

**INFORMATIONAL  
DECEMBER 17, 2025**

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>BAHR – BOISE STATE UNIVERSITY – CAMPUS MASTER PLAN SUMMARY</b>	Information Item
2	<b>BAHR – COLLEGE/UNIVERSITIES – FINANCIAL RATIOS ANNUAL REPORT</b>	Information Item
3	<b>BAHR – COLLEGE/UNIVERSITIES – NET POSITION BALANCES ANNUAL REPORT</b>	Information Item
4	<b>PPGA – 2025 ANNUAL EDUCATOR EVALUATION REVIEW</b>	Information Item
5	<b>IDE – ENGLISH LEARNERS PROFICIENCY REPORT</b>	Information Item

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**SUBJECT**

Boise State University Campus Master Plan Update (2025 - 2035)  
Executive Summary Presentation

**REFERENCE**

March 1997	1997 Campus Master Plan was presented to the Idaho State Board of Education (Board)
October 2005	2005 Campus Master Plan was presented to the Board
February 2008	Expansion of boundaries and Master Plan update was presented to the Board
April 2015	2015 Master Plan update presented to the Board
June 2015	2015 Master Plan update approved by the Board

**APPLICABLE STATUTE, RULE OR POLICY**

Idaho State Board of Education Policy V.K.2

**BACKGROUND/DISCUSSION**

Roughly every ten years, Boise State University evaluates and recommends long-term facility and infrastructure projects through a comprehensive Campus Master Plan. This visionary document serves as a strategic guide for the university's leadership to help make informed decisions that shape the future of our physical environment.

The Boise State Master Plan was originally created in 1997, and was updated in 2005, 2008 and 2015. In June of 2021, Boise State adopted a new strategic plan, "Blueprint for Success" and in late 2023, BSU determined an update to the Master Plan was needed to complement the new Strategic Plan. Ayers Saint Gross (ASG) from Tempe Arizona was selected through a qualification-based selection process and retained to guide the university through this update process.

A diverse array of stakeholders including students, staff, faculty, community members, and local partners - such as the City of Boise and ACHD - were engaged throughout the planning process to ensure that the plan reflects the collective aspirations and needs of our community. By understanding enrollment trends and anticipating evolving demographics and programmatic growth, a plan has been created that is both practical and forward-thinking.

Unlike the previous plans, the 2025 Master Plan is a focused 10-year roadmap, grounded in realistic projections and achievable goals. This plan not only addresses immediate priorities but also sets the stage for future exploration and growth, ensuring Boise State remains a dynamic and resilient institution.

The university is presenting an executive summary of the plan at this meeting and will bring the detailed plan back to the Board for adoption in early 2026. During this time, the Plan will be made available to the public through the university's website and other publications, and staff will make a formal request to the Boise City

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Council to integrate this campus master plan update into the City's Comprehensive Plan, *Blueprint Boise*.

**IMPACT**

The updated Master Plan will serve as the framework and guidelines for the development of the Boise State campus for the next 10 years. This plan will guide future facility and infrastructure projects, strategic property acquisitions, and land use guidelines.

**ATTACHMENTS**

Attachment 1 - Boise State University Campus Master Plan Update (2025 - 2035)  
Executive Summary

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff has reviewed Boise State University's progress on the 2025–2035 Campus Master Plan Update and finds that the planning efforts are consistent with Board Policy V.K.2. related to long-range campus planning aligned with institutional missions and strategic goals.

BSU has engaged a comprehensive set of stakeholders and incorporated demographic, academic, and infrastructure considerations into the development of the updated plan. The executive summary provides a clear overview of the university's direction for the next ten (10) years.

BSU requested staff to provide this draft Master Plan to the Board for any feedback before the final version of BSU's Master Plan is brought forward to the Board for adoption in early 2026.

Board action is not required. This item is information only.

**BOARD ACTION**

This item is for informational purposes only.

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ATTACHMENT 1

# 10-YEAR CAMPUS MASTER PLAN

EXECUTIVE SUMMARY  
2025-2034



BOISE STATE UNIVERSITY

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## EXECUTIVE SUMMARY

### VISION AND PURPOSE OF THE MASTER PLAN

Every decade, Boise State University embarks on a transformative journey to assess and reimagine its campus through a comprehensive Campus Master Plan. This visionary plan serves as a strategic guide for the university's leadership to help make informed decisions that shape the future of our physical environment.

Engaging a diverse array of stakeholders — including students, staff, faculty, community members, and local partners such as the City of Boise and ACHD — we gather in-depth data to ensure the plan reflects the collective aspirations and needs of our community. By understanding enrollment trends, and anticipating the evolving demographics and programmatic growth, we craft a plan that is both practical and forward-thinking.

Unlike previous plans, the 2025 Master Plan is a focused 10-year roadmap, grounded in realistic projections and achievable goals. While we cannot predict every change the next decade will bring, we are committed to outlining projects that are poised for success and exploring innovative possibilities that align with our long-term vision. This plan not only addresses immediate priorities but also sets the stage for future exploration and growth, ensuring Boise State remains a dynamic and resilient institution.

## INSTITUTIONAL MISSION ALIGNMENT

It is important to anchor to the mission and vision of Boise State when considering the future of the physical campus environment.

### OUR MISSION

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

### OUR VISION

To be a premier student-success driven research university innovating for statewide and global impact.

### THEMES

- Foster Student Success
- Advance Idaho
- Strengthen a Culture of Innovation and Global Impact



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## STRATEGIC PLAN GOALS

Likewise, it is crucial that the Strategic Plan Goals form the supporting pillars of the Master Plan.

**1 Improve Educational Access and Student Success**

**2 Innovation for Institutional Impact**

**3 Advance Research and Creative Activity**

**4 Foster Thriving Community**

**5 Trailblaze Programs and Partnerships**

The primary reason for the Master Plan and the 10-Year Capital Improvement Plan and Projects are to support the Strategic Plan goals.

# STRATEGIC PRIORITIES AND GUIDING PRINCIPLES

## DIFFERENT APPROACH TO MASTER PLAN

### TEN YEAR TIME FRAME

- The last iteration of the Campus Master Plan spanned 30 years. While aspirational, the plan was not necessarily a reflection of what was realistic. Switching to the 10-year format, that includes robust stakeholder involvement, sets the university up for success.

### LAND USE PLAN

- To support greater flexibility and innovation, this 10-year plan introduces a Land Use Plan approach, replacing the fixed building footprints of the previous 30-year plan. This shift allows future development to adapt more easily to evolving needs and encourages cross-disciplinary collaboration. By planning for dynamic research zones, for example, rather than single-purpose buildings, we position ourselves to better accommodate future programs and foster a more integrated and responsive campus environment.

### INTENTIONAL GROWTH

- The university's remarkable growth over the past decade has opened exciting new opportunities. While space constraints present a challenge, a flexible, multi-outcome planning approach will empower the university to respond effectively to changes in enrollment and continue thriving in a dynamic environment.

### FACILITIES AND SPACE AS SHARED RESOURCES – FLEXIBLE AND ADAPTABLE

- As higher education continues to embrace a multi-disciplinary approach, our facilities must evolve to support this transformation. By prioritizing fiscal responsibility and thoughtful resource management, we can ensure that both new and existing buildings serve a wide range of users and purposes — maximizing impact and adaptability across campus.

### ALIGNMENT WITH CAPITAL PLAN AND STRATEGIC PLAN

- The primary purpose of the Master Plan and the 10-Year Capital Improvement Plan is to actively support and advance the goals outlined in the university's Strategic Plan.
  1. Improve Educational Access and Student Success
  2. Innovate for Institutional Impact
  3. Advance Research and Creative Activity
  4. Foster Thriving Community
  5. Trailblaze Programs and Partnerships

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## PRINCIPLES AND STRATEGIC GOALS GUIDE DECISIONS

### VISION

- Space is shared, collaborative, flexible and tech-supported for work, meeting and instruction
- Campus is a hub of innovation and collaborative interaction with local community and industry
- Campus features inspiring and top-quality facilities to attract and retain students and talented faculty
- Natural environment and the Boise River are centerpieces to a thriving and welcoming year-round campus
- Student experience is central with more labs as well as active and experiential learning
- Growth in non-traditional students is encouraged with a greater variety of affordable housing options
- Plans integrate with the city, greenbelt, riverfront and neighborhoods
- Improved transportation includes regional express options

### GOALS FOR THE PLAN

- Support university strategic goals, initiatives and actions
- Accommodate a 10-year vision for growth
- Immerse the student experience-centric campus in nature and embrace the riverfront
- Create space that is flexible, adaptive, shared and student-centered
- Emphasize the revitalization of existing facilities, in addition to new construction
- Expand affordable housing for all (undergraduate, graduate, post-graduate, faculty and staff)
- Integration with the city, neighborhood and local business plans
- Support opportunities for community partnerships, including research
- Improve multi-modal transportation options
- Implement a realistic roadmap aligned with strategic goals and funding resources





# PLANNING PROCESS

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## TIMELINE AND PHASES

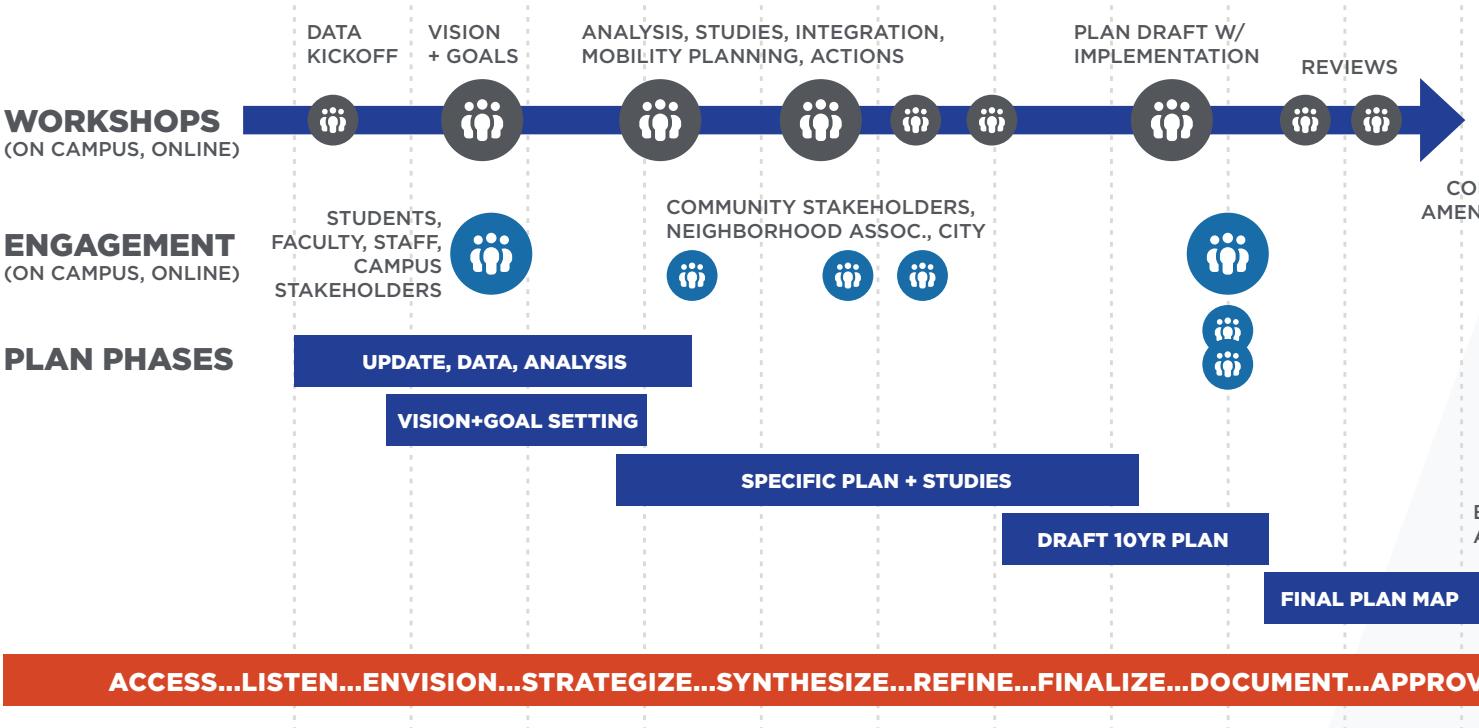
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The initial discovery phase  
of the Master Plan process  
kicked off in early 2024.

The goals for the planning process were outlined early on to be:

- Inclusive but focused
- An innovative engagement of the student voice
- Engaged with the community
- Data informed
- A structured process and plan with mapped milestones
- Transparent with routine updates along the way

### PROCESS PHASES



# STAKEHOLDER ENGAGEMENT STRATEGY

With inclusivity in mind, the stakeholder engagement process was robust.

