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**Our Kids, Idaho's Future—Educator Pipeline Subcommittee  
Report and Recommendations**

**Members:**

Shawn Keough, Chair	Idaho State Board of Education
Representative Jason Monks	Assistant Majority Leader, Idaho House of Representatives
Senator Dean Mortimer	Chairman, Idaho Senate Education Committee
Representative Gary Marshall	Idaho House Education Committee
Representative John McCrostie	Idaho House Education Committee
Dr. Linda Clark	Member, State Board of Education
Dr. Mary Ann Ranells	Superintendent, West Ada School District
Kari Overall	President, Idaho Education Association
Dr. Paula Kellerer	Superintendent, Nampa School District
Dr. Becky Meyer	Superintendent, Lakeland School District
Dr. Leslie Baker	Board Chair, Moscow Charter School
Peggy Hoy	Educator, Twin Falls School District
Tony Ashton	Teach for America
Katherine Hart	Associate General Counsel, Melaleuca
Jonathan Lord	College of Southern Idaho
Terry Ryan	CEO, Bluum
Chris Roth	COO, St. Luke's
Erin McCandless	Idaho State PTA President

**Subcommittee Scope and Deliverables:**

- What are the biggest challenges in recruiting and retaining our most effective educators in Idaho classrooms?
- Review existing Idaho educator pipeline and the career continuum.
- Review the existing components of developing and maintaining professionals in Idaho schools and districts.
- Review first task force (2013) recommendations on these issues.
- Discuss the existing career ladder and the Master Educator Premium (MEP).
- Discuss what sorts of professional development and mentoring would assist educators in their effectiveness in the classroom?
  
- Recommendations to recruit, develop, and retain Idaho's most effective educators in order to meet the two future student achievement goals.
- Recommendations on what additional policy and budget items can address the unique challenges in Idaho's educator pipeline and career continuum.

**Recommendations:**

**We recommend expanding and building out a third rung of the career ladder, with bases of \$40,000, \$50,000, and \$60,000.**

Idaho is not recruiting and retaining the number of teachers we need for the number of students in the system. Dedicated, high-quality, professional educators in Idaho classrooms is the number one factor in students' long-term success and achievement. The state has made a significant investment in early educator salaries in an effort to recruit and retain high-quality professionals. By building out the third rung of the career ladder, we continue these efforts to retain our experienced, quality educators across the state. Building out the career ladder levels the playing field for those districts that do not have other resources for supplementing salaries.

There is a recognition that this build-out would occur over several years. The subcommittee made clear that salary-based apportionment should remain a standalone item in the K-12 public schools budget.

**We recommend continuing to grow statewide professional development efforts for educators, ensuring all educators are able to grow professionally, feel supported, and have the necessary expertise to improve student achievement.**

Feedback from the field and research confirm that teachers who receive strong mentorship and professional development are more likely to remain in the profession and drive student achievement.

Professional development and mentoring is important for our new educators, especially with the increase in alternatively certificated educators who may have deep content knowledge but need added support for pedagogy and classroom management. Professional development is critical for experienced educators to grow and succeed in the profession.

These could consist of:

- Strengthening mentoring and coaching that is aligned with goals of increasing student achievement.
- Increasing non-instructional contract days allowing for planning, collaboration time, job embedded professional development tied to educator's instructional area, professional learning communities, and the sharing of best practices.
- Increase in general professional development opportunities targeting student proficiency in literacy at all grade levels.

**We recommend exploring additional, funded opportunities for more work time for personalized professional development, planning, and mentoring.**

### **Analysis and Findings from Subcommittee Work:**

There are three main conclusions we take from the data and reports from the field. First, Idaho, like many other states, has a limited pool of applicants into the teaching profession. Second, the distribution of educator across the state is not uniform, where rural districts have greater shortages than urban districts. Third, there is a complex retention issue that looks different in various regions around the state. The subcommittee reviewed both quantitative and qualitative information in identifying these conclusions.

In school year 2017-2018, the state issued a total of 1969 new instructional staff (teaching) certificates. Of those, 1281 certified teachers were employed in the following year in an Idaho school. We've seen a 6 percent increase in Idaho's student population during the past five years. Each year Idaho school districts together must fill an estimated 1,750 teacher positions to meet the demands— created by growth, attrition, and retirements— for the following year.

While teacher volume has increased over the past four years by 2.2 percent total, the most significant growth has occurred in teachers entering under alternate routes, ranging from 14 percent four years ago to 63 percent in FY 2019. Moving forward, rates of projected growth for educators into the profession average out to approximately 1.5 percent statewide annually over the next four years, with the highest annual projection for Region 3 at 2.1 percent.

The State Board of Education's latest Teacher Pipeline Report indicates there were approximately 1,785 new FTE instructional staff employed in Idaho in 2018, an 8.5 percent growth from 2011 levels, while the student body has grown by 9 percent during this same period. While growth in instructional staff is only slightly outpaced by the growth in students, a closer look at the distribution of teachers in content areas and geographic areas around the state show an increasing discrepancy in the distribution of our educators across Idaho. As the growth in students continues to outpace our availability of educators, these discrepancies in high need areas will continue to grow.

During the four-year period spanning the implementation of the career ladder, we have seen a slight improvement in the retention of teachers in Idaho. However, rates have not increased at a level that keeps pace with our growing student population nor at a rate that would fill the pre-existing gap in the educator workforce. For the 2014-2015, school year we observed a retention rate of instructional staff of 83.8 percent at the school level and 86.2 percent at the LEA level, with an overall state attrition rate of 10.1 percent of educators leaving teaching in Idaho. For the

2017-2018 school year we saw a slight increase in the retention rates resulting in a rate of 84.2 percent at the school level and 88.0 percent at the LEA level, with an overall attrition rate of 8.9 percent of instructional staff leaving teaching the following year.

Over this same time period we have also seen a slight improvement in levels of experience of Idaho teachers. However, we still see educators leaving the profession at an alarming rate during their early years. 78.7-percent of instructional staff new to teaching during the 2014-2015 school year returned to teaching the following year, 66.6-percent were still teaching during their third year and only 52.8-percent were still in the classroom for their fifth year. For those entering teaching during the 2016-2017 school year, 80.1 percent returned the following year and only 68.3 percent were still teaching during their third year.

More narrowly, the subcommittee focused on retention rates by region and locale, institution, and type of certification. While we have seen an overall improvement in retention rates, correlating with the implementation of the career ladder and growing pool of educators, these attrition rates are still a big challenge, particularly in rural school districts across Idaho. This issue is acute when there is a limited pool of applicants for open positions for a school district.

In rural districts, for example, we lose a percentage of educators who end up moving from instructional positions to administrative positions, which provides them an opportunity to remain in a rural district and progress in pay. This trend takes some of our most experienced teachers out of the classroom, and they can be difficult to replace.

The subcommittee heard presentations from superintendents who face regional challenges in retaining educators. In the north, educators who gain experience are often recruited out of Idaho for greater salaries in Washington State. In the greater Treasure Valley, there is clear movement of more experienced educators from rural districts to the larger districts in Canyon and Ada Counties. This movement of educators is a prime example of feeder school districts, providing experience to newer teachers, who then move on to more urban districts for higher pay. Rural districts in eastern Idaho continue to compete with greater salary opportunities in Wyoming and Utah. Magic Valley districts have some of the greatest shortages in educators, particularly in their secondary schools. Being centrally located with the state, Magic Valley educators move to different regions of the state and out-of-state for greater opportunities.

The challenge of recruitment and retention is very clear in border communities like Coeur d'Alene, Moscow, and Lewiston. Washington State continues to raise teacher salaries. In the previous two years, the Washington Legislature has appropriated \$2 billion in teacher salaries. The Clarkston School District increased teacher salaries by 12-percent last year. In the Spokane School District, the base starting teacher salary— with no experience and a bachelor's degree— is \$46,460. With 70 hours of professional development and an attraction and retention incentive from the district, this number quickly moves to over \$49,541. In the Pullman School District, the base starting teacher salary is just over \$45,101. These numbers quickly increase with incentives and money following professional development hours. The salaries for veteran teachers in these districts far exceed anything our border districts are able to pay.

For communities in Eastern Idaho, education leaders have long known the challenge of competitive teacher pay in Wyoming, where the average starting teacher salary is around \$45,000. In the past few years, Utah has made a strong effort of increasing teacher pay as well.

Starting teacher pay in the Weber School District, in Ogden, is \$42,270. Down the I-15, in the Salt Lake City School District, starting teacher pay is \$46,846. The neighboring Granite School District's starting teacher pay is \$43,483.

A review of school districts' salary schedules shows districts with the ability to levy are able to build out their own salary schedules, while districts that have small levies or no levy at all closely adhere to the career ladder allocation.

In the Idaho Falls School District, there is a supplemental levy of \$6.9 million (8.7 percent of their maintenance and operating budget) and their base salary tops out at \$64,000. The neighboring Bonneville School District has a supplemental levy of \$5.8 million (7 percent of their operating budget) and their base salary tops out over \$62,000 for a 13-year educator with a PhD.

In Coeur d'Alene School District, the supplemental levy is \$16 million (20.3 percent of their operating budget) with a top salary of \$62,700. In neighboring, Lakeland School District, the supplemental levy is about \$9 million (25.3 percent of their operating budget) and their salary schedule tops out at \$67,400 to compete with neighboring Washington State.

The Moscow School District has a supplemental levy of \$9.5 million (34.4 percent of its operating budget) and has a salary schedule that tops out \$68,233. The Lewiston School District has a supplemental levy of \$15.6 million, (33.7 percent of its operating budget) and tops out for teachers at \$67,463. In Potlatch School District, despite a levy of \$1.74 million, (34.2 percent of their operating budget), their salary tops out just over \$66,000. See the K-12 Budget Subcommittee Report for more information on levies as a portion of operating budget.

A notable exception to smaller districts following the career ladder allocation was the Lapwai School District, which competes with neighboring districts with levies and Washington State. Additionally, public charter schools do not have the ability to levy and have to use operation dollars to expand salaries above the career ladder allocation.

Two districts were discussed in depth during task force meetings and were determined to be clear outliers—the Boise School District and the Blaine School District. The Blaine School District pays an 18-year educator with a Master's Degree with nine additional credits \$90,000. Cost of living is calculated based on an index, with the US average cost of living measured at 100. Idaho's average cost of living index is 100.2, while Blaine County's cost of living index is 132, with the majority of this measure based on the cost of housing. According to Realtor.com, the median cost of a home in Blaine County is \$468,100.

The Boise School District maintains its chartered school district status (preceding statehood) and has retained its budget stabilization maintenance and operation (M&O) levy. Blaine, McCall-Donnelly, Swan Valley, and Avery School Districts also retaining their M&O stabilization levy from 2006 to present.

Appendix 6 of this report shows a history of supplemental levies by school districts from FY 1999 to FY2019. From FY 2008 through FY 2019 the amount of supplemental levy dollars doubled across the state. Currently, 93 of 115 school districts have some sort of supplemental levy for a total of \$202,229,409. The total difference — for certificated, classified, and administrative employees — between the state allocation and what districts actually pay out was \$221,311,613 in

FY 2019, which compares closely to the total amount for supplemental levies. Appendix 5 shows the difference from what districts receive for salaries from the state versus what they actually pay out.

Districts across the state have shortages in key content areas— namely math, science, and special education. In rural districts, these shortages are broader, highlighting a distribution issue of educators. The subcommittee discussed many different approaches and policies for recruitment and retention of educators. These included the expansion of the career ladder, maintaining salary-based apportionment, professional development, mentoring, coaching, and other incentives.

Based on analysis of the data and reports from the field, the career ladder has provided greater opportunities to recruit and retain educators. Rural school districts report it has helped level the playing field in terms of recruiting educators and keeping them in the classroom longer. But it is evident that there is a cliff on this ability to retain educators at approximately eight years. Attrition has a high cost and affects student learning, as is discussed in the State Board's Teacher Pipeline Report. Since the start of the implementation of the career ladder, we've seen an increase in the average teacher experience from five years to eight years since 2013.

