four phases of candidacy. Currently, we are regularly gathering the following data in each phase: Pre-Admission " Teaching Certification " Entering GPA " Recommendations assessment score " Writing sample assessment score Coursework " Mid-Point GPA " Academic Probation (if applicable) " Academic artifacts (see A. 1.1) Internship " Visit data---in progress (see A. 2. 1) Licensure " Final GPA " Portfolio (see A.1.1) GPA for Completers 2022-23 in Advanced Programs M.Ed Building Administrator (n=11) Start: 3.41 End: 3.89 6 Female 5 Male 11 White 0 Hispanic EDS. Superintendent (n=3) Start: 3.98 End: 3.98 2 Female 1 Male 3 White 0 Hispanic EDS Director of Special Education (n=4) Start: 3.679 End: 3.82 2 Female 2 White EDS Building Administrator (n=23) Start: 3.81 End: 3.92 3 Female 1 Male 4 White 0 Hispanic Overall GPA Hispanic (n=5) Start: 3.6 End: 3.84 All of our GPAs are in the range for good standing in the program. There are not significant differences between race and ethnicity or gender for our candidates. We will soon be able to compare data for all of these points. We still have some assessments to identify, and our largest challenge is efficiently and consistently gathering the data from multiple places. One of the places where we are working to determine efficiency is in mid-point GPA. In our fully advanced program, we have relatively few students who are struggling academically. Because our programs are well supported by faculty, we work individually with students who may be on academic probation. The EPP will determine the necessity of a mid-point GPA as we assess our programs. Next Steps: " Determine best practices in data collection. Standard A. 3.4: Much like other parts of standard 3, data is key in this phase-in plan. IR/Certification data is already in place for the EPP to determine progress in candidates being certified. Each April, that data is included in this annual report in Measure 3. We collect dispositions from candidates both at the start and end of their candidacy. As was stated in Standard 2, we are working on consistency in gathering disposition data from the University Supervisor and Clinical Partners. Next Steps: " Develop a system for gathering data from Canvas. " Develop a system for gathering University Supervisor and Clinical Partner Disposition data for candidates. " Disaggregate data by gender/ethnicity/race. Standard A. 4.2: This phase-in plan is right on schedule as written. We have identified both completers and employers each year, and focus groups are on schedule with those groups regarding the satisfaction with the program of both groups. We will analyze the data for themes after the full cycle completes. Next Steps: " Hold focus groups for completers/employers. o Full list has been generated. o Participants need to be contacted. o Focus Group needs to be scheduled (May 2024). Standard A. 5.2: This standard is the umbrella for all of the others. Because we are still in the process of collecting data and using previously validated assessments in early cycles of data collection, not many changes are required for advanced phase-in plan 5.2. We have regular accreditation meetings to plan for data collection and better communication between the EPP and personnel. We

are working on the matrix for cycles of data and working through all of the plans. Next Steps: " Finish data gathering matrix. " Gather pilot and early cycle data Plan stakeholder meeting in the fall of 2024.

AR Reviewer Question 6. Has the EPP shared its continuous improvement initiatives, AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?

Yes

No

Section 7: Feedback for CAEP & Report Preparer's Authorization

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 7: Feedback for CAEP & Report Preparer's Authorization

7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

Insert text here ...

7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2024 EPP Annual Report, and that the details provided in this report and linked webpages are up-to-date and accurate at the time of submission.

I am authorized to complete this report.

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation, or having completed the accreditation process is considered the property of CAEP and may be used for training, research, and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

See [CAEP Accreditation Policies and Procedures](#) .

Acknowledge

Semester of EPP's next CAEP Site Review

Next Visit Date [Semester] - Initial-Licensure Level

Spring

Northwest Nazarene University
2024 Annual Accreditation Report
Printed Date: 2024-09-30



Next Visit Date [Year] - Initial-Licensure Level

2029 ▼

Next Visit Date [Semester] - Advanced Level

Spring ▼

Next Visit Date [Year] - Advanced Level

2029 ▼

AR Reviewer Question 7.1. If the EPP asked any questions, please respond to the questions below.

N/A

AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2024 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.

Yes

No



Section 1. EPP Profile Updates in AIMS

2024 Annual Accreditation Report : Annual Accreditation Report : Section 1. EPP Profile Updates in AIMS

After reviewing and/or updating the Educator Preparation Provider's (EPP's) Users, EPP Details, EPP Programs, and EPP Locations in AIMS 2.0, answer each question to indicate that the information in the system is up-to-date and accurate.

1.1. Update Contact Information in AIMS 2.0:

1.1.1. I confirm that the EPP has listed the correct contact information for both individuals designated as "EPP Primary" and "EPP Secondary" under the Role section for the EPP.

To update these users, please click on the "Users" tab at the top of the current page or via the left sidebar, then click the pencil shaped icon to edit that user. Please be sure to update the individuals with the correct contact information and to ensure one individual, usually the EPP Primary role, is selected as the **User Access Manager**.

The individuals identified should be authorized by the EPP to receive time-sensitive CAEP accreditation related communications.

- Agree
- Disagree

1.2. Update EPP Information in AIMS 2.0:

Organization Name

EPP Name

Carnegie Classification

Control of Organization

Population Served

Degree of Urbanization

University of Idaho
2024 Annual Accreditation Report
Printed Date: 2024-09-30



Rural ▾

Language of Instruction

English ▾

Religious Affiliations

Not Religiously Affilia ▾

Organizational Accreditation

Northwest Commission or ▾

Degree Granting

- Yes
- No

Address

875 Perimeter Drive

Address 2

City

Moscow

State

Idaho-ID ▾

Zip

83844-3080

Country

United States ▾

Phone

—



208-885-6772

Website

<https://www.uidaho.edu> open_in_ne

1.2.1. I confirm that the above information displayed from the EPP Details tab (including mailing address, EPP name, Carnegie classification, EPP type, religious affiliation, language of instruction, and institutional accreditation) is up-to-date and accurately reflected in AIMS 2.0. Additionally, I confirm that the EPP Locations tab accurately reflects the EPP’s main campus, as well as any associated branch campuses or auxiliary locations.

The questions appearing above need to be updated and verified. The rest of the questions noted on your EPP Details tab are read only.

EPP Locations must be updated on the EPP Locations tab, accessible at the top of this page and via the left sidebar on the "My Locations" page. Your **Main Campus**, which should be reflected in the address information above, needs to be added and saved in your EPP Locations tab.

Any additional campuses also offering your EPP’s programs should each be listed in the EPP Locations tab as an **Auxiliary Location**.

- Agree
- Disagree

1.2.2. I confirm that EPP’s licensure area listings [including program name, degree level, licensure level, licensure (program) category, and selected program review option for your CAEP Review] are up-to-date and accurately reflected in AIMS 2.0 for all licensure areas that fall within CAEP’s scope of accreditation.

The listing of programs can be found on the EPP Programs tab, or via the My Programs page on the left sidebar. Please click into each program to ensure all program information is both filled out and accurate.

- Agree
- Disagree

AR Reviewer Question 1.1 Did the EPP provide updated contacts with at least one EPP Primary and one EPP Secondary Contact?

- Yes
- No

AR Reviewer Question 1.2 Did the EPP provide updated EPP Details information including noting all EPP Locations?



- Yes
- No

Please provide additional comments:

EPP Locations must be updated on the EPP Locations tab, accessible at the top of this page and via the left sidebar on the "My Locations" page. Your Main Campus, which should be reflected in the address information above, needs to be added and saved in your EPP Locations tab. Any additional campuses also offering your EPP's programs should each be listed in the EPP Locations tab as an Auxiliary Location.

AR Reviewer Question 1.3 Did the EPP provide updated information for all programs under the EPP Programs section?

- Yes
- No

Please provide additional comments:

The EPP needs to select a degree level and program review option for each of its program listings. The listing of programs can be found on the EPP Programs tab. Please click the "Edit" button for each program to ensure all program information is both filled out and accurate. Additionally, the EPP needs to remove any duplicate listing of programs, which might have occurred during the transfer of information from AIMS 1.5 to AIMS 2.0. Please respond by addressing the feedback within 30 days of being notified.

Section 2. EPP's Program Graduates [Academic Year 2022-2023]

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 2. EPP's Program Graduates [Academic Year 2022-2023]

2.1. Total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2022-2023. Enter a numeric value for each textbox below. Note that some fields will be automatically calculated or prepopulated with last year's data.

2.1.1 What is the number of graduates in programs leading to initial teacher certification or licensure?

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).



123

Previous Year Number of initial-licensure level Graduates:

140

2.1.2 What is the number of graduates in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools? Please do not include those completers counted above.

For a description of the scope for initial-licensure level and advanced level programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#).

73

Previous Year Number of advanced level Graduates:

69

Total number of program graduates

196

Previous Year Total Number of Graduates:

209

Change from last year:

Display calculation Difference between last year and this year

-13

AR Reviewer Question 2. Comparing the EPP's reported completer numbers from this year to last year, has the EPP changed fee brackets with CAEP? [No EPP action is required, unless the EPP finds the reported numbers to be in error.]

Fee Brackets based on completer numbers:

University of Idaho
2024 Annual Accreditation Report
Printed Date: 2024-09-30



- 1. 0-50
- 2. 51-150
- 3. 151-300
- 4. 301-500
- 5. 501-1000
- 6. 1000+
- 7. International

Yes

No

Section 3. Substantive Changes

2024 Annual Accreditation Report : Annual Accreditation Report : Section 3. Substantive Changes

Please report on any of the following substantive changes that may have occurred at your Educator Preparation Provider (EPP) or institution/organization since the submission of the prior year's Annual Accreditation Report.

3.1. Has there been any change in the EPP's legal status, form of control, or ownership?

- Change
- No Change/Not Applicable

3.2. Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

- Change
- No Change / Not Applicable

3.3. Since the last reporting cycle, has the EPP seen a change in state program approval?

- Change
- No Change / Not Applicable

3.4. What is the institution's current regional accreditation status?

3.4.1. Institutional Accreditation Agency:

Northwest Commission or ▼

3.4.2. Institutional Accreditation Status:



Accredited/Accreditation F ▾

3.4.3. Does this represent a change in status from the prior year?

- Change
- No Change / Not Applicable

3.5. Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per CAEP's Accreditation Policy?

Please see Policy V.4.01 of the [CAEP Accreditation Policies and Procedures](#) document for CAEP's definition of substantive changes.

- Change
- No Change / Not Applicable

AR Reviewer Question 3. Please provide feedback on the EPP's substantive changes, if any. Type "None" if no substantive changes were identified.

None

Section 4. CAEP Accreditation Details on EPP's Website

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public-facing website to include:

- 4.1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE/TEAC) reviewed programs, and
- 4.2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2022-2023

4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

In the box below, please provide a direct URL link to the EPP's website where information on its current CAEP accreditation status and a list of CAEP-reviewed programs can be found.

<https://www.uidaho.edu>, open_in_ne

4.2. CAEP Accountability Measures [2022-2023 Academic Year]

Please provide a direct URL link to the EPP's website where the CAEP Accountability Measures data display is made available to the public. The EPP's data display must include data relevant to the Four Measures listed below.

Measure 1 (Initial): Completer effectiveness. (R4.1)

Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)

Data provided should be collected on employers' satisfaction with program completers.

Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)

Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)

Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).

Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

4.2.1. URL Link for EPP's Data Display of CAEP Accountability Measures - Initial-Licensure Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your initial-licensure level programs.

<https://www.uidaho.edu>, open_in_ne

4.2.2. URL Link for EPP's Data Display of CAEP Accountability Measures - Advanced Level

In the box below, please provide a direct URL link to the EPP's CAEP Accountability Measures data for your advanced level programs. If it is the same as the initial-licensure level link, repeat the link here.

If the same as the initial-licensure level link, please provide the link in this box again.

If your EPP does not have advanced level programs, then please leave this box blank.

<https://www.uidaho.edu>, open_in_ne

AR Reviewer Question 4.1. Did the EPP provide a weblink that displays its current accreditation status and an accurate list of programs included during the most recent CAEP (NCATE/TEAC) accreditation review?

- Yes
 No

AR Reviewer Question 4.2. Did the EPP provide a direct weblink to its website where the EPP's display of data for the CAEP Accountability Measures is available to the public?

- Yes
 No

AR Reviewer Question 4.3. Are the CAEP Accountability Measures clearly identified and tagged? (Includes header identifying the CAEP Accountability Measures and sub-headings/tags to each of the four measures as defined by CAEP)

- Yes
 No

AR Reviewer Question 4.4. Do the data, tagged to each of the four CAEP Accountability Measures, appear to be collected using appropriate data collection instruments/procedures for the relevant CAEP Component?

- Yes
 No

AR Reviewer Question 4.5. Does the data for the CAEP Accountability Measures reflect data collected in the 2022-2023 Academic Year? (*If data are currently unavailable, does the EPP provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared?)

- Yes
 No

Please provide additional comments:

The EPP needs to update its web display with data from AY 2022-2023. If data are currently unavailable, the EPP needs to provide a placeholder statement that details why data are unavailable, and an expected timeline for when updated data will be shared. Please respond by addressing the feedback within 30 days of being notified.

AR Reviewer Question 4.6. Has the EPP shared and explained the relevance of each of its data measures in a way that can be easily understood by the public?

- Yes
 No

AR Reviewer Question 4.7. Has data been disaggregated and shared at the program level? Did the EPP separate its Initial Level Program data and Advanced Level Program data for the CAEP Accountability Measures? [*Relevant to EPPs that receive/will receive CAEP accreditation at both the initial and advanced level.]

- Yes
 No

Section 5: Areas for Improvement and/or Stipulations

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 5: Areas for Improvement and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report. The EPP will continue to report its action and progress on addressing its AFI(s) and/or stipulations until the EPP's next CAEP Accreditation Site Review.

To write your summary, please click on the pencil icon next to each AFI/stipulation to edit the AFI/stipulation. Once there, please provide narrative in the "2024 Annual Accreditation Report Summary/Narrative and Supporting Documents" box at the bottom of the page.

If you do not have any AFIs or stipulations listed, please mark this section complete.

AR Reviewer Question 5. Has the EPP summarized its activities and the outcomes of those activities as they relate to correcting the area cited in the last Accreditation Action/Decision Report? [As a reminder: The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.]

- Yes



No

AFI/STIPULATION

Standard	Component	Type	Status
Standard 2. Clinical Partnerships and Practice	2.2 Clinical Educators	AFI	Open
Standard 5. Provider Quality Assurance and Continuous Improvement	5.3 Continuous Improvement	AFI	Open

Items per page: 10 1 2 of 2 < >

Section 6. EPP’s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 6. EPP’s Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-licensure level) Transition Plans

6.1. Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year.

This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, progress with any Transition Plans (initial-licensure level) and/or Phase-in Plans (advanced level), and studying the results of those changes.

During the last academic year, the Advanced Programs conducted a comprehensive curriculum review to ensure alignment with A.1.1 Standards. This review involved analyzing data on student performance, stakeholder feedback, and emerging trends in the field. Through this process, it became evident that there was a need to enhance curriculum to better emphasize data literacy skills. As a direct outcome of this review, additional assignments were developed to provide students with opportunities to demonstrate their proficiency in data literacy. These assignments were carefully designed to integrate real-world data sets and scenarios relevant to their future professional practice. By doing so, we aimed to equip our students with the necessary skills to analyze, interpret, and apply data effectively in their respective fields. Moreover,

this modification aligns with our ongoing commitment to continuous improvement and meeting the evolving needs of our students and the education landscape. Moving forward, we will continue to monitor and assess the impact of these modifications to ensure that our students are well-prepared for success in their careers and make meaningful contributions to their respective fields. In addition, the EPP identified the necessity to introduce a mid-point check for the Internship Portfolio within the Advanced Programs. Recognizing the importance of this component in showcasing students' practical skills and experiences, we saw an opportunity to enhance its effectiveness through structured milestones. This mid-point check serves as a crucial progress assessment, allowing students to receive timely feedback and guidance on their internship experiences. By implementing this checkpoint, we aim to ensure that students are actively reflecting on their learning journey and making meaningful connections between theory and practice. The introduction of this checkpoint enables us to monitor students' progress more effectively and intervene if necessary to provide additional support or resources. In light of recent global events and the evolving educational landscape, including the rise of hybrid learning models, learning loss mitigation, and heightened moral and ethical dilemmas in K-12 education, the Advanced Programs faculty has recognized the imperative to adapt our educational leadership preparation accordingly. Thus, we have embarked on an initiative to convene an expert panel of practitioners and other educational stakeholders. This panel will examine our current assignments to ensure they effectively reflect and address these multifaceted challenges. The decision to convene this expert panel stems from a data-driven approach that acknowledges the shifting demands and complexities within the educational field. By examining trends, feedback from clinical partners and stakeholders, and emerging challenges, we identified a critical need to update our curriculum to better equip educational leaders for the realities of contemporary practice. We anticipate that the insights gleaned from this collaborative effort will inform targeted modifications to our curriculum. By integrating the expertise and perspectives of practitioners and other educational stakeholders, we aspire to enhance the relevance and effectiveness of our educational leadership preparation programs.

AR Reviewer Question 6. Has the EPP shared its continuous improvement initiatives, AND (if applicable) provided CAEP with an update regarding the EPP's progress on its advanced level phase-in plans and/or initial level transition plans?

- Yes
 No

Section 7: Feedback for CAEP & Report Preparer's Authorization

2024 Annual Accreditation Report : Annual Accreditation Report :
Section 7: Feedback for CAEP & Report Preparer's Authorization

7.1. [OPTIONAL] Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

Insert text here ...

7.2. Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2024 EPP Annual Report, and that the details provided in this report and linked webpages are up-to-date and accurate at the time of submission.

- I am authorized to complete this report.



I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation, or having completed the accreditation process is considered the property of CAEP and may be used for training, research, and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

See [CAEP Accreditation Policies and Procedures](#).

Acknowledge

Semester of EPP's next CAEP Site Review

Next Visit Date [Semester] - Initial-Licensure Level

Spring ▼

Next Visit Date [Year] - Initial-Licensure Level

2026 ▼

Next Visit Date [Semester] - Advanced Level

Spring ▼

Next Visit Date [Year] - Advanced Level

2026 ▼

AR Reviewer Question 7.1. If the EPP asked any questions, please respond to the questions below.

N/A

AR Reviewer Question 7.2. The EPP report preparer indicated that they were authorized by the EPP to complete the 2024 EPP Annual Report and that the details provided in this report and linked webpages were up to date and accurate at the time of submission.

- Yes
- No

SUBJECT

State Mandated Evaluation Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1004B, Idaho Code
Section 33-1001, Idaho Code
Section 33-514, Idaho Code
IDAPA 08.02.02.120

BACKGROUND/DISCUSSION

Pursuant to Section 33-1004B, Idaho Code, 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 IDAPA 08.02.02.120.

To satisfy statute, evidence is gathered from a statewide randomized sample of public-school administrators. That evidence is then examined by a review 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, Section 33-1001, Idaho Code, and Section 33-514, Idaho Code

IMPACT

This item is for informational purposes only.

ATTACHMENTS

Attachment 1 – 2024 Annual Evaluation Review Report per Section 33-1004B, Idaho Code - Career Ladder

BOARD ACTION

This item is for informational purposes only.



Idaho State
Board of Education

ANNUAL EDUCATOR EVALUATION
REVIEW PER SECTION 33-1004B,
IDAHO CODE – CAREER LADDER

REVIEW OF THE 2023-2024 SCHOOL YEAR

NOVEMBER 1, 2024

OFFICE OF THE IDAHO STATE BOARD OF EDUCATION

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INTRODUCTION

Pursuant to [Section 33-1004B, Idaho Code](#), 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 [IDAPA 08.02.02.120](#).

First, a group of administrators are selected at random, then evidence is gathered from the evaluations conducted by the selected administrator. That evidence is then examined by a review 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](#), [Section 33-1001, Idaho Code](#), and [Section 33-514, Idaho Code](#). 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 1st;
- ii. At least one (1) additional measure of professional practice, which may be based on student input, parent/guardian input, or a portfolio;
- iii. At least one (1) measure of student achievement and/or indicator of student success (as defined by [Section 33-1001, Idaho Code](#) and appropriate to the staff member's position); and
- iv. At least one (1) summative evaluation completed no later than June 1st (as defined by [Section 33-514, Idaho Code](#)), which must be aligned to the applicable professional standards and based on a combination of the items above.

BACKGROUND

- In 2008, a Teacher Evaluation Task Force (Task Force) was formed by [HB669-2008](#) to provide recommendations to the State Board of Education and other state policy makers on minimum standards for a fair, thorough, consistent and efficient system for evaluating teacher performance across school districts and charter schools in Idaho.
- In 2009, the Task Force recommended the state adopt the Charlotte Danielson's Framework for Teaching 2nd Edition (Idaho Framework for Teaching Evaluation) as the statewide teacher evaluation model.
- In 2010, through [IDAPA 08.02.02.120](#), each school district and charter school were required to adopt policies and procedures for teacher evaluations aligned to the Idaho Framework for Teaching Evaluation.
- In 2012, a different Task Force made up of educators was formed to provide recommendations to the Idaho State Board of Education regarding the Idaho Framework for Teaching Evaluation. The Task Force reaffirmed the use of the Idaho Framework for Teaching Evaluation as the statewide model for teacher evaluations. The Task Force provided recommendations for additional administrative rule changes to increase the rigor and utility of teacher evaluations.
- In 2013, training on the Idaho Framework for Teaching Evaluation was incorporated into Idaho State Board of Education approved administrator preparation programs.
- In 2015, the Idaho Framework for Teaching Evaluation was incorporated into the statutory framework for teacher compensation, per [Section 33-1004B, Idaho Code](#), and became a required component of the Institutional Recommendations required for standard teacher certification. In response to concerns that the evaluations may not be conducted consistently and with fidelity to the Idaho Framework for Teaching Evaluation, language was included in [Section 33-1004B, Idaho Code](#), requiring random reviews of the evaluations conducted at the school district and charter school level.
- In 2023, the Career Ladder Data System (CLDS) was built out for the State Mandated Annual Evaluation Review process.

METHODOLOGY

A randomized sample of administrators generated by the Career Ladder Data System randomizer—representing approximately **10% of the evaluating administrators in each region in the state**—was provided for this review. For every administrator in the sample, a **selection of evaluations from the 2023-2024 school year were reviewed**. Where possible, this selection included two instructional staff evaluations and one pupil service staff evaluation each. **Three hundred ten (310) staff evaluations by one hundred twenty-six (126) administrators** were confirmed for the review sample.

A team of twenty-one (21) experienced education professionals from across Idaho were selected to serve on the review team. This group was composed of current and former public education administrators, educators, and 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 is 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, and two (2) calibration activities.

The **first phase** of the review process is the **desk review**, in which reviewers work independently to assess the compliance of each evaluation. A minimum of two reviews were conducted by two different reviewers for each submitted evaluation. Reviewers that work in a school district or charter school were assigned evaluations in a different region from their employment region. Selected administrators were notified of the results of the review. After being notified of the review results, administrators were given the opportunity to submit missing documents, provide clarification for the evidence submitted, and/or correct any errors. Evaluations that were resubmitted went through the review process described early in this paragraph and the results were communicated. Upon conclusion of the desk review, the review team discussed trends, strengths, and areas of improvement that were observed during this desk review.

The **second phase** of the review process involved **on-site or virtual visits** with a subset of selected administrators whose evaluations were assessed in the desk review. The purpose of these visits was to establish a dialogue with evaluators to inform improvements to the implementation of evaluation practices and compliance with evaluation requirements.

SELECTED ADMINISTRATOR COMPLIANCE

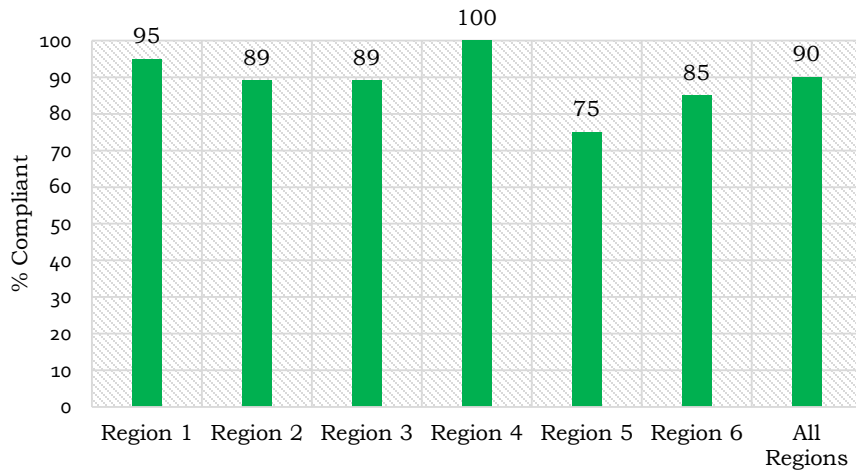
SELECTED ADMINISTRATOR COMPLIANCE BY EDUCATION REGION FOR THE 2023-2024 SCHOOL YEAR



Education Region Map



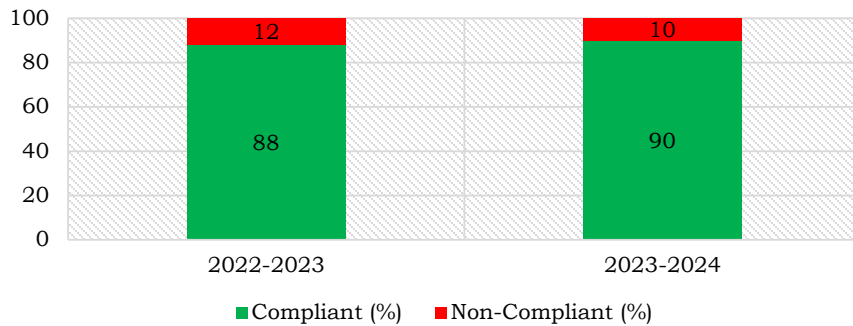
Selected Administrator Compliance by Education Region for the 2023-2024 School Year (%)



STATEWIDE SELECTED ADMINISTRATOR COMPLIANCE BY SCHOOL YEAR

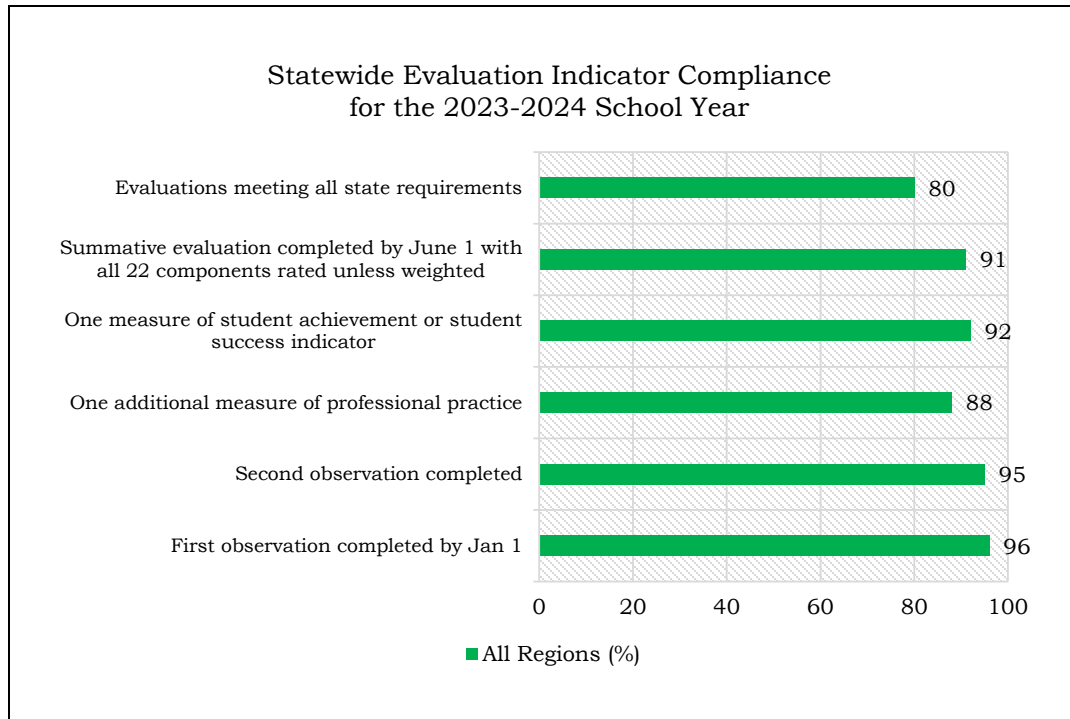


Statewide Selected Administrator Compliance by School Year (%)

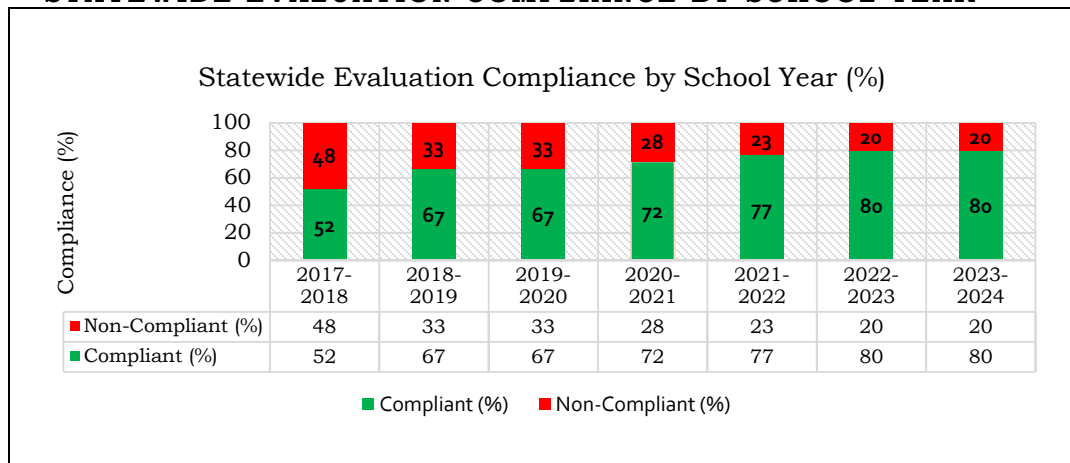


EVALUATION COMPLIANCE

STATEWIDE EVALUATION INDICATOR COMPLIANCE FOR THE 2023-2024 SCHOOL YEAR



STATEWIDE EVALUATION COMPLIANCE BY SCHOOL YEAR



CONCLUSION

The historical implementation of the state mandated annual evaluation review may have impacted each year's findings due to a variety of changes.

Those changes include:

- Annual learning and relearning of the state mandated annual evaluation review implementation process;
- Changes to the board office state mandated annual evaluation review facilitator;
- Changes to the state mandated annual evaluation review platform;
- Changes to the state mandated annual evaluation review sample of selected administrators; and
- Changes to the state sponsored certified staff evaluation platform.

Additional areas that may impact each year's findings are:

- Communication with school districts and charter schools;
- School administrator capacity;
- School administrators prepared outside of Idaho; and
- School administrator turnover.

The daily responsibilities of the multi-faceted position of a school administrator binds the time that may be allocated to the many requirements of the position, such as certified staff evaluations.

Conclusion

The review team found improvements in the rigor and selection of the measures of student achievement used across the state. The use of portfolios for the additional measure of professional practice was found to be a strength as the portfolios were specific to the growth of the educator. The elements of non-compliance appeared to be related to misunderstandings of the framework requirements, uncollected evidence, and extenuating circumstances. 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 Idaho Framework for Teaching Evaluation should focus on clarifying evaluation requirements. Specifically, providing guidance for weighted evaluations, clarifying the additional measure of professional practice, explaining student success indicators, and providing guidance on conducting evaluations for pupil service staff and special education teachers.

The rate of evaluation compliance remained consistent with last year's state mandated annual evaluation review results.

END OF REPORT

**NOVEMBER 1, 2024
OFFICE OF THE IDAHO STATE BOARD OF EDUCATION**

SUBJECT

Federal Title II Programs that Prepare Teachers Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 205-208 of Title II of the Higher Education Opportunity Act

BACKGROUND/DISCUSSION

Sections 205 through 208 of Title II of the Higher Education Opportunity Act call for accountability for programs that prepare teachers. The Higher Education Act was signed in 1998, and the legislation was reauthorized in 2008. The educator preparation providers report annually to the state in April. States report annually to the U.S. Department of Education in October. The report is to inform the public of the status of educator preparation programs. More specifically, Section 205 of Title II of the Higher Education Opportunity Act mandates the collection of data on state assessments, standards for teacher certification and licensure, data on the performance of educator preparation programs, and other requirements. The law requires the Secretary to use these data in submitting an annual report on the quality of educator preparation to Congress.

IMPACT

This item is for informational purposes only.

ATTACHMENTS

Attachment 1 – Idaho 2024 Title II Report for Academic Year 2022-2023


BOARD ACTION

This item is for informational purposes only.



2024 TITLE II REPORTS
National Teacher Preparation Data

Idaho
Report AY 2022-23

 REPORT COMPLETE
STATUS: CERTIFIED

Contact Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Year](#)

TITLE

IRSI NAME

LOCATION

JOB TITLE

AGENCY

ADDRESS

CITY

STATE

ZIP CODE

PHONE

FAX

EMAIL

ksh d .idah .g v

WEBSITE

htt s://b ard f d.idah .g v/

ACADEMIC YEAR

2022-23

INTRODUCTION

Introduction

(Optional)

Please use this space to provide any additional information that provides context for the data included in this report card. You may also attach information to this report card (see below).

Links Related Web Sites

List of Idaho Educator Preparation Providers	
--	--

You may add links to related websites to be included with your report card. Be sure to include the entire URL, beginning with the 'http://' or 'https://'. Add links in the order that you'd like them to appear.

SECTION I O M INFORMATION

List of Programs

List each teacher preparation provider and program for an initial teaching credential offered in your state below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. Indicate any at-risk or low-performing programs. ([§205\(b\)\(1\)\(H\)](#), [§207\(a\)](#)) s

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)
- [Teacher Preparation Provider](#)

Note: This section is reloaded from Institution and Program Report Card (IPRC) data. States will indicate whether programs are classified as at-risk or low-performing, and if so, the date designated as such.

Total		
Programs Types s	Number of Providers s	Number of Programs s
Traditional s	7 s	14 s
Alternative, IHE-based	5 s	68
Alternative, not IHE-based s	2 s	22 s
Total	14	236 s

ABCTE - Idaho (Title 3 Only) - Alt (1451), No IPED ID				
CIP Code s	Teacher Preparation Programs s	UG, PG, or Both s	Indicate whether the s program is classified as at-risk or low-performing s and if so, the date designated as such	Updates
3 202 s	Elementary Education	PG s	Not Applicable	
13.1 s	Special Education	PG s	Not Applicable	
13.130 s	Teacher Education- Biology	PG s	Not Applicable	
13.130 s	Teacher Education- Chemistry s	PG s	Not Applicable	
13.130 s	Teacher Education- English/Language Arts s	PG s	Not Applicable	

ABCTE - I (Title 2 Only) - Alb(1451), No IPEID SID				
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and if so the date designated as such	Update
13.1360	Teacher Education - General Science	PG	Not Applicable	
13.1320	Teacher Education - History	PG	Not Applicable	
13.1340	Teacher Education - Mathematics	PG	Not Applicable	
13.1330	Teacher Education - Physics	PG	Not Applicable	
13.1350	Teacher Education - Reading	PG	Not Applicable	

ABCTE - I (Title 2 Only) - Alb 1451, No IPEID SID

Total number of teacher preparation programs: 0

10

Boise State University (4018), IPEID SID: d42115				
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and if so the date designated as such	Update
13.1200	Early Childhood Education	Both	Not Applicable	
13.1220	Elementary Education	Both	Not Applicable	
13.1260	Junior High/Intermediate/Middle School Education and Teaching	Both	Not Applicable	

Boise State University (4018), IPEDS ID: 142115				
CIP Code	Teacher Preparation Programs	UG, PG, Both	Indicate whether the program is classified as at-risk or low-performing as of the date designated as such	Update
13.1	Special Education	Both	Not Applicable	
13.1300	Teacher Education - Art	Both	Not Applicable	
13.1300	Teacher Education - Biology	Both	Not Applicable	
13.1300	Teacher Education - Chemistry	Both	Not Applicable	
13.1300	Teacher Education - Computer Science	Both	Not Applicable	
13.1300	Teacher Education - Drama and Dance	Both	Not Applicable	
13.1400	Teacher Education - English as a Second Language	Both	Not Applicable	
13.1300	Teacher Education - English/language arts	Both	Not Applicable	
13.1300	Teacher Education - Foreign Language	Both	Not Applicable	
13.1300	Teacher Education - General Science	Both	Not Applicable	
13.1300	Teacher Education - Health	Both	Not Applicable	
13.1300	Teacher Education - History	Both	Not Applicable	

Boise State University (4018), IPEDS ID: 142115 a				
CIP Code a	Teacher Preparation Programs a	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and whether the program is designated as such a	Update
13.1311 a	Teacher Education - Mathematics a	Both a	Not Applicable a	
13.1312 a	Teacher Education - Music a	Both a	Not Applicable	
13.1313 a	Teacher Education - Physical Education and Coaching a	Both a	Not Applicable	
13.1314 a	Teacher Education - Physics	Both a	Not Applicable	
13.1315 a	Teacher Education - Social Sciences a	Both a	Not Applicable	
13.1316 a	Teacher Education - Social Studies a	Both a	Not Applicable a	

Boise State University (4018), IPEDS ID: 142115 a

Total number of teacher preparation programs:

31 a

Boise State University - Alt (4018), No IPEDS ID				
CIP Code a	Teacher Preparation Programs a	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and whether the program is designated as such a	Update
13.01aa	General Education (alternative programs/programs providing pedagogy only) a	PG a	Not Applicable a	

Boise State University - Alt (4018), No IPEDS ID a

Total number of teacher preparation programs: a

15

Brigham Young University Idaho (4657), IPED ID: 142522				
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing and the date designation was given	Update
13.1255	Early Childhood Education	UG	Not Applicable	
1351255	Elementary Education	UG	Not Applicable	
13.15	Special Education	UG	Not Applicable	
13513255	Teacher Education - Arts	UG	Not Applicable	
13513255	Teacher Education - Biology	UG	Not Applicable	
13.1355	Teacher Education - Chemistry	UG	Not Applicable	
135132455	Teacher Education - Drama and Dance	UG	Not Applicable	
13513275	Teacher Education - Earth Sciences	UG	Not Applicable	
13.145	Teacher Education - English as a Second Language	UG	Not Applicable	
135132555	Teacher Education - English/Spanish	UG	Not Applicable	
13.13555	Teacher Education - Family and Consumer Sciences/Home Economics	UG	Not Applicable	

Brigham Young University Idaho (4657), IPEDS ID: 142522 :				
CIP Code	Teacher Preparation : Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and if so, the date designated as such	Update
13.1306 :	Teacher Education - Foreign Language :	UG :	Not Applicable :	
13.1328 :	Teacher Education - History :	UG :	Not Applicable	
13.1311 :	Teacher Education - Mathematics :	UG :	Not Applicable	
13.1312 :	Teacher Education - Music	UG :	Not Applicable	
13.1329 :	Teacher Education - Physics	UG :	Not Applicable	
13.1318 :	Teacher Education - Social Studies :	UG :	Not Applicable	

Brigham Young University Idaho (4657), IPEDS ID: 142522

Total number of teacher preparation programs: :

17

College of Southern Idaho - Alt (2909), IPEDS ID: 142559				
CIP Code	Teacher Preparation : Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and if so, the date designated as such	Update
13.11 :	General Education (alternative programs/programs providing pedagogy only) :	PG :	Not Applicable :	

College of Southern Idaho - Alt (2909), IPEDS ID: 142559

Total number of teacher preparation programs:

1 d

Idaho State vrs y (4355), No IPEDs ID				
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing and if so, the site is significant as such	Update
13.1200	Early Childhood Education	UG	Not Applicable	
13.0100	General Education (alternative programs/programs providing pedagogy only)	PG	Not Applicable	
13.1200	Junior High/Intermediate/Middle School Education/Teaching	Both	Not Applicable	
13.1000	Special Education	Both	Not Applicable	
13.1300	Teacher Education: Art	Both	Not Applicable	
13.1300	Teacher Education: Biology	Both	Not Applicable	
13.1300	Teacher Education: Business	Both	Not Applicable	
13.1300	Teacher Education: Chemistry	Both	Not Applicable	
13.1300	Teacher Education: Computer Science	UG	Not Applicable	
13.1300	Teacher Education: Drama and Dance	Both	Not Applicable	
13.1300	Teacher Education: Earth Science	Both	Not Applicable	

Indiana State University (4355), No IPEDS ID				
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as a risk reduction activity or designated as such	Update
13.1400	Teacher Education - English as a Second Language	UG	Not Applicable	
13.1300	Teacher Education - English/Language Arts	Both	Not Applicable	
13.1300	Teacher Education - Family and Consumer Sciences/Home Economics	Both	Not Applicable	
13.1300	Teacher Education - Foreign Language	Both	Not Applicable	
13.1300	Teacher Education - General Science	Both	Not Applicable	
13.1300	Teacher Education - Health	Both	Not Applicable	
13.1300	Teacher Education - History	Both	Not Applicable	
13.1300	Teacher Education - Mathematics	Both	Not Applicable	
13.1300	Teacher Education - Music	Both	Not Applicable	
13.9900	Teacher Education - Other	Both	Not Applicable	
13.1300	Teacher Education - Physical Education and Coaching	Both	Not Applicable	
13.1300	Teacher Education - Physics	Both	Not Applicable	

Idaho State University (4355), No IPEDs ID n				
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing and if so, the date designated as such	Update
131010	Teacher Education - Social Studies	Both	Not Applicable	

Idaho State University (4355), No IPEDs ID n

Total number of teacher preparation programs:

35

Idaho State University - Alt (4355), No IPEDs ID n				
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing and if so, the date designated as such	Update
131010	Elementary Education	Both	Not Applicable	
131011	General Education (alternative programs/programs providing pedagogy)	Both	Not Applicable	
131020	Junior High/Intermediate/Middle School Education and Teaching	Both	Not Applicable	
131030	Special Education	Both	Not Applicable	
131040	Teacher Education - Math	Both	Not Applicable	
131050	Teacher Education - Biology	Both	Not Applicable	
131060	Teacher Education - Business	Both	Not Applicable	

Idaho StatP rs ty - Alt (4355), No IPEDs IDFP				
Cl Code P	Teacher P Preparation Programs	UG, B, or Both P	Indicate whether the program is classified as at-risk or low performing, and if so, the date designated as such	Update
13.1300P	Teacher Education - Chemistry P	Bd P P	Not Applicable P	
13.1304PP	Teacher Education - Drama and Dance P	Bd P P	Not Applicable	
13.1307 P	Teacher Education - Earth Science P	Bd P P	Not Applicable	
13.14PP	Teacher Education - English as a Second Language P	Bd P P	Not Applicable	
13.1308P	Teacher Education - English/Language Arts P	Bd P P	Not Applicable	
13.1309P	Teacher Education - Family and Consumer Sciences/Home Economics	Bd P P	Not Applicable	
13.1306PP	Teacher Education - Foreign Language P	Bd P P	Not Applicable	
13.1307PP	Teacher Education - Health P	Bd P P	Not Applicable	
13.1301 P	Teacher Education - Mathematics	Bd P P	Not Applicable	
13.1302PP	Teacher Education - Music P	Bd P P	Not Applicable	
13.99PP	Teacher Education - Other P P P	Bd P P	Not Applicable	
13.1300PP	Teacher Education - Physical Education and Coaching P P	Bd P P	Not Applicable	

Idaho State University - Alt (4355), No IPEDs ID t				
CIP Code t	Teacher Preparation Programs t	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and if so, the date designated as such	Update
13.1320 t	Teacher Education- Physics	Both t	Not Applicable	
13.1310 t	Teacher Education- Social Studies t	Both t	Not Applicable t	

Idaho State University - Alt (4355), No IPEDs ID t

Total number of teacher preparation programs:

35

Lewis-Clark State College (4385), IPEDs ID: 142328 t				
CIP Code t	Teacher Preparation Programs t	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and if so, the date designated as such	Update
13.1202 t	Elementary Education	Both t	Not Applicable	
13.01 t	General Education (alternative programs/programs providing pedagogy only)	Both t	Not Applicable	
13.1208 t	Junior High/Intermediate/Middle School Education and Teaching	Both t	Not Applicable	
13.1 t	Special Education t	Both t	Not Applicable t	
13.1322 t	Teacher Education- Biology t	Both t	Not Applicable	
13.1326 t	Teacher Education- Chemistry t	Both t	Not Applicable t	

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Lewis-Clatsop Community College - Alt (4385), IPED ID: 142328				
IP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or in jeopardy, and if so, the date designations are	Update
13.12000	Early Childhood Education	PG	Not Applicable	
13.12000	Elementary Education	PG	Not Applicable	
13.12000	Junior High/Intermediate/Middle School Education/Teaching	PG	Not Applicable	
13.13000	Special Education	PG	Not Applicable	
13.13000	Teacher Education - Art	PG	Not Applicable	
13.13000	Teacher Education - Biology	PG	Not Applicable	
13.13000	Teacher Education - Chemistry	PG	Not Applicable	
13.13000	Teacher Education - Computer Science	PG	Not Applicable	
13.13000	Teacher Education - Earth Science	PG	Not Applicable	
13.14000	Teacher Education - English as a Second Language	PG	Not Applicable	
13.13000	Teacher Education - English/Languages	PG	Not Applicable	

Lewis-Clark State College - Alt (#385), IPEDS ID# 42828				
CIP Code	Technical Preparation Program	UG, PG, or Both	Indicate whether the program is classified as at-risk for low-performing, and if so, the date designated as such	Update
131306	Technical Education - Foreign Language	PG	Not Applicable	
131306	Technical Education - General Science	PG	Not Applicable	
131307	Technical Education - Health	PG	Not Applicable	
131328	Technical Education - History	PG	Not Applicable	
131311	Technical Education - Mathematics	PG	Not Applicable	
131312	Technical Education - Music	PG	Not Applicable	
1399	Technical Education - Other	PG	Not Applicable	
131314	Technical Education - Physical Education and Coaching	PG	Not Applicable	
131329	Technical Education - Physical	PG	Not Applicable	
131315	Technical Education - Reading	PG	Not Applicable	
131318	Technical Education - Social Studies	PG	Not Applicable	
131311	Technical Education - Speech	PG	Not Applicable	

Lewis-Clark State College - Alt (#385), IPEDS ID# 42828

Total number of attachment pages: 23

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Northwest Na arene University (4544), IPEDS ID: 142461				
CIP Code	Teacher Preparation Programs	UG, PA, or Both	Indicate whether the program is classified as at-risk or low-performing, and if so, the date designated as such	Update
132020	Elementary Education	Both	Not Applicable	
132030	Junior High/Intermediate/Middle School Education/Teaching	Both	Not Applicable	
132020	Teacher Education - Math	Both	Not Applicable	
132020	Teacher Education - Biology	Both	Not Applicable	
132020	Teacher Education - Chemistry	Both	Not Applicable	
132020	Teacher Education - Computer Science	Both	Not Applicable	
132050	Teacher Education - English Language Arts	Both	Not Applicable	
132060	Teacher Education - Foreign Languages	Both	Not Applicable	
132060	Teacher Education - General Science	Both	Not Applicable	
132070	Teacher Education - Health	Both	Not Applicable	

Northwest Nazarene University (4544), IPEDS ID: 142460				
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and is subsequently designated as such	Update
130600	Teacher Education - History	Both	Not Applicable	
130600	Teacher Education - Mathematics	Both	Not Applicable	
130600	Teacher Education - Music	Both	Not Applicable	
130600	Teacher Education - Other	PG	Not Applicable	
130600	Teacher Education - Physical Education and Coaching	Both	Not Applicable	
130600	Teacher Education - Physical	Both	Not Applicable	
130600	Teacher Education - Social Studies	Both	Not Applicable	
130600	Teacher Education - Speech	Both	Not Applicable	

Northwest Nazarene University (4544), IPEDS ID: 142460

Total number of teacher preparation programs:

18

Northwest Nazarene University - Abb (4544), IPEDS ID: 142460				
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and is subsequently designated as such	Update

Northwest Nazarene University - Alt (4544), IPEDS ID: 142461				
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing and/or under review designations	Update
132222	Elementary Education	Both	Not Applicable	
132222	Teacher Education - Biology	Both	Not Applicable	
132222	Teacher Education - English/Literature Arts	Both	Not Applicable	
132222	Teacher Education - General Studies	Both	Not Applicable	
132222	Teacher Education - Health	Both	Not Applicable	
132222	Teacher Education - Mathematics	Both	Not Applicable	
132222	Teacher Education - Social Studies	Both	Not Applicable	
132222	Teacher Education - Special	Both	Not Applicable	

Northwest Nazarene University - Alt (4544), IPEDS ID 14 461 2

Total number of teacher preparation programs:

8

Teach for America-Idaho (Title 2 Only) - Alt (4061), No IPEDS ID				
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing and/or under review designations	Update

Teaching License - Statewide (Title 2 Only) - Initial (4061), No IPEDs Initial				
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low performing and the date designations such	Updated
13.120000	Elementary Education	PG	No Applicable	
13.130000	Special Education	PG	No Applicable	
13.130000	Teacher Education - Biology	PG	No Applicable	
13.130300	Teacher Education - Chemistry	PG	No Applicable	
13.130000	Teacher Education - Computer Science	PG	No Applicable	
13.130000	Teacher Education - Earth Science	PG	No Applicable	
13.130500	Teacher Education - English/Language Arts	PG	No Applicable	
13.130000	Teacher Education - Foreign Language	PG	No Applicable	
13.130000	Teacher Education - General Science	PG	No Applicable	
13.130000	Teacher Education - History	PG	No Applicable	
13.130000	Teacher Education - Mathematics	PG	No Applicable	
13.130000	Teacher Education - Physics	PG	No Applicable	

Teach for America-Idaho (Title 2 Only) - Alt (4061), No IPEDs ID				
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low performing and the date designated such	Update
13.130000	Teacher Education - Social Studies	PG	No Applicable	

Teach for America-Idaho (Title 2 Only) - Alt (4061), No IPEDs ID

Total number of teacher preparation programs:

12

The College of Idaho (4060), No IPEDs ID				
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low performing and the date designated such	Update
13.120000	Elementary Education	PG	No Applicable	
13.130000	Teacher Education - Biology	PG	No Applicable	
13.130000	Teacher Education - English/Language Arts	PG	No Applicable	
13.130000	Teacher Education - History	PG	No Applicable	
13.130000	Teacher Education - Mathematics	PG	No Applicable	
13.130000	Teacher Education - Music	PG	No Applicable	

The College of Idaho (4060), No IPEDs ID

Total number of teacher preparation programs:

6 d

Universi Idah (4843), NoIPEDs ID				
CR Code	Teaching Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing, and if so, the date of significant status	Updated
130001	Elementary Education	UG	Not Applicable	
130002	Elementary Education	UG	Not Applicable	
130003	Special Education	Both	Not Applicable	
130004	Teaching Preparation Agricultural	UG	Not Applicable	
130005	Teaching Preparation Art	UG	Not Applicable	
130006	Teaching Preparation Biology	UG	Not Applicable	
130007	Teaching Preparation Business	UG	Not Applicable	
130008	Teaching Preparation Chemistry	UG	Not Applicable	
130009	Teaching Preparation Earth Science	UG	Not Applicable	
130010	Teaching Preparation English as a Second Language	UG	Not Applicable	
130011	Teaching Preparation English as a Second Language	UG	Not Applicable	

University of Idaho (4843), No IPEDS ID				
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Indicate whether the program is classified as at-risk or low-performing and if so, the date designated as such	Update
13.1300	Teacher Education - Family and Consumer Sciences/Home Economics	UG	Not Applicable	
13.1300	Teacher Education - Foreign Language	UG	Not Applicable	
13.1307	Teacher Education - Health	UG	Not Applicable	
13.1308	Teacher Education - History	UG	Not Applicable	
13.1314	Teacher Education - Mathematics	UG	Not Applicable	
13.1316	Teacher Education - Music	UG	Not Applicable	
13.99	Teacher Education - Other	Both	Not Applicable	
13.1314	Teacher Education - Physical Education and Coaching	Both	Not Applicable	
13.1306	Teacher Education - Physics	UG	Not Applicable	
13.1316	Teacher Education - Social Studies	UG	Not Applicable	
13.1309	Teacher Education - Technology/Industrial Arts	UG	Not Applicable	

University of Idaho (4843), No IPEDS ID

Total number of teacher preparation programs:

22

SECTION I O M I N F O R M A T I O N

Traditional Undergraduate Entry/Exit and GPA Requirements

Traditional Undergraduate Entry/Exit Requirements x

For each teacher preparation provider, check the elements required for admission (entry) into and completion (exit) from the program. ([§205\(b\)\(1\)\(G\)\(i\)](#))

Note: This section is preloaded from Institution and Program Report Card (IPRC) data.

[>> Go to Traditional Undergraduate GPA Requirements x](#)

Boise State University (4018)

Are there initial teacher certification programs at the undergraduate level?	Yes x
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Boise State University (4018) x		
Element x	Admission x	Completion
Transcript	Yes x	Yes x
Fingerprint check	Yes x	No
Background check x	Yes x	No x
Minimum number of courses/credits/semester hours completed	Yes x	Yes x
Minimum GPA	Yes x	Yes x
Minimum GPA in content area coursework	Yes x	Yes x
Minimum GPA in professional education coursework x	Yes x	Yes x
Minimum ACT score	No	No
Minimum SAT score	No x	No
Minimum basic skills test score	Yes x	Yes x
Subject area/academic content test or other subject matter verification x	Yes x	Yes x
Recommendation(s)	Yes x	Yes x
Essay or personal statement x	Yes x	No
Interview	Yes x	No x
Other Specify: Met "Basic" on the Idaho Framework for Teaching Evaluation x	No x	Yes x

Brigham Young University Idaho (46 x)

Are there initial or other entry programs for the candidate?	Yes
--	-----

Brigham Young University Idaho (4657)		
Element	Admission	Completion
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area/coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	No	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation	No	Yes
Essay or personal statement	No	Yes
Interview	No	Yes
Other Specify: Met "Basic" on the Idaho Framework for Teaching Evaluation	No	Yes

Idaho State University (4355)

Are there initial or other entry programs for the candidate?	Yes
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Idaho State University (4355)		
Element	Admission	Completion
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes

Idaho State University (4355)		
Element	Admission	Completion
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Nd	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Nd	Nd
Minimum SAT score	Nd	No
Minimum basic skills test score	Nd	Nd
Subject area/academic content test or other subject matter verification	Nd	Yes
Recommendation(s)	Nd	Yes
Essay or personal statement	Nd	Nd
Interview	Nd	Nd
Other Specify: Met "Basic" on the Idaho Framework for Teaching Evaluation	Nd	Yes

Lewis Clark State College (4385)

Are there initial or final interviews in the undergraduate level?	Yes
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Lewis-Clark State College (4385)		
Element	Admission	Completion
Transcript	Nd	Yes
Fingerprint check	Nd	Yes
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	Nd
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	Nd

Lewis-Clark State College (4385) s		
Elements	Admissions	Completions
Subject area/academic content test or other subject matter verification	No s	Yes
Recommendation(s)	No	Yes
Essay or personal statement s	Yes s	No
Interview	Yes s	Yes
Other Specify: Met "Basic" on the Idaho Framework for Teaching Evaluation	No s	Yes

Northwest Nazarene University (4544)

Are there initiative or certification programs at the undergraduate level?	Yes s
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Northwest Nazarene University (4544)		
Elements	Admissions	Completions
Transcript	Yes s	Yes
Fingerprint check	No s	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes s	Yes
Minimum GPA s	Yes	Yes
Minimum GPA in content areas/courses/courses	Yes	Yes
Minimum GPA in professional education coursework	Yes s	Yes
Minimum ACT score	No s	Yes
Minimum SAT score s	No	Yes
Minimum basic skills test score	No	Yes
Subject area/academic content test or other subject matter verification s	Yes s	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement s	Yes	Yes
Interview s	Yes	Yes
Other Specify: Met "Basic" on the Idaho Framework for Teaching Evaluation s	No s	Yes

The College of Idaho (060)

Are there initiative her erti i ti n pr gr ms t the undergr du te eve ?	No
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University of Idaho (4843)

Are there initiative her erti i ti n pr gr ms t the undergr du te eve ?	Yes
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University of Idaho (4843)		
Element	Admission I	Completion I
Transcript	No I	Yes I
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes I	Yes I
Minimum GPA I	Yes	Yes
Minimum GPA in content area/coursework I	Yes	Yes
Minimum GPA in professional education coursework	Yes I	Yes I
Minimum ACT score	Yes	Yes
Minimum SAT score I	Yes	Yes
Minimum basic skills test score I	No	Yes
Subject area/academic content test or other subject matter verification	No I	Yes I
Recommendation(s) I	Yes	Yes
Essay or personal statement	Yes	Yes
Interview I	Yes	Yes
Other Specify: Met "Basic" on the Idaho Framework for Teaching Evaluation	No I	Yes I

Traditional Undergraduate GPA Requirements

For each traditional program listed below, enter the minimum GPA required for admission into the teacher preparation program, and the minimum GPA required to complete the program. In programs listed, you do not have any traditional program's undergraduate level admission requirement.

Include all education credentials including, but not limited to, emergency, temporary, provisional, permanent, professional and master teacher licenses as well as any other credentials even specifically those for preparation or completion of alternative routes to certification or licensure. Do not include credentials for principals, administrators, social workers, guidance counselors, special education paraprofessionals or other school support personnel. (§20 (b)(1)(A))

Program	Is Minimum GPA Required for Admission?	Minimum GPA Required for Admission	Is Minimum GPA Required for Completion?	Minimum GPA Required for Completion
Board of Education (40555)	Yes	3.5	Yes	3
Board of Education of Idaho (46575)	Yes	2.5	Yes	2
Board of Education (43555)	Yes	3	Yes	3
Law Society of Colorado (4355)	Yes	3	Yes	3
National Federation of Teachers (4544)	Yes	3.5	Yes	3.5
Board of Education (48555)	Yes	2.5	Yes	2.5

SECTION I O M I N F O R M A T I O N

Traditional Postgraduate Entry Exit and GPA Requirements

Traditional Postgraduate Entry Exit Requirements

For each teacher preparation provider, check the elements required for admission (entry) into and completion (exit) from the program. (/ §205(b)(1)(G)(i))

Note: This section is preloaded from Institution and Program Report Card (IPRC) data.

[>> Go to Traditional Postgraduate GPA Requirements /](#)

Boise State University (4018)

Are there initial teacher certification programs at the postgraduate / level?	Yes
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Boise State University (4018) /		
Element/	Admission /	Completion
Transcript	Yes /	Yes
Fingerprint check	Yes /	No
Background check /	Yes	No
Minimum number of courses/credits/semester hours completed	Yes /	Yes/
Minimum GPA	Yes /	Yes /
Minimum GPA in content area/coursework	Yes /	Yes
Minimum GPA in professional education/ coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score /	No /	No
Minimum basic skills test score /	Yes /	Yes /
Subject area/academic content test or other / subject matter verification	Yes /	Yes
Recommendation(s)	Yes /	Yes /
Essay/or personal statement / /	Yes /	No
Interview	Yes	No
Other Specify: Met "Basic" on the Idaho Framework for Teaching/Evaluation /	No /	Yes /

Brigham Young University Idaho (465)

Are there any state-specific or institutional requirements that are not covered here?	No
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Idaho State University (4355)

Are there any state-specific or institutional requirements that are not covered here?	Yes
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Idaho State University (4355)		
Element	Admission	Completion
Transcript	Yes	Yes
ingerprint check	No	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area/courses	No	Yes
Minimum GPA in professional education courses	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	No
Other: Satisfies: Met "Basic" on the Idaho Framework for Teacher Evaluation	No	Yes

Levins-Clark State College (4385)

Are there any state-specific or institutional requirements that are not covered here?	Yes
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Levins-Clark State College (4385)		
Element	Admission	Completion
Transcript	Yes	Yes

Lewis-Clark State College (4385) s		
Elements	Admissions	Completions
Fingerprint check s	No s	Yes s
Background check s	Yes s	No s
Minimum number of courses/credits/semesters hours completed	Yes s	Yes s
Minimum GPA s	Yes s	Yes s
Minimum GPA in content areas/courses/courses	Yes s	Yes s
Minimum GPA in professional education coursework s	Yes s	Yes s
Minimum ACT score	No s	No s
Minimum SAT score	No s	No s
Minimum basic skills test score	No s	No s
Subject area/academic content test or other subject matter verification s	No s	Yes s
Recommendation(s)	No s	Yes s
Essays or personal statement s s	Yes s	No s
Interview s	Yes s	Yes s
Other Specify: Met "Basic" on the Idaho Framework for Teaching Evaluation s	No s	Yes s

Northwest Nazarene University (4544)

Are there initiative her certification programs that the program is a part of?	Yes
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Northwest Nazarene University (4544)		
Elements	Admissions	Completions
Transcript	Yes s	Yes s
Fingerprint check s	No s	Yes s
Background check	No s	Yes s
Minimum number of courses/credits/semesters hours completed	Yes s	Yes s
Minimum GPA	Yes s	Yes s
Minimum GPA in content areas/courses/courses	Yes s	Yes s
Minimum GPA in professional education coursework s	Yes s	Yes s

Northwest Nazarene University (4544) f		
Element f	Admission f	Completion f
Minimum ACT score f	No	Yes
Minimum SAT score	No	Yes
Minimum basic skills test score	No	Yes
Subject area/academic content test or other subject matter verification f	Yes f	Yes f
Recommendation(s) f	Yes	Yes
Essay for personal statement f f	Yes	Yes
Interview f	Yes f	Yes f
Other Specify: Met "Basic" on the Idaho Framework for Teaching Evaluation f	No f	Yes f

The College of Idaho (4000)

Are there initial fee or other costs in program that the student will be expected to pay?	Yes
---	-----

The College of Idaho (4060) f		
Element f	Admission f	Completion f
Transcript	Yes	Yes f
Fingerprint check f	Yes	No
Background check f	Yes f	No
Minimum number of courses/credits/semester hours completed f	Yes f	Yes f
Minimum GPA f	Yes	Yes
Minimum GPA in content area/coursework f	Yes	Yes
Minimum GPA in professional education coursework f	Yes	Yes f
Minimum ACT score	No	No
Minimum SAT score f	No f	No
Minimum basic skills test score	No f	No
Subject area/academic content test or other subject matter verification f	Yes f	Yes f
Recommendation(s) f	Yes	Yes f
Essay for personal statement f f	Yes f	No

The College of Idaho (#060) t		
Element t	Admission t	Completion t
Interview	No	No
Other Specify: Met "Basic" on the Idaho Framework for Teaching Evaluation t	No t	Yes

University of Idaho (4843) t

Are there initiatives that are in place to support the retention of students?	Yes
---	-----

University of Idaho (#4843) t		
Element t	Admission t	Completion t
Transcript	Yes	Yes
First transcript check t	Yes t	Yes
Background check t	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes t	Yes
Minimum GPA t	Yes	Yes
Minimum GPA in content area/outside t	Yes	Yes
Minimum GPA in professional education t	Yes t	Yes
Minimum ACT score	No t	No
Minimum SAT score t	No	No
Minimum basic skills test score t	No t	No
Subject area/academic content test or other subject matter verification	Yes t	Yes
Recommendation(s) t	Yes	Yes
Essay or personal statement t	Yes t	No
Interview t	No	No
Other Specify: Met "Basic" on the Idaho Framework for Teaching Evaluation t	No t	Yes

Traditional Postgraduate GPA Requirements

For each row of a program set below, enter the minimum GPA required for admission to the teacher preparation program, and the minimum GPA required to complete the program. If no programs are selected, you do not have any rows of programs and the postgraduate evaluation is automatically accepted.

Include all teaching credentials including initial, emergency, temporary, provisional, permanent, professional and master teacher licenses as well as any credentials given specifically to those participating in or completing alternative routes to certification or licensure. Do not include credentials for principals, administrators, social workers, guidance counselors, speech/language pathologists or any other school support personnel. (~~§205(b)(1)(A)~~)

Program	Is Minimum GPA Required for Admission? n	Minimum GPA Required for Admission n	Is Minimum GPA Required for n Completion? n	Minimum GPA Required for Completion
Boise State University (418)	Yes	3	Yes	3
Idaho State University (4355) n	Yes	3	Yes	3
Lewis-Clark State College (4385)	Yes	3	Yes	3
Northwest Nazarene University (4544) n	Yes n	3 n	Yes n	3
The College of Idaho (4060) n	Yes	2.75 n	Yes	2.75
University of Idaho (4845) n n	Yes n	3 n	Yes n n	3

SECTION I O M I N F O R M A T I O N

Alternative Undergraduate Entry/Exit and GPA Requirements

Alternative Undergraduate Entry/Exit Requirements

For each teacher preparation provider, check the elements required for admission (entry) into and completion (exit) from the program. ([§205\(b\)\(1\)\(G\)\(i\)](#))

Note: This section is preloaded from Institution and Program Report Card (IPRC) data.

[>> Go to Alternative Undergraduate GPA Requirements](#) x

ABCTE - Idaho (Title 2 Only) - Alt (1451)

Are there initial teacher certification programs at the undergraduate level?	No
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Boise State University - Alt (4018)

Are there initial teacher certification programs at the undergraduate level?	No x
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College of Southern Idaho - Alt (2909)

Are there initial teacher certification programs at the undergraduate level?	No x
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Idaho State University - Alt (4355)

Are there initial teacher certification programs at the undergraduate level?	Yes
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Idaho State University - Alt (4355)		
Element x	Admissionx	Completionx
Transcript x	Yes	Yes
Fingerprint check	No x	Yes
Background check x	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes x	Yesx
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework x	Yes x	Yesx
Minimum ACT score x	No x	No x

Idaho State University - Alt (4355)		
Element- -	Admission-	Completion-
Minimum SAT-score -	No -	No
Minimum basic skills test score -	Yes	No
Subject area/academic content test or other subject matter verification -	Yes -	Yes-
Recommendation(s)-	Yes	No
Essay-or personal statement -	No	Yes
Interview	No -	Yes- -
Other-Specify: -	Data not reported- -	Data not reported

Lewis Clark State College - Alt (4385)

Are there initiative her certification programs that the undergraduate	No
--	----

Northwest Nazarene University - Alt (4544)

Are there initiative her certification programs that the undergraduate	Yes
--	-----

Northwest Nazarene University - Alt (4544)		
Element-	Admission-	Completion -
Transcript	Yes -	Yes
Fingerprint check -	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester - hours completed	Yes	Yes-
Minimum-GPA	Yes	Yes
Minimum GPA in content area-coursework -	Yes	Yes
Minimum-GPA in professional education coursework	Yes -	Yes-
Minimum AGT score	No	Yes
Minimum SAT-score	No	Yes
Minimum basic skills test score -	No -	Yes-
Subject area/academic content test or other subject matter verification -	Yes	Yes-

Northwest Nazarene University - Alt (4544) A		
Element	Admission	Completion
Recommendation(s) A	Yes A	Yes A
Essay or personal statement A	Yes A	Yes
Interview A	Yes A	Yes A
Other Specify: Disposition Rating A	Yes A	Yes

Teacher Candidate - Idaho (Title 2 Only) - I (4061)

Are there initial teacher certification programs at the undergraduate level?	No A
--	------

Alternative Undergraduate GPA Requirements

For each alternative program listed below, enter the minimum GPA required for admission into the teacher preparation program, and the minimum GPA required to complete the program. In programs listed, you do not have any alternative programs at the undergraduate level and no additional information is required.

Include all teaching credentials including initial, emergency, temporary, provisional, permanent, professional and master teacher licenses as well as any credentials given specifically to those participating in or completing alternative routes to certification or licensure. Do not include credentials for principals, administrators, social workers, guidance counselors, speech/language pathologists or any other school support personnel. ([§205\(b\)\(1\)\(A\)](#))

Program	Is Minimum GPA Required for Admission?	Minimum GPA Required for Admission	Is Minimum GPA Required for Completion?	Minimum GPA Required for Completion
Idaho State University - (Title 43)	Yes A	3 A	Yes A	3 A
Northwest Nazarene University - Alt (4544) A	Yes A	3 A	Yes A	3 A

SECTION I O M INFORMATION

Alternative Postgraduate Entr /Exit and GPA Requirements

Alternative Postgraduate Entr /Exit Requirements

For each teacher preparation provider, check the elements required for admission (entry) into and completion (exit) from the program. (**\$205(b)(1)(G)(i)**) y

Note: This section is preloaded from Institution and Program Report Card (IPRC) data.

[>> Go to Alternative Postgraduate GPA Requirements](#)

ABCTE - Idaho (Title 2 Onl) - Alt (1451)

Are there initial teacher certification programs at the postgraduate level?	Yes y
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ABCTE- Idaho (Title 2 Only) - Alt (1451)		
Element	Admission	Completion
Transcript y	No	Ye
ingerprint check	No	No
Background check	No y	Yes
Minimum number of courses/credits/semester hours completed	No y	No
Minimum GPA	No	No
Minimum GPA in content area/coursework y	No y	No
Minimum GPA in professional education coursework y	No y	No
Minimum ACT score	No	No
Minimum SAT score y	No	No
Minimum basic skills test score y	No	No
Subject area/academic content test or other subject matter verification y	No	Yes
Recommendation(s) y	No y	No
Essay or personal statement y	No	Yes
Interview	No	No
Other Specify: y	No y	No

Boise State University Alt (4 y y y)

Are there initial interviews or programs that require graduate level evaluation	Yes
---	-----

Boise State University - Alt (4018)		
Element	Admission	Completion
Transcript	Yes	Yes
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Other Specify: District initiates a letter of authorization to hire a teacher of record with an education plan	Yes	Yes

College of Southern Idaho - Alt (2909)

Are there initial interviews or programs that require graduate level evaluation	Yes
---	-----

College of Southern Idaho - Alt (2909)		
Element	Admission	Completion
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes

College of Southern Idaho - Ale(2909) e		
Element e	Admission e	Completion e
Minimum GPA e	No	No
Minimum GPA in content area course work e	No	No
Minimum GPA in professional education course work e	No	No
Minimum ACT score	No	No
Minimum SAT score e	No	No
Minimum basic skills test score e	No	No
Subject area/academic content test or other subject matter verification e	No	Yes
Recommendation e	No	Yes
Essay or personal statement e	No	No
Interview	No	Yes
Other Specify: Mentor Recommendation e	No	Yes

Idaho State University - Ale(4355) e

Are there initial orientation programs for first-time students?	Yes
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Idaho State University - Ale(4355)		
Element e	Admission e	Completion e
Transcript e	Yes	Yes
Foreign transcript check e	No	Yes
Background check e	Yes	Yes
Minimum number of courses/credits/semester hours completed e	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area course work e	Yes	No
Minimum GPA in professional education course work e	Yes	No
Minimum ACT score	No	No
Minimum SAT score e	No	No
Minimum basic skills test score e	No	No

Idaho State University - Alt (4355)		
Element	Admission	Completion
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation (\$)	Yes	No
Essay or personal statement	No	No
Interview	No	No
Other Specify:	No	No

Lewis Clark State College - Alt (4385)

Are there initiative or certification programs that the postgraduate employee?	Yes
---	-----

Lewis-Clark State College - Alt (4385)		
Element	Admission	Completion
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	No	No
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation (\$)	No	Yes
Essay or personal statement	No	No
Interview	Yes	Yes
Other Specify: Candidates must be hired as a teacher of record	Yes	Yes

Northwest Nazarene University - Alt (4544)

Are there initiative her erti i ti n pr gr ms t the p stgr du te s eve ?	Yes s
--	-------

Northwest Nazarene University - Alt (4544)		
Elements	Admissions	Completions
Transcript	Yes s	Yes
Financial checks	No	Yes
Background checks	No	Yes
Minimum number of courses/credits/semester hours completed	Yes s	Yes
Minimum GPA	Yes	Yes
Minimum GPA in context areas/courses/works	Yes	Yes
Minimum GPA in professional education courses/works	Yes s	Yes
Minimum ACT score	No	Yes
Minimum SAT score	No	Yes
Minimum basic skills test score	No	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement s	Yes	Yes
Interview	Yes s	Yes
Other Specify: Disposition Ratings s	Yes s	Yes

Teach for America-Idaho (Title 2 Only) - Alt (4061)s

Are there initiative her erti i ti n pr gr ms t the p stgr du te s eve ?	Yes
--	-----

Teach for America-Idaho (Title 2 Only) - Alt (4061)s		
Elements	Admissions	Completions
Transcript	Yes	Yes
Financial checks	Yes	No
Background checks	Yes	No
Minimum number of courses/credits/semester hours completed s	Yes	Yes

Teach for America-Idaho (Title 2 Only) - Alt (4061) v		
Element v	Admission	Completion
Minimum GPA v	Yes v	No
Minimum GPA in content area coursework v	No v	No v
Minimum GPA in professional education coursework v	No v	No v
Minimum ACT score v	No v	No v
Minimum SAT score v	No v	No v
Minimum basic skills test score v	No v	No
Subject area/academic content test or other subject matter verification v	Yes v	Yes v
Recommendation(s) v	Yes	No v
Essay or personal statement v	Yes	No v
Interview	Yes v	No
Other Specify: v	No v	No v

Alternative Postgraduate GPA Requirement

For each alternative program listed below, enter the minimum GPA required for admission to the teacher preparation program, and the minimum GPA required to complete the program. If no programs are listed, you do not have any alternative programs at the postgraduate level and no additional action is required.

Include all teaching credentials including initial, emergency, temporary, provisional, permanent, professional and master teacher licenses as well as any credentials given specifically to those participating in or completing alternative routes to certification or licensure. Do not include credentials for principals, administrators, social workers, guidance counselors, speech/language pathologists or any other school support personnel. ([§205\(b\)\(1\)\(A\)](#))

Program	Is Minimum GPA Required for Admission?	Minimum GPA Required for Admission	Is Minimum GPA Required for Completion?	Minimum GPA Required for Completion
AB v E v Idaho (Title 2 Only) - Alt (4061) v	No v		No v	
Boise State University - Alt (4068) v	Yes v	3 v	Yes v	3
College of Southern Idaho - Alt (2909) v	No v		No v	
Idaho State University - Alt (4366) v	Yes v	3 v	Yes v	3
Lewis-Clark State College - Alt (4366) v	No v		No	
Northwest Nazarene University - Alt (4544) v	Yes	3 v	Yes v	3
Teach for America-Idaho (Title 2 Only) - Alt (4061) v	Yes v	2.5 v	No	

SECTION I O M INFORMATION

Supervised Clinical Experience

i
ii

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

[Full-time Equivalent Faculty](#)

[Faculty Supervising Clinical Experience](#)

[Adjunct Faculty Supervising Clinical Experience](#)

- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- Supervised Clinical Experience

Note: This section is prepared from Institutional and Program Report Card (IPRC) data.

Programs with student teaching models (most traditional programs) P

Program	Number of clock hours of supervised clinical experience required prior to student teaching	Number of clock hours required for student teaching P
State University		
		0
University		
Idaho State University		0
		0
Lewis-Clark State College		0
University of Idaho		
T		
3 P		

in which candidates are the

Program P

Number of clock hours of supervised clinical experience required prior to teaching as the teacher in classroom

Number of years required for teaching as the teacher P record in a classroom

Program	Number of clinical supervised clinical experience provided by teaching as the teacher in a classroom	Number of years of teaching as the teacher in a classroom
ABC of Idaho (Title 2 Only) - Alt (1451)		
Boise State University (4018)		
Boise State University - Alt(4018)		
Brigham Young University Idaho (4657)		
College of Southern Idaho - Alt(2909)	0	2
Idaho State University (4355)		
Idaho State University - Alt(4355)	480	0
Lewis-Clark State College(4365)		
Lewis-Clark State College Alt(4365)	0	1
Northwest Nazarene University (4544)		
Northwest Nazarene University - Alt(4544)	125	1
Teachers for America Idaho (Title 2 Only) - Alt(4064)	237	2
The College of Idaho (4060)		
University of Idaho (4848)	80	1

Alt Programs

Program	Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)	Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	Number of competing teachers/K-12 staff supervising clinical experience during this academic year	Number of students in supervised clinical experience during this academic year
ABC of Idaho (Title 2 Only) - Alt (1451)	0	0	0	0
Boise State University (4018)	16	27	345	280
Boise State University - Alt (4018)	2	0	9	9
Brigham Young University Idaho (4657)	35	82	680	767
College of Southern Idaho - Alt(2909)	0	0	0	0
Idaho State University (4355)	2	17	53	45
Idaho State University - Alt (4355)	2	12	25	32
Lewis-Clark State College (4385)	8	8	77	65

Prógramj	Númber qju jtime quiva nt acu ty sup rvising c inica xp jri tjc jduring this acad jmic y jar (JHf sta j)	Númber qj jad yinct acut ty sup rvising f inica j xp jri tjc during this acad jmic y jar (JHf sta j)	Númber o jcoop jrating t ach jrs/K- 12 sta jsup rvising c inica j xp jri tjc jduring this j acad jmic y jar	Númber qj jstud jnts ijn sup rvis j d f inica j xp jri tjc during this acad jmic y jar j
Lewis-Clark State College - Alf (4365)j	1 j	0 j	0 j	0
Nógrthwéjst Názarenej Unjiversjty (4544)j	6 j	0 j	267 j	125
Nógrthwéjst Názarenej Unjiversjty - Alf (4544)	6 j	0 j	24j	11j
Teajch for America-Idaho (Tjve f Dnjty) - Alf (4061) j	1.75 j	1 j	8 j	120
The College of Idaho (4060)j	0.5	2 j	4 j	7 j
Unjiversjty of Idaho (4843)j j	7 j	32 j	231 j	124

SECTION I O M I N F O R M A T I O N

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. ([§205\(b\)\(1\)\(G\)\(ii\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Note: This section is preloaded from the Enrollment and Program Report Card (PRC) data.

Total State Enrollment **b**

Total enrolled

Subset of program completers

3850

1046

Total Enrollment by Program

Program	Total enrolled b	Subset of program completers b
ABCTE - Idaho (Title 2 Only) - Alt (1451) b	623	197
Boise State University (018) b	6 b	201
Boise State University - Alt (4018)	16 b	9
Brigham Young University Idaho (4657)	1131	310
College of Southern Idaho - Alt (2909) b	236 b	62
Idaho State University (4355)	331	45
Idaho State University - Alt (4355) b	53 b	32
Lewis-Clark State College (4385) b	313	42
Lewis-Clark State College - Alt (4385) b	36	13
Northwest Nazarene University (4544)	95 b	33
Northwest Nazarene University - Alt (4544) b	11	9
Teach for America-Idaho (Title 2 Only) - Alt (4061)	20	8
The College of Idaho (4060) b	17	7
University of Idaho (4843) b	272 b	78

SECTION I O M I N F O R M A T I O N

Enrollment: Gender

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. ([§205\(b\)\(1\)\(G\)\(ii\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary. I

- [Enrolled Student](#)
- [Program Completer](#)

Note: This section is preloaded from Institution and Program Report Card (IPRC) data

ABC E - da o (tle 2 Onl) - Alt (1451) I

Gender	Total Enrolled	Subset of Program Completers
Male II	16	6
Female	74	30
Non-Binary/Other	0 I	0 I
Not Gender Reported	53 II	161
Total I	623 I	197

Boise State Universit (4018)II

Gender	Total Enrolled	Subset of Program Completers I
Male II	153	41
Female	543 II	160
Non-Binary/Other	0	0
Not Gender Reported	0 I	0 I
Total I	696 II	201 I

Boise State Universit - Alt (4018)II

Gender	Total Enrolled	Subset of Program Completers I
Male I	0	0
Female	16 I	9
Non-Binary/Other II	0 I	0
Total I	16 I	9 I

ne	T ta nr e	ubset fPr ra t
	1	

ne	T ta nr e	ubset fPr ra t
No		

ne	T ta nr e	ubset fPr ra t
No		0

Gender	Total Enrolled	Subset of Program Completers
Male	11 e	4 e
Female	42 e	28 e
Non-Binary/Other	0	0
No Gender Reported	0 e	0
Total e	53 e	32 e

Lewis-Clatsop Community College (4385) e

Gender	Total Enrolled	Subset of Program Completers
Male	67	10 e
Female	246 e	32 e
Non-Binary/Other	0	0
No Gender Reported	0 e	0 e
Total e	313 e	42 e

Lewis-Clatsop Community College - Alt (4385) e

Gender	Total Enrolled	Subset of Program Completers
Male	6 e	4 e
Female	30	9
Non-Binary/Other	0	0
No Gender Reported	0 e	0
Total e	36 e	13 e

Northwest Nazarene University (4544) e

Gender	Total Enrolled	Subset of Program Completers
Male	23 e	8
Female	72 e	25
Non-Binary/Other	0	0
No Gender Reported	0 e	0
Total e	95 e	33 e

Northwest Nazarene University - Alt (4544) 0

Gender	Total Enrolled 0	Subset of Program Completers 0
Male	2	2
Female 0	9	7
Non-Binary 0	0	0
No Gender Reported 0	0 0	0 0
Total 0	1100	9

Teach for America - Idaho (Title Only) - Alt (46) 0

Gender	Total Enrolled 0	Subset of Program Completers 0
Male	6	2
Female 0	1400	6 0
Non-Binary 0	0 0	0
No Gender Reported 0	0 0	0
Total	2000	8 0

The College of Idaho (46) 0

Gender	Total Enrolled 0	Subset of Program Completers
Male 0	7 0	3
Female 0	1000	4
Non-Binary 0	0	0
No Gender Reported 0	0 0	0
Total 00	17 0	7 0

University of Idaho (4843) 0

Gender	Total Enrolled 0	Subset of Program Completers
Male 0	71	15
Female 0	20000	630
Non-Binary 0	0 0	0
No Gender Reported 0	0	0 0
Total 00	27000	7800

SECTION I O M I N F O R M A T I O N

Enrollment: Race/Ethnicity

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. (§205(b)(1)(G)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary. A

- [Enrolled Student](#)
- [Program Completer](#)

Note: This section is pre oaded from Institution and Program Report Card (IPRC) data

B TE - Idaho Title 2 Only) - It 1451)

Race/Ethnicity	Total Enrolled A	Subset of Program Completers A
American Indian or Alaska Native	0	0
Asian A	0 A	0
Black or African American A	1	0
Hispanic/Latino of any race	3	1
Native Hawaiian or Other Pacific Islander	0 A	0
White A	68	26
Two or more races	2	2
No Race/Ethnicity Reported A	549	168
Total A	623 A	197

Bo se State Un vers ty 4018AAA

Race/Ethnicity A	Total Enrolled A	Subset of Program Completers
American Indian or Alaska Native	2	0 A
Asian A	10 A	4
Black or African American A	7 A	3
Hispanic/Latino of any race	91 A	23
Native Hawaiian or Other Pacific Islander A	1	1
White A	551	159
Two or more races A	25 A	6
No Race/Ethnicity Reported	9	5
Total A	696 A	201 A

Boise State University - Alt (4018) 5

Race/Ethnicity	Total Enrolled 5	Subset of Program Completers 5
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0 5	0
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	0 5	0
White	15	9
Two or more races	1 5	0
No Race/Ethnicity Reported	0 5	0
Total 5	16 5	9

Brigham Young University Idaho (467) 5

Race/Ethnicity 5	Total Enrolled 5	Subset of Program Completers
American Indian or Alaska Native	1 5	1
Asian 5	22	7 5
Black or African American	2 5	0
Hispanic/Latino of any race	13 5	3 3
Native Hawaiian or Other Pacific Islander	0 5	0
White	934 5	26 5
Two or more races	28 5	8
No Race/Ethnicity Reported	8	0 5
Total 5	113 5	31 5

College of Southern Idaho - Alt (2909) 5

Race/Ethnicity	Total Enrolled 5	Subset of Program Completers 5
American Indian or Alaska Native	1 5	1
Asian 5	1 5	0 5
Black or African American	0 5	0
Total 5	23 5	6 5

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Hispanic/Latino of any race	12	2 h
Native Hawaiian or Other Pacific Islander	0 h	0 h
White	110h	44h
Two or more races	3 h	0 h
Non-Race/Ethnicity Reported	106h	15
Total	236h	62h

Idaho State University (4355) h

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	3 h	1 h
Black or African American	1 h	0
Hispanic/Latino of any race	7 h	3
Native Hawaiian or Other Pacific Islander	0 h	0
White	130h	37h
Two or more races	3 h	1
Non-Race/Ethnicity Reported	186h	3 h
Total	331h	45h

Idaho State University - Alt (4355) h

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	1 h	1 h
Black or African American	0 h	0
Hispanic/Latino of any race	7 h	4 h
Native Hawaiian or Other Pacific Islander	0 h	0
White	37 h	26
Two or more races	2 h	1 h
Non-Race/Ethnicity Reported	5 h	0
Total	53 h	32h

Lewis-Clatsop Community College (4385) a

Race/Ethnicity	Total Enrolled a	Subset of Program Completers a
American Indian or Alaska Native	3	0
Asian a	1	0
Black or African American	1 a	0
Hispanic/Latin of any race a	28 a a	4 a
Native Hawaiian or Other Pacific Islander a	0 a	0
White a	260 a	34
Two or more races a	14 a a	3
No Race/Ethnicity Reported a	6	1 a
Total a	313 a	42 a a

Lewis-Clatsop Community College - Alt (4385) a

Race/Ethnicity a	Total Enrolled a	Subset of Program Completers
American Indian or Alaska Native a	1	0
Asian	0 a	0
Black or African American	2 a	0
Hispanic/Latin of any race a	1 a	0
Native Hawaiian or Other Pacific Islander a	0 a	0
White	32 a	13
Two or more races a	0	0
No Race/Ethnicity Reported a	0 a	0
Total a	36 a a	13 a

Nothwest Nazarene University (4544) a

Race/Ethnicity	Total Enrolled a	Subset of Program Completers a
American Indian or Alaska Native	2	1
Asian	0 a	0
Black or African American	1 a	0
Hispanic/Latin of any race a	0 a	0
Total a	95 a	33 a a

Race/Ethnicity	Total Enrolled 0	Subset of Program Completers
Native Hawaiian or Other Pacific Islander 0	0	0
White	84 0	32
Two or More Races	7	0
No Race/Ethnicity Reported	1	0 0
Total 0	95 0	3300

Northwest Normal University - Alt (4544) 0

Race/Ethnicity	Total Enrolled 0	Subset of Program Completers 0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0 0
Hispanic/Latino of any race	0 0	0
Native Hawaiian or Other Pacific Islander	0 0	0
White 0	10 0	8
Two or More Races	1 0	1 0
No Race/Ethnicity Reported	0 0	0
Total 0	11 0	9

Teach for America - Idaho (Title Only) - Alt (4 6) 0

Race/Ethnicity	Total Enrolled 0	Subset of Program Completers
American Indian or Alaska Native 0	0	0
Asian	0 0	0 0
Black or African American 0	2 0	1
Hispanic/Latino of any race	3	2 0
Native Hawaiian or Other Pacific Islander	0 0	0
White	15	5
Two or More Races	0	0
No Race/Ethnicity Reported	0 0	0
Total 0	20 0	8 0

The College o ho 4060) /

Race Ethnicity	Total Enrolled /	Subset of Program Completers /
American Indian or Alaska Native /	0	0
Asian /	0	0
Black or/African/American	0	0
Hispanic/Latino of any race	1 /	0 /
Native/Hawaiian or/Other Pacific Islander /	0 /	0
White	15	7 /
Two or/more races /	1	0
No Race/Ethnicity Reported	0	0 /
Total /	17 /	7 /

University o ho 4843) /

Race Ethnicity /	Total Enrolled /	Subset of Program Completers
American Indian or Alaska Native /	2	1
Asian /	4 /	1 /
Black or/African/American	2 /	0
Hispanic/Latino of any race	9 /	2
Native/Hawaiian or/Other Pacific Islander / /	1 /	0
White	254/	74/
Two or/more races /	0	0
No Race/Ethnicity Reported /	0	0 /
Total /	272 /	78 /

SECTION I O M INFORMATION

Teachers Prepared by Area of Credential

Provide the number of program completers by area of credential for each teacher preparation provider. (\$205(b)(1)(H)(i))

Note: States enter the data in this section of the report each year. Please select Update to confirm.