**300+**

participants involved in providing input and feedback

**18**

stakeholder interviews

**14**

steering committee meetings

**3**

executive team meetings

**8**

MURAL input sessions  
SENA meetings:  
8 Master Plan specific subcommittee meetings

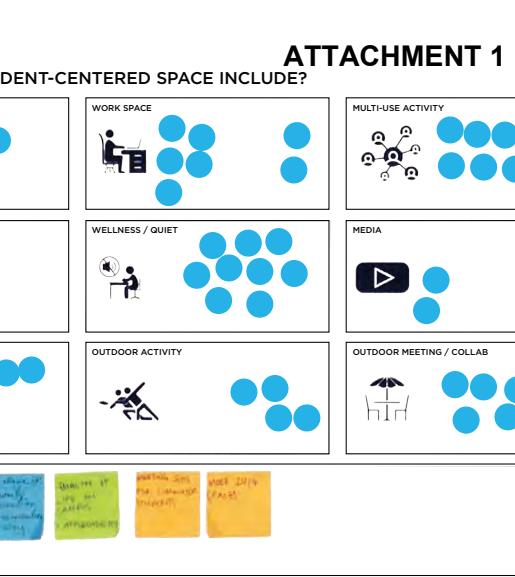
**17**

- Engaged university Leadership in goal setting and visioning
- Facilitated Steering Committee work sessions by planners
- Shared data analysis for common understanding
- Listened with Intention to understand concerns and opportunities
- Identified specific study areas that include:
  - Expansion area and neighborhood
  - Athletic Village plan integration
  - Mobility, circulation, transportation and parking
  - Sites for near-term capital projects and a 10-year Capital Improvement Plan
  - Sustainability integration
- Tracked goals and strategies in a matrix with actions and projects
- Reached consensus-based planning direction
- Conducted university leadership check-in

## INFORMATIONAL DECEMBER 17, 2025 PROCESS STEPS



- Historically, previous iterations of the Campus Master Plan were developed with minimal engagement from the surrounding community and immediate neighbors. This lack of involvement contributed to a sense of mistrust, as residents felt their voices were excluded from decisions that directly affected their neighborhoods.
- The 2025 Campus Master Plan update marks a transformative shift in approach – placing community engagement at the forefront of the planning process. From the outset, university planners prioritized transparency and collaboration, initiating early and consistent dialogue with local stakeholders.
- Planners began attending monthly Southeast Neighborhood Association (SENA) meetings at the beginning of the planning process to ask the group how they would prefer to be engaged. A subcommittee of SENA board members volunteered their time to meet monthly throughout the process to provide valuable feedback on the direction of the plan.





# CAMPUS ASSESSMENT

## EXISTING CONDITIONS OVERVIEW

A recent Facilities Condition Assessment was completed for the primary buildings on campus. This was an in depth study that examined the physical condition of the buildings to determine deferred and future maintenance and renewal needs for ongoing building use. This helps to inform whether or not a building is worth investing in for future use, or if it would be more fiscally responsible to tear it down and build something new.

## LAND USE AND SURROUNDING CONTEXT

As a land-locked urban campus, Boise State needs to plan for the future, with sensitivity and consideration to its neighboring community and environment. This applies to the physical environment, such as the Boise River, the greenbelt and the surrounding infrastructure. But it also means being a good partner and neighbor to the City of Boise and the residential areas that surround campus. With this in mind, careful consideration and early involvement was given to those stakeholders.

## FINANCIAL CAPACITY

In the spirit of creating a realistic plan for the next 10 years, the university had to consider its financial capacity. Since the 2015 plan, building costs in the nation, but especially in Boise, have sky-rocketed. Buildings that once cost \$40 million to build, now cost north of \$120 million. Events such as the COVID-19 pandemic have taught us to be prepared for worst case scenarios. Thus this 10-year plan is more conservative in its projections.

## PROJECTED ENROLLMENT GROWTH

Boise State has seen phenomenal growth over the last decade, but in the spirit of remaining fiscally responsible and conservative in our enrollment projections, we have anticipated a 1% per year increase in enrollment.

## SPACE UTILIZATION AND MODERNIZATION NEEDS

Rather than focus only on large new buildings, the 10-year plan seeks to examine existing infrastructure on campus, and how it can be modernized and improved to better suit the needs of current and future campus users.



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## 10-YEAR GROWTH PROJECTIONS

Projected campus-based student population 2025-2034

**9.1%**

increase of  
campus-based students

**21,901**

total projected campus-based student  
population in 2034

CAMPUS GROWTH NEEDS

**270+**

additional staff

**430+**

1st-year beds

**750+**

total student beds

**370+**

new parking spaces



## ENROLLMENT PROJECTIONS

Data includes students who participate on campus

UNDERGRADUATE DEGREE SEEKING	ACTUAL			PROJECTED										10-YEAR GROWTH 2025-34
	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030	Fall 2031	Fall 2032	Fall 2033	Fall 2034		
Campus Based	14,983	15,265	16,012	16,479	16,822	17,031	17,159	17,238	17,285	17,315	17,333	17,344		
Online	2,102	2,418	2,717	2,908	2,969	3,005	3,028	3,042	3,050	3,056	3,059	3,061		
Total Undergrad Degree Seeking	17,085	17,683	18,729	19,387	19,790	20,037	20,187	20,279	20,336	20,370	20,391	20,404		8.94%
Yearly Growth Undergrad Degree Seeking	3.5%	2.1%	1.2%	0.8%	0.5%	0.3%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%		

GRADUATE DEGREE SEEKING	ACTUAL			PROJECTED										10-YEAR GROWTH 2025-34
	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030	Fall 2031	Fall 2032	Fall 2033	Fall 2034		
Campus Based (excludes online)	1,429	1,391	1,345	1,361	1,377	1,394	1,411	1,428	1,445	1,462	1,480	1,497		11.3%



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## 10 YR CIP PROJECTS AND PLAN

MAP REF #	LOCATION	DESCRIPTION	STATUS	STRATEGIC GOAL*	PROJECT TIMELINE		PLANNING/DESIGN		CONSTRUCTION			
					2025	2026	2027	2028	2029	2030	2031	2032
<b>ACADEMIC AND RESEARCH</b>												
N/A	Classroom/Lab Renewals	Modernize aging classrooms and labs	Ongoing program	1.4, 4.1, 4.4								
15	ESI Construction Management Building	New building under construction	In construction, complete 2026	1.2, 1.4, 5.1								
14	MCMR - 3rd Floor Completion	Build out remaining research lab space	Final phase in design, completion 2026	2.2, 2.3, 3.1, 3.2								
9	Kinesiology Human Movement Lab	Convert decommissioned kinesiology annex pool space into human movement lab	In design, completion anticipated 2027	1.2, 1.4, 2.3								
16	New Science Research Building	Build new research facility for biomedical, chemistry and biology	In design, completion anticipated 2029	1.2, 1.4, 2.2, 3.1, 3.2								
4	Science Building Renewal	Migration plan, renovation following new science bldg construction	Pending new science research building outcomes	1.2, 1.4, 2.3								
5	Riverfront Hall Renewal	Renovate and refresh Riverfront Hall	In construction, completion 2026	1.2, 1.4								
6	Albertsons Library Interior and Exterior Upgrades	Renew and renovate interior, and improve exterior river front access	Design underway, construction anticipated 2026	1.2, 1.4								
7	Hemingway Renewal/ADA Accessibility	Evaluate building function and programming	Study underway, construction timeline unknown	1.1, 1.2, 1.3								
<b>ATHLETICS AND EVENT VENUES</b>												
10	North End Zone Expansion	Create premium seating, expand concourse, improve nutrition center, visitor locker rooms and entry	In construction, completion 2026	1.4, 4.2, 5.1								
12	East Concourse Expansion Study**	Improve concourse amenities and accessibility	Feasibility study pending, construction unknown	1.4, 4.2, 5.1								
11	East Lower Bowl Overbuild Study**	Add seating in lower east bowl	Feasibility study pending, construction unknown	1.4, 4.2, 5.1								
13	East Stadium Lot Mixed-Use Development Study	Assess public private partnership development with parking garage, housing, hotel, and event venue	Feasibility study pending, construction unknown	1.4, 4.2, 5.1								
8	Auxiliary Gym Renovation and Expansion	Build additional practice space and/or locker rooms	Study underway, construction timeline unknown	1.2, 4.1, 4.4								
3	Morrison Center - Lobby Restroom Improvements	Increase restroom capacities, improve accessibility and provide single user restrooms at lobbies on levels 1-3	In design	1.2, 1.4, 4.1, 5.1, 5.3								
<b>CAMPUS IMPROVEMENTS AND EXTERIOR MASTER PLAN</b>												
5	University Drive Improvements	Construct safety improvements for pedestrians, cyclists and transit	Project is contingent upon grant submission to Safe Streets and Roads for All (SS4A) program	4.1, 5.1								
6	Greenbelt Pathway Completion	Construct pathway improvements: Theatre Lane to Broadway Avenue	In design, construction spring/summer of 2026	4.1, 4.4								
7	South Campus Street Improvements	Construct sidewalks, curb and gutters to improve pedestrian safety	Submitted as Major Capital Project to PBFAC, contingent upon funding	4.1, 4.4								
4	Riverfront Plaza	Construct plaza north of Albertsons Library for events and food service, future improved access to river	In design, construction summer 2026	1.4, 4.1								
1	Capitol Blvd/Boise Avenue/Yale Lane Intersection Redesign	Create new intersection to improve safety and traffic flow	Study identified in ACHD's Five Year Plan. Project is contingent upon outcomes and ACHD prioritization.	4.1, 5.1								
3	Campus Spine Improvements	Aesthetic and functional upgrades to main pathway through campus	In design, construction anticipated 2026 and 2027	4.1, 4.4								
<b>FACILITIES MAINTENANCE AND OPERATIONS, TRANSPORTATION, AND INFRASTRUCTURE</b>												
N/A	Capital Renewal Program	Complete deferred maintenance projects: State of ID \$90M allotment	Ongoing through 2027	1.1, 1.4, 3.1, 4.1, 4.4								
N/A	Fiber Optic Cabling expansion	Improve connectivity and provide redundancy at east side of campus	Ongoing	4.3, 4.4								
2	Emergency Operations Center Buildout	Renovate Capital Village 4 to improve operations and increase capacity	In construction, completion 2026	4.1								
2	Morrison Center Pedestrian Path Safety Improvements	Improve access path from Brady Garage to Morrison Center entry	Study complete. Potential phases under development	1.2, 1.4, 4.1, 5.1, 5.3								
17	New Parking Structure	Build parking structure in east end of campus	Need driven by campus growth and parking removal. Project will likely require planning and design by 2029.	4.1, 4.4, 5.1								
8	Beacon Street Widening and Streetscaping	Install detached sidewalk and landscaping per ACHD agreement	Final phase in design, completion 2026	4.1, 5.1								
<b>COMMUNITY PARTNERSHIP PROJECTS</b>												
1	Lusk District Redevelopment	Mixed use development including housing, retail, office, parking (partnership with City of Boise)	Project contingent upon P3 outcome. No activity planned at this time.	5.1, 5.3								



## 10-YEAR CAPITAL IMPROVEMENT PROJECTS AND PLAN



## CONCEPTS FOR CONSIDERATION

MAP REF. #	LOCATION	DESCRIPTION	STRATEGIC GOAL*
<b>ACADEMIC AND RESEARCH</b>			
16	Harry Morrison Lab: Addition and Renovation	Increase lab, studio and student collaboration spaces through an addition and renovation	1.4
TBD	Additional Science Research Building	Build a new science building with research labs, classrooms, faculty offices and student collaboration spaces	1.1, 1.4, 2.1, 2.3, 3.1, 4.1, 4.4, 5.3
14	Nursing Program Expansion and Relocate Campus Health Center	Relocate Health Center and renovate second floor for Nursing	1.2, 1.4
TBD	School of Computer and Cybersecurity	Expand off-campus, or add on-campus location	1.2, 1.4
13	Additional Health Sciences Building	Build a new building or create an addition to Norco to relocate programs from the Health Sciences Riverside Building	1.2, 1.4, 2.3, 5.1
<b>STUDENT LIFE: HOUSING, DINING AND RECREATION</b>			
10	SUB Rec Field Improvements	Perform upgrades to increase intramural and club sport use	1.2, 4.1, 4.4
15	Recreation Center - Renovation and Utilization	Evaluate building programming and utilization	1.2, 4.1, 4.4
<b>NEW STUDENT HOUSING FACILITIES</b>			
9	Sawtooth Hall Phase II	Create additional first-year housing and student services space	1.1, 1.2, 1.3, 1.4, 4.1, 4.4
5	Chaffee Site Redevelopment	Create additional first-year housing and dining services	1.4, 4.1, 4.4
12	Manor Site Redevelopment	Consider graduate student housing, health services or retail	1.4, 4.1, 4.2, 4.4
<b>STUDENT HOUSING RENEWALS OR REPLACEMENTS</b>			
1	Towers Demo and Site Redevelopment	Demolish building and repurpose site	1.4, 4.1, 4.4
3	Chaffee Phased Renewals	Modernize and improve infrastructure	1.4, 4.1, 4.4
4	New Dining Hall (in Chaffee, Courts scenarios)	Add dining capacity with a new facility or an addition	1.4, 4.1
	Ongoing Facility Renewals	Modernize and improve infrastructure	1.4, 4.1, 4.4
<b>ATHLETICS AND EVENT VENUES</b>			
11	Varsity Center with Central South Entry**	Create a new athletics "front door" to include additional sports program and administrative offices, new weight room and academic center	1.4, 4.2, 5.1
6	Turf Practice Field**	New outdoor artificial turf Football practice field	1.4, 5.1
TBD	New Tennis Center**	Create new competition venue with indoor and outdoor courts	1.4, 4.1, 5.1
1	Morrison Center Expansion	Add to the facility and make patron entry improvements	1.2, 1.4, 4.1, 5.1, 5.3
<b>EXTRAMILE AREA IMPROVEMENTS</b>			
3	Exterior Improvement for Event Mall	Expand mall on north side of building for events and food trucks	1.4, 4.1
7	Concourse Renovations and Deferred Maintenance Upgrades	Improve accessibility, add or expand restrooms and concessions, address deferred maintenance items	1.2, 1.4, 4.1, 5.1
8	ExtraMile Arena Capacity Expansion	Expand and enhance the concourse and circulation, to include additional restrooms and concessions	1.2, 1.4, 4.1, 5.1
<b>CAMPUS IMPROVEMENTS AND EXTERIOR MASTER PLAN</b>			
2	Friendship Bridge Plaza Improvements and Quad Connectivity	Build a new pedestrian connection from bridge to the center of campus	1.4, 4.1, 4.4
2	Amphitheater Pavilion Improvements	Add stage cover, support space and restrooms	1.4, 4.1
<b>FACILITIES MAINTENANCE AND OPERATIONS, TRANSPORTATION, AND INFRASTRUCTURE</b>			
4	High/Medium Voltage Loop and Additional Substation	Add capacity and redundancy to electrical service on east end of campus	4.3, 4.4
17	Administrative Operations Building	Consolidate Campus Operations, Housing Maintenance and certain Public Safety activities	4.3, 4.4

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\*View Boise State University's Strategic Plan goals and strategies at [boisestate.edu/strategicplan/goals-strategies](http://boisestate.edu/strategicplan/goals-strategies).