In analyzing the career ladder and the compound annual growth rate (CAGR) of the allocation over the past five years, it is clear there are challenges with compression and annual increases occurring more in the first years, rather than in the top end. Additionally, without the originally envisioned build-out of the career ladder five years ago, there now exists a compression after eight years on the continuum, rather than 13 years, which would have been the case had the original master rung been created.

The career ladder currently requires certified staff to meet both a minimum performance ranking as well as demonstrate their students' achievement outcomes. In order to move on the career ladder, the state looks at a summative ranking— Unsatisfactory, Basic, Proficient, and Distinguished. In discussions on evaluations, the subcommittee outlined two important purposes: continuous improvement (via coaching and development); and supporting desired outcomes (e.g., professional growth, team performance, and state student achievement goals). In building out the career ladder, the subcommittee discussed the need for additional, higher criteria for movement onto a proposed third rung for our most experienced and effective educators.

For successful recruitment and retention, the subcommittee discussed an additional component, in addition to educator compensation. With many early career educators and educators on alternate routes, professional development and mentoring are critical to supporting all educators in the classroom and help ensure they are successful. Educators across their careers want to feel supported in the classroom, and this effort directly relates to statewide efforts on retention and increasing student achievement levels.

### **Appendices:**

Appendix 1— Summary of Subcommittee Meetings

Appendix 2— Preliminary Recommendations from Discussion at July 16 Meeting

Appendix 3— Summary of Educator Continuum

Appendix 4— 2017-2018 Educator Pipeline Report from State Board of Education

Appendix 5— FTEs and Apportionment versus Actual LEA FTEs and Allowance— All staff

Appendix 6— Supplemental levy by district from FY 1999 to FY 2019

Appendix 7— Intrastate Retention Rates Preliminary Data - Draft

Appendix 8— Salary Averages by FTE

Appendix 9— School levies for school purposes

Appendix 10— FTEs and Apportionment versus Actual LEA FTEs and Allows— Career Ladder  
(Instructional Staff and Pupil Service Staff Only)

**Appendix 1—Summary of Subcommittee Work:**

**June 18, 2019:**

This initial meeting focused on providing all subcommittee members a solid background on key issues around educator recruiting and retention, and the components of state support for educator staffing in public schools in Idaho. Greg Wilson, Office of the Governor, provided the scope and deliverables for the subcommittee.

Tracie Bent from the State Board reviewed the recommendations around these issues from the 2013 K-12 task force.

Marilyn Whitney from the State Department of Education provided an overview of the department's support of educators, including the Idaho Coaching Network around Math and English Language Arts (ELA), support around the implementation of the new Idaho Reading Indicator (IRI), an overview of 2015 legislation on the career ladder and master educator premium, and background on Leadership Premiums, Mentoring, and Professional Development.

Tim Hill from the State Department of Education provided the group a primer on the career ladder, and analysis of the career ladder and salary-based apportionment. Tim provided an overview of the 2015 legislation creating the career ladder and the 2019 revisions to that section of code, including a two-year phase-in of starting teacher pay of \$40,000. Tim also showed the subcommittee slides covering the compound annual growth rate (CAGR) for each cell of the career ladder over the past four years, and the 20-year deficit between salary-based apportionment from the state for instructional staff.

Dave Roberts from West Ada SD provided the subcommittee an overview of how the career ladder allocation works in the field, specifically, the largest school district in the state.

Tracie Bent finished out the morning with a primer on the Master Educator Premium and its status, as of June 18, 2019.

After lunch, the subcommittee heard from five superintendents about the challenges of recruiting and retaining educators in Idaho— Spencer Barzee, West Side SD; Greg Bailey, Moscow SD; Andy Grover, Melba SD; Luke Schroeder, Kimberly SD; and Becky Meyer, Lakeland SD, who also serves on the subcommittee.

**July 16, 2019:**

Before the meeting, the Chair encouraged all subcommittee members to bring two to three potential recommendations for consideration.

The subcommittee took up a review and discussion of the State Board's Teacher Pipeline Report. Tracie Bent reviewed the report for subcommittee members.

After the pipeline report, subcommittee members began brainstorming on additional data requests that were needed. In the interest of time and staff capabilities, the subcommittee focused on four requests, to be covered in the August meeting: Breakout accelerated programs from traditional and alternate route; where are completers going after graduation (out of state, check



CAEP report); identify school district feeder schools/pattern; and attrition rates by endorsement area and school district.

Marc Beitia, from the K-12 Budget Stability Subcommittee and the task force, provided a report on leadership and master educator premiums. There was a robust discussion about what is and isn't working with master educator premium. The subcommittee agreed that experienced teachers need to be recognized more and compensated better, with options being discussed, including the restructuring and/or sun-setting and expanding career ladder.

The chair, Shawn Keough, summarized subcommittee member's recommendation ideas (see Appendix 2) and provided three big themes to help organize these potential recommendations. These themes were: 1) teacher preparation/certification/hand off (new educators), 2) professional development/mentorship (early- to mid-career educators), 3) compensation (experienced educators). Improving morale and elevating the profession was described as an umbrella recommendation. The subcommittee also developed an educator continuum around these three big themes.

Shawn Keough directed the subcommittee and staff to put potential recommendations into the continuum and be prepared to discuss and narrow in the next meeting.

See appendix 2 for summary of preliminary recommendations developed in this meeting and appendix 3 for a summary of the educator continuum.

### **August 13, 2019:**

The focus was during the meeting was on narrowing and prioritizing potential recommendations.

Tracie Bent provided a review of information requested in the previous meeting: information on teacher migration; retention by educator preparation program; salary ranges by district; more detailed retention data; distribution of teachers based on regions; the number of certificates and endorsements (broken up by subject area); and retention based on teacher evaluations.

Shawn Keough initiated the conversation about deliberating and narrowing preliminary recommendations. Ms. Keough discussed her preference for using the dot exercise to prioritize the preliminary recommendations. The subcommittee approved narrowing recommendations through this process.

These were the preliminary recommendations that went forward:

- Large dot: "Professional Development— Continuing to Grow." The details around this broader preliminary recommendation included:
  - Mentoring for new to profession and new to district. This includes content mentoring.
  - Coaching skills for experienced teachers.
  - Mentor support for alternate rate for teachers.
  - Support for rural districts in implementing induction. Especially in first 3 years.
  - Job imbedded learning tied to student outcomes.
  - Collaboration time.
  - Provide flexibility in the professional development line-item to allow for mentoring.
  - Positioning evaluation component to encourage professional development.
  - Extended contract days for collaboration and mentoring.

- Centralized (state) commitment to professional development resources and allowance for local implementation (i.e. local control).
- Sharing of best practices.
- Close gaps in communications of existing resources.
- 10 dots: “Extended contracts for teachers—more work time for planning and mentoring”
- 9 dots: “40-50-60 Career Ladder (Not included in funding formula)”

These were the recommendations that were not moved forward:

- 6 dots: “Sign-On Bonuses for Hard to Fill or Rural Commitments”
- 5 dots: “Working on Teacher Morale”
- 3 dots: “Strengthen Alternative Routes to Certification”
- 2 dots: “Build your own programs (special ed., SLP, ELA, math, etc.)”
- 2 dots: “Provide districts opportunity to license teachers”
- 1 dot: “Loan forgiveness (state-level)”
- 1 dot: “Higher education to district transfer”

The staff was going to follow up, before the final meeting, with details on existing statues, rules, and board-approved mentoring standards. Paula Kellerer would also provide examples of teacher evaluations.

### **September 19, 2019:**

This was the final meeting of the subcommittee.

Dr. Paula Kellerer, Superintendent, Nampa School District, handed out examples of the current evaluation forms the Nampa School District uses to assess educators' performances. She explained the different domains in which teachers are evaluated and detailed the evaluation process. The superintendents on the subcommittee reported the effectiveness of the evaluation model, how it creates conversation between the educator and the evaluator, and the model's consistency from year to year. There was a recognition that an individual instructor could be basic in some areas, distinguished in other areas, and result in an overall ranking of sufficient. Additionally, there was a recognition that further discussions, as a part of implementation, need to take place on the criteria for movement onto a third rung of the career ladder.

The subcommittee finished the final meeting with a review of the preliminary recommendations. In the course of discussion, the preliminary recommendations were revised into the language of the current final recommendations. Preliminary recommendation two and three were combined into one professional development recommendation. The subcommittee voted unanimously to submit the final subcommittee recommendations to the main committee ahead of their October 1 meeting in Moscow.

**Appendix 2— Preliminary Recommendations from Discussion at July 16 Meeting:**

Preliminary Recommendations, both organized around career continuum and general ones:

New Educators:

- Strengthen alternate paths to certification
- Examine and strengthen student teacher programs
  - Every ID teacher that does teacher prep program in ID should student teach in ID
  - Rethink the current model of student teaching and teacher prep
  - How to incorporate alternatively certified teachers?
- Commitment incentives/recruitment (in addition to grow your own)
  - Letter of intent concept for teachers
- Grow your own teacher programs
  - Can school district help/discount costs for teachers who go into a teacher preparation program who commit to stay in Idaho
- Apprenticeship program for future teachers still in college to bridge into teaching career
  - The disconnect between what teachers thought teaching would be and what it actually is
- Local control and real time response
  - Local mentoring induction program
  - Quicker turnaround time for mentoring/induction

Early- to mid-Career:

- Loan forgiveness program
- Stronger mentoring programs
  - Mentoring is required by the state but doesn't have state funding that goes with that mandate
  - Mentoring retains teachers
- Sharing best practices between districts
- Believes in funding flexibility—local control, but state funding could be used for virtual mentorship
- Professional development/Mentoring and wraparound supports
- Professional development and mentorship go hand in hand
- Use technology for professional development/support

Experienced Educators:

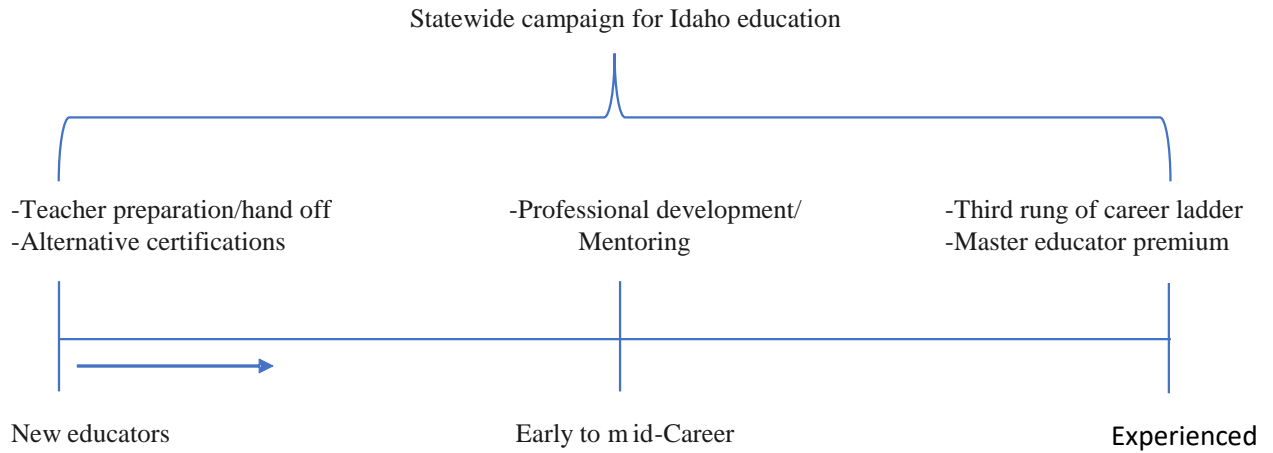
- Revamp master educator premium
- Buildout (and keep) career ladder
  - Don't lump salary-based apportionment into funding formula

General Recommendations across continuum:

- Improve teacher pay
- Improve teacher morale
- Create intrinsic motivation and culture of empowerment in teachers
- Create system of recognition for teacher teams
- Define state level and local level roles
- College and career readiness

- Education conversation needs to be pervasive—statewide campaign to talk about going on—get in front of employers, who get in front of employees, who are the parents of the children in schools
  - Children decided whether or not they will go on in 6<sup>th</sup> grade
  - Parents/Guardians are most influential in determining whether or not children will go on
  - Importance of talking to children early about careers/life plans
  - Need a common vocabulary statewide—all Idaho children are our children—not just those in our school district

**Appendix 3— Summary of Educator Continuum:**



Appendix 4--2017-2018 Educator Pipeline Report**Idaho State Board of Education  
2017-2018 Teacher Pipeline Report**

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**Introduction**

In response to reports from school districts regarding the difficulty to fill certain teaching positions, in December of 2015 and then again in August 2016, the Board reviewed data and reports on educator supply and demand in Idaho. Because early reports were inconsistent and insufficient to guide policy, Board staff were directed to bring together a broad group of education stakeholders to make recommendations on ways to increase and strengthen the educator pipeline.