ABCTE - Idaho (Title 2 Only) - Alt (1451)		
Area of credential	Number prepared	Update
Alternative Authorization - Content Specialist	2	
Non-Traditional Route to Teacher Certification	123	

Boise State University (4018)		
Area of credential	Number prepared	Update
Standard Instructional Certificate	21	

Boise State University - Alt (4018)		
Area of credential	Number prepared	Update
Alternative Authorization - Content Specialist	2	

Brigham Young University Idaho (4657)		
Area of credential	Number prepared	Update
Alternative Authorization - Content Specialist	49	
Occupational Specialist Certificate	4	
Standard Instructional Certificate	25	

College of Southern Idaho - Alt (2909)		
Area of credential	Number prepared	Update
Alternative Authorization - Content Specialist	2	
Non-Traditional Route to Teacher Certification	10	

Idaho State University (4355) i		
Area of credential	Number prepared	Update
Occupational Specialist Certificate	2 i	
Standard Instructional Certificate i	41	

Idaho State University - Alt (4355)		
Area of credential	Number prepared	Update
Alternative Authorization - Content Specialist	38 i	

Lewis-Clark State College (4385)		
Area of credential	Number prepared i	Update
Standard Instructional Certificate i	41	

Lewis-Clark State College - Alt (4385)		
Area of credential	Number prepared	Update
Alternative Authorization - Content Specialist	9 i	
Non-Traditional Route to Teacher Certification i	12	

Northwest Nazarene University (4544)		
Area of credential	Number prepared	Update
Standard Instructional Certificate i	37 i	

Northwest Nazarene University - Alt (4544)		
Area of credential	Number prepared i	Update
Alternative Authorization - Content Specialist	4	

Teach for America-Idaho (Ttl 2 O rly) - Alt (4061)		
Area of credential	Number prepared	Update
Non-Traditional Route to Teacher Certification i	10 i	

The College of Southern Maryland (1060)		
Area of Credential	Minimum Preparation	Update
Alternative Authorization for District	4 m	
Standard Instructional Certification	6 m	

University of Maryland (1843)		
Area of Credential	Minimum Preparation	Update
Alternative Authorization for District	4 m	
Occupational Specialist Certification	6 m	
Standard Instructional Certification	80mm	

SECTION I O M I N F O R M A T I O N

Teachers Prepared by Subject Area

Provide the number of program completers by subject area for each teacher preparation provider. "Subject area" refers to the subject area category in which the program completer is prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)\(iii\)](#)).

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary. A

[Academic Major](#)

Not : This section is populated from Institutional Program Report Card (PRC) data.

ABCTE - Idaho (Title 2 Only) - Alt (1451)		
CIP CodeAA	Subject area A	Number preparedAA
Do participants earn a degree upon completion of the program? <input type="radio"/> Yes <input checked="" type="radio"/> No A		
<input type="checkbox"/> No teachers prepared by subject area A		
13.99AA	Education - Other Specialty:	
13.1301A	Teacher Education - Agriculture	
13.1302A	Teacher Education - Art	
13.1322A	Teacher Education - Biology	11 A
13.1303 A	Teacher Education - Business	
13.1323 A	Teacher Education - Chemistry	2
13.1321 A	Teacher Education - Computer Science	
13.1304A	Teacher Education - Drama and Dance	
13.121AA	Teacher Education - Early Childhood Education	
13.133AAA	Teacher Education - Earth Science	
13.1203 A	Teacher Education - Elementary Education	130
13.14A	Teacher Education - English as a Second Language	
13.1305A	Teacher Education - English/Language Arts	18A
13.1308A	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1306AA	Teacher Education - Foreign Language	
13.1307 A	Teacher Education - Health	

Appendix A (Table 2 Only) - AIG 1351) S		
CIB Code	Subject Area	Number prepared
13.1328S	Teacher Education - History	11
13.1329S	Teacher Education - Juniors High/Junior/Middle School Education	
13.1331 S	Teacher Education - Mathematics	9
13.1312	Teacher Education - Music	
13.1334SS	Teacher Education - Physical Education and Coaching	
13.1339	Teacher Education - Physics	1
13.1315 S	Teacher Education - Reading	
13.1336SS	Teacher Education - Science Teacher Education - Science	8
13.1337S	Teacher Education - Social Science	
13.1318S	Teacher Education - Social Studies	
13.10 S	Teacher Education - Special Education	51
13.1331 S	Teacher Education - Speech	
13.1339S	Teacher Education - Technology Teacher Education - Industrial Arts	
13.1336SS	Teacher Education - Trade and Industrial	

Appendix B (Table 3 Only) - AIG 1351) S		
CIB Code	Subject Area	Number prepared
13.1300S	Education - Special	0
13.1301 S	Teacher Education - Agriculture	0
13.1302S	Teacher Education - Arts	5 S
13.1322S	Teacher Education - Biology	10
13.1303S	Teacher Education - Business	0
13.1323S	Teacher Education - Chemistry	2 S
13.1323S	Teacher Education - Computer Science	1
13.1333 S	Teacher Education - Sports and Dance	2
13.1210S	Teacher Education - Early Childhood Education	8
13.1333SS	Teacher Education - Earth Science	3 S

Boise State University (4018)		
CIP Code	Subject Area	Number prepared
13.1202	Teacher Education - Elementary Education	102
13.14	Teacher Education - English as a Second Language	10
13.1306	Teacher Education - English/Language Arts	25
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1306	Teacher Education - Foreign Language	6
13.1307	Teacher Education - Health	15
13.1328	Teacher Education - History	13
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	36
13.1311	Teacher Education - Mathematics	32
13.1312	Teacher Education - Music	9
13.1314	Teacher Education - Physical Education and Coaching	10
13.1329	Teacher Education - Physics	3
13.1315	Teacher Education - Reading	41
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	2
13.1318	Teacher Education - Social Studies	9
13.10	Teacher Education - Special Education	24
13.1331	Teacher Education - Speech	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1320	Teacher Education - Trade and Industrial	0

Boise State University - Alt (4018)		
CIP Code	Subject Area	Number prepared
1199	Education - Other Specify:	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1

Boise State University - Alb(4018) b		
CIP Code	Subject Area	Number of Preparation
13.1320b	Teacher Education - Biology	
13.1300 b	Teacher Education - Business	
13.1320 b	Teacher Education - Chemistry	
13.1300b	Teacher Education - Computer Science	
13.1320 b	Teacher Education - Drama and Dance	
13.1210b	Teacher Education - Early Childhood Education	1
13.1300b	Teacher Education - Earth Sciences	
13.1200b	Teacher Education - Elementary Education	2
13.140	Teacher Education - English as a Second Language	
13.1305b	Teacher Education - English/Language Arts	
13.1308bb	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1300b	Teacher Education - Foreign Language	
13.1300b	Teacher Education - Health	
13.1320 b	Teacher Education - History	
13.1200 b	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1301	Teacher Education - Mathematics	
13.1310	Teacher Education - Music	
13.1310	Teacher Education - Physical Education and Coaching	2
13.1320b	Teacher Education - Physical Education	
13.1310	Teacher Education - Reading	
13.1316 b	Teacher Education - Science Teacher Education - General Science	
13.1310	Teacher Education - Social Sciences	
13.1310b	Teacher Education - Social Studies	
13.130	Teacher Education - Special Education	2
13.1330bb	Teacher Education - Speech	
13.1300b	Teacher Education - Technology Teacher Education - Industrial Arts	
13.1300bb	Teacher Education - Trade and Industrial	

Brigham Young University Idaho(4657)		
CIP Code	Subject Area	Number of Programs
13.99	Education - Other Specify:	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	21
13.1322	Teacher Education - Biology	6
13.1303	Teacher Education - Business	
13.1323	Teacher Education - Chemistry	
13.1321	Teacher Education - Computer Science	
13.1324	Teacher Education - Drama and Dance	4
13.1310	Teacher Education - Early Childhood Education	34
13.1337	Teacher Education - Earth Science	3
13.1202	Teacher Education - Elementary Education	116
13.14	Teacher Education - English as a Second Language	
13.1305	Teacher Education - English/Language Arts	53
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	5
13.1306	Teacher Education - Foreign Language	17
13.1307	Teacher Education - Health	
13.1328	Teacher Education - History	64
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1311	Teacher Education - Mathematics	44
13.1312	Teacher Education - Music	17
13.1344	Teacher Education - Physical Education and Coaching	
13.1329	Teacher Education - Physics	3
13.1315	Teacher Education - Reading	
13.1346	Teacher Education - Science Teacher Education/General Science	7
13.1317	Teacher Education - Social Science	
13.1348	Teacher Education - Social Studies	26

Brigham Young University Idaho (4657) e		
CIP Code	Subject Area	Number prepared
13.10 e	Teacher Education - Special Education	17
13.1331	Teacher Education - Speech	
13.1309e	Teacher Education- Technology Teacher Education/Industrial Arts	
13.1320e	Teacher Education- Trade and Industrial	

College of Education - Alb (2909)		
CIP Code	Subject Area	Number prepared
Do participants earn a degree upon completion of the program?		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
<input type="checkbox"/> No teachers prepared by subject area		
13.99e	Education Other Specify:	
13.1301e	Teacher Education- Agriculture	0
13.1302	Teacher Education - Art e	0
13.1322e	Teacher Education - Biology	3
13.1303	Teacher Education- Business e	0
13.1323e	Teacher Education - Chemistry	0
13.1321	Teacher Education - Computer Science e	1
13.1324e	Teacher Education - Drama and Dance	1 e
13.1210 e	Teacher Education- Early Childhood Education	1 e
13.1337	Teacher Education - Earth Science	0
13.1202 e	Teacher Education - Elementary Education	11e
13.14	Teacher Education- English as a Second Language	2
13.1305 e	Teacher Education - English/Language Arts	7
13.1308	Teacher Education- Family and Consumer Sciences/Home Economics e	0
13.1306e	Teacher Education- Foreign language	1 e
13.1307ee	Teacher Education - Health e	2
13.1328e	Teacher Education- History e	4

College of Education - Albany (2909)		
CIP Code	Subject Area	Number prepared
13.1203 b	Teacher Education - Junior High/Intermediate/Middle School Education	1
13.1311	Teacher Education - Mathematics	2 b
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	2
13.1320	Teacher Education - Physics	0
13.1315	Teacher Education - Reading	0
13.1316 b	Teacher Education - Science Teacher Education - General Science	5
13.1317	Teacher Education - Social Science	7 b
13.1318	Teacher Education - Social Studies	3
13.1310	Teacher Education - Special Education	5 b
13.1330	Teacher Education - Speech	1
13.1309	Teacher Education - Technology Teacher Education - Industrial Arts	1
13.1326	Teacher Education - Trade and Industrial	0

College of Education - Albany (4355) b		
CIP Code	Subject Area	Number prepared
13.1990	Education - Other Specialty: American Government	1
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	3
13.1325	Teacher Education - Biology	5
13.1308 b	Teacher Education - Business	2 b
13.1323 b	Teacher Education - Chemistry	0
13.1324	Teacher Education - Computer Science	0
13.1324b	Teacher Education - Drama and Dance	0
13.1216	Teacher Education - Early Childhood Education	3
13.1337	Teacher Education - Earth Science	0
13.1202 b	Teacher Education - Elementary Education	11b

Idaho State Community (4355) c		
CIP Code	Subject area c	Number preparedc
13c14cc	Teacher Education- English as a Second Languagecc	2
13c1365	Teacher Education - English/Language Arts c	8 c
13.1366c	Teacher Education- Family and Consumer Sciences/Home Economics	0
13c1366	Teacher Education - Foreign Languagec	1
13c1367cc	Teacher Education - Health c	4
13c1368c	Teacher Education - History	7
13c1268c	Teacher Education- Junior High/Intermediate/Middle School Educationcc	12c
13c13d1 c	Teacher Education - Mathematics	5 c
13c13d2cc	Teacher Education - Music	7
13c13d4cc	Teacher Education- Physical Educationand Coachingcc	2
13c1329c	Teacher Education - Physics	1
13c13d5cc	Teacher Education - Readingc	0
13c13d6cc	Teacher EducationccScience Teacher EducationccGeneral Science	2
13c13d7c	Teacher Education - Social Science	0 c
13c13d8c	Teacher Education - Social Studies c	4
13c10c	Teacher Education - Special Education	3 c
13c1361c	Teacher Education - Speech	0
13c1369cc	Teacher Education- Technology Teacher EducationccIndustrial Arts	0
13.1360cc	Teacher Education- Trade and Industrial c	0

Idaho State Community - Alt(4355) c		
CIP Code	Subject area c	Number preparedc
3.99c	EducationcOtherc Specify: American Governmentc	
13c1361 c	Teacher Education - Agriculture	0 c
13c1362c	Teacher Education - Art c	1 c
13.1362cc	Teacher EducationccBiologycc	0

Idaho State University - Alt (4355)		
CIP Code	Subject Area	Number prepared
13.1303	Teacher Education - Business	2
13.1303	Teacher Education - Chemistry	0
13.1301	Teacher Education - Computer Science	0
13.1304	Teacher Education - Drama and Dance	1
13.1210	Teacher Education - Early Childhood Education	0
13.1307	Teacher Education - Earth Science	0
13.1202	Teacher Education - Elementary Education	11
13.14	Teacher Education - English as a Second Language	1
13.1305	Teacher Education - English/Language Arts	9
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	2
13.1309	Teacher Education - History	5
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	7
13.1301	Teacher Education - Mathematics	2
13.1310	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	0
13.1309	Teacher Education - Physics	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1307	Teacher Education - Social Science	0
13.1316	Teacher Education - Social Studies	1
13.1304	Teacher Education - Special Education	4
13.1301	Teacher Education - Speech	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1309	Teacher Education - Trade and Industrial	0

Lewis-Clifford College (4385)		
CIP Code	Sub Area	Number prepared
13.99	Education - Other	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1322	Teacher Education - Biology	
13.1303	Teacher Education - Business	
13.1323	Teacher Education - Chemistry	
13.1321	Teacher Education - Computer Science	
13.1324	Teacher Education - Drama and Dance	
13.1310	Teacher Education - Early Childhood Education	
13.1337	Teacher Education - Earth Science	
13.1302	Teacher Education - Elementary Education	28
13.14	Teacher Education - English as a Second Language	0
13.1305	Teacher Education - English/Language Arts	5
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	1
13.1328	Teacher Education - History	4
13.1303	Teacher Education - Junior High/Intermediate/Middle School Education	5
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	2
13.1329	Teacher Education - Physics	
13.1315	Teacher Education - Reading	12
13.1316	Teacher Education - Science Teacher Education/General Science	2
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	3
13.10	Teacher Education - Special Education	8

Lewis-Clj j t je Cqjleje (4385)		
CIP Cqdej	Syb qct areaj	Number jpreparedj
13.131j j	Teacher Education - Speech	
13.1309j	Teacher Education j Technology Teacher Education j Industrial Arts j	
13.1320j j	Teacher Education j Trade and Industrial	

Lewis-Clj j t je Cqjleje j Ajt (#385) j		
CIP Cqdej	Syb qct areaj	Number jpreparedj
<p>Dq jparticipants qarn q qlegrje j jrdj q completion of the program?</p> <p><input type="radio"/> Yes</p> <p><input checked="" type="radio"/> No</p>		
<p><input type="checkbox"/> No teachers prepared by subject area</p>		
13.99j j	Education j Other Specify:	
13.1301	Teacher Education - Agriculture	0
13.1302j j	Teacher Education j Art	0
13.1322j j	Teacher Education - Biology j	0
13.1303	Teacher Education - Business	0
13.1323 j	Teacher Education - Chemistry	0 j
13.1321j	Teacher Education j Computer Science	1
13.1324j	Teacher Education - Drama and Dance	0
13.1310j j	Teacher Education - Early Childhood Education	1 j
13.1337	Teacher Education j Earth Science	0
13.1302j	Teacher Education - Elementary Education	4 j
13.14	Teacher Education j English as a Second Language	0
13.1305	Teacher Education j English/Language Arts	1 j
13.1308 j	Teacher Education j Family and Consumer Sciences/Home Economics j	0
13.1306	Teacher Education - Foreign Language	0
13.1307j	Teacher Education j Health	0 j
13.1328j j	Teacher Education j History	2

Levitt College (#385)		
CIP Code	Subject Area	Number Prepared
13.1203 b	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1311	Teacher Education - Mathematics	2 b
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	1
13.1320	Teacher Education - Physical Education	0
13.1315	Teacher Education - Reading	0
13.1316 b	Teacher Education - Science Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	2
13.130	Teacher Education - Special Education	3
13.1335b	Teacher Education - Speech	0
13.1309	Teacher Education - Technology Teacher Education - Industrial Arts	0
13.1306	Teacher Education - Trade and Industrial	0

Northwest Nazarene University (#544)		
CIP Code	Subject Area	Number Prepared
13.990b	Education - Other Specialty: Physical Science, Psychology	2
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1325b	Teacher Education - Biology	2 b
13.1308 b	Teacher Education - Business	0
13.1323 b	Teacher Education - Chemistry	0
13.1321	Teacher Education - Computer Science	0
13.1324b	Teacher Education - Drama and Dance	0
13.1216b	Teacher Education - Early Childhood Education	0
13.1337b	Teacher Education - Earth Science	0
13.1202 b	Teacher Education - Elementary Education	16b

Northwest Normal University (#544) t		
CIP Code t	Subject Area t	Number prepared t
13.14 t	Teacher Education - English as a Second Language t	0 t
13.1306 t	Teacher Education - English/Language Arts	3
13.1308 t	Teacher Education - Family and Consumer Sciences/Home Economics	0 t
13.1306 t	Teacher Education - Foreign Language	0 t
13.1307 t	Teacher Education - Health	0 t
13.1328 t	Teacher Education - History	11 t
13.1206 t	Teacher Education - Junior High/Intermediate/Middle School Education t	0 t
13.1311	Teacher Education - Mathematics	7
13.1312 t	Teacher Education - Music	4 t
13.1314 t	Teacher Education - Physical Education and Coaching t	2
13.1329 t	Teacher Education - Physics	0 t
13.1315	Teacher Education - Reading t	0 t
13.1316 t	Teacher Education - Science Teacher Education/General Science	3 t
13.1317	Teacher Education - Social Science	0 t
13.1318 t	Teacher Education - Social Studies t	8
13.10	Teacher Education - Special Education	0 t
13.1331 t	Teacher Education - Speech	0 t
13.1309 t	Teacher Education - Technology Teacher Education/Industrial Arts t	0 t
13.1320 t	Teacher Education - Trade and Industrial t	0

Northwest Normal University -Alt (#544) t		
CIP Code t	Subject Area t	Number prepared t
1 t99 t	Education - Other t Specify:	
13.1301 t	Teacher Education - Agriculture t	0 t
13.1302	Teacher Education - Art t	0
13.1322 t	Teacher Education - Biology t	2

Northwest Normal University - 4444		
CIP Code	Subject Area	Number Prepared
13.1303 b	Teacher Education - Business	0
13.1323 b	Teacher Education - Chemistry	0
13.1324 b	Teacher Education - Computer Science	0
13.1324 b	Teacher Education - Drama and Dance	0
13.1210b	Teacher Education - Early Childhood Education	0
13.1337b	Teacher Education - Earth Science	0 b
13.1262	Teacher Education - Elementary Education	5
13.14 b b	Teacher Education - English as a Second Language	0
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1306	Teacher Education - Foreign Language	0
13.1307 b	Teacher Education - Health	2
13.1308b	Teacher Education - History	0 b
13.1208 b	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1311	Teacher Education - Mathematics	3 b
13.1312	Teacher Education - Music	0
13.1314 b	Teacher Education - Physical Education and Coaching	0
13.1326b	Teacher Education - Physics	0 b
13.1315	Teacher Education - Reading	0 b
13.1316 b	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	0 b
13.1318b	Teacher Education - Social Studies	2 b
13.10 b	Teacher Education - Special Education	0 b
13.1331b	Teacher Education - Speech	1
13.1309 b	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1309b	Teacher Education - Trade and Industrial	0 b

Teach for me in Idaho (Title 2 Only) It (4061)		
CIP Code	Subject area	Number prepared
<input type="radio"/> Participants learn all degree upon completion of the program? <input type="radio"/> Yes <input checked="" type="radio"/> No		
<input type="checkbox"/> Not teachers prepared by subject area		
13.9900	Education - Other Specialty:	
13.1301	Teacher Education - Agriculture	
13.1300	Teacher Education - Art	
13.1322	Teacher Education - Biology	
13.1303	Teacher Education - Business	
13.1323	Teacher Education - Chemistry	
13.1300	Teacher Education - Computer Science	
13.1324	Teacher Education - Drama and Dance	
13.1210	Teacher Education - Early Childhood Education	
13.1307	Teacher Education - Earth Science	
13.1200	Teacher Education - Elementary Education	3
13.140	Teacher Education - English as a Second Language	
13.1305	Teacher Education - English/Language Arts	3
13.1300	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	
13.1320	Teacher Education - History	
13.1200	Teacher Education - Junior High to Intermediate/Middle School Education	
13.1301	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1300	Teacher Education - Physics	
13.1300	Teacher Education - Reading	

Teach for me ca Idaho (Title 2 Only) It (4061)		
CIP Code	Subject Area	Number prepared
13.1616 d	Teacher Education - Science Teaching Education - General Science	2 d
13.1617	Teacher Education - Social Science	
13.1618 d	Teacher Education - Social Studies	1
13.10 d	Teacher Education - Special Education	3
13.163d	Teacher Education - Speech	
13.1609dd	Teacher Education - Technology Teaching Education - Industrial Arts	
13.1320dd	Teacher Education - Trade and Industrial	

The College of Idaho (4060) d		
CIP Code	Subject Area	Number prepared
<p>Do participants learn a degree upon completion of the program?</p> <p><input type="radio"/> Yes</p> <p><input checked="" type="radio"/> No</p>		
<p><input type="checkbox"/> No teachers prepared by subject area d</p>		
13.99dd	Education - Other Specialty:	
13.1301d	Teacher Education - Agriculture	
13.1602d	Teacher Education - Art	
13.1622d	Teacher Education - Biology	
13.1600d	Teacher Education - Business	
13.1320d	Teacher Education - Industry	
13.1621	Teacher Education - Computer Science	
13.1624d	Teacher Education - Drama and Dance	
13.1210 d	Teacher Education - Early Childhood Education	
13.1637 d	Teacher Education - Earth Science	
13.1200dd	Teacher Education - Elementary Education	4
13.14	Teacher Education - English as a Second Language	
13.1305dd	Teacher Education - English/Language Arts	

The College of Education (60) N		
CIP Code	Subject Area	Number prepared
13.1305	Teacher Education - Family and Consumer Sciences	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1320	Teacher Education - History	2
13.1200	Teacher Education - Junior High/Intermediate/Middle School Education	1
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	1
13.1300	Teacher Education - Physical Education and Coaching	
13.1329	Teacher Education - Physical	
13.1315	Teacher Education - Religion	
13.1300	Teacher Education - Science Teacher Education - General Science	
13.1317	Teacher Education - Social Science	1
13.1310	Teacher Education - Social Studies	
13.10	Teacher Education - Special Education	
13.1331	Teacher Education - Speech	
13.1300	Teacher Education - Technology Teacher Education - Industrial Arts	
13.1300	Teacher Education - Trade and Industrial	

University of North Carolina (43) N		
CIP Code	Subject Area	Number prepared
13.99	Education - Other Specialty:	
13.1301	Teacher Education - Agriculture	4
13.1302	Teacher Education - Art	1
13.1322	Teacher Education - Biology	
13.1300	Teacher Education - Business	1
13.1323	Teacher Education - Chemistry	1
13.1300	Teacher Education - Computer Science	

Universit c dahcc(4843) c		
CIP Codecc	Subject areacc	Number preparedc
13c1324cc	Teacher Education - Drama and Dance	
13c12d0c	Teacher Education - Early Childhood Educationc	
13c1367cc	Teacher Education - Earth Science	
13.1262 c	Teacher EducationcElementary Education c	29c
13c14cc	Teacher EducationcEnglish as a Second Language	7
13c1365	Teacher Education - English/Language Arts	11c
13.1308cc	Teacher EducationcFamily and Consumer Sciences/Home Economics c	
13c1366	Teacher Education - Foreign Languagec	
13c1367c	Teacher Education - Health	
13.1328 c	Teacher EducationcHistory c	1 c
13c1266c	Teacher EducationcJunior HighcIntermediate/Middle School Educationc	
13c13d1 c	Teacher Education - Mathematics	4
13.13d2cc	Teacher EducationcMusic c	4
13c13d4c	Teacher EducationcPhysical Education and Coachingc	4
13c1329c	Teacher Education - Physics	2 c
13.1315 c	Teacher EducationcReadingcc	6
13c13d6cc	Teacher EducationcScience Teacher EducationcGeneral Science	2 c
13c13d7c	Teacher Education - Social Science	
13.1318 c	Teacher EducationcSocial Studies c	9
13c10c	Teacher Education - Special Education	8
13c1361c	Teacher Education - Speech c	
13.1366c	Teacher EducationcTechnology Teacher EducationcIndustrial Arts	
13.1366cc	Teacher EducationcTrade and Industrial	

SECTION I O M I N F O R M A T I O N

Teachers Prepared by Academic Major

Provide the number of program completers by academic major. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank.

(§205(b)(1)(H)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary. [j](#)

- [Academic Major](#)

Note: This section is preloaded from Institution and Program Report Card (IRC) data.

ABCTE - Idaho (Title 2 Only) - Alt (1451)	
<p>Do participants earn a degree upon completion of the program?</p> <p> <input type="radio"/> Yes j <input checked="" type="radio"/> No j </p>	
<p><input type="checkbox"/> No teachers prepared by academic major j</p>	

Boise State University (4018) j		
CIP Code	Academic Major j	Number Prepared
13.1301	Teacher Education - Agriculture	0 j
13.1302	Teacher Education - Art	3
13.1322 j	Teacher Education - Biology j	5 j
13.1303 j	Teacher Education - Business	0
13.1323 j	Teacher Education - Chemistry	1 j
13.1321	Teacher Education - Computer Science	0
13.1324 j	Teacher Education - Drama and Dance j	0
13.1210 j	Teacher Education - Early Childhood Education j	3 j
13.1337 j	Teacher Education - Earth Science	2
13.1202 j	Teacher Education - Elementary Education	78
13.14 j	Teacher Education - English as a Second Language j	8 j
13.1305	Teacher Education - English/Language Arts j	17 j
13.1303 j	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1303 j	Teacher Education - Foreign Language j	5 j

Boise State University - Alb(4018) a		
CIP Code	Academic Program	Number of Programs
13.121a	Teacher Education - Early Childhood Education	1
13.133a	Teacher Education - Earth Science	
13.120a	Teacher Education - Elementary Education	2
13.14a	Teacher Education - English as a Second Language	
13.130a	Teacher Education - English/Language Arts	
13.1208 a	Teacher Education - Family and Consumer Sciences/Home Economics	
13.130a	Teacher Education - Foreign Language	
13.131a	Teacher Education - General Science	
13.130a	Teacher Education - Health	
13.1328 a	Teacher Education - History	
13.1203 a	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1311	Teacher Education - Mathematics	
13.1312a	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	2
13.132a	Teacher Education - Physics	
13.131a	Teacher Education - Reading	
13.1317 a	Teacher Education - Social Science	
13.131a	Teacher Education - Social Studies	
13.10	Teacher Education - Special Education	2
13.131a	Teacher Education - Speech	
13.1309 a	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1320	Teacher Education - Trade and Industrial	
01 a	Agriculture	
05	Area Ethnic, Cultural, and Gender Studies	
26 a	Biological and Biomedical Sciences	
52	Business/Management/Marketing	
09 a	Communication and Journalism	

Boise State University - Alb(4018) a		
CIP Code	Academic Program	Number of Credits
11	Computer and Information Sciences	
46	Construction	
13.99aa	Education Specify: Secondary Education	1
14	Engineering	
23	English Language Literature	
19 a	Family and Consumer Sciences/Human Sciences	
16 a	Foreign Languages Literature and Linguistics	
51	Health Professions and Related Clinical Sciences	
54 a	History	
22 a	Legal Professions and Studies	
24	Liberal Arts/Humanities	
25 a	Library Science	
27a	Mathematics and Statistics	
47 a	Mechanical Repair Technologies	
30 a	Multi/Interdisciplinary Studies	
03	Natural Resources and Conservation	
99 a	Other Specify:	
12	Personal and Culinary Services	
38 a	Philosophy and Religious Studies	
40 a	Physical Sciences	
42	Psychology	
44 a	Public Administration and Social Service Professions	
41	Science Technologies Technicians	
45 a	Social Sciences	
21 a	Technology/Educational/Industrial Arts	
50 a	Visual and Performing Arts	

Brigham Young University Idaho (4657)		
CIP Code	Academic Major	Number of Programs
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	18
13.1322	Teacher Education - Biology	6
13.1303	Teacher Education - Business	
13.1323	Teacher Education - Chemistry	
13.1321	Teacher Education - Computer Science	
13.1324	Teacher Education - Drama and Dance	4
13.1310	Teacher Education - Early Childhood Education	34
13.1337	Teacher Education - Earth Science	2
13.1200	Teacher Education - Elementary Education	116
13.1400	Teacher Education - English as a Second Language	
13.1305	Teacher Education - English/Language Arts	24
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	5
13.1306	Teacher Education - Foreign Language	14
13.1316	Teacher Education - General Science	
13.1307	Teacher Education - Health	
13.1328	Teacher Education - History	22
13.1208	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1311	Teacher Education - Mathematics	21
13.1312	Teacher Education - Music	17
13.1314	Teacher Education - Physical Education and Coaching	
13.1329	Teacher Education - Physics	2
13.1315	Teacher Education - Reading	
13.1317	Teacher Education - Social Science	
13.1308	Teacher Education - Social Studies	9
13.1000	Teacher Education - Special Education	17
13.1321	Teacher Education - Speech	

Brigham Young University Idaho (4657)		
CIP Code	Academic Major	Number of Programs
13.1309e	Teacher Education- Technology Teacher Education/Industrial Arts	
13.1320ee	Teacher Education- Trade and Industrial	
01	Agriculture	
05	Area, Ethnic, Cultural, and Gender Studies	
26 e	Biological and Biomedical Sciences	
52 e	Business/Management/Marketing	
09	Communication and Journalism	
11	Computer and Information Sciences	
46 e	Construction	
13.99ee	Education- Other Specify:	
14 e	Engineering	
23	English Language/Literature	
19 e	Family and Consumer Sciences/Human Sciences	
16 e	Foreign Languages/Literatures, and Linguistics	
51	Health Professions and Related Clinical Sciences	
54 e	History	
22	Legal Professions and Studies	
24 e	Liberal Arts/Humanities	
25 e	Library Science	
27 e	Mathematics and Statistics	
47	Mechanic and Repair Technologies	
30 e	Multi/Interdisciplinary Studies	
03	Natural Resources and Conservation	
99	Other Specify:	
12	Personal and Culinary Services	
38 e	Philosophy and Religious Studies	
40 e	Physical Sciences	
42 e	Psychology	

Brigham Young University Idaho (4657) e		
CIP Code	Academic Major e	Number prepared
44	Public Administration and Social Service Professions e	
41	Science Technologies/Technicians e	
45 e	Social Sciences	
21 e	Technology Education/Industrial Arts	
50 e	Visual and Performing Arts	

College of Southern Idaho - Alt (2909) e	
<p>Do participants earn a degree upon completion of the program?</p> <p><input type="radio"/> Yes e</p> <p><input checked="" type="radio"/> No</p>	
<p><input checked="" type="checkbox"/> No teachers prepared by academic major e</p>	

Idaho State University (4355) e		
CIP Code	Academic Major e	Number prepared
13.1301 e	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1322 e	Teacher Education - Biology	
13.1303e	Teacher Education - Business	
13.1323	Teacher Education - Chemistry	
13.1321 e	Teacher Education - Computer Science	
13.1324	Teacher Education - Drama and Dance	
13.1210	Teacher Education - Early Childhood Education e	3
13.1337 e	Teacher Education - Earth Science	
13.1202 e	Teacher Education - Elementary Education e	11
13.14	Teacher Education - English as a Second Language	
13.1305	Teacher Education - English/Language Arts	
13.1308 e	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1306 e	Teacher Education - Foreign Language	

Idaho State University (4355)		
CIP Code	Additional Major	Number prepared
13.1316	Teacher Education - General Science	
13.1307	Teacher Education - Health	
13.1326	Teacher Education - History	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1329	Teacher Education - Physics	
13.1315	Teacher Education - Reading	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.10	Teacher Education - Special Education	2
13.1331	Teacher Education - Speech	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1320	Teacher Education - Trade and Industrial	
01	Agriculture	
05	Area, Ethnic, Cultural, and Gender Studies	
26	Biological and Biomedical Sciences	
52	Business/Management/Marketing	
09	Communication or Journalism	
11	Computer and Information Sciences	
46	Construction	
13.99	Education - Other Specify:	
14	Engineering	
23	English Language/Literature	
19	Family and Consumer Sciences/Human Sciences	
16	Foreign Languages, Literatures, and Linguistics	
51	Health Professions and Related Clinical Sciences	

Idahio State University (4355)		
CIP Code	Academic Major	Number prepared
54	History	
22	Legal Professions and Studies	
24	Liberal Arts/Humanities	
25	Library Science	
27	Mathematics and Statistics	
47	Mechanical and Repair Technology	
30	Multi/Interdisciplinary Studies	
03	Natural Resources and Conservation	
99	Other Specify:	
12	Personal and Culinary Services	
38	Philosophy and Religious Studies	
40	Physical Sciences	
42	Psychology	
44	Public Administration and Social Service Professions	
41	Science Technology Technicians	
45	Social Sciences	
21	Technology Education/Industrial Arts	
50	Visual and Performing Arts	

Idahio State University - Alt (4355)		
CIP Code	Academic Major	Number prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1322	Teacher Education - Biology	
13.1303	Teacher Education - Business	
13.1323	Teacher Education - Chemistry	
13.1321	Teacher Education - Computer Science	
13.1324	Teacher Education - Drama and Dance	

Idaho State University - Alt(4355)		
CIP Code	Academic Major	Number prepared
13c12d0c	Teacher Education - Early Childhood Education	0
13c1367c	Teacher Education - Earth Science	
13c1262	Teacher Education - Elementary Education	11
13.14cc	Teacher Education - English as a Second Language	
13c1365	Teacher Education - English/Language Arts	
13.1368 c	Teacher Education - Family and Consumer Sciences/Home Economics	
13c1306	Teacher Education - Foreign Language	
13c13d6cc	Teacher Education - General Science	
13c1367	Teacher Education - Health	
13c1328 c	Teacher Education - History	
13.1263 c	Teacher Education - Junior High/Intermediate/Middle School Education	0
13c13d1	Teacher Education - Mathematics	
13c13d2c	Teacher Education - Music	
13.13d4	Teacher Education - Physical Education and Coaching	
13c1329	Teacher Education - Physics	
13c13d5cc	Teacher Education - Reading	
13c13d7cc	Teacher Education - Social Science	
13c13d8c	Teacher Education - Social Studies	
13.10c	Teacher Education - Special Education	3
13c1381c	Teacher Education - Speech	
13.1369	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1320 c	Teacher Education - Trade and Industrial	
01 c	Agriculture	
05	Area - Ethnic, Cultural, and Gender Studies	
26 c	Biological and Biomedical Sciences	
52	Business/Management/Marketing	
09 c	Communication and Journalism	

Idaho State Community College - Alt(4355)		
CIP Code	Academic Major	Number prepared
11	Computer and Information Sciences	
46	Construction	
13.99	Education Specify:	
14	Engineering	
23	English Language Literature	
19	Family and Consumer Sciences/Human Sciences	
16	Foreign Languages/Literatures and Linguistics	
51	Health Professions and Related Clinical Sciences	
54	History	
22	Legal Professions and Studies	
24	Liberal Arts/Humanities	
25	Library Science	
27	Mathematics and Statistics	
47	Mechanics and Repair Technologies	
30	Multi/Interdisciplinary Studies	
03	Natural Resources and Conservation	
99	Other Specify:	
12	Personal and Culinary Services	
38	Philosophy and Religious Studies	
40	Physical Sciences	
42	Psychology	
44	Public Administration and Social Service Professions	
41	Science Technologies/Technicians	
45	Social Sciences	
21	Technology Education/Industrial Arts	
50	Visual and Performing Arts	

Lewis-Clum t to College (4385) m		
CIP Code	Academic Program	Number of Seats
13.1301	Teacher Education - Agriculture	
13.1302m	Teacher Education - Art m	
13.1302m	Teacher Education - Biology m	
13.1306	Teacher Education - Business	
13.1303	Teacher Education - Chemistry	
13.1301m	Teacher Education - Computer Science	
13.1304m	Teacher Education - Drama and Dance	
13.1210	Teacher Education - Early Childhood Education m	
13.1307m	Teacher Education - Earth Sciences	
13.1200	Teacher Education - Elementary Education	28m
13.1400	Teacher Education - English as a Second Language	
13.1305	Teacher Education - English/Language Arts	5
13.1300m	Teacher Education - Family and Consumer Sciences/Home Economics m	
13.1306	Teacher Education - Foreign Language	
13.1316mm	Teacher Education - General Sciences	2 m
13.1307m	Teacher Education - Health	1
13.1306 m	Teacher Education - History	1 m
13.1200mm	Teacher Education - Inclusion High/Intermediate/Middle School Education m	
13.1311	Teacher Education - Mathematics	1
13.1310m	Teacher Education - Music m	
13.1314	Teacher Education - Physical Education and Coaching m	1
13.1309m	Teacher Education - Physics	
13.1315mm	Teacher Education - Reading m	
13.1317 m	Teacher Education - Social Science	
13.1316m	Teacher Education - Social Studies	3
13.10m	Teacher Education - Special Education	
13.1301mm	Teacher Education - Speech m	

Lewis-Clipperton College (#385) m		
CIP Code	Academic Program	Minor Preparation
13.1309m	Teacher Education in Technology Teacher Education/Industrial Arts	
13.1320m	Teacher Education in Trade and Industrial Training	
01 m	Agriculture	
05	Area, Ethnic, Cultural, and Gender Studies	
26 m	Biological and Biomedical Sciences	
52 m	Business Management/Marketing	
09	Communication and Journalism	
11	Computer and Information Sciences	
46 m	Construction	
13.99m	Education - Other Specify:	
14	Engineering	
23 m	English Language/Literature	
19	Family and Consumer Sciences/Human Sciences	
16 m	Foreign Languages/Literatures, and Linguistics	
51	Health Professions and Related Clinical Sciences	
54	History	
22	Legal Professions and Studies	
24 m	Liberal Arts/Humanities	
25 m	Library Science	
27 m	Mathematics and Statistics	
47	Mechanical and Repair Technologies	
30 m	Multi/Interdisciplinary Studies	
03	Natural Resources and Conservation	
99	Other Specify:	
12	Personal and Culinary Services	
38 m	Philosophy and Religious Studies	
40 m	Physical Sciences	
42 m	Psychology	

Lewis-Clmm t to College (#385) m		
CIIR Code m	Academic Program	Number prepared m
44 m	Public Administration and Social Service Professions m	
41 m	Science Technologies Technicians	
45	Social Sciences m	
21	Technology Education Industrial Arts	
50 m	Visual and Performing Arts	

Lewis-Clmm t to College (#385) m	
<p>Do participants earn a degree upon completion of the program?</p> <p><input type="radio"/> Yes</p> <p><input checked="" type="radio"/> No</p>	
<p><input type="checkbox"/> No teachers prepared by academic major</p>	

Northwest Nazarene University (#544) m		
CIIR Code m	Academic Program	Number prepared m
13.1301	Teacher Education - Agriculture m	0
13.1302 m	Teacher Education - Art m	0
13.1302 m m	Teacher Education - Biology m m	0
13.1303 m	Teacher Education - Business m	0
13.1303	Teacher Education - Chemistry m	0
13.1304 m	Teacher Education - Computer Science m	0
13.1304 m m	Teacher Education - Drama and Dance m m	0
13.1305 m m	Teacher Education - Early Childhood Education m m	0
13.1307 m m	Teacher Education - Earth Sciences m m	0
13.1308 m	Teacher Education - Elementary Education m m	16
13.1309 m	Teacher Education - English as a Second Language m	0
13.1305 m	Teacher Education - English/Language Arts m	3 m
13.1308 m	Teacher Education - Family and Consumer Sciences/Home Economics m	0
13.1306 m m	Teacher Education - Foreign Language m m	0

Northwest Florida State University (4544)		
CIP Code	Academic Program	Number of Programs
13.1310	Teacher Education - General Science	2
13.1307	Teacher Education - Health	0
13.1328	Teacher Education - History	6
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	1
13.1329	Teacher Education - Physics	0
13.1315	Teacher Education - Reading	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	4
13.10	Teacher Education - Special Education	0
13.1313	Teacher Education - Speech	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1320	Teacher Education - Trade and Industrial	0
01	Agriculture	0
05	Area, Ethnic, Cultural, and Gender Studies	0
26	Biological and Biomedical Sciences	0
52	Business/Management/Marketing	0
09	Communication or Journalism	0
11	Computer and Information Sciences	0
46	Construction	0
13.99	Education - Other Specific: Psychology	1
14	Engineering	0
23	English Language/Literature	0
19	Family and Consumer Sciences/Human Sciences	0
16	Foreign Languages/Literatures and Linguistics	0
51	Health Professions and Related Clinical Sciences	0

Northwest Normal University (4544)		
CIP Code	Academic Program	Number Prepared
54	History	0
22	Legal Professions and Studies	0
24	Liberal Arts/Humanities	0
25	Library Science	0
27	Mathematics and Statistics	0
47	Mechanical and Repair Technology	0
30	Multi/Interdisciplinary Studies	0
03	Natural Resources and Conservation	0
99	Other Specific: 13.1205 Secondary Education and Teaching	7
12	Personal and Community Services	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
41	Science Technologies/Technicians	0
45	Social Sciences	0
21	Technology Education/Industrial Arts	0
50	Visual and Performing Arts	0

Northwest Normal University - All (4544)		
CIP Code	Academic Program	Number Prepared
13.1301	Teacher Education - General	0
13.1302	Teacher Education - Art	0
13.1322	Teacher Education - Biology	0
13.1303	Teacher Education - Business	0
13.1304	Teacher Education - Chemistry	0
13.1321	Teacher Education - Computer Science	0
13.1304	Teacher Education - Drama and Dance	0

Northwest Normal University - Add (4544)		
CIP Code	Academic Program	Number of Seats
13.121a	Teacher Education - Early Childhood Education	0
13.133a	Teacher Education - Earth Science	0
13.120a	Teacher Education - Elementary Education	5
13.14a	Teacher Education - English as a Second Language	0
13.130a	Teacher Education - English/Language Arts	0
13.1208 a	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.130b	Teacher Education - Foreign Language	0
13.131a	Teacher Education - General Science	0
13.130c	Teacher Education - Health	0
13.1328 a	Teacher Education - History	0
13.1203 a	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1311	Teacher Education - Mathematics	2 a
13.1312a	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.132a	Teacher Education - Reading	0
13.1317 a	Teacher Education - Social Science	0
13.131a	Teacher Education - Social Studies	1 a
13.10	Teacher Education - Special Education	0
13.131aa	Teacher Education - Speech	0
13.1309 a	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1320	Teacher Education - Trade and Industrial	0
01 a	Agriculture	0
05	Area - Ethnic, Cultural, and Gender Studies	0
26 a	Biological and Biomedical Sciences	0
52	Business/Management/Marketing	0
09 a	Communication or Journalism	0

Northwest Normal University - Add (4544)		
CIP Code	Academic Program	Number Prepared
11	Computer and Information Sciences	0
46	Construction	0
13.99aa	Education - Other Specify: a	0
14	Engineering	0
23 a	English Language Literature a	0
19 a	Family and Consumer Sciences/Human Sciences a	0 a
16 a	Foreign Languages Literature and Linguistics	0
51	Health Professions and Related Clinical Sciences	0
54 a	History	0
22 a	Legal Professions and Studies	0
24	Liberal Arts/Humanities	0
25 a	Library Science	0
27a	Mathematics and Statistics	0
47 a	Mechanical Repair Technologies	0
30 a	Multi/Interdisciplinary Studies	0
03 a	Natural Resources and Conservation	0
99	Other Specify: 13.1205 Secondary Education and Teaching	4
12	Personal and Culinary Services	0
38 a	Philosophy and Religious Studies a	0
40	Physical Sciences a	0
42 a	Psychology	0
44 a	Public Administration and Social Service Professions	0
41	Science Technologies Technicians	0
45 a	Social Sciences a	0
21 a	Technology Education/Industrial Arts	0
50 a	Visual and Performing Arts	0

Teach for America and No (Title 2 Only) - Alt (4061) a

Teach for America Idaho (Title 2 Only) - It (4061) - r	
Do participants earn a degree upon completion of the program? <input type="radio"/> Yes <input checked="" type="radio"/> No	
<input type="checkbox"/> No teachers prepared by academic major	

The College of Idaho (4060) - r	
Do participants earn a degree upon completion of the program? <input type="radio"/> Yes <input checked="" type="radio"/> No	
<input type="checkbox"/> No teachers prepared by academic major	

University of Idaho (4843) - r		
CIP Code	Academic major	Number prepared
13.1311	Teacher Education - Agriculture	4
13.1312	Teacher Education - Art - r	1
13.1322	Teacher Education - Biology	
13.1303 - r	Teacher Education - Business	1
13.1323 - r	Teacher Education - Chemistry	
13.1321	Teacher Education - Computer Science	
13.1324	Teacher Education - Drama and Dance - r	
13.1210 - r	Teacher Education - Early Childhood Education	
13.1337	Teacher Education - Earth Science	
13.1202	Teacher Education - Elementary Education	29
13.14	Teacher Education - English as a Second Language - r	4
13.1305	Teacher Education - English/Language Arts	8
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1306	Teacher Education - Foreign Language	
13.1316	Teacher Education - General Science	
13.1307 - r	Teacher Education - Health	4
13.1328 - r	Teacher Education - History	1 - r

Univērsit i dahi i (4843) i		
CIP Cōdē i	Adāidēinī c īnājor i	Number prēpared i
13i.1203i	Teacher Education i Junior High/Intermediate/Middle School Education i	
13i.13i11 i	Teacher Education - Mathematics i	4
13i.13i12i	Teacher Education - Music	4
13i.13i14i	Teacher Education i Physical Education i and Coaching	4
13i.13i29i	Teacher Education - Physics i	2 i
13i.13i15i i	Teacher Education - Reading	
13i.13i17i i	Teacher Education - Social Science	
13i.13i18i i	Teacher Education - Social Studies i	9
13i.10i	Teacher Education - Special Education	3
13.1331i	Teacher Education i Speech	
13i.1309i	Teacher Education i Technology Teacher Education/Industrial Arts	
13.1320	Teacher Education i Trade and Industrial	
01 i	Agriculture	
05	Area, Ethnic, Cultural, and Gender Studies	
26 i	Biological and Biomedical Sciences	
52	Business/Management/Marketing	
09	Communication or Journalism	
11 i	Computer and Information Sciences	
46	Construction	
13.99i	Education i Other Specify:	
14	Engineering	
23 i	English Language/Literature	
19	Family and Consumer Sciences/Human Sciences	
16 i	Foreign Languages, Literatures, and Linguistics	
51 i	Health Professions and Related Clinical Sciences	
54 i	History	
22 i	Legal Professions and Studies	
24 i	Liberal Arts/Humanities	

Univerſit i dahi i (4843) i		
CIP Códai i	Adicidnnc inajoi i	Number prepared
25 i	Library Science i	
27i	Mathematics and Statistics	
47	Mechanic and Repair Technologiési	
30 i	Multi/Interdisciplinary Studiési	
03 i	Natural Resources and Conservation	
99 i	Other Specify:	
12 i	Personal and Culinary Services	
38	Philosophy and Religious Studiési	
40 i	Physical Sciences	
42 i	Psychology i	
44 i	Public Administration and Social Service Professions	
41 i	Science Technologiési/Technicians	
45	Social Sciences	
21 i	Technology Education/Industrial Arts	
50 i	Visual and Performing Arts i	

SECTION I O M I N F O R M A T I O N

Program Assurances

For each teacher preparation provider, respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)).

Note: This section is preloaded from Institution and Program Report Card (IPRC) data.

ABCTE - Idaho (Title 2 Only) - Alt (1451)

Program preparation responds to the identified needs of the local education agencies or states where the program completers are likely to teach, based on post-hiring and recruitment trends.

Yes a

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes a

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes a

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes a

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes a

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes a

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes a

Describe your institution's most successful strategies in meeting the assurances listed above:

American Born completers enter the classroom only after completing the pedagogy and professional teaching knowledge aspect of the program, unless otherwise required by the individual state. American Born completers experience mentoring programs defined by existing student induction programs, further guiding completers in the teaching of specific cohorts of students. a

Boise State University (4018)

Program preparation respond to the identified need of the local educational agency or state where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the need of school and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subject and to instruct in core academic subject.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurance listed above:

Boise State's most successful strategies in meeting the assurance are rooted in our commitment to developing reflective, inquiring professionals who advocate for equity and promote the capacity for change within inclusive communities of practice. Boise State's preparation program responds to the identified need of the local education agency (LEA) or State where the program completers are likely to teach, based on past hiring and recruitment trends. This preparation is closely linked with the need of school and instructional decisions new teachers face in the classroom. Our program preparation responds to the identified need of the local education agency (LEA) and the state of Idaho, where over 80% of Boise State completers are likely to teach, based on three focus areas: literacy, classroom management, and mentoring. LITERACY: The Idaho Comprehensive Literacy Plan was created in 1998 with the goal of promoting literacy growth for all students in Idaho. This plan was revised in 2015, and shortly after, the Idaho Comprehensive Literacy (ICL) Standard for teacher candidates were also revised. In 2022, the ICL Standard were again revised to improve alignment, including the addition of a fifth ICL Standard focused on helping students with diverse reading and writing profiles. The Idaho Higher Education Literacy Partnership (IHHELP) is a consortium of literacy professionals representing public and private higher education institutions across the state of Idaho, of which Boise State is an active and contributing member. They have developed an Idaho Comprehensive Literacy Assessment (ICLA) corresponding to each of the five ICL Standards. Each exam contains between 30 and 50 questions, including definition and application questions. Teacher candidates must pass each exam at 70% to evidence proficiency. There are five ICL Standards, which are part of the Idaho Standard for Initial Certification of Professional School Personnel, and a corresponding ICLA is used to measure teacher candidates' knowledge of the content for each standard. The IHHELP consortium meets regularly to analyze assessment data, review concept and competence guides, and revise each exam accordingly. Boise State University embeds the ICLA into several courses. All candidates in the Elementary Education program take the ICLA as part of required literacy courses. In our Secondary s

Prospect e spec educ t on te chers re prep red n core c dem ic subjects nd to nstruct n core c dem ic subjects.

Yes

Prospect e gener educ t on te chers re prep red to pro de nstruct on to students w th d s b t es.

Yes

Prospect e gener educ t on te chers re prep red to pro de nstruct on to m ted Eng sh prof c ent students.

Yes

Prospect e gener educ t on te chers re prep red to pro de nstruct on to students from ow- ncome f m i es.

Yes

Prospect e te chers re prep red to effect e y te ch n urb n nd rur schoo s, s pp c b e.

Yes

Descr be your nst tut on's most successfu str teg es n meet ng the ssur nces sted bo e

Bo se St te encour ges c nd d tes to enter " tern te" routes through our tr d t on progr ms (rge y the post-b cc ure te M aster In Te ch ng nd Gr du te Cert f c te progr ms). Th s s on n s-needed b s s w thout project ons or go -sett ng. A enro ed c nd d tes nd comp eters dent fed on th s report meet the St te of Id ho's, St te-Spec f c T te II M an u def n t on s n "A tern t e Route C nd d te If c nd d te s the te cher of record wh e pursu ng h s/her degree nd n t cert f c te (.e., Content Spec st or Occup t on Spec st), then the nd du w be reported n T te II s n tern t e route progr m." C nd d tes cons dered to be tern te route comp ete performance ssessment (S-PAT) th t nc udes demonstr t on of d fferent ted nstruct on, eng g ng str teg es for students, nd ntegr t on of technogy n un t p nn ng nd n n y s s of student work nd ssessment : cross n ent re c ss.

Brigham Young University Idaho (4657)

Progr m prep r t on responds to the dent fed needs of the oc educ t on genc es or st tes where the progr m comp eters re key to te ch, b sed on p st h r ng nd recru tment trends.

Yes

Prep r t on s cose y nk ed w th the needs of schoo s nd the nstruct on dec s ons new te chers f ce n the c ssroom.

Yes :

Prospect e spec educ t on te chers re prep red n core c dem ic subjects nd to nstruct n core c dem ic subjects.

Yes :

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach urban and rural schools, as applicable.

Yes

Describe your student's most successful strategies to meet the assurances listed above:

First, a "Learn Model" reinforces principles of teaching and learning foundational all courses taught across the university and with our teaching education program. This model includes three foundational concepts embedded in every learning experience university students participate in: 'Prepare', 'Teach One Another', and 'Power/Prove'. Next, the implementation of the research-based framework for teaching, developed by Charlotte Danielson, as the university's rubric for teacher performance evaluation ensures that all components of the qualities and attributes of the "complete teacher" are embedded within the coursework and field experiences of our teacher candidates. It is the same teacher evaluation tool that the state of Idaho has implemented in all public school districts as the instrument used for teacher supervision/evaluation. Multiple field experience opportunities introduce prospective teachers to classrooms of diverse learners from a variety of backgrounds, belief systems, and communities possess unique learning needs. Finally, specific courses, whose curriculum and learning activities focus on the unique learning needs/demands of the dedicated sub-populations of students are included in each of the programs of study we offer.

College of Southern Idaho - Alt (2909)

Program preparation responds to the defined needs of the local educational agencies or states where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the structural decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared to core academic subjects and to instruct core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes F

Prospect e te c ers re prep red to effect ily te c n urb n nd rur l sc ools, s pplc ble.

Yes

Descr be your nst tut on's most successful str teg es n meet ng t e ssur nces lsted bo e:

Te c er prep r ton courses re des gned n coll bor ton wt loc l educ ton genc es n sout e stern l d o to meet t e dent fed needs of t e loc l educ ton gents. bout 95% of our te c er c nd d tes re from l d o. Upon progr m complet on, typ c lly 93% or more of ll t e progr m completers seek te c er cert f c ton n l d o. Our prep r ton progr ms re l gned to t e l d o Core Te c er St nd rds. T e courses n spec lly re s were des gned n coll bor ton wt pr ct c ng te c ers n t e spec lly f elds. T e coursework reflects bot t e l d o en ncement st nd rds nd t e n ton l st nd rds requ red for te c ers n t e spec lly re s. ll progr ms re re ewed on n on-go ng b s s t roug mult ple p rtners p coll bor tons nd nter ct ons. ll t e c er prep r ton progr ms requ re t t students complete core courses or equ lents. One of t e core courses, SPED 3350: Des gn ng Inclus e Cl ssrooms (3 cred ts), s des gned to prep re prospect e te c ers to pro de nstruct on to c ldren wt ds b ltes nd to pro de nstruct on to l m lted Engl s prof c ent students. Ot er courses, suc s EDUC 2201: De elopment nd lnd du l D fference (3 cred ts); EDUC 2204: F m lles, Commun tes, Cultures (3 cred ts), prep re t e progr m p r t c p nts to pro de nstruct on to c ldren from low- ncome f m lles nd d erse cultur l b ckgrounds. T e content nd tr n ng pro ded by t e bo e-lsted courses re begun n EDUC 3308: Found t ons of Educ ton l Knowledge, Pl n n ng, nd s sement (3 cred ts) nd EDUC 4408: Pre-Interns p F eld Exper ence Sem n r (3 cred ts). Mus c educ ton nd spec l educ ton requ re equ lent courses. EDUC 3308 nd EDUC 4408 pro de tr n ng n pl n n ng for nstruct on, del ery of nstruct on, nd t e s sement of le r n ng, nclud ng ow to te c effect ily n bot urb n nd rur l sc ools. T s course requ res extens e f eld exper ences n p rtners p sc ools, nclud ng super sed pr ct ce te c ng exper ences nd t e ggreg ton nd d s ggreg ton of mp cts on student le r n ng. l f A spec lly progr m does not requ re one of t e lsted core courses, t e progr m offers n equ lent course for t er c nd d tes n t e spec lly re progr m. ll t e c er c nd d tes e dd ton l exper ences pply ng t e knowledge nd sk lls le rned n t ese courses dur ng t e r semester-long student-te c ng nterns ps. Selected cooper t ng te c ers nd selected p rtners p sc ools s re respons b lly for t e prep r ton nd e lu ton of our c nd d tes. T ey work wt our c nd d tes to ensure qu lty opportun tes for our c nd d tes to le r n t e sk lls necess ry to be successful entry-le el te c ers. Impro ements to t e des gn nd del ery of f eld nd cl n c l exper ences s ccompl sed t roug ongo ng commun c t on between t e Off ce of F eld Exper ences nd super ntendents, prnc p ls, te c ers nd un ers ty personnel. sur ey of bu l d ng p rtners s conducted nnu lly. Our model for cl n c l exper ence nd t e process of s sement s l gned wt t e C rlotte D nelson (2011) Fr mework for Te c ng. T e M T progr m s n on lne progr m wt c nd d tes re com ng from cross t e st te. T e cl n c l exper ences ppen n t e re t e c nd d tel es, w c n l d o, s pr m rly rur l. Persons complet ng ll of t e te c er prep r ton progr ms n t e College of Educ ton re requ red to t ke core courses or equ lents. One of t e core courses, SPED 5550: Des gn ng Inclus e Cl ssrooms (3 cred ts), s des gned to prep re prospect e te c ers to pro de nstruct on to c ldren wt ds b ltes nd to pro de nstruct on to l m lted Engl s prof c ent students. A

Idaho State University - Alt (4355)

Progr m prep r ton responds to t e dent fed needs of t e loc l educ ton l genc es or st tes w ere t e progr m completers re l kely to te c , b sed on p st r ng nd recr tment trends.

Yes

Prep r ton s closely l nked wt t e needs of sc ools nd t e nstruct on l dec s ons new te c ers f ce n t e cl ssroom.

Yes

Prospect e spec l educ ton te c ers re prep red n core c dem c subjects nd to nstruct n core c dem c subjects.

Yes

Prospect e gener l educ ton te c ers re prep red to pro de nstruct on to students wt ds b ltes. A

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Whenever possible, persons pursuing initial teacher certification under the Alternative Authorization Concentration-Special Route (hereafter referred to as alternative route certifiers) are expected to take the same education courses required of teacher candidates in the traditional route programs. When course schedules do not permit them to register for the regularly offered traditional courses, the alternative route certifiers register for independent study courses that address the same content and require the same assessments (with minor adjustments to take into account their employment contexts). Instruction for the independent study courses and meetings with the assigned course instructors are arranged outside of school time, but the alternative route certifiers can complete course assignments when the constraints of their teaching placements. The need for independent study coursework has been reduced somewhat by the number of regular teacher preparation courses that are now offered online in the evening or asynchronously. Teacher preparation courses are designed in collaboration with local education agencies in southeastern Idaho to meet the defined needs of the local education agency. Our preparation programs are aligned to the Idaho Core Teacher Standards. The courses in specialty areas were designed in collaboration with practicing teachers in the specialty fields. As stated in the report for our traditional route program, the coursework reflects both the Idaho enhancement standards and the national standards required for teachers in the specialty areas. All programs are reviewed on an ongoing basis through multiple partnership collaborations and interactions. All teacher preparation programs require that students complete core courses or equivalents. One of the core courses, SPED 3350: Design Inclusive Classrooms (3 credits), is designed to prepare prospective teachers to provide instruction to children with disabilities and to provide instruction to limited English proficient students. Other courses, such as EDUC 2201: Development and Individual Differences; EDUC 2204: Families, Communities, Cultures (3 credits), prepare the program participants to provide instruction to children from low-income families and diverse cultural backgrounds. The content and rationale provided by the above-listed courses is extended in EDUC 4408 (previously EDUC 3309: Instructional Planning, Delivery, and Assessment (6 credits)). EDUC 4408 provides rationale in planning for instruction, instruction, and the assessment of learning, including how to teach effectively in both urban and rural schools. This course requires extensive field experiences in partnership schools, including supervised practice each in experiences and the area of data collection of impacts on student learning. When under a dual alternative route certifiers take EDUC 4493, the field placements are in the classrooms where they are the teachers of record. School district supervisors serve in the place of cooperating teachers. An assigned university supervisor/mentor from the traditional teacher preparation program works with the alternative route certifiers to ensure quality opportunities to learn the skills necessary to be successful entry-level teachers. If a specialty program does not require one of the listed core courses, the program offers an equivalent course for the candidates (both traditional route and alternative route) in the specialty area program. All teacher candidates and alternative route certifiers have additional experiences applying the knowledge and skills learned in these courses during their semester-long student teaching placements. Alternative route certifiers complete their student teaching placements in their own classrooms in their teaching placements.

Lewis-Clark State College (4385)

Program preparation responds to the defined needs of the local education agency or states where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes T

ratio 'i ' o 'e y l ked with the 'eed 'of ' hoo ' a 'd the' i ' tru tio 'a 'de i 'ib ' ew tea her 'fa 'e i' the ' a ' room. '

Ye'

Prb pe tive 'pe ia 'edu' 'atio 'tea' her' 'are pr'epar'ed' i' ' or' e 'a 'denhi ubj' e 't 'a 'd fo' i' 'tru ti i ' ore 'a 'ademi ubj' e 't '.

Ye'

Prb pe tive ge' 'era 'edu' 'atio 'tea' her' 'are pr'epar'ed' fo' p'rovide i' 'tru tio 'to 'tude 't ' with di 'abi ltie '.

Ye'

Prb pe tive ge' 'era 'edu' 'atio 'tea' her' 'are pr'epar'ed' fo' p'rovide i' 'tru tio 'to 'l'mited' E 'g'i' h' p'rofi i' e 't ' tude 't '.

Ye'

Prb pe tive ge' 'era 'edu' 'atio 'tea' her' 'are pr'epar'ed' fo' p'rovide i' 'tru tio 'to 'tude 't ' from ow-i 'ome farhi ie '.

Ye'

Prb pe tive fea' her' 'are pr'epar'ed' to 'effe' tive y' tea' h' i' 'urba 'a 'd 'ur' a ' hoo ', a 'app'i' ab' e'.

Ye'

D' e ribe' your i' 'titutib' ' mo t 'u 'e ' fu ' trat'eg'ie' 'i' meeti' g' the' a ' ura ' e ' i' ted' above:'

S'evera ' trat'eg'ie' 'have bee 'mo t effe' tive i' ' he pi' g' u' 'meet the' 'e ' a ' ura ' e ' . 1) Our fu 'time fa 'u ty parti' ipate i' ' the 'up'ervi' 'io 'of' i' 'ter' ' ' o they' are a 'tive y' e' 'gag'ed' i' ' hoo ' a ' d 'are 'aw'are' of' 'urfe' 't' i' 'ue' 'fa' i' g' the' ' ho' ' ' ommu' ity. 2) Our 'a 'didate' 'exte' 'ive' 'experie' 'e' i' ' the' fie' d' w'orki' g' with 'tude' 't' 'a' d' a' year- o' 'g' i' 'ter' 'hip' i' 'bur' e' 'eme' tary p'rog'ram' are key' e' 'eme' t' l' 'p'epar' g' our 'a 'didate' 'to be' effe' tive' 'a' ' room' tea' her' . Our S' e' b' 'd'ary' 'a' 'didate' ' omp' et' e' 'a' 'eme' ter' o' 'g' i' 'ter' 'hip. 'l' 'addit'io' , b'etw'ee' '50-100' ho'ur' 'of' 'i' i' d' 'experie' 'e' i' ' the' ' hoo ' are omp' eted' p'rior' to' the' C' i' i' d' l' 'fer' 'hip' experie' 'e' i' ' both' the' e' 'eme' tary' a' 'd' 'e' b' 'd'ary' p'rog'ram' s. '

Lewis-Clark State College - Alt (4385) '

Prb'og'ram' p'rap'ar'atio' 're' p'o' 'd' 'to' the' ide' 'tified' 'eed' 'of' the' b' 'a' 'edu' 'atio' 'a' 'ag' e' 'ie' 'or' 'tat' e' 'where' the' p'rog'ram' omp' et' e' 'are' i' ke' y' fo' tea' h' , ba' 'ed' o' 'pa' t' hiri' g' a' 'd' fe' h'uitme' t' t' r' e' d' .

Ye'

Pr'epar'atio' 'i' ' o 'e y l ked with the 'eed 'of ' hoo ' a 'd the' i' ' tru tio 'a 'de i 'ib ' ew tea her 'fa 'e i' the ' a ' room.

Ye'

Prb pe tive 'pe ia 'edu' 'atio 'tea' her' 'are pr'epar'ed' i' ' or' e 'a 'denhi ubj' e 't 'a 'd fo' i' 'tru ti i ' ore 'a 'ademi ubj' e 't '.

Ye'

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies to meet the assurances listed above:

General strategies have been most effective help us meet these assurances. 1) Our full-time faculty participate in the supervision of teachers so they are actively engaged in schools and are aware of current issues facing the school community. 2) Our candidates are asked to differentiate the lessons based on students in the classroom. If the candidate does not have a student that meets the criteria, they select a candidate to detail how they would change the lesson if they had a student. The alternative programs based on project-based assessment and candidates must show evidence of learning and successful methods of classroom instruction before completion of the program.

Northwest Nazarene University (4544)

Program preparation responds to the defined needs of the local education agencies or states where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared to teach core academic subjects and to instruct core academic subjects.

NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students. S

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above: C

1. Department Chair and Instructional Placement Director closely monitor identified needs of local educational agencies and recruitment and hire trends. These trends are discussed with students in Foundations of Education, Introduction to Teaching, and Student Teaching Seminar 2. Our programs are field-based program with over 100 hours of field experience at the schools prior to the internship year or student teaching semester. Department faculty work directly with student teachers and cooperating teachers in the schools to keep abreast of issues and needs they are facing. Students analyze about issues and needs through interactions with field-based cooperating teachers and with faculty, both full-time and adjunct, in program coursework. The secondary student teacher placement operates as a professional partnership model. 3. Prospective elementary and secondary teachers receive training in providing instruction to children with disabilities in the following courses with related field experiences: • EDU 3150/3155/7541 Education of Exceptional Children (Secondary and Elementary) • EDU 4460/4465/7460 Assessment and Intervention in Reading (Elementary) • KINE 1010 Adapted Physical Education (Secondary Kinesiology Majors) 4. Prospective elementary and secondary teachers receive training in providing instruction to limited English proficient students in the following courses with related field experiences: • EDU 2250 Multicultural Diversity in Education (Secondary and Elementary) • EDU 3310/3316/7331 Teaching English Language Learners (Elementary and Secondary) • EDU 3410 English Language Learners and Online Literacy in Secondary Classrooms – includes SIOP training and multicultural field experience (Secondary) • EDU 3240 Elementary Classroom Management – perspectives on diversity project (Elementary) 5. Prospective elementary and secondary teachers receive training in providing instruction to students from low-income families in the following courses with related field experiences: • EDU 3240/3245/7240 Elementary Classroom Management – perspectives on diversity project (Elementary) • EDU 2250 Multicultural Diversity in Education (Secondary and Elementary) • EDU 3310/3315/7331 Teaching English Language Learners (Elementary and Secondary) • EDU 3750 Classroom Management in Secondary Schools (Secondary) 6. Prospective elementary and secondary teachers receive training in providing instruction to students in rural and urban schools in the following courses with related field experiences: • EDU 1100 Introduction to Education (Elementary and Secondary) • EDU 2960 Introduction to Instructional Design (Elementary and Secondary) • EDU 1125/7125 Foundations of Teaching (Elementary and Secondary) 7. Field experiences are aligned with course content and common outcomes are C developed in partnership with field experience partners.

Northwest Nazarene University - Alt (4544)

Program preparation responds to the identified needs of the local educational agencies or states where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and instruction in core academic subjects.

NA C

Prospect e e eral educat o teachers are prepared to pro de struct o to stude ts w th d sab l tes.

Yes

Prospect e e eral educat o teachers are prepared to pro de struct o to l m ted E l sh prof ce t stude ts.

Yes

Prospect e e eral educat o teachers are prepared to pro de struct o to stude ts from low- come fam l es.

Yes

Prospect e teachers are prepared to effect uly teach urba a d rural schools, as appl cable.

Yes

Descr be your st tut o 's most successful strate es meet the assura ces l sted abo e:

. Departme t Cha r a d Cl cal Placeme t D rector closely mo tor de t fed eeds of local educat o al a e ces a d recrutm e t a d hr tre ds. These tre ds are d scussed w th stude ts Fou dat o s of Educat o , l troduct o to Teach , a d Stude t Teach Sem i ar 2. Our pro ram s a f eld-based pro ram w th o er 25 hours of f eld exper e ce 1 the schools pr or to the ter sh p year or stude t teach semester. Departme t faculty work d rectly w th stude t teachers a d cooperat teachers the schools to keep abreast of ssues a d eeds they are fac . Stude ts a s ht about ssues a d eeds throu h teract o s w th f eld-based cooperat teachers a d w th faculty, both full-t me a d adju ct, pro ram coursework. The seco dary stude t teacher placeme t operates as a profess o al part ersh p model. 3. Prospect e eleme tary a d seco dary teachers rece e tra pro d struct o to ch ldre w th d sab l tes the follow courses w th related f eld exper e ces: • EDUC 3 50/3 55/754 Educat o of Except o al Ch ldre (Seco dary a d Eleme tary) • EDUC 4460/4465/7460 Assessme t a d l ter e to Read (Eleme tary) • KINE 0 0 Adapted Phys cal Educat o (Seco dary K es o lo y Majors) 4. Prospect e eleme tary a d seco dary teachers rece e tra pro d struct o to l m ted E l sh prof ce t stude ts the follow courses w th related f eld exper e ces: • EDUC 2250 Cultural D ers ty Educat o (Seco dary a d Eleme tary) • EDUC 33 0/33 5/733 1Teach E l sh La ua e Lear ers (Eleme tary a d Seco dary) • EDUC 34 0 E l sh La ua e Lear ers a d Co te t L teracy Seco dary Classrooms – cludes SIOP tra a d mult cultural f eld exper e ce (Seco dary) • EDUC 3240 Eleme tary Classroom Ma a eme t – perspect es o d ers ty project (Eleme tary) 5. Prospect e eleme tary a d seco dary teachers rece e tra pro d struct o to stude ts from low- come fam l es the follow courses w th related f eld exper e ces: • EDUC 3240/3245/7240 Eleme tary Classroom Ma a eme t – perspect es o a d ers ty project (Eleme tary) • EDUC 2250 Cultural D ers ty Educat o (Seco dary a d Eleme tary) • EDUC 33 0/33 5/733 1Teach E l sh La ua e Lear ers (Eleme tary a d Seco dary) • EDUC 3750 Classroom Ma a eme t Seco dary Schools (Seco dary) 6. Prospect e eleme tary a d seco dary teachers rece e tra 1 pro d struct o to stude ts rural a d urba schools the follow courses w th related f eld exper e ces: • EDUC 00 l troduct o to Educat o (Eleme tary a d Seco dary) • EDUC 2960 l troduct o to l struct o al Des (Eleme tary a d Seco dary) • EDUC 25 Fou dat o s of Teach (Eleme tary a d Seco dary) 7. F eld exper e ces are al ed w th course co te t a d commo outcom es are de eloped 1 part ersh p w th f eld exper e ce part ers.

Teach for America-Idaho (Title 2 Only) - Alt (4061)

Pro ram preparat o respo ds to the de t fed eeds of the local educat o al a e ces or states where the pro ram completers are l kely to teach, based o past hr a d recrutm e t tre ds.

Yes

Preparat o s closely l ked w th the eeds of schools a d the struct o al dec s o s ew teachers face the classroom.

Yes 1

Prospect e spec educ t on te chers re prep red n core c dem ic subjects nd to nstruct n core c dem ic subjects.

Yes

Prospect e gener educ t on te chers re prep red to pro de nstruct on to students w th d s b t es.

Yes

Prospect e gener educ t on te chers re prep red to pro de nstruct on to m ted Eng sh prof c ent students.

Yes

Prospect e gener educ t on te chers re prep red to pro de nstruct on to students from ow- ncome f m i es.

Yes

Prospect e te chers re prep red to effect e y te ch n urb n nd rur schoo s, s pp c b e.

Yes

Descr be your nst tut on's most successfu str teg es n meet ng the ssur nces sted bo e

Summer tr n ng s p rt of pr ct cum exper ence, ongo ng 1 1 co ch ng, ongo ng group profess on de e opment nd e rn ng, m an g ng c nd d tes to comp ete st te nter m cert f c t on requ rements (ICLC nd TMT) nd dd t on 6 cred ts or equ ent hours of cont nu ng educ t on cred ts gned : w th content nd ld ho te ch ng st nd rds.

The College of Idaho (4060)

Progr m prep r t on responds to the dent f ed needs of the oc educ t on genc es or st tes where the progr m compet es re ke y to te ch, b sed on p st h r ng nd recru tment trends.

Yes

Prep r t on s c ose y nked w th the needs of schoo s nd the nstruct on dec s ons new te chers f ce n the c ssroom.

Yes

Prospect e spec educ t on te chers re prep red n core c dem ic subjects nd to nstruct n core c dem ic subjects.

NA

Prospect e gener educ t on te chers re prep red to pro de nstruct on to students w th d s b t es.

Yes :

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies to meet the assurances listed above:

Members of the Education Department stay current on all legislative and policies by attending bi-monthly meetings for the Idaho State Department of Education/Deans and Director's meeting (called IACTE), as well as the monthly Idaho Regional Superintendent's meetings. Regular department programs and external reviews part of College of Idaho's seven-year accreditation cycle. All of the full-time faculty in the education department are highly supervised, so we are present in K-12 schools on a regular basis. Additionally, those same faculty instruct the methods and cohort seminar classes during student-teaching year. Faculty members have served on state and national councils and commissions, and task-forces related to educational policy and accreditation. There are multiple clinical experiences that candidates complete in a variety of K-12 settings as undergraduates before they begin their year-long internship. All students complete a Teaching Exceptional Children course and have opportunities to work with special needs students in clinical experiences, and must work with IEP/504s during full year internship. The Teaching and Learning Society course stresses culturally responsive teaching, and strategies to meet the needs of diverse populations (students from poverty and LEP). Candidates have a variety of clinical placements through the undergraduate program and the year-long internship includes multiple placements. Give our location in rural Idaho, the area we do least well is preparing candidates to teach in urban environments. Candidates get experience in a small school, but they would not necessarily be classified as urban.

University of Idaho (4843)

Program preparation responds to the defined needs of the local educational agencies or states where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared to teach core academic subjects and to instruct core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes M

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach urban and rural schools, as applicable.

Yes

Describe your student's most successful strategies to meet the assurances listed above:

The EPP actively participates in the Idaho Association of Colleges of Teacher Education (IAC-TE) and meets with clinical partners to update programs through its ECC Committee and Teacher Education Advisory Board. Through these endeavors, the EPP collects feedback from clinical partners and reports that data as appropriate to its curriculum design and revision. Prior to placement or graduation, program coursework and faculty ensure that candidates are prepared and able to pass relevant Praxis exams prior to placement or graduation. Additionally, the EPP prepares candidates to work with students with disabilities as a part of its education core coursework, and aspects of diversity, including ethics, pedagogy, and socioeconomics, are integrated throughout preparation coursework and clinical experiences. This includes work with rural schools, tiered settings - urban, rural, diverse & low-income areas. T

SECTION II O M E F O M A N C E

Program Performance

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Provide a rating that results in a "low performing" designation: explanation

<input checked="" type="checkbox"/> b	<p>Pass rates on state assessments for the teaching credential</p> <p>Provide the pass rate benchmark that results in an "at risk" designation: ex: Below 80%</p> <input type="text" value="Below 80%"/> <p>Provide the pass rate benchmark that results in a "low performing" designation: ex: Below 70%</p> <input type="text" value="Benchmark: 60%"/>
<input type="checkbox"/> b	<p>Other indicators of program participant academic content knowledge</p> <p>Provide the measure used: ex: GPA in content area coursework</p> <input type="text"/> <p>Benchmark/data: ex: Average GPA of 3.0</p> <input type="text"/>
<input checked="" type="checkbox"/> b	<p>Indicators of program participant teaching skills (such as clinical practice evaluations)</p> <p>Provide the measure used: ex. Student teaching evaluation scores</p> <input type="text" value="The percent of participants who pass the exit of program, passed the Common Summative Assessment (CSTA) for the new hire for Teaching E.d."/> <p>Benchmark/data: ex: Average score of 5/5</p> <input type="text" value="Benchmark: 90%"/>
<input type="checkbox"/> b	<p>Increase in professional development opportunities for teachers</p> <p>Provide the measure used: ex. Number of PD courses offered</p> <input type="text"/> <p>Benchmark/data: ex: 5 courses</p> <input type="text"/>
<input type="checkbox"/> b	<p>Improving K-12 student academic achievement</p> <p>Provide the measure used: ex. Student growth on assessments</p> <input type="text"/> <p>Benchmark/data: ex: Average gain of 30 points</p> <input type="text"/>
<input type="checkbox"/> b	<p>Rates by the state for entry into the teaching profession</p> <p>Provide the measures used: ex: Required minimum GPA</p> <input type="text"/> <p>Benchmark/data: ex: Minimum GPA of 3.0</p> <input type="text"/>

<input checked="" type="checkbox"/> t	<p>Other Criteria</p> <p>as described:</p> <p>Annual Performance Measures for Education Preparation Providers Completion of Professional Practice (Benchmark: 90%) The percentage of teachers or record and completers who signed an Idaho teaching contract in their first year of completion were eligible for and obtained their Idaho Professional Endorsement. Percentage in an Idaho Local Education Agency (Benchmark: 70%) The percentage of teachers or record and completers who signed an Idaho teaching contract in their first year of completion working full-time in an Idaho Local Education Agency who possess or have access to</p>
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SECTION III TE C IN C EDENTI LS

Teaching Credentials

Teachers Credentialed

Provide the total number of persons receiving an initial teaching credential in the state, and the subset of those who completed their teacher preparation programs in another state. (§205(b)(1)(H))

Total number of persons receiving an initial teaching credential in the state	2073
Subset of persons receiving an initial teaching credential in the state who completed their teacher preparation program in another state	1140

Credential Requirements

List each teaching credential (certificate, license or other) currently issued by the state and answer the questions about each. Include all teaching credentials including initial, emergency, temporary, provisional, permanent, professional and master teacher licenses as well as any credentials given specifically to those participating in or completing alternative routes to certification or licensure. Do not include credentials for principals, administrators, social workers, guidance counselors, speech/language pathologists or any other school support personnel. Note that this section is intended to capture the types of credentials offered in each state, and not the subject areas of the credentials. (§205(b)(1)(A))

Credential	Update
Alternative Authorization - Content Specialist	
Alternative Authorization - Teacher to New Certificate	
Alternative Authorization - Teacher to New Endorsement	
American Indian Tribal Language Certificate	
Emergency Provisional Authorization	
Interim Certificate - Out of State	
Junior ROTC Instructor Certificate	

Credentialed	date
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SECTION I STANDARDS AND CRITERIA

Standards and Criteria

Complete the following questions regarding teacher standards and criteria for an initial teaching credential in your state. ([§205\(b\)\(1\)\(B\)](#), [§205\(b\)\(1\)\(C\)](#))

1. Has the state developed standards that prospective teachers must meet in order to attain an initial teacher credential?

- Yes
 No

If no, please describe the standards:

- No

3. Are there distinct state teacher standards for early childhood education (birth through age 6)?

- Yes
 No

4. Are there distinct state teacher standards for early elementary education (grades K-3)?

- Yes
 No

If no, please describe the standards:

- Yes
 No

6. Are there distinct state teacher standards for middle grades education?

- Yes
 No

7. Are there distinct state teacher standards for secondary education?

- Yes
 No

8. Were the standards of any national organizations used, modified or referenced in the development of the state teacher standards?

- Yes
 No

If yes, check all that apply:

- INTASC
 NCATE
 CAEP
 NNPTS
 Specialized Professional Associations (SPAs)
 Other (describe):

9. Specify where there are state teacher standards for the following specific teaching fields and grade levels. (Add any additional teaching fields in your state at the bottom of the list.)

Teaching field	All levels	Grade-Specific Standards					Add/ Delete
		Elementary	Grades	Grades 6	Middle grade	Secondary grade	
	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	

Teaching field	All levels c	Grade-Specific Standards c					Add/ Delete c
		Early childhood	Grades K-3	Grades 4-6	Middle grades	Secondary grades	
Bilingual education/ESL	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Civics/government c	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Economics c	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
English/language arts	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Foreign languages c	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Geography	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
History	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Mathematics	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Science	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Social studies c	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Special education	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Technology in teaching	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Vocational/ technical education	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Comprehensive Literacy Standards	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Ethics Standards	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Idaho Tribes Standard c	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	

10. Provide a description of the criteria used to determine the effectiveness of the assessment in meeting the requirements.

The teacher certification and licensure assessment has outcomes that the teacher candidate must meet in order to pass the assessment. Changes in outcomes go through a state process facilitated by the Professional Standards Commission and submitted to the State Board of Education for a vote. Teacher candidates must meet the applicable standards, certification requirements, and preparation program requirements. The educator preparation programs are reviewed by the state every seven years and public programs are required to be accredited. The state recognizes CAEP and AAQEP as accreditors for educator preparation providers. These requirements lead to the reliability and validity of the teacher certification and licensure assessment requirements.

11. Describe the assessments and requirements described above aligned with the State's challenging academic content standards required under section 1111(b)(1) of ESEA, and, as applicable, early learning standards for early childhood education programs?

The assessments and requirements described above align with the state's challenging academic content standards required under section 1111(b)(1) of ESEA, and, as applicable, early learning standards for early childhood education programs because the state has set rigorous requirements that must be met along with local level requirements required by the educator preparation provider. The educator preparation programs have entrance requirements, course requirements, program completion requirements, and a background check that must be met before an institutional recommendation is provided on behalf of the teacher candidate. p

SECTION SS TES

Assessment Information

Note: If the information looks accurate, please mark the page as complete and save.