\*\*Athletics Master Village Plan projects

## CONCEPTS FOR CONSIDERATION



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### Campus Infrastructure

- Towers Demolition and Site Redevelopment
- Friendship Bridge Plaza Improvements and Quad Connectivity
- Extra Mile Arena - Exterior Improvement for Event Mall
- High/Medium Voltage Loop and Additional Substation

### Campus Facilities

- Morrison Center Expansion
- Amphitheater Pavilion Improvements
- Chaffee Phased Renewals
- New Dining Hall
- Chaffee Site Redevelopment
- Turf Practice Field
- ExtraMile Concourse Renovations and Deferred Maintenance Upgrades
- ExtraMile Arena Capacity Expansion
- Sawtooth Hall Phase II
- SUB Recreation Field Improvements
- Albertsons Stadium - Varsity Center with Central South Entry
- Manor Site Redevelopment
- Additional Health Sciences Building
- Nursing Program Expansion / Relocate Campus Health Center
- Recreation Center - Renovation and Utilization
- Harry Morrison Lab - Addition and Renovation
- Administrative Operations Building

# PLANNING COMMITTEES AND CONSULTING TEAMS

The Boise State University master plan committees provided input from February 2024 through May 2025. The list below reflects the members titles at that time.

## MASTER PLAN EXECUTIVE TEAM

- Marlene Tromp, President
- John Buckwalter, Provost and Vice President for Academic Affairs
- Alicia Estey, CFOO, Vice President for Finance and Operations
- Matthew Ewing, Vice President for Boise State University Foundation
- Nancy Glenn, Vice President for Research and Economic Development
- Jeremiah Shinn, Vice President for Student Affairs and Enrollment Management
- Jeramiah Dickey, Executive Director, Athletics
- Bill Brady, Chief Human Resources Officer
- Lauren Griswold, Chief Communications and Marketing Officer
- Andrew Finstuen, Associate Vice President for Strategic Planning and Special Initiatives, Dean, Honors College
- Shawn Benner, Dean, College of Innovation and Design
- Jenn White, Special Counsel for Government Relations, Assistant Vice President for Finance and Operations
- Peter Risse, Senior Advisor, Government Relations

## MASTER PLAN STEERING COMMITTEE

- Erika Anderson, Chief of Staff, President's Office\*
- Andrew Finstuen, Associate Vice President for Strategic Planning and Special Initiatives, Dean, Honors College
- Jeff Banka, Deputy Chief Financial Officer, University Financial Services and Treasury\*
- Zeynep Hansen, Vice Provost for Academic Planning and Institutional Effectiveness, Office of the Provost

\* Members of the University Strategic Planning Council

## STAKEHOLDERS INTERVIEWED

- Student Affairs and Enrollment Management, Office of the Registrar, Campus Services, Dean of Students
- Graduate College
- Office of the Provost and Dean's Council
- Academic Senate – Associated Students of Boise State University
- Division of Research and Economic Development
- Housing and Residence Life and Boise State Dining
- Boise State-SENA Subcommittee (South East Neighborhood Association)

## SURVEYS

- Student Survey on Sustainability
- Annual Transportation Survey

- Brian Wampler, President's Professor of Public Scholarship and Engagement
- Alicia Garza, Professor and President's Fellow
- Drew Alexander, Associate Vice President Campus Operations

- Drew Alexander, Associate Vice President, Campus Operations
- Jillian Moroney, School of Public Services, Faculty Representative
- Krista Paulsen, School of Public Services, Faculty Representative
- Angel Dang, Associated Students of Boise State University (ASBSU), Student Representative
- Jack Vuturo, ASBSU, Student Representative (alt)
- Christy Jordan, Executive Director, Campus Planning and Space Management
- Kylene Collette, Campus Planner, Campus Planning and Space Management

## MURALS – STRATEGIC GOAL SETTING AND VISIONING

### Executive Team

### Steering Committee

### Dean's Council and Academic Senate

### Research and Economic Development

### Sustainability Committee

### Murals – Housing Sites and Capacity Studies

### Housing and Residence Life and Boise State Dining

### Boise State-SENA Subcommittee (South East Neighborhood Association)

## HOUSING DEMAND STUDY, OPTIONS AND RECOMMENDATIONS

- A comprehensive housing demand study, based on current and projected enrollment, was conducted to establish both present and future guidance for on-campus housing, including the types and quantities of facilities needed. The study evaluates several housing options and locations for future consideration.

## PARKING DEMAND STUDY (WALKER CONSULTANTS)

- Walker Consultants analyzed current parking use and projected future demand based on expected campus development and population growth. These findings set a 10-year baseline for parking needs, considering new construction and enrollment growth. Recommendations for additional parking inform the master plan land use maps and Capital Improvement Plan.

## EXTERIOR CAMPUS IMPROVEMENTS PLAN (THE LAND GROUP)

- This supplementary study looks in depth at the campus' exterior spaces to expand options for social gatherings and outdoor learning spaces. The study also includes methods and recommendations to improve aesthetics of the spaces to ensure consistency in the design and feel of outdoor spaces. Several spaces were identified, studied and are included as projects or future planning opportunities in the master plan and Capital Improvement Plan.

## ATTACHMENT 1

The following detailed studies and options have not been included in this summary, but will be included in the final report

# ADDITIONAL STUDIES AND OPTIONS

## ATTACHMENT 1

## NAMPA PROPERTY DEVELOPMENT STUDY

- This conceptual planning study provides land-use recommendations to optimize potential future research, creative development capacity and to create opportunities for new partnerships associated with the Boise State-owned property in Nampa.

- The study considers existing uses and provides options for future land use of the approx. 50 acre-parcel through land-use diagrams, maps and high level massing models and images.

## ADJACENT NEIGHBORHOOD PLANNING OPTIONS AND RECOMMENDATIONS

- A separate group was formed with residents from the adjacent neighborhood to provide recommendations for the development properties owned by the university south of University Drive between Capitol Blvd. and Broadway Ave. The input addresses the new zoning code, preserving neighborhood character and improving transitions between campus and neighborhood to guide land use planning.

## SUSTAINABILITY STRATEGIES

- This document provides benchmarking, information and goal setting within five main categories:
  - Carbon
  - Energy
  - Water
  - Waste
  - Building Design and Standards

## RESEARCH AND ECONOMIC DEVELOPMENT ACCELERATOR INCUBATORS

## MIXED USE AMENITIES

## PARTNERSHIP ECONOMIC DEVELOPMENT

## BOISE STATE PROGRAMS

## MIXED-USE, AMENITIES

## PARTNERS, ECONOMIC DEVELOPMENT

## COLLEGE OF WESTERN IDAHO NAMPA PROPERTY

INFORMATIONAL  
DECEMBER 17, 2025

ATTACHMENT 1

**BOISE  
STATE**

INFORMATIONAL - BAHR  
TAB 1

**INFORMATIONAL**  
**DECEMBER 17, 2025**

**SUBJECT**

FY 2025 College and Universities' Financial Ratios

**REFERENCE**

December 2011-2025

Annual Audit reports submitted to the Board

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

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

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

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

---

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

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

**IMPACT**

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

**ATTACHMENTS**

Attachment 1 – College and Universities – Financial Ratios

**STAFF COMMENTS AND RECOMMENDATIONS**

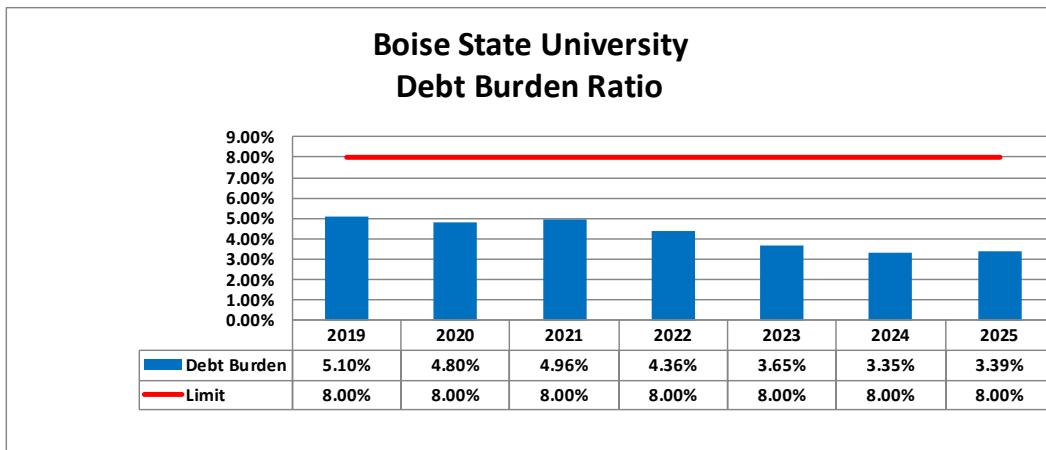
Board staff has reviewed the FY 2025 financial ratio submissions for Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho, as required under Board Policy V.F. The ratios provide a high-level assessment of each institution's financial health, focusing on trends over time rather than cross-institution comparisons due to differences in missions, structures, and strategic priorities.

Overall, the ratios appear consistent with each institution's audited financial statements and reflect expected year-to-year fluctuations based on enrollment trends, capital activity, operating performance, and investment market conditions. Composite Financial Index (CFI) scores generally indicate stable to improving financial capacity, while debt-related ratios (Debt Burden, Debt Coverage, and Life of Capital Assets) remain within Board-established thresholds or institution-specific targets. As noted in the Background, these measures are most appropriately interpreted over multiple fiscal periods, and institutions remain responsible for managing risks associated with debt, deferred maintenance, and long-term capital planning.

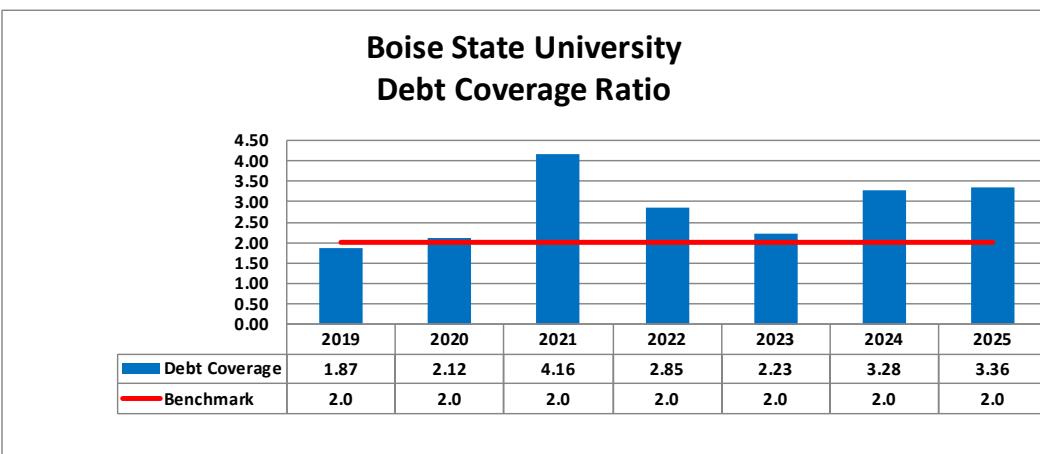
Institution representatives are available to address specific questions regarding ratio performance or drivers of year-to-year changes.

**BOARD ACTION**

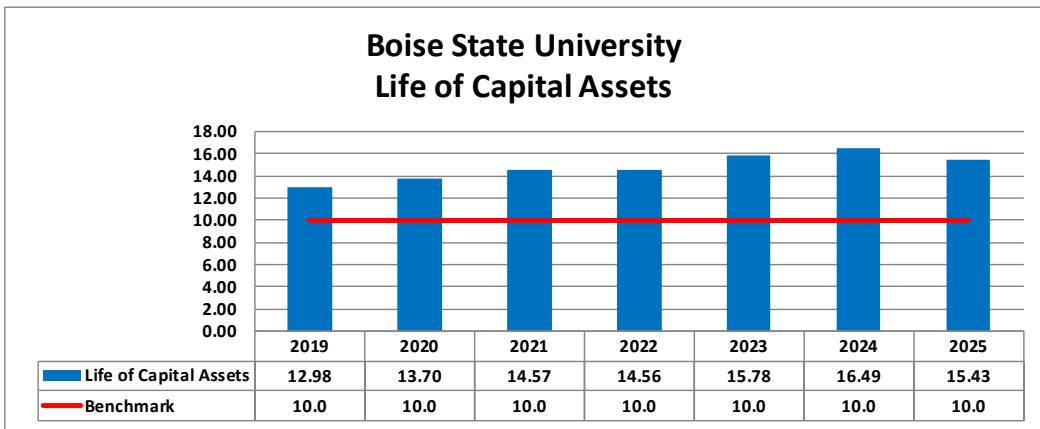
This item is for informational purposes only.