The initial meeting of the workgroup was held in February 2017, followed by three subgroup convenings. The group formalized early recommendations which were sent to the Board in April 2017. Areas considered by the workgroup included attracting and retaining candidates in teacher preparation programs, recruiting individuals into the profession through traditional, non-traditional, and alternate pathways, incentivizing and attracting educators to teach in our rural and underserved areas, and recruiting and retaining educators for hard-to-fill subject areas such as special education. In June of 2017, and then again in October, the full committee reconvened to further define recommendations identified as critical to developing Idaho's Educator Pipeline. The following final recommendations were identified in the Teacher Pipeline Report presented to the Board in December 2017:

1. Develop an *Idaho Teacher Supply and Demand Report* consisting of multiple data points to determine if, where, and why a teacher shortage exists in Idaho
2. Begin developing a coherent policy dialogue
3. Further explore workgroup proposals falling into three categories: Attract/Recruit; Prepare/Certify, and; Retain.

The inaugural 2017 Teacher Pipeline Report explored multiple data points with the goal of establishing baseline data answering the following questions:

- What patterns exist in teacher staffing over the last three years? What are the areas of shortage and surplus in teacher certification? Do these patterns vary by region of the state?
- Are there differences in the teacher shortage areas in charter schools, rural schools, and urban schools?
- What K–12 public school enrollment trends are expected for the next three to five years?
- How do district leaders perceive teacher shortage areas in their own districts?

Some significant findings from the 2017 report identified previously unexplored characteristics of the teacher workforce, and revealed retention challenges in Idaho that are even greater than those found nationally:

- Approximately 1,873 Idaho instructional certificates are issued annually; of those certificated individuals, approximately 33% do not serve in an Idaho public school
- The attrition rate for Idaho teachers remains at a steady 10% annually, compared to approximately 8% nationally

According to the 2018 data, little has changed; the overall attrition remains at 10%. The practical translation is that well over 1,000 teachers **who are not of retirement age** leave Idaho classrooms every year. While some of the workgroup recommendations have been implemented in the last year, the 2018 report that follows makes clear that there is still much work to do. In summary, until the attrition problem is solved, Idaho will continue to need in excess of 1,750 new teachers every year, costing the state approximately 7 million dollars annually. \*

### Discussion

As with the 2017 report, the sources of data used to compile this report include the Teacher Certification Database, School Staffing Reports, Title II Reports and information supplied by the Idaho Department of Labor. Data through FY18 was analyzed for inclusion in this report, building upon the findings from the 2017 report. Additionally, after undergoing significant revisions from 2017, a survey to capture the perception of district leaders regarding teacher shortages was also conducted this year. Due to low response rates, the survey will be resent and data will be available on the State Board website in spring 2019.

All of the information that follows is based upon instructional staff certifications, including CTE, and excluding certificates with **only** Administrator or Pupil Personnel Services endorsements. See Appendix I located in *Attachment 2- Idaho Pipeline Report Detail* for a list of endorsements included, and how they were classified for the purpose of this report. Additionally, to distinguish between urban and rural districts, the NCES Urban-Centric Locale Definitions were used throughout. Those definitions and the classification for each Idaho district is included here as Attachment 3.

\*On average, 1,550 teachers leave Idaho public schools each year. Using the lowest replacement cost estimate (*from a decade ago*) at \$4,400 per teacher, we can conclude that Idaho districts spend \$6,820,000.00 every year replacing teachers lost to attrition. The actual cost is likely two to three times higher.

**Findings****Part One: Teacher Supply in Idaho**

This section of the report will explore the number of teachers being produced by Idaho's universities and colleges that are eligible for certification, and provide an overview of Idaho's existing supply of teachers and their content area endorsements.

"Completer" data from Title II reports on those candidates graduating from Idaho's teacher programs, with the ability to certify, is consistent and reliable for the last three years:

**Table 1: Potential new teachers (Completers) produced by traditional Idaho educator preparation programs**

Year	Completers by Program							Totals
	Boise State	BYU Idaho	Idaho State	College of Idaho	LCSC	NNU	U of Idaho	
2014-15	196	320	83	12	48	54	108	821
2015-16	172	384	92	20	49	56	99	872
2016-17	178	348	70	11	44	53	88	792

Though there appears to be a slight decrease in the number of completers exiting Idaho preparation programs, this may be a reporting issue. Trainings took place in 2018 to improve reporting procedures and eliminate duplication. However, even if this is a drop in production, it would be safe to say that in the last three years our preparation programs are exiting around 800 candidates ready for teacher certification. Going forward, firm reporting definitions will ensure consistent, accurate preparation program data to identify trends. Detailed information on enrollment and subject area preparation is available in the FY18 Title II report, posted on the Board's website.

The tables that follow break down the approximately 16,000 active instructional staff by content area endorsement. Total certificates issued include teachers receiving full certification as well as interim certification. Interim certification is temporary, and can only be utilized for a maximum of three years while a candidate is meeting the state's requirements for full certification (with the exception of the Provisional and Alternate Authorization to Endorsement). Interim certification that is renewable for up to three years encompasses all Board-approved alternative pathways. Alternative pathways include American Board Certified Teachers of Excellence (ABCTE), Teach for America (TFA), Content-Specialist Alternative Authorization, and Teacher to New Certificate. Alternative Authorization to Endorsement and Provisional certificate routes are valid for a period of one year.



**Table 2: Number receiving Idaho certifications issued with Special Education endorsement**

	<b>Total certificates issued</b>
2013-2014	260
2014-2015	237
2015-2016	282
2016-2017	292
2017-2018	328

Note: A teacher that received more than one certification would only appear once in this tally.

**Table 3: Number receiving Idaho certifications issued with Career Technical endorsement**

<b>Year</b>	<b>Total CTE certificates issued</b>
2013-2014	33
2014-2015	51
2015-2016	61
2016-2017	56
2017-2018	41

Note: A teacher that received more than one certification would only appear once in this tally.

**Table 4: Idaho certifications issued for content endorsements, by area of assignment**

**STEM Content Areas**

	<b>Mathematics</b>	<b>Life and Physical Science</b>	<b>Computer and Informational Systems</b>
2013-2014	187	142	19
2014-2015	150	138	21
2015-2016	172	171	19
2016-2017	207	184	14
2017-2018	209	176	27

**Languages and Humanities**

	<b>English Language and Literature</b>	<b>World Language</b>	<b>Humanities</b>
2013-2014	436	74	568
2014-2015	380	68	500
2015-2016	407	48	485
2016-2017	416	63	488
2017-2018	426	58	516

<b>Other</b>			
	<b>Social Science</b>	<b>Fine and Performing Arts</b>	<b>Physical, Health, and Safety</b>
2013-2014	213	247	97
2014-2015	192	194	75
2015-2016	168	200	75
2016-2017	187	173	86
2017-2018	221	179	92

Note: Area of assignment was determined by using the crosswalk between endorsements and assignments provided by SDE in the 2016-17 Assignment Credential Manual. See appendix found in Attachment A for a list of which endorsements are counted in each category. A teacher that received more than one endorsement would appear more than once in these tables; duplicated across content areas but not within.

The most notable change in 2017-18 is the slight increase in special education teachers and a significant jump in computer and informational science teachers. The number of career technical education certificates appears to be on the decline, which should be an issue for further study within the State Career and Technical Education Department.

The following table illustrates the total number of individuals issued an initial certificate to teach in Idaho, including the percentages of those who were issued a certificate but chose not to teach in an Idaho public school.

**Table 5: Number receiving new Idaho certifications (non-duplicated), with instructional endorsements**

	<b>Total certificates issued</b>	<b>Certificates issued to those who were employed in Idaho</b>			<b>Share not employed in Idaho</b>	
		<b>Academic Certificates</b>		<b>CTE Certificates</b>		
		<b>Total</b>	<b>State of first certification</b>			
			<b>Idaho</b>	<b>Other state</b>		
2013-2014	1,932	1,249	828	421	33	35%
2014-2015	1,720	1,180	782	398	51	31%
2015-2016	1,889	1,298	909	389	61	31%
2016-2017	1,952	1,234	821	413	56	37%
2017-2018	1,969	1,281	838	443	41	35%

Notes: Certification period is from Sept 1-August 31. Excludes certifications with only Administration or Pupil Personnel Services endorsements. A teacher that received more than one certification would only appear once in this tally. Total certificates issued includes certificates issued to teachers who never had a teaching assignment in Idaho. State of first certification is not available for these teachers. CTE Certificates are those certificates with only CTE endorsements. Teachers with both academic and CTE endorsements would be included in the Academic certificates group

Once again, it is significant to note that more than *one third* of the teachers who certified in 2017-2018 are not employed in Idaho public schools. Ways to capture exactly what is happening with this population are being explored. It will be critical to eventually determine if these potential Idaho teachers using their teaching certificates in border states, unable to find jobs in the content area in which they were prepared, the geographic locations they desire, or are choosing other professions.

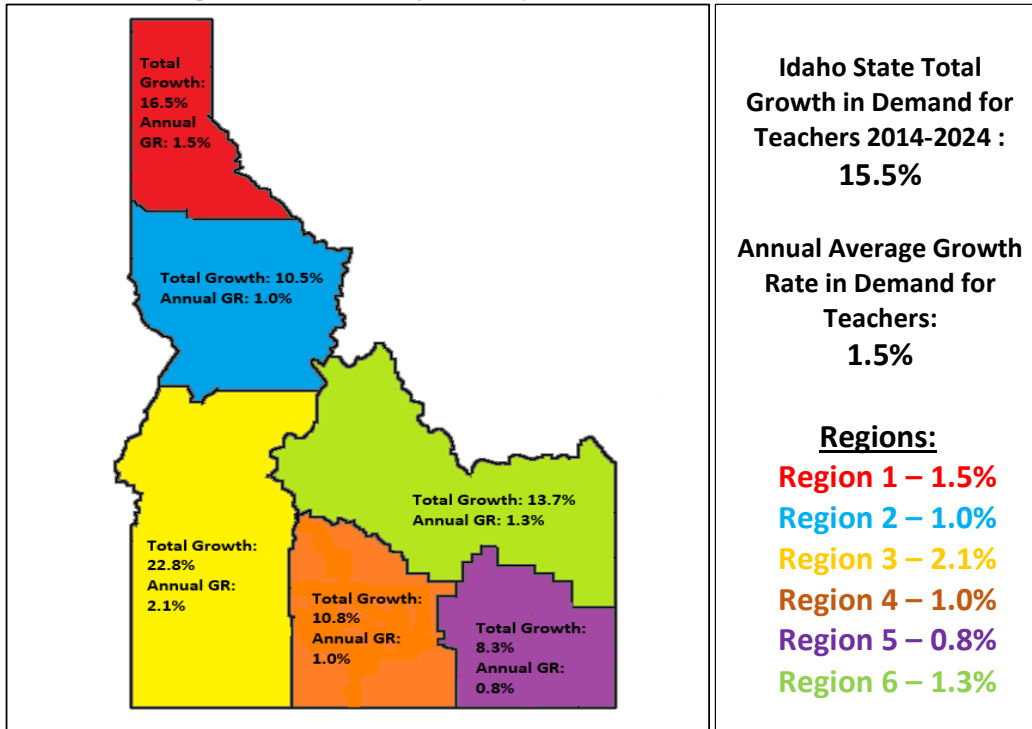
**Part Two: Teacher Demand in Idaho**

*Growth Projections*

The Idaho Department of Labor projects the average increase in demand for teachers to average 1.5% annually over time.