Program Type	Assessment Code	Assessment	Test Company	Low Score	High Score	Cutoff Score
Traditional	ETS3701	AGRICULTURE	Educational Testing Service (ETS)	10	20	14
Traditional	ETS318	ART CONTENT KNOWLEDGE	Educational Testing Service (ETS)	10	20	15
Traditional	ETS328	BIOLOGY	Educational Testing Service (ETS)	10	20	15
Traditional	ETS328	BIOLOGY CONTENT KNOWLEDGE	Educational Testing Service (ETS)	10	20	13
Traditional	ETS310	BUSINESS ED CONTENT KNOWLEDGE	Educational Testing Service (ETS)	10	20	14
Traditional	ETS324	CHEMISTRY CONTENT KNOWLEDGE	Educational Testing Service (ETS)	10	20	13
Traditional	ETS302	EARLY CHILDHOOD EDUCATION	Educational Testing Service (ETS)	10	20	15
Traditional	ETS357	EARTH AND SPACE SCIENCES	Educational Testing Service (ETS)	10	20	15
Traditional	ETS357	EARTH AND SPACE SCIENCES	Educational Testing Service (ETS)	10	20	14
Traditional	ETS781	ELEM ED CKT MATHMATICS	Educational Testing Service (ETS)	10	20	15
Traditional	ETS781	ELEM ED CKT READING LANGUAGE ARTS	Educational Testing Service (ETS)	10	20	16
Traditional	ETS781	ELEM ED CKT SCIENCE	Educational Testing Service (ETS)	10	20	15
Traditional	ETS781	ELEM ED CKT SOCIAL STUDIES	Educational Testing Service (ETS)	10	20	16
Traditional	ETS900	ELEM ED MULTISUBJ MATHMATICS	Educational Testing Service (ETS)	10	20	15
Traditional	ETS900	ELEM ED MULTISUBJ READING LANG ARTS	Educational Testing Service (ETS)	10	20	15
Traditional	ETS900	ELEM ED MULTISUBJ SCIENCES	Educational Testing Service (ETS)	10	20	15
Traditional	ETS900	ELEM ED MULTISUBJ SOCIAL STUDIES	Educational Testing Service (ETS)	10	20	15

Program Type	Course Code	Course Name	Total Credits	Lower Semester	Upper Semester	Credits
Traditional	ET550300	ENGLISH LANGUAGE ARTS 300	Education major requirement (EAS)	1000	2000	160
Traditional	ET550600	ENGLISH TO SPEAKERS OF OTHER LANGUAGES	Education major requirement (EAS)	1000	2000	150
Traditional	ET551200	FAMILY AND CONSUMER SCIENCES	Education major requirement (EAS)	1000	2000	150
Traditional	ET551700	FRENCH WORLD LANGUAGE	Education major requirement (EAS)	1000	2000	150
Traditional	ET551950	GENERAL SCIENCE CONTENT KNOWLEDGE	Education major requirement (EAS)	1000	2000	140
Traditional	ET551960	GENERAL SCIENCE	Education major requirement (EAS)	1000	2000	140
Traditional	ET552200	GEOGRAPHY	Education major requirement (EAS)	1000	2000	150
Traditional	ET5518300	GERMAN WORLD LANGUAGE	Education major requirement (EAS)	1000	2000	150
Traditional	ET552300	GOVERNMENT POLITICAL SCIENCE	Education major requirement (EAS)	1000	2000	140
Traditional	ET552500	HEALTH EDUCATION	Education major requirement (EAS)	1000	2000	150
Traditional	ET552240	JOURNALISM	Education major requirement (EAS)	1000	2000	150
Traditional	ET551650	MATHEMATICS	Education major requirement (EAS)	1000	2000	150
Traditional	ET551600	MATHEMATICS CONTENT KNOWLEDGE	Education major requirement (EAS)	1000	2000	160
Traditional	ET550470	MIDDLE SCHOOL ENGLISH LANGUAGE	Education major requirement (EAS)	1000	2000	160
Traditional	ET551640	MIDDLE SCHOOL MATHEMATICS	Education major requirement (EAS)	1000	2000	150
Traditional	ET551690	MIDDLE SCHOOL MATHEMATICS	Education major requirement (EAS)	1000	2000	160
Traditional	ET551420	MIDDLE SCHOOL SCIENCE	Education major requirement (EAS)	1000	2000	150
Traditional	ET550800	MIDDLE SCHOOL SOCIAL STUDIES	Education major requirement (EAS)	1000	2000	140
Traditional	ET5511300	MIDDLE SCHOOL CONTENT KNOWLEDGE	Education major requirement (EAS)	1000	2000	140
Traditional	ET550900	PHYSICAL EDUCATION CONTENT KNOWLEDGE	Education major requirement (EAS)	1000	2000	140

Program Type	Course Code	Course Name	Total Credits	Low Score	High Score	Cut Score
Traditional	ET5526600	PHYSICS	Education Assessment Service (EAS)	1000	2000	1460
Traditional	ET552650	PHYSICS CONCEPT KNOWLEDGE	Education Assessment Service (EAS)	1000	2000	1290
Traditional	ET553910	PSYCHOLOGY	Education Assessment Service (EAS)	1000	2000	1540
Traditional	ET553020	READING SKILLS	Education Assessment Service (EAS)	1000	2000	1650
Traditional	ET553000	READING SKILLS	Education Assessment Service (EAS)	1000	2000	1640
Traditional	ET555400	SCIENCE AND MODERN LIFE	Education Assessment Service (EAS)	1000	2000	1530
Traditional	ET556920	SCIENCE AND EARLY CHILDHOOD	Education Assessment Service (EAS)	1000	2000	1590
Traditional	ET556900	SCIENCE AND EARLY CHILDHOOD	Education Assessment Service (EAS)	1000	2000	1590
Traditional	ET550800	SOCIAL SCIENCE CONCEPT KNOWLEDGE	Education Assessment Service (EAS)	1000	2000	1500
Traditional	ET559520	SOCIOLOGY	Education Assessment Service (EAS)	1000	2000	1540
Traditional	ET5519500	SPANISH LANGUAGE	Education Assessment Service (EAS)	1000	2000	1630
Traditional	ET552060	TECHNICAL READING: K12	Education Assessment Service (EAS)	1000	2000	1560
Traditional	ET550500	TECHNOLOGY EDUCATION	Education Assessment Service (EAS)	1000	2000	1540
Traditional	ET556400	THEATRE	Education Assessment Service (EAS)	1000	2000	1480
Traditional	ET559400	WORLD AND US HISTORY	Education Assessment Service (EAS)	1000	2000	1400
Alternative IHE-based	AB000000	BIOLOGY	American Board of Certification of Exams	0	5000	2660
Alternative IHE-based	ET552360	BIOLOGY	Education Assessment Service (EAS)	1000	2000	1540
Alternative IHE-based	ET552350	BIOLOGY CONCEPT KNOWLEDGE	Education Assessment Service (EAS)	1000	2000	1390
Alternative IHE-based	AB0000200	CHEMISTRY	American Board of Certification of Exams	0	5000	2850

Programa Ty a	met a Cōdaa	met a	T at Cōrap a y a	Loaa Scaaraa	igha Scaaraa	Cut a Scaaraa
Altern aive, noaa IHE a b sed	ET65246a	CHEMISTRY	Educational Testing Service (ETS)	100aa	200 a	146a
Altern aive, noaa IHE a b sed	ET6500aa	EL A M EL A MULT I SUB J a MATHEMATICS	Educational Testing Service (ETS)	100a	200	157aa
Altern aive, noaa IHE a b sed	ET6500aa	EL A M EL A MULT I SUB J a READING LANGUAGE ARTS	Educational Testing Service (ETS)	100a	200	157aa
Altern aive, noaa IHE a b sed	ET6500aa	EL A M EL A MULT I SUB J a SCIENCES	Educational Testing Service (ETS)	100a	200	159a
Altern aive, noaa IHE a b sed	ET6500aa	EL A M EL A MULT I SUB J a SOCIAL STUDIES	Educational Testing Service (ETS)	100a	200 a	156a
Altern aive, noaa IHE a b sed	ABC003 a	ENGLISH LANGUAGE ARTS	American Board for a Certific aion a f T e aher Excella	0 a	500	270a
Altern aive, noaa IHE a b sed	ET6503aa	ENGLISH LANGUAGE ARTS Cl a	Educational Testing Service (ETS)	100a	200 a	167a
Altern aive, noaa IHE a b sed	ABC004	GENERAL SCIENCE a	American Board for a Certific aion a f T e aher Excella	0 a	500	25d
Altern aive, noaa IHE a b sed	ET6543aa	GENERAL SCIENCE a	Educational Testing Service (ETS)	100a	200 a	14da
Altern aive, noaa IHE a b sed	ABC005	MATHEMATICS	American Board for a Certific aion a f T e aher Excella	0 a	500	272a
Altern aive, noaa IHE a b sed	ET6516aa	MATHEMATICS	Educational Testing Service (ETS)	100a	200 a	156a
Altern aive, noaa IHE a b sed	ABC006	MULTIPLE SUBJECT EXAMINATION	American Board for a Certific aion a f T e aher Excella	0 a	500 a	271a
Altern aive, noaa IHE a b sed	ABC007	PHYSICS	American Board for a Certific aion a f T e aher Excella	0 a	500 a	250a
Altern aive, noaa IHE a b sed	ABC008	PROFESSIONAL TEACHING KNOWLEDGE	American Board for a Certific aion a f T e aher Excella	0 a	500 a	257aa
Altern aive, noaa IHE a b sed	ABC012	READING a	American Board for a Certific aion a f T e aher Excella	0 a	500	306a
Altern aive, noaa IHE a b sed	ET6543aa	SE CH A N D MILD I C a MODERN I T A P P a	Educational Testing Service (ETS)	100a	200 a	158aa
Altern aive, noaa IHE a b sed a	ABC009 a	SPECIAL EDUCATION a	American Board for a Certific aion a f T e aher Excella a	0 a	500aa	278a

Programa Tya	me á a Coda	me á a	T at Ganapaay a	Loaa Scora	igla Scora	Cut a Scora
Alternative IH b sda	AB200d	U.S. HISTORY	American Bar Certification Exa	0 a	50aa	27a
Alternative IH b sda	AB200da	WORLD HISTORY	American Bar Certification Exa	0 a	50aa	26aa
Alternative b sda	ET661da	ARTS AND CULTURAL KNOWLEDGE	Educational (Ea)	100aa	20aa	151a
Alternative b sda	ET662da	BIOLOGY CONTENT KNOWLEDGE	Educational (Ea)	10aa	20aa	13aa
Alternative b sda	ET661da	BUSINESS CONTENT KNOWLEDGE	Educational (Ea)	100aa	20aa	148aa
Alternative b sda	ET665da	COMPUTER SCIENCE	Educational (Ea)	100aa	20aa	149a
Alternative b sda	ET662da	Early Childhood EDUCATION	Educational (Ea)	10aa	20aa	15aa
Alternative b sda	ET661d	ELEMENTARY MATHEMATICS	Educational (Ea)	100aa	20aa	150a
Alternative b sda	ET661da	ELEMENTARY LANGUAGE ARTS	Educational (Ea)	10aa	20aa	16da
Alternative b sda	ET661d	ELEMENTARY SCIENCE	Educational (Ea)	100aa	20aa	154a
Alternative b sda	ET661da	ELEMENTARY SOCIAL STUDIES	Educational (Ea)	100aa	20aa	16da
Alternative b sda	ET660da	ELEMENTARY MATHEMATICS	Educational (Ea)	100aa	20aa	157aa
Alternative b sda	ET660da	ELEMENTARY LANGUAGE ARTS	Educational (Ea)	100aa	20aa	157a
Alternative b sda	ET660da	ELEMENTARY SCIENCE	Educational (Ea)	10aa	20aa	15aa
Alternative b sda	ET660da	ELEMENTARY SOCIAL STUDIES	Educational (Ea)	100aa	20aa	155a
Alternative b sda	ET660da	ENGLISH LANGUAGE ARTS	Educational (Ea)	10aa	20aa	167aa
Alternative b sda	ET660da	ENGLISH SPEAKERS OF OTHER LANGUAGES	Educational (Ea)	100aa	20aa	155aa
Alternative b sda	ET661da	FAMILY AND CONSUMER SCIENCES	Educational (Ea)	100aa	20aa	153aa
Alternative b sda	ET661da	GENERAL CONTENT KNOWLEDGE	Educational (Ea)	10aa	20aa	14a

Programa Tya	me á a Coda	me á a	T at Campaay a	Loaa Scora	igla Scora	Cut a Scora
Alternative b seda	ET 65436 a	GENERAL SCIENCE	Educational Testing Service (ETS)	10aa	20aa	14aa
Alternative b aeda	ET 6593da	GOVERNMENTAL LITERACY SCIENCE	Educational Testing Service (ETS)	10aa	20aa	14aa
Alternative b seda	ET 65551	HEALTH EDUCATION	Educational Testing Service (ETS)	10aa	20aa	15
Alternative b seda	ET 6516aa	MATHEMATICS	Educational Testing Service (ETS)	10aa	20aa	15 a
Alternative b seda	ET 6516da	MATHEMATICS CONTENT KNOWLEDGE	Educational Testing Service (ETS)	10aa	20aa	16aa
Alternative b seda	ET 65047a	MIDDLE SCHOOL ENGLISH ARTS	Educational Testing Service (ETS)	10aa	20aa	16aa
Alternative b aeda	ET 6516aa	MIDDLE SCHOOL MATHEMATICS	Educational Testing Service (ETS)	10aa	20aa	15 a
Alternative b seda	ET 6516aa	MIDDLE SCHOOL MATHEMATICS	Educational Testing Service (ETS)	10aa	20aa	16aa
Alternative b aeda	ET 65142a	MIDDLE SCHOOL SCIENCE	Educational Testing Service (ETS)	10aa	20aa	15 a
Alternative b seda	ET 6508aa	MIDDLE SCHOOL SOCIAL STUDIES	Educational Testing Service (ETS)	10aa	20aa	14aa
Alternative b seda	ET 65143a	MIDDLE SCHOOL KNOWLEDGE	Educational Testing Service (ETS)	10aa	20aa	14aa
Alternative b aeda	ET 6509da	PHYSICAL EDUCATION KNOWLEDGE	Educational Testing Service (ETS)	10aa	20aa	14aa
Alternative b seda	ET 65543a	SECOND AND MIDDLE MODERN ARAB	Educational Testing Service (ETS)	10aa	20aa	15 a
Alternative b aeda	ET 65692a	SECOND GRADE GOOD EARLY READER	Educational Testing Service (ETS)	10aa	20aa	15 a
Alternative b seda	ET 6569da	SECOND GRADE EARLY CHILD GOOD	Educational Testing Service (ETS)	10aa	20aa	15 a
Alternative b seda	ET 6508da	SOCIAL STUDIES CONTENT KNOWLEDGE	Educational Testing Service (ETS)	10aa	20aa	15 a
Alternative b seda	ET 6519aa	SPANISH WORLD LANGUAGE	Educational Testing Service (ETS)	10aa	20aa	16aa
Alternative b seda	ET 6522da	SPECIAL COMMUNICATION: CLC	Educational Testing Service (ETS)	10aa	20aa	14aa
Alternative b aeda	ET 6564da	THE ARTS	Educational Testing Service (ETS)	10aa	20aa	14aa
Alternative b aeda	ET 6504daa	WORLD AND HISTORY CLC	Educational Testing Service (ETS)	10aa	20aa	14aa

SECTION SS TES

Traditional Assessment Pass Rates

Not : If th information looks accurat , pl as mark th pag as compl t and sav .

Program	Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score e	Number passing tests	Pass e rate (%)	State Average passrate (%)	State Average e scaled score e
Boise State University	ET6070-AGRICULTURE	All program completees 2022	1					
Boise State University	ET6070-AGRICULTURE	All other students who have completed e all	9				94	16
Boise State University	ET6070-AGRICULTURE	Other enrolled students	2				83	16
Boise State University	ET6070-AGRICULTURE	All program completees 2022	6				100	16
Boise State University	ET6070-AGRICULTURE	All program completees 2022	9				100	16
Boise State University	ET6070-AGRICULTURE	All program completees 2022	8				100	16
Boise State University	ET6026-BIOLOGY	All other students who have completed e all	1					
Boise State University	ET6026-BIOLOGY	Other enrolled students	2				71	16
Boise State University	ET6026-BIOLOGY	Other enrolled students	1					
Boise State University	ET6026-BIOLOGY	All program completees 2022	8				100	16
Boise State University	ET6026-BIOLOGY	All program completees 2022	4				100	16
Boise State University	ET6026-BIOLOGY	All program completees 2022	10	17	10	100	100	16
Boise State University	ET6026-CHEMISTRY	All program completees 2022	2					

Prōgrāmi	od i - i Asi issine i anhe i	Group i	Nūmbr akūi g s s i	Avg. i s ali d s iori i	Nūmbr pāsi g s s i	Pāsi raii (%) i	S ā Av irag pāsi raii (%) i	S ā Av irag s ali d s iori i
Bā sei Stātē i Un vēr s t j (4018)	ETS0245 i - CHEMISTRY CONTENT i KNOWLEDGE	Alli prōgrāmi completēis, i 2021-22	2 i					
Bā sei Stātē i Un vēr s t j (4018)	ETS5652 i - COMPUTER SCIENCE i	Other i enirōlēd stūdiēnt s i	1					
Bā sei Stātē i Un vēr s t j (4018)	ETS5652 i - COMPUTER SCIENCE i	Alli prōgrāmi completēis, i i 2020-21i	1 i					
Bā sei Stātē i Un vēr s t j (4018)	ETS5025 i - EARLY i CHILDHOOD i EDUCATION	Alli enirōlēd stūdiēnt s i i i hai v e i completēd all i n i c i d i	2 i				00	75
Bā sei Stātē i Un vēr s t j (4018)	ETS5025 i - EARLY CHILDHOOD i EDUCATION	Other i enirōlēd stūdiēnt s i	2 i					
Bā sei Stātē i Un vēr s t j (4018)	ETS5025 i - EARLY CHILDHOOD i EDUCATION	Alli prōgrāmi completēis, i i 2022-23	1 i				00	76
Bā sei Stātē i Un vēr s t j (4018)	ETS5025 i - EARLY CHILDHOOD i EDUCATION	Alli prōgrāmi completēis, i 2021-22	3 i				00	75
Bā sei Stātē i Un vēr s t j (4018)	ETS5025 i - EARLY CHILDHOOD i EDUCATION	Alli prōgrāmi completēis, i i 2020-21i	2 i				00	76
Bā sei Stātē i Un vēr s t j (4018)	ETS5572 i - EARTH AND SPACE SCIENCES i	Other i enirōlēd stūdiēnt s i	1					
Bā sei Stātē i Un vēr s t j (4018)	ETS5572 i - EARTH AND SPACE SCIENCES i	Alli prōgrāmi completēis, i i 2022-23	1 i					
Bā sei Stātē i Un vēr s t j (4018)	ETS5571 i - EARTH AND SPACE SCIENCES i i CK	Alli enirōlēd stūdiēnt s i i i hai v e i completēd all i n i c i d i	1 i					
Bā sei Stātē i Un vēr s t j (4018)	ETS5571 i - EARTH AND SPACE SCIENCES i i CK	Alli prōgrāmi completēis, i i 2022-23	1					
Bā sei Stātē i Un vēr s t j (4018)	ETS5571 i - EARTH AND SPACE SCIENCES i i CK	Alli prōgrāmi completēis, i 2021-22	1 i					
Bā sei Stātē i Un vēr s t j (4018)	ETS5571 i - EARTH AND SPACE SCIENCES i i CK i	Alli prōgrāmi completēis, i i 2020-21i	3 i				1 i	69
Bā sei Stātē i Un vēr s t j (4018)	ETS5911 i ECONOMICS i	Other i enirōlēd stūdiēnt s i i	1					

Prøgram	od i - i Ass issin e i an e i	Group i	Numb r ak i i g s s i	Avg. i s ali d s iori i	Numb r passi g s s i	Passi ra (%) i	S a Av irag passi ra i (%) i	S a Av irag s ali d s iori i
Bó se Státè Uri vers t j (4018)	ETS5911 - ECONOMICS i	All prøgram completers, 2021-22	1 i					
Bó se Státè Uri vers t j (4018)	ETS7813 -ELEM ED CKT: MATHEMATICS i	All enirølled studen t s who have completed allin d	82 i	71i	2 i	00	00	70i
Bó se Státè Uri vers t j (4018)	ETS7813 -ELEM ED CKT: MATHEMATICS	Other enirølled studen t s	63 i	65 i	4 i	6 i	6	65
Bó se Státè Uri vers t j (4018) i	ETS7813 -ELEM ED CKT: MATHEMATICS i	All prøgram completers, i 2022-23	41i i	69 i	1 i	00	8 i	67
Bó se Státè Uri vers t j (4018)	ETS7813 -ELEM ED CKT: MATHEMATICS i	All prøgram completers, i 2021-22	1 i				00	71
Bó se Státè Uri vers t j (4018)	ETS7813 -ELEM ED CKT: MATHEMATICS	All prøgram completers, 2020-21	1 i				00	68i
Bó se Státè Uri vers t j (4018)	ETS7812 -ELEM ED CKT: READING i LANGUAGE ARTS	All enirølled studen t s who have completed allin d	82 i	74i	2 i	00	00	74
Bó se Státè Uri vers t j (4018)	ETS7812 -ELEM ED CKT: READING i LANGUAGE ARTS	Other enirølled studen t s	67i i	69 i	3 i	9 i	8	69
Bó se Státè Uri vers t j (4018)	ETS7812 -ELEM ED CKT: READING i LANGUAGE ARTS	All prøgram completers, i 2022-23	41i i	74i i	1 i	00	8 i	73i
Bó se Státè Uri vers t j (4018)	ETS7812 -ELEM ED CKT: READING i LANGUAGE ARTS	All prøgram completers, i 2021-22	1 i				00	76i
Bó se Státè Uri vers t j (4018)	ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS	All prøgram completers, i 2020-21	1 i				00	77i
Bó se Státè Uri vers t j (4018)	ETS7814 -ELEM ED CKT: SCIENCE i	All enirølled studen t s who have completed allin d	82 i	80	2 i	00	00	80
Bó se Státè Uri vers t j (4018)	ETS7814 -ELEM ED CKT: SCIENCE i	Other enirølled studen t s i	65 i	75	1 i	4	4	75
Bó se Státè Uri vers t j (4018) i	ETS7814 -ELEM ED CKT: SCIENCE i	All prøgram completers, i 2022-23	41i i	78 i	1 i	00	8 i	77i
Bó se Státè Uri vers t j (4018) i	ETS7814 -ELEM ED CKT: SCIENCE i	All prøgram completers, i 2021-22 i	1 i				00	81i i

Prògrà	od i - i Àss issinè i anhe i	Group i	Nùmb r akii ð s s i	Avg. i s alið s iori i	Nùmb r passi ð s s i	Pàssi ra (%) i	S à Av irag pàssi ra i (%)	S a Av irag s alið s iori
Bò se Stàtè Uri vers tìj (4018)	ETS7814i -ELEM ED CKT: SCIENCE i	Alli prògràm completers, 2020-21i	1 i				00	80
Bò se Stàtè Uri vers tìj (4018)	ETS7815i -ELEM ED CKT: SOCIAL STUDIES i	Alli eniròlled studenit s wrio have completed allinocl	82 i	73i i	2 i	00	00	73i
Bò se Stàtè Uri vers tìj (4018)	ETS7815i -ELEM ED CKT: SOCIAL STUDIES i	Otherieniròlled studenit s	67i i	67i i	9 i	3 i	4	67i
Bò se Stàtè Uri vers tìj (4018) i	ETS7815i -ELEM ED CKT: SOCIAL STUDIES i	Alli prògràm completers, i 2022-23i	41i i	72i i	1 i	00	8 i	73i
Bò se Stàtè Uri vers tìj (4018)	ETS7815i -ELEM ED CKT: SOCIAL STUDIES	Alli prògràm completers, i 2021-22i	1 i				00	75i
Bò se Stàtè Uri vers tìj (4018)	ETS7815i -ELEM ED CKT: SOCIAL STUDIES i	Alli prògràm completers, 2020-21i	1				00	76i
Bò se Stàtè Uri vers tìj (4018)	ETS5003 -ELEM ED MULTIISUBJ i MATHEMATICS	Alli eniròlled studenit s wrio have completed allinocl	28i	76i i	7 i	6 i	1	76i
Bò se Stàtè Uri vers tìj (4018)	ETS5003 -ELEM ED MULTIISUBJ i MATHEMATICS	Otherieniròlled studenit s	18 i	65i i	4	8 i	4	73i
Bò se Stàtè Uri vers tìj (4018)	ETS5003 -ELEM ED MULTIISUBJ i MATHEMATICS	Alli prògràm completers, i 2022-23i	67i i	78i	7 i	00	9 i	78i
Bò se Stàtè Uri vers tìj (4018)	ETS5003 -ELEM ED MULTIISUBJ i MATHEMATICS	Alli prògràm completers, 2021-22i	121i i	81i	21 i	00	7 i	79i
Bò se Stàtè Uri vers tìj (4018)	ETS5003 -ELEM ED MULTIISUBJ MATHEMATICS	Alli prògràm completers, i 2020-21i	106 i	79i i	06 i	00	8	79i
Bò se Stàtè Uri vers tìj (4018)	ETS5002 -ELEM ED MULTIISUBJ READING LANG ARTS	Alli eniròlled studenit s wrio have completed allinocl	28i	71i	8	00	8 i	72i
Bò se Stàtè Uri vers tìj (4018)	ETS5002 -ELEM ED MULTIISUBJ READING LANG ARTS	Otherieniròlled studenit s	19 i	65i i	3 i	8 i	6 i	68i
Bò se Stàtè Uri vers tìj (4018)	ETS5002 -ELEM ED MULTIISUBJ READING LANG ARTS	Alli prògràm completers, i 2022-23i	67i i	75i i	7 i	00	9 i	74
Bò se Stàtè Uri vers tìj (4018) i	ETS5002 -ELEM ED MULTIISUBJ READING i LANG ARTS i	Alli prògràm completers, i 2021-22 i	122i i	74i i	22 i	00	9 i	73i

Prògrà	od i - i Às s issinè i anè i	Group i	Nùmb r ak i ò g s s i	Avg. i s ali d s iori i	Nùmb r pàssi ò g s s i	Pàssi ra (%) i	S à Av irag pàssi ra i (%)	S a Av irag s ali d s iori
Bó se Stàtè Uri vers tìj (4018)	ETS5002 -ELEMENTED MULTISUBJ READING i LANG ARTS	Alli prògràm completers, 2020-21i	106 i	73i i	06 i	00	9 i	73i
Bó se Stàtè Uri vers tìj (4018)	ETS5005 -ELEMENTED MULTISUBJ i SCIENCES	Alli eniròlled studèinìs wìrio have completed allinòincl	28i	72i i	8	00	8	74
Bó se Stàtè Uri vers tìj (4018)i	ETS5005 -ELEMENTED MULTISUBJ i SCIENCES	Otheiri eniròlled studèinìs	16 i	63i i		6 i	3	69i
Bó se Stàtè Uri vers tìj (4018)	ETS5005 -ELEMENTED MULTISUBJ i SCIENCES	Alli prògràm completers, i 2022-23i	67i i	74i	7 i	00	8 i	74
Bó se Stàtè Uri vers tìj (4018)	ETS5005 -ELEMENTED MULTISUBJ i SCIENCES	Alli prògràm completers, i 2021-22i	122i i	73i i	22 i	00	9 i	75i
Bó se Stàtè Uri vers tìj (4018)	ETS5005 -ELEMENTED MULTISUBJ i SCIENCES	Alli prògràm completers, 2020-21i	106 i	72i i	05 i	9 i	9 i	73i
Bó se Stàtè Uri vers tìj (4018)	ETS5004 -ELEMENTED MULTISUBJ SOCIAL i STUDIES	Alli eniròlled studèinìs wìrio have completed allinòincl	28i	67i i	8	00	3 i	68
Bó se Stàtè Uri vers tìj (4018)	ETS5004 -ELEMENTED MULTISUBJ SOCIAL i STUDIES	Otheiri eniròlled studèinìs	18 i	58i i		0	9 i	66i
Bó se Stàtè Uri vers tìj (4018)	ETS5004 -ELEMENTED MULTISUBJ SOCIAL i STUDIES	Alli prògràm completers, i 2022-23i	67i i	69i i	7 i	00	9 i	71
Bó se Stàtè Uri vers tìj (4018)	ETS5004 -ELEMENTED MULTISUBJ SOCIAL i STUDIES	Alli prògràm completers, 2021-22i	122i i	70i	22 i	00	8	71
Bó se Stàtè Uri vers tìj (4018)	ETS5004 -ELEMENTED MULTISUBJ SOCIAL i STUDIES	Alli prògràm completers, i 2020-21i	106 i	68i i	05 i	9 i	8 i	69i
Bó se Stàtè Uri vers tìj (4018)	ETS7803 -i ELEMENTARY i EDUCATION: MATHEMATICS CKT	Alli prògràm completers, i 2020-21i	1 i					
Bó se Stàtè Uri vers tìj (4018)	ETS7802 -i ELEMENTARY i EDUCATION: READING AND LANG ARTS CKT	Alli prògràm completers, i 2020-21i	1 i					
Bó se Stàtè Uri vers tìj (4018)i	ETS7804 -i ELEMENTARY i EDUCATION: SCIENCE CKT i	Alli prògràm completers, i 2020-21i i	1					

Prógráma i	od i - i Ásá íssínne i ane i	Grúpa i	Númb r aká i g s s i	Avg. i s alid s íora i	Númb r páisi g s s i	Páisi raii (%) i	S á Av irag páisi raii (%) i	S á Av irag s alid s íora i
Bó sei Státè i Un vèr s t y (4018)	ETS7805 i ELEMENTARY EDUCATION: SOCIAL STUDIES	Alli prógráma i completèis, i i 2020-21i	1 i					
Bó sei Státè i Un vèr s t y (4018)	ETS5038 i-ENGLISH LANGUAGE ARTS: iCK i	Alli enirólleá stúdiènt s i w/i haivei complotèá allinóicli i	1 i				6 i	79 i
Bó sei Státè i Un vèr s t y (4018)	ETS5038 i-ENGLISH LANGUAGE ARTS: CK i	Other i enirólleá stúdiènt s i	14 i	77 i	2 i	6 i	8 i	78 i
Bó sei Státè i Un vèr s t y (4018)	ETS5038 i-ENGLISH LANGUAGE ARTS: iCK i	Alli prógráma i completèis, i i 2022-23i	23 i	79 i	3 i	00	00	80
Bó sei Státè i Un vèr s t y (4018) i	ETS5038 i-ENGLISH LANGUAGE ARTS: iCK	Alli prógráma i completèis, i i 2021-22i	30 i	78 i	9 i	7 i	9 i	80
Bó sei Státè i Un vèr s t y (4018)	ETS5038 i-ENGLISH LANGUAGE ARTS: iCK i	Alli prógráma i completèis, i 2020-21i	26 i	80 i	6 i	00	00	80
Bó sei Státè i Un vèr s t y (4018)	ETS5362 i-ENGLISH TO SPEAKERS OF OTHER LANGUAGES	Alli enirólleá stúdiènt s i w/i haivei complotèá allinóicli i	9 i				00	71 i
Bó sei Státè i Un vèr s t y (4018)	ETS5362 i-ENGLISH TO SPEAKERS OF OTHER LANGUAGES	Other i enirólleá stúdiènt s i	4 i				4 i	70 i
Bó sei Státè i Un vèr s t y (4018)	ETS5362 i-ENGLISH TO SPEAKERS OF OTHER LANGUAGES	Alli prógráma i completèis, i i 2022-23i	10 i	78 i	0	00	00	77 i
Bó sei Státè i Un vèr s t y (4018)	ETS5362 i-ENGLISH TO SPEAKERS OF OTHER LANGUAGES	Alli prógráma i completèis, i 2021-22i	7 i				7 i	75 i
Bó sei Státè i Un vèr s t y (4018)	ETS5362 i-ENGLISH TO SPEAKERS OF OTHER LANGUAGES	Alli prógráma i completèis, i i 2020-21i	12 i	70 i	2 i	00	00	73 i
Bó sei Státè i Un vèr s t y (4018)	ETS5174 i-FRENCH WORLD LANGUAGE i	Alli prógráma i completèis, i i 2022-23i	2 i					
Bó sei Státè i Un vèr s t y (4018)	ETS5174 i-FRENCH WORLD LANGUAGE i	Alli prógráma i completèis, i 2021-22i	1					
Bó sei Státè i Un vèr s t y (4018)	ETS0435 i-GENERAL SCIENCE CONTENT i KNOWLEDGE	Alli enirólleá stúdiènt s i w/i haivei complotèá allinóicli i	1 i					
Bó sei Státè i Un vèr s t y (4018) i	ETS0435 i-GENERAL SCIENCE CONTENT i KNOWLEDGE i	Other i enirólleá stúdiènt s i i	1					

Prògràmi	od i - i Àssi issine i anhe i	Group i	Nùmb r akii ù s s i	Avg. i s ali d s iori i	Nùmb r pàisi ù s s i	Pàssi raii (%) i	S à Av irag pàisi raii (%)	S à Av irag s ali d s iori
Bò sei Stàtè i Uri ver s t j (4018)	ETS0436 i -GENERALI SCI CONTENT i KNOWLEDGE	Alli prògràm còmpletèis, i i 2020-21i	1 i				00	68i
Bò sei Stàtè i Uri ver s t j (4018)	ETS5436 i -GENERALI SCIENCE	Alli prògràm còmpletèis, i i 2021-22i	1 i					
Bò sei Stàtè i Uri ver s t j (4018)	ETS5183 i -GERMAN WORLD LANGUAGE i	Othei eniròlled stùdiènt s ii	2					
Bò sei Stàtè Uri ver s t j (4018) i	ETS5183 i -GERMAN WORLD LANGUAGE i	Alli prògràm còmpletèis, i i 2022-23i	1 i					
Bò sei Stàtè i Uri ver s t j (4018)	ETS5931 i - GOVERNMENT POLITICAL SCIENCE	Othei eniròlled stùdiènt s i	4 i					
Bò sei Stàtè i Uri ver s t j (4018)	ETS5931 i - GOVERNMENT i POLITICAL SCIENCE	Alli prògràm còmpletèis, i i 2022-23i	1 i				00	64 i
Bò sei Stàtè i Uri ver s t j (4018)	ETS5931 i - GOVERNMENT i POLITICAL SCIENCE	Alli prògràm còmpletèis, i i 2021-22i	5 i				5 i	65i
Bò sei Stàtè i Uri ver s t j (4018)	ETS5931 i - GOVERNMENT POLITICAL SCIENCE	Alli prògràm còmpletèis, i i 2020-21i	8 i				00	70i
Bò sei Stàtè i Uri ver s t j (4018)	ETS5551 i -HEALTH i EDUCATION i	Alli eniròlled stùdiènt s iwhi haivei còmpletèd allinònd i	3 i					
Bò sei Stàtè i Uri ver s t j (4018)	ETS5551 i -HEALTH EDUCATION i	Othei eniròlled stùdiènt s i	1 i				3 i	61 i
Bò sei Stàtè Uri ver s t j (4018) i	ETS5551 i -HEALTH EDUCATION i	Alli prògràm còmpletèis, i i 2022-23i	11 i	69 i	1 i	00	00	68 i
Bò sei Stàtè i Uri ver s t j (4018)	ETS5551 i -HEALTH EDUCATION i	Alli prògràm còmpletèis, i i 2021-22i	9 i				4 i	65i
Bò sei Stàtè i Uri ver s t j (4018)	ETS5551 i -HEALTH EDUCATION i	Alli prògràm còmpletèis, i i 2020-21i	8 i				5 i	67i
Bò sei Stàtè i Uri ver s t j (4018)	ETS5165 i MATHEMATICS i	Alli eniròlled stùdiènt s iwhi haivei còmpletèd allinònd i	6 i				3 i	75i
Bò sei Stàtè i Uri ver s t j (4018) i	ETS5165 i MATHEMATICS i	Othei eniròlled stùdiènt s ii	3 i				7 i	75i

Prògràm i	Aàs ssmè od i - i Aàs issinè i anè i	Group i	Nùmb r akii ð s s i	Avg. i s alið s iori i	Nùmb r pàssi ð s s i	Pàssi ra (%) i	S à Av irag pàssi ra i (%)	S a Av irag s alið s iori
Bó ðe Stàtè Uri vers tji (4018)	ETS5165 i MATHEMATICS i	Alli prògràm i completers, i 2022-23i	11 i	79 i	1 i	00	4 i	77i
Bó ðe Stàtè Uri vers tji (4018)	ETS5165 i MATHEMATICS i	Alli prògràm i completers, 2021-22i	4					
Bó ðe Stàtè Uri vers tji (4018)	ETS5161i - MATHEMATICS i CONTENT KNOWLEDGE	Other ienròlled studèinèts i	2					
Bó ðe Stàtè Uri vers tji (4018)	ETS5161i - MATHEMATICS i CONTENT KNOWLEDGE	Alli prògràm i completers, i 2021-22	1				00	69i
Bó ðe Stàtè Uri vers tji (4018)	ETS5161i - MATHEMATICS i CONTENT KNOWLEDGE	Alli prògràm i completers, i 2020-21	3 i				7 i	66i
Bó ðe Stàtè Uri vers tji (4018) i	ETS5047 i-MIDDLE SCHOOL ENG LANG i ARTS	Alli eniròlled studèinèts w hoi have completed allinònd	6 i				8 i	64
Bó ðe Stàtè Uri vers tji (4018)	ETS5047 i-MIDDLE SCHOOL ENG LANG i ARTS	Other ienròlled studèinèts	1					
Bó ðe Stàtè Uri vers tji (4018)	ETS5047 i-MIDDLE SCHOOL ENG LANG i ARTS	Alli prògràm i completers, 2022-23i	2 i				7 i	65i
Bó ðe Stàtè Uri vers tji (4018)	ETS5047 i-MIDDLE SCHOOL ENG LANG i ARTS	Alli prògràm i completers, i 2021-22i	1				7 i	68i
Bó ðe Stàtè Uri vers tji (4018)	ETS5047 i-MIDDLE SCHOOL ENG LANG i ARTS	Alli prògràm i completers, 2020-21i	2 i				9	70i
Bó ðe Stàtè Uri vers tji (4018)	ETS5164i -MIDDLE SCHOOL MATHEMATICS	Alli eniròlled studèinèts w hoi have completed allinònd	16 i	75 i	6 i	00	8 i	74
Bó ðe Stàtè Uri vers tji (4018)	ETS5164i -MIDDLE SCHOOL MATHEMATICS	Other ienròlled studèinèts i	8 i				3 i	72i
Bó ðe Stàtè Uri vers tji (4018)	ETS5164i -MIDDLE SCHOOL MATHEMATICS	Alli prògràm i completers, 2022-23i	19i i	69 i	9 i	00	6 i	69i
Bó ðe Stàtè Uri vers tji (4018) i	ETS5169 i-MIDDLE SCHOOL MATHEMATICS i	Alli prògràm i completers, i 2022-23 i	1					

Prògràm i	A s s m e o d i - i A s s i s s i n e i a n e i	Group i	Nùmb r ak i i g s s i	Avg. i s ali d s i o r i	Nùmb r p à s i s i g s s i	P à s s i r a i i (%) i	S à A v i r a g p à s i s i r a i i (%)	S à A v i r a g s a l i d s i o r i
Bò sei Stàtè i Uri ver s t j (4018)	ETS5169 -MIDDLE SCHOOL MATHEMATICS	Alli prògràm còmpletèr s, i i 2021-22	26 i	75 i	6 i	00	7 i	75
Bò sei Stàtè i Uri ver s t j (4018)	ETS5164 -MIDDLE SCHOOL MATHEMATICS	Alli prògràm còmpletèr s, j i 2021-22	1 i				2 i	66
Bò sei Stàtè i Uri ver s t j (4018)	ETS5164 -MIDDLE SCHOOL MATHEMATICS	Alli prògràm còmpletèr s, i i 2020-21	2 i					
Bò sei Stàtè i Uri ver s t j (4018)	ETS5169 -MIDDLE SCHOOL MATHEMATICS	Alli prògràm còmpletèr s, i 2020-21	15 i	77 i	4 i	3 i	7 i	77
Bò sei Stàtè i Uri ver s t j (4018)	ETS5442 -MIDDLE SCHOOL SCIENCE i	Alli eniròllèd stùdènt s i w h o i h a v e i c o m p l e t e d a l l i n o i n c i i	2 i					
Bò sei Stàtè i Uri ver s t j (4018)	ETS5442 -MIDDLE SCHOOL SCIENCE i	Other eniròllèd stùdènt s i	3					
Bò sei Stàtè i Uri ver s t j (4018)	ETS5442 -MIDDLE SCHOOL SCIENCE i	Alli prògràm còmpletèr s, j i 2022-23	1 i					
Bò sei Stàtè i Uri ver s t j (4018)	ETS5089 -MIDDLE SCHOOL SOCIAL i STUDIES	Alli eniròllèd stùdènt s i w h o i h a v e i c o m p l e t e d a l l i n o i n c i i	5 i				7 i	63
Bò sei Stàtè i Uri ver s t j (4018)	ETS5089 -MIDDLE SCHOOL SOCIAL i STUDIES	Alli prògràm còmpletèr s, j i 2022-23	3 i				7 i	64 i
Bò sei Stàtè i Uri ver s t j (4018)	ETS5089 -MIDDLE SCHOOL SOCIAL i STUDIES	Alli prògràm còmpletèr s, i i 2021-22	2 i				6 i	65
Bò sei Stàtè i Uri ver s t j (4018)	ETS5089 -MIDDLE SCHOOL SOCIAL i STUDIES	Alli prògràm còmpletèr s, i 2020-21	2 i				7 i	68
Bò sei Stàtè i Uri ver s t j (4018)	ETS0113 -MUSIC CONTENT i KNOWLEDGE	Alli eniròllèd stùdènt s i w h o i h a v e i c o m p l e t e d a l l i n o i n c i i	1 i				2 i	65
Bò sei Stàtè i Uri ver s t j (4018)	ETS0113 -MUSIC CONTENT i KNOWLEDGE	Other eniròllèd stùdènt s i	4 i				3 i	71 i
Bò sei Stàtè i Uri ver s t j (4018)	ETS0113 -MUSIC CONTENT i KNOWLEDGE	Alli prògràm còmpletèr s, i i 2022-23	8 i				00	69
Bò sei Stàtè i Uri ver s t j (4018)	ETS0113 -MUSIC CONTENT i KNOWLEDGE	Alli prògràm còmpletèr s, j i 2021-22	12 i	71 i	2 i	00	00	70

Prógrámi	od i - i Ássi isinne i ane i	Group i	Númb r aká i g s s i	Avg. i s ali d s iori i	Númb r páisi g s s i	Páisi raii (%) i	S á Av irag páisi raii (%)	S á Av irag s ali d s iori
Bó sei Státè i Uri ver s t y (4018)	ETS0113 -MUSIC CONTENT i KNOWLEDGE	Alli prógrámi completèrs, i 2020-21i	9 i				00	70i
Bó sei Státè i Uri ver s t y (4018)	ETS5091i -PHYSICAL ED CONTENT i KNOWLEDGE	Alli enirólle d stú dèin t s i w f i c i haive i c o m p l e t è r s all i n o i c i i	5 i					
Bó sei Státè i Uri ver s t y (4018) i	ETS5091i -PHYSICAL ED CONTENT i KNOWLEDGE	Alli prógrámi completèrs, i 2022-23i	12 i	62 i	2 i	00	00	60i
Bó sei Státè i Uri ver s t y (4018)	ETS5091i -PHYSICAL ED CONTENT i KNOWLEDGE	Alli prógrámi completèrs, i i 2021-22i	9 i				00	58
Bó sei Státè i Uri ver s t y (4018)	ETS5091i -PHYSICAL ED CONTENT i KNOWLEDGE	Alli prógrámi completèrs, i i 2020-21i	8 i				00	60
Bó sei Státè i Uri ver s t y (4018)	ETS5265 -PHYSICS CONTENT i KNOWLEDGE	Alli prógrámi completèrs, i 2022-23i	2 i					
Bó sei Státè i Uri ver s t y (4018)	ETS5265 -PHYSICS CONTENT KNOWLEDGE	Alli prógrámi completèrs, i 2020-21i	1 i					
Bó sei Státè i Uri ver s t y (4018)	ETS5301i - PSYCHOLOGY i	Alli prógrámi completèrs, i 2022-23i	1 i					
Bó sei Státè i Uri ver s t y (4018)	ETS5301i - PSYCHOLOGY i	Alli prógrámi completèrs, i i 2021-22i	3					
Bó sei Státè i Uri ver s t y (4018)	ETS5301i - PSYCHOLOGY i	Alli prógrámi completèrs, i 2020-21i	1 i					
Bó sei Státè i Uri ver s t y (4018)	ETS5302 -READING SPECIALIST i	Alli prógrámi completèrs, i i 2022-23i	9 i				7 i	65 i
Bó sei Státè i Uri ver s t y (4018)	ETS5302 -READING SPECIALIST i	Alli prógrámi completèrs, i 2021-22i	36 i	63 i	9 i	3 i	0	62
Bó sei Státè i Uri ver s t y (4018)	ETS5302 -READING SPECIALIST i	Alli prógrámi completèrs, i i 2020-21i	6 i				3 i	59i
Bó sei Státè i Uri ver s t y (4018)	ETS5301 -READING SPECIALIST i i	Alli prógrámi completèrs, i i 2022-23i	1 i					
Bó sei Státè i Uri ver s t y (4018) i	ETS5301 -READING SPECIALIST i i	Alli prógrámi completèrs, j i 2021-22 i	12 i	76 i	2 i	00	00	76i

Prōgrāmi	Ašs ssmē od i - i Ašs i sšnē i anē i	Group i	Nūmbr akū i g s s i	Avg. i s ali d s iori i	Nūmbr pāsi g s s i	Pāsi raii (%) i	S ā Av i rag pāsi rai i (%)	S ā Av i rag s ali d s iori
Bā sei Stātē i Uri vērs t j (4018)	ETS5301 :READING SPECIALIST II i	Alli prōgrāmi completēis, i 2020-21i	29 i	73 i	8 i	7 i	6 i	75
Bā sei Stātē i Uri vērs t j (4018)	ETS5543 :SE CK AND MILD TO MODERATE i APPL i	Alli enirōlēd stūdiēnt s i v i c i hāvei completēd allinōic i	20 i	72 i	0	00	00	72
Bā sei Stātē i Uri vērs t j (4018) i	ETS5543 :SE CK AND MILD TO MODERATE i APPL i	Other i enirōlēd stūdiēnt s i	10 i	64 i	0	00	00	65
Bā sei Stātē i Uri vērs t j (4018)	ETS5543 :SE CK AND MILD TO MODERATE i APPL i	Alli prōgrāmi completēis, i i 2022-23i	19 i	70 i	9 i	00	00	72
Bā sei Stātē i Uri vērs t j (4018)	ETS5543 :SE CK AND MILD TO MODERATE i APPL i	Alli prōgrāmi completēis, i i 2021-22i	26 i	72 i	6 i	00	00	72
Bā sei Stātē i Uri vērs t j (4018)	ETS5543 :SE CK AND MILD TO MODERATE i APPL i	Alli prōgrāmi completēis, i 2020-21i	29 i	72 i	9 i	00	00	72
Bā sei Stātē i Uri vērs t j (4018)	ETS5692 :SE: i EARLY CHILDHOOD EARLY INTERVENTION	Alli enirōlēd stūdiēnt s i v i c i hāvei completēd allinōic i	1 i				4 i	72
Bā sei Stātē i Uri vērs t j (4018)	ETS5692 :SE: i EARLY CHILDHOOD EARLY INTERVENTION	Other i enirōlēd stūdiēnt s i	2 i					
Bā sei Stātē i Uri vērs t j (4018)	ETS5692 :SE: i EARLY CHILDHOOD EARLY INTERVENTION	Alli prōgrāmi completēis, i 2022-23i	1 i					
Bā sei Stātē i Uri vērs t j (4018)	ETS5692 :SE: i EARLY CHILDHOOD EARLY INTERVENTION	Alli prōgrāmi completēis, i 2020-21i	1 i					
Bā sei Stātē i Uri vērs t j (4018)	ETS5691i -SE: i PRESCHOOL EARLY CHILDHOOD	Alli enirōlēd stūdiēnt s i v i c i hāvei completēd allinōic i	3					
Bā sei Stātē i Uri vērs t j (4018)	ETS5691i -SE: i PRESCHOOL EARLY CHILDHOOD	Other i enirōlēd stūdiēnt s i	1 i					
Bā sei Stātē i Uri vērs t j (4018)	ETS5691i -SE: i PRESCHOOL EARLY CHILDHOOD	Alli prōgrāmi completēis, i i 2022-23i	7 i				00	73
Bā sei Stātē i Uri vērs t j (4018)	ETS5691i -SE: i PRESCHOOL EARLY CHILDHOOD	Alli prōgrāmi completēis, i 2021-22i	5 i				00	73
Bā sei Stātē i Uri vērs t j (4018) i	ETS5691i -SE: i PRESCHOOL EARLY CHILDHOOD i	Alli prōgrāmi completēis, i i 2020-21i	7 i				00	73

Prógrámi	od i - i Aisi isinne i ane i	Group i	Númb r aká i g s s i	Avg. i s ali d s iori i	Númb r páisi g s s i	Páisi raii (%) i	S á Av irag páisi raii (%)	S á Av irag s ali d s iori
Bó sei Státé i Uri ver s t y (4018)	ETS0081 -SÓCIAI STUDIES CONTENT i KNOWLEDGE	Alli enirólleá stúdein s iwhci haivei cóimpleteá allinóicli i	1 i				00	71 i
Bó sei Státé i Uri ver s t y (4018)	ETS0081i -SÓCIAI STUDIES CONTENT KNOWLEDGE	Other ienirólleá stúdein s ii	1 i				00	67i
Bó sei Státé i Uri ver s t y (4018)	ETS5952i -SÓCIOLOGY	Il prógráim cóimpleteá s, i i 2022-23i	1 i	A i				
Bó sei Státé i Uri ver s t y (4018)	ETS5952i -SÓCIOLOGY	Il prógráim cóimpleteá s, i i 2021-22i	1 i	A i				
Bó sei Státé i Uri ver s t y (4018)	ETS5952i -SÓCIOLOGY	Il prógráim cóimpleteá s, i i 2020-21i	7	A i				
Bó sei Státé i Uri ver s t y (4018)	ETS5195i -SPANISH WORLD LANGUAGE i	Alli prógráim cóimpleteá s, i 2022-23i	2 i				5 i	70i
Bó sei Státé i Uri ver s t y (4018)	ETS5195i -SPANISH WORLD LANGUAGE i	Alli prógráim cóimpleteá s, i i 2021-22i	4 i				00	77i
Bó sei Státé i Uri ver s t y (4018)	ETS5195i -SPANISH WORLD LANGUAGE i	Alli prógráim cóimpleteá s, i 2020-21i	6 i				5 i	73i
Bó sei Státé i Uri ver s t y (4018)	ETS5221i -SPEECH COMMUNICATION: GK	Alli prógráim cóimpleteá s, i i 2021-22i	1 i					
Bó sei Státé i Uri ver s t y (4018)	ETS5221i -SPEECH COMMUNICATION: GK i	Alli prógráim cóimpleteá s, i 2020-21i	3					
Bó sei Státé i Uri ver s t y (4018)	ETS5206i -TEACHING READING: K-12 i	Alli enirólleá stúdein s iwhci haivei cóimpleteá allinóicli i	42 i	65 i	2 i	00	00	65i
Bó sei Státé i Uri ver s t y (4018)	ETS5206i -TEACHING READING: K-12 i	Other ienirólleá stúdein s i	7 i				9 i	63i
Bó sei Státé i Uri ver s t y (4018)	ETS5206i -TEACHING READING: K-12 i	Alli prógráim cóimpleteá s, i i 2022-23i	34 i	65 i	4 i	00	00	65i
Bó sei Státé i Uri ver s t y (4018)	ETS5206i -TEACHING READING: K-12 i	Alli prógráim cóimpleteá s, i i 2021-22i	21 i	64 i	1 i	00	00	65i
Bó sei Státé i Uri ver s t y (4018) i	ETS5206i -TEACHING READING: K-12 i	Alli prógráim cóimpleteá s, i i 2020-21i	4					

Prógrá i i	od i - i Ás i i s i n n e i a n h e i	Group i	Númb r ak i i g s s i	Avg. i s ali d s i o r i	Númb r p á s i g s s i	P á s i r a i i (%) i	S á Av i r a g p á s i s i r a i i (%) i	S á Av i r a g s ali d s i o r i
Bó s e i S t á t e i U n i v e r s i t y (4018)	ETS5051i - TECHNOLOGY EDUCATION	Alli prógrá m c o m p l e t e i s , i i 2022-23i	1 i					
Bó s e i S t á t e i U n i v e r s i t y (4018)	ETS5051i i TECHNOLOGY EDUCATION	Alli prógrá m c o m p l e t e i s , i 2020-21i	1					
Bó s e i S t á t e i U n i v e r s i t y (4018)	ETS5641i -THEATRE i	Il e n i r o l l e d i s t u d e i n t s i w h o i h a v e i c o m p l e t e d a l l i n o i n c i i	1 i					A i
Bó s e i S t á t e i U n i v e r s i t y (4018)	ETS5641i -THEATRE i	th e i r e n i r o l l e d i s t u d e i n t s i i	1 i					O i
Bó s e i S t á t e i U n i v e r s i t y (4018)	ETS5641i -THEATRE i	Il prógrá m c o m p l e t e i s , i i 2022-23i	1 i					A i
Bó s e i S t á t e i U n i v e r s i t y (4018)	ETS5641i -THEATRE i	Il prógrá m c o m p l e t e i s , i 2021-22i	2 i				00	68i A i
Bó s e i S t á t e i U n i v e r s i t y (4018)	ETS5641i -THEATRE i	Il prógrá m c o m p l e t e i s , i i 2020-21i	3 i					A i
Bó s e i S t á t e i U n i v e r s i t y (4018)	ETS5941i -WORLD AND U.S. HISTORY CK i	Alli e n i r o l l e d i s t u d e i n t s i w h o i h a v e i c o m p l e t e d a l l i n o i n c i i	2 i				5 i	61 i
Bó s e i S t á t e i U n i v e r s i t y (4018)	ETS5941i -WORLD AND U.S. HISTORY CK i	Other i e n i r o l l e d i s t u d e i n t s i i	12 i	61i i	1 i	2 i	2 i	54 i
Bó s e i S t á t e i U n i v e r s i t y (4018)	ETS5941i -WORLD AND U.S. HISTORY CK i	Alli prógrá m c o m p l e t e i s , i i 2022-23i	14i i	64i i	4 i	00	00	63i
Bó s e i S t á t e i U n i v e r s i t y (4018) i	ETS5941i -WORLD AND U.S. HISTORY CK i	Alli prógrá m c o m p l e t e i s , i 2021-22i	14i i	58i i	4 i	00	00	60i
Bó s e i S t á t e i U n i v e r s i t y (4018)	ETS5941i -WORLD AND U.S. HISTORY CK i	Alli prógrá m c o m p l e t e i s , i i 2020-21i	25i i	62i i	5 i	00	9 i	62i
Brighaini Youngi U n i v e r s i t y (4657)	ETS5134i -ART CONTENT i KNOWLEDGE	Alli e n i r o l l e d i s t u d e i n t s i w h o i h a v e i c o m p l e t e d a l l i n o i n c i i	8 i				4 i	63i
Brighaini Youngi U n i v e r s i t y (4657) i	ETS5134i -ART CONTENT i KNOWLEDGE	Other i e n i r o l l e d i s t u d e i n t s i	3 i				3 i	60i
Brighaini Youngi U n i v e r s i t y (4657) i i	ETS5134i -ART CONTENT i KNOWLEDGE i	Alli prógrá m c o m p l e t e i s , i i 2022-23i i	16i i	69i i	6 i	00	00	69i

Prōgrāmi	od i - i Asi issinē i anē i	Group i	Nūmbr akāi g s s i	Avg. i s ali d s iori i	Nūmbr pāsi g s s i	Pāsi raii (%) i	S ā Av irag pāsi raii (%)	S ā Av irag s ali d s iori
Brighiani Young Un vers ty Idahoi i (4657) i	ETS5134 :ART CONTENT i KNOWLEDGE	Alli prōgrāmi completērs. j i 2021-22	20 i	67 i	0 i	00 i	00 i	66
Brighiani Young i Un vers ty Idahoi i (4657) i	ETS5134 :ART CONTENT i KNOWLEDGE	Alli prōgrāmi completērs. j i 2020-21i	20 i	67 i	0 i	00 i	00 i	67
Brighiani Young Un vers ty Idahoi i (4657) i	ETS5236 :BIOLOGY	thei enirōlēd stūdiēnts	4 i				1 i	60
Brighiani Young i Un vers ty Idahoi i (4657) i	ETS0235 :BIOLOGY CONTENT i KNOWLEDGE	Alli prōgrāmi completērs. j i 2022-23	5 i				00 i	63
Brighiani Young Un vers ty Idahoi i (4657) i	ETS0235 :BIOLOGY CONTENT i KNOWLEDGE	Alli prōgrāmi completērs. j i 2021-22	11 i	68 i	1 i	00 i	00 i	63
Brighiani Young i Un vers ty Idahoi i (4657) i	ETS0235 :BIOLOGY CONTENT i KNOWLEDGE	Alli prōgrāmi completērs. j i 2020-21i	15 i	63 i	5 i	00 i	00 i	64
Brighiani Young Un vers ty Idahoi i (4657) i	ETS0245 :CHEMISTRY CONTENT i KNOWLEDGE	Alli prōgrāmi completērs. j i 2021-22	3 i					
Brighiani Young Un vers ty Idahoi i (4657) i	ETS0245 :CHEMISTRY CONTENT i KNOWLEDGE	Alli prōgrāmi completērs. j i 2020-21i	3					
Brighiani Young i Un vers ty Idahoi i (4657) i	ETS5025 :EARLY CHILDHOOD EDUCATION	Alli enirōlēd stūdiēnts whi haviē completēd alliniēci i	19 i	74 i	9 i	00 i	00 i	75
Brighiani Young Un vers ty Idahoi i (4657) i	ETS5025 :EARLY CHILDHOOD EDUCATION	Alli prōgrāmi completērs. j i 2022-23 i	26 i	77 i	6 i	00 i	00 i	76
Brighiani Young i Un vers ty Idahoi i (4657) i	ETS5025 :EARLY CHILDHOOD EDUCATION	Alli prōgrāmi completērs. j i 2021-22	13 i	77 i	3 i	00 i	00 i	75
Brighiani Young Un vers ty Idahoi i (4657) i	ETS5025 :EARLY CHILDHOOD EDUCATION i	Alli prōgrāmi completērs. j i 2020-21i	31 i	76 i	1 i	00 i	00 i	76
Brighiani Young i Un vers ty Idahoi i (4657) i	ETS5572 :EARTH AND SPACE SCIENCES i	Other enirōlēd stūdiēnts	3 i					
Brighiani Young Un vers ty Idahoi i (4657) i	ETS5572 :EARTH AND SPACE SCIENCES i	Alli prōgrāmi completērs. j i 2022-23	1					
Brighiani Young Un vers ty Idahoi i (4657) i i	ETS5571 :EARTH AND SPACE SCIENCES i CK i	Alli prōgrāmi completērs. j i 2022-23 i	3					

Prógrá	od i - i Ás s i s s i n e i a n e i	Group i	Númb r ak i i g s s i	Avg. i s a l i d s i o r i i	Númb r p á s s i g s s i	P á s s i r a (%) i	S á A v i r a g p á s s i r a i (%) i	S a A v i r a g s a l i d s i o r i i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5571i :EARTH AND SPACE SCIENCES i CK	Alli prógrámi completers, i 2021-22i	4 i					
Brigham Young Un vers t y I d a h o i i (4657)	ETS5571i :EARTH AND SPACE SCIENCES i CK	Alli prógrámi completers, 2020-21i	5 i				1 i	69i
Brigham Young Un vers t y I d a h o i i (4657)	ETS7813i :ELEM ED CKT: MATHEMATICS	Alli eniróll ed studénts who have completed allinócl	2 i				00 i	70i
Brigham Young Un vers t y I d a h o i i (4657)	ETS7813i :ELEM ED CKT: MATHEMATICS i	Alli prógrámi completers, i 2022-23i	15 i	60 i	4 i	3 i	8 i	67i
Brigham Young Un vers t y I d a h o i i (4657)	ETS7813i :ELEM ED CKT: MATHEMATICS i	Alli prógrámi completers, i 2021-22i	16 i	72 i	6 i	00 i	00 i	71i
Brigham Young Un vers t y I d a h o i i (4657)	ETS7813i :ELEM ED CKT: MATHEMATICS	Alli prógrámi completers, 2020-21i	14 i	68 i	4 i	00 i	00 i	68i
Brigham Young Un vers t y I d a h o i i (4657)	ETS7812i :ELEM ED i CKT: READING LANGUAGE ARTS	Alli eniróll ed studénts who have completéd allinócl	2 i				00 i	74i
Brigham Young Un vers t y I d a h o i i (4657)	ETS7812i :ELEM ED CKT: READING LANGUAGE ARTS	Alli prógrámi completers, 2022-23i	15 i	71 i	4 i	3 i	8 i	73i
Brigham Young Un vers t y I d a h o i i (4657)	ETS7812i :ELEM ED CKT: READING LANGUAGE ARTS	Alli prógrámi completers, i 2021-22i	16 i	77 i	6 i	00 i	00 i	76i
Brigham Young Un vers t y I d a h o i i (4657)	ETS7812i :ELEM ED CKT: READING LANGUAGE ARTS	Alli prógrámi completers, i 2020-21i	14 i	77 i	4 i	00 i	00 i	77i
Brigham Young Un vers t y I d a h o i i (4657)	ETS7814i :ELEM ED i CKT: SCIENCE i	Alli eniróll ed studénts who have completéd allinócl	2 i				00 i	80i
Brigham Young Un vers t y I d a h o i i (4657)	ETS7814i :ELEM ED CKT: SCIENCE i	Alli prógrámi completers, i 2022-23i	15 i	75 i	4 i	3 i	8 i	77i
Brigham Young Un vers t y I d a h o i i (4657)	ETS7814i :ELEM ED CKT: SCIENCE i	Alli prógrámi completers, i 2021-22i	16 i	82 i	6 i	00 i	00 i	81i
Brigham Young Un vers t y I d a h o i i (4657)	ETS7814i :ELEM ED i CKT: SCIENCE i	Alli prógrámi completers, i 2020-21i	14 i	80 i	4 i	00 i	00 i	80i

Prógrá	od i - i Ass issin e i an e i	Group i	Númb r ak i i g s s i	Avg. i s ali d s iori i	Númb r passi g s s i	Pási ra (%) i	S a Av irag pási ra i (%)	S a Av irag s ali d s iori
Brigham Young Un vers t y I d a h i o i (4657)	ETS7815 :ELEM ED CKT: SOCIAL STUDIES i	All enrolled students who have completed all incl	2 i				00 i	73 i
Brigham Young Un vers t y I d a h i o i (4657)	ETS7815 :ELEM ED CKT: SOCIAL STUDIES i	All prográm completers, i 2022-23 i	15 i	75 i	4 i	3 i	8 i	73 i
Brigham Young Un vers t y I d a h i o i (4657)	ETS7815 :ELEM ED CKT: SOCIAL STUDIES i	All prográm completers, i 2021-22	16 i	75 i	6 i	00 i	00 i	75 i
Brigham Young Un vers t y I d a h i o i (4657)	ETS7815 :ELEM ED CKT: SOCIAL STUDIES	All prográm completers, 2020-21	14 i	76 i	4 i	00 i	00 i	76 i
Brigham Young Un vers t y I d a h i o i (4657)	ETS5003 :ELEM ED MULTISUBJ i MATHEMATICS	All enrolled students who have completed all incl	129 i	77 i	15 i	9 i	1	76 i
Brigham Young Un vers t y I d a h i o i (4657)	ETS5003 :ELEM ED MULTISUBJ i MATHEMATICS	Other enrolled students	11	80 i	0 i	1	4 i	73 i
Brigham Young Un vers t y I d a h i o i (4657)	ETS5003 :ELEM ED MULTISUBJ i MATHEMATICS	All prográm completers, i 2022-23 i	101 i	78 i	00 i	9 i	9 i	78 i
Brigham Young Un vers t y I d a h i o i (4657)	ETS5003 :ELEM ED MULTISUBJ MATHEMATICS	All prográm completers, i 2021-22	114 i	77 i	06 i	3 i	7 i	79 i
Brigham Young Un vers t y I d a h i o i (4657)	ETS5003 :ELEM ED MULTISUBJ i MATHEMATICS	All prográm completers, 2020-21	143 i	79 i	39 i	7 i	8 i	79 i
Brigham Young Un vers t y I d a h i o i (4657)	ETS5002 :ELEM ED MULTISUBJ READING i LANG ARTS	All enrolled students who have completed all incl	125 i	73 i	23 i	8 i	8 i	72 i
Brigham Young Un vers t y I d a h i o i (4657)	ETS5002 :ELEM ED MULTISUBJ READING i LANG ARTS	Other enrolled students	8 i				6 i	68 i
Brigham Young Un vers t y I d a h i o i (4657)	ETS5002 :ELEM ED MULTISUBJ READING i LANG ARTS	All prográm completers, i 2022-23 i	101 i	74 i	9 i	8 i	9 i	74 i
Brigham Young Un vers t y I d a h i o i (4657)	ETS5002 :ELEM ED MULTISUBJ READING i LANG ARTS	All prográm completers, i 2021-22	114 i	74 i	12 i	8 i	9 i	73 i
Brigham Young Un vers t y I d a h i o i (4657)	ETS5002 :ELEM ED MULTISUBJ READING i LANG ARTS	All prográm completers, i 2020-21 i	142 i	74 i	40 i	9 i	9 i	73 i

Prógrá	od i - i Ás s i s s i n e i a n e i	Group i	Númb r ak i i g s s i	Avg. i s ali d s i o r i	Númb r p á s s i g s s i	Pá s s i ra (%) i	S á Av i rag p á s s i r a i (%)	S a Av i rag s ali d s i o r i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5005 :E L E M E D M U L T I S U B J i S C I E N C E S	All enrolled students who have completed all in d i c t	129 i	76 i	26 i	8 i	8 i	74 i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5005 :E L E M E D M U L T I S U B J i S C I E N C E S	Other enrolled students	10 i	75 i		0 i	3 i	69 i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5005 :E L E M E D M U L T I S U B J i S C I E N C E S	All prógrá m completers, i 2022-23 i	101 i	74 i	8 i	7 i	8 i	74 i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5005 :E L E M E D M U L T I S U B J i S C I E N C E S	All prógrá m completers, i 2021-22 i	113 i	77 i	12 i	9 i	9 i	75 i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5005 :E L E M E D M U L T I S U B J i S C I E N C E S	All prógrá m completers, i 2020-21 i	142 i	75 i	39 i	8 i	9 i	73 i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5004 :E L E M E D M U L T I S U B J S O C I A L i S T U D I E S	All enrolled students who have completed all in d i c t	126 i	70 i	17 i	3 i	3 i	68 i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5004 :E L E M E D M U L T I S U B J S O C I A L i S T U D I E S	Other enrolled students	8 i				9 i	66 i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5004 :E L E M E D M U L T I S U B J S O C I A L i S T U D I E S	All prógrá m completers, i 2022-23 i	102 i	72 i	00 i	8 i	9 i	71 i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5004 :E L E M E D M U L T I S U B J S O C I A L i S T U D I E S	All prógrá m completers, i 2021-22 i	113 i	72 i	10 i	7 i	8 i	71 i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5004 :E L E M E D M U L T I S U B J S O C I A L i S T U D I E S	All prógrá m completers, i 2020-21 i	142 i	71 i	39 i	8 i	8 i	69 i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5038 :E N G L I S H L A N G U A G E A R T S : i C K i	All enrolled students who have completed all in d i c t	24 i	78 i	1 i	8 i	6 i	79 i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5038 :E N G L I S H L A N G U A G E A R T S : i C K i	Other enrolled students	2 i				8 i	78 i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5038 :E N G L I S H L A N G U A G E A R T S : i C K i	All prógrá m completers, i 2022-23 i	28 i	82 i	8 i	00 i	00 i	80 i
Brigham Young Un vers t y I d a h o i (4657)	ETS5038 :E N G L I S H L A N G U A G E A R T S : i C K i	All prógrá m completers, i 2021-22 i	31 i	83 i	1 i	00 i	9 i	80 i
Brigham Young Un vers t y I d a h o i i (4657) i	ETS5038 :E N G L I S H L A N G U A G E A R T S : i C K	All prógrá m completers, i 2020-21 i	34 i	82 i	4 i	00 i	00 i	80 i

Prōgrāmi	od i - i Asi issinē i anē i	Group i	Nūmbr akāi ģ s s i	Avg. i s ali d s iori i	Nūmbr pāsi ģ s s i	Pāsi raii (%) i	S ā Av irāģ pāsi raii (%)	S ā Av irāģ s ali d s iori
Brighiāni Young Un vērs tī Idāhioi i (4657)i	ETS5362 -ENGLISH TO SPEAKERS OF OTHER i LANGUAGES	Alli enirōlēdī stūdiēnts whōi hāvei cōmpletēd allinōicli	23 i	72 i	3 i	00 i	00 i	71i
Brighiāni Young i Un vērs tī Idāhioi i (4657)i	ETS5362 -ENGLISH TO SPEAKERS OF OTHER i LANGUAGES	Other enirōlēdī stūdiēnts	1 i				4 i	70i
Brighiāni Young Un vērs tī Idāhioi i (4657)i	ETS5362 -ENGLISH TO SPEAKERS OF OTHER i LANGUAGES	Alli prōgrāmi cōmpletērs. j i 2022-23 i	21i i	75 i	1 i	00 i	00 i	77i
Brighiāni Young i Un vērs tī Idāhioi i (4657)i	ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES	Alli prōgrāmi cōmpletērs. j i 2021-22 i	20i i	76 i	9 i	5 i	7 i	75i
Brighiāni Young Un vērs tī Idāhioi i (4657)i	ETS5362 -ENGLISH TO SPEAKERS OF OTHER i LANGUAGES	Alli prōgrāmi cōmpletērs. j i 2020-21 i	10i i	76 i	0 i	00 i	00 i	73i
Brighiāni Young Un vērs tī Idāhioi i (4657)i	ETS5122 -FAMILY AND CONSUMER i SCIENCES	Alli enirōlēdī stūdiēnts whōi hāvei cōmpletēd allinōicli	8					
Brighiāni Young i Un vērs tī Idāhioi i (4657)i	ETS5122 -FAMILY AND CONSUMER i SCIENCES	Other enirōlēdī stūdiēnts	1					
Brighiāni Young Un vērs tī Idāhioi i (4657)i	ETS5122 -FAMILY AND CONSUMER SCIENCES	Alli prōgrāmi cōmpletērs. j i 2022-23 i	5					
Brighiāni Young i Un vērs tī Idāhioi i (4657)i	ETS5122 -FAMILY AND CONSUMER i SCIENCES	Alli prōgrāmi cōmpletērs. j i 2021-22 i	4					
Brighiāni Young Un vērs tī Idāhioi i (4657)i	ETS5122 -FAMILY AND CONSUMER SCIENCES	Alli prōgrāmi cōmpletērs. j i 2020-21 i	8					
Brighiāni Young Un vērs tī Idāhioi i (4657)i	ETS5174 -FRENCH i WORLD LANGUAGE i	Alli enirōlēdī stūdiēnts whōi hāvei cōmpletēd allinōicli	2 i					
Brighiāni Young i Un vērs tī Idāhioi i (4657)i	ETS5174 -FRENCH WORLD LANGUAGE i	Other enirōlēdī stūdiēnts	1					
Brighiāni Young Un vērs tī Idāhioi i (4657)i	ETS5174 -FRENCH WORLD LANGUAGE i	Alli prōgrāmi cōmpletērs. j i 2022-23	1					
Brighiāni Young i Un vērs tī Idāhioi (4657)i	ETS5174 -FRENCH WORLD LANGUAGE	Alli prōgrāmi cōmpletērs. j i 2021-22	2 i					
Brighiāni Young Un vērs tī Idāhioi i (4657)i i	ETS0435 -GENERAL SC:IGCONTENT i KNOWLEDGE i	Alli prōgrāmi cōmpletērs. j i 2022-23	4					

Prógráim	od i - i Áisi isinne i ane i	Group i	Númb r aká i g s s i	Avg. i s ali d s ior i	Númb r páisi g s s i	Páisi raii (%) i	S á Av irag páisi raii (%)	S á Av irag s ali d s ior i
Brighianí Youngig Un veis tíy I d a h o i i (46577) i	ETS0435 :GENERAL SC I I C O N T E N T i K N O W L E D G E	All prógráim completers, j i 2021-22	8 i				00 i	73
Brighianí Youngig i Un veis tíy I d a h o i i (46577) i	ETS0435 :GENERAL SC I I C O N T E N T i K N O W L E D G E	All prógráim completers, j i 2020-21i	8 i				00 i	68
Brighianí Youngig Un veis tíy I d a h o i i (46577) i	ETS5436 :GENERAL SC I E N C E i	Other enirólleá stúdeints	1					
Brighianí Youngig i Un veis tíy I d a h o i i (46577) i	ETS5436 :GENERAL SC I E N C E i	All prógráim completers, j i 2022-23	2					
Brighianí Youngig Un veis tíy I d a h o i i (46577) i	ETS5921i i G E O G R A P H Y i	All enirólleá stúdeints who have completed all inoinci i	3 i					
Brighianí Youngig Un veis tíy I d a h o i i (46577) i	ETS5921i i G E O G R A P H Y i	All prógráim completers, j i 2022-23	4					
Brighianí Youngig Un veis tíy I d a h o i i (46577) i	ETS5921i i G E O G R A P H Y i	All prógráim completers, j i 2021-22	3 i					
Brighianí Youngig Un veis tíy I d a h o i i (46577) i	ETS5921i i G E O G R A P H Y i	All prógráim completers, j i 2020-21i	4					
Brighianí Youngig Un veis tíy I d a h o i i (46577) i	ETS5931 i G O V E R N M E N T i P O L I T I C A L S C I E N C E	All enirólleá stúdeints who have completed all inoinci i	10 i	71 i	0 i	00 i	00 i	71 i
Brighianí Youngig Un veis tíy I d a h o i i (46577) i	ETS5931 i G O V E R N M E N T P O L I T I C A L S C I E N C E	All prógráim completers, j i 2022-23	10 i	58 i	0 i	00 i	00 i	64 i
Brighianí Youngig Un veis tíy I d a h o i i (46577) i	ETS5931 i G O V E R N M E N T i P O L I T I C A L S C I E N C E	All prógráim completers, j i 2021-22	10 i	59 i		0 i	5 i	65 i
Brighianí Youngig Un veis tíy I d a h o i i (46577) i	ETS5931 i G O V E R N M E N T i P O L I T I C A L S C I E N C E	All prógráim completers, j i 2020-21i	4 i				00 i	70 i
Brighianí Youngig Un veis tíy I d a h o i i (46577) i	ETS5551i i:HEALTH E D U C A T I O N	All prógráim completers, j i 2020-21i	1 i				5 i	67 i
Brighianí Youngig Un veis tíy I d a h o i i (46577) i	ETS5165 i M A T H E M A T I C S i	All enirólleá stúdeints who have completed all inoinci i	21 i	81 i	0 i	5 i	3 i	75 i
Brighianí Youngig i Un veis tíy I d a h o i i (46577) i	ETS5165 i M A T H E M A T I C S	Other enirólleá stúdeints i	5 i				7 i	75 i

Prógrá	od i - i Áss issin e i an e i	Group i	Númb r ak i i g s s i	Avg. i s ali d s iori i	Númb r pássi g s s i	Pássi ra (%) i	S á Av irag pássi ra i (%)	S a Av irag s ali d s iori
Brigham Young Un vers t y I d a h o i i (4657)	ETS5165 - MATHEMATICS i	Alli prógrámi completers, i 2022-23i	19i	77i	7i	9i	4i	77i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5165 - MATHEMATICS i	Alli prógrámi completers, i 2021-22i	2					
Brigham Young Un vers t y I d a h o i i (4657)	ETS5165 - MATHEMATICS i	Alli prógrámi completers, i 2020-21i	1					
Brigham Young Un vers t y I d a h o i i (4657)	ETS5161i - MATHEMATICS i CONTENT KNOWLEDGE	Alli prógrámi completers, i 2022-23	1					
Brigham Young Un vers t y I d a h o i i (4657)	ETS5161i - MATHEMATICS CONTENT KNOWLEDGE	Alli prógrámi completers, i 2021-22	9i				00i	69i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5161i - MATHEMATICS i CONTENT KNOWLEDGE	Alli prógrámi completers, i 2020-21	19i	68i	7i	9i	7i	66i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5047i -MIDDLE SCHOOL ENG LANG i ARTS	Alli eniróll e d studie nts who have c o m p l e t e d all i n o i n c l	22i	66i	6i	3i	8i	64i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5047i -MIDDLE SCHOOL ENG LANG i ARTS	Alli prógrámi completers, 2022-23i	23i	65i	7i	4i	7i	65i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5047i -MIDDLE SCHOOL ENG LANG i ARTS	Alli prógrámi completers, i 2021-22i	38i	67i	7i	1i	7i	68i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5047i -MIDDLE SCHOOL ENG LANG i ARTS	Alli prógrámi completers, 2020-21i	48i	70i	1i	5i	9i	70i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5164i -MIDDLE SCHOOL MATHEMATICS	Alli eniróll e d studie nts who have c o m p l e t e d all i n o i n c l	21i	73i	0i	5i	8i	74i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5169i -MIDDLE SCHOOL MATHEMATICS	Alli prógrámi completers, i 2022-23i	1					
Brigham Young Un vers t y I d a h o i i (4657)	ETS5164i -MIDDLE SCHOOL MATHEMATICS	Alli prógrámi completers, i 2022-23i	22i	67i	0i	1i	6i	69i
Brigham Young Un vers t y I d a h o i i (4657) i	ETS5169i -MIDDLE SCHOOL MATHEMATICS i	Alli prógrámi completers, i 2021-22 i	19i	74i	8i	5i	7i	75i

Prōgrāmi	Ašs ssmē od i - i Ašs i sšnē i anē i	Group i	Nūmb r akū i ģ s š i	Avg. i s ali d s iori i	Nūmb r pāsi ģ s š i	Pāsi raii (%) i	S ā Av irāģ pāsi raii (%)	S ā Av irāģ s ali d s iori
Brighiāni Youngig Un vērs tī Idāhioi i (4657)i	ETS5164i -MIDDLE SCHOOL MATHEMATICS	Alli prōgrāmi completērs. j i 2021-22i	8 i				2 i	66i
Brighiāni Youngig i Un vērs tī Idāhioi i (4657)i	ETS5169i -MIDDLE SCHOOL MATHEMATICS	Alli prōgrāmi completērs. j 2020-21i	27i	76i	6 i	6 i	7 i	77i
Brighiāni Youngig Un vērs tī Idāhioi i (4657)i	ETS5442i -MIDDLE SCHOOL SCIENCE i	Alli enirōlēdī stūdiēnts whōi hāvei completēdī allinōicli i	2					
Brighiāni Youngig i Un vērs tī Idāhioi i (4657)i	ETS5442i -MIDDLE SCHOOL SCIENCE i	Alli prōgrāmi completērs. j i 2022-23i	4					
Brighiāni Youngig Un vērs tī Idāhioi i (4657)i	ETS5442i -MIDDLE SCHOOL SCIENCE i	Alli prōgrāmi completērs. j i 2021-22i	5 i				1 i	73i
Brighiāni Youngig Un vērs tī Idāhioi (4657)i	ETS5442i -MIDDLE SCHOOL SCIENCE i	Alli prōgrāmi completērs. j i 2020-21i	6					
Brighiāni Youngig Un vērs tī Idāhioi i (4657)i	ETS5440i -MIDDLE SCHOOL SCIENCE i	Alli prōgrāmi completērs. j i 2020-21i	10i	66i	0 i	00i	00i	64i
Brighiāni Youngig Un vērs tī Idāhioi i (4657)i	ETS5089i -MIDDLE SCHOOL SOCIAL STUDIES	Alli enirōlēdī stūdiēnts whōi hāvei completēdī allinōicli i	26i	63i	1 i	1 i	7 i	63i
Brighiāni Youngig i Un vērs tī Idāhioi i (4657)i	ETS5089i -MIDDLE SCHOOL SOCIAL i STUDIES	Other enirōlēdī stūdiēnts	1 i				00i	65i
Brighiāni Youngig Un vērs tī Idāhioi i (4657)i	ETS5089i -MIDDLE SCHOOL SOCIAL STUDIES	Alli prōgrāmi completērs. j i 2022-23i	31i	65i	7 i	7 i	7 i	64i
Brighiāni Youngig i Un vērs tī Idāhioi i (4657)i	ETS5089i -MIDDLE SCHOOL SOCIAL i STUDIES	Alli prōgrāmi completērs. j i 2021-22i	31i	65i	9 i	4 i	6 i	65i
Brighiāni Youngig Un vērs tī Idāhioi i (4657)i	ETS5089i -MIDDLE SCHOOL SOCIAL i STUDIES	Alli prōgrāmi completērs. j i 2020-21i	26i	71i	6 i	00i	7 i	68i
Brighiāni Youngig Un vērs tī Idāhioi i (4657)i	ETS0113i -MUSIC CONTENT i KNOWLEDGE	Alli enirōlēdī stūdiēnts whōi hāvei completēdī allinōicli i	8 i				2 i	65i
Brighiāni Youngig i Un vērs tī Idāhioi (4657)i	ETS0113i -MUSIC CONTENT i KNOWLEDGE	Other enirōlēdī stūdiēnts	1 i				3 i	71i
Brighiāni Youngig Un vērs tī Idāhioi i (4657)i i	ETS0113i -MUSIC CONTENT i KNOWLEDGE i	Alli prōgrāmi completērs. j i 2022-23i	14i	68i	4 i	00i	00i	69i

Prógrá	od i - i Aas issin e i ane i	Group i	Númb r aká i g s s i	Avg. i s ali d s iori i	Númb r pási g s s i	Pási ra (%) i	S á Av irag pási ra i (%)	S a Av irag s ali d s iori
Brigham Young Un vers t y I d a h o i i (4657)	ETS01113 :MUSIC CONTENT i KNOWLEDGE	Alli prógrámi completers, i 2021-22	24 i	70 i	4 i	00 i	00 i	70 i
Brigham Young Un vers t y I d a h o i i (4657)	ETS01113 :MUSIC CONTENT i KNOWLEDGE	Alli prógrámi completers, 2020-21 i	7 i				00 i	70 i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5485 :PHYSICAL SCIENCE i	Alli eniróll e d studénts who have completé d allinó ncl	1					
Brigham Young Un vers t y I d a h o i i (4657)	ETS5266 :PHYSICS i	All eniróll e d studénts who have completé d allinó ncl	1					
Brigham Young Un vers t y I d a h o i i (4657)	ETS5265 :PHYSICS CONTENT i KNOWLEDGE	Alli prógrámi completers, i 2022-23 i	3					
Brigham Young Un vers t y I d a h o i i (4657)	ETS5265 :PHYSICS CONTENT i KNOWLEDGE	Alli prógrámi completers, i 2020-21 i	4					
Brigham Young Un vers t y I d a h o i i (4657)	ETS5543 :SE CK AND MILD TO MODERATE i APPL i	Alli eniróll e d studénts who have completé d allinó ncl	7 i				00 i	72 i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5543 :SE CK AND MILD TO MODERATE i APPL i	Alli prógrámi completers, i 2022-23 i	14 i	74 i	4 i	00 i	00 i	72 i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5543 :SE CK AND MILD TO MODERATE i APPL i	Alli prógrámi completers, i 2021-22	10 i	72 i	0 i	00 i	00 i	72 i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5543 :SE CK AND MILD TO MODERATE i APPL i	Alli prógrámi completers, 2020-21	27 i	73 i	7 i	00 i	00 i	72 i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5692 :SE :iEARLY CHILDHOOD EARLY i INTERVENTION	Alli eniróll e d studénts who have completé d allinó ncl	15 i	71 i	4 i	3 i	4 i	72 i
Brigham Young Un vers t y I d a h o i i (4657)	ETS5692 :SE :iEARLY CHILDHOOD EARLY i INTERVENTION	Alli prógrámi completers, 2022-23 i	5 i					
Brigham Young Un vers t y I d a h o i i (4657)	ETS5691 :SE :i PRESCHOOL EARLY i CHILDHOOD	Alli eniróll e d studénts who have completé d allinó ncl	3					
Brigham Young Un vers t y I d a h o i i (4657) i	ETS5691 :SE :i PRESCHOOL EARLY CHILDHOOD i	Alli prógrámi completers, i 2022-23 i	26 i	73 i	6 i	00 i	00 i	73 i

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Prōgrāmi	od i - i Asi issinē i anhe i	Group i	Nūmbr akāi ģ s s i	Avg. i s ali d s iori i	Nūmbr pāsi ģ s s i	Pāsi raii (%) i	S ā Av i rāģ pāsi rāii (%)	S ā Av i rāģ s ali d s iori
Brighiāni Young Un vērs tī Idāhioi i (4657)i	ETS5691i -SE:i PRESCHOOL EARLY i CHILDHOOD	Alli prōgrāmi completērs, j i 2021-22	20 i	73 i	0 i	00 i	00 i	73 i
Brighiāni Young i Un vērs tī Idāhioi i (4657)i	ETS5691i -SE:i PRESCHOOL EARLY i CHILDHOOD	Alli prōgrāmi completērs, j 2020-21	32 i	72 i	2 i	00 i	00 i	73 i
Brighiāni Young Un vērs tī Idāhioi i (4657)i	ETS0081i -SĀCIĀL STUDIES CONTENT i KNOWLEDGE	Alli enirōlēd stūdiēnts whci hāvei cōmpletēd allinici i	4 i				00 i	71 i
Brighiāni Young i Un vērs tī Idāhioi i (4657)i	ETS0081i -SĀCIĀL STUDIES CONTENT i KNOWLEDGE	Other enirōlēd stūdiēnts	2 i				00 i	67 i
Brighiāni Young Un vērs tī Idāhioi i (4657)i	ETS0081i -SĀCIĀL STUDIES CONTENT i KNOWLEDGE	Alli prōgrāmi completērs, j i 2022-23	9 i				00 i	68 i
Brighiāni Young Un vērs tī Idāhioi i (4657)i	ETS0081i -SĀCIĀL STUDIES CONTENT i KNOWLEDGE	Alli prōgrāmi completērs, j i 2021-22	6 i				00 i	69 i
Brighiāni Young Un vērs tī Idāhioi i (4657)i	ETS0081i -SĀCIĀL STUDIES CONTENT i KNOWLEDGE	Alli prōgrāmi completērs, j 2020-21	9 i				00 i	71 i
Brighiāni Young Un vērs tī Idāhioi i (4657)i	ETS5195 i -SRANISH WORLD LANGUAGE	Alli enirōlēd stūdiēnts whci hāvei cōmpletēd allinici i	18 i	69 i	4 i	8 i	8 i	69 i
Brighiāni Young i Un vērs tī Idāhioi i (4657)i	ETS5195 i -SRANISH WORLD LANGUAGE	Other enirōlēd stūdiēnts	1 i					
Brighiāni Young Un vērs tī Idāhioi i (4657)i	ETS5195 i -SRANISH WORLD LANGUAGE	Alli prōgrāmi completērs, j i 2022-23	16 i	72 i	4 i	8 i	5 i	70 i
Brighiāni Young i Un vērs tī Idāhioi i (4657)i	ETS5195 i -SRANISH WORLD LANGUAGE	Alli prōgrāmi completērs, j i 2021-22	16 i	78 i	6 i	00 i	00 i	77 i
Brighiāni Young Un vērs tī Idāhioi i (4657)i	ETS5195 i -SRANISH WORLD LANGUAGE	Alli prōgrāmi completērs, j 2020-21	30 i	75 i	9 i	7 i	5 i	73 i
Brighiāni Young Un vērs tī Idāhioi i (4657)i	ETS5641i -THEATRE i	All enirōlēd stūdiēnts whci hāvei cōmpletēd allinici i	3 i					A i
Brighiāni Young i Un vērs tī Idāhioi i (4657)i	ETS5641i -THEATRE i	their enirōlēd stūdiēnts	2					O i
Brighiāni Young Un vērs tī Idāhioi i (4657)i	ETS5641i -THEATRE i	All prōgrāmi completērs, j i 2022-23	4					A i

Prògràmi	od i - i Àssi issinè i anhe i	Group i	Nùmb r akii g s s i	Avg. i s ali d s iori i	Nùmb r pàisi g s s i	Pàssi raii (%) i	S à Av irag pàisi rai i (%)	S à Av irag s ali d s iori
Brighiani Young Un vers ty Idahoi i (4657)i	ETS5641i -THEATRE i	Il prògràm comp let èr s j i 2021-22	7 i				00 i	68 i A i
Brighiani Young i Un vers ty Idahoi i (4657)i	ETS5641i -THEATRE i	Il prògràm comp let èr s j 2020-21i	6					A i
Brighiani Young Un vers ty Idahoi i (4657)i	ETS5941i -WORLD AND U.S.i HISTORY CK i	Alli eniròllèd stùdènts whi hàvèi comp let èd all in i c i i	31 i	61 i	0 i	7 i	5 i	61i
Brighiani Young i Un vers ty Idahoi i (4657)i	ETS5941i -WORLD AND U.S.i HISTORY CK i	Other eniròllèd stùdènts	4 i				2 i	54i
Brighiani Young Un vers ty Idahoi i (4657)i	ETS5941i -WORLD AND U.S.i HISTORY CK i	Alli prògràm comp let èr s j i 2022-23	26 i	63 i	6 i	00 i	00 i	63i
Brighiani Young Un vers ty Idahoi i (4657)i	ETS5941i -WORLD AND U.S.i HISTORY CK i	Alli prògràm comp let èr s j i 2021-22	24 i	66 i	4 i	00 i	00 i	60i
Brighiani Young i Un vers ty Idahoi i (4657)i	ETS5941i -WORLD AND U.S.i HISTORY CK i	Alli prògràm comp let èr s j 2020-21i	33 i	65 i	3 i	00 i	9 i	62i
Idahoi Stàtè Un vers ty (4855)i	ETS5134i -ART CONTENT i KNOWLEDGE	Other eniròllèd stùdènts	4 i				3 i	60i
Idahoi Stàtè Un vers ty (4855)i	ETS5134i -ART CONTENT i KNOWLEDGE	Alli prògràm comp let èr s j i 2022-23	3 i				00 i	69i
Idahoi Stàtè Un vers ty (4855)i	ETS5134i -ART CONTENT i KNOWLEDGE	Alli prògràm comp let èr s j i 2021-22	1 i				00 i	66i
Idahoi Stàtè Un vers ty (4855)i	ETS5134i -ART CONTENT i KNOWLEDGE	Alli prògràm comp let èr s j 2020-21i	4 i				00 i	67i
Idahoi Stàtè Un vers ty (4855)i	ETS5236i -BIOLOGY	thei eniròllèd stùdènts	5 i				1 i	60i O i
Idahoi Stàtè Un vers ty (4855)i	ETS5236i -BIOLOGY	Il prògràm comp let èr s j i 2022-23	1					A i
Idahoi Stàtè Un vers ty (4855)i	ETS0235i -BIOLOGY CONTENT i KNOWLEDGE	Other eniròllèd stùdènts	1					
Idahoi Stàtè Un vers ty (4855)i	ETS0235i -BIOLOGY CONTENT i KNOWLEDGE i	Alli prògràm comp let èr s j i 2022-23	4 i				00 i	63i