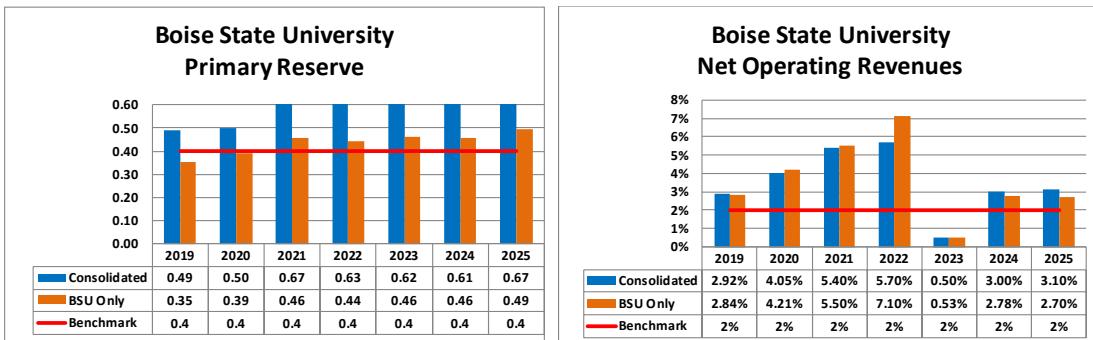
Reflects reliance on borrowed funds as a source of funds.



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

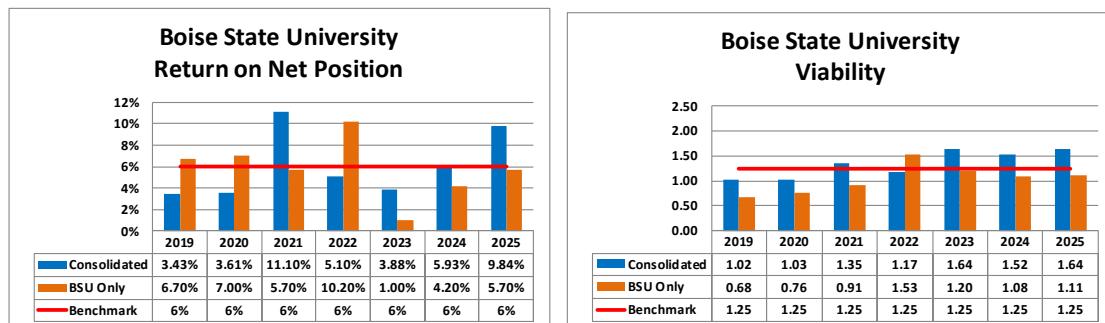


Higher ratio indicates more deferred reinvestment in plant facilities in the future.



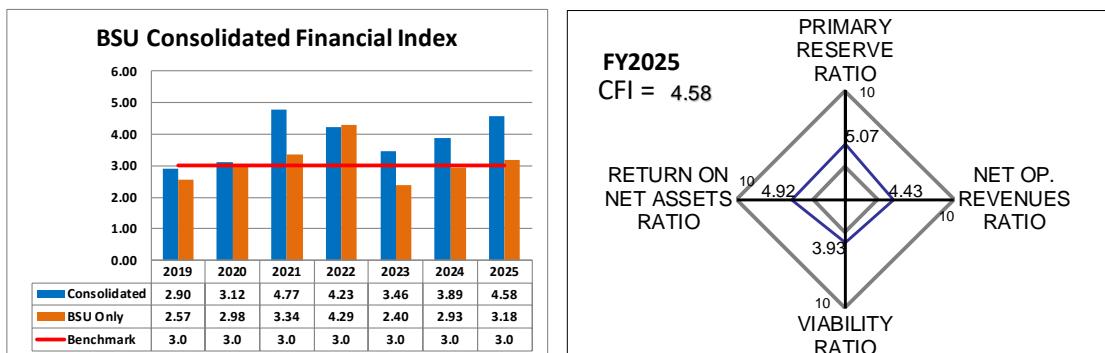
.40 indicates 5 months of operations can be covered by expendable reserves. Trend indicates whether institution has increased net worth in proportion to rate of growth in its operating size.

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.

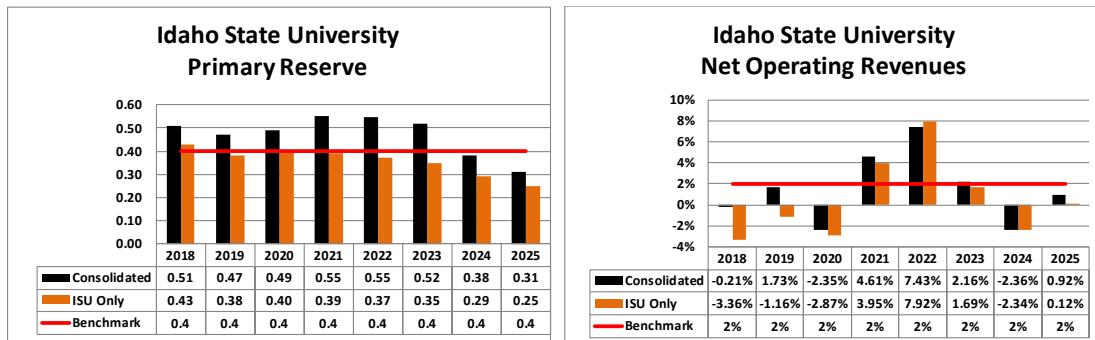
Measures ability to meet entire debt obligation with expendable net assets as of a balance sheet date.



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

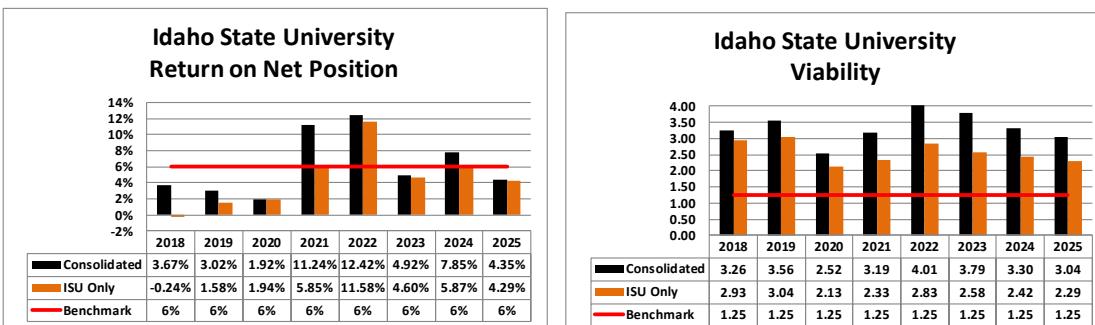
INFORMATIONAL  
DECEMBER 17, 2025

ATTACHMENT 1



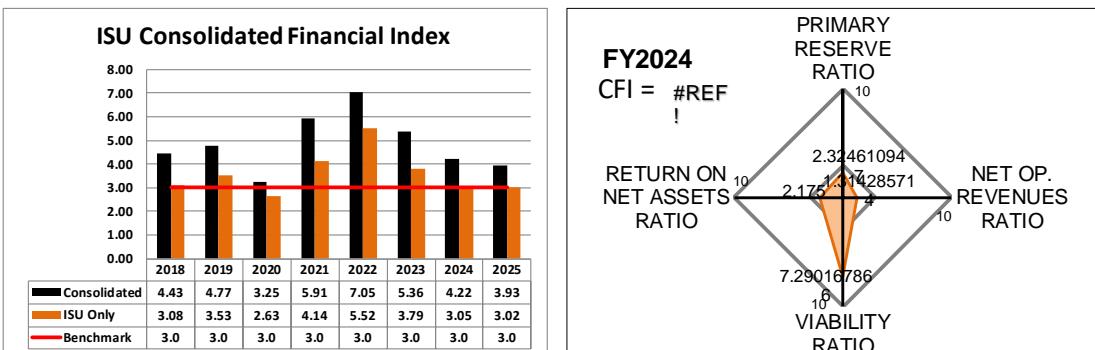
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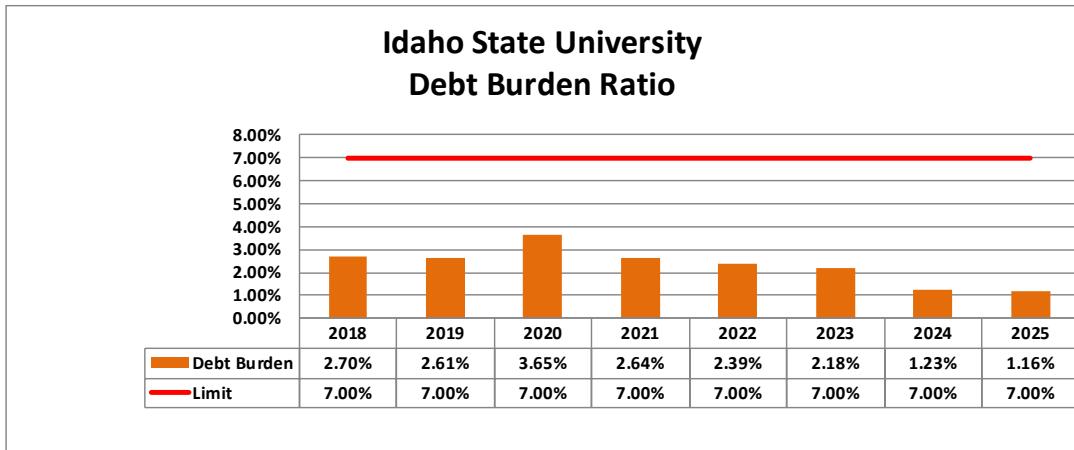


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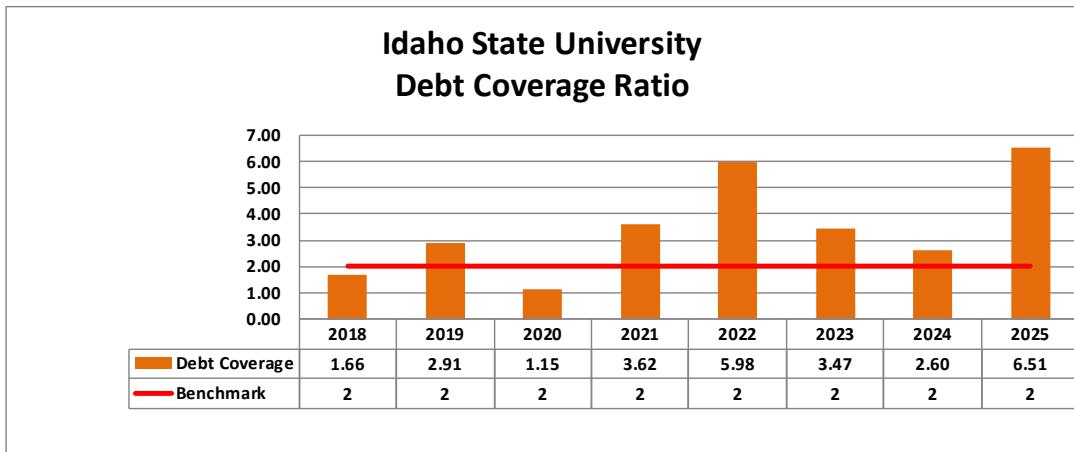
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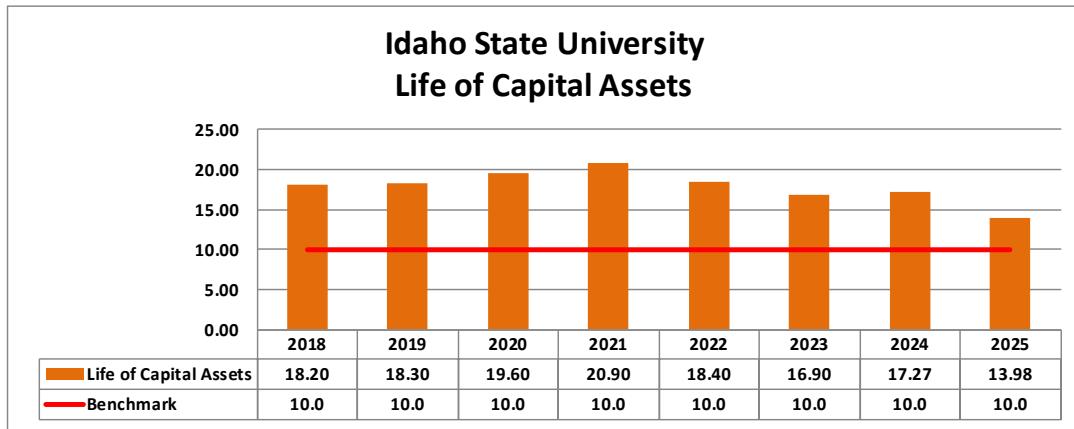
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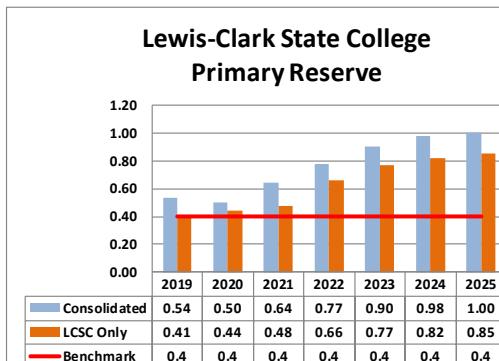
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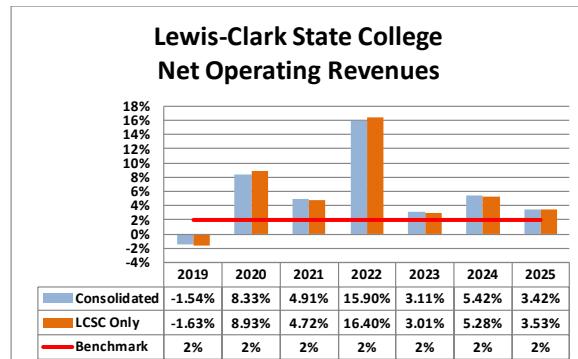
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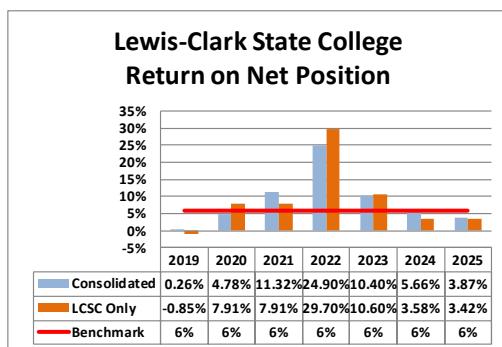
Higher ratio indicates more deferred reinvestment in plant facilities in the future.