**Figure 1. Teacher Demand Projections 2014-2024**

Idaho Department of Labor Long Term Projections



The number of instructional staff working in Idaho’s public schools averages about 15,500 over the last five years. After accounting for Idaho’s steady attrition rate that results in the loss of approximately 1,550 teachers annually, an additional 233 must be hired in various districts across the state to counter growth of student populations. The following tables illustrate attrition patterns of teachers with instructional teaching assignments. Until the attrition problem is solved, Idaho will continue to need in excess of 1,750 new teachers every year.

*Attrition of Idaho Teachers Statewide*

In the following tables, Idaho’s attrition rates are examined according to a number of factors; age, years of experience, by cohort, and by region. A teacher is counted as leaving if that teacher had an instructional assignment in one year and did not have an instructional assignment in the next year.

**Table 6: Number of teachers with instructional assignments who have instructional assignments in the next school year**

	Number with instructional assignment	Number with instructional assignment in next year	Attrition Rate	Number without instructional assignment but with Administrative assignment	Share who leave to become only Administrators
2013-2014	15,322	13,814	10%	108	1%
2014-2015	15,576	13,922	11%	98	1%
2015-2016	15,767	14,116	10%	114	1%
2017-2018	16,035	14,421	10%	88	1%

In summary, approximately ten percent of teachers with instructional assignments in one year do not have instructional assignments in the next year. Of those, only one percent left to become full-time administrators. The national average for teacher attrition is 8%; attrition in Idaho is consistently higher.

**Table 7: Number of teachers with instructional assignments who do not have instructional assignments in the next school year, by age**

	Attrition Rate – Age of those who leave the profession			
	2013-2014	2014-2015	2015-2016	2016-2017
Age 24 or younger	5%	6%	5%	5%
Age 25 to 29	12%	12%	14%	12%
Age 30 to 34	13%	11%	13%	13%
Age 35 to 39	10%	10%	9%	12%
Age 40 to 44	11%	9%	9%	9%
Age 45 to 49	7%	8%	9%	9%
Age 50 to 54	8%	9%	8%	7%
Age 55 to 59	16%	14%	15%	14%
Age 60 to 64	15%	17%	13%	14%
Age 65 and older	4%	5%	5%	6%
Overall Attrition	10%	11%	10%	10%

Note: Age is measured as of base year. Rates higher than the overall rate are highlighted.

In summary, attrition rates in the Idaho teaching population are highest for those under the age of 35 and those over the age of 54. Of the 10% who leave the profession annually, those teachers aged 55 years or older account for about 33% of Idaho’s annual attrition on average, with 66% clearly leaving for reasons other than retirement. Considering that Idaho’s annual rate of attrition is consistently 10%, we can assume that next year 1,600 teachers will leave; approximately 500 of them will retire **but 1,100 will leave the classroom due to other compelling factors**. Though attrition for those under the age of 35 decreased slightly in 2016-2017, Idaho is still losing teachers for reasons other than retirement at a rate that is higher than the national average.

**Table 8: Number of teachers with instructional assignments who do not have instructional assignments in the next school year, by years of experience**

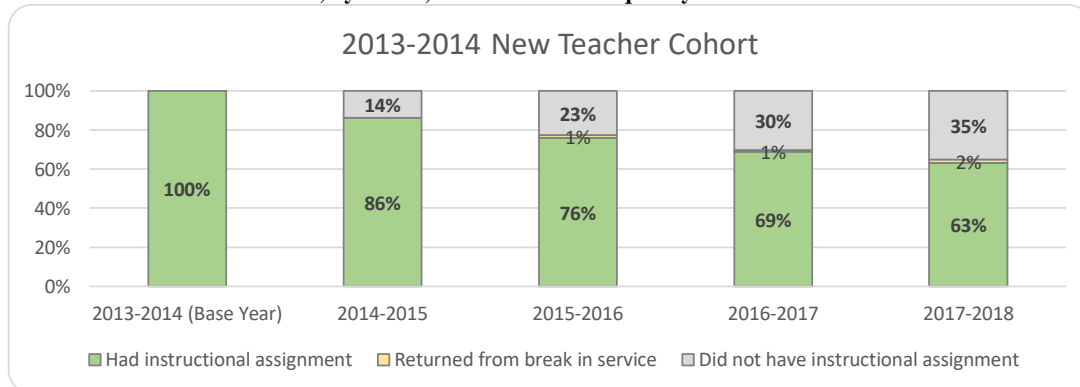
	Attrition Rate - Share with an assignment in base year but without assignment in next year			
	2013-2014	2014-2015	2015-2016	2016-2017
No prior experience	14%	17%	15%	15%
0.1 to 3.9 years of experience	10%	12%	11%	11%
4.0 to 7.9 years of experience	10%	9%	11%	9%
8 to 10 years of experience	7%	8%	8%	7%
More than 10 years of experience	10%	10%	10%	9%
Overall	10%	11%	10%	10%

Note: Experience is measured as of base year. Attrition rates higher than the overall rate are highlighted. Years of experience only includes years of teaching K-12 in Idaho.

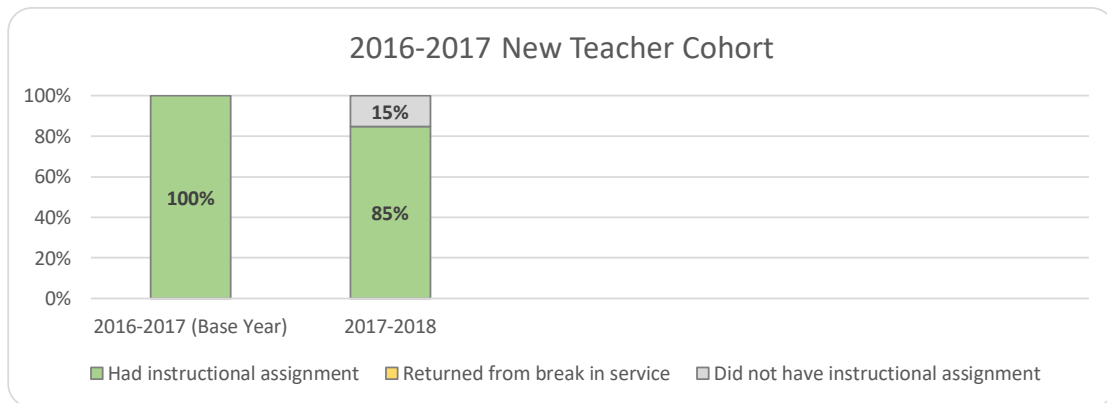
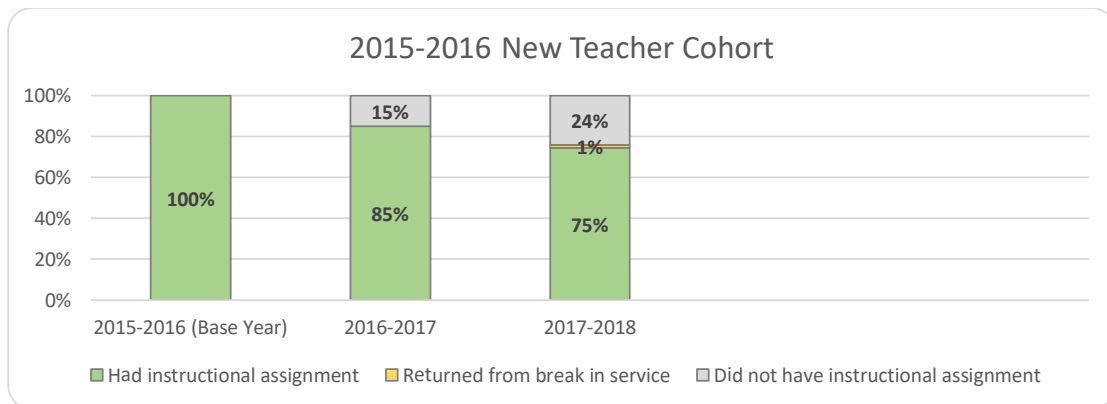
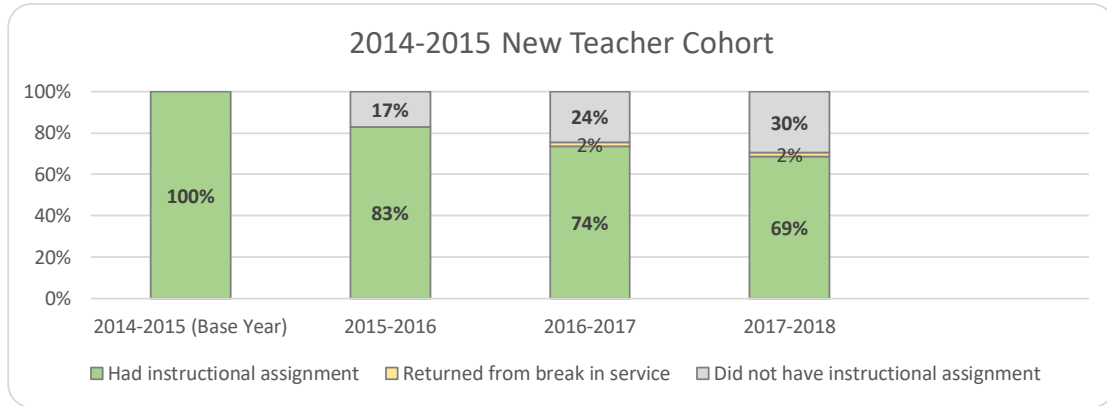
The most current attrition data indicates that, once again, 15 percent of new teachers leave after the first year of teaching. The 2018 report looks at this statistic to better understand if the bulk of those teachers leaving the profession within the first year hold interim certificates or full standard certificates. Next year’s report will compare the rates at which they are exiting voluntarily vs. non-renewal of teaching contract.

Beyond the first year, national estimates have suggested that “new teachers leave at rates of somewhere between 19% and 30% over their first five years of teaching” (Sutcher, et al., 2016, p.7). Using available data to follow cohorts of new Idaho teachers, statewide attrition is at the high end of national estimates after three years, climbing even higher after four.

**Table 9: Share of new teachers, by cohort, who leave in subsequent years**



**Table 9: Share of new teachers, by cohort, who leave in subsequent year (continued)**

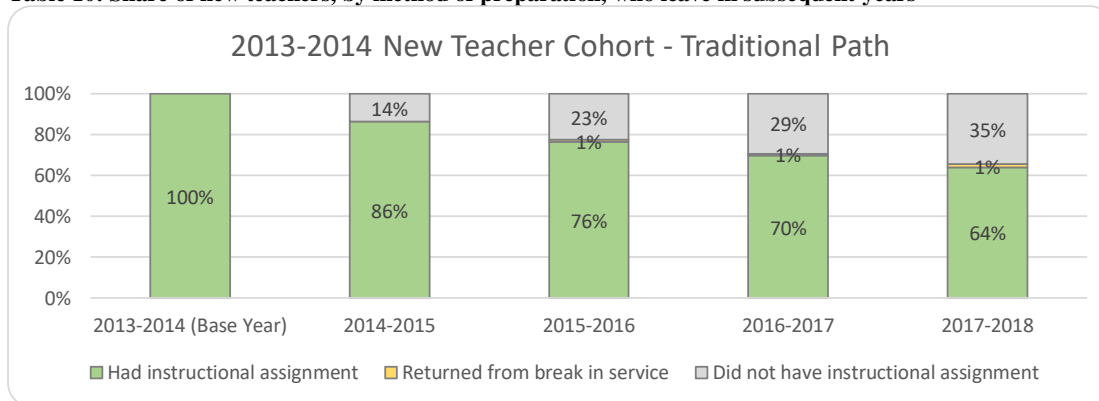


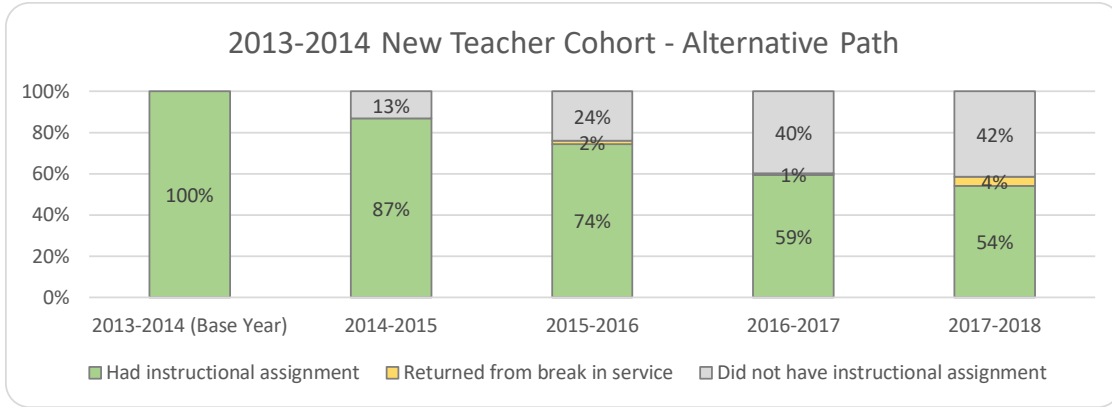
<b>Table 9 Detail</b>	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017	2017-2018
Had instructional assignment	1,399	1,207	1,065	963	884
Returned from break in service			17	14	24
<b>Did not have instructional assignment</b>		<b>192</b>	<b>317</b>	<b>422</b>	<b>491</b>
	2014-2015 (Base Year)	2015-2016	2016-2017	2017-2018	
Had instructional assignment	1,363	1,131	1,002	936	
Returned from break in service			28	24	
<b>Did not have instructional assignment</b>		<b>232</b>	<b>333</b>	<b>403</b>	
	2015-2016 (Base Year)	2016-2017	2017-2018		
Had instructional assignment	1,469	1,249	1,096		
Returned from break in service			20		
<b>Did not have instructional assignment</b>		<b>220</b>	<b>353</b>		
	2016-2017 (Base Year)	2017-2018			
Had instructional assignment	1,637	1,386			
Returned from break in service					
<b>Did not have instructional assignment</b>		<b>251</b>			