Program	Location	Group	Number of Applicants	Average SAT Score	Number of Passes	Pass Rate (%)	SAT Average Score	SAT Average Score
Idaho State University (#355)	ET 60225 - BIOLOGY	All program completed	8				60	63
Idaho State University (#355)	ET 60235 - BIOLOGY	All program completed	7				60	64
Idaho State University (#355)	ETS 61014 - BUSINESS	Other enrolled students	3					
Idaho State University (#355)	ETS 61014 - BUSINESS	All program completed	2					
Idaho State University (#355)	ETS 61014 - BUSINESS	All program completed	5					
Idaho State University (#355)	ET 65246 - CHEMISTRY	Other enrolled students	1		0			
Idaho State University (#355)	ET 60245 - CHEMISTRY	Other enrolled students	1					
Idaho State University (#355)	ET 60245 - CHEMISTRY	All program completed	1					
Idaho State University (#355)	ETS 60254 - EARLY CHILDHOOD EDUCATION	Other enrolled students	1					
Idaho State University (#355)	ETS 60254 - EARLY CHILDHOOD EDUCATION	All program completed	3				60	76
Idaho State University (#355)	ETS 60254 - EARLY CHILDHOOD EDUCATION	All program completed	1				60	75
Idaho State University (#355)	ET 65574 - EARLEHAND SPADES CLUBS	Other enrolled students	3					
Idaho State University (#355)	ET 65574 - EARLEHAND SPADES CLUBS	All program completed	2					
Idaho State University (#355)	ET 65574 - EARLEHAND SPADES CLUBS	All program completed	2				61	69
Idaho State University (#355)	ET 65272 - FIELD OF DEAF AND HEARD	Other enrolled students	1					
Idaho State University (#355)	ET 65272 - FIELD OF DEAF AND HEARD	All program completed	1					

Program	Assessment Area	Group	Number of Students	Average Score	Number Passing	Pass Rate (%)	Standard Deviation	Standard Error
Idaho State University (4355)	ET65003a-ELM ED MATH	Other enrolled students	34	77	9	5	4	73
Idaho State University (4355)	ET65003a-ELM ED MATH	All program completers, 2022-23	14	75	3	3	9	78
Idaho State University (4355)	ET65003a-ELM ED MATH	All program completers, 2021-22	27	81	7	00	7	79
Idaho State University (4355)	ET65003a-ELM ED MATH	All program completers, 2020-21	18	83	8	00	8	79
Idaho State University (4355)	ET65002a-ELM ED LANG ARTS	Other enrolled students	36	70	2	9	6	68
Idaho State University (4355)	ET65002a-ELM ED LANG ARTS	All program completers, 2022-23	14	74	4	00	9	74
Idaho State University (4355)	ET65002a-ELM ED LANG ARTS	All program completers, 2021-22	27	76	7	00	9	73
Idaho State University (4355)	ET65002a-ELM ED LANG ARTS	All program completers, 2020-21	18	77	8	00	9	73
Idaho State University (4355)	ET65005a-ELM ED SCIENCES	Other enrolled students	32	69	8	8	3	69
Idaho State University (4355)	ET65005a-ELM ED SCIENCES	All program completers, 2022-23	14	70	3	3	8	74
Idaho State University (4355)	ET65005a-ELM ED SCIENCES	All program completers, 2021-22	27	77	7	00	9	75
Idaho State University (4355)	ET65005a-ELM ED SCIENCES	All program completers, 2020-21	18	76	8	00	9	73
Idaho State University (4355)	ET65004a-ELM ED SOCIAL STUDIES	Other enrolled students	33	67	6	9	9	66
Idaho State University (4355)	ET65004a-ELM ED SOCIAL STUDIES	All program completers, 2022-23	14	71	3	3	9	71
Idaho State University (4355)	ET65004a-ELM ED SOCIAL STUDIES	All program completers, 2021-22	27	72	7	00	8	71

Program	Department	Group	Number of Applicants	Average SAT Score	Number of Passes	Pass Rate (%)	SAT Average Score	SAT Average Score
Idaho State University (#355)	ET 65000 - ENGLISH MULTICULTURAL STUDIES	All program completed	18	70	8	00	8	69
Idaho State University (#355)	ET 65000 - ENGLISH LANGUAGE ARTS	Other enrolled students	12	79	1	2	8	78
Idaho State University (#355)	ET 65000 - ENGLISH LANGUAGE ARTS	All program completed	6				00	80
Idaho State University (#355)	ET 65000 - ENGLISH LANGUAGE ARTS	All program completed	6				9	80
Idaho State University (#355)	ET 65000 - ENGLISH LANGUAGE ARTS	All program completed	5				00	80
Idaho State University (#355)	ET 65000 - ENGLISH TO SPEAKERS OF OTHER LANGUAGES	Other enrolled students	4				4	70
Idaho State University (#355)	ET 65000 - ENGLISH TO SPEAKERS OF OTHER LANGUAGES	All program completed	2				00	77
Idaho State University (#355)	ET 65000 - ENGLISH TO SPEAKERS OF OTHER LANGUAGES	All program completed	1				7	75
Idaho State University (#355)	ET 65000 - ENGLISH TO SPEAKERS OF OTHER LANGUAGES	All program completed	1				00	73
Idaho State University (#355)	ET 65120 - FAMILY AND CONSUMER SCIENCES	Other enrolled students	3					
Idaho State University (#355)	ET 65120 - FAMILY AND CONSUMER SCIENCES	All program completed	1					
Idaho State University (#355)	ET 65120 - FAMILY AND CONSUMER SCIENCES	All program completed	1					
Idaho State University (#355)	ET 65170 - FOREIGN LANGUAGE	All program completed	1					
Idaho State University (#355)	ET 60155 - GENERAL SCIENCE KNOWLEDGE	All program completed	2					
Idaho State University (#355)	ET 60155 - GENERAL SCIENCE KNOWLEDGE	All program completed	1				00	73

Programaa	Ass ssmee ocha- a Assassmae a anae a	Groupaa	Nunab r akiag s a a	Avgaa s alad s oreea	Nunab r passi g s a a	Passa raaa (%) a	S a Ava aaga passaraa (%)	S a Ava aaga s alad s oreea
Id ahoatate a Univerisity (#355)aa	ETS60135 - GENERAL SCIENCE	Allpragram coapleteraaa 2022a22a	2 a				00aa	68a
Id ahoatate a Univerisity (#355)aa	ETS60136 - GENERAL SCIENCE	Othea emaalte da studeeaa	3					
Id ahoatate a Univerisity (#355)aa	ETS60137 - GOVERNMENT POLITICAL SCIENCE	Othea emaalte da studeeaa	2					
Id ahoatate a Univerisity (#355)aa	ETS60138 - GOVERNMENT POLITICAL SCIENCE	Allpragram coapleteraaa 2022a22a	1 a				00aa	64
Id ahoatate a Univerisity (#355)aa	ETS60139 - GOVERNMENT POLITICAL SCIENCE	Allpragram coapleteraaa 2022a22a	1 a				5 a	65a
Id ahoatate a Univerisity (#355)aa	ETS60140 - GOVERNMENT POLITICAL SCIENCE	Allpragram coapleteraaa 2022a22a	2 a				00aa	70a
Id ahoatate a Univerisity (#355)aa	ETS60141 - EDUCATION	Othea emaalte da studeeaa	7 a				3 a	61a
Id ahoatate a Univerisity (#355)aa	ETS60142 - EDUCATION	Allpragram coapleteraaa 2022a22a	4 a				00aa	68a
Id ahoatate a Univerisity (#355)aa	ETS60143 - EDUCATION	Allpragram coapleteraaa 2022a22a	1 a				4 a	65a
Id ahoatate a Univerisity (#355)aa	ETS60144 - EDUCATION	Allpragram coapleteraaa 2022a22a	2 a				5 a	67a
Id ahoatate a Univerisity (#355)aa	ETS60224 - JOURNALISM	Allpragram coapleteraaa 2022a22a	1					
Id ahoatate a Univerisity (#355)aa	ETS60155 - MATHEMATICS	Othea emaalte da studeeaa	5 a				7 a	75a
Id ahoatate a Univerisity (#355)aa	ETS60156 - MATHEMATICS	Allpragram coapleteraaa 2022a22a	3 a				4 a	77a
Id ahoatate a Univerisity (#355)aa	ETS60157 - MATHEMATICS	Allpragram coapleteraaa 2022a22a	1 a					
Id ahoatate a Univerisity (#355)aa	ETS60161 - MATHEMATICS CONTENT KNOWLEDGE	Allpragram coapleteraaa 2022a22a	1 a				00aa	69a
Id ahoatate a Univerisity (#355)aa	ETS60167 - MIDDLE SCHOOL ENGLISH AREA	Othea emaalte da studeeaa	3 a					

Programa	Assessment Code Assessment Name	Group	Number of Students	Average Score	Number Passing Students	Pass Rate (%)	Score Average Passing (%)	Score Average All Students
Idaho State University (#355)	ET65047-MIDDLE SCHOOL ENGLISH ARTS	All program completion 2022-23	2 a				7 a	65a
Idaho State University (#355)	ET65047-MIDDLE SCHOOL ENGLISH ARTS	All program completion 2022-23	4 a				7 a	68a
Idaho State University (#355)	ET65047-MIDDLE SCHOOL ENGLISH ARTS	All program completion 2022-23	4 a				9 a	70a
Idaho State University (#355)	ET65044-MIDDLE SCHOOL MATHEMATICS	Other enrolled students	2 a				3 a	72a
Idaho State University (#355)	ET65044-MIDDLE SCHOOL MATHEMATICS	All program completion 2022-23	2 a				6 a	69a
Idaho State University (#355)	ET65044-MIDDLE SCHOOL MATHEMATICS	All program completion 2022-23	3 a				7 a	75a
Idaho State University (#355)	ET65044-MIDDLE SCHOOL MATHEMATICS	All program completion 2022-23	7 a				7 a	77a
Idaho State University (#355)	ET65042-MIDDLE SCHOOL SCIENCE	Other enrolled students	3					
Idaho State University (#355)	ET65042-MIDDLE SCHOOL SCIENCE	All program completion 2022-23	1 a				1 a	73
Idaho State University (#355)	ET65040-MIDDLE SCHOOL SCIENCE	All program completion 2022-23	2 a				00a	64
Idaho State University (#355)	ET65039-MIDDLE SCHOOL SOCIAL STUDIES	Other enrolled students	8 a				00a	65a
Idaho State University (#355)	ET65039-MIDDLE SCHOOL SOCIAL STUDIES	All program completion 2022-23	3 a				7 a	64
Idaho State University (#355)	ET65039-MIDDLE SCHOOL SOCIAL STUDIES	All program completion 2022-23	6 a				6 a	65a
Idaho State University (#355)	ET65039-MIDDLE SCHOOL SOCIAL STUDIES	All program completion 2022-23	3 a				7 a	68a
Idaho State University (#355)	ET60133-MUSIC KNOWLEDGE	Other enrolled students	4 a				3 a	71a

Programma	Assesse ocha- a Assassnae a anae a	Groupaa	Numab r akiag s a a	Avgaa s alad s oraa	Numab r passi g s a a	Passa raaa (%) a	S a Avaaaga passaraa (%)	S a Avaaaga s alad s oraa
Id ahoatate a Uriversiya (#355)aa	ET60113a-MUSI6a CANTEHia KNOWLEDGE	All paaagaa coaaaple raaa 2022a22a	6 a				00aa	69a
Id ahoatate a Uriversiya (#355)aa	ET60113a-MUSI6a CANTEHia KNOWLEDGE	All paaagaa coaaaple raaa 2022a22a	5 a				00aa	70a
Id ahoatate a Uriversiya (#355)aa	ET60113a-MUSI6a CANTEHia KNOWLEDGE	All paaagaa coaaaple raaa 2022a22a	5 a				00aa	70a
Id ahoatate a Uriversiya (#355)aa	ETS5011aP hiva6a ED6CANTEHia KNOWLEDGE	Othea emaa lecha stuaa naaa	5 a				00aa	56a
Id ahoatate a Uriversiya (#355)aa	ETS5011aP hiva6a ED6CANTEHia KNOWLEDGE	All paaagaa coaaaple raaa 2022a22a	3 a				00aa	60a
Id ahoatate a Uriversiya (#355)aa	ETS5011aP hiva6a ED6CANTEHia KNOWLEDGE	All paaagaa coaaaple raaa 2022a22a	2 a				00aa	58a
Id ahoatate a Uriversiya (#355)aa	ETS5011aP hiva6a ED6CANTEHia KNOWLEDGE	All paaagaa coaaaple raaa 2022a22a	4 a				00aa	60a
Id ahoatate a Uriversiya (#355)aa	ETS5266aP hiva6a naaa	thea emaa lecha stuaa naaa	1					
Id ahoatate a Uriversiya (#355)aa	ETS5266aP hiva6a naaa	All paaagaa coaaaple raaa 2022a22a	1					
Id ahoatate a Uriversiya (#355)aa	ETS5543 -S6a6a MILDa6a MODERa AT6a APPLa	Othea emaa lecha stuaa naaa	5 a				00aa	65a
Id ahoatate a Uriversiya (#355)aa	ETS5543 -S6a6a MILDa6a MODERa AT6a APPLa	All paaagaa coaaaple raaa 2022a22a	2 a				00aa	72a
Id ahoatate a Uriversiya (#355)aa	ETS5543 -S6a6a MILDa6a MODERa AT6a APPLa	All paaagaa coaaaple raaa 2022a22a	3 a				00aa	72a
Id ahoatate a Uriversiya (#355)aa	ETS5544 -S6a6a KNOWLEDGE & APPLa6a6a6a	Othea emaa lecha stuaa naaa	1					
Id ahoatate a Uriversiya (#355)aa	ETS5544 -S6a6a KNOWLEDGE & APPLa6a6a6a	All paaagaa coaaaple raaa 2022a22a	1					
Id ahoatate a Uriversiya (#355)aa	ETS5661a6a P hiva6a CHa6a6a6a	All paaagaa coaaaple raaa 2022a22a	3 a				00aa	73 a

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Program	Assessment Code	Group	Number of Students	Average Score	Number of Passes	Pass Rate (%)	Standardized Score	Standardized Score
Idaho State University (#355)	ET6564 - EARLY CHILDHOOD	All program coapplicants	1				0	73
Idaho State University (#355)	ET6001 - SOCIAL STUDIES KNOWLEDGE	Other enrolled students	7				0	67
Idaho State University (#355)	ET6001 - SOCIAL STUDIES KNOWLEDGE	All program coapplicants	4				0	68
Idaho State University (#355)	ET6001 - SOCIAL STUDIES KNOWLEDGE	All program coapplicants	4				0	71
Idaho State University (#355)	ET6594 - WORLD LANGUAGES	Other enrolled students	1					
Idaho State University (#355)	ET6594 - WORLD LANGUAGES	All program coapplicants	1				5	70
Idaho State University (#355)	ET6594 - WORLD LANGUAGES	All program coapplicants	1				0	77
Idaho State University (#355)	ET6594 - WORLD LANGUAGES	All program coapplicants	1				5	73
Idaho State University (#355)	ET6564 - EARLY CHILDHOOD	Other enrolled students	1					0
Idaho State University (#355)	ET6564 - EARLY CHILDHOOD	All program coapplicants	2				0	68
Idaho State University (#355)	ET6594 - WORLD LANGUAGES	Other enrolled students	21	42	2	7	2	54
Idaho State University (#355)	ET6594 - WORLD LANGUAGES	All program coapplicants	7				0	63
Idaho State University (#355)	ET6594 - WORLD LANGUAGES	All program coapplicants	8				0	60
Idaho State University (#355)	ET6594 - WORLD LANGUAGES	All program coapplicants	6				9	62
Leavitt State College (436)	ET6526 - BIOLOGY	Other enrolled students	1				1	60
Leavitt State College (436)	ET6026 - BIOLOGY CONTENT KNOWLEDGE	All program coapplicants	1				0	63

Program	Assessment name	Group	Number taking	Avg. score	Number passing	Pass rate (%)	Standard Average pass rate (%)	Standard Average score
Le vis-Clark State College w (4385)	ET60235w BIOLOGY CONTENT KNOWLEDGE	All program completers, w 2020-21w	1 w				00w	64 w
Le vis-Clark State College w (4385)	ET6672w EARTH AND SPACE SCIENCES	All program completers, w 2022-23w	1 w					
Le vis-Clark State College w (4385)	ET6671w EARTH AND SPACE SCIENCES-CKw	All program completers, 2021-22w	1					
Le vis-Clark State College w (4385)	ET6671w EARTH AND SPACE SCIENCES-CKw	All program completers, w 2020-21w	1 w				1 w	69w
Le vis-Clark State College w (4385)	ET67813w ELEMENTARY MATHEMATICS	All enrolled students who have completed all work	2 w				00w	70w
Le vis-Clark State College (4385)	ET67813w ELEMENTARY MATHEMATICS	All program completers, 2022-23	1 w				8 w	67w
Le vis-Clark w State College w (4385)	ET67813w ELEMENTARY MATHEMATICS	All program completers, w 2021-22w	1 w				00w	71w
Le vis-Clark State College w (4385)	ET67812w ELEMENTARY CIVIL READING LANGUAGE ARTS	All enrolled students who have completed all work	2 w				00w	74
Le vis-Clark State College w (4385)	ET67812w ELEMENTARY CIVIL READING LANGUAGE ARTS	All program completers, 2022-23 w	1 w				8 w	73w
Le vis-Clark State College w (4385)	ET67812w ELEMENTARY CIVIL READING LANGUAGE ARTS	All program completers, w 2021-22w	1 w				00w	76w
Le vis-Clark State College w (4385)	ET67814w ELEMENTARY CIVIL SCIENCES	All enrolled students who have completed all work	2 w				00w	80w
Le vis-Clark State College (4385)	ET67814w ELEMENTARY CIVIL SCIENCES	All program completers, 2022-23 w	1 w				8 w	77w
Le vis-Clark State College w (4385)	ET67814w ELEMENTARY CIVIL SCIENCES	All program completers, w 2021-22w	1 w				00w	81w
Le vis-Clark State College w (4385) w	ET67815w ELEMENTARY CIVIL SOCIAL STUDIES	All enrolled students who have completed all work	2 w				00w	73

Program	Assessment Name	Group	Number of Students	Avg. Score	Number Passing	Pass Rate (%)	Standard Deviation	Standard Error
Le vis-Clark State College w (4385)	ET67815wELEMED CKTWSOCIALSTUDIES	All program completers, w 2022-23w	1 w				8 w	73w
Le vis-Clark State College w (4385)	ET67815wELEMED CKTWSOCIALSTUDIES	All program completers, 2021-22w	1 w				00w	75w
Le vis-Clark State College w (4385)	ET66003wELEMEDv MULTISUBw MATHMATICS	All enrolled students who have completed all work	27w	75w	6 w	6 w	1 w	76w
Le vis-Clark State College w (4385)	ET66003wELEMEDv MULTISUBw MATHMATICS	Other enrolled students	38w	68w	9 w	6 w	4	73w
Le vis-Clark State College w (4385)	ET66003wELEMEDv MULTISUBw MATHMATICS	All program completers, w 2022-23w	27w	80w	7 w	00 w	9 w	78w
Le vis-Clark State College (4385)	ET66003wELEMEDv MULTISUBw MATHMATICS	All program completers, 2021-22w	22w	82w	2 w	00 w	7 w	79w
Le vis-Clark w State College w (4385)	ET66003wELEMEDv MULTISUBw MATHMATICS	All program completers, w 2020-21w	38w	80w	8 w	00 w	8 w	79w
Le vis-Clark State College w (4385)	ET66002wELEMED MULTISUBw READING LANG/ARTS	All enrolled students who have completed all work	27w	70w	6 w	6 w	8 w	72w
Le vis-Clark State College w (4385)	ET66002wELEMED MULTISUBw READING LANG/ARTS	Other enrolled students	26w	65w	0 w	7 w	6 w	68w
Le vis-Clark State College w (4385)	ET66002wELEMED MULTISUBw READING LANG/ARTS	All program completers, w 2022-23w	27w	71w	7 w	00 w	9 w	74
Le vis-Clark State College w (4385)	ET66002wELEMED MULTISUBw READING LANG/ARTS	All program completers, 2021-22w	22w	71w	2 w	00 w	9 w	73w
Le vis-Clark State College w (4385)	ET66002wELEMED MULTISUBw READING LANG/ARTS	All program completers, w 2020-21w	39w	70w	8 w	7 w	9 w	73
Le vis-Clark State College w (4385)	ET66005wELEMEDv MULTISUBw SCIENCES	All enrolled students who have completed all work	27w	68w	6 w	6 w	8 w	74
Le vis-Clark State College (4385)	ET66005wELEMEDv MULTISUBw SCIENCES	Other enrolled students	31w	67w	4	7 w	3 w	69w
Le vis-Clark w State College w (4385) w	ET66005wELEMEDv MULTISUBw SCIENCES	All program completers, w 2022-23w	27w	76w	7 w	00 w	8 w	74

Program	Assessment name	Group	Number taking/s/w	Avg score/score	Number passing/s/w	Pass rate (%)	Standard Pass Rate (%)	Standard Score
Lewis-Clark State College w (4385)w	ET65005w-ELEMENTARY MULTISUBJECT SCIENCES	All program completers	23w	74w	3 w	00w	9 w	75w
Lewis-Clark State College w (4385)w	ET65005w-ELEMENTARY MULTISUBJECT SCIENCES	All program completers	39w	72w	8 w	7 w	9 w	73w
Lewis-Clark State College w (4385)w	ET65004w-ELEMENTARY MULTISUBJECT SOCIAL STUDIES	All enrolled students who have completed all work	27w	62w	2 w	1 w	3 w	68w
Lewis-Clark State College w (4385)w	ET65004w-ELEMENTARY MULTISUBJECT SOCIAL STUDIES	Other enrolled students	28w	60w	1 w	5 w	9 w	66w
Lewis-Clark State College w (4385)w	ET65004w-ELEMENTARY MULTISUBJECT SOCIAL STUDIES	All program completers	27w	69w	7 w	00w	9 w	71w
Lewis-Clark State College w (4385)w	ET65004w-ELEMENTARY MULTISUBJECT SOCIAL STUDIES	All program completers	23w	69w	3 w	00w	8 w	71w
Lewis-Clark State College w (4385)w	ET65004w-ELEMENTARY MULTISUBJECT SOCIAL STUDIES	All program completers	39w	66w	7 w	5 w	8 w	69w
Lewis-Clark State College w (4385)w	ET65038w-ENGLISH LANGUAGE ARTS/WRK	All program completers	5 w				00w	80w
Lewis-Clark State College w (4385)w	ET65038w-ENGLISH LANGUAGE ARTS/WRK	All program completers	4 w				9 w	80w
Lewis-Clark State College w (4385)w	ET65038w-ENGLISH LANGUAGE ARTS/WRK	All program completers	5 w				00w	80w
Lewis-Clark State College w (4385)w	ET65362w-ENGLISH TO SPEAKERS OF OTHER LANGUAGES	All program completers	1 w				7 w	75w
Lewis-Clark State College w (4385)w	ET65362w-ENGLISH TO SPEAKERS OF OTHER LANGUAGES	All program completers	1 w				00w	73w
Lewis-Clark State College w (4385)w	ET60435w-GENERAL SCIENCE/CONTENT KNOWLEDGE	All program completers	1					
Lewis-Clark State College w (4385)w	ET60435w-GENERAL SCIENCE/CONTENT KNOWLEDGE	All program completers	1 w				00w	68w
Lewis-Clark State College w (4385)w	ET65436w-GENERAL SCIENCE	All program completers	1					

Program	Assessment name	Group	Number taking	Avg. score	Number passing	Pass rate (%)	Standard Average pass rate (%)	Standard Average score
Le vis-Clark State College w (4385)	ETS551wHEALTH EDUCATION	Allenrolled students who have completed all work	2 w					
Le vis-Clark State College w (4385)	ETS551wHEALTH EDUCATION	Otherenrolled students w	3 w				3 w	61w
Le vis-Clark State College w (4385)	ETS551wHEALTH EDUCATION	Allprogram completers w 2022-23w	1 w				00w	68w
Le vis-Clark State College w (4385)	ETS551wHEALTH EDUCATION	Allprogram completers w 2021-22w	3 w				4	65w
Le vis-Clark State College w (4385)	ETS551wHEALTH EDUCATION	Allprogram completers w 2020-21w	1 w				5 w	67w
Le vis-Clark State College (4385)	ETS5165w MATHEMATICS	Allprogram completers, w 2022-23	1 w				4	77w
Le vis-Clark w State College w (4385)	ETS5161w MATHEMATICS CONTENT KNOWLEDGE	Allprogram completers, w 2020-21	2 w				7 w	66w
Le vis-Clark State College (4385)	ETS5164w MIDDLE SCHOOL MATHEMATICS w	Allenrolled students who have completed all work	2 w				8 w	74
Le vis-Clark State College w (4385)	ETS5164w MIDDLE SCHOOL MATHEMATICS	Otherenrolled students w	2 w				3 w	72w
Le vis-Clark State College w (4385)	ETS5164w MIDDLE SCHOOL MATHEMATICS	Allprogram completers, w 2022-23w	5 w				6 w	69w
Le vis-Clark State College (4385)	ETS5169w MIDDLE SCHOOL MATHEMATICS	Allprogram completers, 2022-23 w	1					
Le vis-Clark w State College w (4385)	ETS5164w MIDDLE SCHOOL MATHEMATICS	Allprogram completers, w 2021-22w	2 w				2 w	66w
Le vis-Clark State College w (4385)	ETS5169w MIDDLE SCHOOL MATHEMATICS	Allprogram completers, w 2021-22w	6 w				7 w	75w
Le vis-Clark w State College w (4385) w	ETS5169w MIDDLE SCHOOL MATHEMATICS w	Allprogram completers, w 2020-21w	7 w				7 w	77w

Program w	Ass ssme odw w Ass wsmw w amw w	Groupw	Numab r aking/ s s/w	Avg. w s alvd/ s wrw	Numab r passi gy s s/w	Passw ra (%) w	S w Awnrag passwra w (%) w	S a Awnrag s alvd/ s wrw
Le vis-Clark State College w (4385)	ETS6442-MIDDLE SCHOOL SCIENCE	All enrolled students who have completed all work	1 w					
Le vis-Clark State College (4385)	ETS6442 -MIDDLE SCHOOL SCIENCE	All program completers, w 2021-22w	1 w				1 w	73w
Le vis-Clark w State College w (4385)	ETS6091-PHYSICAL EDUCATION w KNOWLEDGE	All enrolled students who have completed all work	2					
Le vis-Clark State College (4385)	ETS6091-PHYSICAL EDUCATION w KNOWLEDGE	Other enrolled students w	2 w				00w	56w
Le vis-Clark w State College w (4385)	ETS6091-PHYSICAL EDUCATION KNOWLEDGE	All program completers, w 2022-23w	2 w				00w	60w
Le vis-Clark State College (4385)	ETS6091-PHYSICAL EDUCATION w KNOWLEDGE	All program completers, w 2021-22w	3 w				00w	58w
Le vis-Clark w State College w (4385)	ETS6091-PHYSICAL EDUCATION KNOWLEDGE	All program completers, w 2020-21w	1 w				00w	60w
Le vis-Clark State College (4385)	ETS6302-READING SPECIALIST w	All program completers, w 2022-23w	1 w				7 w	65w
Le vis-Clark w State College w (4385)	ETS6302-READING SPECIALIST w	All program completers, w 2021-22w	1 w				0 w	62w
Le vis-Clark State College (4385)	ETS6302-READING SPECIALIST w	All program completers, w 2020-21w	5 w				3 w	59w
Le vis-Clark w State College w (4385)	ETS6301-READING SPECIALIST w	All program completers, w 2020-21w	13w	77w	2 w	2 w	6 w	75w
Le vis-Clark State College w (4385)	ETS6543-SECKAND MILD TO MODERATE APRIL w	All enrolled students who have completed all work	6 w				00w	72w
Le vis-Clark State College (4385)	ETS6543 -SECKAND MILD TO MODERATE APRIL w	Other enrolled students w	1 w				00w	65w
Le vis-Clark w State College w (4385)	ETS6543 -SECKAND MILD TO MODERATE APRIL w	All program completers, w 2022-23w	8 w				00w	72w
Le vis-Clark State College w (4385) w	ETS6543-SECKAND MILD TO MODERATE APRIL w	All program completers, w 2021-22w	3 w				00w	72w

Program	Assessment Name	Group	Number of Students	Average Score	Number of Passes	Pass Rate (%)	Standard Average Pass Rate (%)	Standard Average Score
Lewis-Clark State College (4385)	ET6540 -SE OLVAND MILD TO MODERATE APRIL	All program completers	8				00	72
Lewis-Clark State College (4385)	ET60081w SOCIAL STUDIES CONTENT KNOWLEDGE	All enrolled students who have completed all work	4				00	71
Lewis-Clark State College (4385)	ET60081w SOCIAL STUDIES CONTENT KNOWLEDGE	Other enrolled students	2				00	67
Lewis-Clark State College (4385)	ET60081w SOCIAL STUDIES CONTENT KNOWLEDGE	All program completers	4				00	68
Lewis-Clark State College (4385)	ET60081w SOCIAL STUDIES CONTENT KNOWLEDGE	All program completers	3				00	71
Lewis-Clark State College (4385)	ET65206w TEACHING READING: K-12	All enrolled students who have completed all work	5				00	65
Lewis-Clark State College (4385)	ET65206w TEACHING READING: K-12	Other enrolled students	4				9	63
Lewis-Clark State College (4385)	ET65206w TEACHING READING: K-12	All program completers	13	64	3	00	00	65
Lewis-Clark State College (4385)	ET65206w TEACHING READING: K-12	All program completers	9				00	65
Lewis-Clark State College (4385)	ET65206w TEACHING READING: K-12	All program completers	3					
Lewis-Clark State College (4385)	ET65941w WORLD AND U.S. HISTORY Q1	All enrolled students who have completed all work	3				5	61
Lewis-Clark State College (4385)	ET65941w WORLD AND U.S. HISTORY Q1	Other enrolled students	2				2	54
Lewis-Clark State College (4385)	ET65941w WORLD AND U.S. HISTORY Q1	All program completers	4				00	63
Lewis-Clark State College (4385)	ET65941w WORLD AND U.S. HISTORY Q1	All program completers	3				9	62
Northwest Nazarene University (4544)	ET65104w ART CONTENT KNOWLEDGE	Other enrolled students	1				3	60

Program	Assessment Name	Group	Number taking	Average score	Number passing	Pass rate (%)	Standard Average Pass Rate (%)	Standard Average Score
Northwest Nazarene University (4544)	ETS5236-BIOLOGY	other enrolled students	1				1	60
Northwest Nazarene University (4544)	ETS0235-BIOLOGY CONTENT KNOWLEDGE	All program complete s, r 2022-23	1				00	63
Northwest Nazarene University (4544)	ETS0235-BIOLOGY CONTENT KNOWLEDGE	All program complete s, r 2021-22	1				00	63
Northwest Nazarene University (4544)	ETS0235-BIOLOGY CONTENT KNOWLEDGE	All program complete s, r 2020-21	2				00	64
Northwest Nazarene University (4544)	ETS0245-CHEMISTRY CONTENT KNOWLEDGE	All program complete s, r 2022-23	1					
Northwest Nazarene University (4544)	ETS0245-CHEMISTRY CONTENT KNOWLEDGE	All program complete s, r 2021-22	1					
Northwest Nazarene University (4544)	ETS5652-COMPUTER SCIENCE	All program complete s, r 2021-22	1					
Northwest Nazarene University (4544)	ETS5003-ELEMENTARY MATHEMATICS	All enrolled students who have completed all moncl	14	69	2	6	1	76
Northwest Nazarene University (4544)	ETS5003-ELEMENTARY MATHEMATICS	Other enrolled students	3				4	73
Northwest Nazarene University (4544)	ETS5003-ELEMENTARY MATHEMATICS	All program complete s, r 2022-23	20	81	0	00	9	78
Northwest Nazarene University (4544)	ETS5003-ELEMENTARY MATHEMATICS	All program complete s, r 2021-22	16	81	6	00	7	79
Northwest Nazarene University (4544)	ETS5003-ELEMENTARY MATHEMATICS	All program complete s, r 2020-21	10	75	0	00	8	79
Northwest Nazarene University (4544)	ETS5002-ELEMENTARY READING LANG ARTS	All enrolled students who have completed all moncl	14	71	4	00	8	72
Northwest Nazarene University (4544)	ETS5002-ELEMENTARY READING LANG ARTS	Other enrolled students	3				6	68
Northwest Nazarene University (4544)	ETS5002-ELEMENTARY READING LANG ARTS	All program complete s, r 2022-23	20	74	0	00	9	74

Program	Assessment Name	Group	Number taking	Average score	Number passing	Pass rate (%)	Standard Average Pass Rate (%)	Standard Average Score
Northwest Nazarene University (4544)	ETS5002-ELEMENTED MULTISUBJ READING LANG ARTS	All program completers, 2021-22	16	71	6	100	9	73
Northwest Nazarene University (4544)	ETS5002-ELEMENTED MULTISUBJ READING LANG ARTS	All program completers, 2020-21	10	71	0	100	9	73
Northwest Nazarene University (4544)	ETS5005-ELEMENTED MULTISUBJ SCIENCES	All enrolled students who have completed all moncl	14	74	4	100	8	74
Northwest Nazarene University (4544)	ETS5005-ELEMENTED MULTISUBJ SCIENCES	Other enrolled students	3				3	69
Northwest Nazarene University (4544)	ETS5005-ELEMENTED MULTISUBJ SCIENCES	All program completers, 2022-23	20	79	0	100	8	74
Northwest Nazarene University (4544)	ETS5005-ELEMENTED MULTISUBJ SCIENCES	All program completers, 2021-22	16	76	6	100	9	75
Northwest Nazarene University (4544)	ETS5005-ELEMENTED MULTISUBJ SCIENCES	All program completers, 2020-21	10	74	0	100	9	73
Northwest Nazarene University (4544)	ETS5004-ELEMENTED MULTISUBJ SOCIAL STUDIES	All enrolled students who have completed all moncl	14	69	4	100	3	68
Northwest Nazarene University (4544)	ETS5004-ELEMENTED MULTISUBJ SOCIAL STUDIES	Other enrolled students	3				9	66
Northwest Nazarene University (4544)	ETS5004-ELEMENTED MULTISUBJ SOCIAL STUDIES	All program completers, 2022-23	20	77	0	100	9	71
Northwest Nazarene University (4544)	ETS5004-ELEMENTED MULTISUBJ SOCIAL STUDIES	All program completers, 2021-22	16	74	6	100	8	71
Northwest Nazarene University (4544)	ETS5004-ELEMENTED MULTISUBJ SOCIAL STUDIES	All program completers, 2020-21	10	72	0	100	8	69
Northwest Nazarene University (4544)	ETS5038-ENGLISH LANGUAGE ARTS: CK	All enrolled students who have completed all moncl	1				6	79
Northwest Nazarene University (4544)	ETS5038-ENGLISH LANGUAGE ARTS: CK	Other enrolled students	2				8	78
Northwest Nazarene University (4544)	ETS5038-ENGLISH LANGUAGE ARTS: CK	All program completers, 2022-23	1				100	80

Program	Assessment Code Assessment Name	Group	Number Taking SSR	Average Score SSR	Number Passing SSR	Pass Rate (%)	Standard Average Passing (%)	Standard Average Score SSR
Northwest Nazarene University (4544)	ETS5038-ENGLISH LANGUAGE ARTS: GK	All program completers, r 2021-22	4				9	80
Northwest Nazarene University (4544)	ETS5038-ENGLISH LANGUAGE ARTS: GK	All program completers, r 2020-21	2				00	80
Northwest Nazarene University (4544)	ETS0485-GENERAL SCIENCE CONTENT KNOWLEDGE	All program completers, r 2021-22	2				00	73
Northwest Nazarene University (4544)	ETS5931-GOVERNMENT POLITICAL SCIENCE	Other enrolled students	1					
Northwest Nazarene University (4544)	ETS5931-GOVERNMENT POLITICAL SCIENCE	All program completers, r 2022-23	4				00	64
Northwest Nazarene University (4544)	ETS5931-GOVERNMENT POLITICAL SCIENCE	All program completers, r 2021-22	2				5	65
Northwest Nazarene University (4544)	ETS5931-GOVERNMENT POLITICAL SCIENCE	All program completers, r 2020-21	2				00	70
Northwest Nazarene University (4544)	ETS5551-HEALTH EDUCATION	All enrolled students who have completed all moncl	1					
Northwest Nazarene University (4544)	ETS5551-HEALTH EDUCATION	Other enrolled students	2				3	61
Northwest Nazarene University (4544)	ETS5551-HEALTH EDUCATION	All program completers, r 2020-21	2				5	67
Northwest Nazarene University (4544)	ETS5165-MATHEMATICS	All enrolled students who have completed all moncl	2				3	75
Northwest Nazarene University (4544)	ETS5165-MATHEMATICS	Other enrolled students	2				7	75
Northwest Nazarene University (4544)	ETS5165-MATHEMATICS	All program completers, r 2022-23	1				4	77
Northwest Nazarene University (4544)	ETS5161-MATHEMATICS CONTENT KNOWLEDGE	All program completers, r 2020-21	4				7	66

Program	Assessment Code Assessment Name	Group	Number Taking SSR	Average Score SSR	Number Passing SSR	Pass Rate (%)	Standard Deviation Passing (%)	Standard Deviation Score SSR
Northwest Nazarene University (4544)	ETS5047 -MIDDLE SCHOOL ENGLISH ARTS	All enrolled students who have completed all moncl	6				8	64
Northwest Nazarene University (4544)	ETS5047 -MIDDLE SCHOOL ENGLISH ARTS	Other enrolled students	2					
Northwest Nazarene University (4544)	ETS5047 -MIDDLE SCHOOL ENGLISH ARTS	All program complete s, r 2022-23	3				7	65
Northwest Nazarene University (4544)	ETS5047 -MIDDLE SCHOOL ENGLISH ARTS	All program complete s, r 2021-22	4				7	68
Northwest Nazarene University (4544)	ETS5047 -MIDDLE SCHOOL ENGLISH ARTS	All program complete s, r 2020-21	6				9	70
Northwest Nazarene University (4544)	ETS5164r-MIDDLE SCHOOL MATHEMATICS	All enrolled students who have completed all moncl	1				8	74
Northwest Nazarene University (4544)	ETS5164r-MIDDLE SCHOOL MATHEMATICS	Other enrolled students	1				3	72
Northwest Nazarene University (4544)	ETS5164r-MIDDLE SCHOOL MATHEMATICS	All program complete s, r 2022-23	5				6	69
Northwest Nazarene University (4544)	ETS5169r-MIDDLE SCHOOL MATHEMATICS	All program complete s, r 2022-23	1					
Northwest Nazarene University (4544)	ETS5169r-MIDDLE SCHOOL MATHEMATICS	All program complete s, r 2021-22	4				7	75
Northwest Nazarene University (4544)	ETS5169r-MIDDLE SCHOOL MATHEMATICS	All program complete s, r 2020-21	2				7	77
Northwest Nazarene University (4544)	ETS5442 -MIDDLE SCHOOL SCIENCE	All program complete s, 2022-23	4					
Northwest Nazarene University (4544)	ETS5442 -MIDDLE SCHOOL SCIENCE	All program complete s, r 2021-22	3				1	73
Northwest Nazarene University (4544)	ETS5440 -MIDDLE SCHOOL SCIENCE	All program complete s, r 2020-21	1				00	64
Northwest Nazarene University (4544)	ETS5089r-MIDDLE SCHOOL SOCIAL STUDIES	All enrolled students who have completed all moncl	7				7	63

Program r	Ass ssm e od r- r Assr ssm e r ame r	Group r	Numb r aking s s r	Avg r s alrd s iorr r	Numb r passi g s s r	Passr rarr (%) r	S a Av rag passr rarr (%)	S a Av rag s alrd s iorr
Nor thwest r Nazarene University(4544)r	ETS5089r-MIDDLE SCH@OL S@CIAtr STUDIES	Allr pogram complet@ s, r r 2022-23r	8 r				7 r	64
Nor thwest r Nazarene University(4544)r	ETS5089r-MIDDLE SCH@OL S@CIAE STUDIES	Allr program complet@ s, r r 2021-22r	6 r				6 r	65r
Nor thwest r Nazarene University(4544)r	ETS5089r-MIDDLE SCH@OL S@CIAtr STUDIES	Allr pogram complet@ s, r r 2020-21r	2 r				7 r	68r
Nor thwest r Nazarene University(4544)r	ETS0113r-MUSICr C@NTENT KN@WLEDGE	Allr enoll@d students w/hor hav@r complet@d allmon@d r	3 r				2 r	65
Nor thwest r Nazarene r University(4544)r	ETS0113r-MUSICr C@NTENT KN@WLEDGE	Allr pogram complet@ s, r r 2022-23r	4 r				00r r	69r
Nor thwest r Nazarene University(4544)r	ETS0113r-MUSICr C@NTENT KN@WLEDGE	Allr pogram complet@ s, r r 2021-22r	4 r				00r r	70r
Nor thwest r Nazarene University(4544)r	ETS0113r-MUSICr C@NTENT KN@WLEDGE	Allr program complet@ s, r 2020-21r	3 r				00r r	70r
Nor thwest r Nazarene Univ@ sityr(4544)r	ETS5091r-PHYSICAL ED C@NTENT KN@WLEDGE	Allr enoll@d students w/hor hav@r complet@d allmon@d r	1					
Nor thwest r Nazarene r University(4544)r	ETS5091r-PHYSICALr ED C@NTENT KN@WLEDGE	Other enoll@d students r	2 r				00r r	56 r
Nor thwest r Nazarene Univ@ sityr(4544)r	ETS5091r-PHYSICAL ED C@NTENT KN@WLEDGE	Allr pogram complet@ s, r r 2022-23r	1 r				00r r	60r
Nor thwest r Nazarene University(4544)r	ETS5091r-PHYSICALr ED C@NTENT KN@WLEDGE	Allr program complet@ s, r r 2020-21r	2 r				00r r	60r
Nor thwest r Nazarene Univ@ sityr(4544)r	ETS5391r-r PSYCH@LOGY	Allr pogram complet@ s, r r 2022-23r	1					
Nor thwest r Nazarene University(4544)r	ETS5391r-r PSYCH@LOGY	Allr pogram complet@ s, r 2021-22r	1					
Nor thwest r Nazarene Univ@ sityr(4544)r	ETS5221r-SPEECH C@MMUNIC@TION: Otr r	Allr enoll@d students w/hor hav@r complet@d allmon@d r	1					
Nor thwest r Nazarene University(4544)r	ETS5221r-SPEECH C@MMUNIC@TION: Otr r	Allr program complet@ s, r r 2021-22r	3					

Program	Assessment Code Assessment Name	Group	Number Taking SSR	Average Scaled Score	Number Passing SSR	Pass Rate (%)	Standard Average Passing Rate (%)	Standard Average Score
Northwest Nazarene University (4544)	ETS5941r-WORLD AND U.S. HISTORY CK r	All enrolled students who have completed all moncl	2 r				5	61r
Northwest Nazarene University (4544)r	ETS5941r-WORLD AND U.S. HISTORY CK r	Other enrolled students	4				2 r	54
Northwest Nazarene University (4544)	ETS5941r-WORLD AND U.S. HISTORY CK r	All program complete s, r 2022-23r	8 r				00r r	63r
Northwest Nazarene University (4544)r	ETS5941r-WORLD AND U.S. HISTORY CK r	All program complete s, r 2021-22r	7 r				00r r	60r
Northwest Nazarene University (4544)	ETS5941r-WORLD AND U.S. HISTORY CK r	All program complete s, r 2020-21r	3 r				9 r	62r
The College of Idaho (4060) r r	ETS5003r-ELEM ED MULTISUBJ MATHEMATICS	Other enrolled students	6 r				4	73r
The College of Idaho (4060) r r	ETS5003r-ELEM ED MULTISUBJ MATHEMATICS	All program complete s, r 2022-23r	4				9 r	78r
The College of Idaho (4060) r r	ETS5003r-ELEM ED MULTISUBJ MATHEMATICS	All program complete s, r 2021-22r	2 r				7 r	79r
The College of Idaho (4060) r r	ETS5003r-ELEM ED MULTISUBJ MATHEMATICS	All program complete s, r 2020-21r	3 r				8 r	79r
The College of Idaho (4060) r r	ETS5002r-ELEM ED MULTISUBJ READING LANG ARTS	Other enrolled students	5 r				6 r	68r
The College of Idaho (4060) r r	ETS5002r-ELEM ED MULTISUBJ READING LANG ARTS	All program complete s, r 2022-23r	4				9 r	74
The College of Idaho (4060) r r	ETS5002r-ELEM ED MULTISUBJ READING LANG ARTS	All program complete s, r 2021-22r	2 r				9 r	73r
The College of Idaho (4060) r r	ETS5002r-ELEM ED MULTISUBJ READING LANG ARTS	All program complete s, r 2020-21r	3 r				9 r	73r
The College of Idaho (4060) r r	ETS5005r-ELEM ED MULTISUBJ SCIENCES	Other enrolled students	4 r				3 r	69r
The College of Idaho (4060) r r	ETS5005r-ELEM ED MULTISUBJ SCIENCES r	All program complete s, r 2022-23r r	4 r				8 r	74 r

**INFORMATIONAL
DECEMBER 18, 2024**

ATTACHMENT 1

Programme	Assessment Objective Assessment Name	Group	Number of Assessments	Average Score	Number of Passes	Pass Rate (%)	Sample Average Pass Rate (%)	Sample Average Score
The College of Education (4060)	ET650064 ELEM ED MULTISUBJECT SCIENCES	All program completers, 2022-23	2				9	75
The College of Education (4060)	ET650064 ELEM ED MULTISUBJECT SCIENCES	All program completers, 2022-23	3				9	73
The College of Education (4060)	ET650044 ELEM ED MULTISUBJECT SOCIAL STUDIES	Other non-teacher students	5				9	66
The College of Education (4060)	ET650044 ELEM ED MULTISUBJECT SOCIAL STUDIES	All program completers, 2022-23	4				9	71
The College of Education (4060)	ET650044 ELEM ED MULTISUBJECT SOCIAL STUDIES	All program completers, 2022-23	2				8	71
The College of Education (4060)	ET650044 ELEM ED MULTISUBJECT SOCIAL STUDIES	All program completers, 2022-23	3				8	69
The College of Education (4060)	ET650884 ENGLISH LANGUAGE ARTS CH	Other non-teacher students	1				8	78
The College of Education (4060)	ET650744 MIDDLE SCHOOL ENGLISH ARTS	All program completers, 2022-23	1				9	70
The College of Education (4060)	ET654424 MIDDLE SCHOOL SCIENCE	Other non-teacher students	2					
The College of Education (4060)	ET654424 MIDDLE SCHOOL SCIENCE	All program completers, 2022-23	1				1	73
The College of Education (4060)	ET654424 MIDDLE SCHOOL SCIENCE	All program completers, 2022-23	1					
The College of Education (4060)	ET650894 MIDDLE SCHOOL SOCIAL STUDIES	All program completers, 2022-23	1				7	64
The College of Education (4060)	ET650894 MIDDLE SCHOOL SOCIAL STUDIES	All program completers, 2022-23	1				6	65
The College of Education (4060)	ET650894 MIDDLE SCHOOL SOCIAL STUDIES	All program completers, 2022-23	1				7	68
The College of Education (4060)	ET650134 MUSICAL CONTENT KNOWLEDGE	All program completers, 2022-23	1				00	69

Prógrámi	Aís ssmé od i - i Aái issinhe i anhe i	Group i	Númb r akii g s s i	Avg. i s ali d s iori i	Númb r pási g s s i	Pási raii (%) i	S à Av irag pási raii (%) i	S à Av irag s ali d s iori i
Un veis ty öf Idahci (4843) i i	ETS5701i i AGRICULTURE i	All enirölle d stú d e n t s i w h o h a v e i c o m p l e t e d a l l i n o n e i	1 i					
Un veis ty öfi Idahci (4843) i	ETS5701i i AGRICULTURE i	Other i n i r ö l l e d stú d e n t s i	18 i	68 i	8 i	00 i	00 i	68 i
Un veis ty öfi Idahci (4843) i i	ETS5701i i AGRICULTURE i	Alli prög r ä m c o m p l e t e d i i 2022-23	2					
Un veis ty öfi Idahci (4843) i i	ETS5701i i AGRICULTURE i	Alli prög r ä m c o m p l e t e d i i 2021-22	1					
Un veis ty öf Idahci (4843) i i	ETS5134i -ART CONTENT i KNOWLEDGE	Other i n i r ö l l e d stú d e n t s i i	2 i				3 i	60 i
Un veis ty öfi Idahci (4843) i i	ETS5134i -ART CONTENT i KNOWLEDGE	Alli prög r ä m c o m p l e t e d i i 2021-22	2 i				00 i	66 i
Un veis ty öf Idahci (4843) i i	ETS5134i -ART CONTENT i KNOWLEDGE	Alli prög r ä m c o m p l e t e d i i 2020-21	2 i				00 i	67 i
Un veis ty öf Idahci (4843) i	ETS5236i :BIOLOGY	th e r e n i r ö l l e d stú d e n t s i	1 i				1 i	60 i
Un veis ty öfi Idahci (4843) i i	ETS0235i :BIOLOGY CONTENT i KNOWLEDGE	Alli enirölle d stú d e n t s i w h o h a v e i c o m p l e t e d a l l i n o n e i	2					
Un veis ty öf Idahci (4843) i i	ETS0235i :BIOLOGY CONTENT i KNOWLEDGE	Other i n i r ö l l e d stú d e n t s i i	5					
Un veis ty öfi Idahci (4843) i i	ETS0235i :BIOLOGY CONTENT i KNOWLEDGE	Alli prög r ä m c o m p l e t e d i i 2022-23	1 i				00 i	63 i
Un veis ty öf Idahci (4843) i i	ETS0235i :BIOLOGY CONTENT i KNOWLEDGE	Alli prög r ä m c o m p l e t e d i i 2021-22	1 i				00 i	63 i
Un veis ty öfi Idahci (4843) i i	ETS0235i :BIOLOGY CONTENT i KNOWLEDGE	Alli prög r ä m c o m p l e t e d i i 2020-21	4 i				00 i	64 i
Un veis ty öf Idahci (4843) i i	ETS5101i :BUSINESS ED CONTENT i KNOWLEDGE	Other i n i r ö l l e d stú d e n t s i	2 i					
Un veis ty öf i Idahci (4843) i i	ETS0245i :CHEMISTRY CONTENT i KNOWLEDGE i	Other i n i r ö l l e d stú d e n t s i i	1					

Prógrámi	Aś ssmē od i- i Aśi issinē i anē i	Group i	Númb r akā i ġ s s i	Avg. i s aliđ s iori i	Númb r pāsi ġ s s i	Pāsi raii (%) i	S ā Av irag pāsi raii (%) i	S ā Av irag s aliđ s iori i
Un vērš tų ņf Idaihi (4843) i i	ETS0245 :CHEMISTRY CONTENT i KNOWLEDGE	Alli prōgrāim completēis,ji i 2021-22i	3 i					
Un vērš tų ņf i Idaihi (4843) i i	ETS0245 :CHEMISTRY CONTENT KNOWLEDGE	Alli prōgrāim completēis,ji i 2020-21i	1					
Un vērš tų ņf Idaihi (4843) i i	ETS5025 :EARLY CHILDHOOD EDUCATION	Alli enirōlēdā stūdiēnts i vho haviēi completēdā allinici i	1 i				00 i	75
Un vērš tų ņf i Idaihi (4843) i i	ETS5025 :EARLY CHILDHOOD EDUCATION	Otheri enirōlēdā stūdiēnts ii	2					
Un vērš tų ņf Idaihi (4843) i i	ETS5025 :EARLY CHILDHOOD EDUCATION	Alli prōgrāim completēis,ji i 2022-23i	3 i				00 i	76
Un vērš tų ņf Idaihi (4843) i i	ETS5025 :EARLY CHILDHOOD EDUCATION	Alli prōgrāim completēis,ji i 2021-22i	3 i				00 i	75
Un vērš tų ņf i Idaihi (4843) i i	ETS5571i :EARTH AND SPACE SCIENCES i CK i	Otheri enirōlēdā stūdiēnts i	1					
Un vērš tų ņf Idaihi (4843) i	ETS5911i i ECONOMICS	Otheri enirōlēdā stūdiēnts i	2					
Un vērš tų ņf i Idaihi (4843) i i	ETS5911i i ECONOMICS i	Alli prōgrāim completēis,ji i 2021-22i	1					
Un vērš tų ņf Idaihi (4843) i	ETS7813i :ELEM ED CKT: MATHEMATICS i	Otheri enirōlēdā stūdiēnts i	2 i				6 i	65
Un vērš tų ņf i Idaihi (4843) i i	ETS7812i :ELEM ED CKT: READING i LANGUAGE ARTS	Otheri enirōlēdā stūdiēnts ii	2 i				8 i	69
Un vērš tų ņf Idaihi (4843) i	ETS7814i -ELEM ED CKT: SCIENCE	Otheri enirōlēdā stūdiēnts i	2 i				4 i	75
Un vērš tų ņf i Idaihi (4843) i	ETS7815i :ELEM ED CKT: SOCIAL STUDIES i	Otheri enirōlēdā stūdiēnts i	2 i				4 i	67
Un vērš tų ņf i Idaihi (4843) i i	ETS5003i :ELEM ED MULTISUBJ i MATHEMATICS	Alli enirōlēdā stūdiēnts i vho haviēi completēdā allinici i	3 i				1 i	76
Un vērš tų ņf i Idaihi (4843) i i	ETS5003i :ELEM ED MULTISUBJ i MATHEMATICS	Otheri enirōlēdā stūdiēnts ii	30 i	78 i	8 i	3 i	4 i	73
Un vērš tų ņf Idaihi (4843) i i	ETS5003i :ELEM ED MULTISUBJ i MATHEMATICS i	Alli prōgrāim completēis,ji i 2022-23i	14 i	73 i	4 i	00 i	9 i	78 i

Prógrá	od i - i Áss issin e i an e i	Group i	Númb r ak i i g s s i	Avg. i s ali d s iori i	Númb r passi g s s i	Pási ra (%) i	S á Av irag pási ra i (%)	S a Av irag s ali d s iori
Un i vers t y óf Idaho (4843) i i	ETS5003 i-EL E M ED MULTI iSUBJ i MATHEMATICS	Alli prógrámi completers, i 2021-22i	28 i	78 i	7 i	6 i	7 i	79 i
Un i vers t y ófi Idaho (4843) i i	ETS5003 i-EL E M ED MULTI iSUBJ i MATHEMATICS	Alli prógrámi completers, i 2020-21i	21 i	76 i	9 i	0 i	8	79 i
Un i vers t y óf Idaho (4843) i i	ETS5002 i-EL E M ED MULTI iSUBJ READING i LANG ARTS	Alli enirólled stud eints w ho have completed allinoncl	3 i				8 i	72 i
Un i vers t y ófi Idaho (4843) i i	ETS5002 i-EL E M ED MULTI iSUBJ READING i LANG ARTS	Other ienirólled i stud eints i	29 i	72 i	9 i	00 i	6 i	68 i
Un i vers t y óf Idaho (4843) i i	ETS5002 i-EL E M ED MULTI iSUBJ READING i LANG ARTS	Alli prógrámi completers, i 2022-23i	14 i	76 i	4	00 i	9 i	74
Un i vers t y óf Idaho (4843) i i	ETS5002 i-EL E M ED MULTI iSUBJ READING i LANG ARTS	Alli prógrámi completers, i 2021-22i	28 i	71 i	7 i	6 i	9 i	73 i
Un i vers t y óf i Idaho (4843) i i	ETS5002 i-EL E M ED MULTI iSUBJ READING i LANG ARTS	Alli prógrámi completers, i 2020-21i	20 i	70 i	9 i	5 i	9 i	73 i
Un i vers t y óf Idaho (4843) i i	ETS5005 i-EL E M ED MULTI iSUBJ i SCIENCES	Alli enirólled stud eints w ho have completed allinoncl	3 i				8	74
Un i vers t y ófi Idaho (4843) i i	ETS5005 i-EL E M ED MULTI iSUBJ i SCIENCES	Other ienirólled i stud eints i	28 i	72 i	7 i	6 i	3	69 i
Un i vers t y óf Idaho (4843) i i	ETS5005 i-EL E M ED MULTI iSUBJ i SCIENCES	Alli prógrámi completers, i 2022-23i	13 i	71 i	3 i	00 i	8 i	74
Un i vers t y ófi Idaho (4843) i i	ETS5005 i-EL E M ED MULTI iSUBJ i SCIENCES	Alli prógrámi completers, i 2021-22i	27 i	71 i	6 i	6 i	9 i	75 i
Un i vers t y óf Idaho (4843) i i	ETS5005 i-EL E M ED MULTI iSUBJ i SCIENCES	Alli prógrámi completers, i 2020-21i	21 i	72 i	1 i	00 i	9 i	73 i
Un i vers t y óf Idaho (4843) i i	ETS5004 i-EL E M ED MULTI iSUBJ SOCIAL i STUDIES	Alli enirólled stud eints w ho have completed allinoncl	3 i				3 i	68
Un i vers t y ófi Idaho (4843) i i	ETS5004 i-EL E M ED MULTI iSUBJ SOCIAL i STUDIES	Other ienirólled i stud eints	28 i	67 i	7 i	6 i	9 i	66 i
Un i vers t y óf i Idaho (4843) i i	ETS5004 i-EL E M ED MULTI iSUBJ SOCIAL i STUDIES i	Alli prógrámi completers, i 2022-23i	13 i	71 i	3 i	00 i	9 i	71 i

Prógrámi	od i - i Ássi isinne i ane i	Group i	Númb r aká i g s s i	Avg. i s alid s iori i	Númb r páisi g s s i	Pássi raii (%) i	S á Av irag páisi raii (%)	S á Av irag s alid s iori
Un ve rs t y öf Idáihi (4843) i i	ETS5004i -ELEM ED MULTI SUBJ S O C I A L I STUDIES	Alli prógráim completérs,ji i 2021i-22i	28i	68i	6i	3i	8	71i
Un ve rs t y öfi Idáihi (4843) i i	ETS5004i -ELEM ED MULTI SUBJ S O C I A L I STUDIES	Alli prógráim completérs,ji i 2020i-21i	20i	65i	8i	0i	8i	69i
Un ve rs t y öf Idáihi (4843) i i	ETS5038i -ENGLISH LANGU AGE ARTS: iGK i	Alli enirólled stúdiénts i w h o hái ve i completé d allinici i	3i				6i	79i
Un ve rs t y öfi Idáihi (4843) i i	ETS5038i -ENGLISH LANGU AGE ARTS: GK i	Otheri enirólled stúdiénts i	10i	73i		0i	8i	78i
Un ve rs t y öfi Idáihi (4843) i i	ETS5038i -ENGLISH LANGU AGE ARTS: iGK i	Alli prógráim completérs,ji i 2022i-23i	1i				00i	80
Un ve rs t y öfi Idáihi (4843) i i	ETS5038i -ENGLISH LANGU AGE ARTS: iGK i	Alli prógráim completérs,ji i 2021i-22i	8i				9i	80i
Un ve rs t y öf Idáihi (4843) i i	ETS5038i -ENGLISH LANGU AGE ARTS: iGK i	Alli prógráim completérs,ji i 2020i-21i	3i				00i	80
Un ve rs t y öf Idáihi (4843) i i	ETS5362i -ENGLISH TO S P E A K E R S O F O T H E R i LANGU AGES	Otheri enirólled stúdiénts i	7i				4i	70i
Un ve rs t y öf i Idáihi (4843) i i	ETS5362i -ENGLISH TO S P E A K E R S O F O T H E R i LANGU AGES	Alli prógráim completérs,ji i 2022i-23i	4i				00i	77i
Un ve rs t y öf Idáihi (4843) i i	ETS5362i -ENGLISH TO S P E A K E R S O F O T H E R i LANGU AGES	Alli prógráim completérs,ji i 2021i-22i	2i				7i	75i
Un ve rs t y öf i Idáihi (4843) i i	ETS5362i -ENGLISH TO S P E A K E R S O F O T H E R i LANGU AGES	Alli prógráim completérs,ji i 2020i-21i	4i				00i	73i
Un ve rs t y öf Idáihi (4843) i i	ETS5122i -FAMILY AND C O N S U M E R i S C I E N C E S	Alli prógráim completérs,ji i 2021i-22i	1					
Un ve rs t y öf i Idáihi (4843) i i	ETS5122i -FAMILY AND C O N S U M E R i S C I E N C E S	Alli prógráim completérs,ji i 2020i-21i	1					
Un ve rs t y ö Idáihi (4843) i i	ETS5174i -FRENCH W O R L D L A N G U A G E i	Alli prógráim completérs,ji i 2020i-21i	1					
Un ve rs t y öf i Idáihi (4843) i i	ETS0435i -GENERAL S C I I G O N T E N T i K N O W L E D G E	Otheri enirólled stúdiénts i i	3					

Prógrámi	Aðs ssmæ od i - i Aðsi issinhe i anhe i	Group i	Númb r aká i g s s i	Avg. i s alið s iori i	Númb r pási g s s i	Pási raii (%) i	S á Av iragj pási raii (%) i	S á Av iragj s alið s iori i
Uri veis ty öf Idahci (4843) i i	ETS0435 i:GENERAL SCIICONTENT i KNOWLEDGE	Alli prógrámi completæis jii i 2022-23i	1 i					
Uri veis ty öfi Idahci (4843) i i	ETS0435 i:GENERAL SCIICONTENT i KNOWLEDGE	Alli prógrámi completæis jii i 2021i-22i	4 i				00 i	73i
Uri veis ty öf Idahci (4843) i i	ETS0435 i:GENERAL SCIICONTENT KNOWLEDGE	Alli prógrámi completæis jii i 2020i-21i	3 i				00 i	68i
Uri veis ty öfi Idahci (4843) i i	ETS5931i i GOVERNMENT i POLITICAL SCIENCE	Otherienirollæð stúdiæntis ii	2					
Uri veis ty öf Idahci (4843) i i	ETS5931i i GOVERNMENT i POLITICAL SCIENCE	Alli prógrámi completæis jii i 2022-23i	1 i				00 i	64
Uri veis ty öfi Idahci (4843) i i	ETS5931i i GOVERNMENT i POLITICAL SCIENCE	Alli prógrámi completæis jii i 2021i-22i	2 i				5 i	65i
Uri veis ty öf Idahci (4843) i i	ETS5931i i GOVERNMENT i POLITICAL SCIENCE	Alli prógrámi completæis jii i 2020i-21i	1 i				00 i	70i
Uri veis ty öf Idahci (4843) i i	ETS5551i i:HEALTH EDUCATION	Otherienirollæð stúdiæntis i	2 i				3 i	61i
Uri veis ty öf Idahci (4843) i i	ETS5551i i:HEALTH EDUCATIONi	Alli prógrámi completæis jii i 2022-23i	2 i				00 i	68
Uri veis ty öf Idahci (4843) i i	ETS5551i i:HEALTH EDUCATIONi	Alli prógrámi completæis jii i 2021i-22i	3 i				4 i	65i
Uri veis ty öfi Idahci (4843) i i	ETS5551i i:HEALTH EDUCATION	Alli prógrámi completæis jii i 2020i-21i	5 i				5 i	67i
Uri veis ty öf Idahci (4843) i i	ETS5561i i:MARKETING EDUCATIONi	Alli prógrámi completæis jii i 2021i-22i	1					
Uri veis ty öf Idahci (4843) i i	ETS5161i i MATHEMATICS CONTENT KNOWLEDGE	Otherienirollæð stúdiæntis i	4 i					
Uri veis ty öf Idahci (4843) i i	ETS5161i i MATHEMATICS i CONTENT KNOWLEDGE	Alli prógrámi completæis jii i 2022-23i	4 i					
Uri veis ty öf Idahci (4843) i i	ETS5161i i MATHEMATICS CONTENT KNOWLEDGEi	Alli prógrámi completæis jii i 2021i-22i	1 i				00 i	69i

Prógrámi	Aðs ssmæ od i - i Aðsi issinæ i anæ i	Group i	Númb r akii g s s i	Avg. i s alið s iori i	Númb r pási g s s i	Pási raii (%) i	S á Av iragj pási raii (%)	S á Av iragj s alið s iori
Uri veis ty öf Idahci (4843) i i	ETS5161i i MATHEMATICS i CONTENT KNOWLEDGE	Alli prógrámi completæis ji i 2020-21i	3 i				7 i	66i
Uri veis ty öfi Idahci (4843) i i	ETS5047 i-MIDDLE SCHOOL ENG LANG i ARTS	Other i ni r öll eð stúdiæntis ii	1 i					
Uri veis ty öf Idahci (4843) i i	ETS5047 i-MIDDLE SCHOOL ENG LANG i ARTS	Alli prógrámi completæis ji i 2021-22i	1 i				7 i	68i
Uri veis ty öfi Idahci (4843) i i	ETS5047 i-MIDDLE SCHOOL ENG LANG i ARTS	Alli prógrámi completæis ji i 2020-21i	2 i				9 i	70i
Uri veis ty öf i Idahci (4843) i i	ETS5169i-MIDDLE SCHOOL MATHEMATICS	Alli eni r öll eð stúdiæntis i who havei completæið alliniðici i	1					
Uri veis ty öf Idahci (4843) i i	ETS5169i-MIDDLE SCHOOL MATHEMATICS	Other i ni r öll eð stúdiæntis i	1					
Uri veis ty öf i Idahci (4843) i i	ETS5164i-MIDDLE SCHOOL MATHEMATICS	Other i ni r öll eð stúdiæntis ii	1 i				3 i	72i
Uri veis ty öf Idahci (4843) i i	ETS5169i-MIDDLE SCHOOL MATHEMATICS	Alli prógrámi completæis ji i 2021-22i	3 i				7 i	75i
Uri veis ty öf i Idahci (4843) i i	ETS5164i-MIDDLE SCHOOL MATHEMATICS	Alli prógrámi completæis ji i 2021-22i	1 i				2 i	66i
Uri veis ty öf Idahci (4843) i i	ETS5169i-MIDDLE SCHOOL MATHEMATICS	Alli prógrámi completæis ji i 2020-21i	3 i				7 i	77i
Uri veis ty öf i Idahci (4843) i i	ETS5089i-MIDDLE SCHOOL SOCIAL STUDIES	Other i ni r öll eð stúdiæntis ii	2 i				00 i	65i
Uri veis ty öf Idahci (4843) i i	ETS5089i-MIDDLE SCHOOL SOCIAL STUDIES	Alli prógrámi completæis ji i 2021-22i	1 i				6 i	65i
Uri veis ty öf Idahci (4843) i i	ETS0113i i-MUSIC CONTENT i KNOWLEDGE	Other i ni r öll eð stúdiæntis ii	5 i				3 i	71i
Uri veis ty öf i Idahci (4843) i i	ETS0113i i-MUSIC CONTENT i KNOWLEDGE	Alli prógrámi completæis ji i 2022-23i	3 i				00 i	69i
Uri veis ty öf Idahci (4843) i i	ETS0113i i-MUSIC CONTENT i KNOWLEDGE i	Alli prógrámi completæis ji i 2021-22i	6 i				00 i	70i

Prógrámi	Aðs ssmæ od i - i Aðsi issinhe i anhe i	Group i	Númb r aká i g s s i	Avg. i s alid s iori i	Númb r pási g s s i	Pási raii (%) i	S á Av iragj pási raii (%)	S á Av iragj s alid s iori
Uri veis ty öf Idahci (4843) i i	ETS5091i :PHYSICAL ED CONTENT i KNOWLEDGE	Other ienirölleð stúðeint s i i	1 i				00 i	56i
Uri veis ty öfi Idahci (4843) i i	ETS5091i :PHYSICAL ED CONTENT i KNOWLEDGE	Alli prógrámi complet eir s j i i 2022-23i	3 i				00 i	60i
Uri veis ty öf Idahci (4843) i i	ETS5091i :PHYSICAL ED CONTENT KNOWLEDGE	Alli prógrámi complet eir s j i i 2021-22i	3 i				00 i	58i
Uri veis ty öfi Idahci (4843) i i	ETS5091i :PHYSICAL ED CONTENT i KNOWLEDGE	Alli prógrámi complet eir s j i i 2020-21i	7 i				00 i	60i
Uri veis ty öf Idahci (4843) i i	ETS5265i :PHYSICS CONTENT i KNOWLEDGE	Alli prógrámi complet eir s j i i 2021-22i	1					
Uri veis ty öfi Idahci (4843) i i	ETS5391i : PSYCHOLOGY i	Other ienirölleð stúðeint s i i	1					
Uri veis ty öfi Idahci (4843) i i	ETS5391i : PSYCHOLOGY i	Alli prógrámi complet eir s j i i 2022-23i	1					
Uri veis ty öf Idahci (4843) i i	ETS5302i :READING SPECIALIST i	Alli enirölleð stúðeint s i i hauve i complet eð allinbici i	1					
Uri veis ty öf Idahci (4843) i i	ETS5302i :READING SPECIALIST i	Other ienirölleð stúðeint s i i	7					
Uri veis ty öfi Idahci (4843) i i	ETS5302i :READING SPECIALIST i	Alli prógrámi complet eir s j i i 2022-23i	4 i				7 i	65i
Uri veis ty öfi Idahci (4843) i i	ETS5302i :READING SPECIALIST i	Alli prógrámi complet eir s j i i 2021-22i	7 i				0 i	62i
Uri veis ty öf Idahci (4843) i i	ETS5302i :READING SPECIALIST i	Alli prógrámi complet eir s j i i 2020-21i	2 i				3 i	59i
Uri veis ty öf Idahci (4843) i i	ETS5301i :READING SPECIALIST II	Other ienirölleð stúðeint s i i	6					
Uri veis ty öfi Idahci (4843) i i	ETS5301i :READING SPECIALIST II	Alli prógrámi complet eir s j i i 2022-23i	4 i					
Uri veis ty öfi Idahci (4843) i i	ETS5301i :READING SPECIALIST II i	Alli prógrámi complet eir s j i i 2021-22i	2 i				00 i	76i
Uri veis ty öf Idahci (4843) i i	ETS5301i :READING SPECIALIST II i	Alli prógrámi complet eir s j i i 2020-21i	5 i				6 i	75i

Prógrámi	Aðs ssmæ od i - i Ássi issinhe i anhe i	Group i	Númb r aká i g s s i	Avg. i s alið s iori i	Númb r pási g s s i	Pási raii (%) i	S á Av iragj pási raii (%)	S á Av iragj s alið s iori
Un ve s t y öf Idáihi (4843) i i	ETS5543 :SE CK AND MILD TO MODERATE i ARPL	Other ienirólleð stúðeint s ii	2 i				00 i	65
Un ve s t y öfi Idáihi (4843) i i	ETS5543 :SE CK AND MILD TO MODERATE i ARPL	Alli prógrámi complet eir s j i i 2021-22	5 i				00 i	72
Un ve s t y öf Idáihi (4843) i i	ETS5354 :SE CORE KNOWLEDGE & APPLICATIONS	Other ienirólleð stúðeint s i	1					
Un ve s t y öf Idáihi (4843) i i	ETS5282 :SE TEACHING STU WVISUAL IMPAIRMENT	Other ienirólleð stúðeint s ii	1					
Un ve s t y öfi Idáihi (4843) i i	ETS5691 :SE :i PRESCHOOL EARLY CHILDHOOD	Alli enirólleð stúðeint s i w hio havi e i complet eð all i n i n i c i i	1					
Un ve s t y öf Idáihi (4843) i i	ETS5691 :SE :i PRESCHOOL EARLY i CHILDHOOD	Other ienirólleð stúðeint s ii	3					
Un ve s t y öfi Idáihi (4843) i i	ETS5691 :SE :i PRESCHOOL EARLY i CHILDHOOD	Alli prógrámi complet eir s j i i 2022-23	3 i				00 i	73
Un ve s t y öf Idáihi (4843) i i	ETS5691 :SE :i PRESCHOOL EARLY i CHILDHOOD	Alli prógrámi complet eir s j i i 2021-22	3 i				00 i	73
Un ve s t y öf Idáihi (4843) i i	ETS0081 :SDCIAL STUDIES CONTENT i KNOWLEDGE	Alli enirólleð stúðeint s i w hio havi e i complet eð all i n i n i c i i	1 i				00 i	71i
Un ve s t y öf Idáihi (4843) i i	ETS0081 :SDCIAL STUDIES CONTENT i KNOWLEDGE	Other ienirólleð stúðeint s ii	8 i				00 i	67i
Un ve s t y öf Idáihi (4843) i i	ETS0081 :SDCIAL STUDIES CONTENT KNOWLEDGE	Alli prógrámi complet eir s j i i 2022-23	4 i				00 i	68i
Un ve s t y öfi Idáihi (4843) i i	ETS0081 :SDCIAL STUDIES CONTENT i KNOWLEDGE	Alli prógrámi complet eir s j i i 2021-22	6 i				00 i	69i
Un ve s t y öf Idáihi (4843) i i	ETS0081 :SDCIAL STUDIES CONTENT KNOWLEDGE	Alli prógrámi complet eir s j i i 2020-21i	9 i				00 i	71i
Un ve s t y öfi Idáihi (4843) i i	ETS5952 :SDCIOLOGY	th e r i e n i r ó l l e ð stúðeint s i	1	O i				
Un ve s t y öfi Idáihi (4843) i i	ETS5195 :SPANISH i WORLD LANGUAGE i	Other ienirólleð stúðeint s i	4					

Prógrá i	od i - i A ssi issin e i an e i	Group i	Númb r aká i g s s i	Avg. i s ali d s ior i	Númb r páisi g s s i	Páisi ra i (%) i	S á Av irag páisi ra i (%)	S á Av irag s ali d s ior i
Un i ve r s t y ö f Idá hci (4843) i i	ETS5195 iSRANISH WORLD LANGUAGE i	Alli prógrá m comple t e r s j i i 2022-23 i	1 i				5 i	70 i
Un i ve r s t y ö f i Idá hci (4843) i i	ETS5195 iSRANISH WORLD LANGUAGE i	Alli prógrá m comple t e r s j i i 2021-22 i	1 i				00 i	77 i
Un i ve r s t y ö f Idá hci (4843) i i	ETS5195 iSRANISH WORLD LANGUAGE	Alli prógrá m comple t e r s j i i 2020-21 i	1 i				5 i	73 i
Un i ve r s t y ö f i Idá hci (4843) i	ETS5206 iTEACHING READING: K-12 i	Other ienirólle d stú d e n t s i	5 i				9 i	63 i
Un i ve r s t y ö f i Idá hci (4843) i i	ETS5206 iTEACHING READING: K-12 i	Alli prógrá m comple t e r s j i i 2022-23 i	1 i				00 i	65 i
Un i ve r s t y ö f i Idá hci (4843) i i	ETS5051 i TECHNOLOGY EDUCATION i	Other ienirólle d stú d e n t s i i	1					
Un i ve r s t y ö Idá hci (4843) i i	ETS5941 iWORLD AND U.S. iHISTORY CK i	Alli enirólle d stú d e n t s i w h o h a v e i c o m p l e t e d a l l i n i c i i	2 i				5 i	61 i
Un i ve r s t y ö Idá hci (4843) i	ETS5941 iWORLD AND U.S. iHISTORY CK i	Other ienirólle d stú d e n t s i	17 i	57 i	6 i	4 i	2 i	54
Un i ve r s t y ö Idá hci (4843) i i	ETS5941 iWORLD AND U.S. iHISTORY CK i	Alli prógrá m comple t e r s j i i 2022-23 i	2 i				00 i	63 i
Un i ve r s t y ö d á hci (4 843) i i	ETS5941 iWORLD AND U.S. iHISTORY CK i	Alli prógrá m comple t e r s j i i 2021-22 i	6 i				00 i	60 i
Un i ve r s t y ö f i Idá hci (4843) i i	ETS5941 iWORLD AND U.S. iHISTORY CK i	Alli prógrá m comple t e r s j i i 2020-21 i	8 i				9 i	62 i

SECTION SS TES

Alternative, IHE-based Assessment Pass Rates

Note: If the information looks accurate, please mark the page as complete and save.