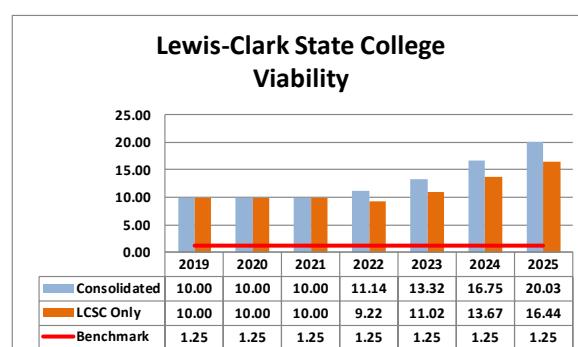
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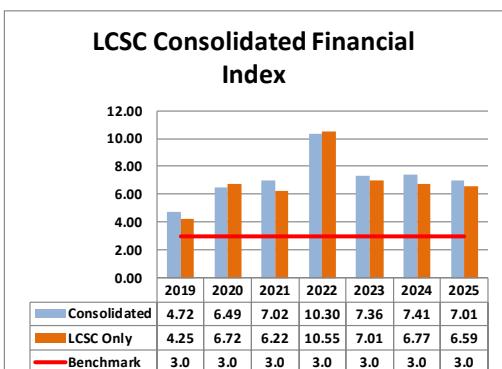
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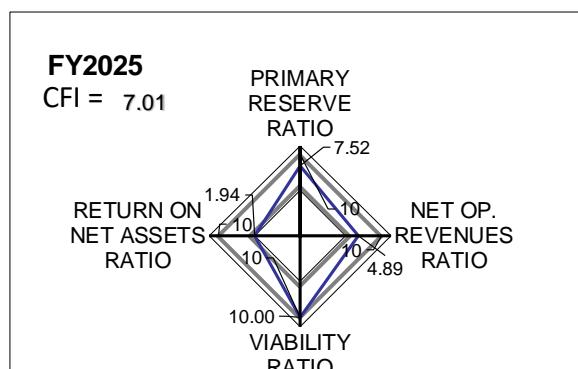
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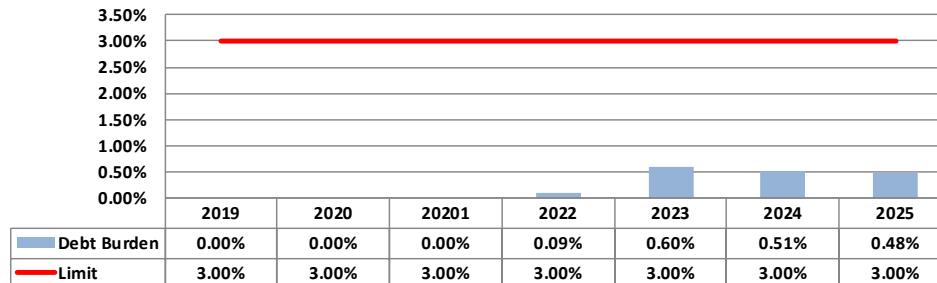
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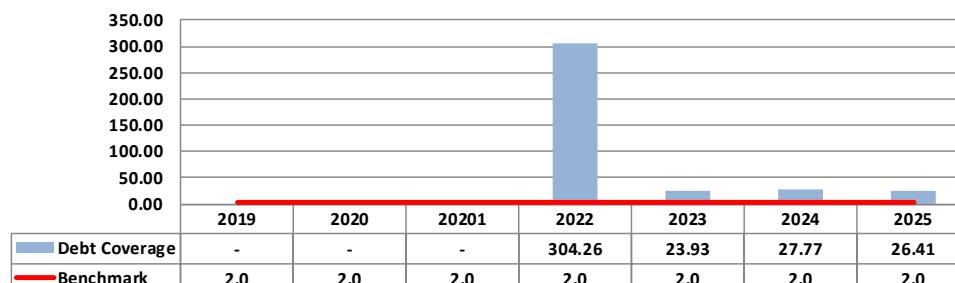


**Lewis-Clark State College  
Debt Burden Ratio**



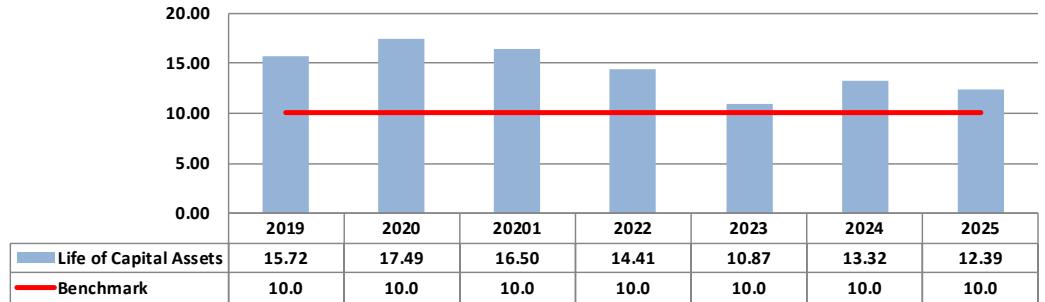
Reflects reliance on borrowed funds as a source of funds.

**Lewis-Clark State College  
Debt Coverage Ratio**

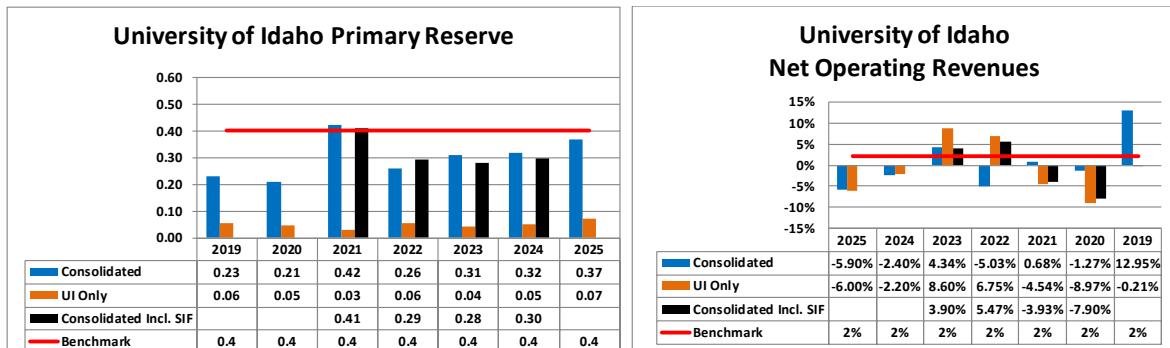


Reflects ability of excess income over adjusted expenses to cover annual debt service payments.

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

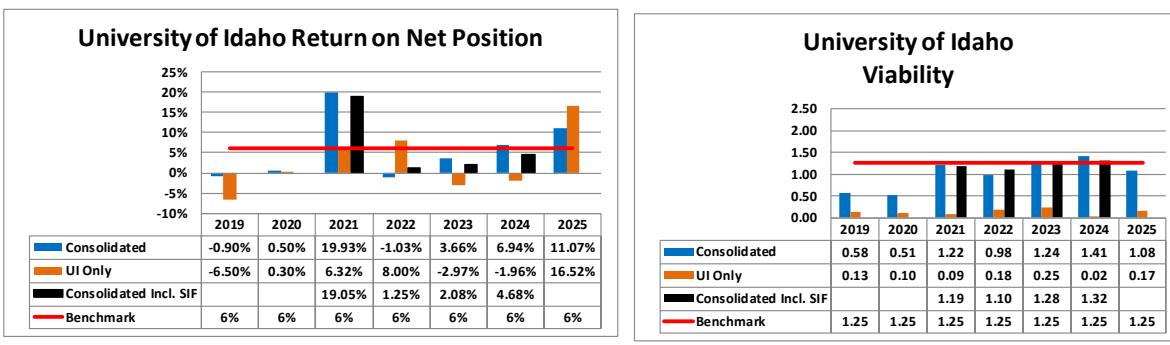


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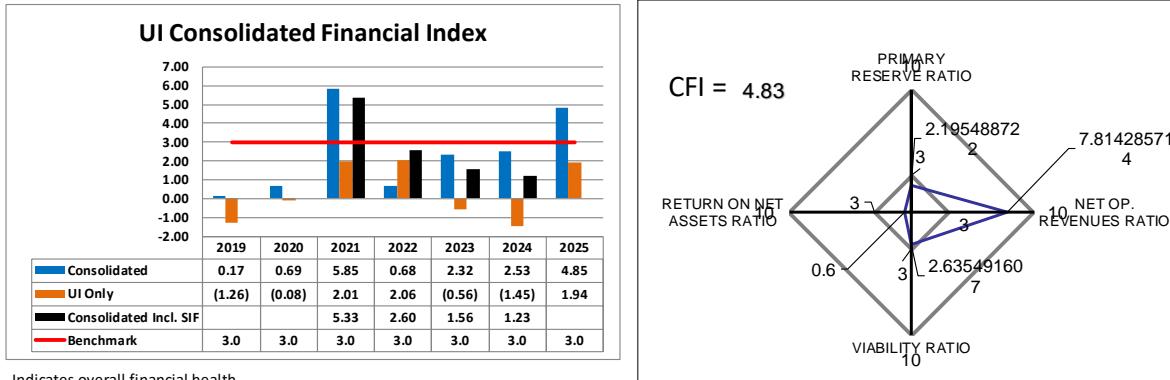
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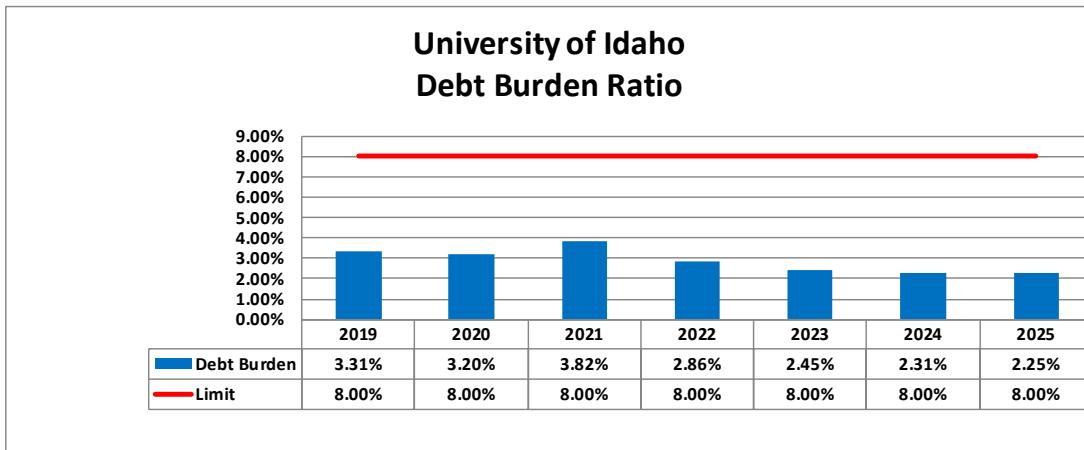