Note: This only includes teachers with 0 years of teaching experience in the base year.

To better understand if type of certification, and therefore method of preparation, played a significant role in teacher attrition. Data for the 2013-2014 cohort was disaggregated into two categories: Those prepared through a traditional path and entering the field fully certified, and those prepared through an approved alternative route or granted a provisional who enter the field on an interim certificate without having met certification requirements.

**Table 10: Share of new teachers, by method of preparation, who leave in subsequent years**





Alternative Path	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017	2017-2018
Had instructional assignment	113	98	84	67	61
Returned from break in service			2	1	5
Did not have instructional assignment		15	27	45	47

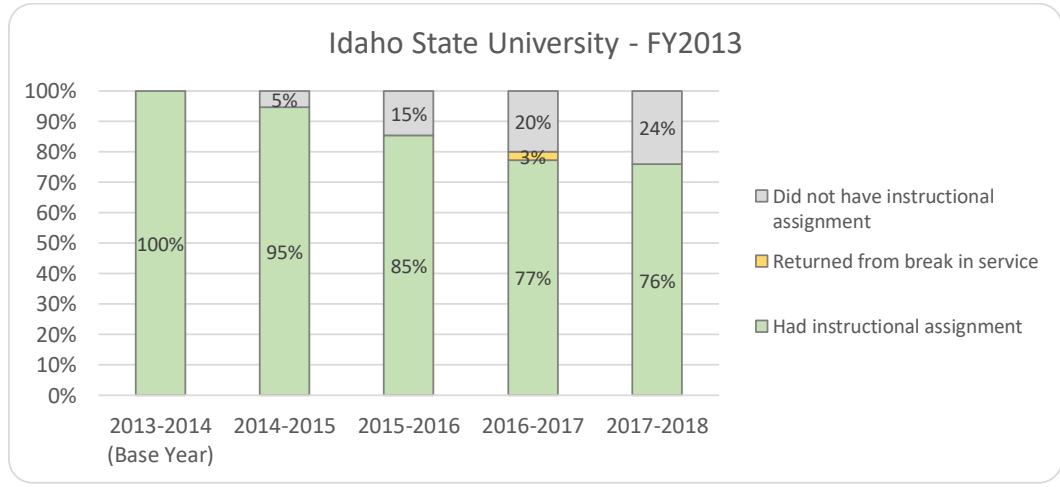
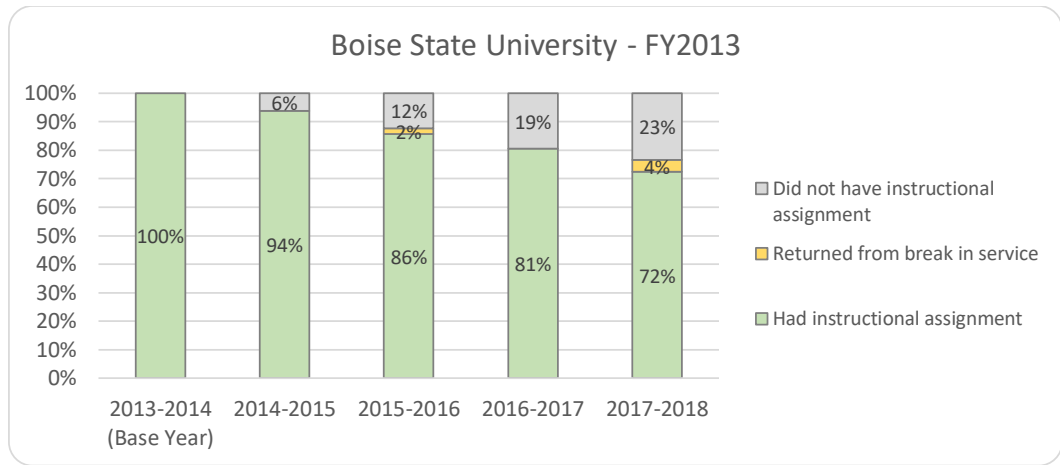
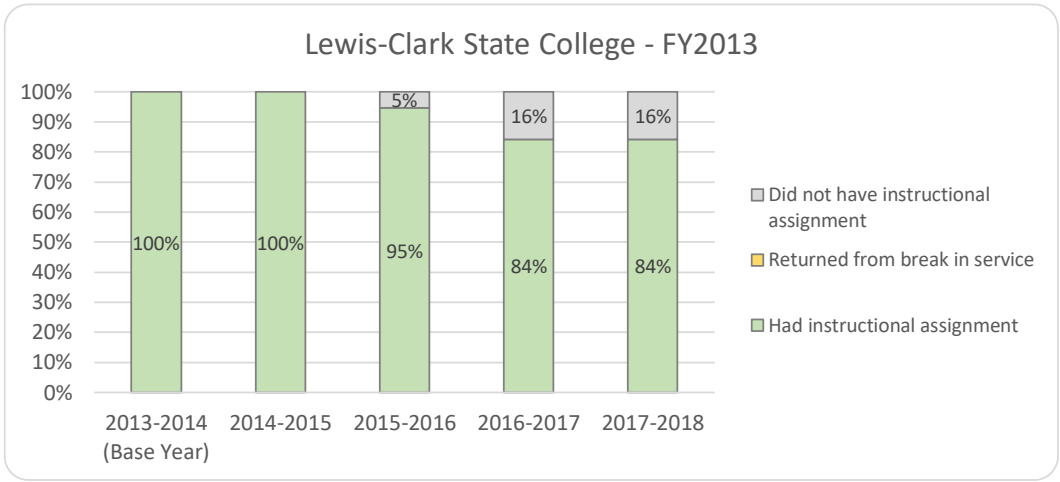
It is interesting to note that attrition rates within the first three years are not significantly different between the two groups. Alternatively prepared teachers leave at significantly higher rates in the fourth year, which correlates with the end of the validity period of the interim certificate. It is likely that many of the those teaching on an interim certificate are unable to meet all of the certification requirements within the three year validity period, and are unable to remain in teaching.

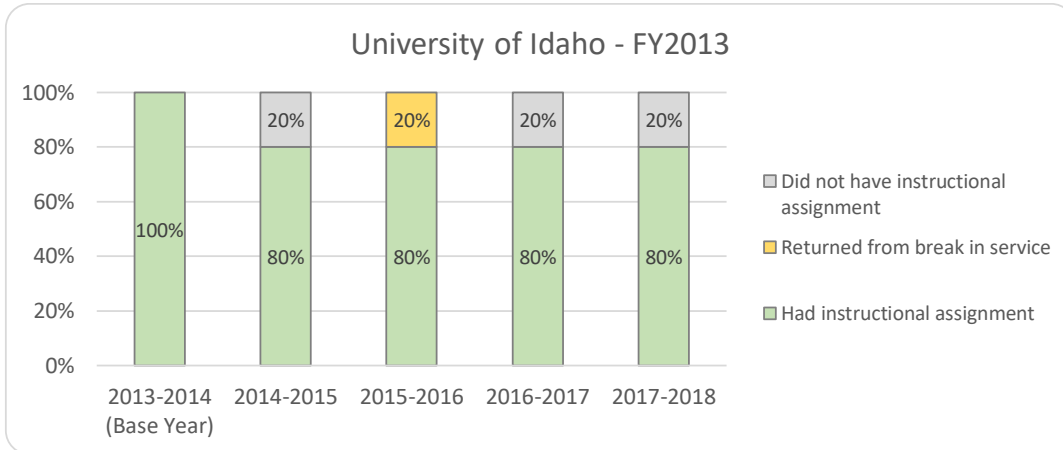
Finally, attrition according to preparation program was explored. Using completer data provided by each of the public preparation programs, FY 2013 graduates of Idaho’s public teacher preparation programs were followed through FY18. Full detail of attrition in subsequent cohorts, disaggregated according to institution, is included as Attachment 3.

Table 10 Detail	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017	2017-2018
Traditional Path					
Had instructional assignment	1,286	1,109	981	896	823
Returned from break in service			15	13	19
Did not have instructional assignment		177	290	377	444



Table 11: District-level attrition rates by public preparation program





With the exception of Lewis Clark State University, traditionally prepared teachers appear to leave in predictable increments, with at least 20% attrition. Overall, cohort attrition appears to be steady and predictable, with at least a third of new teachers exiting from teaching in an Idaho public school after three years, regardless of type of preparation. As noted earlier, it will be critical to understand the percentage of teachers exiting the profession voluntarily compared to those who are dismissed within each new teaching cohort. In either exit scenario, voluntary or not, a strong case can be made for induction programs and mentor support.

***Attrition of Idaho Teachers by District Type and Region***

Statewide, between attrition (which includes retiring teachers) and student population growth, nearly 2,000 teachers are needed each year to meet the demands of Idaho school districts.

This section of the report examines attrition patterns of teachers with instructional teaching assignments by district type and region. As in previous tables, a teacher is counted as leaving if that teacher had an instructional assignment in one year in a district and did not have an instructional assignment in the next year in that same district. Therefore, this measures attrition both from the profession as well as from the individual district.

The number of teachers with a teaching assignment in each group is tabulated, as well as the number of teachers from that group who left the district. Some teachers appear in more than one district. Therefore the total teachers in each school year will not match the total teachers in earlier graphs and figures.

**Table 11: District-level attrition rates by locale**

	2014-2015		2015-2016		2016-2017	
	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate
City/Suburb	8,160	14%	8,232	13%	8,383	12%
Town	4,605	15%	4,595	14%	4,668	15%
Rural, Fringe & Distant	2,273	17%	2,310	16%	2,311	16%
Rural, Remote	1,047	15%	1,051	16%	1,076	13%
Virtual	429	10%	459	11%	479	13%

Note: Locale was determined using categories defined by the National Center for Education Statistics (NCES).

**Table 12: District-level attrition rates by region**

Region	2014-2015		2015-2016		2016-2017	
	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate
1	1,764	13%	1,779	13%	1,798	13%
2	927	11%	940	13%	939	11%
3	6,964	14%	7,058	13%	7,150	13%
4	2,307	17%	2,310	15%	2,382	16%
5	1,480	17%	1,438	13%	1,454	11%
6	2,635	16%	2,654	16%	2,705	14%
Virtual	453	10%	484	11%	505	12%

In summary, Regions 4 and 6 consistently have among the highest district-level attrition rates although there is not a lot of variation between regions.