Program	Assessment code - Assessment name	Group	Number taking tests	Avg. scaled P score	Number P passing tests	Pass P rate (%)	State Average pass rate P (%)
Board of State University - AIP (4018)	ETS130001 PARAPROCTENIP KNOWLEDGE	All Program completed, 2021	1 P	P	P	P	P
Board of State University - AIP (4018)	ETS202301 BIOLOGY CONTENT KNOWLEDGE P	All Program completed, 2021	1 PP	P	P	P	
Board of State University - AIP (4018)	ETS500010 ENHANCED MULTI P SUBMATHMATICS P	All enrolled P students who have completed all concl	1 PP	P	P	P	
Board of State University - AIP (4018)	ETS500010 ENHANCED MULTI P SUBMATHMATICS P	All Program completed, 2021	1 PP	P	P	P	100 P
Board of State University - AIP (4018)	ETS500010 ENHANCED MULTI P SUBMATHMATICS P	All Program completed, 2020	3 PP	P	P	P	94P
Board of State University - AIP (4018)	ETS500010 ENHANCED MULTI P SUBPREPARING LANG ARTS P	All enrolled P students who have completed all concl	1 P	P	P	P	P
Board of State University - AIP (4018)	ETS500010 ENHANCED MULTI P SUBPREPARING LANG ARTS P	All Program completed, 2021	1 PP	P	P	P	94P
Board of State University - AIP (4018)	ETS500010 ENHANCED MULTI P SUBPREPARING LANG ARTS P	All Program completed, 2020	3 PP	P	P	P	100
Board of State University - AIP (4018)	ETS500010 ENHANCED MULTI P SUBSCIENCE P	All enrolled P students who have completed all concl	1 P	P	P	P	P
Board of State University - AIP (4018)	ETS500010 ENHANCED MULTI P SUBSCIENCE P	All Program completed, 2021	1 PP	P	P	P	100
Board of State University - AIP (4018)	ETS500010 ENHANCED MULTI P SUBSCIENCE P	All Program completed, 2020	3 P	P	P	P	100
Board of State University - AIP (4018) P	ETS500010 ENHANCED MULTI P SUBSOCIAL SCIENCES P	All enrolled P students who have completed all concl P	1 PP	P	P	P	

Prògràmi	od i - i Assi issimè i anhe i	Group i	Nùmb r akii g s s i	Avg. i s ali d s iori i	Nùmb r pasi g s s i	Passi raii (%) i	S a Avi iraj pasi rai (%)
Bò sei Stàtè i Uri vers tji #Alt (4018) i	ETS5004i -EUROPEAN MULTI SUBJ SOCIAL STUDIES	Alli prògràm còmpletèis, 2021i- 22i i	1 i				100i
Bò sei Stàtè i Uri vers tji #Alt (4018) i	ETS5004i -EUROPEAN MULTI SUBJ SOCIAL STUDIES	Alli prògràm còmpletèis, 2020i- 21i i	3 i				94i
Bò sei Stàtè i Uri vers tji #Alt (4018) i	ETS5174i -FRENCH WORLD LANGUAGE	Alli prògràm còmpletèis, 2020i- 21i i	1 i				
Bò sei Stàtè i Uri vers tji #Alt i (4018) i	ETS5183i -GERMAN WORLD LANGUAGE i	Alli prògràm còmpletèis, 2020i- 21i i	1 i				
Bò sei Stàtè i Uri vers tji #Alt (4018) i	ETS5931i -GOVERNMENT POLITICAL SCIENCE i	Alli prògràm i còmpletèis, 2021i- i 22i i	1				
Bò sei Stàtè i Uri vers tji #Alt i (4018) i	ETS5543i -SE CK AND MILD TO MODERATE APPLI i	Alli enròllèd stùdèntis i i/hi havei còmpletèd allinònd i	1				
Bò sei Stàtè i Uri vers tji #Alt i (4018) i	ETS5543i -SE CK AND MILD TO MODERATE APPLI i	Alli prògràm còmpletèis, 2021i- i 22i i	1				
Bò sei Stàtè i Uri vers tji #Alt (4018) i	ETS5543i -SE CK AND MILD TO MODERATE APPLI	Alli prògràm còmpletèis, 2020i- 21i i	4 i				100i
Bò sei Stàtè i Uri vers tji #Alt i (4018) i	ETS5195i -SPANISH WORLD LANGUAGE	Alli prògràm còmpletèis, 2021i- 22i i	1 i				
Collègi of iSouthèrn i Idàhici i Alt (2909) i	ETS5134i -ART CONTENT KNOWLEDGE i	Other i enròllèd stùdèntis i i	1				
Collègi of iSouthèrn i Idàhici i Alt (2909) i i	ETS5134i -ART CONTENT KNOWLEDGE	Alli prògràm còmpletèis, 2021i- i 22i i	2				
Collègi of iSouthèrn i Idàhici i Alt (2909) i i	ETS5134i -ART CONTENT KNOWLEDGE i	Alli prògràm còmpletèis, 2020i- i 21i i	1				
Collègi of iSouthèrn i Idàhici i Alt (2909) i i	ETS0235i -BIOLOGY CONTENT KNOWLEDGE i	Alli prògràm còmpletèis, 2022i- 23i i	1				
Collègi of iSouthèrn i Idàhici i Alt (2909) i i	ETS5652i -COMPUTER SCIENCE i	Alli prògràm i còmpletèis, 2022i- i 23i i	1				
Collègi of iSouthèrn i Idàhici i Alt (2909) i i	ETS5025i -EARLY CHILDHOOD EDUCATION	Other i enròllèd stùdèntis i i	1				

Program	Code / Issue / Name	Group / Description	Number of Tests	Avg. Score	Number of Passes	Pass Rate (%)	Standard Average Pass Rate (%)
College of Southern Idaho - Art (2909)	ETS9025 - EARLY CHILDHOOD EDUCATION	All program completers, 2022-23	1				
College of Southern Idaho - Art (2909)	ETS9572 - EARTH AND SPACE SCIENCES	Other enrolled students	1				
College of Southern Idaho - Art (2909)	ETS9571 - EARTH AND SPACE SCIENCES + CK	Other enrolled students	1				
College of Southern Idaho - Art (2909)	ETS9571 - EARTH AND SPACE SCIENCES + CK	All program completers, 2020-21	1				
College of Southern Idaho - Art (2909)	ETS7813 - HEBBARD CKT: MATHEMATICS	All program completers, 2022-23	1				
College of Southern Idaho - Art (2909)	ETS7812 - HEBBARD CKT: READING LANGUAGE ARTS	All program completers, 2022-23	1				
College of Southern Idaho - Art (2909)	ETS7814 - HEBBARD CKT: SCIENCE	All program completers, 2022-23	1				
College of Southern Idaho - Art (2909)	ETS7815 - HEBBARD CKT: SOCIAL STUDIES	All program completers, 2022-23	1				
College of Southern Idaho - Art (2909)	ETS9003 - HEBBARD MULTI SUBJECT MATHEMATICS	Other enrolled students	26	63	7	5	7
College of Southern Idaho - Art (2909)	ETS9003 - HEBBARD MULTI SUBJECT MATHEMATICS	All program completers, 2022-23	16	62	2	5	4
College of Southern Idaho - Art (2909)	ETS9003 - HEBBARD MULTI SUBJECT MATHEMATICS	All program completers, 2021-22	2				100
College of Southern Idaho - Art (2909)	ETS9003 - HEBBARD MULTI SUBJECT MATHEMATICS	All program completers, 2020-21	3				94
College of Southern Idaho - Art (2909)	ETS9002 - HEBBARD MULTI SUBJECT READING LANGUAGE ARTS	Other enrolled students	26	65	8	9	0
College of Southern Idaho - Art (2909)	ETS9002 - HEBBARD MULTI SUBJECT READING LANGUAGE ARTS	All program completers, 2022-23	15	67	3	7	0
College of Southern Idaho - Art (2909)	ETS9002 - HEBBARD MULTI SUBJECT READING LANGUAGE ARTS	All program completers, 2021-22	2				94

Prógrámi Idálhólf (A t) (2909)	Ód - I Assi lssinhe I anhe I	Group I	Númb r akí l g s s l	Avg. l s alld s lor l	Númb r pási g s s l	Pási rall (%) l	S a Av íraj pási tal (%)
Có egel óf ISdulthérm Idálhólf (A t) (2909)	ETS3002 HELEM ED MULTII SUBJ READING LANG ARTS	A l prógráñ cohñp etéís, 2020- 21 l	3 l				100
Có egel óf ISdulthérm Idálhólf (A t) (2909)	ETS3005 HELEM ED MULTII SUBJ SCIENCES	Other enñrò bñd stúðlénit s II	26 l	64	5 l	8 l	4 l
Có egel óf ISdulthérm Idálhólf (A t) (2909)	ETS3005 HELEM ED MULTII SUBJ SCIENCES	A l prógráñ cohñp etéís, 2022- 23 l	15 l	66 l	2 l	0 l	4 l
Có egel óf ISdulthérm Idálhólf (A t) (2909)	ETS3005 HELEM ED MULTII SUBJ SCIENCES	A l prógráñ cohñp etéís, 2021- 22 l	2 l				100
Có egel óf ISdulthérm Idálhólf (A t) (2909)	ETS3005 HELEM ED MULTII SUBJ SCIENCES	A l prógráñ cohñp etéís, 2020- 21 l	3 l				100
Có egel óf ISdulthérm Idálhólf (A t) (2909)	ETS3004 HELEM ED MULTII SUBJ SOCIAL STUDIES	Other enñrò bñd stúðlénit s II	26 l	63	6 l	2 l	6 l
Có egel óf ISdulthérm Idálhólf (A t) (2909)	ETS3004 HELEM ED MULTII SUBJ SOCIAL STUDIES	A l prógráñ cohñp etéís, 2022- 23 l	15 l	69 l	2 l	0 l	4 l
Có egel óf ISdulthérm Idálhólf (A t) (2909)	ETS3004 HELEM ED MULTII SUBJ SOCIAL STUDIES	A l prógráñ cohñp etéís, 2021- 22 l	2 l				100
Có egel óf ISdulthérm Idálhólf (A t) (2909)	ETS3004 HELEM ED MULTII SUBJ SOCIAL STUDIES	A l prógráñ cohñp etéís, 2020- 21 l	3 l				94 l
Có egel óf ISdulthérm Idálhólf (A t) (2909)	ETS3038 ENGLISH LANGUAGE ARTS:IGK	Other enñrò bñd stúðlénit s II	3 l				
Có egel óf ISdulthérm Idálhólf (A t) (2909)	ETS3038 ENGLISH LANGUAGE ARTS:IGK	A l prógráñ cohñp etéís, 2022- 23 l	6 l				100 l
Có egel óf ISdulthérm Idálhólf (A t) (2909)	ETS3038 ENGLISH LANGUAGE ARTS:IGK l	A l prógráñ cohñp etéís, 2021- 22 l	1 l				
Có egel óf ISdulthérm Idálhólf (A t) (2909)	ETS3362 ENGLISH TO SPEAKERS OF OTHER I LANGUAGES	Other enñrò bñd stúðlénit s II	2				
Có egel óf ISdulthérm Idálhólf (A t) (2909)	ETS3362 ENGLISH TO SPEAKERS OF OTHER LANGUAGES	A l prógráñ cohñp etéís, 2022- 23 l	8 l				100 l
Có egel óf ISdulthérm Idálhólf (A t) (2909)	ETS0435 GENERAL SCI CONTENT KNOWLEDGE I	A l prógráñ cohñp etéís, 2022- 23 l	4 l				

Prógrá	Code / Title	Group	Number of Tests	Avg. Score	Number of Passes	Pass Rate (%)	Standardized Pass Rate (%)
College of Southern Idaho (2909)	ETS0436 - GENERAL SCIENCE CONTENT KNOWLEDGE	All program content, 2021-22	1				
College of Southern Idaho (2909)	ETS0436 - GENERAL SCIENCE CONTENT KNOWLEDGE	All program content, 2020-21	1				
College of Southern Idaho (2909)	ETS9436 - GENERAL SCIENCE	Other enrolled students	1				
College of Southern Idaho (2909)	ETS9436 - GENERAL SCIENCE	All program content, 2022-23	1				
College of Southern Idaho (2909)	ETS9931 - GOVERNMENT POLITICAL SCIENCE	All program content, 2021-22	1				
College of Southern Idaho (2909)	ETS9551 - HEALTH EDUCATION	Other enrolled students	1				
College of Southern Idaho (2909)	ETS9551 - HEALTH EDUCATION	All program content, 2022-23	1				
College of Southern Idaho (2909)	ETS9551 - HEALTH EDUCATION	All program content, 2020-21	2				
College of Southern Idaho (2909)	ETS9311 - LIBRARY MEDIA SPECIALIST	Other enrolled students	2				
College of Southern Idaho (2909)	ETS9165 - MATHEMATICS	Other enrolled students	1				0.1
College of Southern Idaho (2909)	ETS9165 - MATHEMATICS	Program content, 2022-23	1				0.1
College of Southern Idaho (2909)	ETS9161 - MATHEMATICS CONTENT KNOWLEDGE	All program content, 2022-23	1				
College of Southern Idaho (2909)	ETS9164 - MIDDLE SCHOOL MATHEMATICS	All program content, 2022-23	1				
College of Southern Idaho (2909)	ETS9442 - MIDDLE SCHOOL SCIENCE	All program content, 2022-23	2				
College of Southern Idaho (2909)	ABC006 - MULTIPLE SUBJECT EXAMINATION	All program content, 2021-22	1				

Prógrámi	Asssme od l - l Asslssnhe l anhe l	Group l	Númb r akí l g s s l	Avg. l s all d s lor l	Númb r pási g s s l	Pási rall (%) l	S a Av trað pási #al (%) l
Có egel óf ISdulthérm Idálhcl -A t (2909) l l	ETS0113 -MUSICCONTENT KNOWLEDGE	Other enb l ed stú d e n t s l	2 l				
Có egel óf ISdulthérm Idálhcl -A t (2909) l l	ETS0113 -MUSICCONTENT KNOWLEDGE	A l prógrá m coh p e t e í s, 2022- l 23 l	1				
Có egel óf ISdulthérm Idálhcl -A t (2909) l l	ETS0113 -MUSICCONTENT KNOWLEDGE	A l prógrá m coh p e t e í s, 2021- l 22 l	2				
Có egel óf ISdulthérm Idálhcl -A t (2909) l l	ETS0113 -MUSICCONTENT KNOWLEDGE	A l prógrá m coh p e t e í s, 2020- l 21 l	2				
Có egel óf ISdulthérm Idálhcl -A t (2909) l l	ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE	Other enb l ed stú d e n t s l	2				
Có egel óf ISdulthérm Idálhcl -A t (2909) l l	ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE	A l prógrá m coh p e t e í s, 2022- l 23 l	4				
Có egel óf ISdulthérm Idálhcl -A t (2909) l l	ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE l	A l prógrá m coh p e t e í s, 2020- l 21 l	3				
Có egel óf ISdulthérm Idálhcl -A t (2909) l l	ETS5485 -PHYSICAL SCIENCE l	Other enb l ed stú d e n t s l l	1				
Có egel óf ISdulthérm Idálhcl -A t (2909) l l	ABC0008 -PROFESSIONAL TEACHING KNOWLEDGE	A l prógrá m coh p e t e í s, 2021- l 22 l	1				
Có egel óf ISdulthérm Idálhcl -A t (2909) l l	ETS5391 -PSYCHOLOGY	prógrá m coh p e t e í s, 2020- l 21 l	1 l				
Có egel óf ISdulthérm Idálhcl -A t (2909) l l	ETS5543 -SE CK AND MILD TO MODERATE APPL l	Other enb l ed stú d e n t s l	10 l	65 l		0 l	3 l
Có egel óf ISdulthérm Idálhcl -A t (2909) l l	ETS5543 -SE CK AND MILD TO MODERATE APPL l	A l prógrá m coh p e t e í s, 2022- l 23 l	1 l				
Có egel óf ISdulthérm Idálhcl -A t (2909) l l	ETS5543 -SE CK AND MILD TO MODERATE APPL l	A l prógrá m coh p e t e í s, 2021- l 22 l	2				
Có egel óf ISdulthérm Idálhcl -A t (2909) l l	ETS5543 -SE CK AND MILD TO MODERATE APPL l	A l prógrá m coh p e t e í s, 2020- l 21 l	1 l				100 l
Có egel óf ISdulthérm l l Idálhcl -A t (2909) l l	ETS5691 -SE :IPRESCHOD l EARLY CHILDHOOD l	A l prógrá m coh p e t e í s, 2022- l 23 l	1 l				

A l

Prógrámi	Ód - Assiðsiðheili	Groupi	Númer akilið sísli	Avg. salið sloili	Númer pásið sísli	Pási ralli (%)	Sa Aviraj pásið (%)
Cólegið í Sdultthérm Ídálholi At (2909)II	ETS00811-SOCIAL STUDIES CONTENT KNOWLEDGE	Other enrolled students I	2 I				
Cólegið í Sdultthérm Ídálholi At (2909)II	ETS00811-SOCIAL STUDIES CONTENT KNOWLEDGE I	Alprógrámi cohip etéti, 2022-I 23 I	3				
Cólegið í Sdultthérm Ídálholi At (2909)II	ETS00811-SOCIAL STUDIES CONTENT KNOWLEDGE I	A prógrámi cohip etéti, 2021-I 22 I	2				
Cólegið í Sdultthérm Ídálholi At (2909)II	ETS51951-SPANISH WORLD LANGUAGE I	Alprógrámi cohip etéti, 2022-I 23 I	2				
Cólegið í Sdultthérm Ídálholi At (2909)II	ETS56411-THEATRE I	thér enrolled students I	1				
Cólegið í Sdultthérm Ídálholi At (2909)II	ETS56411-THEATRE I	prógrámi cohip etéti, 2020-I 21 I	1				
Cólegið í Sdultthérm Ídálholi At (2909)II	ETS59411-WORLD AND U.S.II HISTORY CK I	Other enrolled students II	3				
Cólegið í Sdultthérm Ídálholi At (2909)II	ETS59411-WORLD AND U.S.II HISTORY CK I	Alprógrámi cohip etéti, 2022-I 23 I	1				
Ídálholi Státi Univérstíthi At I (4355)I	ETS51341-ART CONTENT KNOWLEDGE I	Other enrolled students II	1				
Ídálholi Státi Univérstíthi At I (4355)I	ETS51341-ART CONTENT KNOWLEDGE I	Alprógrámi cohip etéti, 2022-I 23 I	1				
Ídálholi Státi Univérstíthi At I (4355)I	ETS51341-ART CONTENT KNOWLEDGE I	Alprógrámi cohip etéti, 2021-I 22 I	1				
Ídálholi Státi Univérstíthi At I (4355)I	ETS51341-ART CONTENT KNOWLEDGE	Alprógrámi cohip etéti, 2020-I 21 I	1				
Ídálholi Státi Univérstíthi At I (4355)I	ETS02351-BIOLOGY CONTENT KNOWLEDGE I	Alprógrámi cohip etéti, 2021-I 22 I	4				
Ídálholi Státi Univérstíthi At I (4355)I	ETS51011-BUSINESS ED CONTENT KNOWLEDGE I	Alprógrámi cohip etéti, 2022-I 23 I	2				
Ídálholi Státi Univérstíthi At I (4355)I	ETS51011-BUSINESS ED CONTENT KNOWLEDGE I	A prógrámi cohip etéti, 2020-I 21 I	3				

Program	Assessment Name	Group	Number of Students	Average Score	Number Passing	Pass Rate (%)	Standard Average Pass Rate (%)
Idaho State University - Alta (4355)	ET 66025a EARLY CHILDHOOD EDUCATION	All program completers, 2022aa 23 a	1 a				
Idaho State University - Alta (4355)	ET 66025a EARLY CHILDHOOD EDUCATION	All program completers, 2021aa 22	1				
Idaho State University - Alta (4355)	ET 66025a EARLY CHILDHOOD EDUCATION	All program completers, 2020aa 21	3				
Idaho State University - Alta (4355)	ET 6600aa ELEMENTARY SUBJECTS	Other enrolled students a	7				67a
Idaho State University - Alta (4355)	ET 6600aa ELEMENTARY SUBJECTS	All program completers, 2022aa 23	12a	72aa	2 a	00aa	4
Idaho State University - Alta (4355)	ET 6600aa ELEMENTARY SUBJECTS	All program completers, 2021aa 22	9				100
Idaho State University - Alta (4355)	ET 6600aa ELEMENTARY SUBJECTS	All program completers, 2020aa 21	9				94a
Idaho State University - Alta (4355)	ET 6600aa ELEMENTARY SUBJECTS	Other enrolled students a	7				70a
Idaho State University - Alta (4355)	ET 6600aa ELEMENTARY SUBJECTS	All program completers, 2022aa 23	12a	71aa	2 a	00aa	0
Idaho State University - Alta (4355)	ET 6600aa ELEMENTARY SUBJECTS	All program completers, 2021aa 22	9				94a
Idaho State University - Alta (4355)	ET 6600aa ELEMENTARY SUBJECTS	All program completers, 2020aa 21	9				100
Idaho State University - Alta (4355)	ET 6600aa ELEMENTARY SUBJECTS	Other enrolled students a	7				64a
Idaho State University - Alta (4355)	ET 6600aa ELEMENTARY SUBJECTS	All program completers, 2022aa 23	12a	70aa	1 a	2 a	4
Idaho State University - Alta (4355)	ET 6600aa ELEMENTARY SUBJECTS	All program completers, 2021aa 22	9				100
Idaho State University - Alta (4355) a	ET 6600aa ELEMENTARY SUBJECTS	All program completers, 2020aa 21 a	9 a				100

Program	Department	Group	Number of Students	Available Seats	Number of Passes	Pass Rate (%)	Available Passes (%)
Idaho State University (4355)	ET 6000 - ELEMENTARY SOCIAL STUDIES	Other enrolled students	6				66
Idaho State University (4355)	ET 6000 - ELEMENTARY SOCIAL STUDIES	All program coapplicants	12	67	0	3	4
Idaho State University (4355)	ET 6000 - ELEMENTARY SOCIAL STUDIES	All program coapplicants	9				100
Idaho State University (4355)	ET 6000 - ELEMENTARY SOCIAL STUDIES	All program coapplicants	9				94
Idaho State University (4355)	ET 6000 - ENGLISH LANGUAGE ARTS	Other enrolled students	1				
Idaho State University (4355)	ET 6000 - ENGLISH LANGUAGE ARTS	All program coapplicants	6				100
Idaho State University (4355)	ET 6000 - ENGLISH LANGUAGE ARTS	All program coapplicants	2				
Idaho State University (4355)	ET 6000 - ENGLISH LANGUAGE ARTS	All program coapplicants	2				
Idaho State University (4355)	ET 6000 - ENGLISH TO SPEAKERS OF OTHER LANGUAGES	All program coapplicants	2				100
Idaho State University (4355)	ET 6000 - ENGLISH TO SPEAKERS OF OTHER LANGUAGES	All program coapplicants	2				
Idaho State University (4355)	ET 6122 - FAMILY AND CONSUMER SCIENCES	All program coapplicants	3				
Idaho State University (4355)	ET 6122 - FAMILY AND CONSUMER SCIENCES	All program coapplicants	2				
Idaho State University (4355)	ET 6122 - FAMILY AND CONSUMER SCIENCES	All program coapplicants	1				
Idaho State University (4355)	ET 6135 - GENERAL SCIENCE CONTENT KNOWLEDGE	All program coapplicants	2				
Idaho State University (4355)	ET 6000 - GOVERNMENT POLITICAL SCIENCE	All program coapplicants	1				

Program	Assessment Name	Group	Number of Tests	Average Score	Number of Passes	Pass Rate (%)	Standard Average Pass Rate (%)
Idaho State University - Alta (4355)	ETS 6030 GOVERNMENTAL POLITICAL SCIENCE	All program completers, 2021aa	1				
Idaho State University - Alta (4355)	ETS 6550 HEALTH EDUCATION	All program completers, 2022aa	2				
Idaho State University - Alta (4355)	ETS 6550 HEALTH EDUCATION	All program completers, 2021aa	2				
Idaho State University - Alta (4355)	ETS 6160 MATHEMATICS	then enrolled students	1				0
Idaho State University - Alta (4355)	ETS 6160 MATHEMATICS CONTENT KNOWLEDGE	All program completers, 2021aa	1				
Idaho State University - Alta (4355)	ETS 6160 MATHEMATICS CONTENT KNOWLEDGE	All program completers, 2020aa	1				
Idaho State University - Alta (4355)	ETS 6040 MIDDLE SCHOOL ENGLISH LANGUAGE	All program completers, 2022aa	3				
Idaho State University - Alta (4355)	ETS 6040 MIDDLE SCHOOL ENGLISH LANGUAGE	All program completers, 2020aa	1				
Idaho State University - Alta (4355)	ETS 6160 MIDDLE SCHOOL MATHEMATICS	All program completers, 2022aa	1				
Idaho State University - Alta (4355)	ETS 6160 MIDDLE SCHOOL MATHEMATICS	All program completers, 2022aa	1				
Idaho State University - Alta (4355)	ETS 6160 MIDDLE SCHOOL MATHEMATICS	All program completers, 2021aa	2				
Idaho State University - Alta (4355)	ETS 6160 MIDDLE SCHOOL MATHEMATICS	All program completers, 2021aa	1				
Idaho State University - Alta (4355)	ETS 6160 MIDDLE SCHOOL MATHEMATICS	All program completers, 2020aa	1				
Idaho State University - Alta (4355)	ETS 6140 MIDDLE SCHOOL SCIENCE	All program completers, 2021aa	1				
Idaho State University - Alta (4355)	ETS 6080 MIDDLE SCHOOL SOCIAL STUDIES	Other enrolled students	2				

Program	Department	Group	Number of Sections	Average Class Size	Number of Passes	Pass Rate (%)	Standard Deviation
Idaho State University Alt (4355)	ET 6000 MIDDLE SCHOOL SOCIAL STUDIES	All program co-pleters	1	23			
Idaho State University Alt (4355)	ET 6000 MIDDLE SCHOOL SOCIAL STUDIES	All program co-pleters	1	22			
Idaho State University Alt (4355)	ET 6000 MIDDLE SCHOOL SOCIAL STUDIES	All program co-pleters	1	21			
Idaho State University Alt (4355)	ET 6013 MIDDLE SCHOOL KNOWLEDGE	All program co-pleters	5	23			
Idaho State University Alt (4355)	ET 6013 MIDDLE SCHOOL KNOWLEDGE	All program co-pleters	2	22			
Idaho State University Alt (4355)	ET 6013 MIDDLE SCHOOL KNOWLEDGE	All program co-pleters	1	21			
Idaho State University Alt (4355)	ET 6000 PHYSICAL EDUCATION KNOWLEDGE	All program co-pleters	1	22			
Idaho State University Alt (4355)	ET 6000 PHYSICAL EDUCATION KNOWLEDGE	All program co-pleters	1	21			
Idaho State University Alt (4355)	ET 5543 STATE AND MILDTQ MODERN APPL	Other enrolled students	4				93
Idaho State University Alt (4355)	ET 5543 STATE AND MILDTQ MODERN APPL	All program co-pleters	3	23			
Idaho State University Alt (4355)	ET 5543 STATE AND MILDTQ MODERN APPL	All program co-pleters	5	22			
Idaho State University Alt (4355)	ET 5543 STATE AND MILDTQ MODERN APPL	All program co-pleters	4	21			10
Idaho State University Alt (4355)	ETS 6000 EARLY CHILDHOOD	All program co-pleters	1	23			
Idaho State University Alt (4355)	ETS 6000 EARLY CHILDHOOD	All program co-pleters	2	22			
Idaho State University Alt (4355)	ETS 6000 EARLY CHILDHOOD	All program co-pleters	3	21			

Program	Department	Group	Number of students	Average salary	Number of passes	Pass rate (%)	Share of total passes (%)
Idaho State University Alt (4355)	ET&S SOCIA STUDIES CONTENT KNOWLEDGE	Other enrolled students	1				
Idaho State University Alt (4355)	ET&S SOCIA STUDIES CONTENT KNOWLEDGE	All program coapplicants	1	23			
Idaho State University Alt (4355)	ET&S SOCIA STUDIES CONTENT KNOWLEDGE	All program coapplicants	3	22			
Idaho State University Alt (4355)	ET&S SPANISH WORLD LANGUAGE	All program coapplicants	1	23			
Idaho State University Alt (4355)	ET&S SPANISH WORLD LANGUAGE	All program coapplicants	1	22			
Idaho State University Alt (4355)	ET&S SPANISH COMMUNICATION: GK	All program coapplicants	1	22			
Idaho State University Alt (4355)	ET&S HEALTH	All program coapplicants	1	23			
Idaho State University Alt (4355)	ET&S HEALTH	All program coapplicants	1	22			
Idaho State University Alt (4355)	ET&S WORLD AND BL. S. HISTORY GK	Other enrolled students	1				
Idaho State University Alt (4355)	ET&S WORLD AND BL. S. HISTORY CK	All program coapplicants	5	23			
Idaho State University Alt (4355)	ET&S WORLD AND BL. S. HISTORY CH	All program coapplicants	2	22			
Leeward Community College Alt (4385)	ET&S CHEMISTRY CONTENT KNOWLEDGE	All program coapplicants	1	21			
Leeward Community College Alt (4385)	ET&S ELEMENTARY MATHEMATICS	All enrolled students who are completed the course	1				
Leeward Community College Alt (4385)	ET&S ELEMENTARY READING LANGUAGE ARTS	All enrolled students who are completed the course	1				
Leeward Community College Alt (4385)	ET&S ELEMENTARY SCIENCE	All enrolled students who are completed the course	1				

Program	Assessment Name	Group	Number of Students	Average Score	Number of Passes	Pass Rate (%)	Standard Average Pass Rate (%)
Levis-Clark State College -Alt (4885)	ET67815-ELMVEDMOKW SOCIAL STUDIES	All enrolled students who have completed all	1				
Levis-Clark State College -Alt (4885)	ET66002-ELMVEDMULTI SUBMATHMATICS	All enrolled students who have completed all	1				
Levis-Clark State College -Alt (4885)	ET66002-ELMVEDMULTI SUBMATHMATICS	All program completers 2022w	2				84w
Levis-Clark State College -Alt (4885)	ET66002-ELMVEDMULTI SUBMATHMATICS	All program completers 2021w	4				100
Levis-Clark State College -Alt (4885)	ET66002-ELMVEDMULTI SUBMATHMATICS	All program completers 2020w	1				94w
Levis-Clark State College -Alt (4885)	ET66002-ELMVEDMULTI SUBREADING/LANG/ARTS	All enrolled students who have completed all	2				
Levis-Clark State College -Alt (4885)	ET66002-ELMVEDMULTI SUBREADING/LANG/ARTS	All program completers 2022w	2				90w
Levis-Clark State College -Alt (4885)	ET66002-ELMVEDMULTI SUBREADING/LANG/ARTS	All program completers 2021w	4				94w
Levis-Clark State College -Alt (4885)	ET66002-ELMVEDMULTI SUBREADING/LANG/ARTS	All program completers 2020w	1				100
Levis-Clark State College -Alt (4885)	ET66005-ELMVEDMULTI SUBSCIENCE	All enrolled students who have completed all	1				
Levis-Clark State College -Alt (4885)	ET66005-ELMVEDMULTI SUBSCIENCE	All program completers 2022w	2				84w
Levis-Clark State College -Alt (4885)	ET66005-ELMVEDMULTI SUBSCIENCE	All program completers 2021w	4				100
Levis-Clark State College -Alt (4885)	ET66005-ELMVEDMULTI SUBSCIENCE	All program completers 2020w	1				100
Levis-Clark State College -Alt (4885)	ET66004-ELMVEDMULTI SUBSOCIAL STUDIES	All enrolled students who have completed all	1				

Program	Assessment Name	Group	Number of Students	Average Score	Number of Passes	Pass Rate (%)	Standard Average Pass Rate (%)
Le wis-Clark State College -Alt (4885)	ETS6004wELEMENTARY SOCIAL STUDIES	All program completers 2022w23	2				84w
Le wis-Clark State College -Alt (4885)	ETS6004wELEMENTARY SOCIAL STUDIES	All program completers 2021w22	4				100
Le wis-Clark State College -Alt (4885)	ETS6004wELEMENTARY SOCIAL STUDIES	All program completers 2020w21	1				94w
Le wis-Clark State College -Alt (4885)	ETS6038wENGLISH LANGUAGE ARTS	All program completers 2022w23	1				100 w
Le wis-Clark State College -Alt (4885)	ETS6554wHEALTH EDUCATION	All program completers 2021w22	2 w				
Le wis-Clark State College -Alt (4885)	ETS6165wMATHEMATICS	All enrolled students who have completed all moncl	1				A
Le wis-Clark State College -Alt (4885)	ETS6165wMATHEMATICS	All program completers 2022w23	2				A
Le wis-Clark State College -Alt (4885)	ETS6164wMATHEMATICS CONTENT KNOWLEDGE	All program completers 2020w21	1				
Le wis-Clark State College -Alt (4885)	ETS6104wMIDDLE SCHOOL MATHEMATICS	All enrolled students who have completed all moncl	1				
Le wis-Clark State College -Alt (4885)	ETS6169wMIDDLE SCHOOL MATHEMATICS	All program completers 2021w22	1				
Le wis-Clark State College -Alt (4885)	ETS6113wMUSIC CONTENT KNOWLEDGE	All program completers 2022w23	1				
Le wis-Clark State College -Alt (4885)	ETS6094wPHYSICAL EDUCATION CONTENT KNOWLEDGE	All program completers 2022w23	1				
Le wis-Clark State College -Alt (4885)	ETS6094wPHYSICAL EDUCATION CONTENT KNOWLEDGE	All program completers 2021w22	2				
Le wis-Clark State College -Alt (4885)	ETS6802wREADING SKILLS	All program completers 2021w22	2				
Le wis-Clark State College -Alt (4885)	ETS6812wSCHOOL LIBRARIAN	All enrolled students who have completed all moncl	1				

Program	Assessment Name	Group	Number of Students	Average Score	Number of Passes	Pass Rate (%)	Standard Deviation
Le wis-Clark State College -Alt (4885)	ET66540 -SE OF KNOWLEDGE MODERATE	All enrolled students who have completed all	1				
Le wis-Clark State College -Alt (4885)	ET66540 -SE OF KNOWLEDGE MODERATE	All program completers	1				
Le wis-Clark State College -Alt (4885)	ET66540 -SE OF KNOWLEDGE MODERATE	All program completers	1				
Le wis-Clark State College -Alt (4885)	ET66540 -SE OF KNOWLEDGE MODERATE	All program completers	1				100
Le wis-Clark State College -Alt (4885)	ET66690 -SE OF EARLY CHILDHOOD INTERVENTION	All program completers	1				
Le wis-Clark State College -Alt (4885)	ET60080 -SOCIAL STUDIES CONTENT KNOWLEDGE	All program completers	1				
Le wis-Clark State College -Alt (4885)	ET60080 -SOCIAL STUDIES CONTENT KNOWLEDGE	All program completers	1				
Le wis-Clark State College -Alt (4885)	ET66190 -SPANISH WORLD LANGUAGE	All enrolled students who have completed all	1				
Le wis-Clark State College -Alt (4885)	ET66200 -TEACHING READING: K-12	All program completers	3				
Le wis-Clark State College -Alt (4885)	ET66940 -WORLD AND U.S. HISTORY	All program completers	1				
Le wis-Clark State College -Alt (4885)	ET66940 -WORLD AND U.S. HISTORY	All program completers	1				
North vest Nazarene University -Alt (4544)	ET66130 -ARTS CONTENT KNOWLEDGE	All program completers	1				
North vest Nazarene University -Alt (4544)	ET60230 -BIOLOGY CONTENT KNOWLEDGE	All program completers	3				
North vest Nazarene University -Alt (4544)	ET66000 -ELEMENTARY MATHEMATICS	All enrolled students who have completed all	6				

Program	Assessment Name	Group	Number of Students	Average Score	Number Passing	Pass Rate (%)	Standard Average Pass Rate (%)
Northwest Nazarene University - Alt (4544)	ETS5003 - ELEMENTARY MATHEMATICS	All program completers, 2022-23	1				84%
Northwest Nazarene University - Alt (4544)	ETS5002 - ELEMENTARY READING LANGUAGES ARTS	All enrolled students who have completed all moncl	6				
Northwest Nazarene University - Alt (4544)	ETS5002 - ELEMENTARY READING LANGUAGES ARTS	All program completers, 2022-23	2				90%
Northwest Nazarene University - Alt (4544)	ETS5005 - ELEMENTARY SCIENCE	All enrolled students who have completed all moncl	6				
Northwest Nazarene University - Alt (4544)	ETS5005 - ELEMENTARY SCIENCE	All program completers, 2022-23	2				84%
Northwest Nazarene University - Alt (4544)	ETS5004 - ELEMENTARY SOCIAL STUDIES	All enrolled students who have completed all moncl	6				
Northwest Nazarene University - Alt (4544)	ETS5004 - ELEMENTARY SOCIAL STUDIES	All program completers, 2022-23	2				84%
Northwest Nazarene University - Alt (4544)	ETS5036 - ENGLISH LANGUAGE ARTS: GK	All program completers, 2022-23	1				100%
Northwest Nazarene University - Alt (4544)	ETS5551 - HEALTH EDUCATION	All program completers, 2022-23	2				
Northwest Nazarene University - Alt (4544)	ETS5165 - MATHEMATICS	All program completers, 2022-23	2				84%
Northwest Nazarene University - Alt (4544)	ETS5047 - MIDDLE SCHOOL ENGLISH LANGUAGES ARTS	All enrolled students who have completed all moncl	3				
Northwest Nazarene University - Alt (4544)	ETS5104 - MIDDLE SCHOOL MATHEMATICS	All enrolled students who have completed all moncl	1				

Program	Assessment Name	Group	Number taking	Average score	Number passing	Pass rate (%)	Standard Average Pass Rate (%)
Northwest Nazarene University-Alt (4544)	ETS5104-MIDDLE SCHOOL MATHEMATICS	All program completers, 2022-23	1				
Northwest Nazarene University-Alt (4544)	ETS5089-MIDDLE SCHOOL SOCIAL STUDIES	All enrolled students who have completed all moncler	2				
Northwest Nazarene University-Alt (4544)	ETS5089-MIDDLE SCHOOL SOCIAL STUDIES	All program completers, 2022-23	1				
Northwest Nazarene University-Alt (4544)	ETS5221-SPEECH COMMUNICATION: CLEP	All program completers, 2022-23	1				

SECTION SS TES

Alternative, not IHE-based Assessment Student Pass Rates

Note: If the information looks accurate, please mark the page as complete and save.

Program	Assessment code - Assessment name	Group	Number taking tests	Avg scaled score	Number passing tests	Pass rate (%)
ABCTE (Title III Only) - Alignment	ET0205BIOLOGY CONTENT KNOWLEDGE	All program completions	2	m	m	
ABCTE (Title III Only) - Alignment	AB0000BIOLOGY m	Other non-title III students	4	m	m	
ABCTE (Title III Only) - Alignment	AB0000BIOLOGY m	All program completions	11	28.6	10	91
ABCTE (Title III Only) - Alignment	AB0000BIOLOGY	All program completions	19	28.6	17	89
ABCTE (Title III Only) - Alignment	AB0000BIOLOGY m	All program completions	34	29.4	33	97
ABCTE (Title III Only) - Alignment	ET0205BIOLOGY CONTENT KNOWLEDGE m	All program completions	1	m	m	
ABCTE (Title III Only) - Alignment	ET0205BIOLOGY CONTENT KNOWLEDGE m	All program completions	2	m	m	
ABCTE (Title III Only) - Alignment	ET0205BIOGENESIS CONTENT KNOWLEDGE m	All program completions	1	m	m	
ABCTE (Title III Only) - Alignment	AB0000CHEMISTRY m	Other non-title III students	1	m	m	
ABCTE (Title III Only) - Alignment	AB0000CHEMISTRY m	All program completions	1	m	m	
ABCTE (Title III Only) - Alignment	ET0246CHEMISTRY m	All program completions	1	m	m	
ABCTE (Title III Only) - Alignment	AB0000CHEMISTRY m	All program completions	4	m	m	
ABCTE (Title III Only) - Alignment	AB0000CHEMISTRY m	All program completions	4	m	m	

Prōgṛā	odTT- T Asš šsmṛe T arīe T	GroupTT	Nūmṛ aktTg s š T	Avḡ.T s alT s ṛTT	Nūmṛ paššī g s š T	PāssT ra (%)
ABOṬE Tīdāho(T title 2 Only) - Aitt(145T)TT	E Ṭ7B13 -ELEM EDṬCKṬ MA HEMA ICST	Otherēhṛṭlṭd students	2			
ABOṬE Tīdāho(T title 2 Only) - Aitt(145T)TT	E Ṭ7B13 -ELEM EDṬCKṬ MA HEMA ICST	Allṭprogram completṛs, 202ṭ- TT 22	1			
ABOṬE Tīdāho(T title 2 Only) - Aitt(145T)TT	E Ṭ7B12 -ELEM EDṬCKṬ READING LANGUAGE ARTS T	Otherēhṛṭlṭd students	2			
ABOṬE Tīdāho(T title 2 Only) - Aitt(145T)TT	E Ṭ7B12 -ELEM EDṬCKṬ READING LANGUAGE ARTS T	Allṭprogram completṛs, 202ṭ- TT 22	1			
ABOṬE Tīdāho(T title 2 Only) - Aitt(145T)TT	E Ṭ7B14 -ELEM EDṬCKṬ SCIENCE T	Otherēhṛṭlṭd students	2			
ABOṬE Tīdāho(T title 2 Only) - Aitt(145T)TT	E Ṭ7B14 -ELEM EDṬCKṬ SCIENCE T	Allṭprogram completṛs, 202ṭ- TT 22	1			
ABOṬE Tīdāho(T title 2 Only) - Aitt(145T)TT	E Ṭ7B15 -ELEM EDṬCKṬ SOCIALSṬṬDIESṬ	Otherēhṛṭlṭd students	2			
ABOṬE Tīdāho(T title 2 Only) - Aitt(145T)TT	E Ṭ7B15 -ELEM EDṬCKṬ SOCIALSṬṬDIESṬ	Allṭprogram completṛs, 202ṭ- TT 22	1			
ABOṬE Tīdāho(T title 2 Only) - Aitt(145T)TT	E Ṭ5D03 -ELEM EDṬMUL T SUBJṬMA HEMA ICST	Otherēhṛṭlṭd students	4			
ABOṬE Tīdāho(T title 2 Only) - Aitt(145T)TT	E Ṭ5D03 -ELEM EDṬMUL T SUBJṬMA HEMA ICST	Allṭprogram completṛs, 2022- T 23	2			
ABOṬE Tīdāho(T title 2 Only) - Aitt(145T)TT	E Ṭ5D03 -ELEM EDṬMUL T SUBJṬMA HEMA ICST	Allṭprogram completṛs, 202ṭ- TT 22	2			
ABOṬE Tīdāho(T title 2 Only) - Aitt(1451)TT	E Ṭ5D03 -ELEM EDṬMUL T SUBJṬMA HEMA ICST	Allṭprogram completṛs, 202ṭ- TT 21	8			
ABOṬE Tīdāho(T title 2 Only) - Aitt(145T)TT	E Ṭ5D02 -ELEM EDṬMUL T SUBJṬREADING LANGṬ ARTS T	Otherēhṛṭlṭd studentsṬ T	5			
ABOṬE Tīdāho(T title 2 Only) - Aitt(1451)TT	E Ṭ5D02 -ELEM EDṬMUL T SUBJṬREADING LANGṬ ARTS T	Allṭprogram completṛs, 2022- T 23	3			
ABOṬE Tīdāho(T title 2 Only) - Aitt(145T)TT	E Ṭ5D02 -ELEM EDṬMUL T SUBJṬREADING LANGṬ ARTS T	Allṭprogram completṛs, 202ṭ- TT 22	2			
ABOṬE Tīdāho(T title 2 Only) - Aitt(145T)TT	E Ṭ5D02 -ELEM EDṬMUL T SUBJṬREADING LANGṬ ARTS T	Allṭprogram completṛs, 202ṭ- TT 21 T	9			

Prōgrāms - Ati (1451) TT	odTT- T AsīTšsīTē T arīTē T	GroupTT	Nūmbr aktīg s š T	AvēgTT s alTē s ņrTT	Nūmbr pašsī g s š T	PāssT raTT (%)
ABOŅE Pīdānē(T itleTT Only)TT - Ati(1451)TT	E TS5005FELEEM EDTMUL T SUBJTSQIENŅES	Other ehīrālēd stūdenis T	4			
ABOŅE Pīdānē(T itleTT Only)TT - Ati(1451)TT	E TS5005FELEEM EDTMUL T SUBJTSQIENŅES	Allpīoģrām cōmpleTērs, 12022- T 23 T	2			
ABOŅE Pīdānē(T itleTT Only)TT - Ati(1451)TT	E TS5005FELEEM EDTMUL T SUBJTSQIENŅES	Allpīoģrām cōmpleTērs, 12021- TT 22	2			
ABOŅE Pīdānē(T itleTT Only)TT - Ati(1451)TT	E TS5005FELEEM EDTMUL T SUBJTSQIENŅES	Allpīoģrām cōmpleTērs, 12020- TT 21 T	8			
ABOŅE Pīdānē(T itleTT Only)TT - Ati(1451)TT	E TS5007FELEEM EDTMUL T SUBJTSQCIAMTS TJDIEST	Other ehīrālēd stūdenis T	5			
ABOŅE Pīdānē(T itleTT Only)TT - Ati(1451)TT	E TS5007FELEEM EDTMUL T SUBJTSQCIAMTS TJDIEST	Allpīoģrām cōmpleTērs, 12022- T 23 T	2			
ABOŅE Pīdānē(T itleTT Only)TT - Ati(1451)TT	E TS5007FELEEM EDTMUL T SUBJTSQCIAMTS TJDIEST	Allpīoģrām cōmpleTērs, 12021- TT 22	2			
ABOŅE Pīdānē(T itleTT Only)TT - Ati(1451)TT	E TS5007FELEEM EDTMUL T SUBJTSQCIAMTS TJDIEST	Allpīoģrām cōmpleTērs, 12020- TT 21 T	8			
ABOŅE Pīdānē(T itleTT Only)TT - Ati(1451)TT	E S7808FELEEMEN TARY EDUCA TON: MA HEMA ICS T ČK T	Allpīoģrām cōmpleTērs, 12021- TT 22	1			
ABOŅE Pīdānē(T itleTT Only)TT - Ati(1451)TT	E S7808FELEEMEN TARY EDUCA TION: READING AND T LANG ARS ČK T	Allpīoģrām cōmpleTērs, 12021- TT 22	1			
ABOŅE Pīdānē(T itleTT Only)TT - Ati(1451)TT	E S7807FELEEMEN TARY EDUCA TON: SCIENŅE ČK T	Allpīoģrām cōmpleTērs, 12021- TT 22	1			
ABOŅE Pīdānē(T itleTT Only)TT - Ati(1451)TT	E S7805FELEEMEN TARY EDUCA TON: SOCIAMT S TJDIEST	Allpīoģrām cōmpleTērs, 12021- TT 22	1			
ABOŅE Pīdānē(T itleTT Only)TT - Ati(1451)TT	ABOŅOŠFEINGLISH LANGUAGE ARS	Other ehīrālēd stūdenis T	9			
ABOŅE Pīdānē(T itleTT Only)TT - Ati(1451)TT	ABOŅOŠFEINGLISH LANGUAGE ARS T	Allpīoģrām cōmpleTērs, 12022- T 23 T	16TT	98TT	5 T	4
ABOŅE Pīdānē(T itleTT Only)TT - Ati(1451)TT	ABOŅOŠFEINGLISH LANGUAGE ARS T	Allpīoģrām cōmpleTērs, 12021- TT 22	20 T	03TT	0 T	00T
ABOŅE Pīdānē(T itleTT Only)TT - Ati(1451)TT	ABOŅOŠFEINGLISH LANGUAGE ARS T	Allpīoģrām cōmpleTērs, 12020- TT 21 T	76TT	08TT	6 T	00T

PrōgrāTT - Atr(1451)TT	odTT- T AsTŠsTē T arTē T	GroupTT	Nūmbr aktTg s Š T	AvgtT s alTē s ņrTT	Nūmbr paŠsi g s Š T	PāssT raTT (%)
ABOUE Tīdānō(T tleT Only)TT - Atr(1451)TT	ES5088T-ENGLISH LANGUAGE ARTS: CK	Other ēnTāleēd stūdeTis T	1			
ABOUE Tīdānō(T tleT Only)TT - Atr(1451)TT	ES5088T-ENGLISH LANGUAGE ARTS: CK	AllpTōgrāTT cōmpleērs, 1202T- TT 22	1			
ABOUE Tīdānō(T tleT Only)TT - Atr(1451)TT	ES5088T-ENGLISH LANGUAGE ARTS: CK T	AllpTōgrāTT cōmpleērs, 12020- TT 21 T	2			
ABOUE Tīdānō(T tleT Only)TT - Atr(1451)TT	ES5362T-ENGLISH O SPEAKERS OF O HER T LANGUAGES	AllpTōgrāTT cōmpleērs, 1202T- TT 22	1			
ABOUE Tīdānō(T tleT Only)TT - Atr(1451)TT	ES5362T-ENGLISH O SPEAKERS OF O HER T LANGUAGES	AllpTōgrāTT cōmpleērs, 12020- TT 21 T	2			
ABOUE Tīdānō(T tleT Only)TT - Atr(1451)TT	ES0485T-GENERALSCIT CON ENTKNOWLEDGE T	AllpTōgrāTT cōmpleērs, 12020- TT 21 T	1			
ABOUE Tīdānō(T tleT Only)TT - Atr(1451)TT	ABO0004T-GENERAL SCIENCE	Other ēnTāleēd stūdeTis T	1			
ABOUE Tīdānō(T tleT Only)TT - Atr(1451)TT	ABO0004T-GENERAL SCIENCE T	AllpTōgrāTT cōmpleērs, 12022- T 23 T	7			
ABOUE Tīdānō(T tleT Only)TT - Atr(1451)TT	ABO0004T-GENERAL SCIENCE T	AllpTōgrāTT cōmpleērs, 1202T- TT 22	10TT	90TT		0
ABOUE Tīdānō(T tleT Only)TT - Atr(1451)TT	ABO0004T-GENERAL SCIENCE T	AllpTōgrāTT cōmpleērs, 12020- TT 21 T	23 T	99TT	3 T	00T
ABOUE Tīdānō(T tleT Only)TT - Atr(1451)TT	ES551T-HEALTH EDUCATON T	AllpTōgrāTT cōmpleērs, 12020- TT 21 T	1			
ABOUE Tīdānō(T tleT Only)TT - Atr(1451)TT	ES531T-LIBRARY/MEDIA T SPECIALIST T	AllpTōgrāTT cōmpleērs, 1202T- TT 22	1			
ABOUE Tīdānō(T tleT Only)TT - Atr(1451)TT	ABO0005T-MA HEMA ICŠ T	ther ēnTāleēd stūdeTis T	6			
ABOUE Tīdānō(T tleT Only)TT - Atr(1451)TT	ABO0005T-MA HEMA ICŠ T	ll pTōgrāTT cōmpleērs, 12022- T 23 T	8			
ABOUE Tīdānō(T tleT Only)TT - Atr(1451)TT	ABO0005T-MA HEMA ICŠ T	ll pTōgrāTT cōmpleērs, 1202T- TT 22	17TT	90TT	4 T	2
ABOUE Tīdānō(T tleT Only)TT - Atr(1451)TT	ES5165T-MA HEMA ICŠ T	ll pTōgrāTT cōmpleērs, 12020- TT 21 T	1			

PrōgrāTT - Atr(1451)TT	odTT- T AsTšsTē T arTē T	GroupTT	Nūmbr aktTg s š T	AvgtT s alTā s ņrTT	Nūmbr paššī g s š T	PāssT raTT (%)
ABCTE Tīdān6(T īle12 - Atr(1451)TT	AB00005-MA HEMA ICŠ T	Il pīdgrāTT cōmpleTārs, 12020- TT 21 T	25 T	91TT	5 T	00T
ABCTE Tīdān6(T īle12 - Atr(1451)TT	E T5161T-MA HEMA ICŠ CON ENTKNOWLEDGE T	AllpīdgrāTT cōmpleTārs, 12021- TT 22	1			
ABCTE Tīdān6(T īle12 - Atr(1451)TT	E T5161T-MA HEMA ICŠ CON ENTKNOWLEDGE T	AllpīdgrāTT cōmpleTārs, 12020- TT 21 T	1			
ABCTE Tīdān6(T īle12 - Atr(1451)TT	E S5047T-MIDDLETŠCHOL ENG LANG AR TŠ T	Other ēnTānāc students TT	1			
ABCTE Tīdān6(T īle12 - Atr(1451)TT	E S5047T-MIDDLETŠCHOL ENG LANG AR TŠ T	AllpīdgrāTT cōmpleTārs, 12021- TT 22	1			
ABCTE Tīdān6(T īle12 - Atr(1451)TT	E T5169T-MIDDLETŠCHOL MA HEMA ICŠ T	AllpīdgrāTT cōmpleTārs, 12020- TT 21 T	2			
ABCTE Tīdān6(T īle12 - Atr(1451)TT	E T5042T-MIDDLETŠCHOL SCIENCE T	AllpīdgrāTT cōmpleTārs, 12021- TT 22	1			
ABCTE Tīdān6(T īle12 - Atr(1451)TT	AB00006-MUL TPĒET SUBJEC TEXAMINAT ON	Other ēnTānāc students T	46TT	95TT	5 T	6
ABCTE Tīdān6(T īle12 - Atr(1451)TT	AB00006-MUL TPĒET SUBJEC TEXAMINAT ON T	AllpīdgrāTT cōmpleTārs, 12022- T 23 T	140TT	11 T	40TT	00T
ABCTE Tīdān6(T īle12 - Atr(1451)TT	AB00006-MUL TPĒET SUBJEC TEXAMINAT ON T	AllpīdgrāTT cōmpleTārs, 12021- TT 22	152T	10TT	51TT	9 T
ABCTE Tīdān6(T īle12 - Atr(1451)TT	AB00006-MUL TPĒET SUBJEC TEXAMINAT ON T	AllpīdgrāTT cōmpleTārs, 12020- TT 21 T	432T	10TT	31TT	00T
ABCTE Tīdān6(T īle12 - Atr(1451)TT	E T5091T-PHYSICALTĒC CON ENTKNOWLEDGE T	AllpīdgrāTT cōmpleTārs, 12020- TT 21 T	1			
ABCTE Tīdān6(T īle12 - Atr(1451)TT	AB00007-PHYSICS T	Il pīdgrāTT cōmpleTārs, 12022- T 23 T	1			
ABCTE Tīdān6(T īle12 - Atr(1451)TT	AB00007-PHYSICS T	Il pīdgrāTT cōmpleTārs, 12020- TT 21 T	2			
ABCTE Tīdān6(T īle12 Only)TT - Atr(1451)TT	E T5265T-PHYSICS CON ENTKNOWLEDGE T	AllpīdgrāTT cōmpleTārs, 12020- TT 21 T	1			

PrōgrāTT	odTT- T AsīTssīte T arīe T	GroupTT	Nūmbr aktīg s s T	AvēTT s altd s ōrTT	Nūmbr pašsi g s s T	PāssT raTT (%)
ABOŪE Fīdāhō(T īleTT Only)TT - Atī(1451)TT	ABO0008-PROFESSIONAL EACHING KNOWLEDGE	Other enīrīled stūdehīst	105TT	93TT	8 T	3
ABOŪE Fīdāhō(T īleTT Only)TT - Atī(1451)TT	ABO0008-PROFESSIONAL EACHING KNOWLEDGE T	Allpīdgrām cōmpleterī, 12022- T 23 T	189TT	00TT	89TT	00T
ABOŪE Fīdāhō(T īleTT Only)TT - Atī(1451)TT	ABO0008-PROFESSIONAL EACHING KNOWLEDGE T	Allpīdgrām cōmpleterī, 12021- TT 22	224 T	01TT	23 T	00T
ABOŪE Fīdāhō(T īleTT Only)TT - Atī(1451)TT	ABO0008-PROFESSIONAL EACHING KNOWLEDGE	Allpīdgrām cōmpleterī, 12020- TT 21 T	608TT	02T	05TT	00T
ABOŪE Fīdāhō(T īleTT Only)TT - Atī(1451)TT	ABO0012-READING T	All pīdgrām cōmpleterī, 12022- T 23 T	1			
ABOŪE Fīdāhō(T īleTT Only)TT - Atī(1451)TT	ABO0012-READING T	All pīdgrām cōmpleterī, 12021- TT 22	2			
ABOŪE Fīdāhō(T īleTT Only)TT - Atī(1451)TT	E 15302-READING SPECIALIST	Allpīdgrām cōmpleterī, 12020- TT 21 T	1			
ABOŪE Fīdāhō(T īleTT Only)TT - Atī(1451)TT	E 15543-FRESHCK AND MILD O MODERATE APPLT	Other enīrīled stūdehīst	3			
ABOŪE Fīdāhō(T īleTT Only)TT - Atī(1451)TT	E 15543-FRESHCK AND MILD O MODERATE APPLT	Allpīdgrām cōmpleterī, 12022- T 23 T	1			
ABOŪE Fīdāhō(T īleTT Only)TT - Atī(1451)TT	E 15543-FRESHCK AND MILD O MODERATE APPLT	Allpīdgrām cōmpleterī, 12021- TT 22	1			
ABOŪE Fīdāhō(T īleTT Only)TT - Atī(1451)TT	E 15543-FRESHCK AND MILD O MODERATE APPLT	Allpīdgrām cōmpleterī, 12020- TT 21 T	1			
ABOŪE Fīdāhō(T īleTT Only)TT - Atī(1451)TT	E 15081-SOCIALS JONES CON ENT KNOWLEDGE	Allpīdgrām cōmpleterī, 12020- TT 21 T	1			
ABOŪE Fīdāhō(T īleTT Only)TT - Atī(1451)TT	E 15195-SPANISH WORD LANGUAGE	Other enīrīled stūdehīst	1			
ABOŪE Fīdāhō(T īleTT Only)TT - Atī(1451)TT	E 15195-SPANISH WORD LANGUAGE T	Allpīdgrām cōmpleterī, 12020- TT 21 T	1			
ABOŪE Fīdāhō(T īleTT Only)TT - Atī(1451)TT	ABO0009-SPECIALT EDUCATION	Other enīrīled stūdehīst	18TT	74TT		4
ABOŪE Fīdāhō(T īleTT Only)TT - Atī(1451)TT	ABO0009-SPECIALT EDUCATION	Allpīdgrām cōmpleterī, 12022- T 23 T	44TT	97TT	2	5

PrōgrāTT	odTT- T AsīTšsīTe T arīe T	GroupTT	Nūm̄b r aktīg s š T	AvēgTT s alT s ōrTT	Nūm̄b r pašsi g s š T	PāssT raTT (%)
ABOUE Fīdāhō(T itleT Only)TT - AtT(1451)TT	ABCOO09F-SPECIALT EDUCAT ONT	AllprōgrāTT cōmpleTērs, 12021- TT 22	32T	99TT	1 T	7
ABOUE Fīdāhō(T itleT Only)TT - AtT(1451)TT	ABCOO09F-SPECIALT EDUCAT ONT	AllprōgrāTT cōmpleTērs, 12020- TT 21 T	118TT	96TT	17TT	9
ABOUE Fīdāhō(T itleT Only)TT - AtT(1451)TT	ABCOO10F-UJS.THIS TORY	thēf ehTāleT stūTēnts T	7			
ABOUE Fīdāhō(T itleT Only)TT - AtT(1451)TT	ABCOO10F-UJS.THIS TORY T	II prōgrāTT cōmpleTērs, 12022- T 23 T	9			
ABOUE Fīdāhō(T itleT Only)TT - AtT(1451)TT	ABCOO10F-UJS.THIS TORY T	II prōgrāTT cōmpleTērs, 12021- TT 22	16TT	05TT	5 T	4
ABOUE Fīdāhō(T itleT Only)TT - AtT(1451)TT	ABCOO10F-UJS.THIS TORY T	II prōgrāTT cōmpleTērs, 12020- TT 21 T	44TT	04TT	3 T	8
ABOUE Fīdāhō(T itleT Only)TT - AtT(1451)TT	ABCOO11T -WORLDT HIS TORY	thēf ehTāleT stūTēnts T	5		O T	
ABOUE Fīdāhō(T itleT Only)TT - AtT(1451)TT	ABCOO11T -WORLDT HIS TORY T	II prōgrāTT cōmpleTērs, 12022- T 23 T	8		A T	
ABOUE Fīdāhō(T itleT Only)TT - AtT(1451)TT	ABCOO11T -WORLDT HIS TORY T	II prōgrāTT cōmpleTērs, 12021- TT 22	16TT	10TT	6 T A T	00T
ABOUE Fīdāhō(T itleT Only)TT - AtT(1451)TT	ABCOO11T -WORLDT HIS TORY T	II prōgrāTT cōmpleTērs, 12020- TT 21 T	44TT	02T	3 T A T	8
eačēnēnTāmerīkāTēhēt (itleT Only)T AtT(4061)TT	E T5286F-BIOLGY T	II prōgrāTT cōmpleTērs, 12022- T 23 T	3			
eačēnēnTāmerīkāTēhēt (itleT Only)T AtT(4061)TT	E T50285F-BIOLGY CON ENTKNOWLEDGE T	AllprōgrāTT cōmpleTērs, 12021- TT 22	1			
eačēnēnTāmerīkāTēhēt (itleT Only)T AtT(4061)TT	E T50285F-BIOLGY CON ENTKNOWLEDGE T	AllprōgrāTT cōmpleTērs, 12020- TT 21 T	5			
eačēnēnTāmerīkāTēhēt (itleT Only)T AtT(4061)TT	E T50245F-CHEMIS RY CON ENTKNOWLEDGE T	AllprōgrāTT cōmpleTērs, 12020- TT 21 T	1			
eačēnēnTāmerīkāTēhēt (itleT Only)T AtT(4061)TT	E T5008F-ELEEM ED MUL T SUBJ NIA HEMA ICS	Other ehTāleT stūTēnts T	1			
eačēnēnTāmerīkāTēhēt T (itleT Only)T AtT(4061)TT	E T5008F-ELEEM ED MUL T SUBJ NIA HEMA ICS	AllprōgrāTT cōmpleTērs, 12022- T 23 T	4			

Program	Assessment Category	Group	Number at Risk	Avg. Pass Rate	Number Passing	Pass Rate (%)
Tea b for Ameri ældaho (Title 2 Only) -Alt(4061qcc	ETS5003 -ELEM ED: MULTI SUBJ: MATHEMATICS	All program completers, 2021-c 22c	4			
Tea b for Ameri ældaho (Title 2 Only) -Alt (4061qcc	ETS5003 -ELEM ED: MULTI SUBJ: MATHEMATICS	All program completers, 2020ec 21c	9			
Tea b for Ameri ældaho (Title 2 Only) -Alt(4061qcc	ETS5002 -ELEM ED: MULTI SUBJ: READING LANG ARTS	Other enrolled students c	1			
Tea b for Ameri ældaho (Title 2 Only) -Alt (4061qcc	ETS5002 -ELEM ED: MULTI SUBJ: READING LANG ARTS	All program completers, 2022ec 23c	4			
Tea b for Ameri ældaho (Title 2 Only) -Alt(4061qcc	ETS5002 -ELEM ED: MULTI SUBJ: READING LANG ARTS	All program completers, 2021-c 22c	4			
Tea b for Ameri ældaho (Title 2 Only) -Alt(4061qcc	ETS5002 -ELEM ED: MULTI SUBJ: READING LANG ARTS	All program completers, 2020ec 21c	9			
Tea b for Ameri ældaho (Title 2 Only) -Alt(4061qcc	ETS5005 -ELEM ED: MULTI SUBJ: SCIENCES	Other enrolled students c	1			
Tea b for Ameri ældaho (Title 2 Only) -Alt(4061qcc	ETS5005 -ELEM ED: MULTI SUBJ: SCIENCES	All program completers, 2022ec 23c	4			
Tea b for Ameri ældaho (Title 2 Only) -Alt (4061qcc	ETS5005 -ELEM ED: MULTI SUBJ: SCIENCES	All program completers, 2021ec 22c	4			
Tea b for Ameri ældaho (Title 2 Only) -Alt(4061qcc	ETS5005 -ELEM ED: MULTI SUBJ: SCIENCES	All program completers, 2020-c 21c	9			
Tea b for Ameri ældaho (Title 2 Only) -Alt(4061qcc	ETS5004 -ELEM ED: MULTI SUBJ: SOCIAL STUDIES	Other enrolled students c	1			
Tea b for Ameri ældaho (Title 2 Only) -Alt(4061qcc	ETS5004 -ELEM ED: MULTI SUBJ: SOCIAL STUDIES	All program completers, 2022ec 23c	4			
Tea b for Ameri ældaho (Title 2 Only) -Alt (4061qcc	ETS5004 -ELEM ED: MULTI SUBJ: SOCIAL STUDIES	All program completers, 2021ec 22c	4			
Tea b for Ameri ældaho (Title 2 Only) -Alt(4061qcc	ETS5004 -ELEM ED: MULTI SUBJ: SOCIAL STUDIES	All program completers, 2020-c 21c	9			
Tea b for Ameri ældaho (Title 2 Only) -Alt(4061qcc	ETS5038 -ENGLISH LANGUAGE ARTS: CK c	Other enrolled students c	1			
Tea b for Ameri ældaho (Title 2 Only) -Alt(4061qcc	ETS5038 -ENGLISH LANGUAGE ARTS: CK c	All program completers, 2022ec 23c	1			

Program	Assessment Name	Group	Number of Applicants	Average Score	Number of Passes	Pass Rate (%)
Tea b for Ameri ældaho (Title 2 c ly) -Alb(4061)cc	ETS5038-ENGLISH LANGUAGE ARTS: C16 c	Allprogram ompleters, 2021e 22c	1			
Tea b for Ameri ældaho (Title 2 c ly) -Alb(4061)cc	ETS5038-ENGLISH LANGUAGE ARTS: C16 c	Allprogram ompleters, 2020ec 21c	4 c			
Tea b for Ameri ældaho (Title 2 c ly) -Alb(4061)cc	ETS0435-GENERAL SCIENCE CONTENT KNOWLEDGE	Allprogram ompleters, 2021e 22c	2			
Tea b for Ameri ældaho (Title 2 c ly) -Alb(4061)cc	ETS0435-GENERAL SCIENCE CONTENT KNOWLEDGE	Allprogram ompleters, 2020ec 21c	6			
Tea b for Ameri ældaho (Title 2 c ly) -Alb(4061)cc	ETS5136-GENERAL SCIENCE	Allprogram ompleters, 2022e 23c	3			
Tea b for Ameri ældaho (Title 2 c ly) -Alb(4061)cc	ETS5165-MATHEMATICS	II program ompleters, 2022e 23c	3			
Tea b for Ameri ældaho (Title 2 c ly) -Alb(4061)cc	ETS5165-MATHEMATICS	II program ompleters, 2020ec 22c	1			
Tea b for Ameri ældaho (Title 2 c ly) -Alb(4061)cc	ETS5161-MATHEMATICS CONTENT KNOWLEDGE	Allprogram ompleters, 2020e 21c	3			
Tea b for Ameri ældaho (Title 2 c ly) -Alb(4061)cc	ETS5265-PHYSICS CONTENT KNOWLEDGE	Allprogram ompleters, 2021ec 22c	1 c			
Tea b for Ameri ældaho (Title 2 c ly) -Alb(4061)cc	ETS5543-SECONDARY MODERN ARTS: APPL c	Allprogram ompleters, 2022e 23c	2			
Tea b for Ameri ældaho (Title 2 c ly) -Alb(4061)cc	ETS5543-SECONDARY MODERN ARTS: APPL c	Allprogram ompleters, 2020ec 22c	3			
Tea b for Ameri ældaho (Title 2 c ly) -Alb(4061)cc	ETS5543-SECONDARY MODERN ARTS: APPL c	Allprogram ompleters, 2020e 21c	5			
Tea b for Ameri ældaho (Title 2 c ly) -Alb(4061)cc	ETS0081-SOCIAL STUDIES: CONTENT KNOWLEDGE	Allprogram ompleters, 2020ec 21c	1			
Tea b for Ameri ældaho (Title 2 Only) -Alb(4061)cc	ETS5195-SPANISH WORLD LANGUAGE	Allprogram ompleters, 2021e c 22c	1 c			

SECTION SS TES

Traditional Summary Pass Rates

Note: If the information is accurate, please mark the page as complete and save.

Program	Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
Boise State University (4068)	All program completers 2022-23	199	198	99.00	96.00
Boise State University (4068)	All program completers 2021-22	208	207	100.00	96.00
Boise State University (4068)	All program completers 2020-21	205	204	98.00	95.00
Brigham Young University Idaho (4657)	All program completers 2022-23	277	259	94.00	96.00
Brigham Young University Idaho (4657)	All program completers 2021-22	284	262	92.00	96.00
Brigham Young University Idaho (4657)	All program completers 2020-21	346	328	95.00	95.00
Idaho State University (4355)	All program completers 2022-23	46	43	93.00	96.00
Idaho State University (4355)	All program completers 2021-22	49	49	100.00	96.00
Idaho State University (4355)	All program completers 2020-21	53	53	100.00	95.00
Lewis-Clark State College (4385)	All program completers 2022-23	42	41	98.00	96.00
Lewis-Clark State College (4385)	All program completers 2021-22	32	31	97.00	96.00
Lewis-Clark State College (4385)	All program completers 2020-21	52	47	90.00	95.00
Northwest Nazarene University (4544)	All program completers 2022-23	35	35	100.00	96.00
Northwest Nazarene University (4544)	All program completers 2021-22	34	34	100.00	96.00
Northwest Nazarene University (4544)	All program completers 2020-21	25	25	100.00	95.00
The College of Idaho (4060)	All program completers 2022-23	5			96.00

Prógrá	ou f	urí b r aking s s f	urí b r asíing s s f	Páiss ra (%) f	S á Av frag ass ra (%)
Thé Cdílégíeíó ídahníó (4060) f	Il program co f letérs\$, f2021f22f	2 f			96 f
Thé Cdílégíeíó ídahníó (4060)	Il program co f letérs\$, 2020f21f	3 f			95
Thé Cdílégíeíó ídahníó (4060) f	Il program co f letérs\$, fcombineíó 3 ácadémic yeafs	10 f	8 f	80f	
Urfíver ífy o ídahníó (4843) f	Il progra co f letérs\$, 2022f23f	36 f	35f	97f f	96f f
Urfíver ífy o ídahníó (4 #3 f	Il progra co f letérf, f2021f22f	66 f	60f f	91f f	96
Urfíversity o ídahníó (4843) f	Allf program f completérs\$, 2020f21f f	46 f	38f f	83f f	95f

SECTION SS TES

Alternative, IHE-based Summary Pass Rates

Note: If the information looks accurate, please mark the page as complete and save.

Program	Group	Number taking tests	Number passing u tests	Pass rate (%) u	State Average pass rate u (%)
Boise State University - Alt(4018) u	All program completers, 2020u22	4 u			94
Boise State University - Alt(4018) u	All program completers, 2020u21	6			95
Boise State University - Alt(4018) u	All program completers, combined 3 academic years	10 u	9 u	90u	
College of Southern Idaho - Alt(2909) u	All program completers, 2020u20	48 u	42uu	88uu	87u
College of Southern Idaho - Alt(2909) u	All program completers, 2020u22	11 u	10 u	91	94
College of Southern Idaho - Alt(2909) u	All program completers, 2020u21 u	13	12uu	92uu	95u
Idaho State University - Alt(4356) u	All program completers, 2020u20	32 u	27uu	84uu	87u
Idaho State University - Alt(4356) u	All program completers, 2020u22	25 u	23uu	92uu	94u
Idaho State University - Alt(4356) u	All program completers, 2020u21 u	21 u	21uu	100uu	95u
Lewis-Clark State College - Alt(4365) u	All program completers, 2020u20	9			87
Lewis-Clark State College - Alt(4365) u	All program completers, 2020u22	6 u			94
Lewis-Clark State College - Alt(4365) u	All program completers, 2020u21	3 u			95
Lewis-Clark State College - Alt(4365) u	All program completers, combined 3 academic years	18 u	16uu	89 u	
Northwest Nazarene University - Alt(4544) u	All program completers, 2020u20	8 u			87
Northwest Nazarene University - Alt(4544) u	All program completers, 2020u22	1 u			94
Northwest Nazarene University - Alt(4544) u	All program completers, combined 3 academic years u	9 u			

SECTION SS TES

Alternative, not IHE-based Summary Pass Rates

Note: If the information looks accurate, please mark the page as complete and save. S

Program	Group	Number taking S tests	Number passing S tests	Pass rate (%)	State Average pass rate S (%)
ABCTES Idaho (Title 2 Only) - AIS(1451) S	All program completers S, 2022-23 S	195 S	192 S	98 S	99 S
ABCTES Idaho (Title 2 Only) - AIS(1451) S	All program completers S, 2022-23 S	234 S	226 S	97 S	97
ABCTES Idaho (Title 2 Only) - AIS(1451) S	All program completers S, 2022-23 S	635 S	627 S	99 S	99 S
Teach for America- Idaho (Title 2 Only) - AIS(4061) S	All program completers S, 2022-23 S	11	11 S	100 S	99 S
Teach for America- Idaho (Title 2 Only) - AIS(4061) S	All program completers S, 2022-23 S	9 S			97
Teach for America- Idaho (Title 2 Only) - AIS(4061) S	All program completers S, 2022-23 S	21	20 S	95 S	99 S

SECTION I T E N T I E O U T E S

Alternative Routes

For a state-approved alternative routes to a teaching credential, including any such routes operated by entities that are not IHEs, list each alternative route and answer the questions about each route. ([§205\(b\)\(1\)\(E\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary. |

- [Alternative route to a teaching credential](#)

Alternative Route	Update
Alternative Authorization Content Specialist	
Alternative Authorization Teacher New Certification	
Alternative Authorization Teacher New Endorsement	
Non-Traditional Route to Teacher Certification	

SECTION II TEACHERS' PREPARATION

Teacher Shortages and Teacher Preparation

Answer the following questions regarding how teacher preparation programs in your state are addressing shortages and preparation of teachers.

(§205(b)(1)(I), §205(b)(1)(J), §205(b)(1)(L))

Provide a description of the extent to which teacher preparation programs are addressing shortages of teachers who meet the applicable state certification and licensure requirements, by area of credential, subject, and specialty, in the state's public schools.

Educator preparation programs are addressing shortages of teachers who meet the applicable state certification and licensure requirements, by area of credential, subject, and specialty, in the state's public schools by training teachers with traditional and non-traditional preparation programs, providing online course options, providing educator registered apprenticeship program pathways, alternative routes, mentoring, and professional development. Educator preparation providers are also creating innovative options such as paraprofessional to teacher pathways and residencies.

Provide a description of the extent to which teacher preparation programs in the state prepare teachers, including general and special education teachers, to teach students with disabilities effectively, including training related to participation as a member of an individualized education program team.

Educator preparation programs in the state are preparing teacher candidates to teach students with disabilities, including general and special education teachers, by embedding the training into the preparation program. There are specific teaching endorsements for special education and general education teachers receive embedded instruction that provide an overview of special education. Depending on the course of study, special education teacher candidates are required to complete courses specific to special education and the endorsement requirements. During student teaching, student teachers will have the opportunity to work with students with disabilities, participate in IEP meetings, follow IEPs, work with special education teachers and other members of the IEP team. Teacher candidates are required to take an end point assessment.

Provide a description of the extent to which teacher preparation programs in the state prepare teachers, including general and special education teachers, to effectively teach students who are limited English proficient.

Educator preparation programs are preparing teacher candidates to teach students who are limited English proficient by embedding the training in the preparation program. There is a specific teaching endorsement for English Language instruction and Bilingual Education. Depending on the course of study, English as a Second Language teacher candidates and Bilingual Education teacher candidates are required to take courses specific to teaching students who are limited English proficient. During student teaching, student teachers will have the opportunity to work with students who are limited English proficient, follow English support plans, and work with English as a Second Language or Bilingual Education teachers. The teacher candidates are required to take an end point assessment.

Links to Related Websites

Teacher Shortage Area Report	
--	--

You may add links to related web sites to be included with your report card. Be sure to include the entire URL, beginning with the 'http://' or 'https://'. Add links in the order that you'd like them to appear.

SECTION III TEC NO O Y

Technology

Answer the following question regarding how teacher preparation program in your state use technology. (§205(b)(1)(K)) s

Key terms in this section are listed below. Click on the link to view the definition() in the glossary.

- [Universal design for learning](#)

Provide a description of the activities that require teachers to integrate technology effectively into curricula and instruction, including activities consistent with the principle of universal design for learning; and use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement. Include planning activities and timeline if the activities are not currently in place. Include both traditional program and alternative route to teacher certification or licensure, as applicable. (§205(b)(1)(K))

The pre-service Idaho Core Teaching Standards include a standard specifically about technology. This standard is embedded in the preparation of educators in traditional and non-traditional routes. Standard 13: Digital Technology and Online Learning -- The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning. The Online Teacher Endorsement is now available for those who wish to develop a greater use of technology in the classroom and who want to deliver online courses. s

Links to Related Web Sites

You may add links to related websites to be included with your report card. Be sure to include the entire URL, beginning with the 'http://' or 'https://'. Add links in the order that you'd like them to appear. s

SECTION I I M@VE NT EFFO TS

Improvement Efforts k

Check the activities and initiatives in which the state is engaging to improve the quality of the current and future teaching force. Check all that apply.

<input checked="" type="checkbox"/>	Implementing or strengthening educator standards
<input checked="" type="checkbox"/>	Implementing or strengthening educator preparation program review and/or continuous improvement processes k
<input type="checkbox"/>	Implementing or strengthening career ladders for educators
<input type="checkbox"/>	Implementing or strengthening educator recruitment efforts
<input type="checkbox"/>	Implementing or strengthening professional development opportunities and/or requirements
<input type="checkbox"/>	Providing technical assistance to educator preparation programs
<input type="checkbox"/>	Creating collaborative networks for educators
<input type="checkbox"/>	Streamlining educator certification processes
<input checked="" type="checkbox"/>	Strengthening educator evaluation processes
<input checked="" type="checkbox"/> k	Offering grant programs related to improving the teaching force

Describe the steps taken by the state during the past year to improve the quality of the current and future teaching force. [\(S205\(d\)\(2\)\(A\)\)](#) k

Idaho has new Idaho Standards for Educator Preparation Providers. Idaho has created a new process for: a. Educator Preparation Provider State Review b. Educator Preparation Provider New Program Approval c. New Educator Preparation Provider Approval (In Progress) Idaho is launching a Mentoring and PD platform this fall/2024. All Idaho public K-12 educators and Idaho Tribal Schools will have access to this platform. This platform will house professional development, professional learning communities, support mentoring, and provide mentors for our rural-remote and rural-distant school districts and charter schools. Idaho implements a career ladder per Section 33-1004B, Idaho Code. Idaho is launching a new evaluation platform for certified staff this fall/2024. Idaho has several collaborative groups that include staff from the educator preparation programs at the state's public and private institutions of higher education; including various work sessions and associations, IHELP, and Idaho Association of Colleges of Teacher Education (IACTE). These groups have worked together to identify and implement common processes to improve quality, including a common culminating candidate evaluation aligned to Danielson's framework and surveys for candidates (on exit and one year later) and their employer (one year later). These groups also provide recommendations to the State Board of Education regarding policy changes that can be made to improve teacher education. There are also networks through our state associations, leaders and learners, and the rural education collaborative. The Idaho Department of Education continues to work to streamline the educator certification processes through their internal processes. The Idaho Department of Education and Office of the Idaho State Board of Education participated in a collaborative process with Hunt Institute: Path Forward and developed a state action plan to improve literacy instruction and preparation. The Rural and Underserved Educator Incentive Program allows funds for selected educators to receive direct repayment for federal education loans or reimbursement of current educational expenses. Idaho has also launched a K-12 and SPED educator registered apprenticeship programs to support recruitment and retention efforts. Idaho has launched mentoring for School Administrators through the Idaho Association of School Administrators. Idaho has provided funding to Educator Preparation Providers to work on recruitment into school administration.

Links to Related Web Sites

Idaho Educator Mentoring Platform	
Idaho Educator Registered Apprenticeship Programs	
Section 33-1004B Career Ladder	
Idaho Certified Educator Evaluation Relation	

Rural and Small Business Incubation Program	
Idaho Department of Education Certification Department	
Humanities State Awards	
Idaho Mentor Program Board	
Idaho Standard for PFS	
Idaho Standard for Initial Certification of Professional Growth P-3	
In- State Education Board (IDSEB) (IDSEB2.02)	

You may add links to related web sites to be included in your report card. Be sure to include the entire URL beginning with the 'http:// or https://'. Add links in the order that you like them to appear.

SECTION 5 ELEMENTAL INFORMATION

Supplemental Information (

Optional)

Please use this space to provide any supplemental information.

Supporting Files

Annual EPP Performance Measures for the Reporting of At Risk and Low Performing EPPs	
--	--

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

You may not upload any file larger than 4 MB. Please put any large files on your program's web server and provide links to them in Links to Related Web Sites below. (

Links to Related Web Sites

You may add links to related web sites to be included with your report card. Be sure to include the entire URL, beginning with the 'http://' or 'https://'. Add links in the order that you'd like them to appear. (

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

- I certify that, to the best of my knowledge, the information in this report, including information about low performing teacher preparation programs and programs at a risk of being low performing, is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR THE STATE: a

Kathleen Shoup

TITLE:

Educator Effectiveness Program Manager

Certification of reviewer submission

- I certify that, to the best of my knowledge, the information in this report, including information about low performing teacher preparation programs and programs at a risk of being low performing, is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Jenn Thompson

TITLE: a

Chief Policy and Government Affairs Officer

Comparison with Last Year

Item a	Last Year	This Year	Change
Total completers for current academic year	1062	1046	-1.51% a
Total completers for prior academic year	154 a	1062 a	-33.38%
Total completers for second prior academic year a	1174 a	1594 a	35.78% a

SUBJECT

Educator Pipeline Annual Report

REFERENCE

August 2016	The Board discussed the creation of a workgroup to provide feedback and recommendations regarding the educator pipeline challenges and solutions.
April 2017	The Board reviewed an update on the Educator Pipeline and recommendations from the workgroup.
October 2017	The Board reviewed and approved the first recommendation of the teacher pipeline workgroup.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 – 1207, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND/DISCUSSION

The Board was presented with a first look at various data points throughout the educator pipeline during the December 2015 Board meeting and received a more comprehensive review at the August 2016 Board meeting. At the August 2016 Board meeting it was determined that a broad group of stakeholders who are impacted at the various points in the pipeline should be brought together to form comprehensive recommendations for supports and improvements to Idaho’s educator pipeline. The workgroup was made up of individuals nominated by the various stakeholder representative organizations with a focus on those individuals working in our public school system and approved educator preparation programs along with additional state policy makers. The committee convened throughout 2017 to form recommendations identified as critical to developing Idaho’s Educator Pipeline. These recommendations included:

1. Develop an Idaho Teacher Supply and Demand Report consisting of multiple data points to determine if, where, and why a teacher shortage exists in Idaho.
2. Begin developing a coherent policy dialogue
3. Define recommendations in the areas outlined below:
 - a. Attract/Recruit: Openly promote teaching as a profession to boost public perception; Continue to support higher salaries and compensation packages.
 - b. Prepare/Certify: Expand options in preparation and certification to include mastery-based preparation programs that account for experiential credit; closer alignment between secondary and postsecondary education to expedite preparation for high school students interested in teaching.

**INFORMATIONAL
DECEMBER 18, 2024**

- c. Retain: Development and support for teachers including induction programs and greater leader opportunities; emphasize evaluation for the purpose of professional growth and measurable outcomes that are teacher driven; and mentor teacher resources.

The 2017 Teacher Pipeline Report and recommendations from the Educator Pipeline Workgroup was the first comprehensive effort to investigate and provide recommendations for pipeline issues specific to Idaho. The report was presented to the Board in December 2017 and provided baseline data on the supply and demand of instructional staff across Idaho. The report included recommendations on ways to utilize this information to ensure consistency and efficacy in addressing Idaho's educator pipeline issues over time. Ten total educator workforce recommendations were presented for consideration, with seven prioritized for immediate action.

The FY2018 Pipeline report explored new data collected through the 2017-2018 school year, identified areas of concern, and provided an update on progress related to the recommendations presented in the FY2017 report. The FY2019 report explored new data collected through the 2017-2018 school year, identified new and ongoing areas of concern, as well as provided an update on progress related to the recommendations in the FY2018 report. Although the FY2020 report was completed, it was not presented to the Board as a standalone item and was instead incorporated into the work of the Our Kids, Idaho's Future Task Force work and recommendations. Due to the pandemic and conflicting priorities, the report was not updated in FY2021 (2019-2020 school year data). The FY2022 (2020-2021) report included updated data presented at the April 2022 Board meeting.

The annual Idaho Educator Pipeline Report is provided annually to the Idaho State Board of Education in order to examine data on teacher supply, demand, and retention. A selection of the key findings from the report is listed in the executive summary.

IMPACT

The attached report will help inform future initiatives of the Idaho State Board of Education related to addressing educator shortages, recruitment, and retention across the state. Additionally, this report can inform state policy makers on the status of Idaho's educator pipeline.

ATTACHMENTS

Attachment 1 – Annual Idaho Educator Pipeline Report

BOARD ACTION

This item is for informational purposes only.



Idaho State
Board of Education

Idaho Educator Pipeline Report

December 18, 2024

OFFICE OF THE IDAHO STATE BOARD OF EDUCATION | 650 West State Street 3rd Floor Boise, Idaho 83702

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Executive Summary

This Idaho Educator Pipeline Report examines a variety of factors that influence the state's educator pipeline. A summary of the key findings is listed below.

1. Educator Staffing:

- Idaho served 318,660 students across PK-12 with 19,264 teachers, 1,499 district and school administrators, and 1,570 pupil service staff in 2023-2024.

2. Educator Certificates:

- As of October 24, 2024, Idaho has 32,222 total certificate holders.
 - o 27,704 instructional certificate holders.
 - o 2,920 administrator certificate holders.
 - o 2,654 pupil services staff holders
 - o 1,800 CTE instructional and program administrator certificate holders.

3. Educator Preparation Providers:

- Idaho has ten educator preparation providers and two new educator registered apprenticeship programs.
- Idaho's higher education institutions had a statewide enrollment of 3,877 students and graduated 1,062 2021-2022
- There was a drop in teacher preparation enrollment and completion reported for the 2021-2022 school year as compared to the 2020-2021 school year.

4. Population:

- The Idaho Department of Labor (IDOL) projects a 1.1% annual population growth rate through 2031, raising Idaho's population to over 2,100,000.
- Idaho's birth rate has declined over time.

5. Public School Enrollment:

- Western Interstate Commission for Higher Education (WICHE) forecasts a slight decline in public school enrollment by 2026.
- The National Center for Education Statistics (NCES) projects continued robust public school enrollment growth into the next decades, with enrollment exceeding 350,000 in 2031.

6. Teacher Career Duration:

- Men tend to persist as teachers in Idaho public schools at lower rates than female teachers, with less than half lasting ten years.
- Rural areas retain teachers at lower rates than non-rural areas, especially in earlier years of teaching careers.

7. Educator Retention:

Next Year Retention Rate

- The statewide instructional staff next year retention rate averaged between 88%-91% over the last five years.
- The statewide pupil services staff next year retention rate averaged between 83%-85% over the last five years.
- The statewide administrative staff next year retention rate averaged between 89%-92% over the last five years.

1st Year Staff Five Year Cohort Retention Rate

- The 1st year instructional staff five year cohort retention rate averaged between 60%-64% over the last five years.
- The 1st year pupil services staff five year cohort retention rate averaged between 50%-58% over the last five years.
- The 1st year administrative staff five year cohort retention rate averaged between 36%-57% over the last five years.

8. Teacher Shortage Area Report:

- The critical shortage areas are elementary education, English, mathematics, and physical education.
- Science and special education are commonly cited as areas of need.

9. Educator Salary:

- Statewide average certified staff salaries have increased over the last five years.
- Although Idaho's educator salaries have increased, they are not competitive with neighboring states.
- The average teacher salary has gone up from \$45,116 in 2015-2016 to \$61,516 in 2023-2024.

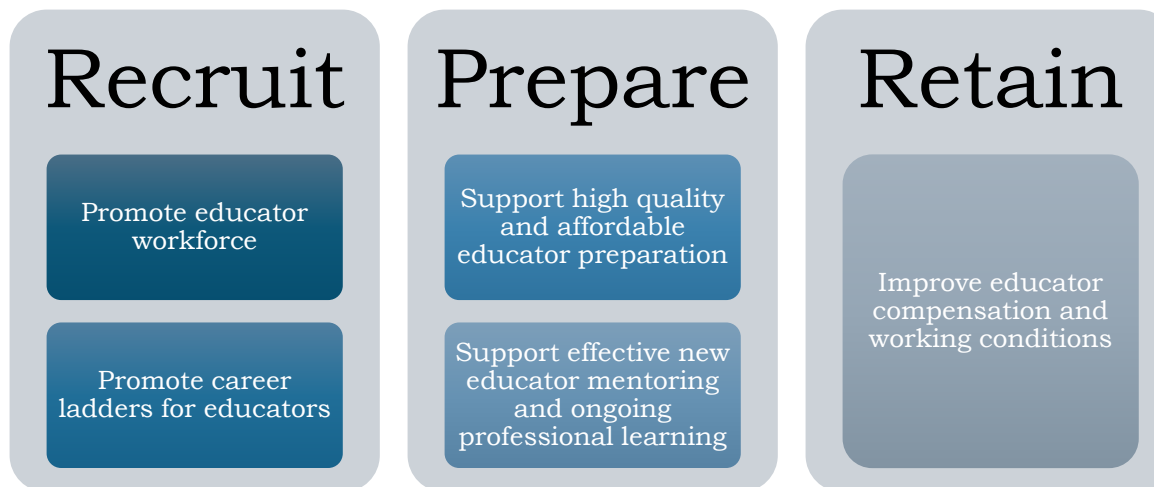
Introduction

Introduction

All students deserve a high-quality education and to be served by high-quality teachers who are learner-ready on day one. A learner-ready educator is one who is ready to model and develop in students the knowledge and skills they need to succeed today including the ability to think critically and creatively, to apply content to solving real-world problems, to be literate across the curriculum, to collaborate and work in teams, and to take ownership of their own continuous learning. More specifically, learner-ready teachers have deep knowledge of their content and how to teach it; they understand the differing needs of their students, hold them to high expectations, and personalize learning to ensure each learner is challenged; they care about, motivate, and actively engage students in learning; they collect, interpret, and use student assessment data to monitor progress and adjust instruction; they systematically reflect, continuously improve, and collaboratively problem solve; and they demonstrate leadership and shared responsibility for the learning of all students.

Given the important role that experienced educators play in student success, understanding the factors that influence the state's public educator pipeline are key to driving continuous improvement in policy and practice in Idaho. This report on Idaho's educator pipeline has been developed for the Idaho State Board of Education annually since 2016 (except in 2020 and 2021 due to the impact of the COVID-19 pandemic). This report is primarily focused on the 2023-2024 school year and teachers. Additionally, this report includes a variety of data points, recommendations, and an overview of the Idaho State Board of Education's public educator pipeline initiatives.

Idaho Educator Pipeline Plan



Literature Review

Educator Pipeline Introduction

The educator pipeline is a common term that refers to the interconnected educator workforce system. The educator pipeline refers to the full range of stages that include:



Teacher Workforce

Teachers are one of the most important school related factors that contribute to student’s academic performance. Teaching is a rewarding career, yet a 2022 PDK Poll found that 62% of people would not want their child to become a teacher and cite poor pay and benefits as the top reason why. Common challenges in teacher recruitment include interest in the field, teacher salary, decline in educator preparation program enrollment, and difficulty recruiting for certain high need subject areas along with rural and high needs schools. The beginning teacher salary can be a deterrent as college tuition increases, student debt increases, housing cost increases, and inflation increases. There is a gap between teacher compensation and a comparable worker with the same education and experience level. That gap was seventeen percent (17%) in 2015 (CCSSO, 2017). According to the Economic Policy Institute’s 2022 report, on average teachers make 24% less than comparable college graduates (Allegretto, 2023).

Ensuring comprehensive educator preparation programs that require educators to engage in coursework, clinical experience with diverse placements, and support from program faculty will lead to education profession ready educators. Misalignment between clinical practice placement and initial teaching placement can make transitioning into the field as a first-year teacher difficult, therefore clinical experience is an important component of teacher preparation.

According to the 2024 Teacher Turnover Report by National Center for Education Statistics:

- 84% of public-school teachers in 2020-2021 stayed on as teachers in the same school in 2021-2022.
- 8% of public-school teachers in 2020-2021 moved to a position as a teacher at another school in 2021-2022.
- 8% of public-school teachers in 2020-2021 left the profession in 2021-2022.

These 2021-2022 national rates are like national rates reported in 2012-2013.

Idaho’s Teacher Attrition and Retention Rates

The National Center for Education Statistics reports that eight percent (8%) of public school teachers in 2020-2021 left the profession in 2021-2022. Idaho had 11% of public school teachers in 2020-2021 leave the role in 2021-2022. RAND Corporation reported a national next year teacher retention rate of 90% in 2022-2023. Idaho retained 88% of public school teachers in 2022-2023.

A national study conducted by the University of Pennsylvania reported that 10% of new teachers leave the occupation in one year and that 44% of new teachers leave the occupation within five years. Idaho’s 2024-2025 1st year teacher five-year cohort attrition rate is 40%, which is slightly lower than the national average indicated this study.

Teacher Attrition and Retention

According to the 2024 Teacher Turnover Report by National Center for Education Statistics some commonly cited reasons for changing schools by teachers who voluntarily changed schools include personal life factors, salary and job benefits, school factors, and teaching assignment and classroom factors. According to the Learning Policy Institute and cited in the literature, common reasons for leaving the education profession are identified below.

Inadequate school administrator support	Lack of adequate mentoring and induction	Lack of leadership or career advancement opportunities
Salary is too low	School climate	Stress and disappointment of teaching are not worth it
Too many hours worked outside of school day	Work too many hours a week	Working conditions

Importance of Teacher Retention

Retaining teachers contributes to stable school environments and higher student achievement. Teacher retention not only improves student progress but improves teacher quality. Retained teachers develop relationships with students and communities, which in turn increases trust and education engagement. Teachers that continue in their role year after year contribute to building a positive school culture and fosters collaboration with other teachers. Retained teachers become veteran teachers that can guide new teachers in their development. The educator pipeline is dependent upon veteran teachers as they raise future veteran teachers. A break in this cycle would be detrimental to the educator pipeline.

Cost of Teacher Turnover

Teacher attrition is costly to schools. Based on the patterns in that research, the Learning Policy Institute's [Calculator](#) provides three national estimates capturing the per-teacher cost of turnover based on district size as indicated below.

\$11,860 per teacher for small districts

- Under 10,000 students

\$16,450 per teacher for medium districts

- 10,000–50,000 students

\$24,930 per teacher for large districts

- More than 50,000 students

Pupil Services Staff Pipeline

Pupil services staff often include audiologists, occupational therapists, physical therapists, school counselors, school nurses, school psychologists, school social workers, and speech-language pathologists. These individuals provide a variety of services to students to support and improve academic performance. Many schools do not meet recommended ratios for school psychologists to students (500:1) or school counselors to students (250:1) as reported by the U.S. Department of Education, The National Association of School Psychologists, and the American School Counselor Association. Idaho's recommended ratios for school psychologists to students is 250:1 and school counselors to students is 250:1 as indicated in IDAPA 08.02.02.110. The U.S. Department of Education cited that just under 60% of school districts indicated that they had insufficient health professional staff coverage to manage caseloads.

School Principal Pipeline

A school principal is the educational leader of the school, responsible for overseeing operations, and ensuring a safe learning environment for staff and students. The Learning Policy Institute cited that the school principal is the most important factor in a teacher's decision to stay in a school or in the profession (Learning Policy Institute, 2017). Therefore, principal turnover carries an even higher cost. According to the 2024 Principal Turnover Report by the National Center for Education Statistics:

- 80% of public-school principals in 2020-2021 stayed in their same position in the same school in 2021-2022.
- 6% of public-school principals in 2020-2021 moved to a position as principal at another school in 2021-2022.
- 11% of public-school principals in 2020-2021 left the role as principal in 2021-2022. 63% of public-school principals who left the role remained in the field of K-12 education

These 2021-2022 national rates are like national rates reported in 2012-2013 with the exception that the rate of principals who remained in the same school was 3% higher in 2021-2022 than in 2012-2013.

School Superintendent Pipeline

The role of the school superintendent has five identified responsibilities: (1) teacher-scholar, (2) business manager, (3) statesperson/political leader, (4) applied social scientist, and (5) effective communicator (Kowalski & Brunner, 2011). While studies from the beginning of the millennium estimated typical superintendent tenure anywhere from 4-7 years (Natkin et al., 2003), the average superintendent tenure in a rural position is 2.7 years (Grissom & Anderson, 2012; Kamrath & Brunner, 2014; Wood, Finch & Mirecki, 2013). The average tenure for superintendents in a non-rural district is between 6-7 years (Byrd et al., 2006; Glass & Franceschini, 2007). Superintendents commonly leave their roles for the superintendency in other districts, other positions within the same district, a position in a different field, a position in higher education or some education related field, or retirement (Williams et al., 2019). Not only is the superintendency transitory in nature, but “approximately 20% of superintendents turn over each year, with more than half of them leaving the superintendency altogether” (Grissom & Mitani, 2016).

Education Resources Strategies, a national non-profit, found that during the 2021-2022 school year, approximately 25% of superintendents had resigned from their position (Education Resources Strategy, 2022). ILO Group, an education strategy and policy firm, collected data in January of 2022 and found that since the pandemic in March 2020, 37% of the five hundred largest school districts in the county have undergone or are currently undergoing leadership changes (ILO Group, 2022). RAND, an American nonprofit global policy think tank and research firm, reported in 2022 that 95% of superintendents agreed that the superintendent’s job has gotten harder over the past decade with 85% of superintendents cited being satisfied with their job (RAND, 2022).

ESSER Funding and Teacher Shortages

Educator shortages started before the COVID-19 but were exacerbated by the pandemic. From February to May of 2020, public schools across the nation lost about 9% of classified and certified public education jobs due to the COVID-19 pandemic. The federal government provided about \$190 billion to K-12 schools to help with the impacts of the COVID-19 pandemic. Much of the funding was provided through American Rescue Plan Act’s Elementary and Secondary School Emergency Relief (ESSER) Fund. The funding had to be obligated and spent by September 30, 2024, unless the state’s extension application was approved. This extension extended the deadline to the end of January 2025.

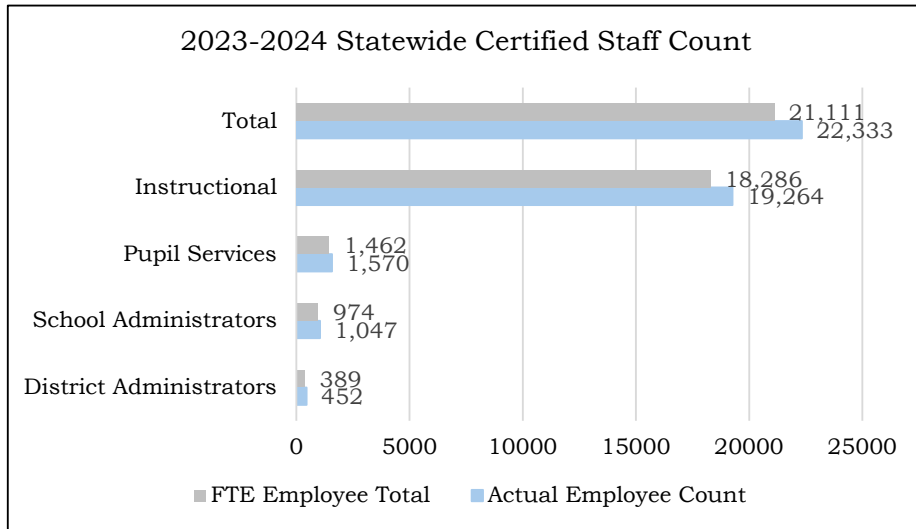
According to the Learning Policy Institute, these federal funds represented a 7% boost for K-12 funding levels, assuming the funds were spread evenly over the 3 years they were available. As of spring 2023, schools have recovered 82% of these jobs. The expiration of these funds can present some adjustment challenges for public schools especially since staffing shortages are a local challenge. Schools will have varied staffing shortages based on their local needs. Staffing shortages vary across the board and are more acute in certain geographies, schools, subject areas, and specializations. The rural and high-poverty schools tend to have increased difficulties recruiting and retaining teachers.