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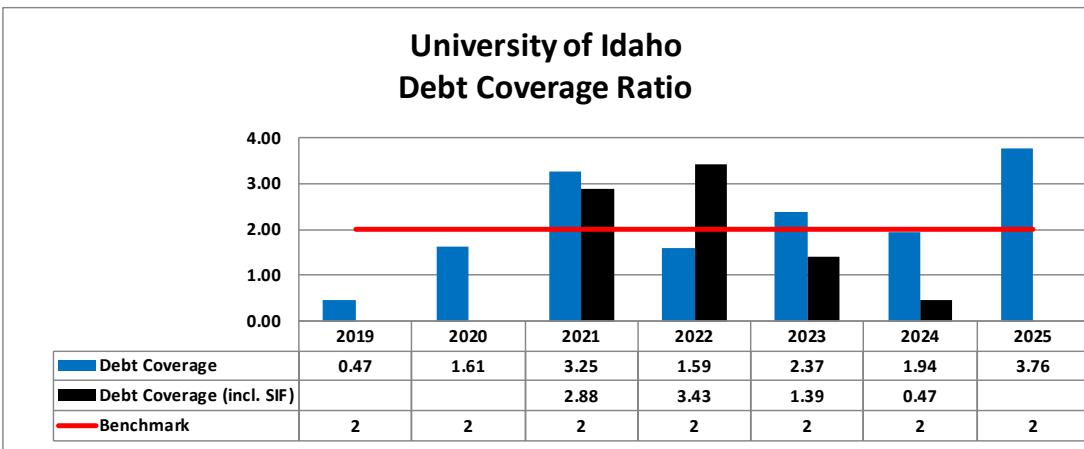
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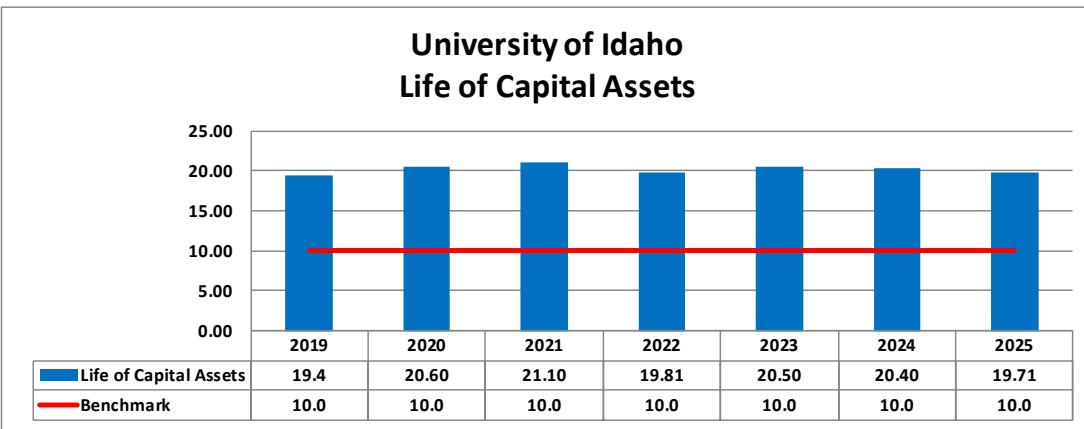
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**INFORMATIONAL  
DECEMBER 17, 2025**

**SUBJECT**

FY 2025 College and Universities' Unrestricted Net Position Balances

**REFERENCE**

December 2012 - 2025

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, 2025 for Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College are attached. The net position reports for the four institutions are broken out by the following categories:

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

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

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

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

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

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

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

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

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

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

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

## **IMPACT**

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

	<b>FY 2021</b>	<b>FY 2022</b>	<b>FY 2023</b>	<b>FY 2024</b>	<b>FY 2025</b>
<b>BSU:</b>	1.9%	4.8%	5.1%	5.1%	4.54%
<b>ISU:</b>	7.3%	9.9%	5.5%	6.8%	19.7%
<b>LCSC:</b>	7.4%	10.4%	22.2%	15.4%	15.6%
<b>UI:</b>	(3.9%)	(7.0%)	(4.2%)	(7.9%)	2.42%

## **ATTACHMENTS**

Attachment 1 – College and Universities Net Position Balances

**INFORMATIONAL  
DECEMBER 17, 2025**

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff has reviewed the FY 2025 unrestricted net position balances submitted by Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho consistent with Board Policy V.B. The analysis provides a point-in-time snapshot of institutional reserves and the distribution of obligated, designated, and available balances. This data helps the Board evaluate each institution's capacity to manage financial volatility, respond to emergencies, and maintain operational stability.

For FY2025, unrestricted funds available as a percentage of operating expenses per institution are below:

- Boise State University reported unrestricted funds available of \$27.3 million, or 4.54% of operating expenses. This is slightly below the 5% threshold but within a manageable variance considering obligated and designated commitments.
- Idaho State University reported unrestricted funds available of \$66.5 million, or 19.7%, reflecting a decline from FY2024 driven by increased obligated commitments and lower available reserves.
- Lewis-Clark State College reported \$9.9 million in unrestricted funds available, or 15.6%, well above the Board's reserve minimum.

University of Idaho's FY2025 unrestricted available balance is not yet reflected in the preliminary summary. Based on FY2025 financial statements, the University of Idaho reported positive unrestricted net position of \$12.8M, a substantial improvement from the negative \$17.6M reported in FY2024. This improvement is driven by stronger overall financial performance, with total net position increasing by \$41.5M in FY2025.

While University of Idaho's audited financial statements confirm improved unrestricted net position, the Board Policy V.B. "unrestricted available" calculation, which deducts obligated and designated reserves, is still being finalized by UI. Updated values will be provided to the Board once UI completes its internal allocation of balances across obligated, designated and available categories.

Across all institutions, obligated and designated balances continue to reflect commitments for capital projects, debt service, programmatic initiatives, and institutional priorities. While these amounts are not available for reserve purposes under Board policy, they remain critical components of each institution's long-term financial strategy.

Institution representatives are prepared to provide additional context on year-over-year changes, reserve management practices, and drivers influencing net position classifications.

**BOARD ACTION**

This item is for informational purposes only.

**INFORMATIONAL - BAHR  
TAB 3**



<b>Idaho College and Universities - BOISE STATE UNIVERSITY</b>	
<b>Net Position Balances</b>	
<b>As of June 30, 2025</b>	
	<b>6/30/2025</b>
<b>1 Net Assets:</b>	
2 Invested in capital assets, net of related debt	340,857,641
3 Restricted, expendable	30,543,844
4 Restricted, nonexpendable	-
5 Unrestricted	270,643,411
<b>6 Total Net Position</b>	<b>642,044,896</b>
<b>7 Unrestricted Net Position:</b>	
<b>8 Obligated (Note A)</b>	<b>270,643,411</b>
9     Debt Reserves	25,289,917
10    Capital Projects	46,253,162
11    Program Commitments	15,693,828
12    Appropriated Budget Reductions	6,000,000
13    Other	15,443,622
<b>14 Total Obligated</b>	<b>108,680,530</b>
<b>15 Designated (Note B)</b>	
16    Capital Projects	67,239,281
17    Program Commitments	30,224,450
18    Administrative Initiatives	2,935,466
19    Other	34,285,780
<b>20 Total Designated</b>	<b>134,684,977</b>
<b>21 Unrestricted Funds Available (Note C)</b>	<b>27,277,904</b>
<b>22 FY25 Operating Expenses</b>	<b>600,832,391</b>
<b>23 Ratio of Unrestricted Funds Available to operating expenses (prelim)</b>	<b>4.54%</b>
<b>24 5% of operating expenses (minimum reserve target)</b>	<b>30,041,620</b>
<b>25 Two months of operating expenses</b>	<b>100,138,732</b>
<b>26 Ratio of Unrestricted Funds Available to two months of operating expenses</b>	<b>27%</b>
<b>27 Number of days expenses covered by Unrestricted Funds Available</b>	<b>16</b>
<b>Note A: Obligated</b> - 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 commitment exist.	
<b>Note B: Designated</b> - 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.	
<b>Note C: Unrestricted Funds Available</b> - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are:	

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DECEMBER 17, 2025

ATTACHMENT 1



IDAHO STATE UNIVERSITY  
Net Position Balances  
As of June 30, 2025

Net Position:	FY25	FY24	FY23	FY22	FY21	FY20
1 Invested in capital assets, net of related debt	\$267,524,510	\$242,883,332	\$210,684,539	\$190,404,723	\$173,090,633	\$155,157,201
2 Restricted, expendable	\$17,379,567	\$23,150,742	\$24,552,909	\$15,817,210	\$13,723,335	\$15,910,848
3 Restricted, nonexpendable	\$0					
4 Unrestricted	\$66,454,345	\$70,881,687	\$82,995,444	\$97,368,177	\$85,628,818	\$85,922,852
5 Total Net Position	<u>\$351,358,422</u>	<u>\$336,915,761</u>	<u>\$318,232,892</u>	<u>\$303,590,110</u>	<u>\$272,442,786</u>	<u>\$256,990,901</u>
 <b>Unrestricted Net Position:</b>						
Obligated (Note A)	<b>66,454,345</b>	<b>70,881,687</b>	<b>82,995,444</b>	<b>97,368,177</b>	<b>85,628,818</b>	<b>85,922,852</b>
6 Total Obligated	-	28,048,267	38,668,223	44,762,651	49,149,065	35,663,182
Designated (Note B)						
Program Commitments						
7 Departmental Funds (Local)	48,253,430	13,393,867	13,407,030	17,039,748	12,747,776	17,085,560
8 Auxiliary Funds	11,689,446	1,802,068	1,487,962	1,121,230	1,877,714	1,250,000
9 Total Designated	59,942,876	20,828,235	27,691,512	24,848,962	17,969,902	27,902,660
10 <b>Unrestricted Available (Note C)</b>	<b>6,511,469</b>	<b>22,005,185</b>	<b>16,635,709</b>	<b>27,756,564</b>	<b>18,509,851</b>	<b>22,357,010</b>
 11 Operating expenses	336,755,244	321,255,174	302,560,235	281,248,029	252,592,283	253,036,172
12 Ratio of Unrestricted Funds Available to operating expenses	1.9%	6.8%	5.5%	9.9%	7.3%	8.8%
13 5% of operating expenses (minimum available reserve target)	16,837,762	16,062,759	15,128,012	14,062,401	12,629,614	12,651,809
14 Two months operating expenses	56,125,874	53,542,529	50,426,706	46,874,672	42,098,714	42,172,695
15 Ratio of Unrestricted Funds Available to two months of operating expenses	12%	41%	33%	59%	44%	53%
16 Number of days expenses covered by Unrestricted Funds Available	7	25	20	36	27	32

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

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

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

**INFORMATIONAL**  
**DECEMBER 17, 2025**  
**Lewis-Clark State College**  
**Net Position Balances**  
As of June 30, 2025

**ATTACHMENT 1**

	<b>LCSC</b>
1 <b>Net Position:</b>	
2 Invested in capital assets, net of related debt	\$75,195,789
3 Restricted, expendable	3,793,218
4 Restricted, nonexpendable	0
5 Unrestricted	<u>50,496,958</u>
6 <b>Total Net Position</b>	<u>\$129,485,965</u>
7	
8 <b>Unrestricted Net Position:</b>	<b>\$50,496,958</b>
9 Obligated (Note A)	
10      Debt Service	\$240,725
11      Program Commitments	1,259,783
12      Capital Projects	<u>4,694,790</u>
13      Total Obligated	<u>\$6,195,298</u>
14	
15 Designated (Note B)	
16      Capital Projects	\$9,943,289
17      Facilities	1,965,800
18      Equipment	3,321,661
19      Program Commitments	<u>15,305,912</u>
20      Academic	3,825,359
21      Other	<u>\$34,362,021</u>
22	
23      Total Designated	<u><b>\$9,939,639</b></u>
24	
25 <b>Unrestricted Available (Note C)</b>	<b><u>\$9,939,639</u></b>
26	
27 Operating expenses	\$63,654,049
28 Ratio of Unrestricted Funds Available to operating expenses	15.62%
29 Ratio of Designated and Unrestricted Funds Available to operating expenses	69.6%
30 Ratio of Obligated, Designated and Unrestricted Funds Available to operating expenses	79.3%
31 5% of operating expenses (minimum available reserve target)	\$3,182,702
32	
33 Two months operating expenses	\$10,609,008
34 Ratio of Unrestricted Funds Available to two months of operating expenses	94%
35 Number of days expenses covered by Unrestricted Funds Available	57

**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

Condensed Statement of Net Position As of June 30 (Dollars in Thousands)			
	2025	2024	
<b>ASSETS</b>			
Current assets	\$ 108,939	\$ 80,384	
Capital assets - net	546,694	475,637	
Other noncurrent assets	271,844	263,292	
<b>Total Assets</b>	<b>927,477</b>	<b>819,313</b>	
Deferred Outflows of Resources	23,598	33,720	
<b>Total Assets and Deferred Outflows of Resources</b>	<b>\$ 951,075</b>	<b>\$ 853,033</b>	
<b>LIABILITIES</b>			
Current liabilities	\$ 127,539	\$ 63,618	
Noncurrent liabilities	224,341	226,666	
<b>Total Liabilities</b>	<b>351,880</b>	<b>290,284</b>	
Deferred Inflows of Resources	238,597	243,623	
<b>Total Liabilities and Deferred Inflows of Resources</b>	<b>590,477</b>	<b>533,907</b>	
<b>NET POSITION</b>			
Net investment in capital assets	325,362	305,236	
Restricted expendable	22,456	31,443	
Unrestricted	12,780	(17,553)	
<b>Total Net Position</b>	<b>360,597</b>	<b>319,126</b>	
<b>Total Liabilities, Deferred Inflows of Resources and Net Position</b>	<b>\$ 951,074</b>	<b>\$ 853,033</b>	

Condensed Statement of Revenues, Expenses and Changes in Net Position Fiscal Years Ended June 30 (Dollars in Thousands)			
	2025	2024	
Operating revenues	\$ 284,421	\$ 253,156	
Operating expenses	528,125	512,668	
<b>Operating loss</b>	<b>(243,705)</b>	<b>(259,512)</b>	
Net nonoperating revenues	243,199	248,497	
<b>Loss before other revenues</b>	<b>(506)</b>	<b>(11,015)</b>	
Other revenues	53,239	21,542	
<b>Increase In Net Position</b>	<b>52,733</b>	<b>10,527</b>	
Net Position - Beginning of year	319,126	308,599	
Cumulative effect of change in reporting entity	(11,262)	—	
<b>Net Position - End of year</b>	<b>\$ 360,597</b>	<b>\$ 319,126</b>	

**INFORMATIONAL  
DECEMBER 17, 2025**

**SUBJECT**

2025 Annual Educator Evaluation Review

**APPLICABLE STATUTE, RULE OR POLICY**

Idaho Code § 33-1004B, § 33-1001, § 33-514  
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 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 – 2025 Annual Evaluation Review Report

**BOARD ACTION**

This item is for informational purposes only.