**Table 13: One-year district-level attrition for first-year teachers**

	2013-2014		2014-2015	
	Number of first-year teachers with instructional assignments	District-level attrition rate	Number of first-year teachers with instructional assignments	District-level attrition rate
City/Suburb	637	22%	723	25%
Town	452	22%	398	22%
Rural, Fringe & Distant	242	21%	211	20%
Rural, Remote	116	27%	86	23%
Virtual	56	14%	23	26%

	2015-2016		2016-2017	
	Number of first-year teachers with instructional assignments	District-level attrition rate	Number of first-year teachers with instructional assignments	District-level attrition rate
City/Suburb	778	18%	818	21%
Town	439	21%	529	19%
Rural, Fringe & Distant	197	32%	208	27%
Rural, Remote	88	20%	133	21%
Virtual	30	17%	18	22%

Note: This measures attrition following the first-year of teaching for teachers with instructional assignments.

In summary, there is not a clear pattern of differences in district-level attrition for first-year teachers by locale.

### ***Prevalence of Alternative Pathways to Certification***

This section of the report examines the number of instructional staff working on interim certificates while pursuing full state certification. Pathways represented below encompass both traditional and non-traditional preparation programs. The “Teacher to New” alternative pathway numbers combines the number of individuals with an existing certificate to earn an additional certificate, such as an individual with a standard instructional certificate earning and administrators certificate and individuals holding an existing instructional certificate adding additional endorsements. This pathway is most commonly used for instructional staff to add additional endorsements. In 2017-2018 this pathway was used by certificated staff to add 253 endorsements to existing certificates.

**Table 14: Types and Numbers of Alternative Pathways to Certification, by Region**

<b>2013-2014</b>	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of Instructional Staff
Region 1			5	4	16	<b>2%</b>
Region 2			3	4	29	<b>4%</b>
Region 3	38		14	57	79	<b>3%</b>
Region 4	19		11	17	42	<b>4%</b>
Region 5	17		3	22	29	<b>5%</b>
Region 6	25		3	43	27	<b>4%</b>
Charter/Virtual	15		3	16	20	<b>6%</b>
<b>Total</b>	<b>114</b>	<b>42</b>	<b>163</b>	<b>242</b>		
<b>2014-2015</b>	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of Instructional Staff
Region 1			1	6	24	<b>2%</b>
Region 2	1		5	3	16	<b>3%</b>
Region 3	28		23	41	84	<b>3%</b>
Region 4	9		10	35	37	<b>4%</b>
Region 5	4		9	15	21	<b>4%</b>
Region 6	12		7	36	32	<b>4%</b>
Charter/Virtual	11		5	23	30	<b>7%</b>
<b>Total</b>	<b>65</b>	<b>60</b>	<b>159</b>	<b>244</b>		
<b>2015-2016</b>	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of Instructional Staff
Region 1	2		22		29	<b>3%</b>
Region 2			16		22	<b>5%</b>
Region 3	41		106		72	<b>4%</b>
Region 4	26		102		38	<b>8%</b>
Region 5	7		50		24	<b>6%</b>
Region 6	30		57		34	<b>5%</b>
Charter/Virtual	13		46		23	<b>8%</b>
<b>Total</b>	<b>119</b>	<b>399</b>	<b>0</b>	<b>242</b>	<b>14</b>	

2016-2017		ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of Instructional Staff
Region 1		10	25	1	30		4%
Region 2		10	24		16		6%
Region 3		82	103	11	79	14	4%
Region 4		49	117	7	48		10%
Region 5		19	55	8	25		8%
Region 6		24	80	6	30		6%
Charter/Virtual		33	54	4	35	2	9%
<b>Total</b>		227	458	37	263	16	

2017-2018		ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of instructional teachers
Region 1		22	31	8	29		5%
Region 2		5	20		23		6%
Region 3		115	135	6	69	25	5%
Region 4		44	161	16	40		12%
Region 5		36	64	3	28		10%
Region 6		54	124	5	46	1	9%
Charter/Virtual		46	68	5	17	2	10%
<b>Total</b>		322	603	43	252	28	

Table 15: Types and Numbers of Alternative Pathways to Certification, by District Type

2013-2014		ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of instructional teachers
City/Suburb		50	12	37	70		2%
Town		35	19	71	66		5%
Rural, Fringe & Distant		7	5	16	42		4%
Rural, Remote		7	3	23	44		8%
Charter schools		15	3	16	20		5%
<b>Total</b>		114	42	163	242		
2014-2015		ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of instructional teachers
City/Suburb		30	21	46	74		2%
Town		11	22	56	61		4%
Rural, Fringe & Distant		7	5	21	48		4%
Rural, Remote		6	7	13	31		6%
Charter schools		11	5	23	30		6%

Total	65	60	159	244		
2015-2016	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of instructional teachers
City/Suburb	44	104		59	12	3%
Town	44	147		70	2	6%
Rural, Fringe & Distant	11	57		54	0	6%
Rural, Remote	7	45		36	0	9%
Charter schools	13	46		23	0	6%
Total	119	399		242	14	
2016-2017	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of instructional teachers
City/Suburb	86	98	3	82	6	4%
Town	65	170	13	74	5	8%
Rural, Fringe & Distant	21	65	2	44	3	7%
Rural, Remote	22	71	15	28		14%
Charter/Virtual schools	33	54	4	35	2	9%
Total	227	458	37	263	16	
2017-2018	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of instructional teachers
City/Suburb	131	148	5	66	15	5%
Town	78	219	17	84	8	10%
Rural, Fringe & Distant	32	93	9	43	3	9%
Rural, Remote	35	75	7	42		16%
Charter/Virtual schools	46	68	5	17	2	10%
Total	322	603	43	252	28	

Note: Information on teaching pathways was included only for assignments in public schools. All Public Charter School Commission-authorized charter schools should have been identified. However, district-authorized charter schools may or may not have been identified depending on how the district name was entered in the report.

Though alternative pathways to certification (alternative authorizations) are sometimes used to bring in teachers with unique skill sets for particular types of programs, these authorizations generally denote a district trying to meet a hard-to-fill position due to either a scarcity of teachers in a particular content area or difficulty in drawing candidates to a geographic location. From the above tables, it is clear that the percentage of teachers on some form of interim certificate has increased in every region over the last five years, but the percentages are consistently higher in Region 4. It also appears that the numbers of certified staff vs. interim staff is persistently disproportional between urban districts and all types of rural districts; fringe, distant, and remote. Not surprisingly, Rural Remote districts consistently struggle with staffing issues.

**Conclusion**

Retention is clearly the primary issue facing Idaho’s supply of highly effective teachers. Idaho’s traditional educator preparation programs are steadily producing an average of 800 teachers annually and Idaho issues

approximately 400 certificates to teachers from other states; this should be more than enough newly certified teachers to replace the average 500 teachers who retire and the 233 needed annually to address student population growth with hundreds to spare. However, five years of staffing data illustrates that at least 1,500 teachers leave the profession every year prior to retirement age.

Though a number of the recommendations put forth in the 2017 Teacher Pipeline Report have been enacted, the lack of attention to, or funding for, a robust mentoring and induction program is likely a major contributor to Idaho's glaring rates of attrition. As part of a support program, Idaho policymakers may also want to consider developing a research agenda with the goal of more clearly identifying the causes of teacher attrition throughout the state by following cohorts of teachers from preparation through their first five years of teaching: How many new teachers leave the classroom voluntarily? How many are not offered continuing contracts? How can these novice teachers be better supported?

Another critical area for research would be to understand why well over 30% of the teachers who receive an initial Idaho teaching certificate choose not to serve in our public schools. Are these potential Idaho teachers using their teaching certificates in border states? Are they choosing other professions within the state? Are these potential educators choosing to stay home with young families rather than teach and could they be enticed with part-time opportunities and job sharing?

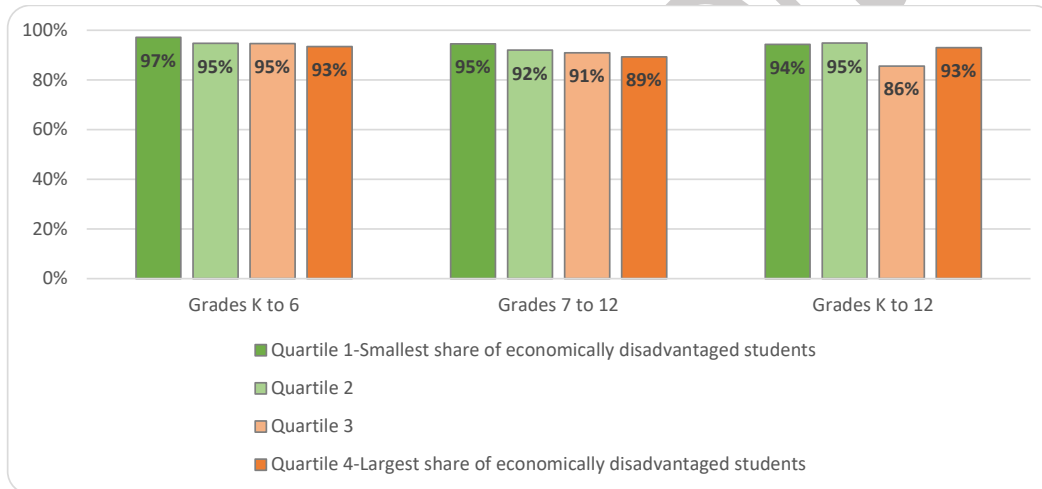
Until policymakers become urgent in their efforts to retain Idaho teachers, shortages will have a constant presence in our education landscape, draining district resources and negatively impacting student learning.



## Distribution of Teachers with Standard Instructional Certificate Across Schools

Research question – Are schools with more economically disadvantaged<sup>1</sup> students more likely to have teachers<sup>2</sup> without a standard instructional certificate? Figure 1 shows the share of teachers with a standard instructional certificate by level of school. For schools that serve grades K-6 and schools that serve grades 7-12, an increase in the share of students who are economically disadvantaged is associated with a decrease in the share of teachers with a Standard Instructional Certificate. There is no such relationship for schools that serve grades K to 12.

Figure 1: Share of teachers with a Standard Instructional Certificate by school's relative percentage of economically disadvantaged students



Some of differences shown in Figure 1 could be due to differences in education regions in terms of economic disadvantage and in terms of the teacher labor market. Figure 2 shows the same data but broken down by education region. Quartiles are re-calculated for each combination of region and level of school control.

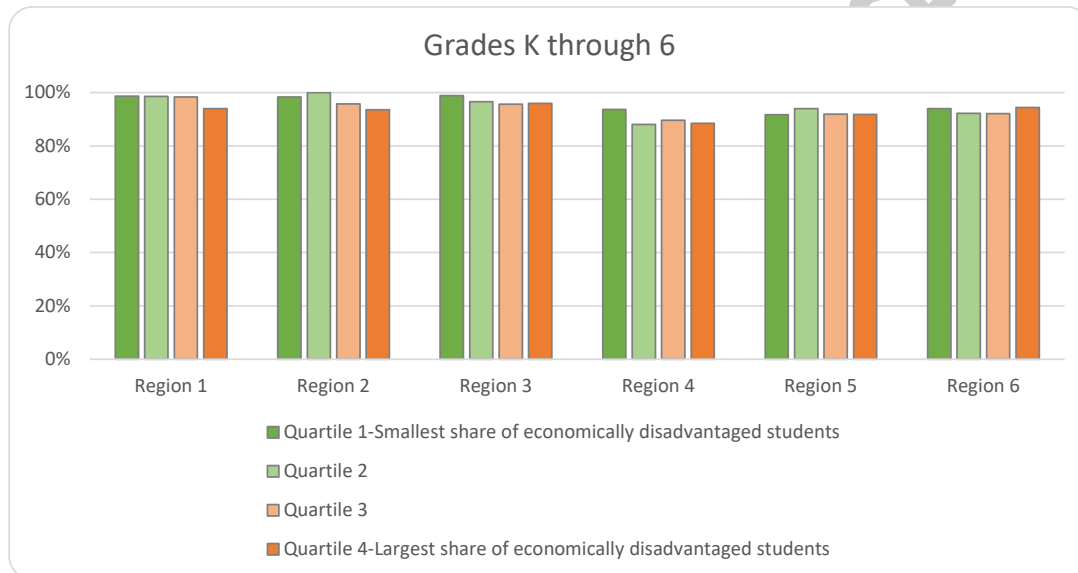
For schools that serve grades K through 6, Regions 1, 2, and 3 generally have higher rates of teachers with standard instructional certificates than Regions 4, 5, and 6. In Regions 1, 2, and 3, schools with a relatively high percentage of economically disadvantaged students have a lower percentage of teachers with standard instructional certificates than schools with a relatively low percentage of economically disadvantaged students. In Region 4, the schools with the smallest share of economically disadvantaged students have a higher percentage of teachers with standard instructional certificates than schools with larger shares of economically disadvantaged students.