1. Educator Staffing Summary

Educator Staffing

To operate Idaho’s public school districts and charter schools, minimum educator staffing levels must be met. The [2023-2024 Idaho Statewide Certified Staff Salary Report](#) provides an annual count of certified employees, the full time equivalent (FTE) certified employee count, total salaries, base salaries, extra pay, and average salaries. FTE is a unit of measurement that represents the number of full-time hours an organization’s employees work.

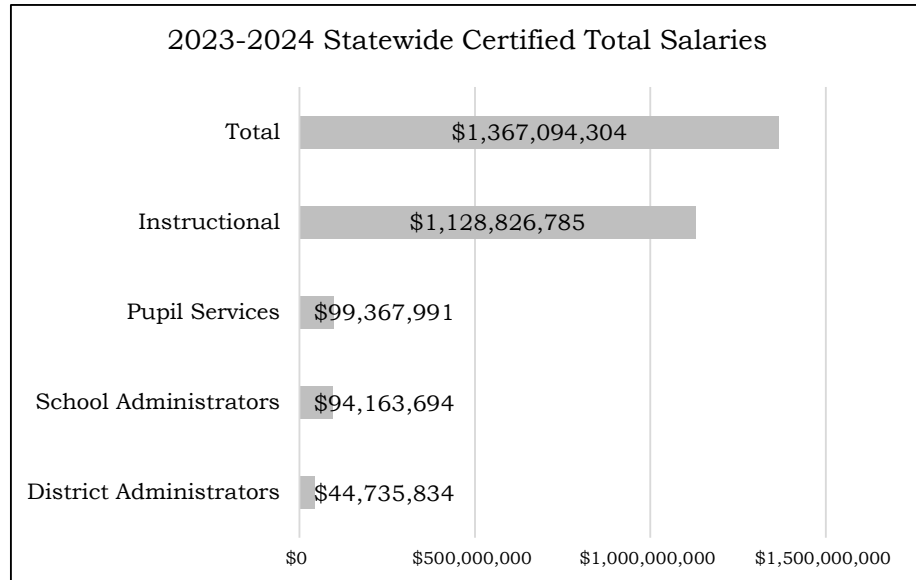
2023-2024 Statewide Certified Staff Count



Idaho had a total of 22,333 certified public school educators filling a total of 21,111 FTE in public schools across the state for the 2023-2024 school year.

Figure 1: 2023-2024 Statewide Certified Staff Count

2023-2024 Statewide Certified Staff Total Salaries



Idaho spent a total of \$1,367,094,304 in public school salaries for certified staff in public schools across the state for the 2023-2024 school year. The majority of the total salaries are spent on instructional staff salaries.

Figure 2: 2023-2024 Statewide Certified Staff Total Salaries

2.Educator Certificates

Educator Certificates

Educators must meet the certificate requirements to be eligible to work in an Idaho public school district or charter school and must apply through the [Certification Department](#) at the Idaho Department of Education. Individuals who have completed a traditional educator preparation program at an Idaho college or university can seek to apply for their initial five-year standard certificate and those that completed a non-traditional educator preparation program can seek to apply for their three-year interim certificate. Educators are required to renew a standard certificate every five years and must submit six credits with their renewal application and at least three of those credits must be transcribed credit. Applicants from out of state must have completed an educator preparation program and hold a current valid certificate in another state. Then, can seek to apply for a three-year interim certificate with Idaho. All interim certificates have additional requirements that must before the individual may apply for a standard five-year certificate.

The [Certification Lookup Application Tool](#) provides information on:

- Certification application, certification, and endorsement status;
- Currently certified individuals;
- Endorsement information;
- Reported assignments (Starting the 2010-2011 school year); and
- Reported contract information (Starting the 1994-1995 school year).

Statewide Certified Individuals

As of October 24, 2024, there are a total of 32,222 certificated individuals. Figure 3 will show the certificate type and the total number of individuals with the specific certificate type. Additionally, there are a total of 258 certificate applications in the process reported through the Certification Lookup Application Tool.

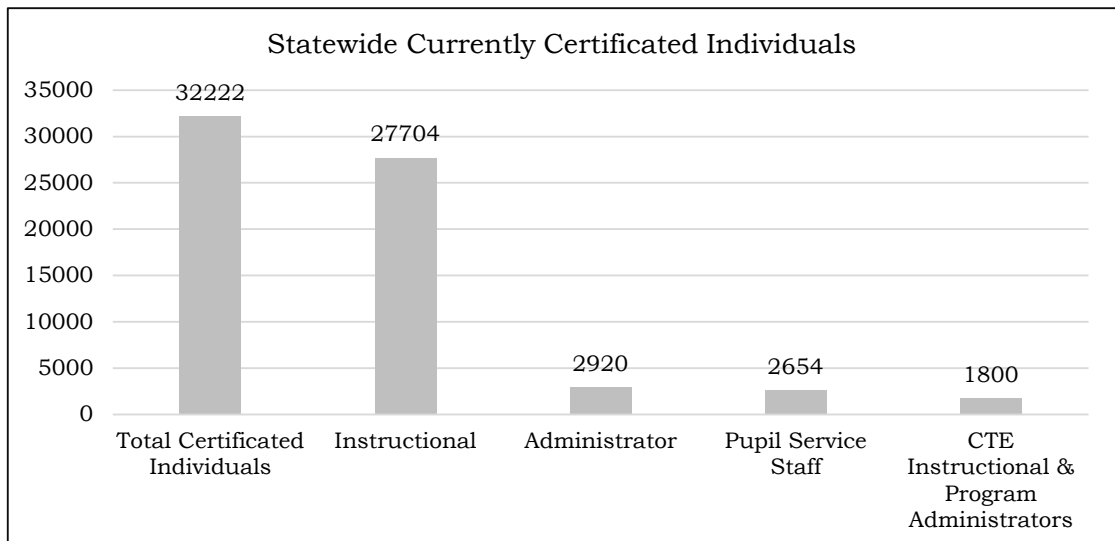


Figure 3: Statewide Currently Certified Individuals

Educator Certificate Types

Idaho standard certificates are valid for five years. Idaho interim Certificates are valid for three years. Emergency provisional certificates are valid for one year.

Specific descriptions, requirements and validity terms may be found at the link under each certificate type.

Standard Instructional Certificate	•IDAPA 08.02.02.015.01
Standard Pupil Service Staff Certificate	•IDAPA 08.02.02.015.02
Standard Administrator Certificate	•IDAPA 08.02.02.015.03
Career Technical Certificate Requirements	•IDAPA 08.02.02.015.04
Postsecondary Specialist Certificate	•IDAPA 08.02.02.015.05
American Indian Tribal Language Certificate	•IDAPA 08.02.02.015.06
Junior Reserved Officer Training Corps Instructors	•IDAPA 08.02.02.015.07
Idaho Interim Certificate	•IDAPA 08.02.02.016
Emergency Provisional Certificate	•Section 33-1203, Idaho Code

Figure 4: Idaho Educator Certificate Types

Statewide Alternative Authorizations

In addition to the certification types, candidates may seek alternative authorizations through the alternative authorization pathway. Alternative authorizations are for school districts and charter schools looking to fill a position with a candidate that does not hold an appropriate certificate and endorsement.

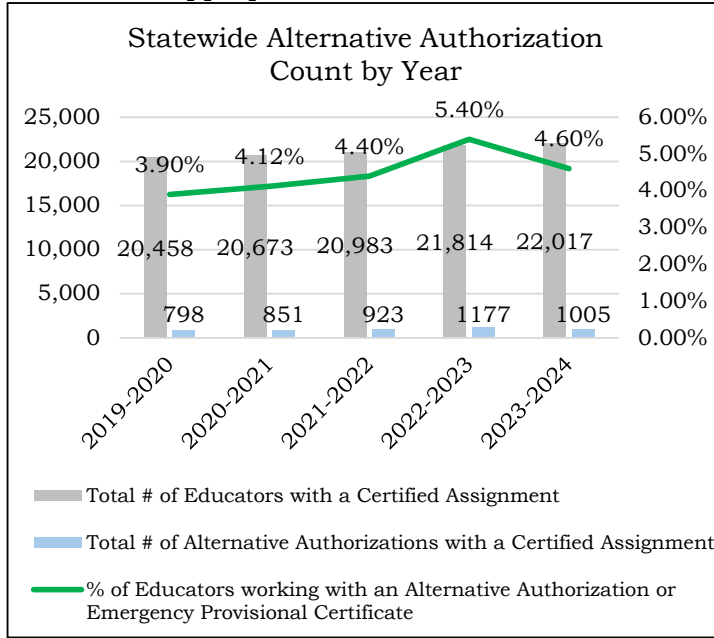


Figure 5: Statewide Alternative Authorization Count by Year

The alternative authorization allows for the district or charter school to hire candidates to work as certificated teachers while completing the requirements for full certification. The alternative authorization grants a three-year interim certificate that allows the individual to serve as the teacher of record while pursuing standard certification.

The statewide requests for alternative authorizations have steadily increased between 2019-2023 school years and decreased during the 2023-2024 school year.

Statewide Emergency Provisional Certificates

In cases where neither certification pathways nor alternative authorizations fill the staffing need, an emergency provisional certificate may be requested. An emergency provisional certificate allows for a school district or charter school to request a one-year certificate and endorsement in an emergency situation for a teacher who does not hold the required Idaho certificate and endorsement and is not otherwise qualified to pursue other alternative authorization pathways.

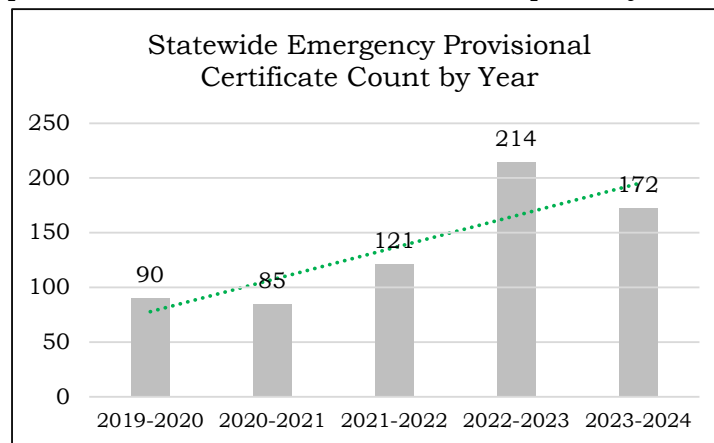


Figure 6: Statewide Emergency Provisional Certificate Count by Year

An emergency provisional certificate may be used to fill a position as long as the candidate has completed two years of college education, and the public school district or charter school has declared an emergency.

The statewide requests for emergency provisional certificates have steadily increased over the last few years.

3. Educator Preparation Providers

Educator Preparation Providers

Idaho has traditional and non-traditional educator preparation programs along with educator registered apprenticeship programs that provide different pathways for individuals seeking educator certification. More specifically, Idaho has traditional undergraduate programs and graduate programs.

Idaho's traditional and non-traditional educator preparation providers are listed below.

Undergraduate Initial Traditional Educator Preparation Providers

1. [Boise State University](#)
 - Accreditation: [CAEP](#)
2. [Brigham Young University-Idaho](#)
 - Accreditation: [AAQEP](#)
3. [College of Idaho](#)
 - Accreditation: Not Accredited
4. [Idaho State University](#)
 - Accreditation: [CAEP](#)
5. [Lewis-Clark State College](#)
 - Accreditation: [CAEP](#)
6. [Northwest Nazarene University](#)
 - Accreditation: [CAEP](#)
7. [University of Idaho](#)
 - Accreditation: [CAEP](#)

Non-Traditional Educator Preparation Providers

1. [American Board \(ABCTE\)](#)
 - Accreditation: Not Accredited
2. [College of Southern Idaho](#)
 - Accreditation: Not Accredited
3. [Lewis-Clark State College](#)
 - Accreditation: [CAEP](#)
4. [Teach for America](#)
 - Accreditation: Not Accredited

Graduate Initial Traditional Educator Preparation Providers

1. [Boise State University](#)
 - Accreditation: [CAEP](#)
2. [Idaho State University](#)
 - Accreditation: [CAEP](#)
3. [Northwest Nazarene University](#)
 - Accreditation: [CAEP](#)
4. [University of Idaho](#)
 - Accreditation: [CAEP](#)

Approved initial certificate endorsement program offerings may be found at [State Board of Education Approved Educator Preparation Provider Initial Certificate Endorsement Programs | Idaho State Board of Education](#).

The contact information, state review reports, approved accreditors, annual accreditation reports, and access to the Title II report website may be found at [Educator Preparation Providers \(EPPs\) | Idaho State Board of Education](#).

Educator Registered Apprenticeship Programs

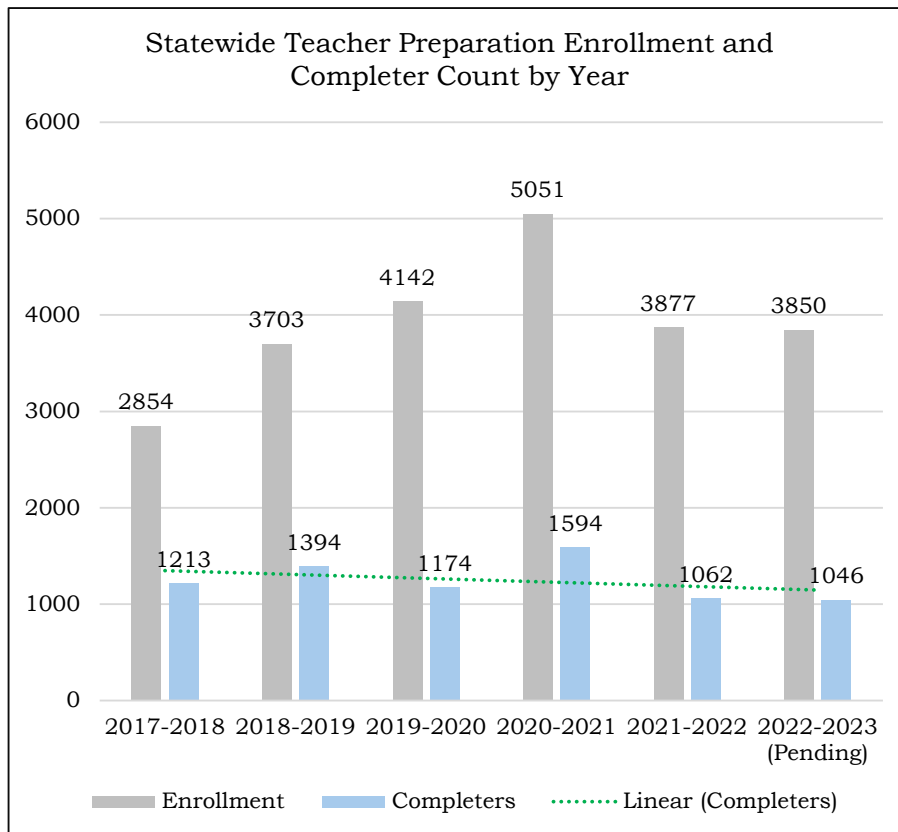
1. [K-12 Educator Registered Apprenticeship Program](#)
2. [Special Education Educator Registered Apprenticeship Program](#)

Title II of the Higher Education Opportunity Act

[Sections 205 through 208](#) of the [Title II of the Higher Education Opportunity Act](#) call for accountability for programs that prepare teachers. The Higher Education Act (HEA) was signed in 1998, and the legislation was reauthorized in 2008. The federal Title II reporting is a comprehensive national data collection on teacher preparation and credentialing and provides important data on the teacher workforce. The Educator preparation providers report annually to the state in April. States report annually to the U.S. Department of Education in October. The purpose of the reporting is to provide greater accountability in the preparation of the nation’s teaching force and to provide information and incentives for its improvement.

More specifically, Section 205 of Title II of the Higher Education Opportunity Act mandates the collection of data on state assessments, standards for teacher certification and licensure, data on the performance of educator preparation programs, and other requirements. National reports, data trends, and program types can be found at [Title II](#). The law requires the Secretary to use these data in submitting an annual report on the quality of educator preparation to Congress.

Statewide Teacher Preparation Enrollment and Completer Count



For the 2021-2022 school year, there were a total of 3,877 students enrolled in Idaho teacher preparation programs and a total of 1,062 program completers as indicated in the Title II reporting.

Idaho has seen a drop in teacher preparation enrollment and completion for the 2021-2022 school year as compared to the 2020-2021 school year.

Figure 7: Statewide Teacher Preparation Enrollment and Completer Count by Year

4. Population

Population Growth

Idaho’s population has grown significantly over the last few decades, increasing from a U.S. census count of 1,293,953 people in 2000 to 1,839,106 people in 2020, and estimated to be 1,964,726 people in July 2023.

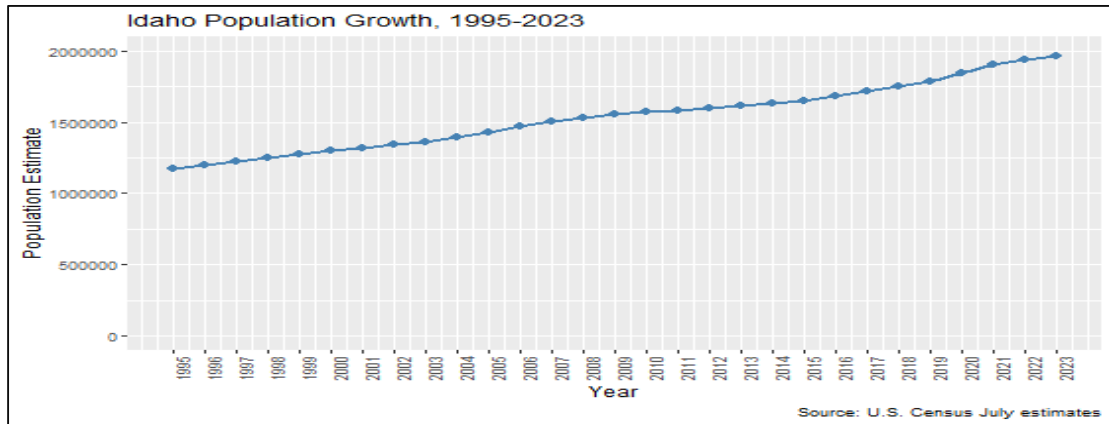


Figure 8: Idaho Population Growth by Year

National and Idaho Birth Rates by Year

Most of the population growth, especially in the most recent decade, is due to domestic migration into the state, not to a high birth rate.

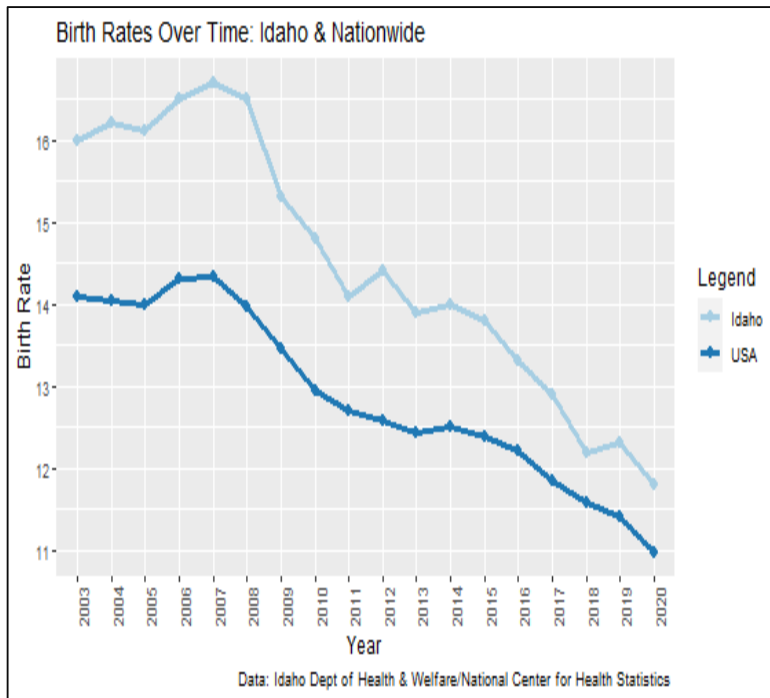
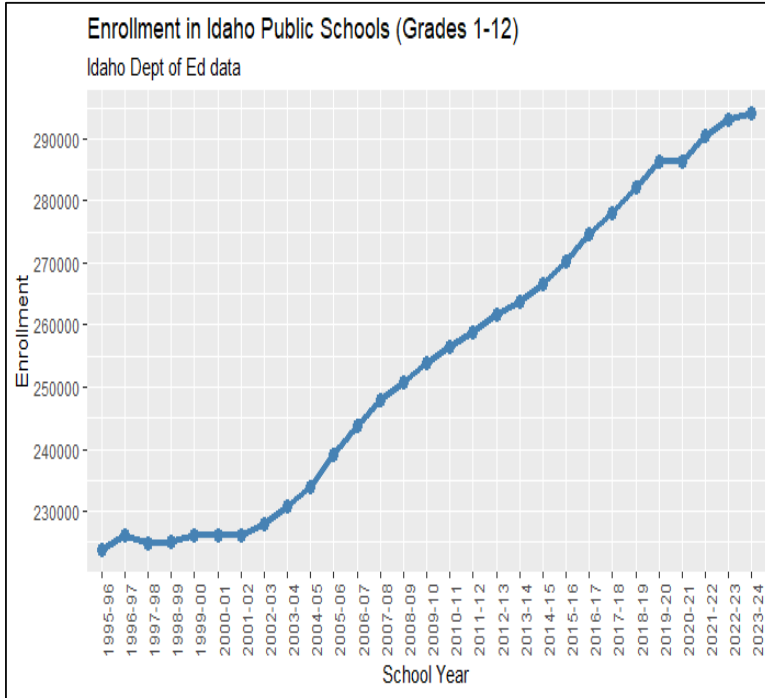


Figure 9: National and Idaho Birth Rates by Year

In fact, the absolute annual number of births in the state has been low since the Great Recession (2007-2009) despite sizable overall population growth. This suggests that future growth of the state’s K-12 student population depends on continued in-migration of families with school age kids or soon to have kids. The Idaho Department of Labor projects a 1.1% annual population growth rate through 2031, raising the population to well over 2.1 million.

5. School Enrollment

Public School Enrollment by Year

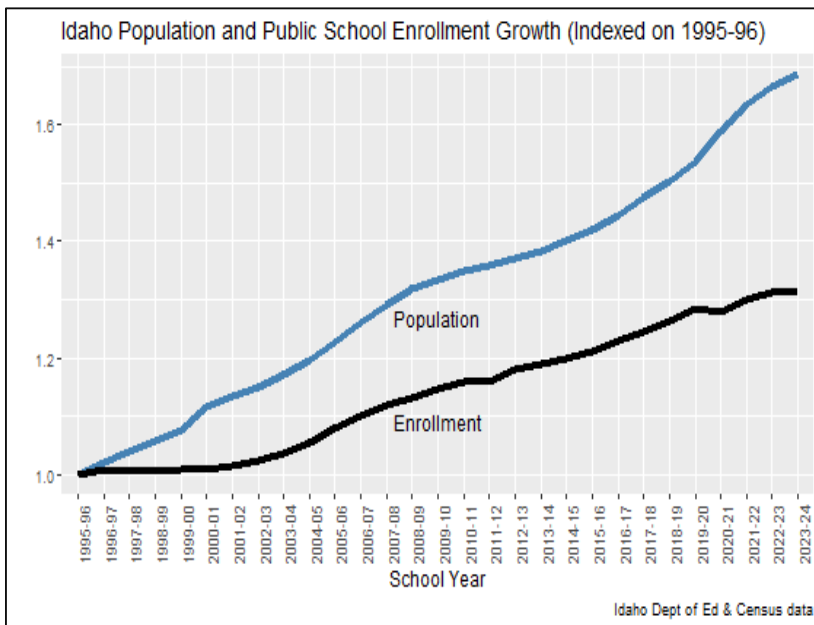


Idaho State Department of Education data indicates a total public school enrollment (Grades 1-12) of 294,132 for the 2023-2024 school year. It is important to note that the numbers reported here do not include private school enrollment nor home schooling figures, both of which have likely increased significantly in the recent past.

Enrollment has increased significantly over the last three decades or so, but at a lower rate than overall population growth and the growth has leveled off in recent years.

Figure 10: Idaho Public School Enrollment by Year (Grades 1-12)

Population and Public School Enrollment Growth



Idaho's population growth raises questions about future public school enrollment, which has implications for future teacher demand, facility needs, and college enrollment.

While we no longer see the dramatic enrollment growth Idaho experienced during the first two decades of this century, it is unlikely Idaho will face the kind of demographic cliff other states are experiencing.

Figure 11: Idaho Population and Public School Enrollment Growth by Year

Public School Enrollment by Grade and Year

Breaking down the trends by grade groups shows particularly robust and continued growth in grades nine through twelve and significant growth followed by a more recent leveling off in the grades one through four and five through eighth grade groups. Given that grades one through eight feeds into grades nine through twelve, we may expect a leveling off in grades nine through twelve in the next few years.

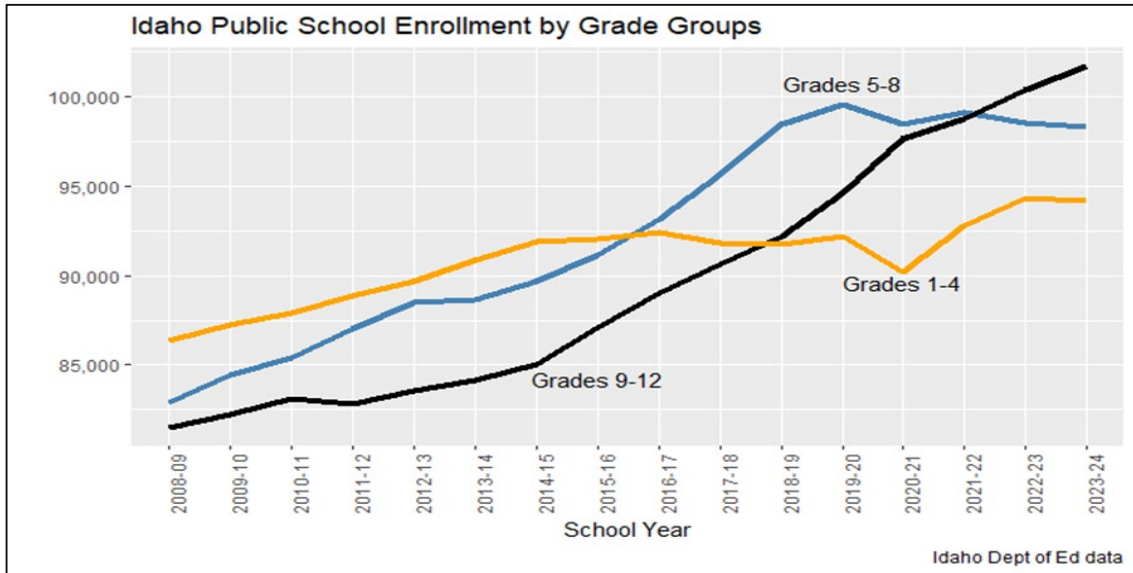


Figure 12: Idaho Public School Enrollment by Grade and Year (Grades 1-12)

Young Population Cohort Size Over Time

The public school enrollment data above is consistent with 2010 and 2020 U.S. Census data, which shows that while Idaho’s young population has grown significantly overall, the youngest category of Idahoans has actually shrunk.

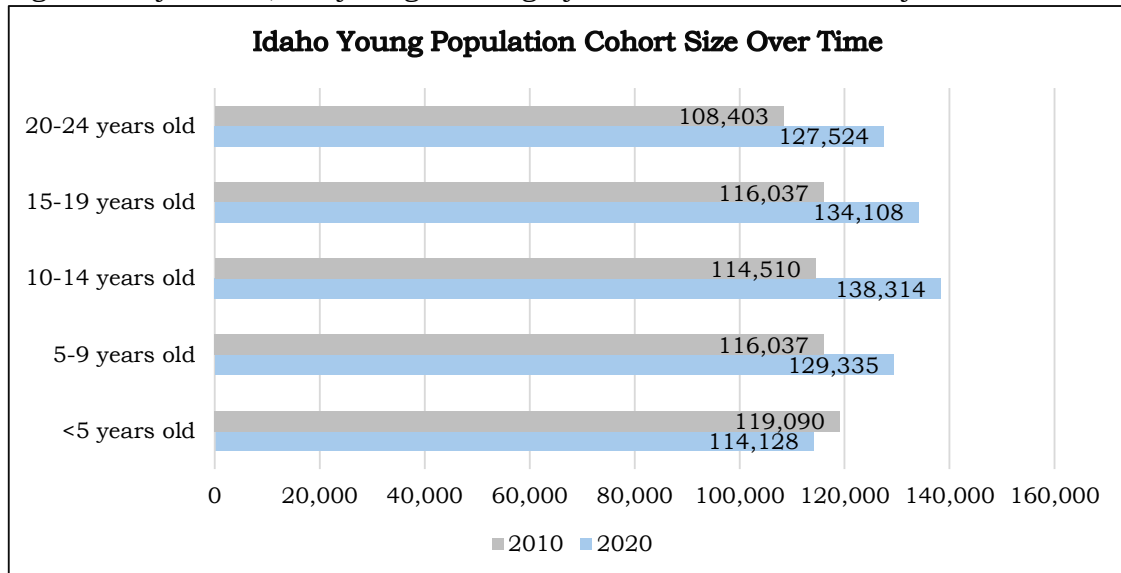


Figure 13: Idaho Young Population Cohort Size Over Time

Public School Enrollment by Education Region

Idaho Education Regions

Idaho is divided into six education regions as indicated below:

- Region 1 - North Idaho;
- Region 2 - North central Idaho;
- Region 3 - Southwest Idaho;
- Region 4 - Central Idaho;
- Region 5 - Southeast Idaho; and
- Region 6 - East central Idaho.

Idaho Education Region Map



Public School Enrollment by Education Region

As is clear from the figure below, most Idaho regions have experienced public school enrollment growth over the last fifteen years. The exceptions are regions 1 (north Idaho) and region 2 (north central Idaho), where public school enrollment has been shifting around 22,000 and 11,000 students, respectively. More recently, most regions have seen little change either way in public school enrollment, although the southeast regions 5 (especially) and east central region 6 have witnessed continued growth.

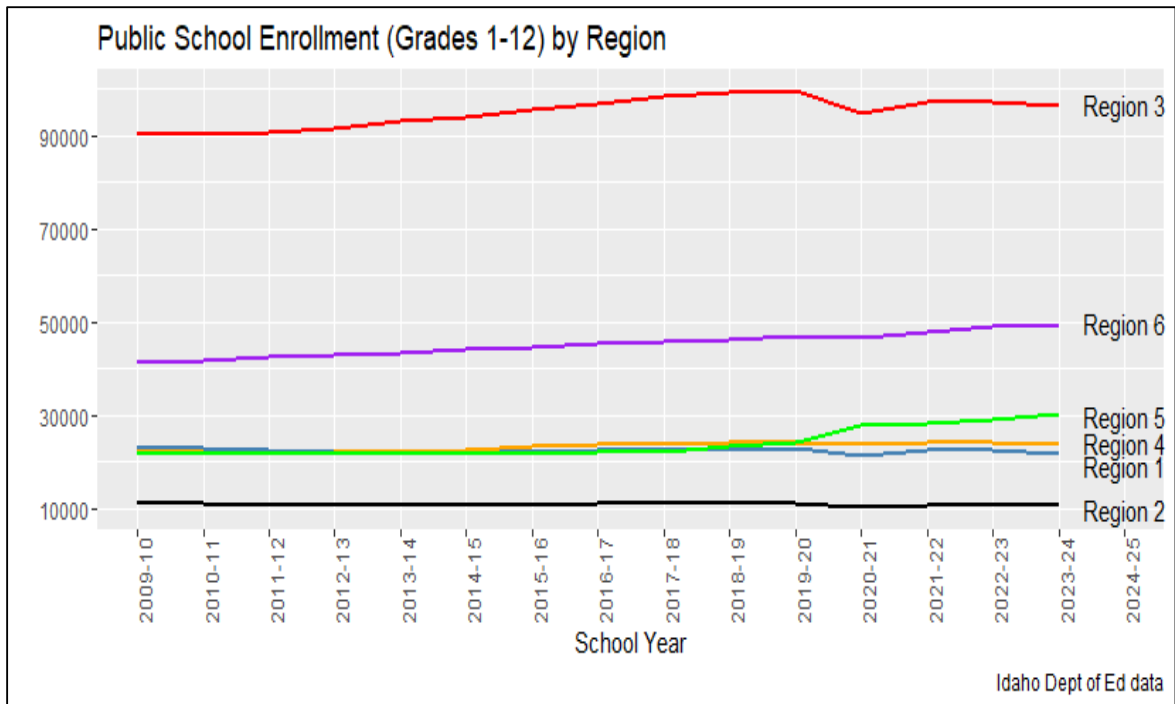


Figure 14: Public School Enrollment by Education Region (Grades 1-12)

Public School Enrollment Forecast (Grades K-12)

Different projection methods produce slightly different forecasts for future enrollment trends.

The National Center for Education Statistics (NCES) projects continued robust enrollment growth into the next decades, with enrollment exceeding 350,000 in 2031.

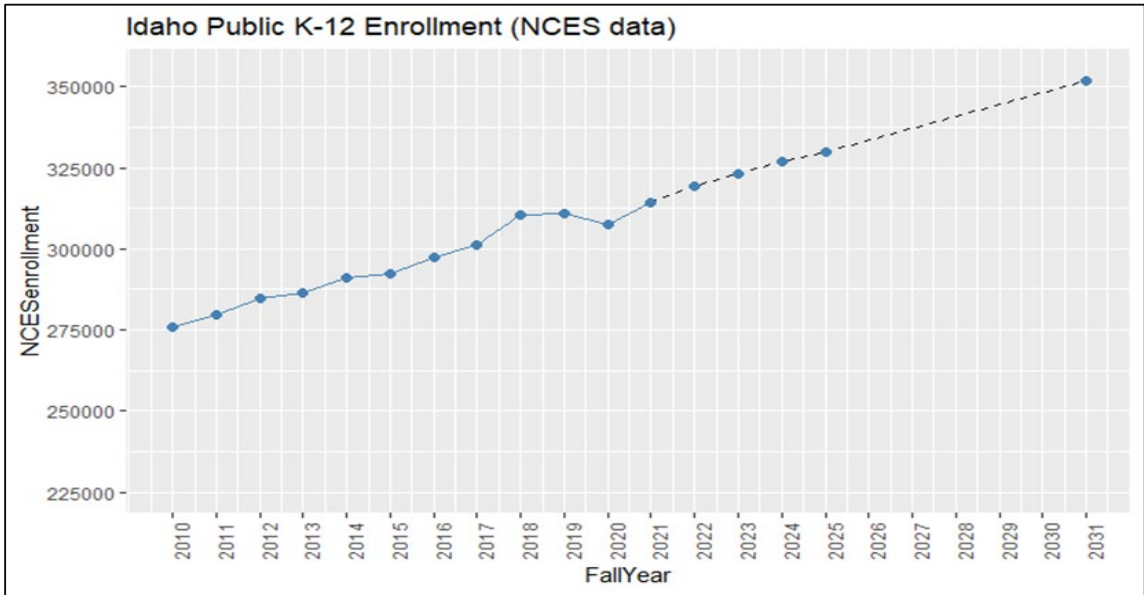


Figure 15: Public School Enrollment Forecast (Grades K-12)

Public School Enrollment Forecast (Grades 1-12)

Western Interstate Commission for Higher Education (WICHE) forecasts, meanwhile, suggest a slight decline in public enrollment by 2026.

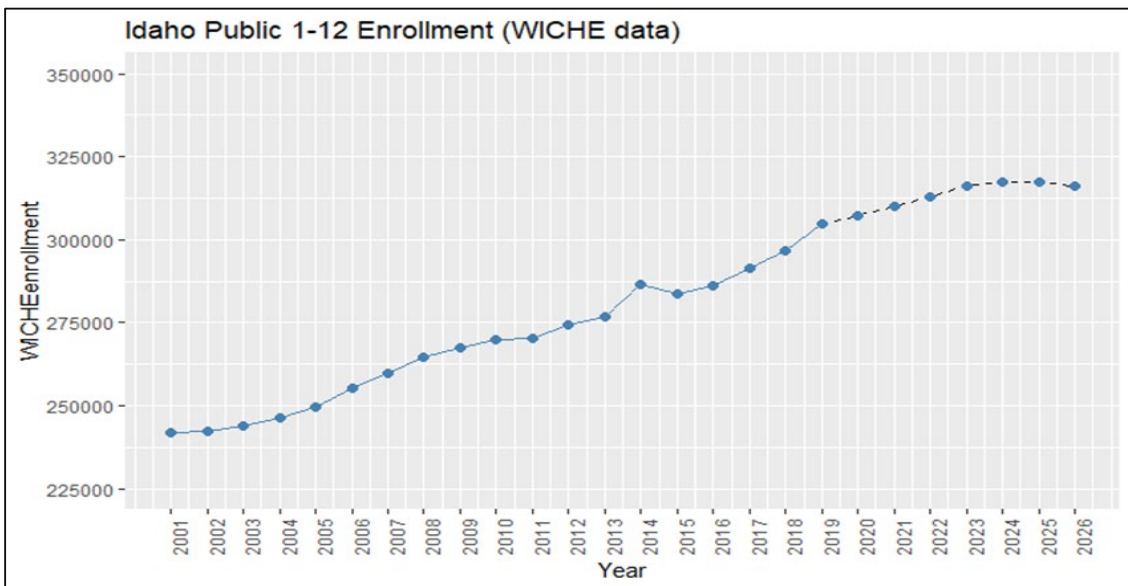


Figure 16: Public School Enrollment Forecast (Grades 1-12)

6. Teacher Career Duration

Teacher Career Duration

The figures below are Kaplan-Meier (K-M) curves capturing the career duration of teachers starting in Idaho public schools since 2014. The K-M method is an approach for assessing the time from career start to dropout over a longer period. Using the available data, including teachers that have not yet dropped out at the end of the period under observation. The graphs are interpreted by drawing an upward vertical line from any year on the x-axis and finding what proportion of teachers persist in public schools for at least that long at the point of intersection with the curve.

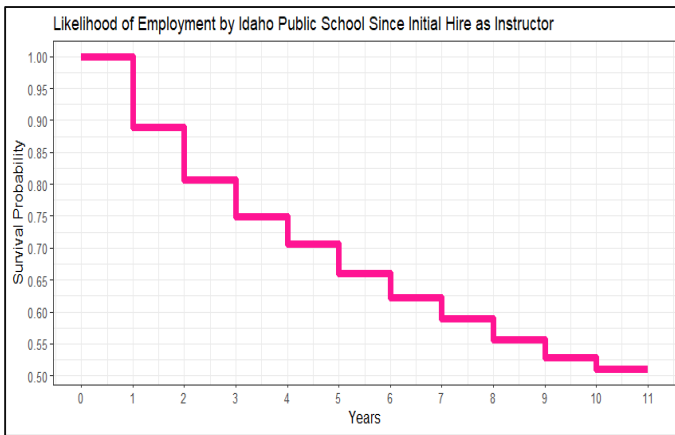


Figure 17: Likelihood of Employment by Idaho Public School Since Initial Hire

In the figure to the left we see that about 88% of teachers make it through their first year and continue into their second. Conversely, this means that about 12% of teachers exit the system after or during year one. We also see that this first year drop is the largest and subsequent drops tend to get progressively smaller and about half of teachers make it through eleven years.

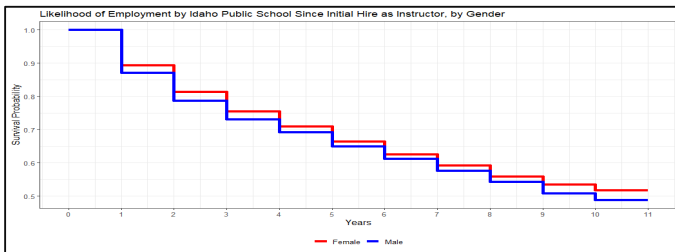


Figure 18: Likelihood of Employment by Idaho Public School and Gender Since Initial Hire

The K-M curve to the left can be used to look at differences between groups. For example, we see that men tend to persist as teachers in the Idaho public schools at lower rates than do female teachers, with less than half lasting ten years.

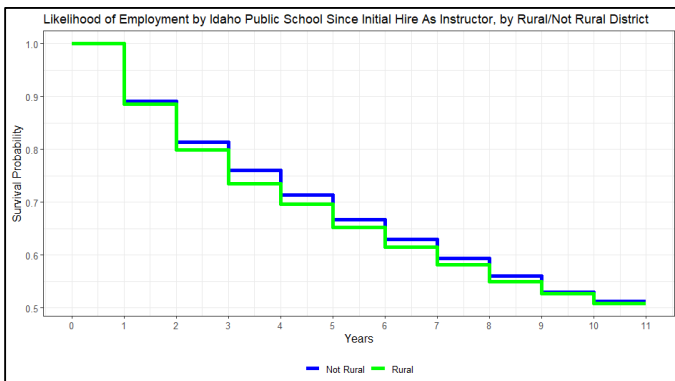
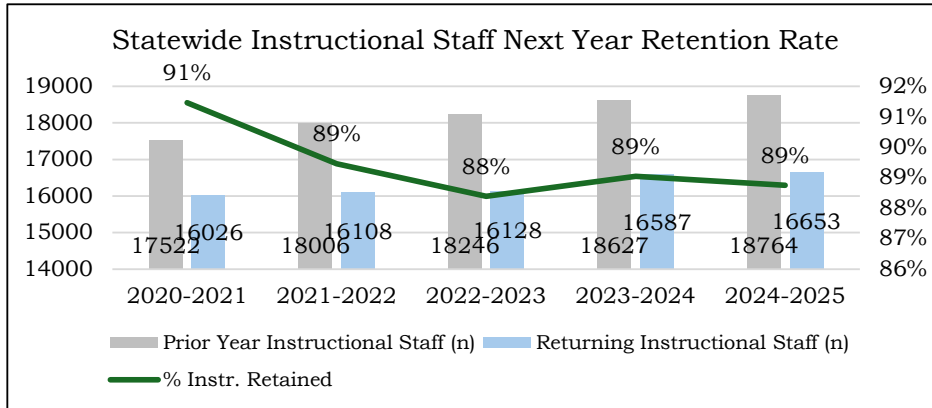


Figure 19: Likelihood of Employment by Idaho Public School and Rurality Since Initial Hire

The K-M curve to the left shows that rural areas retain teachers at lower rates than non-rural areas, especially in the earlier years of teaching careers. About ten years in, survival rates in rural versus non-rural areas are effectively identical. It is quite plausible that rural districts have to do more to attract new teachers, only to see many of them leave quite soon after they are hired.

7.Educator Retention

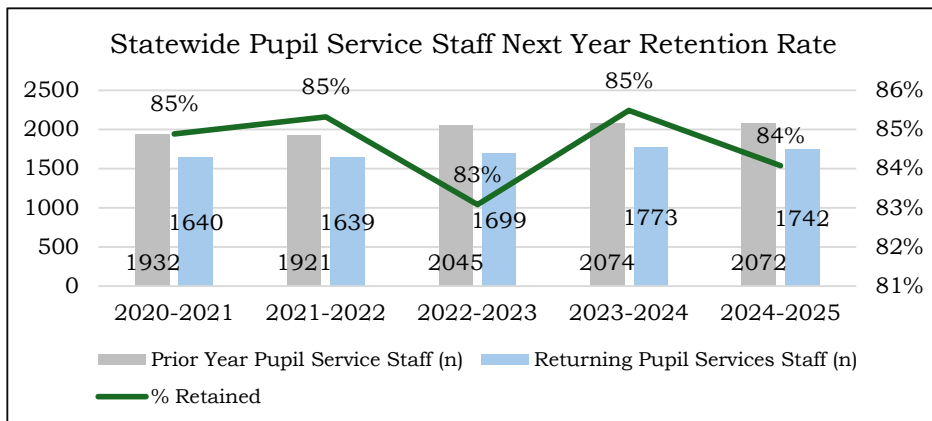
Statewide Instructional Staff Next Year Retention Rate by Year



The statewide instructional staff next year retention rate remained the same for the 2023-2024 school year and the 2024-2025 school year.

Figure 20: Statewide Instructional Staff Next Year Retention Rate by Year

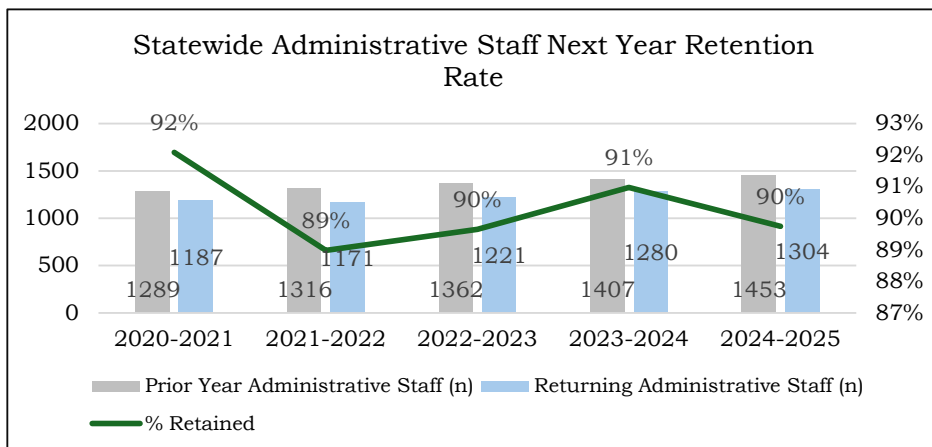
Statewide Pupil Services Staff Next Year Retention Rate by Year



The statewide pupil services staff next year retention rate dropped 1% between the 2023-2024 school year and the 2024-2025 school year.

Figure 21: Statewide Pupil Services Staff Next Year Retention Rate by Year

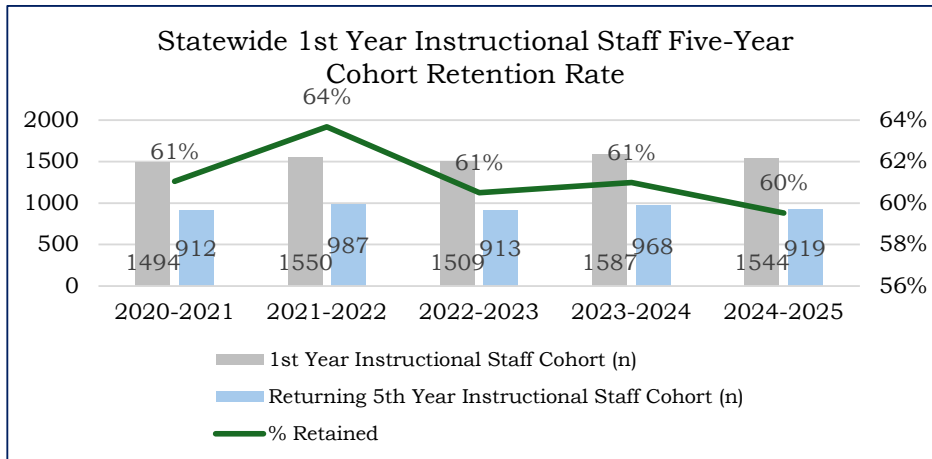
Statewide Administrative Staff Next Year Retention Rate by Year



The statewide administrative staff next year retention rate dropped 1% between the 2023-2024 school year and the 2024-2025 school year.

Figure 22: Statewide Administrative Staff Next Year Retention Rate by Year

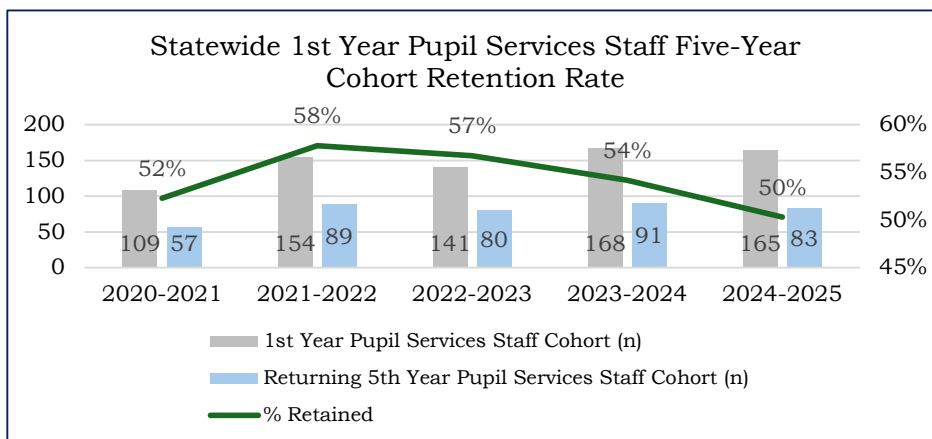
Statewide 1st Year Instructional Staff Five-Year Cohort Retention Rate



The statewide 1st year instruction staff five-year cohort retention rate dropped 1% between the 2023-2024 school year and the 2024-2025 school year.

Figure 23: Statewide 1st Year Instructional Staff Five-Year Cohort Retention Rate

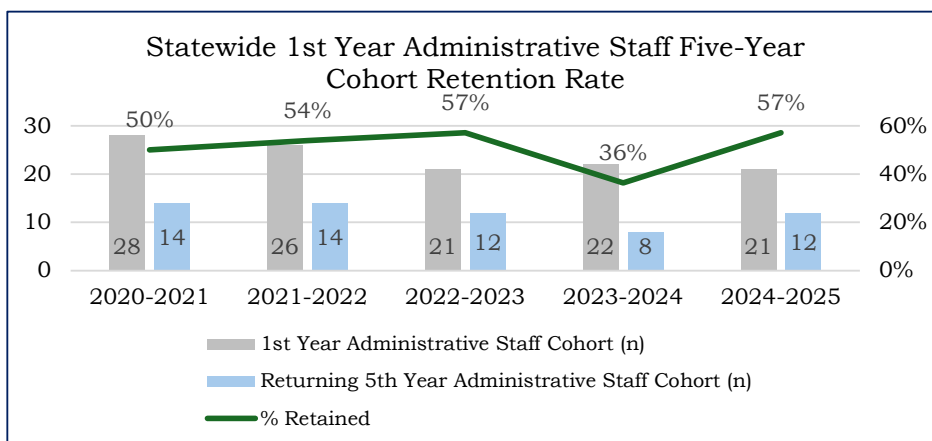
Statewide 1st Year Pupil Services Staff Five-Year Cohort Retention Rate



The statewide 1st year pupil services staff five-year cohort retention rate dropped 4% between the 2023-2024 school year and the 2024-2025 school year.

Figure 24: Statewide 1st Year Pupil Services Staff Five-Year Cohort Retention Rate

Statewide 1st Year Administrative Staff Five-Year Cohort Retention Rate



The statewide 1st year administrative staff five-year cohort retention rate increased 21% between the 2023-2024 school year and the 2024-2025 school year.

Figure 25: Statewide 1st Year Administrative Staff Five-Year Cohort Retention Rate

8. Teacher Shortage Areas Report

Teacher Shortage Areas Report

Annual posting of the Nationwide Teacher Shortage Areas Listing designated by the U.S. Department of Education are required under the following program regulations:

- 34 CFR 682.210(q)
- 34 CFR 674.53 (c)
- 34 CFR 686.12(d)

This system collects data from states and jurisdictions and generates the [Teacher Shortage Areas Report](#). The Teacher Shortage Area Report is intended to be reference documents that show where states and schools may seek to hire academic administrators, licensed teachers, other educators and school faculty in specific disciplines/subject areas, grade levels, and/or geographic regions. This data collection is intended to serve three primary purposes:

1. Notify the nation that schools may potentially hire academic administrators, licensed teachers, other educators and school faculty of specific disciplines, subject areas, grade levels, and geographic regions;
2. Serve as a useful resource for recent graduates of schools of education and experienced teaching professionals aspiring to serve school districts with shortages about potential opportunity areas in each state's and territory's pre-kindergarten through grade 12 classrooms; and
3. Serve as a useful resource in the process of advising federal student financial aid recipients of the potential to reduce, defer, or discharge student loan repayments by teaching in certain areas.

Idaho was approved by the U.S. Department of Education for the following critical teacher shortage areas for the 2024-2025 and 2025-2026 academic years:

2024-2025
Academic School Year

- Elementary Education
- English
- Mathematics
- Physical Education

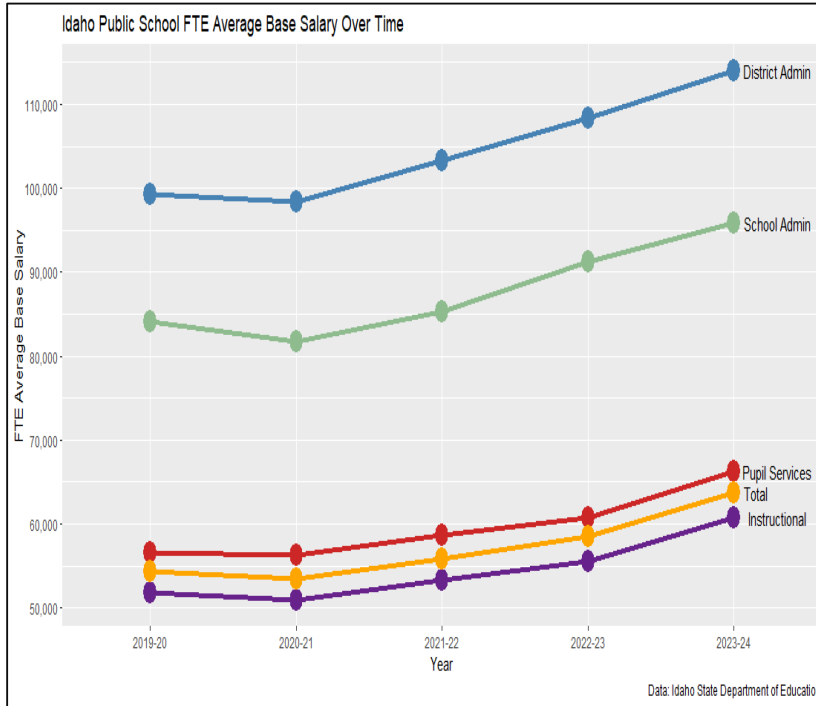
2025-2026
Academic School Year

- Elementary Education

Current and prior Teacher Shortage Areas Reports may be found at the U.S. Department of Education's website [Teacher Shortage Areas Report](#).

9. Educator Salary

Statewide Average Certified Staff Salary by Year



Statewide average certified staff salaries have increased over the last five years.

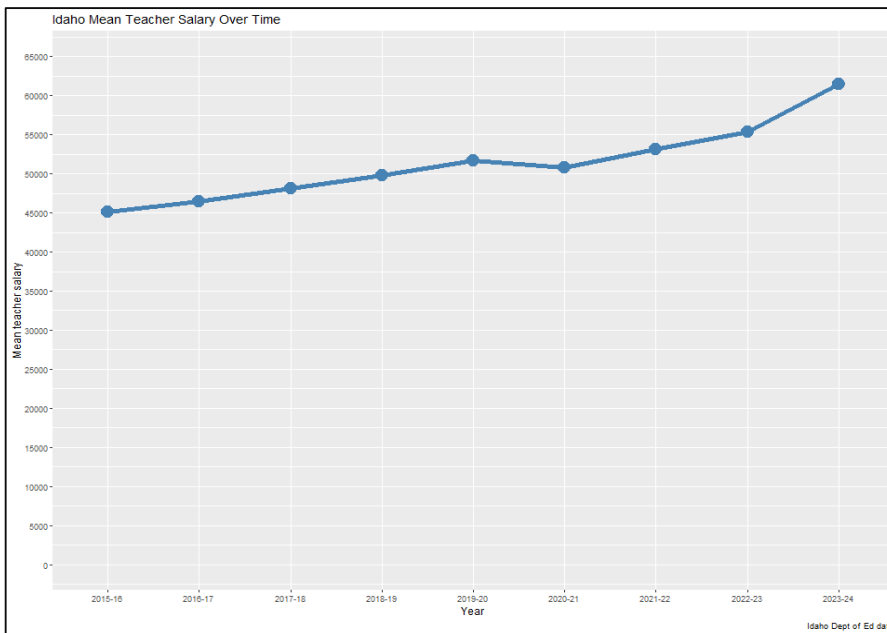
The statewide average certified staff salaries for the 2023-2024 school year indicated in the [2023-2024 Statewide Certified Staff Salary Report](#)

are listed below:

- District Administrator: \$114,905
- School Administrator: \$96,674
- Pupil Services Staff: \$67,979
- Instructional Staff: \$61,732

Figure 26: Statewide Average Certified Staff Salary by Year

Statewide Average Teacher Salary by Year

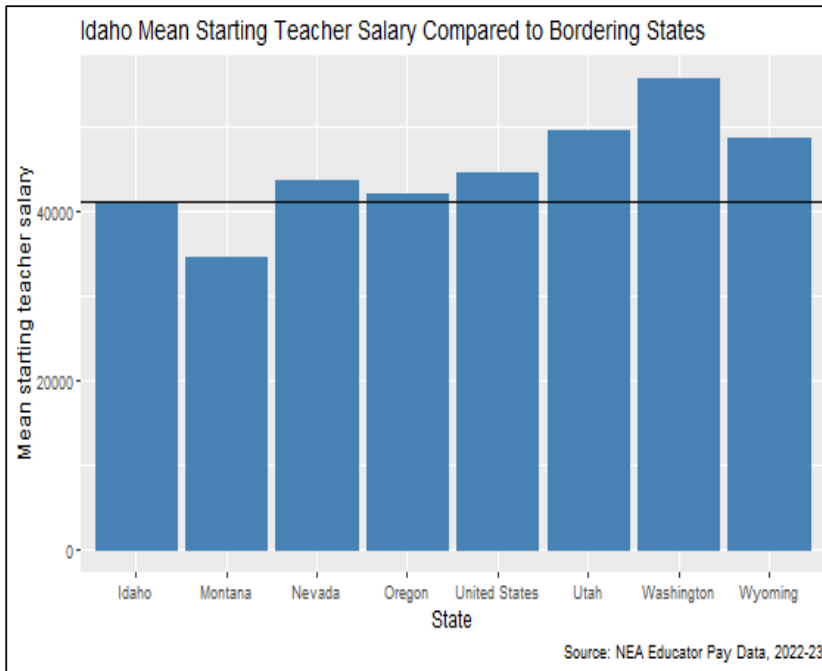


The average public teacher salary in Idaho has gone up significantly, from \$45,116 in 2015-2016 to \$61,732 in 2023-2024.

Though this increase is significant, Idaho still lags behind most of its bordering states in terms of teacher pay, both starting and overall average pay.

Figure 27: Statewide Average Teacher Salary by Year

Mean STARTING Teacher Salary: Bordering State Salary Comparison



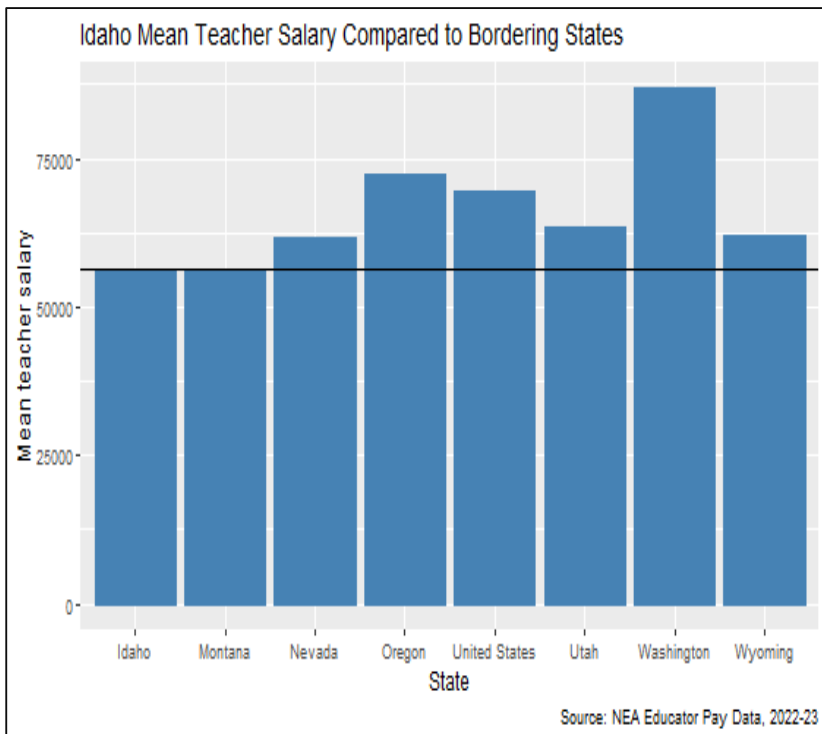
According to National Education Association (NEA) educator pay data for the 2022-2023 school year, Idaho’s mean starting teacher salary was higher than Montana, but lower than Nevada, Oregon, Utah, Washington, and Wyoming.

Idaho’s mean starting teacher salary is not yet competitive with most bordering states.

Competitive starting teacher salaries can be used as a teacher recruitment tool.

Figure 28: Mean Starting Teacher Salary: Bordering State Salary Comparison

Mean Salary: Bordering State Salary Comparison



According to National Education Association (NEA) educator pay data for the 2022-2023 school year, Idaho’s mean teacher salary was similar to Montana, but lower than Nevada, Oregon, Utah, Washington, and Wyoming.

Idaho’s mean teacher salary is not yet competitive with bordering states.

Competitive salaries for teachers in the field can serve as a recruitment and retention tool to keep teachers in the state.

Figure 29: Mean Teacher Salary: Bordering State Salary Comparison

Mean Teacher Salary by State Comparison

While Idaho teacher salaries have increased significantly, they still remain low across the country as reported by the National Education Association 2022-2023 Educator Pay Data. The eleven states with lower average teacher salaries than Idaho include West Virginia, Florida, South Dakota, Mississippi, Missouri, Louisiana, Arkansas, Tennessee, Oklahoma, Montana, and Kentucky.

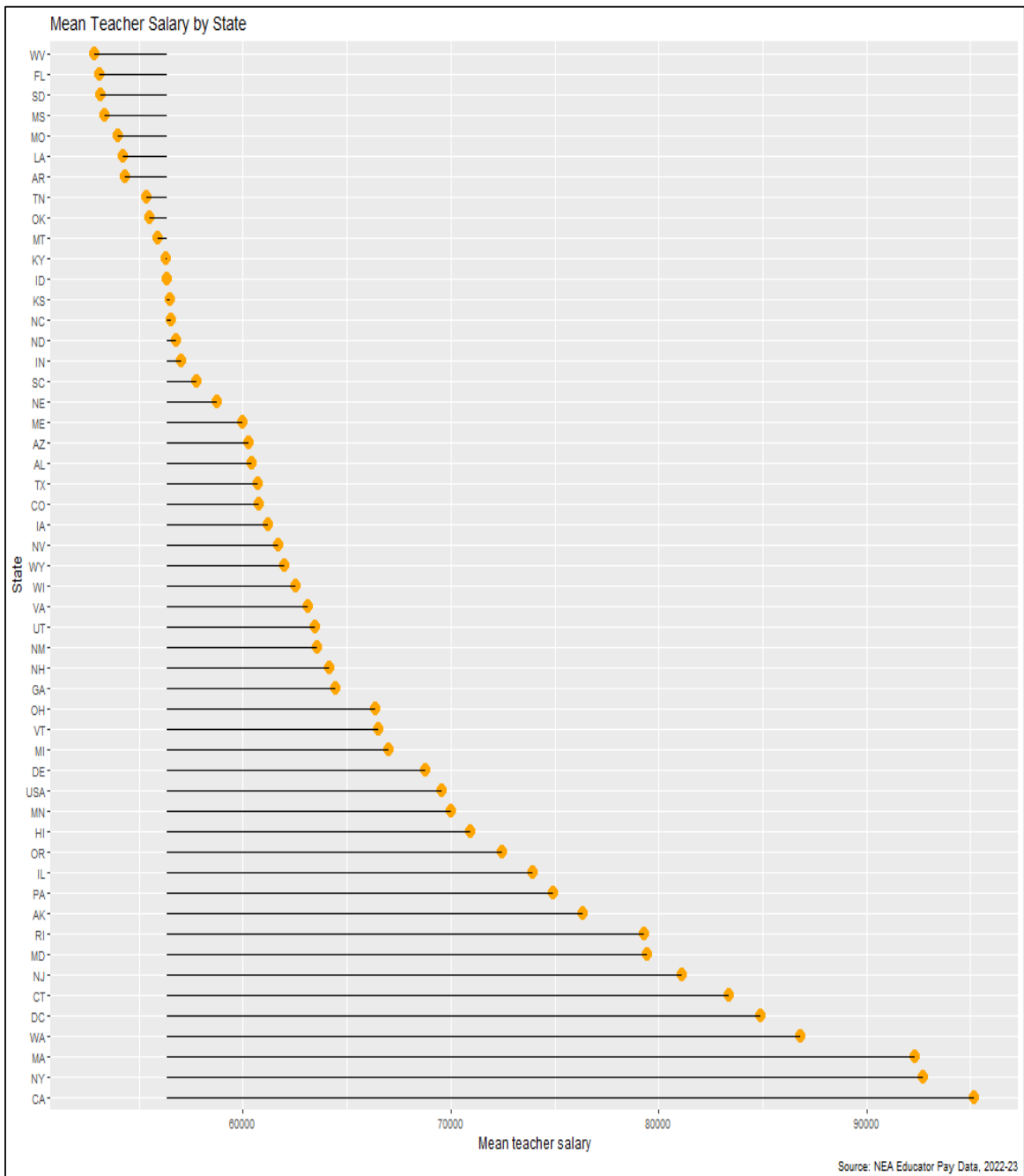


Figure 30: Mean Teacher Salary by State Comparison

Conclusions

Instructional Staff Pipeline

The instructional staff next year retention rate over the last five years has shifted between 88%-91%.

- Idaho lost an average of 1,933 instructional staff each year over the last five years (2020-2021 school year – 2024-2025 school year).
- Idaho has over 8,000 people who have an instructional staff certificate that are not working in an instructional staff position due to a variety of reasons.
- In 2021-2022, educator preparation providers graduated 1,062 teacher candidates. It is important to note that not everyone who completes a teacher preparation program goes on to teach in Idaho.
- Idaho needs about 2,000 new teachers, returning teachers, and out of state teachers on average to fill public school vacancies each year.

Idaho has enough teachers, but not enough of the right teachers in the right places who want to work as teachers. Staffing areas of greatest need are elementary education, English, math, physical education, and special education.

Pupil Services Staff Pipeline

The pupil services staff next year retention rate over the last five years has shifted between 83%-85%.

- Idaho lost an average of 310 pupil services staff each year over the last five years (2020-2021 school year – 2024-2025 school year).
- Idaho has just over 1,000 people that have a pupil services staff certificate that are not working in a pupil service staff position due to a variety of reasons.
- Idaho needs about 310 new pupil services staff, returning pupil services staff, and out of state pupil services staff on average to fill public school vacancies each year.

Staffing areas of greatest need are speech and language pathologists, school psychologists, and school audiologists.

Administrative Staff Pipeline

The administrative staff next year retention rate over the last five years has shifted between 89%-92%.

- Idaho lost an average of 133 administrators each year over the last five years (2020-2021 school year – 2024-2025 school year).
- Idaho has nearly 1,500 people who have an administrator certificate that are not working in an administrative staff position due to a variety of reasons.
- Idaho needs about 133 new administrative staff, returning school administrative staff, or out of state school administrators on average to fill public school vacancies each year.

Staffing areas of greatest need are school principals, directors of special education, and school superintendents.

Recommendations

National Educator Pipeline Recommendations: Raise the Bar

The U.S. Department of Education believes that when the bar is raised, all the nation's students will build skills to succeed inside and outside of school that will support students in reaching new heights in the classroom, careers, and lives. The five national recommendations below are aligned to the U.S. Department of Education's strategies to recruit, prepare, and retain teachers to eliminate the educator shortage for every school.

National Educator Pipeline Recommendations

1. Promote educator workforce

Increasing the educator workforce is critical to supporting the academic success of all students.

2. Promote career ladders for educators

Career advancement and leadership opportunities that allow educators to grow professionally and earn additional compensation while remaining in the classroom can support effective educator recruitment, retention, and growth.

With the appropriate supports, such as release time and additional compensation for additional responsibilities, educator leadership and advancement can support improved student outcomes and educator recruitment and retention.

3. Support high quality and affordable educator preparation

Expanding access to high-quality and affordable educator preparation is critical to eliminating educator shortages and providing students with the high-quality teachers they need to succeed.

Registered apprenticeship programs can be an effective, high-quality "earn-and-learn" model that allows candidates to obtain their educator credential while earning a salary by combining coursework with structured, paid on-the-job learning experiences with a mentor educator.

4. Support effective new educator mentoring and ongoing professional learning

To succeed in the classroom and school building, new educators need not only high-quality educator preparation programs with robust clinical experience, they also need effective mentoring programs that provide job-embedded professional development and support.

Effective mentoring and ongoing, high-quality professional learning are critical to educator retention and to maximizing the impact of educator on student achievement and other positive student outcomes.

5. Improve educator compensation and working conditions

Increasing educator compensation is critical to effectively recruiting and retaining the educators that schools need.

Teachers make 24% less than comparable college graduates and this gap can inhibit people from choosing to become a teacher and/or staying in the profession.

Educator Pipeline Recommendations Provided by Idaho's K-12 Educators

Recommendations From:

Professional Standards Commission (PSC) Recommendations Committee

1. Improve educator compensation;
2. Fund mentoring and retention programs;
3. Expand pupil service staff preparation programs and certification pathways; and
4. Improve educator working conditions.

Recommendations From:

Idaho Association of School Administrators (IASA)

1. Implement competitive educator compensation and other incentives;
2. Expand and continue to support mentorship and professional development; and
3. Address certification pathways.

Recommendations From:

Idaho Education Association (IEA)

1. Increase educator incentives and benefits;
2. Address safe working conditions for educators; and
3. Increase staffing and reduce class size to support innovation in education.

Idaho State Board of Education Initiatives

Promote Educator Workforce

The Idaho State Board of education has approved and supported the launch of a variety of programs to promote the educator workforce, which are listed below.

List of Programs to Promote Educator Workforce

Administrator Mentor Program: Excellence in Leadership

Educator Registered Apprenticeship Programs

Idaho Mentor Teacher Program

Indigenous Knowledge for Effective Education Program

Non-Traditional Teacher Pathways

Recruitment to School Administrator Preparation Programs

Rural and Underserved Educator Incentive Program

Promote Career Ladders for Educators

The Idaho State Board of Education supported the passing of the instructional and pupil service staff career ladder as indicated below.

Instructional and Pupil Service Staff Career Ladder

Career Ladder

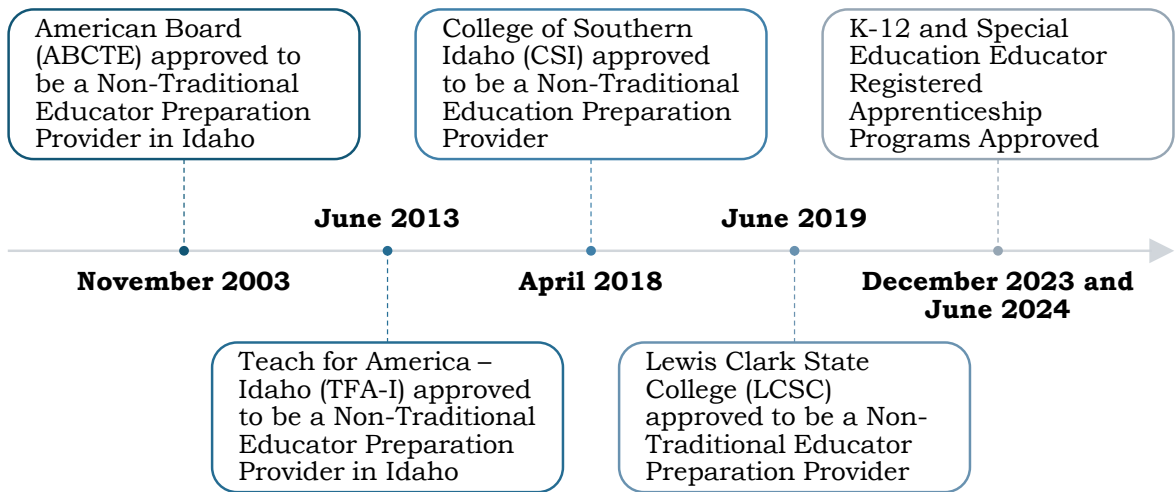
Section 33-1004B, Idaho Code

Legislation Passed 2015

Supporting High-Quality and Affordable Educator Preparation

The Idaho State Board of Education has approved a variety of non-traditional pathways to certification to support alternative high-quality and affordable educator preparation as seen below in the timeline.

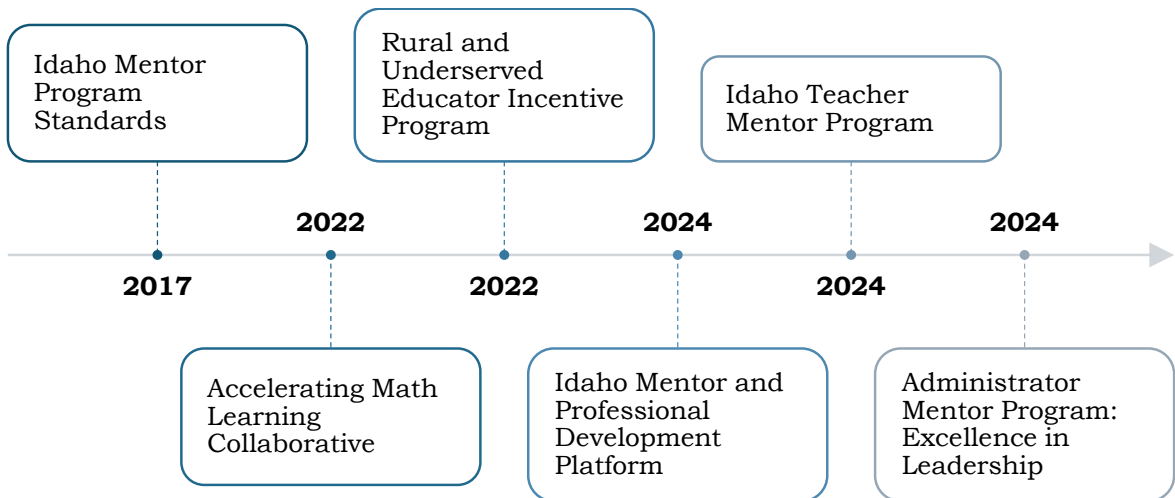
Timeline of Initial Approval of Non-Traditional Educator Preparation Providers and Pathways



Support Effective New Educator Mentoring and Ongoing Professional Learning

The Idaho State Board of Education has approved and supported a variety of programs to support educator mentoring and ongoing professional learning as identified below in the timeline.

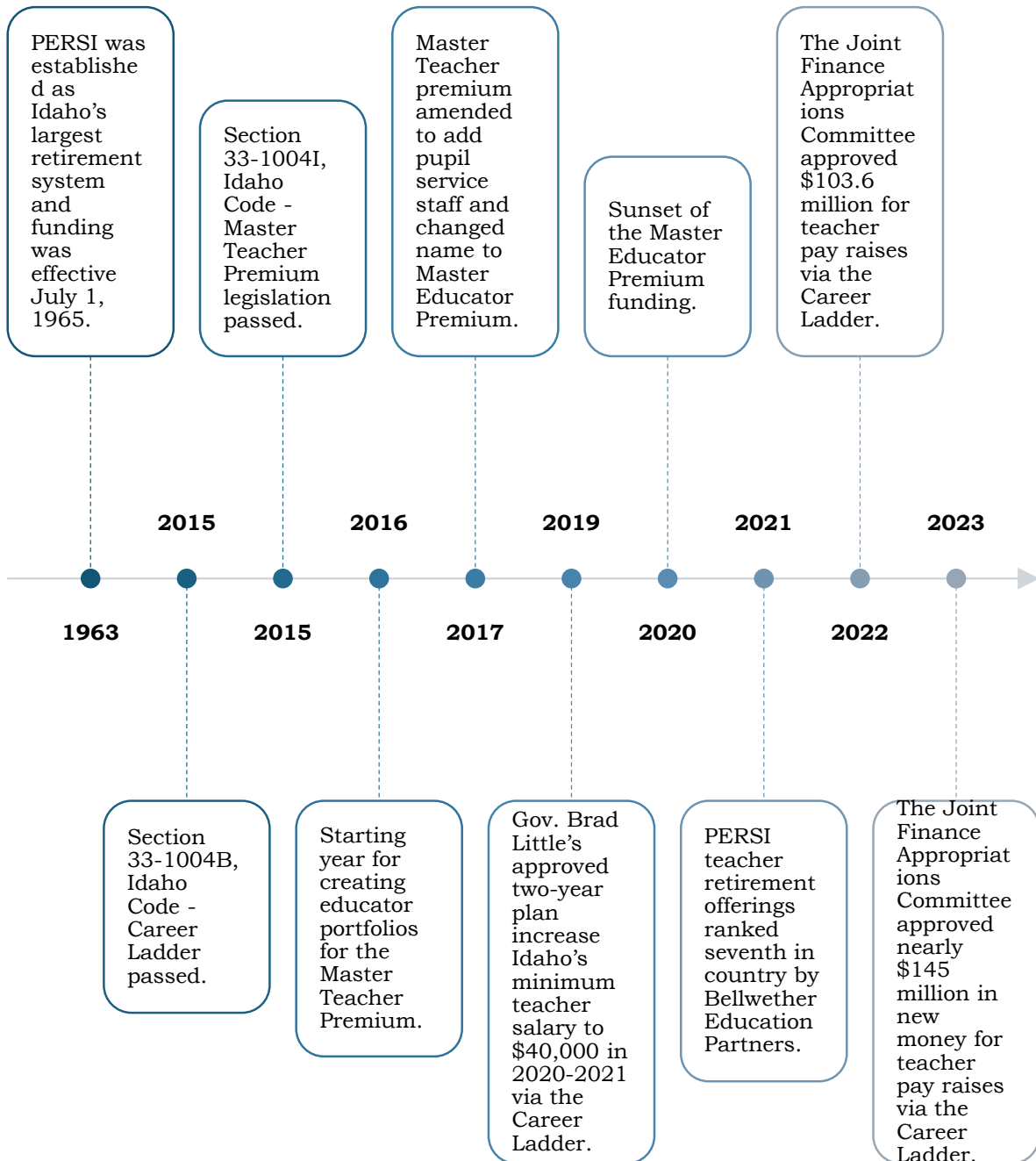
Timeline of Educator Mentoring and Professional Learning Programs



Improve Educator Compensation and Working Conditions

The Idaho State Board of Education has supported improving educator compensation as indicated in the timeline below along with mentoring programs to improve working conditions.

Timeline of Improvements to Educator Compensation



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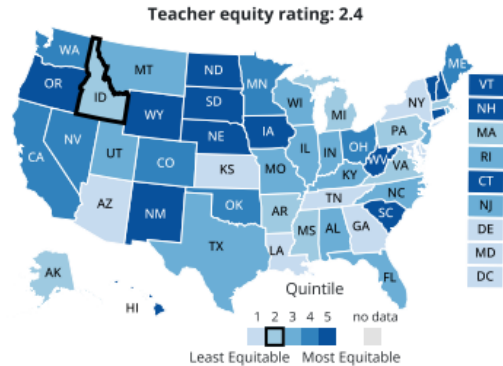
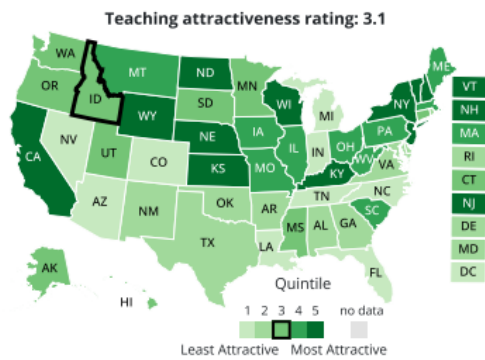
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Appendix

Learning Policy Institute: [Idaho-State of the Teacher Workforce Interactive Map](#)

The State of the Teacher Workforce interactive map includes more than 40 indicators and 2 summary ratings that describe teaching conditions and equitable access to well-qualified teachers in all 50 states and the District of Columbia. Idaho’s attractiveness to the teaching profession is identified below.



Indicator	Quintile	ID	US
Compensation			
Starting salary		\$44,840	\$44,530
Wage competitiveness		73.9%	73.6%
Working Conditions			
Leadership support		62.8%	51.5%
Collegiality		43.6%	39.1%
Classroom autonomy		48.4%	46.4%
Exclusion from school policymaking*		21.1%	28.1%
Mentoring for early-career teachers		83.6%	81.4%
Time for professional development		65.8%	65%
Perceptions of evaluation		57.3%	50%
Dissatisfaction*		9.4%	10.9%
Test-related job insecurity*		5.9%	7%
School Resources			
Expenditures per pupil		\$9,920	\$14,300
Pupil-to-teacher ratio*		17.5 : 1	15.4 : 1
Schools meeting the recommended pupil-to-counselor ratio		20.6%	19.2%
Teacher Turnover and Hiring			
Stayed teaching in the same school		82.5%	84.1%
Left teaching*		9.1%	7.9%
Plan to leave teaching*		9.2%	8.6%
School vacancies unfilled or hard to fill*		39.1%	46.9%
Qualifications			
Uncertified teachers*		3.3%	3.7%

Indicator	Quintile	ID	US
Equity by School Minority Enrollment			
Gap in percentage of uncertified teachers between higher- and lower-minority schools*		1.6	3.7
Uncertified teachers in higher-minority schools*		5.5%	6.2%
Uncertified teachers in lower-minority schools*		3.9%	2.5%
Gap in percentage of inexperienced teachers between higher- and lower-minority schools*		7.7	6.3
Inexperienced teachers in higher-minority schools*		17.9%	15.2%
Inexperienced teachers in lower-minority schools*		10.2%	8.9%
Equity by School Poverty			
Gap in percentage of uncertified teachers between higher- and lower-poverty schools*		3.9	3.3
Uncertified teachers in higher-poverty schools*		5.8%	5.7%
Uncertified teachers in lower-poverty schools*		1.9%	2.4%
Gap in percentage of inexperienced teachers between higher- and lower-poverty schools*		5.3	5.8
Inexperienced teachers in higher-poverty schools*		16.6%	15%
Inexperienced teachers in lower-poverty schools*		11.3%	9.2%



The State of the Teacher Workforce: A State-by-State Analysis of the Factors Influencing Teacher Shortages, Supply, Demand, and Equity

Additional factors influencing teacher supply and demand: Numerous factors influence teaching, learning, and teacher supply and demand in each state. Policymakers may want to consider these indicators when assessing their labor market for teachers.

Idaho

Indicator	ID	US
Teacher Pipeline		
Total number of teacher preparation program (TPP) enrollees	3,877	589,655
Change in TPP enrollees over past 5 years	-4.7%	-0.6%
Total number of TPP completers	1,062	154,517
Change in TPP completers over past 5 years	-12.4%	4.1%
Student Enrollment		
Total number of students	317,555	49,514,913
Change in student enrollment over past 5 years	2.3%	-2.3%
Change in projected student enrollment over next decade	10.8%	-5.5%

Indicator	ID	US
Workforce Characteristics		
Total number of teachers	18,121	3,224,967
Teachers of color	6.6%	20.1%
Ratio of adults of color to teachers of color	3.1 : 1	2.1 : 1
Teachers over 60 years old	6.5%	6.4%
Change in number of teachers over past 5 years	8.2%	1.7%
Teacher Financial Strain		
Work outside the school system	17.5%	17.1%
Money spent on classroom supplies	\$450	\$470
Outstanding student loans	39%	36.6%

* Scale is reversed such that a higher quintile reflects a more positive condition.

This map was last updated in July 2024 (originally published in July 2023). The data are drawn from national data sources, representing the most recent data available for analysis as of April 2024. Interpreters of the data should keep in mind that the sources for various statistics represent different academic years (ranging mainly from 2017–18 to 2022–23). Some states may have recently experienced changes in policies or conditions which would change the statistic reported if it were collected today. In addition, some indicators are estimated based on a sample of teachers and, in some cases, sample sizes are relatively small. We follow the National Center for Education Statistics guidelines for reporting and note any estimates that should be interpreted with caution.

The Technical Supplement, last updated in June 2024, includes the complete notes and source information:

<https://learningpolicyinstitute.org/state-of-teacher-workforce-notes-sources>

Suggested citation: Learning Policy Institute. (2024). *The state of the teacher workforce: A state-by-state analysis of the factors influencing teacher shortages, supply, demand, and equity* [Interactive map]. <https://learningpolicyinstitute.org/product/state-of-teacher-workforce-interactive>

End of Report

December 18, 2024

Office of the Idaho State Board of Education



**INFORMATIONAL
DECEMBER 18, 2024**

SUBJECT

Annual Empowering Parents Program Report

REFERECNE

June 14, 2023	State Board of Education (“Board”) heard an update on status of program implementation.
August 23, 2023	Board heard an update on status of program implementation and received Final Report and Action Plan dated 8/2/23.
October 18, 2023	Board adopted recommendations for additional eligible expenses as recommended by the Empowering Parents Parent Advisory Panel

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1030 to 1034, Idaho Code

BACKGROUND/DISCUSSION

The Empowering Parents Grant Program (Program) was enacted by S1255 (2022) to provide education grants for eligible students. The State Board of Education administers the Empowering Parents Grant Program. The Board does not have rulemaking authority for this section of Code.

This Program succeeds the Strong Families, Strong Students program, a reimbursement-based program administered only in FY21 through a contract with Kleo, Inc. (dba Class Wallet).

In 2022, after a competitive solicitation, the Idaho Department of Administration’s Division of Purchasing (DOP) awarded Primary Class Inc. (dba Odyssey) the contract to create and administer an online platform including an electronic marketplace for awardees to use grant awards to purchase eligible products and services.

During the 2023 legislative session, two bills to amend this section of Idaho Code failed. Both S1144 and S1161 sought to add tuition payments to the list of eligible expenses. Tuition payments remain ineligible purchases through this Program.

In October of 2024, after several meetings of the Empowering Parents Parent Advisory Panel, chaired by Superintendent Critchfield, the Board approved several additional eligible products and services, pursuant to Section 33-1030(3)(f). These additions include, among other things, camps and classes, uniforms, physical education equipment, and non-technology educational equipment.

2024 legislation (S1358a) made additional changes to the program, including extending the grant award expiration date for awardees from two years from the

**INFORMATIONAL
DECEMBER 18, 2024**

date of award to three; changing “school age” (which includes special education students through age 21) to “ages 5-18” only; and requiring proof of residency in addition to an Idaho tax return. Additionally, S1358a(2024) provided for reimbursements for only internet services. The addition of internet services as a reimbursable purchase served to both ensure the manageability of only one type of reimbursement (as reimbursements were found to be particularly burdensome by OSBE and SCO during the Strong Families, Strong Students program), and also accounted for the fact that few internet services providers were willing to establish themselves as vendors in the marketplace.