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

*REVIEW OF THE 2024-2025 SCHOOL YEAR*

NOVEMBER 1, 2025  
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 1<sup>st</sup>;
- ii. At least one (1) additional measure of professional practice, which may be based on student input, parent/guardian input, or a portfolio;
- iii. At least one (1) measure of student achievement and/or indicator of student success (as defined by [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 1<sup>st</sup> (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 2<sup>nd</sup> 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 2024-2025 school year were reviewed**. Where possible, this selection included two instructional staff evaluations and one pupil service staff evaluation each. **Two hundred ninety-eight (298) staff evaluations by one hundred twenty-eight (128) administrators** were confirmed for the review sample.

A team of twenty (20) 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 review process included a desk review, where 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. Once reviews were completed, the review team discussed trends, strengths, and areas of improvement that were observed during the desk review. Upon completion of the desk review, elected administrators were notified of the results of the review. Following notification, 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. Once all evaluations had been submitted and reviewed, a final report was created.

# SELECTED ADMINISTRATOR COMPLIANCE

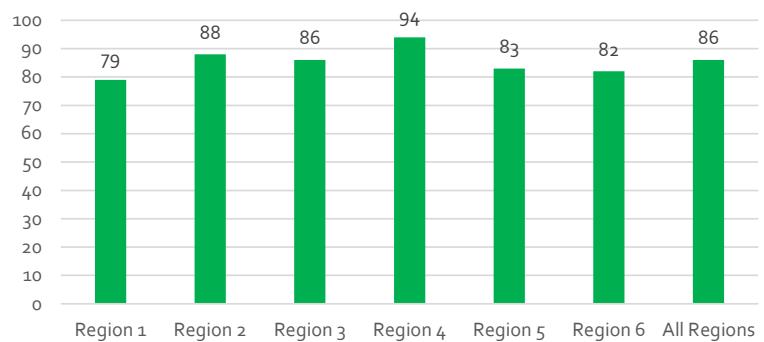
## SELECTED ADMINISTRATOR COMPLIANCE BY EDUCATION REGION FOR THE 2023-2024 SCHOOL YEAR



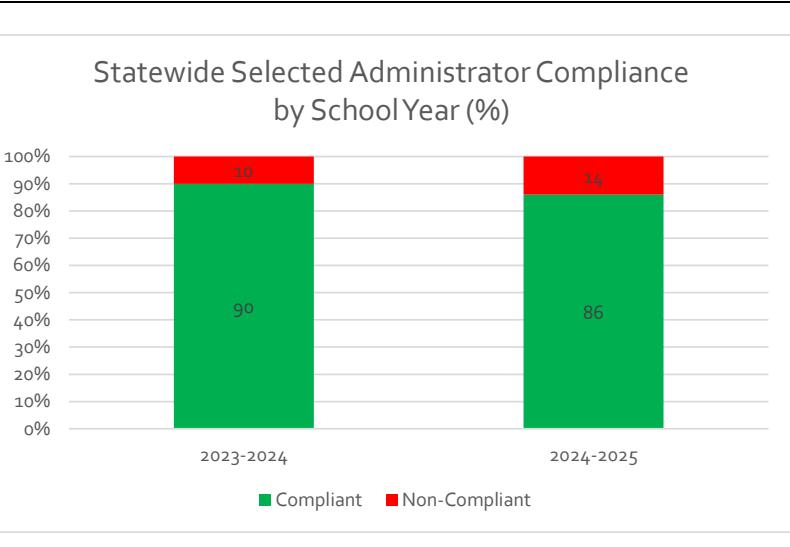
Education Region Map



Selected Administrator Compliance by  
Region for the 2024-2025 School Year (%)



## STATEWIDE SELECTED ADMINISTRATOR COMPLIANCE BY SCHOOL YEAR

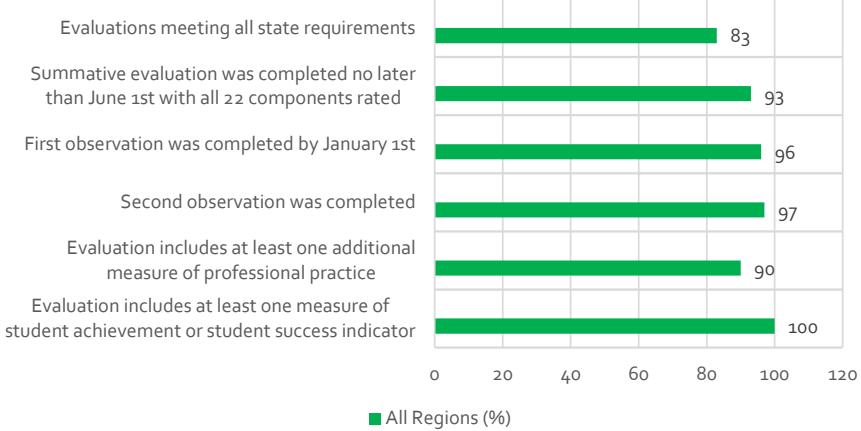


# EVALUATION COMPLIANCE

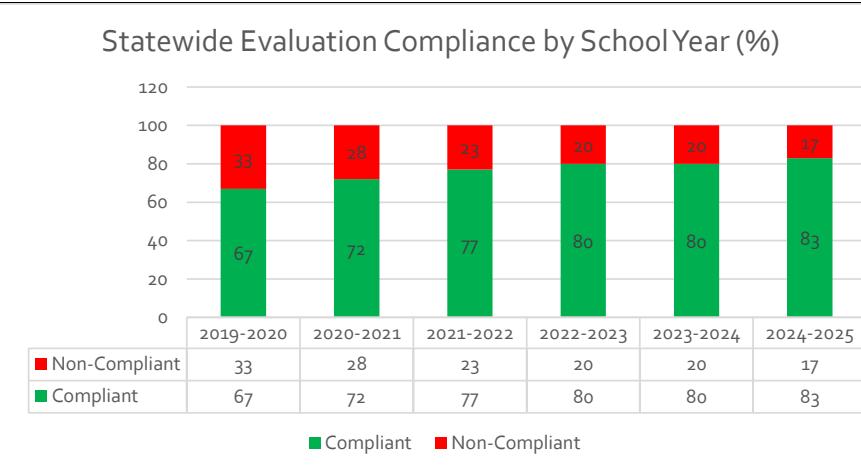
## STATEWIDE EVALUATION INDICATOR COMPLIANCE FOR THE 2024-2025 SCHOOL YEAR



### State Evaluation Indicator Compliance for the 2024-2025 School Year (%)



## STATEWIDE EVALUATION COMPLIANCE BY SCHOOL YEAR



# CONCLUSION

- Pulling student achievement data (Indicator 5) directly from the CLDS website helped increase the compliance percentage to 100% in all six regions. Reviewers found it very helpful to have data automatically available rather than looking for it in the evidence submitted.
- The review also showed a steady progression of fidelity to state requirements regarding certified staff evaluations. There is a 16% increase in overall compliancy over the past six years (from 67% in 2019-20 to 83% in 2024-25). However, compliant evaluations for pupil services (79%) lags behind instructional staff evaluations (83%). Reviewers feel this is due to alternate forms of summative evaluations being used for pupil services.
- Indicator 4 (one additional measure of professional practice) continues to have the lowest compliancy percentage out of all five indicators.
- Numerous factors may impact this year's findings:
  - Changes to the board office state mandated annual evaluation review facilitator;
  - Communication with school districts and charter schools;
  - School administrators prepared outside of Idaho;
  - School administrator turnover.

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 pupil service staff evaluations, clarifying the additional measure of professional practice, explaining student success indicators, and articulating requirements for weighted evaluations.

# RECOMMENDATIONS

## Policy

- Include a process focused on supporting school administrators' professional growth in conducting evaluations that is not compliance based or tied to compensation.
- Increase school administrator recruitment and retention efforts at the state level.

## Training and Support

- Provide regional certified staff evaluation workshops to school administrators that includes assistance with conducting pupil service staff evaluations and clarification of Indicator requirements, with an emphasis on Indicator 4: the additional measure of professional practice.

## Technology:

- Provide a state-sponsored certified staff evaluation platform.

**END OF REPORT**

**NOVEMBER 1, 2025  
OFFICE OF THE IDAHO STATE BOARD OF EDUCATION**

**INFORMATIONAL  
DECEMBER 17, 2025**

**SUBJECT**

English Learners Proficiency Report

**REFERENCE**

August 2010	Board adopted the English Language Assessment Achievement Standards as pending rule (as previously approved in temporary rule in Nov. 2009).
June 2014	Board approved proposed rule amendment for clarification and accuracy in definition for Limited English Proficient.
August 2016	Board removed the Idaho English Language Assessment (IELA) Achievement Standards
December 2020	Board was provided the 2019-2020 English Learner Proficiency update.
December 2022	Board was provided the 2021-2022 English Learner Proficiency update.
December 2023	Board was provided the 2022-2023 English Learner Proficiency update.
December 2024	Board was provided the 2023-2024 Annual Summary report for the English Learner Program and an English Learner Proficiency update.
December 2025	Board was provided the 2024-2025 English Learner Proficiency update.

**BACKGROUND/DISCUSSION**

The English Learner (EL) program assists local education agencies (LEAs) in creating, implementing, and maintaining researched-based programs to support students whose primary language at home is a language other than English. Federal and state requirements help remove barriers and provide equity in learning to ensure English 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 one (1) in the speaking domain. Through an Idaho Consolidated State Plan amendment, the Board and Department developed revised long-term goals and annual targets for the percentage of English learners we strive to have meet their growth targets as they work towards English proficiency. Information about the local education agencies' program plan and allocation of funds are included in the English Learner Proficiency update.

**INFORMATIONAL  
DECEMBER 17, 2025**

**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.

2024-2025 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](http://WWW.SDE.IDAHO.GOV)

CREATED 10/24/2025

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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 2024-2025 school year, the Idaho English Learner Program oversaw 139 English Learner educational programs. Of these LEAs, 104 had only state funding and 35 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 106 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 2024-2025 school year, 11 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 2024-2025 school year: West Ada #002, Kimberly #414, Shoshone #312, Fruitland #373, Minidoka #331,

Wilder #133, Shelley #060, Valley #262, Blackfoot #055, American Falls #381, and Wendell #232.

## **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. In 2024-2025, we began the second year of a three-year grant cycle, with 12 returning 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

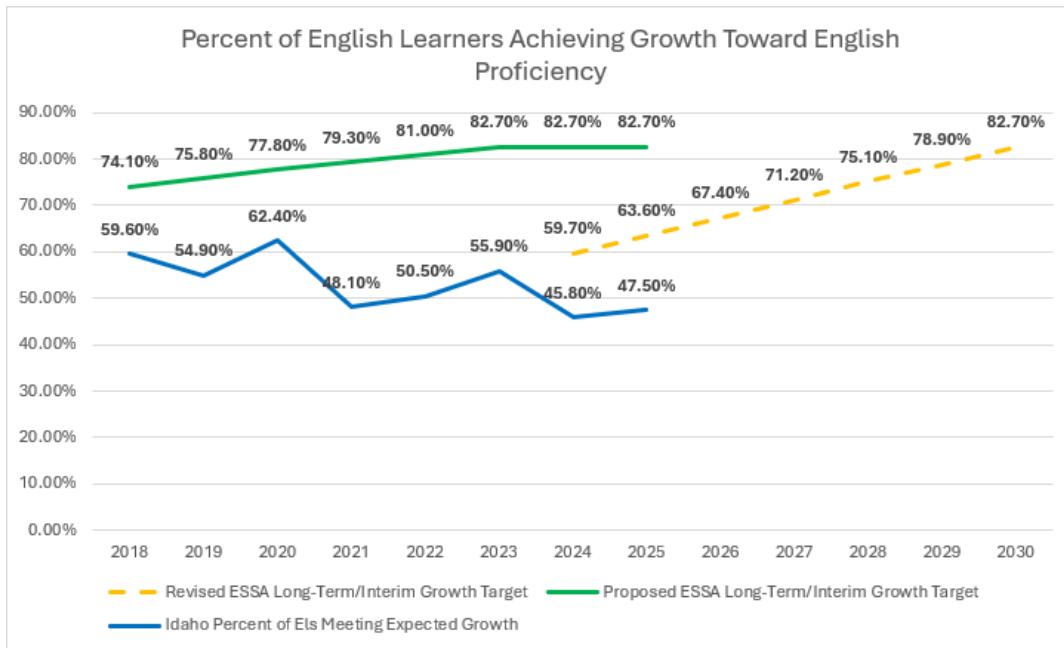
The State of Idaho's English Learner Program goals towards English Language proficiency taken from the 2024 Amended Idaho Consolidated Plan:

**Table 6b: Percent of Students Making Expected Progress toward English proficiency  
2023 baseline, 2030 long-term goal, and 2024-2029 interim targets**

2023 Baseline	2024	2025	2026	2027	2028	2029	2030
55.9%	59.2%	62.5%	65.8%	69.1%	71.4%	73.7%	76.0%

Idaho will reduce the number of English learners who are not making expected progress towards English proficiency on the WIDA ACCESS assessment, as defined in the above table. This six-year long-term goal has been reset to reflect the change to the expected progress, using 2023 data as the baseline.

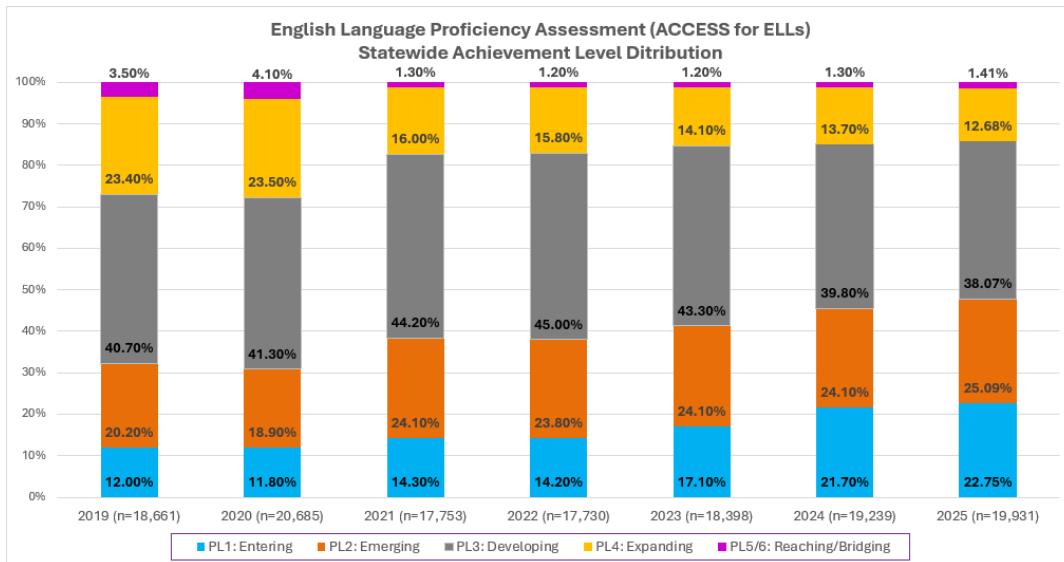
The WIDA ACCESS assessment is administered to all identified English Learners, either electronically or paper based, and includes assessments in reading, writing, listening, and speaking. A student will receive an overall composite score and a scale score in each of the four domains. The reading and writing components are weighted, each making up 35% of the composite score. The speaking and listening are weighted 15% each in the overall composite score. In 2024-2025, 47.5% 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 2025-2025 school year, 19,931 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 2024-2025 ACCESS administration, 7.9% of English learners reached proficiency.



## 2024-2025 LIST OF STATE ENGLISH LEARNER ALLOCATIONS

LEAs can receive multiple funding allocations based on their EL student population. The following table shows the State Enhancement Grant allocation. The final pages of this report are the official state English Learner allocations to LEAs. 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 Enhancement Grant
BOISE INDEPENDENT DISTRICT	2,099	\$85,000
JOINT SCHOOL DISTRICT NO. 2	1,860	\$85,000
JEROME JOINT DISTRICT	1,030	\$15,000
WENDELL DISTRICT	396	\$15,000
AMERICAN FALLS JOINT DISTRICT	277	\$85,000
BLACKFOOT DISTRICT	262	\$15,000
JEFFERSON COUNTY JOINT DISTRICT	230	\$85,000
TETON COUNTY DISTRICT	295	\$15,000
GOODING JOINT DISTRICT	183	\$15,000
PARMA DISTRICT	83	\$15,000
SUGAR-SALEM JOINT DISTRICT	43	\$15,000

**INFORMATIONAL  
DECEMBER 17, 2025**

**ATTACHMENT 1**

<b>LEA Name</b>	<b>EL Student Population</b>	<b>State Enhancement Grant</b>
THE SAGE INTERNATIONAL SCHOOL OF BOISE, A PUBLIC CHARTER SCHOOL, INC.	28	\$5,000

**INFORMATIONAL  
DECEMBER 17, 2025**

**ATTACHMENT 1**

**English Learner (EL) - FY 2025 Distribution**

School District / Charter School	English Learner (L1, LE) Count	EL Distribution Approximately \$224.8058 per Eligible EL
001 Boise Independent	2,099	\$471,865
002 West Ada Joint	1,860	418,139
003 Kuna Joint	284	63,845
011 Meadows Valley	**	**
013 Council	**	**
021 Marsh Valley Joint	**	**
025 Pocatello	133	29,899
033 Bear Lake County	**	**
041 St. Maries Joint	**	**
044 Plummer / Worley Joint	**	**
052 Snake River	89	20,008
055 Blackfoot	262	58,899
058 Aberdeen	201	45,186
059 Firth	47	10,566
060 Shelley Joint	106	23,829
061 Blaine County	668	150,170
071 Garden Valley	**	**
072 Basin	**	**
073 Horseshoe Bend	**	**
083 West Bonner County	**	**
084 Lake Pend Oreille	15	3,372
091 Idaho Falls	704	158,263
092 Swan Valley Elementary	**	**
093 Bonneville Joint	457	102,736
101 Boundary County	**	**
111 Butte County	**	**
121 Camas County	**	**
131 Nampa	1,940	436,123
132 Caldwell	1,125	252,907
133 Wilder	110	24,729
134 Middleton	127	28,550
135 Notus	45	10,116
136 Melba Joint	52	11,690
137 Parma	83	18,659
139 Vallivue	1,083	243,465
148 Grace Joint	**	**
149 North Gem	**	**
150 Soda Springs Joint	**	**
151 Cassia County Joint	628	141,178
161 Clark County Joint	23	5,171
171 Orofino Joint	**	**
181 Challis Joint	**	**
182 Mackay Joint	**	**
191 Prairie Elementary	**	**
192 Glenns Ferry Joint	49	11,015
193 Mountain Home	263	59,124
201 Preston Joint	81	18,209
202 West Side Joint	**	**
215 Fremont County Joint	170	38,217
221 Emmett Independent	91	20,457
231 Gooding Joint	183	41,139
232 Wendell	396	89,023
233 Hagerman Joint	24	5,395

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**INFORMATIONAL - IDE  
TAB 5**

**INFORMATIONAL  
DECEMBER 17, 2025**

**ATTACHMENT 1**

**English Learner (EL) - FY 2025 Distribution**

School District / Charter School	English Learner (L1, LE) Count	EL Distribution Approximately \$224.8058 per Eligible EL
234 Bliss Joint	18	4,047
242 Cottonwood Joint	**	**
243 Salmon River Joint	**	**
244 Mountain View	**	**
251 Jefferson County Joint	230	51,705
252 Ririe Joint	23	5,171
253 West Jefferson	44	9,891
261 Jerome Joint	1,030	231,550
262 Valley	106	23,829
271 Coeur d' Alene	78	17,535
272 Lakeland	9	2,023
273 Post Falls	67	15,062
274 Kootenai Joint	**	**
281 Moscow	47	10,566
282 Genesee Joint	**	**
283 Kendrick Joint	**	**
285 Potlatch	**	**
287 Troy	**	**
288 Whitepine Joint	**	**
291 Salmon	**	**
292 South Lemhi	**	**
302 Nezperce Joint	**	**
304 Kamiah Joint	**	**
305 Highland Joint	**	**
312 Shoshone Joint	132	29,674
314 Dietrich	16	3,597
316 Richfield	15	3,372
321 Madison	109	24,504
322 Sugar-Salem Joint	43	9,667
331 Minidoka County Joint	575	129,263
340 Lewiston Independent	**	**
341 Lapwai	**	**
342 Culdesac Joint	**	**
351 Oneida County	23	5,171
363 Marsing Joint	100	22,481
364 Pleasant Valley Elementary	**	**
365 Bruneau-Grand View Joint	31	6,969
370 Homedale Joint	133	29,899
371 Payette Joint	137	30,798
372 New Plymouth	24	5,395
373 Fruitland	131	29,450
381 American Falls Joint	277	62,271
382 Rockland	**	**
383 Arbon Elementary	**	**
391 Kellogg Joint	**	**
392 Mullan	**	**
393 Wallace	**	**
394 Avery	**	**
401 Teton County	295	66,318
411 Twin Falls	824	185,240
412 Buhl Joint	192	43,163
413 Filer	75	16,860
414 Kimberly	114	25,628

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**English Learner (EL) - FY 2025 Distribution**

School District / Charter School		English Learner (L1, LE) Count	EL Distribution Approximately \$224.8058 per Eligible EL
415	Hansen	20	4,496
416	Three Creek Joint Elementary	**	**
417	Castleford Joint	25	5,620
418	Murtaugh Joint	54	12,140
421	McCall-Donnelly Joint	62	13,938
422	Cascade	**	**
431	Weiser	87	19,558
432	Cambridge Joint	**	**
433	Midvale	**	**
451	Victory Charter School	7	1,574
452	Idaho Virtual Academy	23	5,171
453	McKenna Charter School	9	2,023
454	Rolling Hills Public Charter School	**	**
455	Compass Public Charter School	41	9,217
456	Falcon Ridge Public Charter School	**	**
457	INSPIRE Connections Academy	25	5,620
458	Liberty Charter School	**	**
460	The Academy	7	1,574
461	Taylor's Crossing Public Charter School	**	**
462	Xavier Charter School	14	3,147
463	Vision Charter School	8	1,798
464	White Pine Charter School	11	2,473
465	North Valley Academy	14	3,147
466	iSucceed Virtual High School	18	4,047
468	Idaho Science and Technology Charter School	9	2,023
469	Idaho Connects Online (ICON)	**	**
470	Kootenai Bridge Academy	**	**
472	Palouse Prairie Charter School	6	1,349
474	Monticello Montessori Charter School	**	**
475	Sage International School of Boise	28	6,295
477	Blackfoot Charter Community Learning Center	6	1,349
478	Legacy Charter School	**	**
479	Heritage Academy	26	5,845
480	STEM Charter Academy	**	**
481	Heritage Community Charter School	165	37,093
482	American Heritage Charter School	**	**
483	Chief Tahgee Elementary Academy	**	**
485	Bingham Academy	**	**
487	Forrest M. Bird Charter School	**	**
488	Syringa Mountain School	**	**
489	Idaho Technical Career Academy	**	**
491	Coeur d'Alene Charter Academy	**	**
492	ANSER Charter School	9	2,023
493	North Star Charter School	6	1,349
494	Pocatello Community Charter School	**	**
495	Alturas International Academy	**	**
496	Gem Prep: Pocatello	**	**
497	Pathways in Education - Nampa	14	3,147
498	Gem Prep: Meridian	9	2,023
499	Future Public School	19	4,271
508	Hayden Canyon Charter School	8	1,798
511	Peace Valley Charter School	**	**
513	Project Impact STEM Academy	**	**

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School District / Charter School		English Learner (L1, LE) Count	EL Distribution Approximately \$224.8058 per Eligible EL
523	Elevate Academy	69	15,512
528	Sage International School of Middleton	12	2,698
531	FernWaters Public Charter School	**	**
532	Treasure Valley Classical Academy	14	3,147
534	Gem Prep: Online	**	**
536	Mountain Community School	**	**
540	Island Park Charter School	**	**
544	MOSAICS	21	4,721
549	Gem Prep: Meridian North	7	1,574
550	Doral Academy of Idaho	**	**
553	Pinecrest Academy of Idaho	12	2,698
555	COSSA Academy	**	**
559	Thomas Jefferson Charter School	14	3,147
560	Alturas Preparatory Academy	5	1,124
562	RISE Charter School	**	**
566	Cardinal Academy	5	1,124
571	Gem Prep: Meridian South	8	1,798
574	Elevate Academy North	**	**
575	Elevate Academy Nampa	30	6,744
594	Gem Prep: Twin Falls	13	2,922
597	Kootenai Classical Academy	**	**
618	Pinecrest Academy of Lewiston	**	**
619	Promise Academy	**	**
633	Elevate Academy East	**	**
639	Idaho Novus Classical Academy	**	**
642	Pathways in Education - West Ada	**	**
645	Idaho Home Learning Academy	**	**
768	Meridian Technical Charter High School	**	**
785	Meridian Medical Arts Charter High School	**	**
794	Payette River Technical Academy	**	**
795	Idaho Arts Charter School	77	17,310
796	Gem Prep: Nampa	50	11,240
813	Moscow Charter School	6	1,349
<b>TOTAL</b>		<b>19,439</b>	<b>\$4,370,000.00</b>

\*\* In compliance with federal privacy standards for education records, select data has been redacted within this document.