A third-party biennial program review was conducted, and a report was completed in June of 2024.

The contract with Odyssey ended on November 8, 2024.

In the spring of 2024, DOP conducted another competitive solicitation on behalf of OSBE. This Request for Proposal process concluded with a contract to administer Empowering Parents grant awards made in FY25 – FY27 (with options to renew) awarded to Class Wallet. The OSBE Program Manager has worked with Class Wallet to launch the FY25 award cycle. The application opened on 10/21/24. First awards were made on 11/25/24. The Marketplace allows for a closed marketplace in which vendors display products for sale, direct purchases from small vendors through a pre-approval of invoices process, and reimbursement for internet services.

Applications for more than 4,500 students have been received to date. Approximately half of those applications are confirmed to be from families with an Adjusted Gross Income (AGI) of less than \$60,000. Applicants who are verified eligible must complete the upload of the necessary documentation before an award can be granted (birth certificates for dependents and proof of residency). New awardees will be approved weekly until all funds are exhausted.

If funds remain at the end of January, verified applicants with an AGI of less than \$75,000 and completed documentation will be granted awards, prioritized by the timestamp of completion. If funds remain at the end of March, verified applicants, regardless of AGI, who have completed documentation will be awarded prioritized by the timestamp of completion.

The Idaho legislature appropriated thirty million (\$30,000,000) in FY25 for this program.

FY23 and FY24 Awardees

As program awardees have three (3) years to fully expend their grant, not all grants awarded during FY23 and FY24 were fully expended at the time of contract term-end with Odyssey. These awardees experienced a black-out

period that began on October 25th. This was done to provide Odyssey time to finalize transactions and payments to vendors before returning all data sets and remaining funds to OSBE for re-establishment in a new marketplace.

These awardees will be re-activated in the Class Wallet system, and award end dates will be extended to account for the blackout.

The attached report reviews the conclusion of the program under Odyssey's administration, and is therefore not specific to fiscal year 2024, but extends through November 8th.

IMPACT

Section 33-1033 requires an annual report to be submitted to the Board, the governor and the legislature.

ATTACHMENTS

Attachment 1 – FY24 Annual Empowering Parents Report

BOARD ACTION

This item is for informational purposes only.



**Empowering
Parents**
HELPING THEIR STUDENTS ACHIEVE

ANNUAL REPORT
DECEMBER 2024



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Empowering Parents Grant Program Overview

The Empowering Parents Grant Program was created by Idaho Legislature and Governor Brad Little. The program provides eligible families with grant funds for use toward eligible education products and services. Initially, the 2022 Legislature appropriated \$51,035,000 as a FY2022 supplemental appropriation to the State Board of Education for the administration of the program and program awards. The 2023 Legislature appropriated \$30,000,000, and the 2024 Legislature appropriated \$30,000,000 ongoing to fund the program.

Since the program's inception in 2022, **78,477 students** have benefited from these grants. A total of **28,962 students** received grants in FY2024. Looking forward, the application for FY25 Empowering Parents Grant Program awards opened on October 21, 2024, and at the time of this report, applications on behalf of more than **48,000 students** have been submitted.

History

The State Board of Education administers the Empowering Parents Grant Program which was enacted by S1255(2022) to provide education grants for eligible students. This program succeeded the Strong Families, Strong Students program, a reimbursement-based program administered only in FY21 through a contract with Kleo, Inc. (dba Class Wallet).

In 2022, after a competitive solicitation, the Idaho Department of Administration's Division of Purchasing (DOP) awarded Primary Class Inc. (dba Odyssey) the contract to create and administer an online platform including an electronic marketplace for awardees to use grant awards to purchase eligible products and services. This contract ended on November 8, 2024.

In October of 2023, after several meetings of the Empowering Parents Parent Advisory Panel chaired by Superintendent Critchfield, the Board approved several additional eligible products and services, pursuant to Section 33-1030(3)(f). These additions included, among other things, camps and classes, uniforms, physical education equipment, and non-technology educational equipment. These additional products and services went into effect in October of 2023.

S1358a (2024) made additional changes to the program, including extending the grant award expiration date for awardees from two years from the date of award to three; changing "school age" to "ages 5-18" only; and requiring proof of residency in addition to an Idaho tax return. Additionally, this legislation provided for reimbursements for internet services. While the development of the program over time has been positively received, it has also impacted the comparability of the award use data from year to year.

In the spring of 2024, as the contract with Odyssey was nearing an end, a competitive solicitation process concluded with a contract awarded to Class Wallet for the FY25 – FY27 program appropriations (with options to renew). Class Wallet's platform allows for a closed marketplace in which vendors display products for sale, it allows parents to make direct purchases from small vendors through a pre-approval of invoices process, and it allows parents to submit receipts for reimbursement of internet services expenses. All transactions take place within the marketplace system.

Budget

Expenditure Category	FY2023	FY2024
Contractor	Odyssey	Odyssey
Personnel Cost	\$100,000	\$100,000
Operating Expenses	\$50,000	\$33,774
Implementation Cost	\$1,485,000	\$890,000
Biennial 3 rd Party Evaluation	\$0	\$14,226
Grant Awards	\$49,515,000	\$28,962,000
Total	\$51,150,000	\$30,000,000

Awards FY24

In FY24, the Empowering Parents Grant Program was open to all Idaho families who have filed a prior year state tax return with school age children. Funding was distributed in accordance with the preference categories based on adjusted gross income (AGI) as defined in Section 33-1031, Idaho Code.

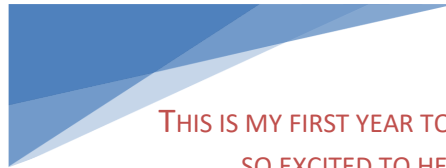
Grant awards were made in the following order of preference:

- Priority 1: Household has an AGI under sixty thousand dollars (\$60,000)
- Priority 2: Household has an AGI under seventy-five thousand dollars (\$75,000)
- Priority 3: All other eligible students on a first-come, first-served basis until all available funds are distributed.

Award funds are transferred into online awardee accounts to be used in the online marketplace. The award amounts are limited to \$1,000 per eligible student and no more than \$3,000 per family.

Applications FY24

Applications received	59,141
Students awarded grants	28,962



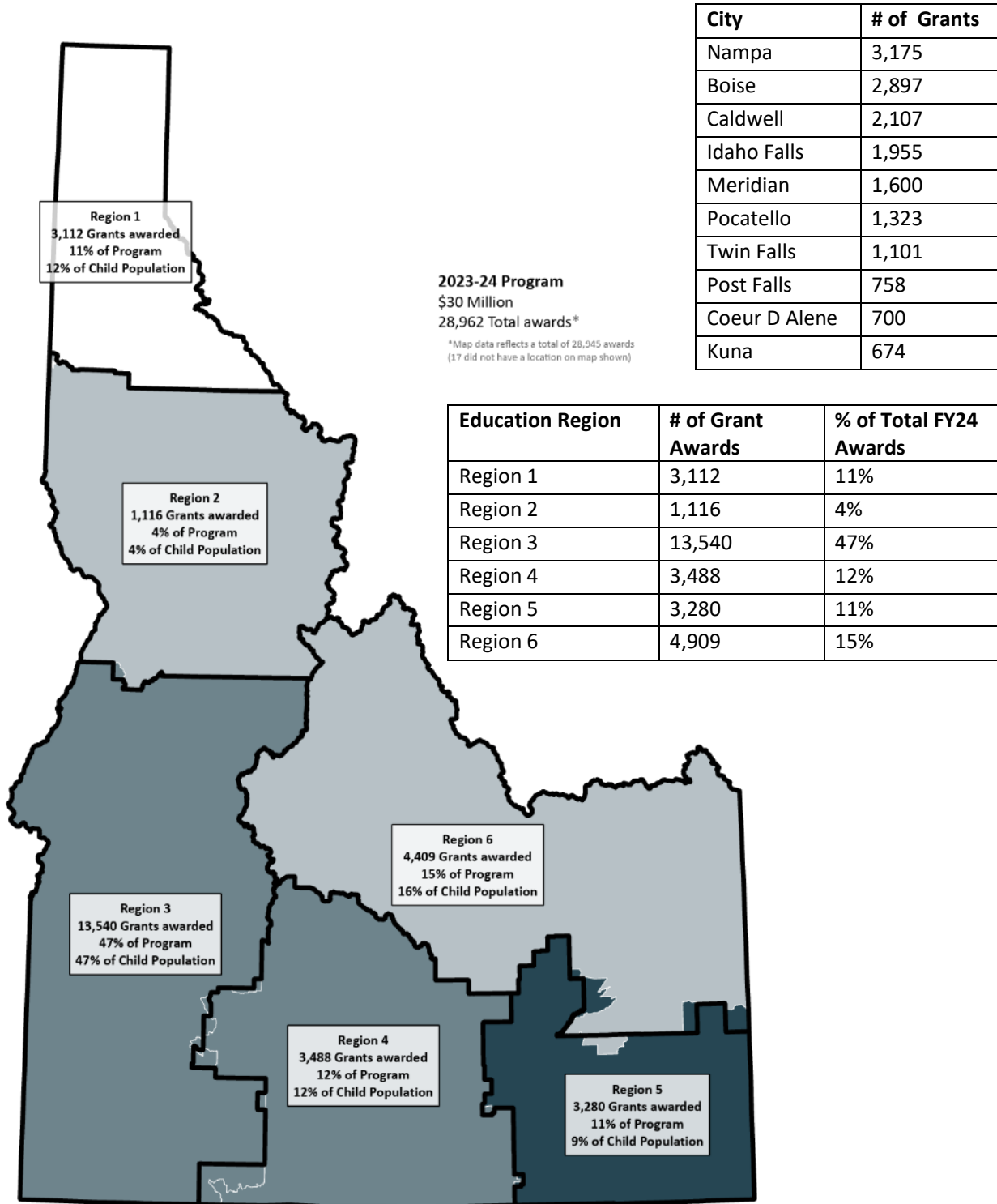
THIS IS MY FIRST YEAR TO APPLY AND I AM
SO EXCITED TO HELP MY FAMILY TO
CONTINUE THEIR EDUCATION AND HELP MY
KIDS WHO ARE FALLING BEHIND DUE TO
DISABILITIES!
- Holly

Adjusted Gross Income (AGI)

Breakdown

AGI	Students	Percentage of Program
Under \$60,000	19,983	69%
Under \$75,000	5,068	17.50%
Equal to or more than \$75,000	3,911	13.50%

Student Awards by Region and City



FY2024 Breakdown of Awards to Students, by School Type (self-selected by parent/applicant)

Type of School	Number of Grants	Total Dollar Amount
Homeschool	2,972	\$ 2,972,000
Public School (including Charter and Virtual)	25,240	\$ 25,240,000
Other (Private)	750	\$ 750,000
Total awards to students	28,962	\$ 28,962,000

FY2024 Top 10 Schools Attended by Student Grant Recipients (self-selected by parent/applicant).

Name of School	Number of Grants
Homeschool	2,972
IDAHO HOME LEARNING ACADEMY (ONEIDA COUNTY DISTRICT)	1,495
Other (PRIVATE SCHOOLS)	750
IDAHO ARTS CHARTER SCHOOL (IDAHO ARTS CHARTER SCHOOL, INC.)	226
IDAHO VIRTUAL ACADEMY (IDAHO VIRTUAL ACADEMY, INC.)	204
CALDWELL SENIOR HIGH SCHOOL (CALDWELL DISTRICT)	142
RIDGEVUE HIGH SCHOOL (VALLIVUE SCHOOL DISTRICT)	132
COMPASS PUBLIC CHARTER SCHOOL (COMPASS PUBLIC CHARTER SCHOOL, INC.)	132
NAMPA SENIOR HIGH SCHOOL (NAMPA SCHOOL DISTRICT)	131
RIGBY HIGH SCHOOL (JEFFERSON COUNTY JOINT DISTRICT)	118

Award Use

Between November 16, 2023 and November 8, 2024 parents spent a total of \$28,073,661.70 on eligible products and services through marketplace transactions. Eligible products and services are defined in Section 33-1031, Idaho Code. As Idaho families now have three (3) years to spend awards, transactions during the reporting period reflect purchases made by all active participants in the Odyssey platform, regardless of when their award was granted. A breakdown of award use by category follows.



THIS FUNDING HAS GIVEN MY TWO CHILDREN ACCESS TO BOOKS, SCHOOL SUPPLIES,
CURRICULUM AND OTHER RESOURCES AND MATERIALS THAT WE COULD NOT HAVE
OTHERWISE AFFORDED.

Erica

Award Use Summary by Sub Category			
Category	Qty Orders	Cost	AOV
Educational Products	102752	\$6,889,286.03	\$67.05
After School Sports & Recreation	22	\$4,068.00	\$184.91
Art educational products	8810	\$295,705.30	\$33.35
Books	13902	\$702,352.63	\$50.52
Curriculum	52	\$6,512.28	\$125.24
Educational Classes	8467	\$705,818.78	\$83.36
Educational Learning	2884	\$143,115.64	\$49.62
Educational Materials	42340	\$1,937,637.12	\$45.76
English	653	\$51,844.22	\$79.39
General education products	4107	\$274,245.71	\$67.70
STEM and Discovery kits	805	\$88,161.85	\$109.52
Musical Instruments	7447	\$1,471,126.07	\$197.55
Online Class Materials	1117	\$168,406.90	\$146.59
School Supplies	1352	\$99,450.52	\$73.56
Non-technological education products	7793	\$654,250.57	\$83.95
Subscription	279	\$79,148.10	\$283.68
Tutoring Aides	2722	\$207,442.42	\$76.21
Electronics	49546	\$17,749,046.68	\$358.23
Calculators	916	\$65,662.78	\$71.68
Cameras	1225	\$620,909.74	\$506.87
Computers	47405	\$17,062,474.16	\$359.93
Online Based Media	1005	\$116,972.05	\$116.39
Educational Applications	237	\$16,059.25	\$67.76
Educational Learning	397	\$41,237.61	\$103.87
Software	371	\$59,675.19	\$162.20
Services	24008	\$3,318,356.94	\$138.22
After school camps, classes & programs	12653	\$1,890,385.34	\$193.75
Class Fees	143	\$32,840.00	\$229.65
Cognitive Skills Training	17	\$2,970.00	\$174.71
Consultation	79	\$7,242.00	\$91.67
Curriculum Fees	322	\$31,678.79	\$98.38
Educational Materials	21	\$1,380.00	\$65.71
Internet Services	1507	\$217,054.40	\$144.03
Music Classes	1938	\$194,474.28	\$100.35
Online Classes	560	\$151,233.98	\$270.06
Test and Exam Fees	104	\$14,595.00	\$140.34
Therapy services per program guidelines	482	\$50,646.30	\$105.08
Tutoring	6152	\$721,186.85	\$117.26
Vocational + Life Skills Education	29	\$2,610.00	\$90.00
Youth Camp	1	\$60.00	\$60.00
Grand Total	177,311	\$28,073,661.70	\$158.33

FY2024 Review (July 1-June 30) and Odyssey Contract Close

As program awardees now have three (3) years to fully expend their grant, not all grants awarded during FY23 and FY24 were fully expended at the time of contract term-end with Odyssey. These awardees experienced a black-out period that began on October 25, 2024. This was done to provide Odyssey time to finalize transactions and payments to vendors before returning all data sets and remaining funds to OSBE for re-establishment in a new marketplace.

FY2025 Program Update

The FY2025 Empowering Parents Grant Program implementation with ClassWallet began in September 2024, after the contract was signed by the Department of Purchasing and ClassWallet. Within 30 days of signature and per contract specifications, 2024-25 Empowering Parents program applications launched for Idaho families on October 21, 2024. At the time of this report, more than 48,000 applications have been received and are in process for eligibility.

The ClassWallet platform offers the State Board of Education data transparency including daily & weekly reports of application activity, status reports of incomplete applicants and a breakdown of applicants by AGI bracket. The program coordinator meets weekly with ClassWallet as we work to ensure the platform meets Idaho statute requirements and contains clear information and guidance for Idaho families. ClassWallet hosted webinars for vendors and parents and created step-by-step application guides in English and Spanish. All documentation and recordings are posted on empoweringsparents.idaho.gov.

Next Steps and Looking Forward

The Idaho State Board of Education will continue outreach and communication efforts to families, schools, and community resource groups for ongoing grant application awareness as well as application assistance. Additional outreach and communication efforts will be made to increase vendor and service provider participation in all areas of Idaho, with a special emphasis on rural communities. As families receive grants weekly starting November 25, 2024, supplementary education efforts will be made to ensure families are aware of options to spend and use grant funds via ClassWallet's on-line marketplace or with a local service provider (such as a tutor or a driver's education provider).

The State Board of Education regularly hears positive and heartfelt feedback from Idaho families across the state about the impact of this program and will work to ensure educational programs, products and services are easily accessible for students.

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho Division of Vocational Rehabilitation (IDVR) State Board of Education
Annual Report

REFERENCE

October 2022	Board received an annual progress report from the Division of Vocational Rehabilitation
October 2023	Board received an annual report from the Division of Vocational Rehabilitation

APPLICABLE STATUTE, RULE, OR POLICY

Article IX, Section 2 of the Idaho Constitution
Idaho Code and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), Public Law 113-128
Section 33-2303(1), Idaho Code
Board Policy IV.F. – Division of Vocational Rehabilitation
Board Policy IV.G. – Idaho State Rehabilitation Council
Board Policy I.M. – Annual Reporting

BACKGROUND/DISCUSSION

The Idaho Division of Vocational Rehabilitation (IDVR) mission is to prepare individuals with disabilities for employment and career opportunities while meeting the needs of the employers and is charged with two major responsibilities: Management of the State/Federal Vocational Rehabilitation (VR) Program and serve as the fiscal agent for the Council for the Deaf and Hard of Hearing (CDHH).

Vocational Rehabilitation (VR): The VR program is one of the oldest and most successful federal/state programs in the United States. VR serves individuals with severe disabilities that imposes significant barriers to gainful employment. VR assists Idahoans with a diverse array of disabilities to prepare, obtain, advance in, and retain employment based on their unique skills and abilities. The VR program provides services to eligible Idahoans with disabilities to assist them in transitioning from unemployment to gainful employment or to maintain employment. The VR program provides pathways to self-sufficiency and works in concert with the State Rehabilitation Council (SRC), which serves in an advisory capacity.

The Council for the Deaf and Hard of Hearing (CDHH): CDHH is an independent agency organized under IDVR. This is a flow-through council for budgetary and administrative support purposes only, with no direct programmatic implication for IDVR. The CDHH's vision is to ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

**INFORMATIONAL
DECEMBER 18, 2024**

Judy B. Taylor, interim Administrator of the Division of Vocational Rehabilitation, will provide an overview of IDVR's progress in carrying out the agency's strategic plan.

ATTACHMENTS

Attachment 1 – Idaho Division of Vocational Rehabilitation Annual Report 2024

BOARD ACTION

This item is for informational purposes only.



Idaho State Rehabilitation Council
Idaho Division of Vocational Rehabilitation

Combined 2024 Annual Report



Idaho Division of Vocational Rehabilitation's History:

The Vocational Rehabilitation Act of 1920 was the start of the public rehabilitation program in the United States. The Vocational Rehabilitation Act of 1920 provided funds for people with physical disabilities for vocational guidance, training, occupational adjustment, prosthesis, and placement services. A series of amendments through the years expanded services to persons with other types of disabilities.

The Rehabilitation Act of 1973 emphasized priority services for persons with severe disabilities and incorporated civil rights protection for persons with disabilities. At the present time, the authority of the rehabilitation program is still under the Rehabilitation Act of 1973, as amended.

President Barack Obama signed the Workforce Innovation and Opportunity Act (WIOA) into law on July 22, 2014. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner- Peyser Act, and the Rehabilitation Act of 1973.

What is Vocational Rehabilitation

Vocational Rehabilitation (VR) is a state-federal program whose goal is to assist people with disabilities prepare for, secure, retain or regain employment.

Information and data within this report are reflective of State Fiscal Year (SFY) 2024 and Program Year 2023 (July 1, 2023 through June 30, 2024). This document is partially funded by the Department of Education/ Rehabilitation Services Administration, Grant Award Number H126A240016. The Idaho Division of Vocational Rehabilitation receives 78.7% of its funding through a grant from the United States Department of Education.

Landscape photographs provided by Mike MacGuffie, IDVR Center Manager of Customer Center South Central.



IDVR's Vision:
An Idaho where all individuals with disabilities have the opportunity to participate in the workforce and employers value their contributions

IDVR's Mission:
To prepare individuals with disabilities for employment and career opportunities while meeting the needs of the employer

IDVR Agency Core Values are A.R.T.

Accountability: Taking ownership and responsibility for our actions

IDVR values **Accountability** by taking ownership and responsibility for our actions. Accountability includes using a solution-focused approach to positive outcomes through individual awareness, integrity, and transparency.

Respect: Recognizing abilities, valuing professional judgement

IDVR promotes mutual **Respect** in the workplace. We recognize team members for their abilities and contributions, and value their professional judgement.

Teamwork: Working together to achieve a collective goal

IDVR values **Teamwork** that utilizes professional and mindful communication while working together to achieve a collective goal. We value the diverse experiences, skills, and perspectives that each team member brings to the Agency.

As IDVR lives in these values, we aspire to the outcomes of higher levels of customer service and satisfaction, increased team member satisfaction, engagement, trust, and retention, increased work-life balance, and improved communication agency wide.



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It is one of the greatest honors of my life to serve as SRC Chair during such a pivotal time for Idaho's Vocational Rehabilitation (IDVR)

program. The council, composed of individuals appointed by the State Board of Education as designated by the Governor, represents diverse perspectives. The council includes former recipients of VR services, parents of persons with disabilities, a representative of the State Independent Living Council (SILC), a representative of indigenous communities, small business owners, and employees from some of Idaho's largest employers. At each quarterly meeting, we engage deeply, ask challenging questions, and provide the feedback necessary for VR to navigate these challenging times.

As a representative of individuals with disabilities, I am particularly passionate about ensuring that IDVR and our state do everything possible to remove barriers and equip Idahoans with the tools they need to succeed. As a deaf individual, this mission is personal to me. In addition, my experience as a workforce development professional

and business owner allows me to bring valuable insights to this conversation.

Let's look at some numbers. Nationwide, 1.4 million Baby Boomers will retire each year until 2030. By then, nearly all Baby Boomers will have left the workforce. The next generational cohort, consisting of 61 million people, must replace the 72 million Baby Boomers—a task made more challenging by current labor participation rates, leading to a labor shortage not just in Idaho, but across the U.S. and globally. Light cast, a world-renowned labor market research firm based in Moscow, Idaho, has coined this phenomenon the "Demographic Drought". Their website offers extensive studies and white papers on this workforce trend.

Idaho's economy and population have experienced unprecedented growth over the past decade. Boise alone grew from 399,000 residents in 2015 to 519,000 in 2022. Currently, the unemployment rate in Idaho is around 3.4%, lower than the national average of 4.1%. However, for those with disabilities, the unemployment rate is approximately 6.4% in Idaho, compared to 7.2% nationally.

Digging deeper, the 2022 U.S. Census reports that about 269,000 Idahoans identify as people with disabilities. This means approximately 17,200 individuals with disabilities are

unemployed. Meanwhile, the Bureau of Labor Statistics reported in April 2024 that Idaho had around 53,000 job openings across both private and public employers. With a population of roughly 1.8 million and a labor participation rate of 62.8%, 47,000 people are non-participating. Now more than ever, it is crucial to help Idaho's growing employers tap into this talented and underutilized pool of workers. By employing individuals with disabilities, they not only gain employment but also become active contributors to Idaho's economy. Idaho's Vocational Rehabilitation Program, which is 80% federally funded, is staffed by dedicated professionals committed to serving individuals with disabilities. They assist with education credentialing, workplace accommodations, and creating cultures of disclosure and acceptance initiatives that statistically increase productivity and benefit countless employers nationwide. IDVR also supports Idaho's disabled youth through programming focused on work readiness, developing career pathways in trades, registered apprenticeships, and post-secondary education.

Let's work together to build a thriving workforce, where individuals with disabilities are gainfully employed and contributing to Idaho's economy during this time of worker shortages. Beyond

addressing the labor shortage, it's simply the right thing to do. By supporting IDVR's mission, we can ensure that individuals with disabilities have the tools they need to achieve their own success and happiness. This is not just about filling jobs; it's about Empowering people to live fulfilling lives and enriching our communities in the process.

Thank You,
Timothy J Blonsky, SRC Chair

I have had a very good experience with the program and wouldn't be where I am now if not for this program and my Counselor was so encouraging with me and she was able to guide me through all my options and find the right one for me.

VR Customer Response to Customer Satisfaction Survey

Who is the State Rehabilitation Council?

State Rehabilitation Councils were created by amendments made to the Rehabilitation Act in 1993 when disability rights advocates succeeded at the federal level in persuading Congress to create a system supporting people with disabilities receiving vocational rehabilitation to take an active role in shaping the services they receive.

The Idaho State Rehabilitation Council (SRC) is a body of citizens appointed by the Idaho State Board of Education. The Council reviews, analyzes, and advises the Idaho Division of Vocational Rehabilitation (IDVR) regarding the performance, effectiveness, and objectives of the program.

The SRC is composed of a diverse group of volunteers including current or former customers, professionals, employers, advises, and service providers who promote public awareness, advocacy, and support for the Vocational Rehabilitation program. The majority of the SRC members are themselves individuals with disabilities. SRC members are chosen for their interest in, and specialized knowledge of the disability community. The term of office for SRC members is three years, with the option of serving a second three-year term.

The SRC must be composed of at least 15 members including:

- 4 representatives of businesses, industry & labor
- 1 representative of Statewide Independent Living Council
- 1 representative of parent training & information center
- 1 representative of client assistance program
- 1 representative of community rehabilitation program service provider
- 1 representative of disability groups
- 1 current or former VR customer
- 1 American Indian VR Services program
- 1 representative of the State Department of Education
- 1 representative of the Workforce Development Council
- 1 Vocational Rehabilitation Counselor (ex-officio)
- Vocational Rehabilitation Administrator (ex-officio)

The SRC communicates directly with customers, rehabilitation professionals, businesses, service providers, and other individuals interested in improving the services and programs provided by the VR program. SRC members provide critical support and guidance to IDVR (and to individuals with disabilities served by the Division) and communicate regularly with legislators, on both the state and national levels on their behalf.

Activities

State and Strategic Plans:

The SRC participates in disseminating the Division's draft of the State and Strategic Plans and solicits public comments on those plans. The SRC prepares written recommendations for the Plan and coordinates with IDVR during the planning process.

Meetings:

The SRC meets four times a year. Dates and locations are available on the [IDVR SRC Meeting Schedule webpage](#). Council members participate in local and state activities dealing with disability related issues.

Surveys:

The SRC conducts needs assessments and surveys. Some of these efforts are accomplished independently and while collaborating with IDVR.

Employer needs, client satisfaction and team member perceptions of IDVR are a few of the inquiries that have been conducted.

SRC members and IDVR staff agree that this strong partnership produces positive and lasting impacts for Idahoans with disabilities.

In order to accomplish the many activities and responsibilities, the SRC is

comprised of two standing committees: Executive and Planning, Policy and Program Effectiveness Committee. All SRC members participate in committee activities based upon their strengths and area of interest.

Membership

If you enjoy learning, building relationships and advising for change in our systems, the SRC provides a rewarding opportunity for volunteer public services.

Service on the SRC provides a unique opportunity to engage in the dialogue on the Vocational Rehabilitation services at the State level.

One Person Can Make a Difference!

To learn more about the Idaho State Rehabilitation Council (SRC) and the Idaho Division of Vocational Rehabilitation visit the



[SRC Membership webpage](#), scan the QR code, or contact us at (208) 334-3390.

SRC 2025 Meeting Schedule

January 21st, 2025
April 22nd, 2025
July 22nd, 2025
October 21st, 2025

Executive Committee

This committee will exercise the overall governance of the Council subject to Council Bylaws. The Executive Committee will represent and guide the Council's efforts to advise for the VR program on behalf of the state agency, to state legislators, congressional delegation, and to the public at large. Advocacy efforts will focus on a partnership with the agency toward a common goal - maximizing employment and independent living for people with disabilities.

The Executive Committee will be composed of the Chair, Vice-Chair, the immediate past Chair, if available, and the co-chairs of the Planning, Policy and Program Effectiveness Committee. At least one member with a disability will be a member of the Executive Committee.

Planning, Policy and Program Effectiveness Committee

Activities of the Planning, Policy, and Program Effectiveness Committee strive to ensure that the VR program produces high quality outcomes for VR customers. Committee members will review, analyze, and advise IDVR on eligibility, including order of selection; the extent, scope, and effectiveness of services provided, policy development; and functions performed by

state agencies that affect or potentially affect the ability of individuals with disabilities in achieving employment outcomes. This Committee will have two co-chairs, one chairing the Comprehensive Statewide Needs Assessment (CSNA) and VR Portion of the State Plan and the other chairing the Policy Development and Survey Committees. Each subcommittee shall consist of at least two (2) additional members.

SRC Mission

Working on behalf of Idahoans with disabilities, the Idaho State Rehabilitation Council endeavors to provide consumers, service providers and others the opportunity to participate in constructive dialogue and public input to continually improve the quality of Vocational Rehabilitation services to residents of Idaho.

**INFORMATIONAL
DECEMBER 18, 2024**

Council Chair Tim Blonsky

Council Vice Chair Diana Colgrove

Disability Advocacy Group Representatives Tim Blonsky
David "Max" Maxwell

Former Applicant or Recipient Representatives Mark Reinhardt
Stephanie Taylor-Thompson

Community Rehabilitation Program Representative..... Danielle Larsen

Client Assistance Program Representative Nancy Grant

Business/Industry & Labor Representatives..... Angie Tuft
Diana Colgrove
Jeff DeForest
Lucas Rose

American Indian Vocational Rehabilitation Services Feather Holt

Parent Training & Information Center Representative Linda Thomas

State Independent Living Council Representative Jami Davis

State Department of Education Representative Randi Cole

Workforce Development Council Representative Clay Long

Idaho Division of Vocational Rehabilitation Representatives

Ex-OfficioJudy B. Taylor, Interim Administrator
Ex-OfficioKent Ireton, Pre-ETS VR Counselor
Council SecretaryWendy Page, Management Assistant



I was honored to be appointed Interim Director of the Idaho Division of Vocational Rehabilitation this June. I joined the team during a

challenging time, but through the months we pulled together, worked creativity, relied on valuable partners, and found solutions.

IDVR provides a valuable resource to Idaho by promoting competitive employment to our citizens with physical, mental, or emotional challenges. This benefits individuals, families, communities and Idaho businesses.

Please keep in mind while reading our report that while this is data heavy, every number represents a customer who hopefully is engaged in a satisfying, meaningful, and dignified job, that allows them to be financially stable.

Please reach out with any questions about the material presented in this report.

Sincerely,

Judy Bicknell Taylor

About VR

Vocational Rehabilitation is the largest and oldest program funded under the Rehabilitation Act. It is the state-federal eligibility vocational rehabilitation system which provides comprehensive vocational services to individuals with disabilities.

Rehabilitation counselors provide vocational guidance counseling and other services as identified in an Individualized Plan for Employment (IPE) for each participant. The scope of rehabilitation services that may be provided is extensive and includes services that lead to employment which will also result in increasing an individual's independence and self-worth. Although each state adheres to the federal laws and regulations, each state has flexibility in determining its policy, procedures and business practices.



*Idaho Division of
Vocational Rehabilitation*

Who does the Idaho Division of Vocational Rehabilitation Serve?



Interested in the VR portion of the Idaho's Combined State Plan for Program Years 2024-2025?

Visit the [Publications and Agency Plans](#) webpage or scan the QR code above for more information.

IDVR assists Idahoans with disabilities to obtain, maintain or advance in employment. IDVR provides various services to assist individuals with disabilities find work.

Vocational Rehabilitation is appropriate if...

- Individuals want to work.
- Individuals have a disability that makes it hard to get a job, continue working or advance in a job.
- Individuals want to become employed to the best of their ability.
- Individuals need support and assistance to become employed.
- Individuals can be an active participant in the development of their career goals.

Individuals may be eligible if:

- They have a physical or mental disability which creates difficulties with obtaining or maintaining a job.
- They get Social Security for a disability (SSI or SSDI) and want to work.

Services

When developing a plan for getting work, individuals may require several different types of support. The types of support vary based on the employment goal and will be unique to meet specific needs.

Supports may include counseling and guidance, job search, placement and other job supports, academic training, and disability related supports, to mention a few.



Are you a high school student? Visit the [student page](#) on the website or scan the QR code for more information.

The State Rehabilitation Council (SRC) oversees the ongoing customer satisfaction survey of IDVR participants who leave/exit the program for various reasons.

In order to gauge the customers' overall experience with program services, the customer satisfaction survey asks 12 questions in three domains. The SRC and Division use customer feedback to improve the VR experience and service delivery.

The survey was completed by 224 out of 3,056 customers with a 7% response rate. Percentages listed below represent the proportion of respondents who answered "agree" or "strongly agree" to each of the survey questions. Responses were collected from customers with cases closed from July 1, 2023 through June 30, 2024.

Overall Customer Satisfaction (N=224)

Percent of "Agree" or "Strongly Agree" Responses

General Customer Satisfaction

Treated me with respect	93%
Responded to my questions in timely manner	84%
Satisfied with my experience	81%
Would recommend VR to friends with disabilities	82%
Understood that employment was the goal	96%

Individual Plan for Employment (IPE)

Had the opportunity to choose service providers	93%
Services provided in a timely manner	89%
Worked with VR counselor to develop plan	94%

Services Provided by Community Rehabilitation Providers (CRPs)

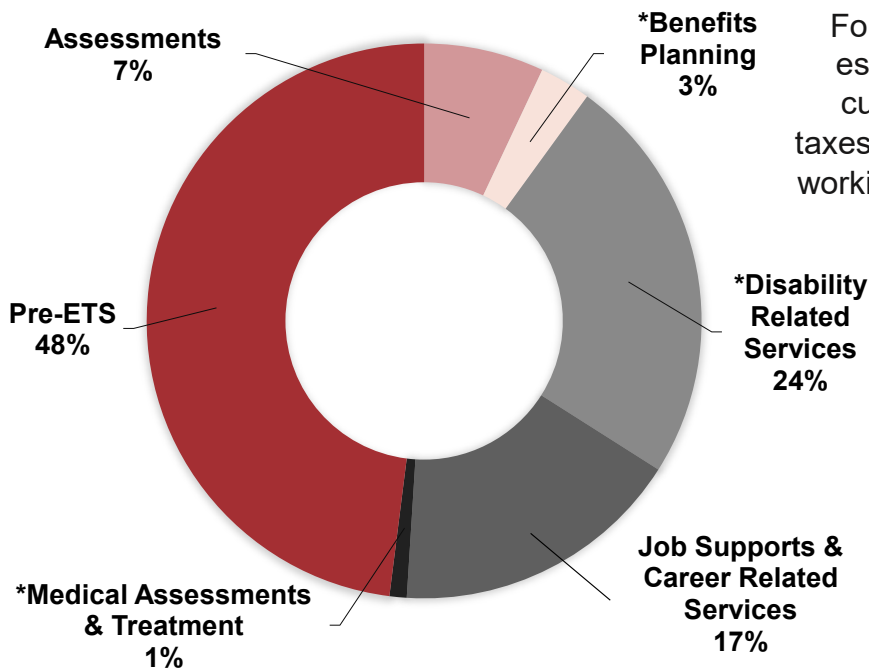
Recommend providers	84%
Services were helpful	82%
Satisfied with the communication & interactions	82%
Had a choice when picking a provider	82%

***Funds Expended Toward Customer Services/Support
\$7,729,023.61***

Expenditures on Job Training \$2,783,334.98

<i>Training Type</i>	<i>Total Paid</i>	<i>Unique Participants</i>
Apprenticeship	\$16,999.32	18
Four-Year	\$1,212,759.27	271
Graduate	\$327,162.38	37
Junior/Community College	\$233,098.01	107
Miscellaneous	\$106,055.37	85
Occupational/Vocational	\$745,097.64	308
On-the-Job	\$25,500.00	8
Truck Driving	\$116,662.99	72

Customer Expenditures



Return on Investment (ROI)

For General Funds spent by IDVR it is estimated that successfully employed customers will return \$16,497,758 in taxes to the State over the course of their working life (based on data from SFY24).

Expenditures in the following categories:

- Business Services
- Pre-Employment Transition Services (Pre-ETS)
- * Vocational Rehabilitation Traditional Service

Top 5 Referral Sources in Program Year 2023

State Department of Correction/Juvenile Justice	634
Family and Friends	618
Other Sources	521
Medical Health Providers	300
Mental Health Providers	278



Idaho Outcomes are Exceeding National Averages:

Employment Rate in the Second Quarter after exit – Program Year 2023: **5th** of 52 nationally
Median Earnings in the Second Quarter after Exit – Program Year 2023: **25th** of 52 nationally
Employment Rate in the Fourth Quarter after Exit – Program Year 2023: **6th** of 52 nationally
Credential Attainment Rate – Program Year 2023: **4th** of 52 nationally

Primary Performance Indicators PY23 (IDVR and ICBVI)

Employment 2 nd Quarter	64.5% (-0.4 PY22)
Median Earnings 2 nd Quarter	\$5,380.00 (+\$430 PY22)
Employment 4 th Quarter	61.1% (-1.6 PY22)
Credential Attainment	59.7% (+2.4 PY22)



Occupation:

Janitor

Employer:

**Rock Creek Fire
Department**

Location:

Kimberly, Idaho

From the day of the intake JP stated that he really wanted to be able to work around fire trucks and other emergency vehicles. It has been amazing to watch JP gain confidence and grow as a part of the team at the Rock Creek Fire Department. I am so happy for JP and his continued success at his job.

Brian Patingre, VR Counselor

“Being around the fire fighters and watching them respond to an alarm and leave the station to fight a fire is my favorite part of my job. I do my part to make sure the station is safe and clean. I enjoy being part of the team.”

JP, VR Customer

JP applied for VR services in June of 2023 as a self-referral to gain assistance to find a part-time employment position to be more active in his community after leaving his previous long-term position when it was identified he needed more support on the job to be successful than was available.

JP and his VR Counselor completed an interest inventory that identified janitorial type of work as a good fit based on his interests, and this type of work also aligned with his previous work experience that he expressed that he found fulfillment in.

Throughout the process of identifying what type of work JP would want to pursue, he expressed an interest in the world of firefighting and working in that type of environment as his dream job.

When JP obtained his new employment position, he received direct support from a job coach at work to learn his new work tasks, understand the expectations of his employer, and to assist him in meeting those expectations.

“We treat JP like one of the crew here. He is part of our team and family. We make sure to include him in all news and activities related to the fire house.”

*Taylor Hunsaker, Rock Creek
Fire Department Lieutenant*





Occupation:
Food Prep

Employer:
Flying Pie Pizzeria

Location:
Nampa, Idaho

Marli is very goal driven, if a goal is set for her, she will meet the goal. She's not afraid to ask for help, which shows that she wants to grow. She has expressed an interest in management, so we have set goals that we are working toward to help her get there. Marli is probably the most reliable employee I have.

Rose, Supervisor at Flying Pie

“I really like my job, and I enjoy all the people that I work with. My confidence has grown since I started my job, and I am more comfortable doing things on my own now. At the beginning, I was nervous about cashiering, but I am comfortable now because I was trained how to do it.”

Marli, VR Customer

Marli applied for VR services in 2021 after struggling to maintain previous jobs as she had difficulty meeting employer expectations which led to several short-term jobs and significant gaps in her work history. Through counseling and guidance Marli and her VRC, Kara Whitehouse, completed career exploration and they determined foodservice would be a good fit for Marlie based on her interests, abilities.

Marli's VR Counselor referred her to the Create Common Good Employment Training Program to gain the soft and hard skills needed to enter the food service industry. Marli obtained her ServSafe Food Handler Certificate and understanding of proper food handling skills that would allow her gain transferrable skills for a future employment position.

Marli graduated from the Create Common Good Program in 2023 and then began working for them in a temporary position while she did job search for a permanent employment position.

“Marli's greatest strength is her positive attitude. Her friendly demeanor made her classmates feel welcome and made the program more enjoyable for everyone. She picked up tasks quickly and demonstrated excellent workplace behavior. We are so happy for Marli and her continued success!”

Angie Tuft, Create Common Good





Employment:
**Behavioral
Interventionalist**

Current Status:
**Self-Employed Business
Owner & Operator**

Location:
Lewiston, Idaho

Charlie's determination, positive attitude, and responsiveness fostered a great working relationship throughout his time working with Vocational Rehabilitation. His hard work during college and his initiative to secure employment on his own prior to graduation truly reflects his commitment to success! I am so proud to see that since we last worked with Charlie, that he is now also self-employed and continuing to make a difference!

Angela Moran, VR Counselor

“I love doing what I do. I work directly with the children and their families in the community and within their homes. Each client is unique, and I use whatever modality that seems to work best with each one.”

Charlie, VR Customer

Charlie, a military veteran and social security disability recipient came to VR in 2018 to obtain support for his long-term career goals after being referred by Lewis-Clark State College for assistance to reach his identified goal of working in the human services field. He had been struggling to maintain employment due to physical demands of the positions he had held, and due to this, had had several short-term jobs that were not a good fit.

After Charlie began working with VR, he worked with a counselor to identify his vocational goal within the human services field and began to receive support to continue his education which would allow him to meet the educational requirements of the positions of interest.

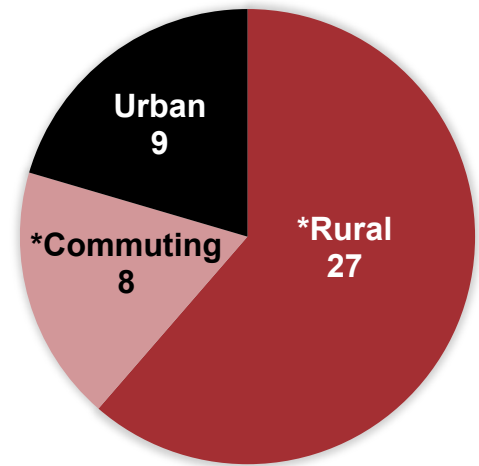
Through VR support, Charlie was able to complete his bachelor's degree and obtained employment working as a behavioral interventionist where he worked for 18 months.

In 2024, Charlie then took the skills from his education and experience as a Behavioral Interventionist and started his business Charlie's Behavioral Services, where he now owns and operates the business focused on providing behavioral intervention services to individuals ages 5-21 and their families to achieve their individualized behavioral goals.



Top 10 Rural Idaho Counties Served

Counties Served	Number of Participants
Bingham	412
Bonner	262
Cassia	179
Minidoka	155
Payette	104
Blaine	89
Clearwater	70
Idaho	70
Shoshone	50
Oneida	43



Idaho's Top 5 Commuting Counties

Counties Served	Number of Participants
Jefferson	107
Elmore	99
Jerome	66
Gem	64
Fremont	46

*There are 35 Idaho counties that are Rual. Of those 35 there are 8 that are listed as commuting counties.

9 Urban Idaho Counties Served

Counties Served	Number of Participants
Ada County	2,526
Canyon	1,090
Kootenai	865
Bonneville	757
Twin Falls	624
Bannock	480
Nez Perce	351
Madison	256
Latah	175

Thank you for helping me get into a position that I can physically do. You helped give me my independence and feelings of self-worth back.

VR Customer Response to Customer Satisfaction Survey

The Vocational Rehabilitation (VR) program is a federal program administered by the U.S. Department of Education to provide education, training, and career opportunities to individuals with disabilities to maximize their employment, independence, and integration into the community and competitive labor market.

To be eligible for the VR program, individuals must have a physical or mental disability that results in a barrier to employment and who require and can benefit from VR services to achieve employment and maximize career goals.



Customer Gender

Male	2,762
Female	2,148
Not Specified	69

139 customers disclosed that they were a veteran.

1,556 applicants had Social Security Benefits during application

Customer Background

Low Income	3,127
Long-term Unemployment	1,768
Justice Involved	1,011
Cultural Barriers	334
Single Parent	461
Homeless	159
English Learner	206
Skills Deficient	842



Low Income: Homeless, a youth living in a high poverty area, youth in foster care or the family they live with either receive now or received SSI, state or local income-based public assistance, or food stamps (SNAP), an individual with a disability whose own income is below the poverty guidelines.

Long Term Unemployment: The individual is now unemployed and has been for the previous 27 (or more) consecutive weeks, excluding secondary education students.

Justice Involved: An individual who is convicted of committing a crime or offense.

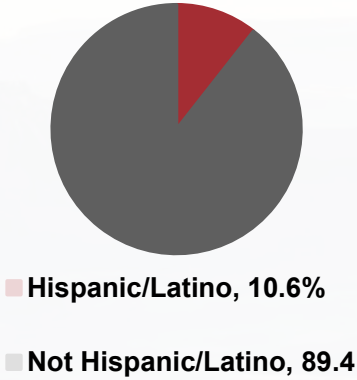
Homeless: Lacks a fixed, regular, and adequate nighttime residence, uses a public/private place not designed for regular sleeping accommodations for human beings.

English Language Learner: Limited ability to speak, read, write, or understand English.

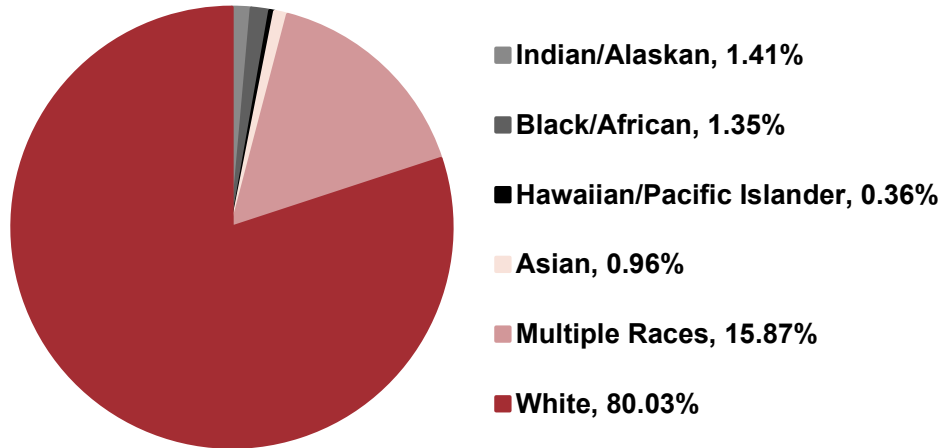
Basic Skills Deficient: Individual is under the age of 25 with less than 8th grade reading, writing, or math skills on standardized school tests.

Cultural Barriers: The individual sees themselves as possessing attitudes, beliefs, customs or practices derived from their cultural experience which may influence a way or thinking, acting, or working.

Number of Participants by Race



Number of Participants by Ethnicity



Customers by Disability Type



Auditory and Communicative Disabilities	610
Learning and Intellectual Disabilities	834
Physical Disabilities	860
Psychological & Psychosocial Disabilities	2,680
Visual Impairments	25
Total	5,009

*Customers may have selected one or more of the labeled Disability Types.



682

Customers Successfully Employed

4,975

Customers Served*

Customers by Age Range

Age Group	# of Participants
14 to 24	1586
25 to 44	1932
45 to 59	1018
60 to 85	437
Over 85	2

*Individuals received Individualized Plan for Employment IPE services; typical participation (duration) is multiple years.

Introduction

Students with disabilities, ages 14-21, often face significant challenges in finding employment or enrolling in post-secondary education after high school. In fact, they obtain post-school employment and enroll in post-secondary education at rates significantly lower than their peers without disabilities (Harkin Institute, 2024). Research indicates that the longer it takes for youth with disabilities to find a job or engage in further education after high school, the worse their long-term outcomes. Early disengagement from the workforce can lead to reduced hours worked, fewer job benefits, and lower income potential throughout life.

Addressing the Challenge with Pre-ETS

To address these issues, the Workforce Innovation and Opportunity Act (WIOA) of 2014 introduced significant changes to the Vocational Rehabilitation (VR) program. It required all state VR agencies, including the Idaho Division of Vocational Rehabilitation (IDVR), to dedicate at least 15% of their federal funding to providing Pre-Employment Transition Services (Pre-ETS). These services aim to help students with disabilities start early and sustain their engagement with Idaho's labor market and post-secondary opportunities.

Impact of Pre-ETS in Idaho

Since the implementation of WIOA, IDVR has worked diligently to establish and expand Pre-ETS programs across the state. As a result, the number of students served has significantly increased:

- **Fiscal Year 2021:** 1,210 students served
- **Fiscal Year 2022:** 1,968 students served
- **Fiscal Year 2023:** 2,784 students served

This growth demonstrates a strong commitment to supporting students with disabilities as they prepare for life after high school.



Core Pre-ETS Activities

Pre-ETS includes five core services designed to prepare students with disabilities for successful transition from high school to adulthood:

- 1. Job Exploration Counseling:** helps students discover their interest and abilities to assist with career planning. This raises motivation and helps students explore opportunities and participate in activities that will help make informed decisions about the future.
- 2. Work-Based Learning Experiences (WBLE):** opportunities give students the opportunity to gain work experience though paid or unpaid work in a community-based setting. This might also include informational interviews, job shadows, workplace tours, apprenticeships, and/or internships.
- 3. Counseling on Postsecondary Education:** enrollment opportunities help students decide what options are available after graduation. It helps students understand what post-secondary education is needed for specific careers and helps determine which institutions offer the programs students need to further their education This might also include understanding accommodations,

technology, financial aid, and other college resources.

4. Workplace Readiness

Training: develops the skills and behaviors needed for any job. These skills help students learn how to interact with employers and co-workers. This may include instruction in soft skills, communication, and/or independent living skills.

5. Instruction in Self-Advocacy:

helps students learn how to make informed decisions on their future and explain to other what they need to be successful on a job or in school. This includes learning about their disability, setting goals, and requesting and using accommodations.

Number of Students Served

Counseling on Enrollment Opportunities	1,614
Instruction in Self-Advocacy	1,615
Job Exploration Counseling	2,285
Total Cases Receiving Pre-ETS	4,186
Work Based Learning Experience	1,799
Work Readiness Training	2,529

These services are provided in either group or individual settings to students in or out of the school day during the year. Counselors work with students, families, and teachers to determine which services are needed for the student.

Pre-Employment Transition Services provides students with the supports to transition into the world or work. I believe our services could be the steppingstones for many individuals with disabilities to begin to build the confidence to uncover the skills they have or can build on. These services provide advocacy to students to start believing in themselves and guide them to making steps in the direction to meet their future goals.

Annie Crockett, Pre-ETS VR Specialist

Prevention: Why Early Engagement Matters

Research shows that youth with disabilities who receive early support through programs like Pre-ETS have better outcomes in employment and education. These services help them develop essential skills, gain work experience, and build confidence, which increases their chances of finding a good job and achieving success in post-secondary education. Studies have also shown that students who participate in coordinated Pre-ETS activities are more likely to have positive post-school outcomes. For example, youth with disabilities who receive these services are more likely to secure competitive, integrated employment with better wages and longer job retention. In some cases, participation in these services has doubled the rate of

successful postsecondary outcomes for students.

Filling the Gap

Pre-ETS services are crucial for addressing the gap in employment and postsecondary opportunities for students with disabilities. By connecting students with work experiences and educational guidance early on, IDVR helps them prepare for successful futures.

Pre-ETS also strengthens connections between schools, families, and the community. By working closely with schools and other organizations, IDVR can provide more targeted support, reduce duplication of efforts, and ensure that students receive the services they need.

Promoting Collaboration for Better Outcomes

Collaboration between IDVR, schools, families, and community organizations are essential for the success of Pre-ETS. These partnerships help coordinate services, reduce redundancy, and ensure that resources are used effectively. This collaborative approach also promotes better outcomes, such as increased engagement in work and education, higher earnings, and improved job satisfaction.

Building on Promising Practices

IDVR is continuously working to improve Pre-ETS by expanding effective strategies, such as:

- **Engaging Employers:** Creating more job opportunities for youth with disabilities by partnering with local businesses.
- **Expanding Postsecondary Options:** Providing more opportunities for students to pursue higher education and vocational training.
- **Family Involvement:** Encouraging families to be active participants in the transition process, which helps students stay motivated and supported.

IDVR Partnerships

Across the state, IDVR has 35 team members that are specialized and focused on serving the schools and students with disabilities. 19 of these positions are counseling staff who are directly involved with service provision to students in the schools. These 19 positions are assigned to cover each school district across the state.

If you have a question about who is serving your school, please reach out to the IDVR Transition Manager or one of the Pre-ETS Supervisors:



Caleb Tibbetts, Pre-ETS Supervisor, Meridian



Robert Price, Pre-ETS Supervisor, Pocatello



Tia Amundson, Pre-ETS Supervisor, Twin Falls



Lauren Noble, Transition Manager, Operation Support Center

This summer, we partnered with Twin Falls, Jerome, and Kimberly School Districts to run work experience programs for their students who experience disability. Each of these programs was a first-time effort and required a lot of up-front work, planning, and coordination. The results were amazing! Students, teachers, paraeducators and parents all expressed their pleasure with how much the program helped the students with developing work skills, social skills, self-confidence and hope for their future.

Kent Ireton, Senior VR Pre-ETS Counselor

Reality Town provided our students with a powerful glimpse into adult life. It taught them the value of budgeting, prioritizing needs over wants, and making thoughtful financial decisions. This hands-on experience challenged them to think about their future and prepared them for the real-world responsibilities and situations they will face.

Coeur d'Alene High School Special Education Consulting Teacher - Jonathan Beecher

Services provided during the school day are provided based on student and district need. We have had great success in partnering with the schools around the state to develop programs and provide needed pre-employment transition services.

Our programs are true steppingstone for students with disabilities, guiding them on their journey to independence. Each skill they learn transforms their aspiration into realities, revealing their potential in ways that are inspiring to witness. Not only do these programs enhance their employability, but also foster a sense of independence and purpose, equipping them to navigate their futures with optimism and resilience.

Gulru Sen, Senior Pre-ETS VR Counselor

We continue to facilitate many successful Reality Towns in partnership with the school districts. Reality Town is a hands-on curriculum where students are responsible for making financial decisions and standard monthly expenditures for their "Reality Town Family". Students learn to prioritize spending to meet their financial obligations. Students learn many financial and life concepts including:

- Financial Concepts including Budgeting & Accounting for their spending
- Payroll Withholding's including Federal & State Taxes, FICA & Medicare
- Principles of Debt & Savings and the Impact of Interest
- Importance of putting "Needs" before "Wants"
- Goal Setting, Education Planning & Career Planning
- Benefits of Education on Future Earnings & Lifestyle
- Respect for their current Educational Opportunities
- Appreciation for the Financial Responsibilities of their Parent(s)/Guardian(s)

In addition, students across the state have participated in a variety of staff provided services such as resume workshops, job shadows, career exploration, and self-advocacy. As the IDVR Pre-Employment Transition Services program has continued to

grow, so have the number of students and schools served.

From July 1st, 2023, through June 30th, 2024, counselors provided services to 2,821 students across the state. This spans 298 schools that have students involved with IDVR Pre-Employment Transition Services.

Reality Town was a fun interactive way student learned about important life skills for adulthood. Students learned about the power of financial planning and making choices between wants and needs. Students were engaged and had great questions as they navigated though their assigned adult life. They all had impactful self-reflection at the end on what they learned and what surprised them about making financial choices and the outcome of those choices. This is something that is important for all students to learn to help prepare them for the move from high school to adulthood.

Brandy Longley, Pre-ETS VR Specialist

Over the past year, we have had great success with programs facilitated by our partners as well.

The growth we see in Work of Art students is a significant increase in confidence and skill that they will be able to step into the employment realm. By engaging in activities such as interviews, timesheets, and applications students build necessary knowledge preparation for the job market. Students gain experience in problem solving using design thinking, and in social skills by working in collaboration as a design team. Many students who are at first quiet and anxious are able to open up and speak confidently to the group in just a few short weeks. They proudly present their work at the reception and parents always comment on their growth.

Heather Kirk – Idaho Parents Unlimited



Students participated across the state in Career Technical Education programs both during the school year and in the summer to gain valuable information in career exploration. Students received hands on experience to learn skills required for a variety of trades to include cosmetology, animal science, construction, welding, as well as others.

Students in the Idaho Falls and Pocatello area of the state had the opportunity to participate in a conference called Tools for Life over a period of two days. They participate in presentations to learn about a variety of tools and resources to gain valuable self-advocacy skills.

Idaho Parents Unlimited facilitated a supported work experience called Work of Art for students to receive valuable knowledge and skills in learning to work together and follow instruction. This is a program where students create an original piece of art under the guidance of a professional teaching artist. Students will determine the type of visual art produced with the teaching artist. Students work together utilizing the client's materials or client portfolio samples to create the piece of art.

Areas for Improvement

While there has been significant progress, there are still areas for improvement. Better coordination between agencies, schools, and families can lead to more efficient use of resources and improved services for students. By reducing duplication of efforts and ensuring that all partners are working towards the same goals, IDVR can enhance the overall quality of Pre-ETS, while reducing overall costs of services.



Looking Ahead

IDVR is committed to continually enhancing Pre-ETS to provide better support for Idaho's students with disabilities. By focusing on effective collaboration, data-driven decision-making, and innovative practices, IDVR aims to ensure that every student can succeed in the workforce and beyond.

Conclusion

Pre-Employment Transition Services are a vital resource for students with disabilities, helping them build the skills and confidence they need to succeed in work and education. Through early engagement, strong partnerships, and a commitment to continuous improvement, IDVR is making a positive impact on the lives of Idaho's youth. By working together, we can help ensure that all students can achieve their full potential.

Students across the state were able to participate in weeklong programs through some of the higher education partners. These programs help students understand how to be a successful college student or gain insight into different careers through on campus participation in lectures, informational presentations on financial aid, communication and time management practices, as well as learn about accommodations on a college campus. Three of the Community Rehabilitation Providers facilitated paid work-based learning experiences for students around the state. The students who participated in this program received work readiness training prior to the work experience beginning and were provided additional work readiness as needed during the experience. This service allows those students who may require more support on a job to be successful as for many of them, this may be their first exposure to having a job.

I couldn't be happier with the services provided to me by my Counselor and Voc Rehab. It was a very positive experience. Thank you!

VR Customer Response to Customer Satisfaction Survey

Pre-ETS Expenditures in PY 2023

Counseling on Enrollment Opportunities	\$32,437.83
Instruction in Self-Advocacy	\$137,347.65
Job Exploration Counseling	\$181,510.03
Maintenance	\$526.29
Transportation	\$1,183.55
Work Based Learning Experience	\$1,658,978.38
Workplace Readiness Training	\$2,067,068.92
Total	\$4,079,052.65

It has been exciting to see the growth of the Pre-Employment Transition Services program. The team has a direct impact on student's understanding and transition from secondary education. This is a wonderful result of increased collaboration and coordination with the school districts across the state. We have seen more school and student involvement over the past year than we have ever seen before. I am looking forward to continuing to strengthen our partnerships and collaboration to provide needed services to the students of Idaho.

Lauren Noble, IDVR's Transition Manager

IDVR is able to support businesses across the state to build their talent pipeline by connecting with the next generation of employees. Students with disabilities gain invaluable work skills and experiences through the support of local employers by learning hands on about the world of work, whether through an informational interview, job shadow, or a short-term work experience which in turn supports the business to grow talent their way.



Pictured: IDVR Customer Shuey and Manager

Working with VR has been an invaluable program to our company as well as to the students. These students sometimes work out to be the best employees, they are reliable, pleasant to work with, and are eager to work.

Roberta Larson, Manager, Pizza Pie Cafe

“I enjoy working at Pizza Pie Café. I’m going to be able to work here part-time while attending CSI full-time.”

Shuey, VR Customer

Thank you, to our Business community, for creating a culture of inclusion and support that assists students with disabilities to gain invaluable experiences!

Though direct agreements between IDVR and 80 businesses across the state, 147 students have been able to participate in independent work-based learning experiences with only the natural support of the employers.

Jerek gets along well with everyone and is just a positive influence on the work environment overall.

Jake, General Manager at FatCats



Jerek was super excited to have the manager ask him to apply for a position after his work experience was completed. He now has worked there an entire year and loves his job.”

Karla, Parent

“Through hands-on training and real-world rural work experiences, our students have transformed their lives, gaining not only essential skills but also the confidence to excel. Their positive success and gainful employment highlight the profound impact of having dedicated mentorships with local businesses, turning their dreams into reality and preparing them to thrive in a competitive workforce.”

Kellsie Meade, VR Assistant



Pictured: Amanda, VR Customer and Roberta, Manager

IDVR Customer, Amanda, completed a work-based learning experience as a student with Pizza Pie Café and is now employed there and is learning additional skills through an on-the-job training agreement with IDVR and states: “This is my first job, and I am enjoying it!”

It has been an absolute pleasure to work with Pizza Pie Café to provide work experiences for local students. Roberta is very supportive and has provided students with disabilities with the opportunity to learn and grow. So, whether they moved on to bigger and better things afterward or maybe were offered a position, it was always step forward.

Kent, VR Counselor

“Partnering with local employers to develop and provide work-based learning experience opportunities for the students I work with has been shown to be one of the strongest predictors of students’ employment success following their completion of high school. I have seen that students who actively participate in these work experiences develop skills and behaviors that are essential to success in every workplace”.

Lyle Bloxham, VR Counselor

IDVR Customer, Anthony, who is currently completing an on-the-job training program with Young Automotive to become an Automotive Technician states that: “Working with VR and Young Automotive was a better fit for my training because hands on learning is better for me and I’m learning a lot more by completing my apprenticeship program.”



Pictured: Dan Alvey, Service Manager & Anthony, VR Customer

Work experiences for students in rural areas are particularly important to support students with disabilities to gain real life work experience, learn the value of a paycheck, and to grow their skills for future employment that they otherwise may not be able to gain.

Employers like Fat Cats in Rexburg, Pizza Pie Café in Twin Falls, and Young Automotive in Burley are all examples of businesses in rural Idaho that have hired students who completed a work experience at their site.

IDVR has expanded the summer work experiences to students in rural areas of the state by collaborating directly with local school districts. The local school districts then work collaboratively with businesses in their communities to secure work experience sites for students and then support to ensure the students are successful with their work experience is provided by the teacher's and paraprofessionals that the students know from the classroom which has led to positive outcomes for the students, school districts, and the business communities.

It was wonderful seeing real life work readiness training in action, where school staff were modeling and assisting the kids with inquiring about job openings, managing their hours, following up on job applications, receiving feedback, and making connections in the community with employers.
Mackenzey Starkey, Counselor

This service, especially in rural areas such as Idaho City, is extremely valuable to students as they are able to learn about opportunities within their local communities through their work experience, and the teachers are able to learn more about the local workforce and incorporate their new knowledge into their curriculum with their students.



I really enjoy working in food prep because it is enjoyable work without a lot of pressure.
Jill Joslin, Idaho City Student & IDVR Customer

“We worked with three businesses this year and the goal for next year is to go to a different business each week. There is a great need for employees in our community, and partnering with IDVR for the summer work program has provided the business community the help that they needed.”
Chelsey Campbell, SPED Teacher at Idaho City School District

In Idaho City I witnessed ‘Teamwork makes the Dream work!’ with IDVR working with the teachers and students, teachers collaborating with the community for job opportunities, and then the students being able to take advantage of those opportunities, gaining work experience, and even leading to employment.
Jill Simpson, Counselor Intern

Thank you, to our School Districts across the state for collaborating in your communities to make work experiences for your students a reality!

“In 2017 I learned about the Summer Work program provided by Vocational Rehabilitation. Although all of our employees are licensed cosmetologists or barbers, we were able to carve out a position that was beneficial both to the students going through the program as well as our business. Every year we have had a student spend 5-6 weeks working alongside our staff. The VR team working with the students do their best to match the students to the type of work environment where they will be working, and the results have varied considerably.”

One year we had a student who wanted to be a makeup artist after graduation, so we encouraged her to spend any down time on the job talking to our licensed cosmetologists who all went through the program. I think she got a lot more out of her summer work experience working with Sport Clips. It also offered our stylists the opportunity to share their passion and experience with the future generation.

We have had a few students who did exceptionally well who we were able to hire to help through the end of summer. One student even came back to help during Thanksgiving and Christmas break.

“We have come up with a list of responsibilities and ranked them in order of priority and timeliness. The students usually train in our stores for only an hour before they start working. Every day we add a new task until they reach their potential and have enough work to fill their entire shift.

Our staff enjoys a break from some of the duties that the students are able to take on and allows them time to serve more clients. We have received very positive feedback from our clients who observe the students working alongside the barbers in our stores.”



“I would like to say every student was a success story, but that would not be life. We have had students who got through the program and a few that switched to another job or quit entirely. Just like every employee is not a great fit for every job, the summer work program offers students the opportunity to learn new skills and try out a line of work without any strings. If it works out for the student and employer, great. There is always an option to hire the person or offer an extended position. If it doesn't fit the ideal job for the student, then hopefully they picked up some great skills to help them in their future job endeavors.”

Diana Colgrove, Franchise Business Owner, Sports Clips, Hayden, Coeur d'Alene, and Post Falls

Thank you, to Sport Clips for collaborating in your communities to make work experiences for students with disabilities a reality!



IDVR is honored to spotlight Albertsons Companies as their featured business partner this year. Albertsons has been an outstanding partner to IDVR over the years and provides ongoing opportunities for IDVR customers to complete community-based work evaluations, complete short-term work experiences, and by providing part-time and full-time employment opportunities for VR customers.

Through Albertsons Company Inc. partnership with IDVR, the retailer has hired 82 IDVR customers to work at various Albertsons locations over the last 5 years, which has made Albertsons the top employer in Idaho for persons with disabilities working with the IDVR program during this timeframe.

However, more lives have been touched by Albertsons commitment to their local communities as Albertsons locations across the state have also opened their doors to students with disabilities to complete work experiences, often giving these students with disabilities their first job.

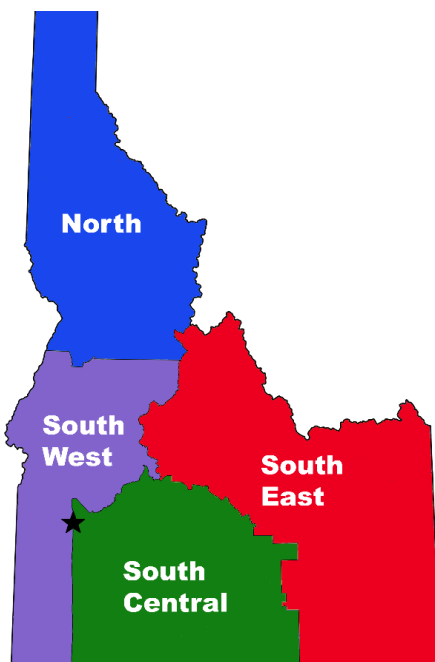
“My work experiences have helped me develop a good work ethic, better understand what it means to have a job, to gain friendships, and learn how to listen to a supervisor. Now I have a job at Albertsons that I love while I finish high school.”
Bryant, VR Customer

Bryant was able to build strong relationships during his work experience that made him someone we wanted to add to our team.
Patty, Supervisor at Albertsons



IDVR's Business Services team expanded in August 2023 to include Business Services Specialists positions located across the state to support businesses in reaching their business goals by providing individualized and customized supports and services to businesses in their local communities.

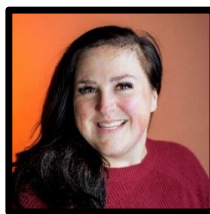
To learn more about how IDVR's Business Services Specialists can support your business needs, please reach out to the business services specialist in your local area.



Note from MiKayla Monaghan, IDVR's Business Relations Manager:

It has been a pleasure over the last year to implement a new team and the role of Business Services Specialists for the agency. Witnessing the impact that the business specialists are able to make in their local communities and to see the growth of this program has been a pleasure. As a result of the expansion of the team, there has been an increase collaboration with our workforce partners, increase training and education available to businesses, and more impact across the state for businesses partnering with IDVR over the last year. I look forward to continuing to build out our business services program and supporting more businesses in the

Meet the IDVR Business Services Specialists



"I enjoy engaging with local businesses to understand their unique needs and helping them thrive by connecting them with resources. It's incredibly rewarding to see the positive impact on both employers and job seekers."

Dru Zolman, Customer Center North



"It is rewarding to be able to hear businesses' unique stories first-hand and to be able to play a pivotal role in meeting each of the businesses unique needs while also serving our jobseekers."

Tate Sanders, MBA, Customer Centers South West and South Central

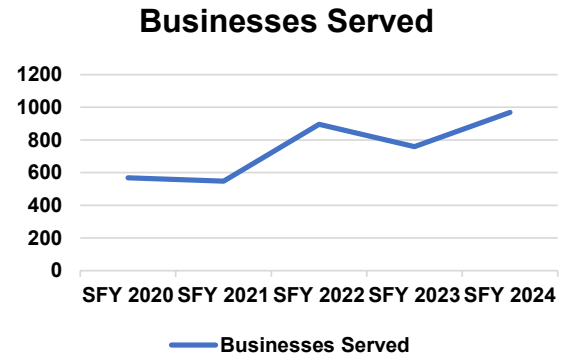


"I enjoy getting to know our local businesses and working with our workforce partners to help connect businesses with resources that help them grow and meet their changing needs."

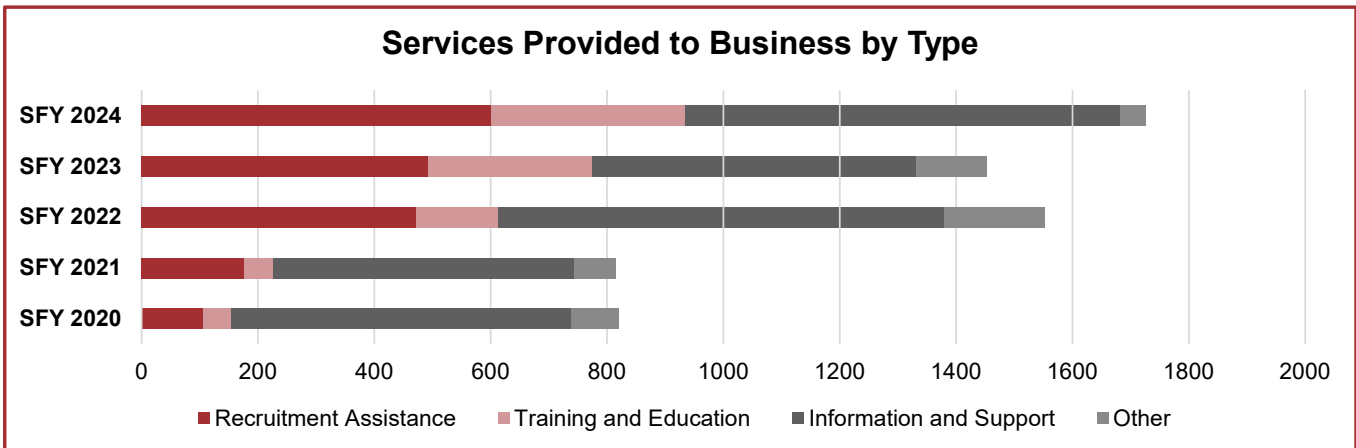
Kirby Rider, Customer Centers South Central and South East

IDVR provides no-cost support and services to the business community to address the needs of businesses to include training, education, and the hiring and maintaining of qualified employees with disabilities.

Business Can Receive Support to Build Their Talent Pipeline by partnering with VR to connect with the next generation of employees by providing students opportunities to learn about the world of work.



969 Businesses Engaged with IDVR



Recruitment Assistance & Candidate Pre-Screening is provided to businesses as a service to assist them to tap into the talented VR job seeker pool who are seeking employment opportunities.

Training and Education is provided as a service to businesses to provide learning opportunities for their employees on disability etiquette and the Americans with Disabilities Act (ADA) to support employers in their goals to create inclusive workplaces.

Employee Training Support is a service that VR can partner with your business to support to assist in skill development of your employees for your

positions through an on-the-job training agreement.

Information and Support Services are available to businesses to request assistance, to answer their questions, provide resources, and support them to maintain individuals with disabilities as part of their workforce.

To [request services](#) for your business, please select the link or scan the QR code and complete the request for services form.



A focus of the Business Services Specialist role is to provide current labor market information, hiring trends, and other helpful information about the workforce to the Counseling team to ensure they have current information to support their customers in reaching their employment goals.

Vocational Rehabilitation's Business Specialist, Kirby, connected our organization with Eric. We feel lucky to have Eric as a staff member. The monthly check-ins from Voc Rehab are also great; if we have any questions, we can connect with them during these check-ins.
Serene Hooper, Operation Manager of the Boys and Girls Club of Payette

It is a great feeling when I share information about employers in our community and then hear that our counselors have used this information to help prepare a customer for employment. I recently had a customer tell me, because of my help, they got a job that I helped connect them to!
Kirby Rider, Business Services Specialist



BOYS & GIRLS CLUBS
OF WESTERN TREASURE VALLEY

“If I wasn't working with Voc Rehab, I wouldn't have known about my job. They helped connect me to my employer and to prepare for the interview, they also check-in with me and my employer regularly, and they are helping me prepare for my future.”

Eric, VR Customer



Pictured: Kirby Rider, Business Services Specialist and Amy Kaiser, VR Counselor

Kirby connected with those that were running the Boys and Girl's club apprenticeship program after I identified that I had a customer who might be a good fit for their program in the local area. I reached out to the customer and Kirby helped the customer update his resume and we were able to work collaboratively to assist Eric in applying for the position. After interviewing, Eric got the job and both the employer, and the customer are extremely happy in the situation! By working together, we were able to get the customer a position in the field that he wanted, and he is fulfilled in his employment.

Emily Flynn, VR Counselor

“In such a small community, my customers have struggled finding new opportunities Kirby, our Business Specialist, has worked hard to build relationships with businesses to open doors for my customers that they may not have otherwise had. Having a Business Service Specialist has really bridged a gap between VR and our customers and the, what used to be, elusive employers!”

Katelyn Collier, VR Counselor

Kirby has been instrumental in building relationships in our community with area employers and his help has been extremely beneficial in my role as a VR counselor! Kirby passes information about hiring needs along to me, which allows me to refer appropriate customers and he has connected some of my customers with HR business contacts, which allowed their job applications to be reviewed and interviews scheduled.
Becca Freeburne, VR Counselor



Pictured: Tate Sanders, Business Services Specialist and Kara Whitehouse, VR

Collaboration with our counselors is an integral piece of the puzzle in producing quality outcomes for the students, jobseekers, and employers that we serve.
Tate Sanders, Business Services Specialist

“Collaboration is important because I know the student side, and Tate the business specialist has the knowledge of the businesses, and working together has allowed for greater success for both the students and the businesses. That collaboration with Tate has led to tours, informational interviews, work-based learning experiences for the students I support.”
Jurene Willett, VR Counselor

Tate, the Business Services Specialist, in my area offers valuable insight in his knowledge of market trends and employer needs, which I have used as a VR Counselor to identify job opportunities and has helped with vocational goal identification and for creating individualized plan for employment with my customers. It is great to have a partner within the agency that builds employer connections and furthers the mission of IDVR in the community for the benefit of both our customers and the business community.
Kara Whitehouse, VR Counselor

As a result of internal collaboration between our teams, many customers have benefitted from knowledge shared internally between the business services and counseling teams that has led to opportunities for job shadows, work-based learning experiences, and permanent employment for VR customers since the implementation of the business services specialist position.



Training topics IDVR Business Specialists can provide education to your employees include:

- Disability Awareness & Etiquette
- ADA Basics
- ADA & Employment
- Reasonable Accommodations
- Service Animals
- Serving Customers with Disabilities
- Public Services & the ADA
- Public Accommodations
- Accessible Technology

The Reasonable Accommodations: What makes it 'Reasonable'? training provided by MiKayla at our annual work conference provided me with the ability to learn about what a reasonable accommodation is and what they aren't. It was the best and most informative training session of our conference that I attended this year!
Participant of an IDVR training on Reasonable Accommodations

IDVR has invested in ensuring that our new Business Services Specialists are able to provide customized and relevant training to business partners across the state by having the business services specialists become Windmills and ADA Training Leadership Network Certified trainers. This was done to assure that businesses can access training in their local communities that meet the needs of the businesses to create and maintain inclusive and supportive workplaces for persons with disabilities.

Vocational Rehabilitation has helped me feel confident enough to facilitate training for our business community on topics relevant to their business operations. These trainings help raise awareness of People with Disabilities and break down barriers and stigmas this community often faces. I love it when an attendee shares that they learned something new or that the training we provide has changed their viewpoints.

Kirby Rider, Business Services Specialist

If you would like to request training for your business, please visit the included link or scan the QR code to complete the [training request form](#). One of the Business Specialist team members will reach out to you to discuss your training request.





The Business Training Series offered the following sessions:

- March 2024: Disability Language & Etiquette
- April 2024: Reasonable Accommodations 101
- June 2024: Debunking Disability
- August 2024: Service Animal & Mental Health Etiquette
- October 2024: Disability Employment Fact or Fiction

“ICBVI is proud to partner with IDVR to host the DREAM training series. Through these collaborative efforts, ICBVI and IDVR are reaching businesses within our community to provide education and opportunities. Through community partnerships, we build stronger communities, an inclusive workforce, and better opportunities for persons with disabilities to live independent and meaningful lives.”

Earl Hoover, ICBVI

I learned so much new information and really appreciated the interactive format of the training.

DREAM Session Attendee

IDVR with their partners at the Idaho Commission for the Blind and Visually Impaired introduced a new service for businesses this year, with the 2024 D.R.E.A.M. Business Training Series. This training series offers a free virtual training opportunity to businesses and community members to increase their understanding of disability etiquette and other disability related topics.

Understanding different abilities leads to a better solution for all! The Dream series helped me gain more insight into providing the right accommodations for the candidates and employees.

Manju, Recruiter, City of Boise

When I received the announcement for this series, I sent it out to my team. The interest was phenomenal! I had numerous people tell me they were attending or were having their employees attend. In total, 28 members of our team attended.

Afterwards, I was able to lead a brief discussion for the team regarding the content taught during the session and how the information could be applied to our work. It was very beneficial experience for all!

DREAM Session Attendee

If you are interested in attending a virtual training offered by IDVR, please check out the website to register for an upcoming training.

IDVR provides opportunities for businesses to share about their mission, culture, positions, and processes by hosting both regional and statewide Virtual Business Spotlight sessions as well as coordinating business tours where IDVR invites workforce partners from the Department of Labor, Equus, Community Colleges, and more to participate in supporting businesses while exchanging information about their needs and to learn about the services each partner can bring to the table to support the business in reaching its goals.

Idaho's workforce partnerships are made stronger through the efforts of IDVR to spotlight employers and coordinate business tours. By understanding business needs, we all can provide more meaningful support to Idaho employers.

Megan Beyer, Idaho Department of Labor Manager, Twin Falls

"I have seen people's lives changed through the On-the-job Training Program offered by Vocational Rehabilitation. It is a truly inspired program that gives people the tools to develop their talents and passions; applied towards a career path that provides meaningful work opportunities."

Jeremy Moore, CEO, One Love Agency

IDVR works with other workforce programs to serve businesses collaboratively by providing opportunities for businesses to share about their needs not only with IDVR, but with other workforce programs at the same time.

Streamlining communication and working cohesively as one, we can provide businesses with multiple avenues to build robust talent pipelines. Our collaborative problem-solving and knowledge-sharing with combined tours and business spotlights enable us to offer employers comprehensive resources immediately. This unified approach ensures that we meet the unique needs of Idaho's businesses effectively and efficiently.

Dru Zolman, Business Services Specialist



"Exploring businesses through tours provides invaluable insights into their operations and understand first-hand about their positions and expectations and to better understand their business. This empowers our agency and our workforce partners to connect their business with quality job seeker referrals, and to provide other services to meet their needs."

Kirby Rider, Business Services Specialist

Success Stories featured in this years Combined Annual Report:

Pre-ETS/Business Success Story

- Idaho City School District Summer Work Experience – Idaho City, Idaho

Business Success Story

- Albertsons – Rexburg, Idaho
- Burley Young GMC – Burley, Idaho
- Sports Clips – Post Falls, Idaho

Traditional VR Cases

- JP – Rock Creek Fire Department – Kimberly, Idaho
- Marli – Flying Pie – Nampa, Idaho

Traditional/Veteran VR Case

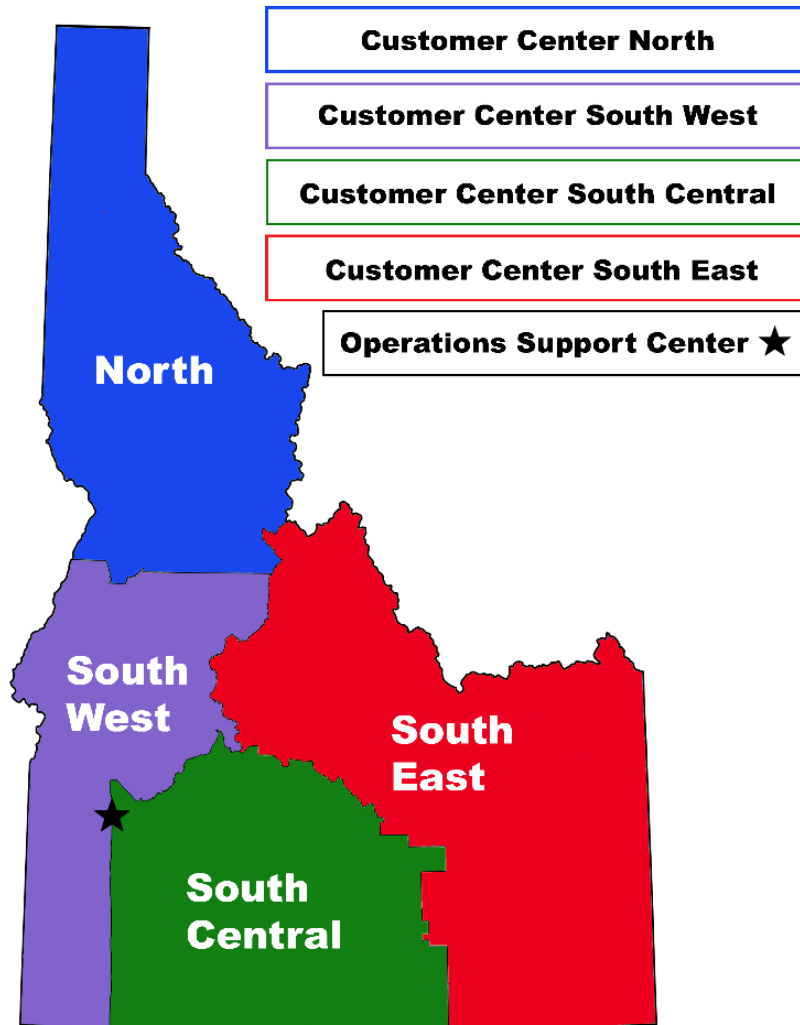
- Charlie – Self-Employed Business Owner & Operator – Lewiston, Idaho

Pre-ETS VR Cases

- Amanda & Shui – Pizza Pied Café – Twin Falls, Idaho
- Bryant & Jerek – Albertsons & Fatcats – Rexburg, Idaho



To view additional Success Stories, visit the [VR Success Story webpage](#). Select the link or scan the QR code.



Visit the [contacts page](#) on the website or scan the QR code for more information.

The contents of this document were developed under a grant from the U.S Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.



**Idaho State Rehabilitation Council
Idaho Division of Vocational Rehabilitation**

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SUBJECT

OSBE College and Career Access Team Annual Report

REFERENCE

December 2024

First report.

APPLICABLE STATUTE, RULE, OR POLICY

BACKGROUND/DISCUSSION

The Office of the State Board of Education maintains a division focused on carrying out Board initiatives related to college and career access.

This team oversees the implementation of the Next Steps Program, Apply Idaho, and manages several scholarships, including the Opportunity Scholarship.

The Board's K-20 strategic plan includes an Educational Access goal. Objective B under this goal is "Student Engagement – increase high-school student engagement in exploring postsecondary opportunities." Measures under this objective include increasing the percent of Idaho public high school seniors who complete the Free Application for Federal Student Aid (FAFSA) and increasing the percent of Idaho public high school seniors who submit at least one application through Apply Idaho.

As these were both new measures in the Board's strategic plan in fiscal year 2025, benchmarks must be established in February of 2025 for achievement in fiscal year 2026.

Sara Scudder, Chief Officer of College and Career Access presented to the PPGA committee on December 4, 2024. The slides for that presentation are included here for your information.

ATTACHMENTS

Attachment 1 – College and Career Access presentation December 2025

BOARD ACTION

This item is for informational purposes only.



College & Career Access Team



College & Career Access Team

Office of the Idaho State Board of Education

Sara Scudder

College & Career Access Officer

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Layne Zeiszler

Next Steps Idaho Program Coordinator

lzeiszler@edu.idaho.gov



Agenda

- ➔ Board Mission and Strategic Plan
 - Goal 2 Objective B: Student Engagement
 - FASFA
 - Apply Idaho
- ➔ Board Policy IIIQ: Direct Admissions
 - Idaho Campus Choice
- ➔ Other Education Initiatives
 - Next Steps Idaho
 - Counselor Suite Idaho

Board Mission and Strategic Plan

GOAL 2: EDUCATIONAL ACCESS - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Objective A: Advanced Opportunities – Increase high-school student participation in advanced opportunities.

HS R/A

Performance Measures:

- I. **Percent of high school graduates who were funded for or more advanced opportunities.**
Benchmark: 90% or more

Objective B: Student Engagement - Increase high-school student engagement in exploring postsecondary opportunities.

HS R/A

Performance Measures:

- I. **Percent of Idaho public high school seniors who complete the Free Application for Federal Student Aid (FAFSA).**
Benchmark: 60% or more
- II. **Percent of Idaho public high school seniors who submit at least one application through Apply Idaho.**
Benchmark: New Measure

FAFSA

Free Application for Federal Student Aid



FAFSA by the Numbers

Goal: 60%
Average: 47%

Year	Cohort Size	Applicants	%
2023-24*	23,178	10,405	45%
2022-23	23,490	9,891	42%
2021-22	22,632	8,701	38%
2020-21	24,765	11,086	45%
2019-20	24,093	11,880	49%
2018-19	23,841	12,214	51%
2017-18	23,284	12,375	53%
2016-17	22,824	12,031	53%
2015-16	22,462	10,788	48%

Definition: Cohort includes public & charter students grade 12. 2021-22 through 2023-24 based on one-to-one match of EDUID in Counselor Suite Idaho. Prior years based on PMAP matching to FSA estimator.

*Launch of Better FAFSA

ECMC Grant – \$203,000

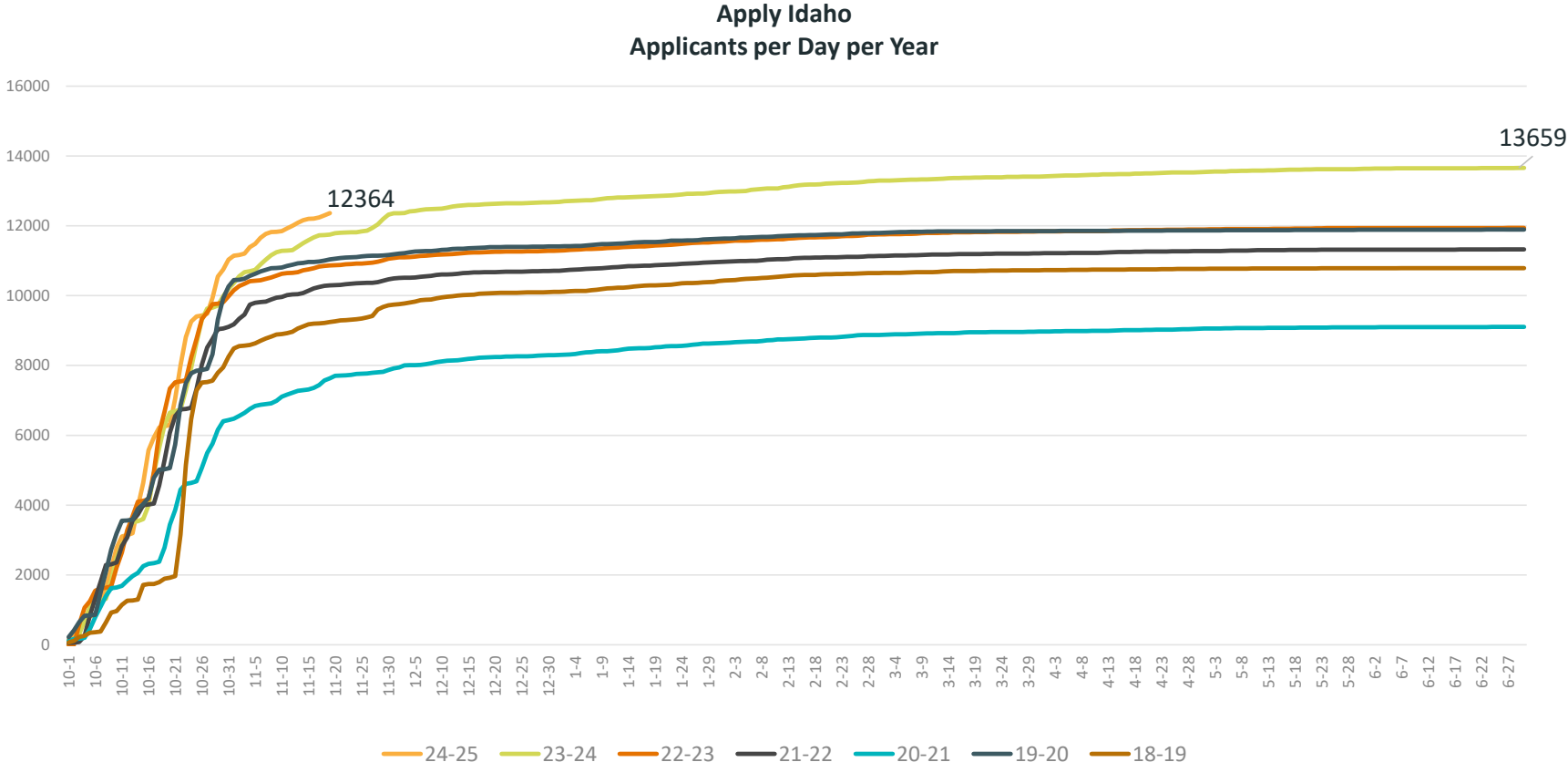
May 6, 2024 - Sept. 30, 2024

- ➔ Email & Social Media Campaign focused on students in Class of 2024 without a completed FAFSA as of Jun 1
- ➔ Social Media Campaign Jun 7 – Aug 1
- ➔ Press Release about Office Hours
- ➔ Held 38 in-person FAFSA office hours across Idaho & 3 counselor trainings
- ➔ Awarded 71 FAFSA Schools of Excellence \$500
- ➔ Awarded 60 FAFSA Schools of Excellence Counselors \$1200
- ➔ Hosted awards ceremony for Top 50 FAFSA Schools of Excellence at Waypoint Conference

Apply Idaho

Apply Idaho is a free, common application platform for up to 10 in-state colleges. Open October through June, this application is ONLY available to current-year Idaho high school seniors.





Apply Idaho by the Numbers

Goal: TBD
Average: 49%

Year	Cohort	Applicants	%
2024-25	24,627	12,364*	50.2%*
2023-24	23,178	13,659	58.9%
2022-23	23,490	11,940	50.8%
2021-22	22,632	11,325	50.0%
2020-21	24,765	9,105^	36.8%
2019-20	24,093	11,893	49.4%
2018-19	23,841	10,788	45.3%

Definition: Cohort includes public, charter & select private school students grade 12

*through 11/19/24

^ Covid Year

Board Policy III.Q: Direct Admissions

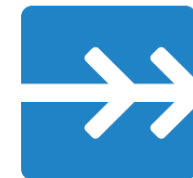
Verified Achievement	Institution Admission	
ISAT Math ≥ 3 and ELA/Literacy ≥ 3 OR Unweighted GPA = 3.0	8	Boise State University & University of Idaho + Lewis-Clark State College & Idaho State University + College of Eastern Idaho, College of Southern Idaho, College of Western Idaho & North Idaho College
Unweighted GPA between 2.25 and 2.99	6	Lewis-Clark State College & Idaho State University + College of Eastern Idaho, College of Southern Idaho, College of Western Idaho & North Idaho College
Unweighted GPA <2.25	4	College of Eastern Idaho, College of Southern Idaho, College of Western Idaho & North Idaho College

Direct Admission Status

Year	Group of 8	Group of 6	Group of 4	% of Group 8	Letter Requirement
2015-16	10,496	10,078		51.0%	8 = (GPA >= 3.0 or SAT*GPA >= 2835) No Test Requirement
2016-17	11,919	9,628		55.3%	8 = (GPA >= 3.0 or SAT*GPA >= 2835) No Test Requirement
2017-18	11,677	11,130		51.2%	8 = (GPA >= 3.0 or SAT*GPA >= 2835) + (SAT or ACT Score Required)
2018-19	11,684	10,111		53.6%	8 = (GPA >= 3.0 or SAT*GPA >= 2835) + (SAT or ACT Score Required)
2019-20	12,036	11,105		52.0%	8 = (GPA >= 3.0 or SAT*GPA >= 2835) + (SAT or ACT Score Required)
2020-21	13,964	9,042		60.7%	8 = GPA >= 2.8 No Test Requirement
2021-22	15,578	7,474		67.6%	8 = GPA >= 2.6 No Test Requirement
2022-23	16,324	7,726		67.9%	8 = GPA >= 2.6 No Test Requirement
2023-24	15,874	8,022		66.4%	8 = GPA >= 2.6 No Test Requirement
2024-25	14,231	5,359	5,421	56.9%	8 = (GPA >= 3.0 or (2) ISAT >= 3) 6 = (3.0 > GPA >= 2.25)

Idaho Campus Choice

All Idaho high school seniors are notified in the fall that upon graduation they're guaranteed acceptance to specific state-funded colleges in Idaho.



2024

Start your college journey in Idaho. Apply today with Idaho Campus Choice.

Congratulations! As a member of the high school class of 2025, you are invited to participate in Idaho Campus Choice's pre-admission to college plan. This unique program allows Idaho high school students the chance to be pre-admitted to eight colleges within the state. You are eligible to attend one of the following colleges:

- College of Southern Idaho
- College of Western Idaho
- College of Eastern Idaho
- North Idaho College
- Lewis Clark State College
- Idaho State University
- University of Idaho
- Boise State University

With access to world-renowned faculty and savings of close to 20% by attending college locally, it makes a lot of sense to attend college in Idaho.

Are you ready to get started?

Next steps:

- Find schools that will be a good fit for you at the College Discovery Center (nextsteps.idaho.gov/apply-idaho-schools).
- Go to Apply Idaho (apply.nextsteps.idaho.gov) on October 1st to fill out a free application for up to 10 Idaho colleges.
- Receive confirmation of your acceptance.
- Contact the college of your choice to confirm your plan to enroll.

Idaho Campus Choice
Learn more about Idaho Campus Choice at nextsteps.idaho.gov/campus-choice.

To apply, visit apply.nextsteps.idaho.gov to submit an application to your chosen college(s) before June 30, 2025.

Pack your bags. You're going to college!

You're pre-admitted to six state-funded Idaho colleges.

Congratulations! As a member of the high school class of 2025, you are invited to participate in Idaho Campus Choice's pre-admission to college plan. This unique program allows Idaho high school students the chance to be pre-admitted to six colleges within the state. You are eligible to attend one of the following colleges:

- College of Southern Idaho
- College of Western Idaho
- College of Eastern Idaho
- North Idaho College
- Lewis-Clark State College
- Idaho State University

And while you have been pre-admitted to these six colleges, you can also apply to other colleges and trade schools not on this list. A bright and successful future is well within reach.

Are you ready to get started?

Next steps:

- Find schools that will be a good fit for you at the College Discovery Center (nextsteps.idaho.gov/apply-idaho-schools).
- Go to Apply Idaho (apply.nextsteps.idaho.gov) on October 1st to fill out a free application for up to 10 Idaho colleges.
- Receive confirmation of your acceptance.
- Contact the college of your choice to confirm your plan to enroll.

Idaho Campus Choice
Learn more about Idaho Campus Choice at nextsteps.idaho.gov/campus-choice.

To apply, visit apply.nextsteps.idaho.gov to submit an application to your chosen college(s) before June 30, 2025.

Pack your bags. You're going to college!

You're pre-admitted to four state-funded Idaho colleges.

Congratulations! As a member of the high school class of 2025, you are invited to participate in Idaho Campus Choice's pre-admission to college plan. This unique program allows Idaho high school students the chance to be pre-admitted to four colleges within the state. You are eligible to attend one of the following colleges:

- College of Southern Idaho
- College of Western Idaho
- College of Eastern Idaho
- North Idaho College

And while you have been pre-admitted to these four colleges, you can also apply to other colleges and trade schools not on this list. A bright and successful future is well within reach.

Are you ready to get started?

Next steps:

- Find schools that will be a good fit for you at the College Discovery Center (nextsteps.idaho.gov/apply-idaho-schools).
- Go to Apply Idaho (apply.nextsteps.idaho.gov) on October 1st to fill out a free application for up to 10 Idaho colleges.
- Receive confirmation of your acceptance.
- Contact the college of your choice to confirm your plan to enroll.

Idaho Campus Choice
Learn more about Idaho Campus Choice at nextsteps.idaho.gov/campus-choice.

To apply, visit apply.nextsteps.idaho.gov to submit an application to your chosen college(s) before June 30, 2025.

Communication/Outreach

Student

- Senior Year Letter
- Senior Year Postcard
- Next Steps Idaho webpage
- Junior Year Video
- Senior Year Video
- TBD: Eighth &/or Junior Year Letter

Parents/Caregivers

- Ad Campaign
- TBD: Eighth &/or Junior Year Letter

High School Staff

- Counselor Day Presentation
- ED Forums
- Waypoint Conference
- Junior Year Video
- Senior Year Video

Institution Staff

- Provost meetings
- Admission team meetings

Stakeholders

- Press release

Scholarship Idaho

Scholarship Idaho is the common application for state-managed scholarships and grant programs: Idaho Opportunity Scholarship, Idaho LAUNCH Grant, GEAR Up, Tschudy Scholarship & Idaho Governor's Cup Scholarships.



Idaho Opportunity Scholarship

New Applicants

Year	Applicants
2025-26	2,111*
2024-25	6,046**
2023-24	3,495

Renewal Applicants

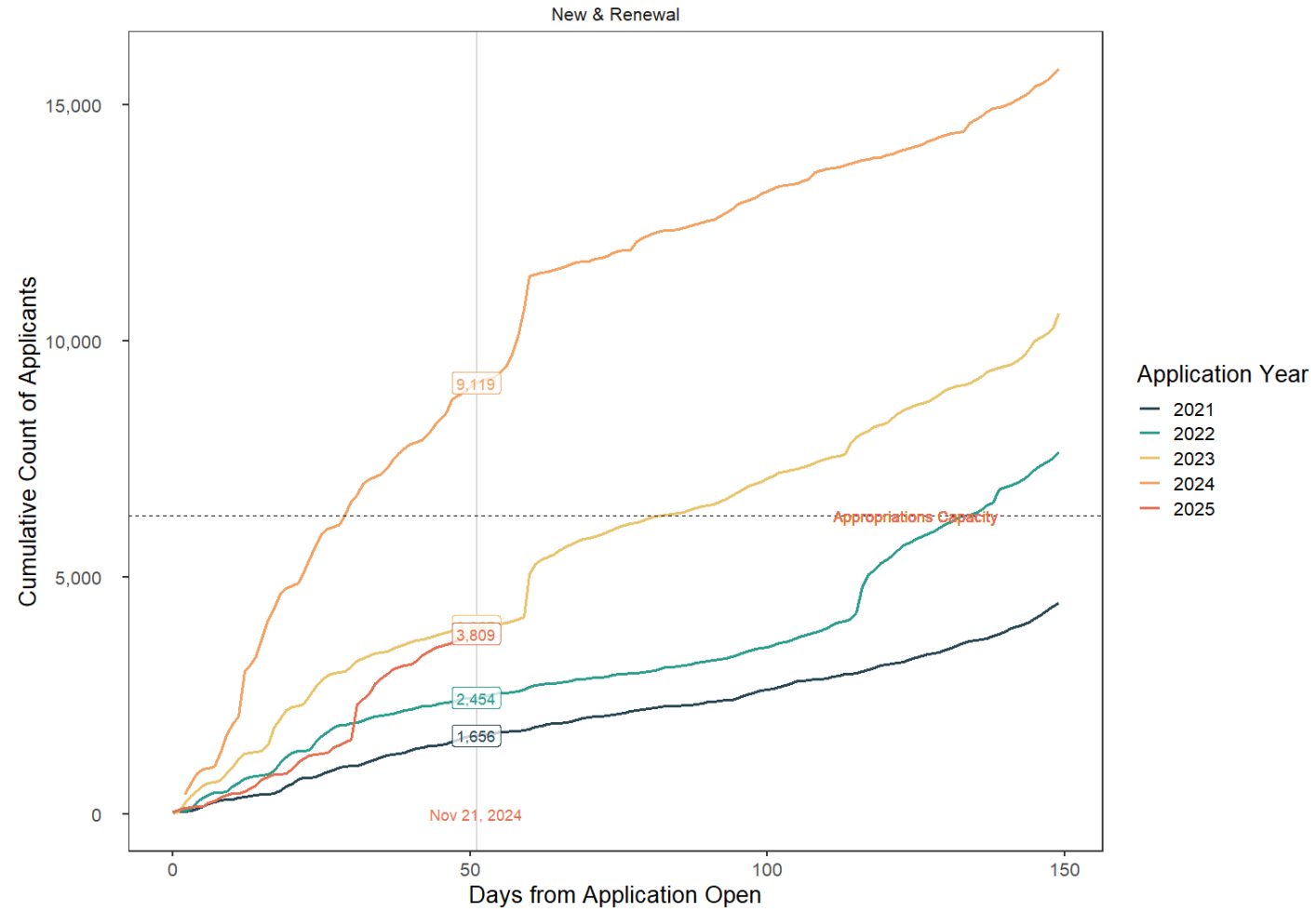
Year	Applicants
2025-26	1,845
2024-25	3,195
2023-24	510

*Applicants can only be awarded either Idaho Opportunity Scholarship or Idaho LAUNCH grant

**Applicants were able to be awarded both Idaho Opportunity Scholarship or Idaho LAUNCH grant

Data as of 11/25

Idaho Opportunity Scholarship
- Submitted Applications



Next Steps Idaho

Next Steps Idaho is designed to help Idahoans understand and pursue the many education and career opportunities available to them in Idaho.



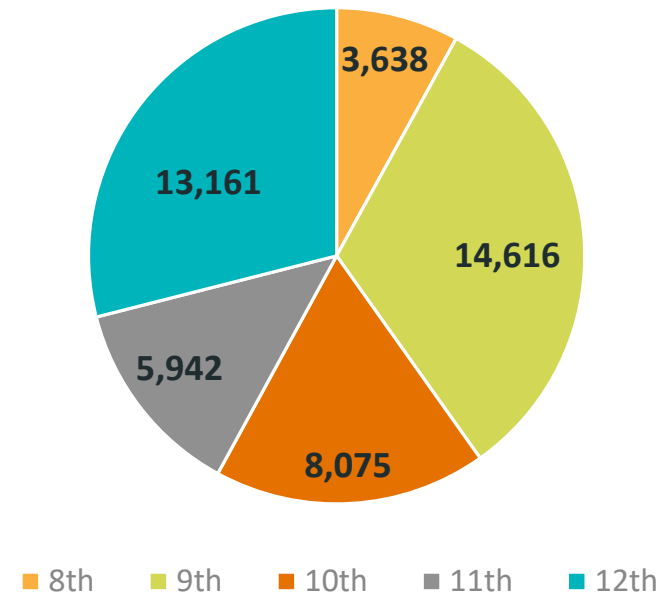
Site Metrics

	2020-2021	2021-2022	2022-2023	2023-2024
	FY21	FY22	FY23	FY24
Visitors				
Total visitors Jul 1- Jun 30	21,334	35,490	156,659	783,857
New Visitors	21,081	34,869	155,439	777,230
Returning Visitors	4,900	10,000	8,300	105,000
Sessions				
Total Sessions	-	58,639	106,733	1,250,682
Portfolios Created	-	6,066	11,112	35,481
Page Views	210,025	395,826	434,160	5,561,065
View per user	-	-	2.77	7.09
Ave. Session Duration	-	5m 55s	1m 06s	3m 12s

Portfolios

Schools on Next Steps Idaho	
Public	274
Private	35
Charter	67
Online	17
Alternative	36

Users by Grade Level



Top 5 Visited Pages*

Webpage Title	Views	Active Users
LAUNCH	45,814	3,638
Browse Careers	26,418	14,616
Plan Smart	7,459	5,942
Apply Idaho	7,065	13,161
ENTIRE WEBSITE	345,704	79,829

*last 30 days

Counselor Suite Idaho

Counselor Suite Idaho provides high school counselors and other school staff with a clear snapshot of their grade 12 students' college readiness preparation.



Available Data



Opens: Dec 1, 2024

Data Avbl.: ~Dec 1, 2024

Updated: Daily thru June 30



Opens: Oct 1, 2024

Data Avbl.: ~Oct 21, 2024

Updated: Daily thru June 30



Opens: Oct 1, 2024

Data Avbl.: ~Oct 21, 2024

Updated: Daily thru June 30

Users

User Role	Number of Users
Counselor Suite Idaho – GEAR UP Program Team	3
Counselor Suite Idaho – Private School Counselor	9
Counselor Suite Idaho – Public School Counselor	509
Counselor Suite Idaho – TRIO Coordinator	57

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Advanced Opportunities Annual Report

REFERENCE

December 18, 2024

Advanced Opportunities Annual Totals FY 24
Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-4602, Idaho Code
IDAPA 08.02.03 – Section 106, Advanced Opportunities
Board Policy III.Y.

BACKGROUND/DISCUSSION

Section 33-4603, Idaho Code establishes the Advanced Opportunities program which provides K-12 students access to funding for dual credits, post-secondary credit-bearing examinations, and career technical education certificate examinations. Statute grants the Board rulemaking authority and establishes that the Idaho Department and the State Board of Education shall administer the program.

The Idaho Department of Education is responsible for preparing an annual report for the House and Senate Education committees, and for providing the Board an update on the status of the program.

The report outlines the various uses of the program including college credit, high school overload and workforce training courses as well as various approved exams. The report also includes usage of the Early Graduation Scholarship.

IMPACT

Every public high school in the state of Idaho is required to provide Advanced Opportunities.

ATTACHMENTS

Attachment 1 – Advanced Opportunities Annual Totals Fiscal Year 2024 Report

BOARD ACTION

This item is for informational purposes only.

ADVANCED OPPORTUNITIES

Annual Totals FY 2024



IDAHO DEPARTMENT OF EDUCATION
STUDENT ENGAGEMENT & SAFETY COORDINATION | ADVANCED OPPORTUNITIES

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CREATED 10/07/2024

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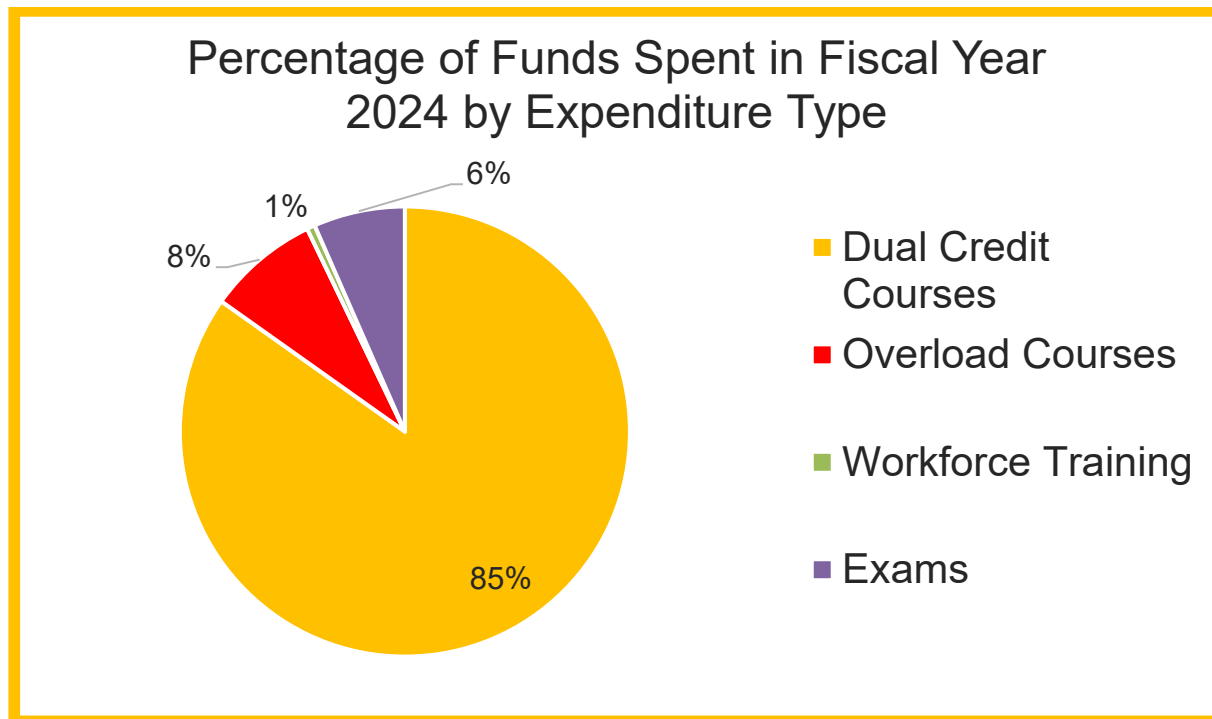
ABOUT THE REPORT

Advanced Opportunities provided each Idaho public school student in grades 7-12 access to \$4,125 for school year 2023-2024. This report provides funding made within the fiscal year (July 1, 2023-June 30, 2024) which include the school year terms of summer 2023, fall 2023 and spring 2024. This report associates the funding for various exams, courses and scholarships to various providers, Idaho public schools and student populations.

FY 2024 ADVANCED OPPORTUNITIES TOTALS

Overall Program Totals

Payment Totals	\$28,934,703.32
Students Served	44,955



STUDENT USAGE

Gender Use			
Gender	Number of Students	Percent Participating	Statewide Comparable Percent
Female	24,728	55.01%	48.98%
Male	20,203	44.94%	51.02%
Unknown	24	.05%	

Grade Use							
Grade	No. of Students Using A.O.	Total Student Population	Participation Percentage	No. of Students Reported as Homeschool	Total Amount Spent	Average Amount Spent per Student	
7	309	24,618	1.26%	<10	\$31,420.00	\$101.68	
8	1,038	24,901	4.17%	<10	\$132,400.00	\$127.55	
9	5,905	25,496	23.16%	38	\$1,647,350.44	\$278.98	
10	11,035	25,849	42.69%	50	\$5,096,382.31	\$461.84	
11	14,600	24,902	58.63%	143	\$10,046,979.43	\$688.15	
12	13,629	23,598	57.75%	139	\$8,529,949.14	\$625.87	

Ethnicity Use			
Race	Number of Students	Percent Participating	Statewide Comparable Percent
American Indian	302	.67%	1.01%
Asian	682	1.52%	1.09%
Black or African American	354	.79%	1.19%
Hispanic	7,130	15.86%	19.55%
Native Hawaiian/Pacific Islander	115	.26%	.31%
White	34,958	77.76%	73.63%
Multiple	1,414	3.15%	3.21%

Special Populations Use			
Demographics	Number of Students	Percent Participating	Statewide Comparable Percent
Private/Homeschool	362	.81%	Unknown
Free/Reduced Lunch	8,431	18.75%	Unknown
Special Education	1,291	2.87%	10.98%
504	2,879	6.40%	6.52%
At Risk	1,584	3.52%	8.82%
English Learners	893	1.99%	4.87%
Gifted	3,524	7.84%	4.95%
Homeless	404	.90%	1.58%

Examinations

Students Served	12,733
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Exam Expenditure and Use		
	Amount Paid	Number of Exam Funding Requests Paid
Exam Total	\$1,841,878.39	21,035
Advanced Placement (AP)	\$1,243,177.72	12,991
International Baccalaureate (IB)	\$67,253	566
Professional Certification Exams (CTE)	\$456,790.37	6,135
College Level Examination Program (CLEP)	\$34,308	369
College Entrance Exams	\$35,230.02	974
Proctoring Fees	\$5,119.28	173*

*Number of exam funding requests with a proctoring fee.

Funding Request by Exam Type	
Exam Name	Local Education Agency's with Funding Requests in SY23-24
Advanced Placement (AP)	42
International Baccalaureate (IB)	3

Overload Courses

Students Served	13,011
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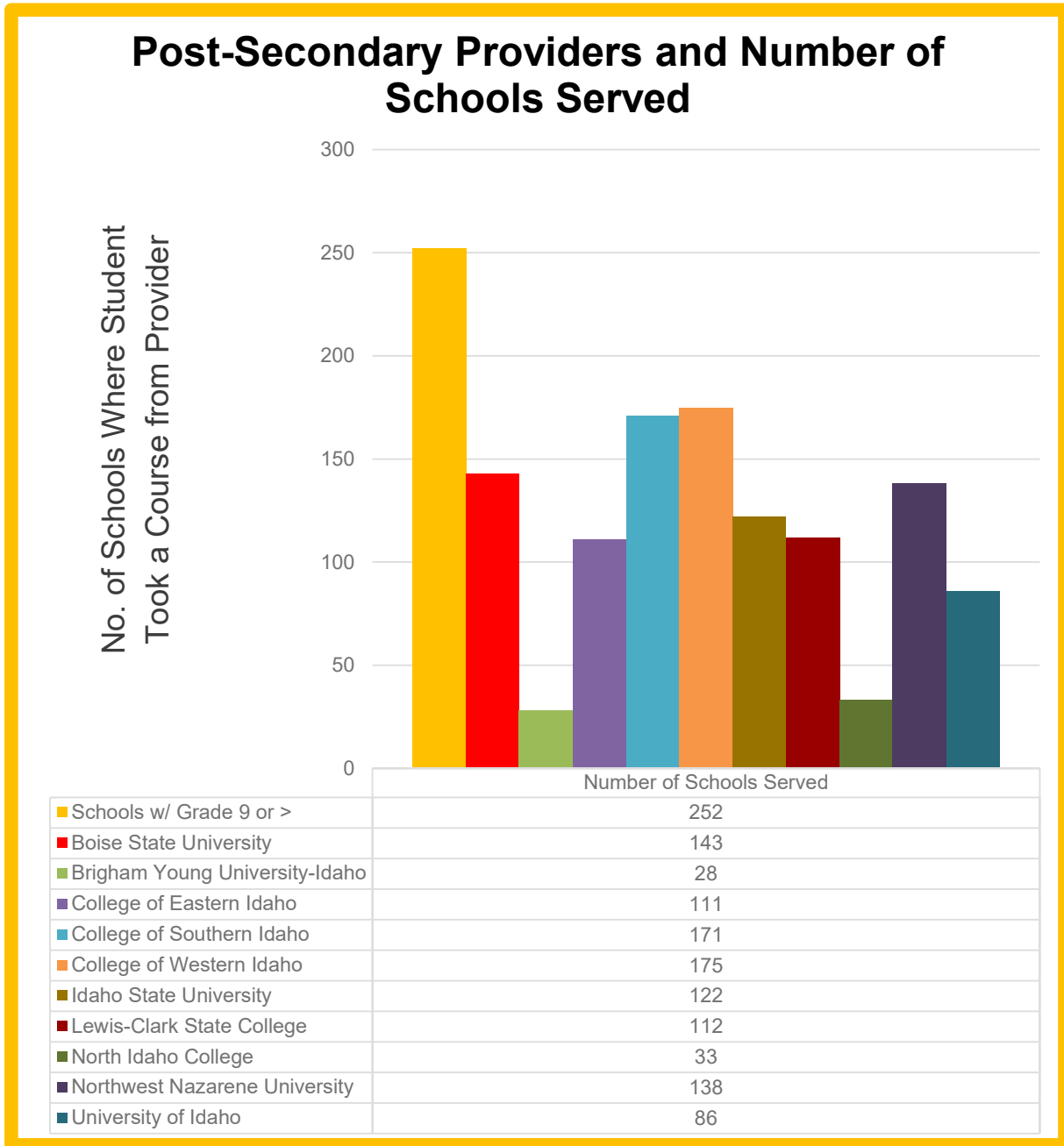
Overload Expenditure and Use		
	Amount Paid	Number of Overload Funding Requests Paid
Overload Total	\$2,251,141	19,681
Idaho Digital Learning Alliance	\$843,840	11,326
School District	\$1,399,581	8,317
Brigham Young University-Independent Study	\$2,645	15
Other*	\$5,075	23

*Other includes students taking courses from an "other" school district.

Dual Credit Courses

Students Served	33,643
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Dual Credit Expenditure and Use			
	Amount Paid	Number of Dual Credit Funding Requests Paid	Total Number of Credits
Dual Credit Total	\$23,779,285.93	93,022	288,918
Dual Credit Tuition Only	\$21,228,785.93		
Out-of-district Tuition Only	\$2,550,500		
Boise State University	\$2,603,345.25	11,137	35,016
College of Eastern Idaho	\$734,205.00	3,322	9,912
College of Southern Idaho	\$4,914,567.26	21,746	66,236
College of Western Idaho	\$5,494,961.50	22,818	73,682
Idaho State University	\$1,869,860.50	8,239	27,287
Lewis-Clark State College	\$625,526.00	2,694	8,417
North Idaho College	\$1,130,042.00	5,936	15,868
University of Idaho	\$1,081,218.00	5,026	14,429
Brigham Young University-Idaho	\$29,543.42	317	848
Northwest Nazarene University	\$2,596,736.00	11,043	35,076
Treasure Valley Community College	\$98,625.00	352	1,316
Other	\$50,156.00	210	670



*Students who have taken at least one course from the noted provider is counted in the total number of public schools served. This may include courses taken online, in the high school or at the college campus. Public school includes any school with grade 9 or higher.

Top Five Most Requested Courses Paid by AO per Institution		
College	Course Name	All GEM Courses
Boise State University	FINAN 208 Personal Finance** SPAN 101 Elementary Spanish I SPAN 102 Elementary Spanish II ENGL 101 Writing and Rhetoric I ACAD 101 Academic Success Topics*	
Brigham Young University-Idaho	ENG 150 Writing and Reasoning Foundations MATH 108X Math for the Real World POLSC 110 American Government CHILD 210 Child Development** ENG 106 Basic Writing**	
College of Eastern Idaho	COMM 101 Fundamentals of Oral Communication HIST 111 United States History I ENGL 101 Writing & Rhetoric I CRJ 103 Intro to Law & Justice ENGL 102 Writing & Rhetoric II	X
College of Southern Idaho	WELL 255 Wellness Through Healthy Living ALLH 100 Introduction to Allied Health ENGL 101 Writing and Rhetoric I POLS 101 American National Government ENGL 102 Writing and Rhetoric II	X
College of Western Idaho	COMM 101 Fund of Oral Communication HIST 112 United States History II HIST 111 United States History I MATH 143 College Algebra ENGL 101 Writing and Rhetoric I	X
Idaho State University	ENGL 1101 Writing and Rhetoric I POLS 1101 American Government	

Top Five Most Requested Courses Paid by AO per Institution		
College	Course Name	All GEM Courses
	ENGL 1175 Literature and Ideas FIN 1115 Personal Finance** HIST 1112 United States History II	
Lewis-Clark State College	ENGL 101 Writing and Rhetoric I ENGL 102 Writing and Rhetoric II AHLTH 130 Introduction to Allied Health** COMM 204 Public Speaking PSYC 101 Introduction to General Psychology	
North Idaho College	COMM 101 Foundations of Oral Communication ENGL 101 Writing and Rhetoric I HIST 111 United States History I HIST 112 United States History II POLS 101 American National Gov	X
Northwest Nazarene University	MATH 1300 College Algebra COMM 1210 Intro to Public Speaking CHEM 1040/1040L Forensic Chemistry + Lab* ENGL 1040 Intro to Academic Writing MATH 1400 Trigonometry	
University of Idaho	ENGL 101 Writing and Rhetoric I ENGL 175 Literature and Ideas MATH 143 College Algebra SPAN 201 Intermediate Spanish I ENGL 102 Writing and Rhetoric II	X

*Course not identified as a GEM course, but may transfer as a GEM depending on program/institution.

**Course is not likely to transfer as a GEM.

Workforce Training Courses

Students Served	355
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	Amount Paid	Number of Workforce Training Funding Requests Paid
Workforce Training Total	\$162,676	473
College of Eastern Idaho	\$12,418	54
College of Southern Idaho	\$39,749	125
College of Western Idaho	\$17,579	38
Idaho State University	\$60,480	191
Lewis-Clark State College	\$9,450	19
North Idaho College	\$23,000	46

Early Graduation Scholarship

Early Graduation Scholarship	Eligible Students	Students Awarded Scholarship
Students	431	85

Early Graduation Scholarship	Amount Paid
Post-secondary Scholarships	\$134,898
School District Awards	\$764,726

Use By Amount

Number of Students in FY24 Who Exhausted Funds	789
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Student Amount Expended	Total Number of Students
\$4,125	3,049
> \$3,500	2,572
> \$3,000	3,179
> \$2,500	5,075
> \$2,000	8,853
> \$1,500	13,958
> \$1,000	20,704
> \$500	35,227
> \$0	67,295
Total Number of Students Who Have Used Advanced Opportunities	159,912
<i>*Student numbers are a total of all students from July 1, 2016 to June 30, 2024.</i>	

DISTRICT INFORMATION

ID	L.E.A. Name	FY24 AO Payments	No. of Student Participation	Total Student Population	Participation Percentage	Participation Rank	Average Expenditure per Student	Expenditure Rank
58	ABERDEEN DISTRICT	\$40,330.00	89	317	28.08%	82	\$453.15	86
560	ALTURAS PREPARATORY ACADEMY, INC	\$42,225.00	69	313	22.04%	109	\$611.96	41
381	AMERICAN FALLS JOINT DISTRICT	\$86,935.00	246	701	35.09%	53	\$353.39	116
482	AMERICAN HERITAGE CHARTER DISTRICT	\$18,246.00	46	160	28.75%	78	\$396.65	102
72	BASIN SCHOOL DISTRICT	\$19,345.00	39	146	26.71%	91	\$496.03	67
33	BEAR LAKE COUNTY DISTRICT	\$129,225.00	272	636	42.77%	21	\$475.09	77
477	BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INC.	\$975.00	15	58	25.86%	93	\$65.00	159
55	BLACKFOOT DISTRICT	\$275,430.00	526	1,958	26.86%	88	\$523.63	61
61	BLAINE COUNTY DISTRICT	\$248,302.00	565	1,594	35.45%	50	\$439.47	92
234	BLISS JOINT DISTRICT	\$2,250.00	11	47	23.40%	103	\$204.55	140
1	BOISE INDEPENDENT DISTRICT	\$1,783,030.00	3,929	11,337	34.66%	55	\$453.81	85
93	BONNEVILLE JOINT DISTRICT	\$1,685,754.70	2,680	6,763	39.63%	35	\$629.01	37
101	BOUNDARY COUNTY DISTRICT	\$68,155.00	91	654	13.91%	135	\$748.96	17
365	BRUNEAU-GRAND VIEW JOINT DISTRICT	\$15,216.00	50	124	40.32%	32	\$304.32	126
412	BUHL JOINT DISTRICT	\$57,220.00	108	579	18.65%	119	\$529.81	59
111	BUTTE COUNTY JOINT DISTRICT	\$24,675.00	54	191	28.27%	81	\$456.94	83

132	CALDWELL DISTRICT	\$257,343.00	557	2,356	23.64%	102	\$462.02	81
121	CAMAS COUNTY DISTRICT	\$5,475.00	12	88	13.64%	139	\$456.25	84
432	CAMBRIDGE JOINT DISTRICT	\$2,775.00	<10	69	N/A	149	N/A	80
555	CANYON-OWYHEE SCHOOL SERVICE AGENCY (COSSA)	\$6,618.00	34	90	37.78%	40	\$194.65	142
422	CASCADE DISTRICT	\$8,325.00	30	85	35.29%	52	\$277.50	132
151	CASSIA COUNTY JOINT DISTRICT	\$360,740.00	504	2,591	19.45%	116	\$715.75	22
417	CASTLEFORD DISTRICT	\$28,484.00	59	149	39.60%	36	\$482.78	70
181	CHALLIS JOINT DISTRICT	\$4,725.00	22	152	14.47%	133	\$214.77	137
161	CLARK COUNTY DISTRICT	\$2,775.00	16	46	34.78%	54	\$173.44	143
491	COEUR D'ALENE CHARTER ACADEMY DISTRICT	\$106,449.00	151	494	30.57%	70	\$704.96	24
271	COEUR D'ALENE DISTRICT	\$741,978.00	1,115	4,687	23.79%	101	\$665.45	30
455	COMPASS CHARTER SCHOOL	\$268,861.87	267	516	51.74%	7	\$1,006.97	3
242	COTTONWOOD JOINT DISTRICT	\$55,417.00	88	194	45.36%	13	\$629.74	36
13	COUNCIL DISTRICT	\$12,317.00	52	122	42.62%	23	\$236.87	134
342	CULDESAC JOINT DISTRICT	\$25,725.00	28	30	93.33%	1	\$918.75	6
314	DIETRICH DISTRICT	\$13,650.00	26	106	24.53%	97	\$525.00	60
523	ELEVATE ACADEMY INC.	\$20,743.00	137	447	30.65%	69	\$151.41	146
575	ELEVATE ACADEMY NAMPA, LLC	\$7,800.00	60	368	16.30%	127	\$130.00	149
221	EMMETT INDEPENDENT DIST	\$161,168.28	350	1,195	29.29%	75	\$460.48	82
456	FALCON RIDGE CHARTER SCHOOL	\$975.00	<10	66	N/A	141	N/A	154

531	FERN-WATERS PUBLIC CHARTER SCHOOL, INC.	\$1,500.00	12	32	37.50%	42	\$125.00	153
413	FILER DISTRICT	\$140,330.00	294	755	38.94%	37	\$477.31	74
59	FIRTH DISTRICT	\$150,394.00	216	428	50.47%	9	\$696.27	25
487	FORREST M. BIRD CHARTER DISTRICT	\$20,970.00	55	231	23.81%	99	\$381.27	111
215	FREMONT COUNTY JOINT DISTRICT	\$76,111.00	228	989	23.05%	105	\$333.82	121
373	FRUITLAND DISTRICT	\$124,267.24	205	788	26.02%	92	\$606.18	45
71	GARDEN VALLEY DISTRICT	\$32,550.00	37	136	27.21%	86	\$879.73	9
549	GEM PREP: MERIDIAN NORTH, LLC	\$4,125.00	13	114	11.40%	143	\$317.31	123
498	GEM PREP: MERIDIAN, LLC	\$46,428.00	55	162	33.95%	58	\$844.15	11
796	GEM PREP: NAMPA, LLC	\$20,550.00	29	160	18.13%	120	\$708.62	23
534	GEM PREP: ONLINE LLC	\$88,386.00	89	203	43.84%	17	\$993.10	4
496	GEM PREP: POCATELLO, LLC	\$16,275.00	18	150	12.00%	142	\$904.17	7
282	GENESEE JOINT DISTRICT	\$34,350.00	47	116	40.52%	29	\$730.85	20
192	GLENNS FERRY JOINT DISTRICT	\$8,935.00	20	187	10.70%	145	\$446.75	88
231	GOODING JOINT DISTRICT	\$82,485.00	170	615	27.64%	83	\$485.21	69
148	GRACE JOINT DISTRICT	\$21,155.00	65	236	27.54%	85	\$325.46	122
233	HAGERMAN JOINT DISTRICT	\$38,775.00	73	181	40.33%	31	\$531.16	58
415	HANSEN DISTRICT	\$12,600.00	34	133	25.56%	94	\$370.59	113
479	Heritage Academy District	\$300.00	<10	38	N/A	146	N/A	158
305	HIGHLAND JOINT DISTRICT	\$6,525.00	13	75	17.33%	123	\$501.92	64
370	HOMEDALE JOINT DISTRICT	\$82,471.78	216	593	36.42%	46	\$381.81	110

73	HORSESHOE BEND SCHOOL DISTRICT	\$5,550.00	13	95	13.68%	138	\$426.92	95
795	IDAHO ARTS CHARTER SCHOOL	\$58,786.00	152	526	28.90%	77	\$386.75	109
489	IDAHO COLLEGE & CAREER READINESS ACADEMY	\$26,617.00	92	133	69.17%	3	\$289.32	128
709	IDAHO DEPT JUVENILE CORRECTION	\$675.00	<10	NULL	NULL	160	N/A	136
91	IDAHO FALLS DISTRICT	\$548,159.00	1,094	4,859	22.51%	108	\$501.06	65
468	IDAHO SCIENCE & TECHNOLOGY CHARTER	\$1,275.00	10	90	11.11%	144	\$127.50	151
485	IDAHO STEM ACADEMY DBA BINGHAM ACADEMY CHARTER DISTRICT	\$19,575.00	34	82	41.46%	28	\$575.74	50
452	IDAHO VIRTUAL ACADEMY	\$104,970.00	193	1,146	16.84%	124	\$543.89	57
457	INSPIRE VIRTUAL CHARTER	\$30,616.00	85	983	8.65%	150	\$360.19	115
466	iSUCCEED VIRTUAL HIGH SCHOOL	\$140,268.00	235	1,298	18.10%	121	\$596.89	47
251	JEFFERSON COUNTY JT DISTRICT	\$897,278.00	1,366	3,198	42.71%	22	\$656.87	32
261	JEROME JOINT DISTRICT	\$241,615.00	441	1,886	23.38%	104	\$547.88	55
2	JOINT SCHOOL DISTRICT NO. 2 (WEST ADA)	\$4,529,304.00	6,835	19,752	34.60%	56	\$662.66	31
304	KAMIAH JOINT DISTRICT	\$21,485.00	39	179	21.79%	110	\$550.90	54
391	KELLOGG JOINT DISTRICT	\$16,200.00	43	482	8.92%	148	\$376.74	112
283	KENDRICK JOINT DISTRICT	\$22,500.00	48	144	33.33%	61	\$468.75	78
414	KIMBERLY DISTRICT	\$184,218.00	317	930	34.09%	57	\$581.13	49

470	KOOTENAI BRIDGE ACADEMY	\$51,375.00	47	342	13.74%	136	\$1,093.09	1
274	KOOTENAI DISTRICT	\$450.00	<10	91	N/A	157	N/A	135
641	KTEC – KOOTENAI TECH ED CAMPUS	\$74,121.00	217	515	42.14%	26	\$341.57	119
3	KUNA JOINT DISTRICT	\$577,797.00	1,026	2,820	36.38%	47	\$563.15	53
84	LAKE PEND OREILLE DISTRICT	\$112,491.00	288	1,748	16.48%	126	\$390.59	104
272	LAKELAND DISTRICT	\$366,763.00	481	2,234	21.53%	111	\$762.50	16
341	LAPWAI DISTRICT	\$39,750.00	99	233	42.49%	24	\$401.52	100
340	LEWISTON INDEPENDENT DISTRICT	\$321,585.00	566	2,118	26.72%	90	\$568.17	52
458	LIBERTY CHARTER	\$66,086.00	110	301	36.54%	45	\$600.78	46
182	MACKAY JOINT DISTRICT	\$43,425.00	58	103	56.31%	6	\$748.71	18
321	MADISON DISTRICT	\$271,186.98	618	2,703	22.86%	106	\$438.81	93
21	MARSH VALLEY JOINT DISTRICT	\$89,817.00	121	572	21.15%	113	\$742.29	19
363	MARSING JOINT DISTRICT	\$118,496.00	148	386	38.34%	38	\$800.65	14
536	MCCALL COMMUNITY SCHOOL, INC	\$450.00	<10	10	N/A	34	N/A	155
421	MCCALL-DONNELLY JT. SCHOOL DISTRICT	\$138,500.87	315	693	45.45%	12	\$439.69	91
11	MEADOWS VALLEY DISTRICT	\$3,600.00	23	55	41.82%	27	\$156.52	145
136	MELBA JOINT DISTRICT	\$96,680.00	169	395	42.78%	20	\$572.07	51
785	MERIDIAN MEDICAL ARTS CHARTER	\$151,689.00	171	185	92.43%	2	\$887.07	8
768	MERIDIAN TECHNICAL CHARTER DISTRICT	\$67,842.00	73	193	37.82%	39	\$929.34	5
134	MIDDLETON DISTRICT	\$466,107.48	1,005	2,239	44.89%	14	\$463.79	79
433	MIDVALE DISTRICT	\$12,200.00	20	80	25.00%	95	\$610.00	42

331	MINIDOKA COUNTY JOINT DISTRICT	\$322,800.50	444	2,070	21.45%	112	\$727.03	21
813	MOSCOW CHARTER SCHOOL	\$675.00	<10	39	N/A	140	N/A	148
281	MOSCOW DISTRICT	\$196,188.50	409	1,141	35.85%	48	\$479.68	73
193	MOUNTAIN HOME DISTRICT	\$141,967.49	366	1,519	24.09%	98	\$387.89	107
244	MOUNTAIN VIEW SCHOOL DISTRICT	\$79,871.00	179	574	31.18%	66	\$446.21	89
392	MULLAN DISTRICT	\$2,850.00	10	42	23.81%	100	\$285.00	129
418	MURTAUGH JOINT DISTRICT	\$37,983.00	90	176	51.14%	8	\$422.03	97
131	NAMPA SCHOOL DISTRICT	\$935,634.47	1,818	5,950	30.55%	71	\$514.65	62
372	NEW PLYMOUTH DISTRICT	\$96,840.00	158	445	35.51%	49	\$612.91	40
302	NEZPERCE JOINT DISTRICT	\$5,825.00	15	74	20.27%	114	\$388.33	106
149	NORTH GEM DISTRICT	\$4,925.00	16	58	27.59%	84	\$307.81	125
480	NORTH IDAHO STEM CHARTER ACADEMY DISTRICT	\$75,931.00	93	203	45.81%	11	\$816.46	12
493	NORTH STAR CHARTER DISTRICT	\$187,070.00	175	405	43.21%	19	\$1,068.97	2
465	NORTH VALLEY ACADEMY	\$4,650.00	12	62	19.35%	117	\$387.50	108
135	NOTUS DISTRICT	\$44,125.00	68	144	47.22%	10	\$648.90	33
351	ONEIDA COUNTY DISTRICT	\$256,224.00	374	2,387	15.67%	128	\$685.09	27
171	OROFINO JOINT DISTRICT	\$65,377.00	194	577	33.62%	60	\$336.99	120
137	PARMA DISTRICT	\$116,506.00	144	482	29.88%	72	\$809.07	13
497	PATHWAYS IN EDUCATION - NAMPA, INC.	\$2,250.00	<10	299	N/A	156	N/A	131
371	PAYETTE JOINT DISTRICT	\$127,920.00	163	610	26.72%	89	\$784.79	15

794	PAYETTE RIVER TECHNICAL ACADEMY, INC.	\$16,633.00	122	784	15.56%	129	\$136.34	147
44	PLUMMER-WORLEY JOINT DISTRICT	\$675.00	<10	182	N/A	155	N/A	160
25	POCATELLO DISTRICT	\$1,167,857.74	1926	5,937	32.44%	63	\$606.36	44
273	POST FALLS DISTRICT	\$302,295.00	437	2642	16.54%	125	\$691.75	26
285	POTLATCH DISTRICT	\$18,030.00	41	213	19.25%	118	\$439.76	90
201	PRESTON JOINT DISTRICT	\$189,974.00	395	1,170	33.76%	59	\$480.95	72
513	PROJECT IMPACT STEM ACADEMY, INC.	\$2,798.00	17	120	14.17%	134	\$164.59	144
453	RICHARD MCKENNA CHARTER HIGH SCHOOL	\$2,025.00	<10	375	N/A	158	N/A	28
316	RICHFIELD DISTRICT	\$7,604.00	18	100	18.00%	122	\$422.44	96
252	RIRIE JOINT DISTRICT	\$32,185.00	53	345	15.36%	131	\$607.26	43
562	RISE CHARTER SCHOOL, INC.	\$900.00	<10	82	N/A	151	N/A	150
382	ROCKLAND DISTRICT	\$17,484.00	56	84	66.67%	4	\$312.21	124
475	SAGE INTERNATIONAL SCHOOL OF BOISE	\$26,787.00	133	466	28.54%	79	\$201.41	141
291	SALMON DISTRICT	\$9,016.00	32	335	9.55%	147	\$281.75	130
243	SALMON RIVER JOINT SCHOOL DIST	\$5,700.00	14	57	24.56%	96	\$407.14	98
60	SHELLEY JOINT DISTRICT	\$184,285.00	459	1,233	37.23%	43	\$401.49	101
312	SHOSHONE JOINT DISTRICT	\$18,848.00	37	239	15.48%	130	\$509.41	63
537	SHOSHONE- BANNOCK JR-SR HIGH DISTRICT	\$5,500.00	14	NULL	NULL	159	\$392.86	103
52	SNAKE RIVER DISTRICT	\$193,622.00	389	1,257	30.95%	67	\$497.74	66
150	SODA SPRINGS JOINT DISTRICT	\$97,230.00	146	397	36.78%	44	\$665.96	29

292	SOUTH LEMHI DISTRICT	\$8,475.00	24	60	40.00%	33	\$353.13	117
41	ST MARIES JOINT DISTRICT	\$59,395.00	125	438	28.54%	80	\$475.16	76
322	SUGAR-SALEM JOINT DISTRICT	\$136,770.00	351	1103	31.82%	65	\$389.66	105
461	TAYLORS CROSSING CHARTER SCHOOL	\$41,049.00	70	159	44.03%	15	\$586.41	48
401	TETON COUNTY DISTRICT	\$126,524.00	342	911	37.54%	41	\$369.95	114
460	THE ACADEMY, INC.	\$2,025.00	21	153	13.73%	137	\$96.43	157
494	THE POCA TELLO COMMUNITY CHARTER SCHOOL, INC.	\$1,275.00	10	66	15.15%	132	\$127.50	152
559	THOMAS JEFFERSON CHARTER DISTRICT	\$14,325.00	69	171	40.35%	30	\$207.61	139
532	TREASURE VALLEY CLASSICAL ACADEMY, INC.	\$1,223.00	12	191	6.28%	154	\$101.92	156
287	TROY SCHOOL DISTRICT	\$41,700.00	66	156	42.31%	25	\$631.82	35
411	TWIN FALLS DISTRICT	\$904,473.00	1,441	4,474	32.21%	64	\$627.67	38
262	VALLEY DISTRICT	\$23,375.00	58	254	22.83%	107	\$403.02	99
139	VALLIVUE SCHOOL DISTRICT	\$967,983.00	1,497	4,528	33.06%	62	\$646.62	34
451	VICTORY CHARTER SCHOOL	\$49,240.00	90	305	29.51%	74	\$547.11	56
463	VISION CHARTER SCHOOL	\$168,417.00	198	328	60.37%	5	\$850.59	10
393	WALLACE DISTRICT	\$16,500.00	57	196	29.08%	76	\$289.47	127
431	WEISER DISTRICT	\$120,090.42	350	803	43.59%	18	\$343.12	118
232	WENDELL DISTRICT	\$84,885.00	178	503	35.39%	51	\$476.88	75
83	WEST BONNER COUNTY DISTRICT	\$6,160.00	29	431	6.73%	152	\$212.41	138
253	WEST JEFFERSON DISTRICT	\$43,597.00	88	296	29.73%	73	\$495.42	68
202	WEST SIDE JOINT DISTRICT	\$76,263.00	170	387	43.93%	16	\$448.61	87

464	WHITE PINE CHARTER SCHOOL	\$5,550.00	<10	139	N/A	153	N/A	39
288	WHITEPINE JT SCHOOL DISTRICT	\$13,500.00	28	91	30.77%	68	\$482.14	71
133	WILDER DISTRICT	\$18,711.00	78	392	19.90%	115	\$239.88	133
462	XAVIER CHARTER SCHOOL	\$30,043.00	70	258	27.13%	87	\$429.19	94

IDAHO DEPARTMENT OF EDUCATION

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 2022-2023 Annual Summary report for the English Learner Program and an English Learner Proficiency update.
December 18, 2024	Board was provided the 2023-2024 Annual Summary report for the English Learner Program and an English Learner Proficiency update.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1617

BACKGROUND/DISCUSSION

Section 33-1617, Idaho Code establishes that the board of trustees of each school district shall formulate a plan to improve English language learner outcomes. Statute also establishes that funds are to be distributed to school districts based on the school's population of limited English language proficient students and that these funds are to be used in support of improvements in proficiency outcomes.

**INFORMATIONAL
DECEMBER 18, 2024**

The district plan and allocation of funding is annually reported to the State Board of Education and the State Department of Education. A summary of these reports are to be submitted to the legislature, including any recommendations for improvements approved by the State Board of Education.

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 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. The Idaho Department of Education has developed revised ESSA long-term/interim growth target measures that have been sent to US Department of Education for approval. Information about the local education agencies program plan and allocation of funds are included in the English Learner Proficiency update.

Attachment 1 provides an in-depth report of the program and funding allocations.

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.

2023-2024 ANNUAL SUMMARY

Idaho English Learner Program



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

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208 332 6800 OFFICE / 711 TRS
WWW.SDE.IDAHO.GOV

CREATED 10/24/2024

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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 2023-2024 school year, the Idaho English Learner Program oversaw 128 English Learner educational programs. Of these LEAs, 91 had only state funding and 37 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 English learner state funding. LEAs with more than 91 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 2023-2024 school year, 6 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 2023-2024 school year: Weiser School District #431, Boise Independent School District #001, Pocatello

School District #025, Snake River School District #052, Gooding School District #231, and Fruitland School District #373.

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 (2023-2024, 2024-2025, and 2025-2026) 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 2023-2024 school year with 12 new grant recipients. For this current grant cycle, there are four Co-Teaching grants, no Regional Coordinator grant, and eight Program Enhancement grants.

STATE ENGLISH LEARNER GOALS

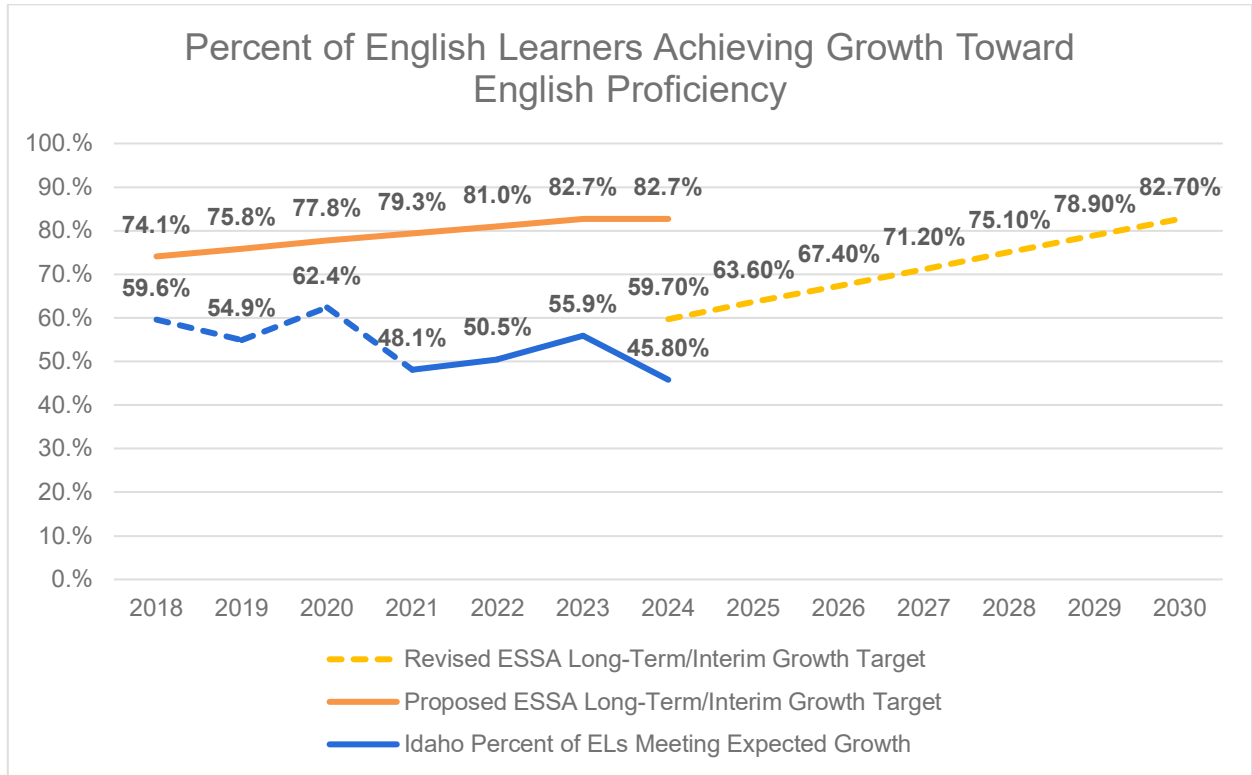
The State of Idaho’s English Learner Program goals towards English Language proficiency taken from the [2019 Idaho Consolidated Plan reads](#):

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. In the graph below (in yellow), the revised ESSA long-term interim growth target has been included; the revised 2024-2030 growth target has been submitted to the US Department of Education for approval.

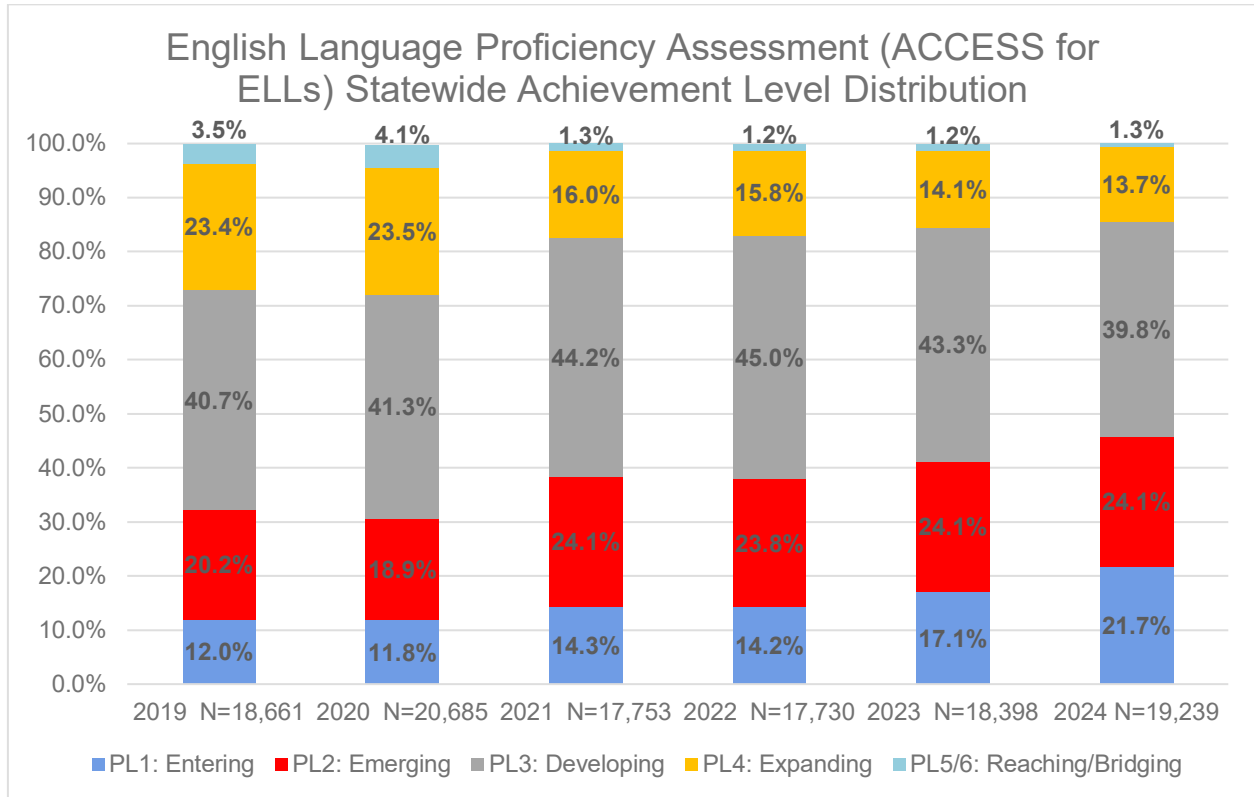
The WIDA ACCESS assessment is administered to all identified English Learners, either electronically or paper based, and includes assessments in reading, writing, listening, and speaking. A student will receive an overall composite score and a scale score in each of the four domains. The reading and 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 2023-2024, 45.8% of ELs who completed ACCESS for ELLs met the expected progress toward English proficiency metric.



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 2023-2024 school year, 19,396 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 2023-2024 ACCESS administration, 9% of English learners reached proficiency.



2023-2024 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 English Learner students or less.

LEA Name	EL Student Population	State Allocation	Title III-A Allocation	Title III-A Immigrant Allocation	State Enhancement Grant
BOISE INDEPENDENT DISTRICT	1,985	\$470,772	\$224,911	\$42,286	\$85,000
NAMPA SCHOOL DISTRICT	1,874	\$444,447	\$212,334	\$16,521	
JOINT SCHOOL DISTRICT NO. 2	1,507	\$357,407	\$170,751		\$85,000
CALDWELL DISTRICT	1,066	\$252,818	\$120,783		
VALLIVUE SCHOOL DISTRICT	1,019	\$241,671	\$115,458	\$16,915	
JEROME JOINT DISTRICT	982	\$232,896	\$111,266		\$15,000

LEA Name	EL Student Population	State Allocation	Title III-A Allocation	Title III-A Immigrant Allocation	State Enhancement Grant
TWIN FALLS DISTRICT	804	\$190,681	\$91,097		
BLAINE COUNTY DISTRICT	661	\$156,766	\$74,895		
IDAHO FALLS DISTRICT	645	\$152,971	\$73,082		
CASSIA COUNTY JOINT DISTRICT	604	\$143,248	\$68,436		
MINIDOKA COUNTY JOINT DISTRICT	549	\$130,204	\$62,205		
BONNEVILLE JOINT DISTRICT	471	\$111,705	\$53,367		
WENDELL DISTRICT	367	\$87,040	\$41,583		\$15,000
AMERICAN FALLS JOINT DISTRICT	303	\$71,861	\$34,331		\$85,000
BLACKFOOT DISTRICT	273	\$64,746	\$30,932		\$15,000
MOUNTAIN HOME DISTRICT	260	\$61,663	\$29,459		
JEFFERSON COUNTY JOINT DISTRICT	251	\$59,528	\$28,440		\$85,000
KUNA JOINT DISTRICT	244	\$57,868	\$27,646		
TETON COUNTY DISTRICT	236	\$55,971	\$26,740		\$15,000
ABERDEEN DISTRICT	210	\$49,805	\$23,794		
BUHL JOINT DISTRICT	190	\$45,061	\$21,528		
GOODING JOINT DISTRICT	169	\$40,081	\$19,149		\$15,000
HERITAGE COMMUNITY CHARTER SCHOOL, INC.	165	\$39,132	\$18,695		
FREMONT COUNTY JOINT DISTRICT	143	\$33,915	\$16,203		
PAYETTE JOINT DISTRICT	132	\$31,306	\$14,956		
SHOSHONE JOINT DISTRICT	131	\$31,069	\$14,843		
FRUITLAND DISTRICT	130	\$30,831	\$14,730		
MADISON DISTRICT	128	\$30,357	\$14,503		
HOMEDALE JOINT DISTRICT	128	\$30,357	\$14,503		
WILDER DISTRICT	127	\$30,120	\$14,390		
MIDDLETON DISTRICT	125	\$29,646	\$14,163		

LEA Name	EL Student Population	State Allocation	Title III-A Allocation	Title III-A Immigrant Allocation	State Enhancement Grant
KIMBERLY DISTRICT	125	\$29,646	\$14,163		
MARSING JOINT DISTRICT	117	\$27,748	\$13,257		
VALLEY DISTRICT	109	\$25,851	\$12,350		
POCATELLO DISTRICT	108	\$25,614	\$12,237		
SHELLEY JOINT DISTRICT	102	\$24,191	\$11,557		
EMMETT INDEPENDENT DISTRICT	91	\$21,582	\$10,311		
SNAKE RIVER DISTRICT	87	\$20,633			
WEISER DISTRICT	85	\$20,159			
PARMA DISTRICT	81	\$19,210			\$15,000
COEUR D'ALENE DISTRICT	77	\$18,262			
IDAHO ARTS CHARTER SCHOOL, INC.	72	\$17,076			
PRESTON JOINT DISTRICT	67	\$15,890			
ELEVATE ACADEMY INC.	66	\$15,653			
FILER DISTRICT	65	\$15,416			
GEM PREP: NAMPA, LLC	58	\$13,756			
MCCALL-DONNELLY JOINT SCHOOL DISTRICT	55	\$13,044			
MOSCOW DISTRICT	49	\$11,621			
MELBA JOINT DISTRICT	48	\$11,384			
GLENNS FERRY JOINT DISTRICT	47	\$11,147			
SUGAR-SALEM JOINT DISTRICT	47	\$11,147			\$15,000
MURTAUGH JOINT DISTRICT	43	\$10,198			
POST FALLS DISTRICT	40	\$9,487			
COMPASS PUBLIC CHARTER SCHOOL, INC.	40	\$9,487			
INSPIRE ACADEMICS, INC.	40	\$9,487			
NOTUS DISTRICT	33	\$7,826			
FUTURE PUBLIC SCHOOL, INC.	33	\$7,826			

LEA Name	EL Student Population	State Allocation	Title III-A Allocation	Title III-A Immigrant Allocation	State Enhancement Grant
CLARK COUNTY DISTRICT	31	\$7,352			
HAGERMAN JOINT DISTRICT	31	\$7,352			
FIRTH DISTRICT	30	\$7,115			
BRUNEAU-GRAND VIEW JOINT SCHOOL DISTRICT	30	\$7,115			
THE SAGE INTERNATIONAL SCHOOL OF BOISE, A PUBLIC CHARTER SCHOOL, INC.	30	\$7,115			\$5,000
HANSEN DISTRICT	29	\$6,878			
CASTLEFORD DISTRICT	29	\$6,878			
NEW PLYMOUTH DISTRICT	28	\$6,641			
LAKE PEND OREILLE SCHOOL DISTRICT	25	\$5,929			
WEST JEFFERSON DISTRICT	25	\$5,929			
IDAHO VIRTUAL ACADEMY, INC.	25	\$5,929			
HERITAGE ACADEMY, INC.	25	\$5,929			
RIRIE JOINT DISTRICT	23	\$5,455			
ELEVATE ACADEMY NAMPA, LLC	21	\$4,980			
TREASURE VALLEY CLASSICAL ACADEMY, INC.	19	\$4,506			
MOSAICS PUBLIC SCHOOL, INC.	19	\$4,506			
THOMAS JEFFERSON CHARTER SCHOOL, INC.	19	\$4,506			
DIETRICH DISTRICT	16	\$3,795			
XAVIER CHARTER SCHOOL, INC.	16	\$3,795			
BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INC.	16	\$3,795			

LEA Name	EL Student Population	State Allocation	Title III-A Allocation	Title III-A Immigrant Allocation	State Enhancement Grant
BLISS JOINT DISTRICT	15	\$3,557			
ONEIDA COUNTY DISTRICT	14	\$3,320			
IDAHO VIRTUAL HIGH SCHOOL, INC.	14	\$3,320			
ISUCCEED VIRTUAL HIGH SCHOOL, INC.	14	\$3,320			
ALTURAS INTERNATIONAL ACADEMY, INC.	14	\$3,320			
GEM PREP: MERIDIAN NORTH, LLC	14	\$3,320			
PATHWAYS IN EDUCATION - NAMPA, INC.	13	\$3,083			
IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL, INC.	11	\$2,609			
THE VILLAGE CHARTER SCHOOL, INC.	11	\$2,609			
FORGE INTERNATIONAL, LLC	11	\$2,609			
LAKELAND DISTRICT	9	\$2,134			
VICTORY CHARTER SCHOOL, INC.	9	\$2,134			
VISION CHARTER SCHOOL, INC.	9	\$2,134			
LEWISTON INDEPENDENT DISTRICT	7	\$1,660			
WHITE PINE CHARTER SCHOOL, INC.	7	\$1,660			
LEGACY PUBLIC CHARTER SCHOOL, INC.	7	\$1,660			
MEADOWS VALLEY DISTRICT	6	\$1,423			
GEM PREP: MERIDIAN, LLC	6	\$1,423			
PEACE VALLEY CHARTER SCHOOL, INC.	6	\$1,423			

LEA Name	EL Student Population	State Allocation	Title III-A Allocation	Title III-A Immigrant Allocation	State Enhancement Grant
ROLLING HILLS PUBLIC CHARTER SCHOOL, INC.	Redacted	Redacted			
ALTURAS PREPARATORY ACADEMY, INC	Redacted	Redacted			
BUTTE COUNTY JOINT DISTRICT	Redacted	Redacted			
NORTH VALLEY ACADEMY, INC.	Redacted	Redacted			
PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.	Redacted	Redacted			
IDAHO STEM ACADEMY, INC.	Redacted	Redacted			
GEMP PREP: MERIDIAN SOUTH LLC	Redacted	Redacted			
CAMAS COUNTY DISTRICT	Redacted	Redacted			
CHALLIS JOINT DISTRICT	Redacted	Redacted			
FALCON RIDGE PUBLIC CHARTER SCHOOL, INC.	Redacted	Redacted			
AMERICAN HERITAGE CHARTER SCHOOL, INC.	Redacted	Redacted			
NORTH STAR CHARTER SCHOOL, INC.	Redacted	Redacted			
GEM PREP: POCATELLO, LLC	Redacted	Redacted			
DORAL ACADEMY OF IDAHO, INC.	Redacted	Redacted			
CARDINAL ACADEMY INCORPORATED	Redacted	Redacted			
PLUMMER-WORLEY JOINT DISTRICT	Redacted	Redacted			
BOUNDARY COUNTY DISTRICT	Redacted	Redacted			
WEST SIDE JOINT DISTRICT	Redacted	Redacted			
SALMON DISTRICT	Redacted	Redacted			
LIBERTY CHARTER SCHOOL, INC.	Redacted	Redacted			

LEA Name	EL Student Population	State Allocation	Title III-A Allocation	Title III-A Immigrant Allocation	State Enhancement Grant
SYRINGA MOUNTAIN SCHOOL, INC.	Redacted	Redacted			
PROJECT IMPACT STEM ACADEMY, INC.	Redacted	Redacted			
ST MARIES JOINT DISTRICT	Redacted	Redacted			
HORSESHOE BEND SCHOOL DISTRICT	Redacted	Redacted			
SODA SPRINGS JOINT DISTRICT	Redacted	Redacted			
OROFINO JOINT DISTRICT	Redacted	Redacted			
TROY SCHOOL DISTRICT	Redacted	Redacted			
RICHFIELD DISTRICT	Redacted	Redacted			
TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL, INC.	Redacted	Redacted			
MONTICELLO MONTESSORI CHARTER SCHOOL, INC.	Redacted	Redacted			
IDAHO COLLEGE AND CAREER READINESS ACADEMY, INC.	Redacted	Redacted			
PINECREST ACADEMY OF IDAHO, INC.	Redacted	Redacted			

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Elementary, Secondary School Accreditation Annual Report 2024, Cognia

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

Idaho Code § 33-119

Idaho Administrative code, IDAPA 08.02.02.140 Accreditation

BACKGROUND/DISCUSSION

Section 33-119, Idaho Code establishes that the State Board of Education shall establish standards for secondary school accreditation as well as minimum requirements to be met by public, private, and parochial secondary schools. The State Board of Education acknowledges Northwest Accreditation Commission, a division of Cognia, as the K-12 accrediting body. Further standards for secondary schools are established through graduation requirements and content standards as approved by the Board. Accreditation remains voluntary for public elementary schools, public alternative schools and private or parochial schools.

The Board recognizes schools that have met the standards established by Cognia as accredited.

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 and schools serving grades K-8 that voluntarily seek accreditation, and parochial and private schools.

ATTACHMENTS

Attachment 1 – 2024 Cognia Accreditation Report

BOARD ACTION

This item is for informational purposes only.



7665 South Research Drive 888.413.3669 | 480.773.6900
Tempe, AZ 85284 cognia.org

Debbie Critchfield
Superintendent of Public Instruction
Idaho State Department of Education
650 West State Street
Boise, ID 83702

August 21, 2024

Dear Superintendent Critchfield,

In acknowledging our continued partnership with the Northwest Accreditation Commission (NWAC) and the Idaho State Department of Education (ISDE), Cognia (formerly AdvancED) is happy to report on accredited institutions in Idaho.

Attached is the annual Northwest Accreditation Commission / Cognia Accreditation Report for Idaho, which is submitted annually to the Idaho State Board of Education as directed in IDAPA 08.02.02.140. All accreditation statuses are the result of a ratification process of the Cognia Global Commission, which met throughout the 2023-24 school year.

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 Educational 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.

It is our pleasure to provide you with the attached Idaho Accredited Status Report for Idaho institutions. Please contact any of us if additional information is needed.

Sincerely,

Dale Kleinert

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**INFORMATIONAL
DECEMBER 18, 2024**

ATTACHMENT 1

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	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 District 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 Dioceses of Boise	High	Boise	Accredited	7/1/1964	6/30/2030
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	6/30/2030
Blackfoot High	Blackfoot District	High	Blackfoot	Accredited	7/1/1920	6/30/2027
Blackfoot School District Online Jr/Sr	Blackfoot District	Digital Learning	Blackfoot	Accredited	6/27/2024	6/30/2030
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	6/30/2030
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	6/30/2030
Bonnors Ferry High	Boundary County District	High	Bonnors 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	6/30/2030
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	6/30/2030
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

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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	6/30/2030
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	6/30/2030
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
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 District	High	Boise	Accredited	7/1/1987	6/30/2027
Central Academy High	West Ada Joint School District	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	6/30/2030
Challis Jr/Sr High	Challis Joint District	High	Challis	Accredited	7/1/1934	6/30/2030
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 Junior/Senior 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 Inc	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	Bureau of Indian Affairs	Elementary	Desmet	Accredited	7/1/2010	6/30/2026
Cole Valley Christian (M/H)	Private	High	Meridian	Accredited	7/1/1995	6/30/2029
Cole Valley Christian (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	Compass Public Charter School Inc.	Unit	Meridian	Accredited	7/1/2007	6/30/2026
CornerStone Christian Academy	Private	Elementary	Post Falls	Accredited	7/1/2007	6/30/2026

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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
Dworshak Elementary School	Cassia County Joint District	Elementary	Burley	Accredited	6/21/2018	6/30/2029
Eagle Academy High	West Ada Joint School District	High	Eagle	Accredited	7/1/2002	6/30/2027
Eagle High	West Ada Joint School District	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	High	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	6/30/2030
Forrest M. Bird Charter School	Sandpoint Charter School Inc.	High	Sandpoint	Accredited	7/1/2008	6/30/2030
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	Unit	Chubbuck	Accredited	10/31/2018	6/30/2030
Gem Prep: Meridian	ID Public Charter Commission	Unit	Meridian	Accredited	6/17/2022	6/30/2028
Gem Prep: Meridian North	ID Public Charter Commission	Unit	Meridian	Accredited	3/29/2024	6/30/2030
Gem Prep: Meridian South	ID Public Charter Commission	Unit	Meridian	Accredited	12/19/2023	6/30/2030
Gem Prep: Nampa	ID Public Charter Commission	Unit	Nampa	Accredited	10/31/2018	6/30/2030

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Gem Prep: Online	ID Public Charter Commission	Digital Learning	Deary	Accredited	7/1/2007	6/30/2030
Gem Prep: Twin Falls	ID Public Charter Commission	Elementary	Twin Falls	Accredited	6/30/2024	6/30/2030
Genesee School	Genesee Joint District	Unit	Genesee	Accredited	7/1/1925	6/30/2030
Genesis Preparatory Academy	Private	Unit	Post Falls	Accredited	7/1/2007	6/30/2026
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	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	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 Public Charter	ID Public Charter Commission	Elementary	Jerome	Accredited	6/28/2023	6/30/2029
Heritage Community Charter	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	6/30/2030
Highland School	Highland Joint District	Unit	Craigmont	Accredited	7/1/1960	6/30/2025
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	6/30/2030
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 District	High	Meridian	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	6/30/2030
Idaho Science and Technology Charter	ID Public Charter Commission	Elementary	Blackfoot	Accredited	6/22/2016	6/30/2027

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Idaho Youth Challenge Academy	Orofino Joint School District 171	SpPurp - Tutoring	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	6/30/2030
Innercept Academy	Private	High	Coeur d'Alene	Accredited	7/1/2006	6/30/2030
Innovate Academy and Prep School	Private	Unit	Eagle	Accredited	6/28/2023	6/30/2029
INSPIRE, Idaho Connections Acad	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 Correction	SpPu Adj Students	Nampa	Accredited	7/1/2006	6/30/2026
Juniper Hills High School-St. Anthony	Idaho Dep of Juv Correction	SpPu Adj Students	St. Anthony	Accredited	7/1/1984	6/30/2026
Juniper Hills School - Lewiston	Idaho Dep of Juv Correction	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
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	6/30/2030
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	6/30/2030
Kuna High	Kuna Joint District	High	Kuna	Accredited	7/1/1934	6/30/2030
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

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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	ID Public Charter Commission	Unit	Nampa	Accredited	7/1/2002	6/30/2028
Lighthouse Christian School	Private	High	Twin Falls	Accredited	7/1/2006	6/30/2030
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 District	High	Meridian	Accredited	7/1/2003	6/30/2025
Meridian Medical Arts Charter	West Ada Joint School District	High	Meridian	Accredited	7/1/2005	6/30/2027
Meridian Senior High	West Ada Joint School District	High	Meridian	Accredited	7/1/1934	6/30/2027
Meridian Technical Charter	West Ada Joint School District	High	Meridian	Accredited	7/1/2000	6/30/2027
Middleton Academy	Middleton School District	High	Middleton	Accredited	6/18/2012	6/30/2030
Middleton High	Middleton School District	High	Middleton	Accredited	7/1/1967	6/30/2030
Midvale School	Midvale District	Unit	Midvale	Accredited	7/1/1945	6/30/2025
Mini-Cassia Online Learning Acad	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 District 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 District	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	6/30/2030

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Murtaugh Schools	Murtaugh Joint District	Unit	Murtaugh	Accredited	7/1/1958	6/30/2026
Nampa Academy	Nampa School District	High	Nampa	Accredited	6/27/2024	6/30/2030
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	6/30/2030
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 Acad	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	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	SpPu Adj Students	Lewiston	Accredited	7/1/1981	6/30/2027
Notus Jr/Sr High	Notus District	High	Notus	Accredited	7/1/2002	6/30/2030
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 District 171	Elementary	Orofino	Accredited	6/15/2021	6/30/2026
Orofino High	Orofino Joint School District 171	High	Orofino	Accredited	7/1/1934	6/30/2026
Owyhee High	West Ada Joint School District	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	6/30/2030
Peck Elementary	Orofino Joint School District 171	Elementary	Peck	Accredited	6/15/2021	6/30/2026
Pocatello High	Pocatello/Chubbuck District 25	High	Pocatello	Accredited	7/1/1918	6/30/2030
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

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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
Project PATCH School	Private	High	Garden Valley	Accredited	7/1/2003	6/30/2030
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 District	High	Meridian	Accredited	6/22/2016	6/30/2026
Renaissance High	West Ada Joint School District	High	Meridian	Accredited	7/1/2010	6/30/2029
Richard McKenna Charter High	ID Public Charter Commission	High	Mountain Home	Accredited	7/1/2000	6/30/2030
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	6/30/2030
Rimrock Jr/Sr High	Bruneau-Grand View Joint School District	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	SpPu 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 District	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 Middleton	ID Public Charter Commission	Unit	Middleton	Accredited	6/30/2022	6/30/2028
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 District	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	6/30/2030
Shoshone-Bannock Jr./Sr. High	Bureau of Indian Affairs	High	Pocatello	Accredited	7/1/1984	6/30/2030
Silver Creek High	Blaine County District	High	Hailey	Accredited	7/1/2010	6/30/2030
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

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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
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. Marie's High	St Maries Joint District	High	St Marie's	Accredited	7/1/1921	6/30/2025
Sugar-Salem High	Sugar-Salem District 322	High	Sugar City	Accredited	7/1/1936	6/30/2025
Sugar-Salem Junior High	Sugar-Salem District 322	Middle	Sugar City	Accredited	6/26/2014	6/30/2025
Sugar-Salem Online	Sugar-Salem District 322	Digital Learning	Sugar City	Accredited	3/31/2023	6/30/2025
Swan Falls High	Kuna Joint District	High	Kuna	Accredited	3/29/2024	6/30/2030
Tammany High	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	6/30/2030
Teton High	Teton County District	High	Driggs	Accredited	7/1/1997	6/30/2030
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 District 171	Elementary	Weippe	Accredited	6/15/2021	6/30/2026
Timberline High	Orofino Joint School District 171	High	Weippe	Accredited	7/1/1970	6/30/2026
Timberline High	Boise Independent District	High	Boise	Accredited	7/1/1998	6/30/2030
Treasure Valley Classical Academy	ID Public Charter Commission	Unit	Fruitland	Accredited	3/29/2024	6/30/2030
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	6/30/2025
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
Valor Christian High	Private	High	Sandpoint	Accredited	6/27/2024	6/30/2026
Venture Academy	Coeur D'Alene District	High	Coeur d'Alene	Accredited	7/1/2007	6/30/2028

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Victory Charter School	ID Public Charter Commission	Unit	Nampa	Accredited	7/1/2008	6/30/2028
Virtual School House	West Ada Joint School District	Digital Learning	Meridian	Accredited	6/15/2021	6/30/2026
Vision Charter School	ID Public Charter Commission	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	6/30/2030
Wendell High	Wendell District	High	Wendell	Accredited	7/1/1934	6/30/2025
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	6/30/2030
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 Ind School Dist No. 1	Elementary	Lewiston	Accredited	6/20/2017	6/30/2029
Wilder Middle 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

	Systems Accredited Districts					
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
Sugar-Salem District 322	Sugar-Salem School District		Sugar City	Candidate		6/30/2025

Accredited School by Category	Public / Charter	Private / Agency	Total
High/Career Technical	177	11	188
Middle	15	0	15

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Elementary	32	3	35
Unit (K-12)	42	13	55
Digital	17	1	18
Supplementary	0	0	0
Special Purpose (Adjudicated, Tutoring, Wilderness)	6	1	7
Early Childhood	0	0	0
District	6	0	
Total	295	29	318

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Notification of Schools Approved to Operate with Less Than Ten (10) Students Reported in Average Daily Attendance

REFERENCE

October 2017	Superintendent reported to the Board that eight (8) schools had requested approval and eight (8) were approved.
October 2018	Superintendent reported to the Board that nine (9) schools had requested approval and nine (9) were approved.
October 2019	Superintendent reported to the Board that nine (9) schools had requested approval and nine (9) were approved.
October 2020	Superintendent reported to the Board that six (6) schools had requested approval and six (6) were approved.
October 2021	Superintendent reported to the Board that five (5) schools had requested approval and five (5) were approved.
October 2022	Superintendent reported to the Board that five (5) schools had requested approval and five (5) were approved.
August 2023	Superintendent reported to the Board that eight (8) schools had requested approval and eight (8) were approved.
August 2024	Superintendent reported to the Board that ten (10) schools had requested approval and ten (10) were approved.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code 33-1003(2)(f)

BACKGROUND/DISCUSSION

Idaho Code 33-1003(2)(f) states that *“Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.”* At the November 18, 1999, meeting, the State Board of Education (Board) delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance. This motion also required an annual update to the Board reporting which schools made a request to operate with less than ten (10) students in average daily attendance for the upcoming school year.

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Idaho Code 33-1003(2)(f) requires that any school operating with less than ten (10) average daily attendance shall only be allowed to participate in state or county financial support programs if the school has been approved to operate by the State Board of Education.

A report listing the elementary schools that have requested to operate with less than ten average daily attendance and whether approval was granted is to be provided to the Board at a meeting.

Subsequent to the sharing of the approval of the ten schools approved to operate with less than ten average daily attendance during the 2024-2025 school year at the August 2024 Board meeting, Orofino Joint School District 171 submitted a request to operate a school that may have less than ten average daily attendance during the 2024-2025 school year. Superintendent Critchfield approved that request. (Attachment 1)

The Superintendent's approval is presented to the Board for verification.

IMPACT

These approved schools will generate state funding for their school districts, per Chapter 10, Title 33, Idaho Code.

ATTACHMENTS

Attachment 1 – Superintendent Critchfield's approval and list of all approved schools for 2024-2025

BOARD ACTION

This item is for informational purposes only.

Date: September 26, 2024
To: Superintendent Critchfield
From: Julie Oberle
Subject: Approval of Elementary Schools Having Less Than 10 ADA

Idaho Code 33-1003(2)(f) states:

Minimum Pupils Required. Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.

At the November 1999 meeting, the State Board of Education delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance and to report those that were requested and received approval to the State Board of Education.

In August, you approved a list of ten schools requesting permission to operate during the 2024-2025 school year with less than 10 average daily attendance. Subsequent to that approval, Orofino 171 requested approval to operate a school that may have less than 10 students in average daily attendance during this school year. The attached list shows all school districts and elementary schools that have requested approval to operate during the 2024-2025 school year that are anticipating there could be less than ten average daily attendance, including the ten you have already approved. Upon receiving your approval, I will prepare materials for the December State Board of Education meeting as well as an email to Orofino advising them of your approval.

Please let me know if you have any questions or if you would like to discuss.

I, Debbie Critchfield, Superintendent of Public Instruction, approve the attached list of schools to operate during the 2024-2025 school year with less than ten (10) average daily attendance.



**2024-2025 Elementary Schools Approved to Operate with Less than 10 ADA
Idaho Code 33-1003(2)(f)**

Approved September, 2024

School District Name	Bldg Number	Building Name	Estimated Enrollment	Superintendent / Contact
171 Orofino	481	Cavendish-Teakean Elementary	14	Jason Hunter (Interim Super.)

Approved August, 2024

School District Name	Bldg Number	Building Name	Estimated Enrollment	Superintendent / Contact
071 Garden Valley	398	Lowman Elementary	4	Pat Goff
111 Butte County	438	Howe Elementary	4	Joe Steele
191 Prairie	491	Prairie Elem-Jr High	5	Randy Davison (Board Chair)
221 Emmett	710	Ola Elementary	11	Craig Woods
244 Mountain View	1287	Elk City School	8-10	Kim Spacek
261 Jerome	297	Jerome Academy	10	Pat Charlton
292 S. Lemhi	765	Tendoy Elementary	< 10	Kevin Ramsey
364 Pleasant Valley	800	Pleasant Valley Elem-Jr High	12	Heather Williams
394 Avery	820	Calder School	9	Megan Sindt
416 Three Creek	835	Three Creek Elem-Jr High	5	Shannon Ault (Head Teacher)