<sup>1</sup> Economic disadvantage is calculated by the Idaho State Department of Education. For this paper, I averaged the measure over 3 years (2015-16, 2016-17, and 2017-18). I then calculated quartiles for each level of school control (Grades K to 6, Grades 7 to 12, Grades K to 12).

<sup>2</sup> Only teachers with an instructional assignment in 2017-18 were included in this analysis.

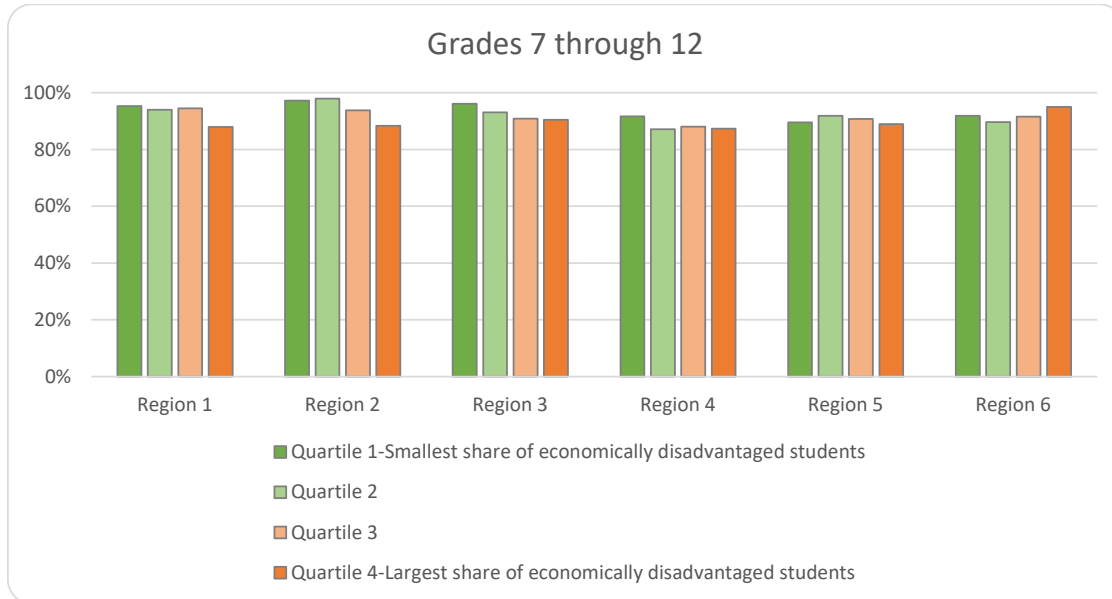
For schools that serve grades 7 to 12, there also appears to be a relationship between economically disadvantaged students and teachers with standard instructional certificates in Regions 1, 2, 3, and 4. In those regions, schools with relatively large shares of economically disadvantaged students generally have the smallest percentage of teachers with a standard instructional certificate. A relationship is not as apparent in Regions 5 and 6.

Figure 2: Share of teachers with a Standard Instructional Certificate by school's relative percentage of economically disadvantaged students by region – Grades K through 6



Grades K through 6	Share of instructional staff with a 101:Standard Instructional Certificate			
	Quartile 1-Smallest share of economically disadvantaged students	Quartile 2	Quartile 3	Quartile 4-Largest share of economically disadvantaged students
Region 1	99%	99%	98%	94%
Region 2	98%	100%	96%	94%
Region 3	99%	97%	96%	96%
Region 4	94%	88%	90%	89%
Region 5	92%	94%	92%	92%
Region 6	94%	92%	92%	94%

Figure 3: Share of teachers with a Standard Instructional Certificate by school's relative percentage of economically disadvantaged students by region – Grades 7 through 12



Grades 7 through 12	Share of instructional staff with a 101:Standard Instructional Certificate			
	Quartile 1-Smallest share of economically disadvantaged students	Quartile 2	Quartile 3	Quartile 4-Largest share of economically disadvantaged students
Region 1	95%	94%	94%	88%
Region 2	97%	98%	94%	88%
Region 3	96%	93%	91%	90%
Region 4	92%	87%	88%	87%
Region 5	90%	92%	91%	89%
Region 6	92%	90%	92%	95%

Preliminary

## 2018 Teacher Pipeline Report

Table 1: New teachers produced by Idaho colleges of education

This table is found in the main body of the Teacher Pipeline report.

Table 2: Number receiving New Idaho certifications (non-duplicated), instructional endorsements only

Significant fact: About a third of instructional teachers who are certified in Idaho each year are not employed in Idaho. The number of instructional teachers certified and employed in Idaho is relatively constant.

	Total certificates issued	Certificates issued to those who were employed in Idaho				Share not employed in Idaho
		Academic Certificates			CTE Certificates	
		Total	State of first certification			
		Idaho	Other state			
2013-2014	1,932	1,249	828	421	33	35%
2014-2015	1,720	1,180	782	398	51	31%
2015-2016	1,889	1,298	909	389	61	31%
2016-2017	1,952	1,234	821	413	56	37%
2017-2018	1,969	1,281	838	443	41	35%

Notes: Excludes certifications with only Administration or Pupil Personnel Services endorsements. A teacher that received more than one certification would only appear once in this tally. Total certificates issued includes certificates issued to teachers who never had a teaching assignment in Idaho. State of first certification is not available for these teachers. CTE Certificates are those certificates with only CTE endorsements. Teachers with both academic and CTE endorsements would be included in the Academic certificates group.

Table 3: Idaho certifications issued by school level (duplicated), instructional endorsements only

Significant fact: There has been an approximate 12 percent increase in the number of Secondary certifications issued.

	Elementary	Secondary
2013-2014	1,044	831
2014-2015	866	735
2015-2016	1,049	780
2016-2017	1,042	829
2017-2018	1,157	927

Notes: Excludes certifications with only Administration or Pupil Personnel Services endorsements. A teacher that received more than one certification could appear more than once in this tally. Excludes CTE only endorsements as they would be eligible to teach only at the Secondary level. This covers all certificates issued. School level was determined by the endorsements issued. See Appendix I for a list of endorsements and how they were classified. Endorsements could also cover All Grades – these endorsements were not included in this analysis.

Table 4: Number receiving Idaho certifications issued with Special Education endorsements

	Total certificates issued
2013-2014	260
2014-2015	237
2015-2016	282
2016-2017	292
2017-2018	328

Notes: A teacher that received more than one certification would only appear once in this tally.

Table 5: Idaho certifications issued for select secondary endorsements, by area of assignment

**STEM**

	Mathematics	Life and Physical Science	Computer and Informational Systems
2013-2014	187	142	19
2014-2015	150	138	21
2015-2016	172	171	19
2016-2017	207	184	14
2017-2018	209	176	27

**Languages and Humanities**

	English Language and Literature	World Language	Humanities
2013-2014	436	74	568
2014-2015	380	68	500
2015-2016	407	48	485
2016-2017	416	63	488
2017-2018	426	58	516

**Other**

	Social Science	Fine and Performing Arts	Physical, Health, and Safety
2013-2014	213	247	97
2014-2015	192	194	75
2015-2016	168	200	75
2016-2017	187	173	86
2017-2018	221	179	92

Note: Area of assignment was determined by using the crosswalk between endorsements and assignments provided by SDE in the 2016-17 Assignment Credential Manual. See appendix for a list of which endorsements are counted in each category. Special education endorsements were not included. A teacher would appear only once in each subject category but may appear in more than one subject category.

What are the demographic characteristics of teachers?

This section of the report examines characteristics of teachers who had instructional teaching assignments. Teachers with only summer school teaching assignments were excluded. Assignments were only included if they were instructional. An assignment was categorized as being instructional if it fell into one of the following subject matter areas:

- 00: Elementary Education
- 01 & 51: English Language and Literature
- 02 & 52: Mathematics
- 03 & 53: Life and Physical Science
- 04 & 54: Social Science
- 05 & 55: Fine and Performing Arts
- 06 & 56: World Language
- 07 & 57: Humanities
- 08 & 58: Physical, Health, and Safety Education
- 09 & 59: Military Science
- 10 & 60: Computer and Information Systems
- 11 & 61: Communications and Audio/Visual Technology
- 12 & 62: Business and Marketing
- 13 & 63: Manufacturing
- 14: Health Care Sciences - CTE
- 15: Public, Protective, and Governmental Services – CTE
- 16: Hospitality and Tourism – CTE
- 17 & 67: Architecture and Construction
- 18 & 68: Agriculture, Food, and Natural Resources
- 19 & 69: Human Services
- 20 & 70: Transportation, Distribution, and Logistics
- 21 & 71: Engineering and Technology
- 23 & 73: Special Education Services

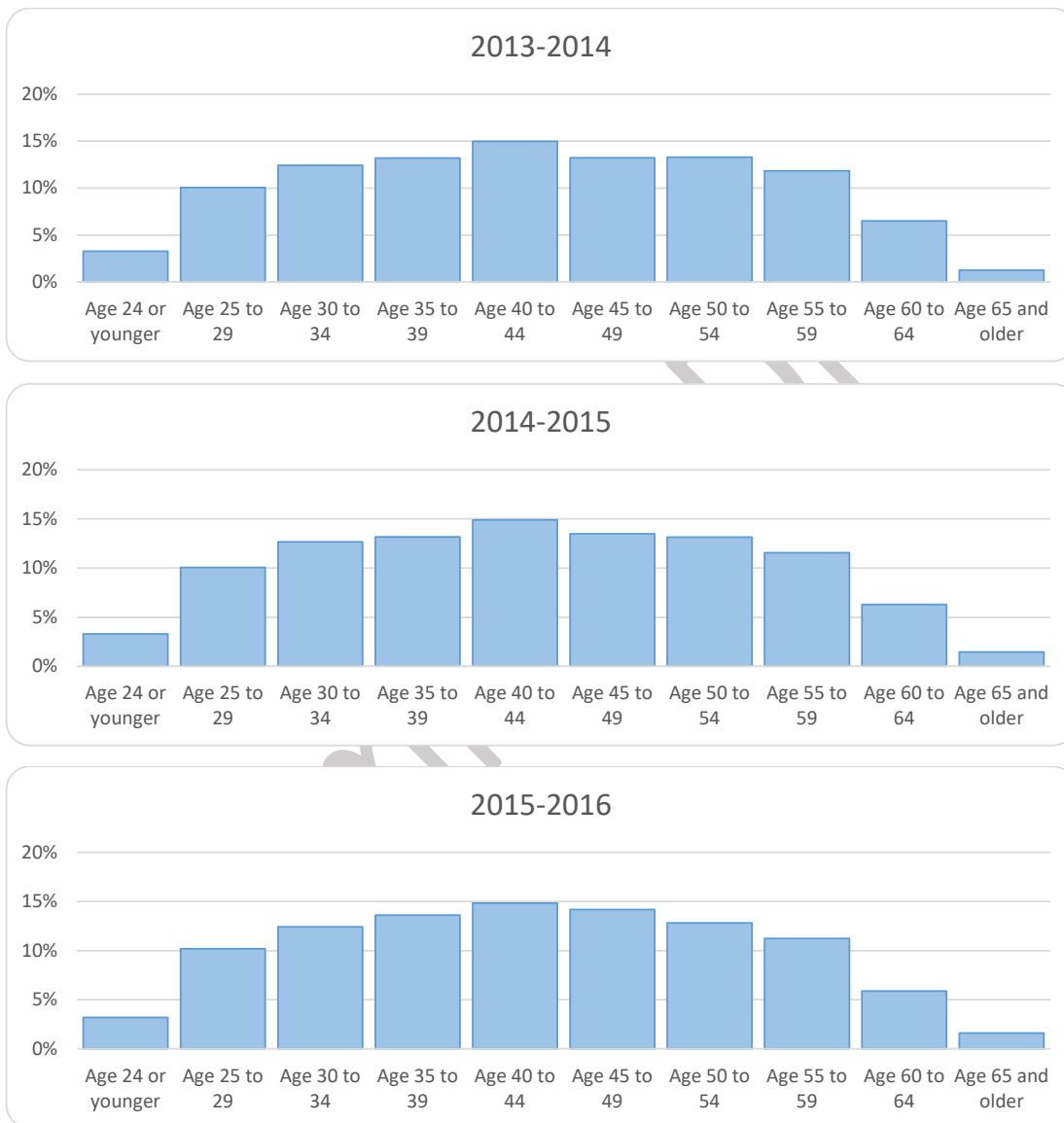
Assignments were categorized as not being instructional if they fell into one of the following subject matter areas:

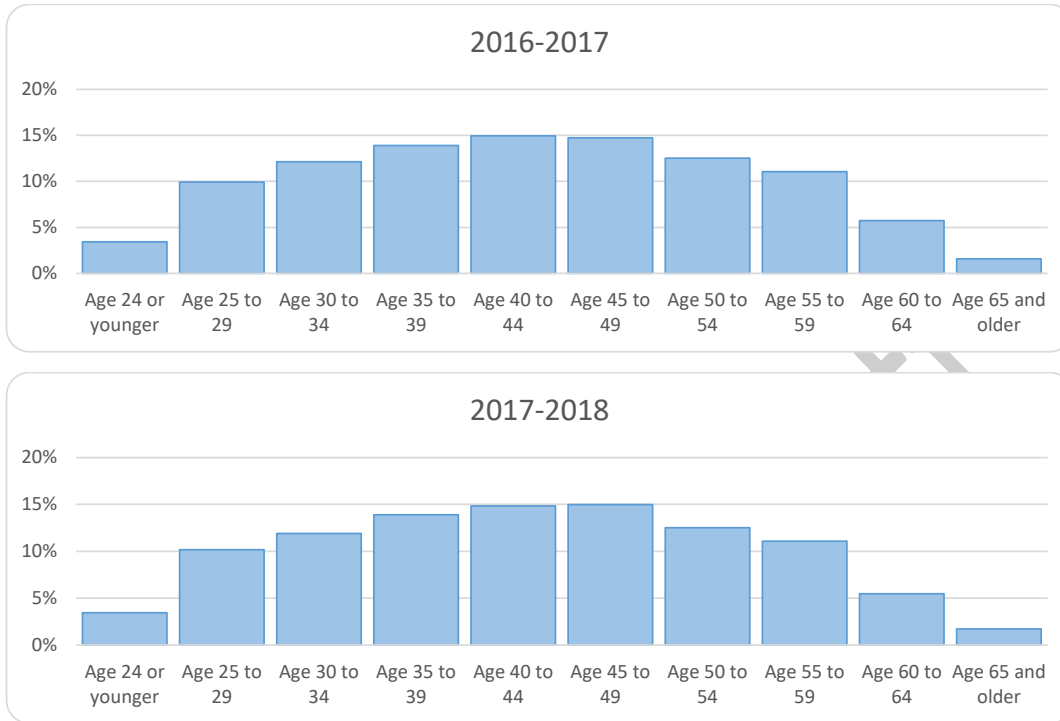
- 22 & 72: Miscellaneous/Elective Course Only
- 31: Teacher Support – Certified
- 32: Pupil Personnel Services - Certified
- 33: Education Media – Certified
- 4X: Administration – Certified
- 86: Early Graduation

Assignments that were restricted or only served Pre-Kindergarten were also excluded.

Table 6: Age

Significant fact: The age distribution of teachers with instructional assignments is fairly constant across years. About one-third of teachers are between the age of 25 to 39, about 40 percent are between the age of 40 and 54, and about 20 percent are older than 55.



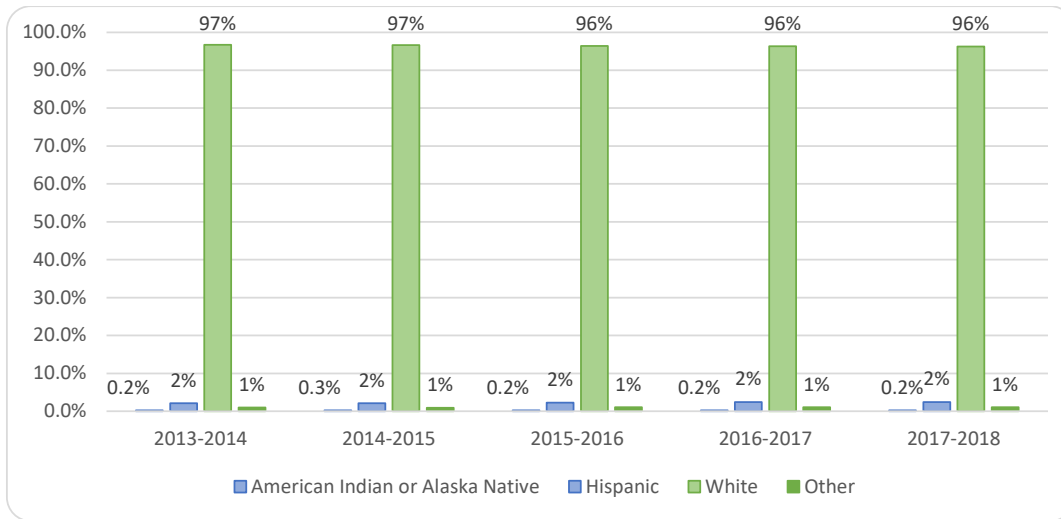


	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Age 24 or younger	3% 499	3% 508	3% 501	3% 552	3% 561
Age 25 to 29	10% 1,540	10% 1,561	10% 1,606	10% 1,590	10% 1,652
Age 30 to 34	12% 1,902	13% 1,963	12% 1,957	12% 1,946	12% 1,938
Age 35 to 39	13% 2,022	13% 2,044	14% 2,145	14% 2,230	14% 2,263
Age 40 to 44	15% 2,295	15% 2,309	15% 2,340	15% 2,398	15% 2,416
Age 45 to 49	13% 2,025	13% 2,090	14% 2,236	15% 2,362	15% 2,439
Age 50 to 54	13% 2,036	13% 2,039	13% 2,020	13% 2,007	13% 2,035
Age 55 to 59	12% 1,813	12% 1,793	11% 1,771	11% 1,775	11% 1,801
Age 60 to 64	6% 995	6% 974	6% 926	6% 921	5% 889
Age 65 and older	1% 194	1% 225	2% 252	2% 253	2% 278

Table 8: Race/ethnicity



Significant fact: There has been an increase in the number (but not share) of Hispanic teachers with instructional assignments. However, the vast majority of teachers with instructional assignments are White.

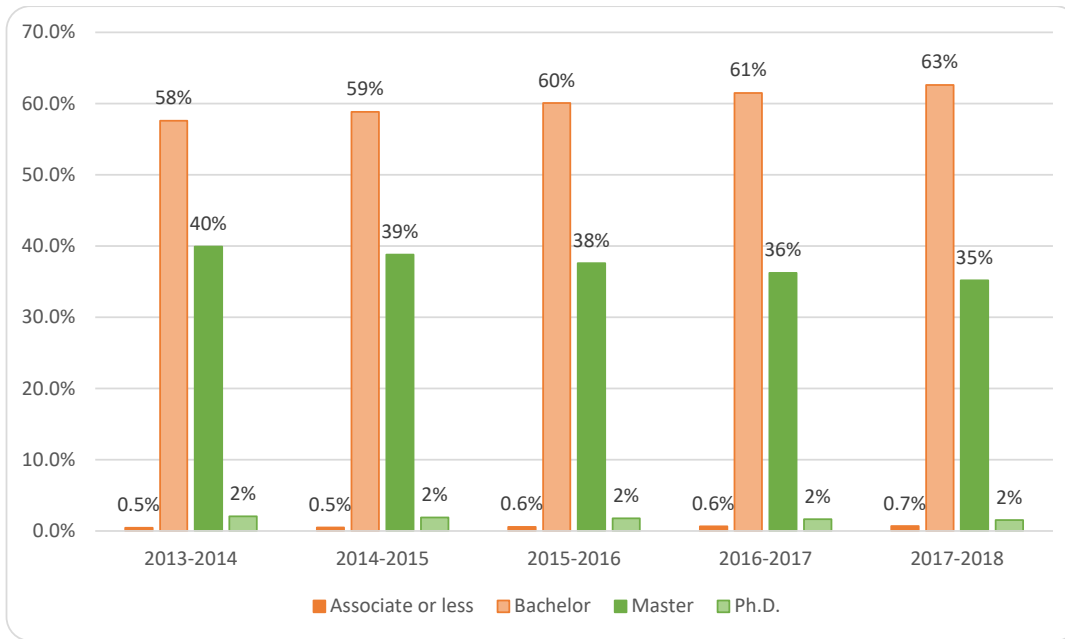


	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
American Indian or Alaska Native	0.2% 35	0.3% 40	0.2% 36	0.2% 35	0.2% 36
Hispanic	2% 325	2% 332	2% 357	2% 387	2% 398
White	97% 14,817	97% 14,989	96% 15,208	96% 15,447	96% 15,671
Other	1% 145	1% 146	1% 166	1% 166	1% 167

Note: Other race includes those identified as Asian, Native Hawaiian or other Pacific Islander, Black or African American, Two or more races, and those missing data on race/ethnicity.

Table 9: Highest Degree Earned

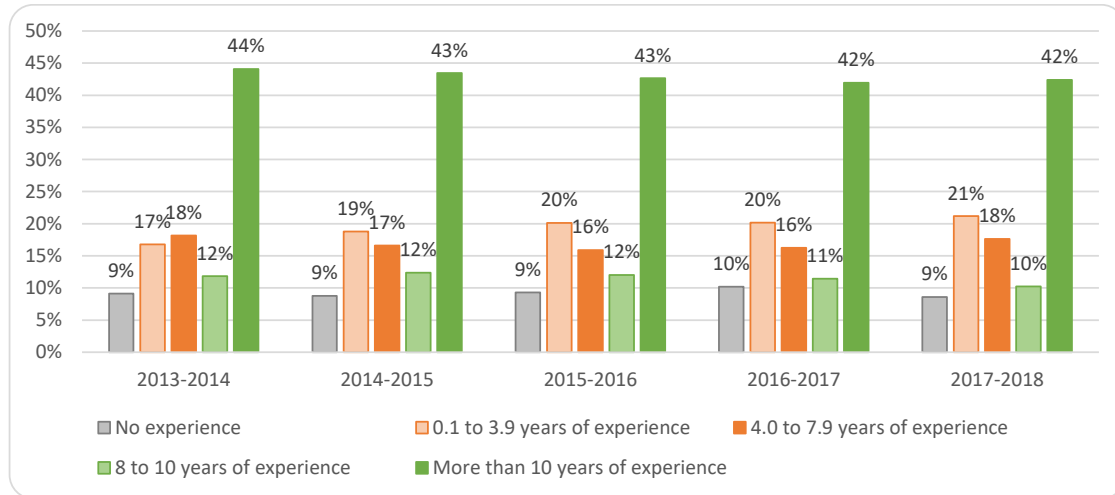
Significant fact: The vast majority of teachers with instructional assignments have either a Bachelor or a Master degree. Over the past four years, there has been a steady decrease in the share with a Master degree and a corresponding increase in the share with a Bachelor degree.



	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Associate or less	0.5%	0.5%	0.6%	0.6%	0.7%
	70	74	88	102	111
Bachelor	58%	59%	60%	61%	63%
	8,823	9,126	9,470	9,859	10,188
Master	40%	39%	38%	36%	35%
	6,115	6,016	5,929	5,807	5,725
Ph.D.	2%	2%	2%	2%	2%
	314	291	280	266	248

Table 10: Year of K-12 teaching experience in Idaho

Significant fact: A little over 40 percent of teachers with instructional assignments have over ten years of K-12 Idaho teaching experience. Around 10 percent of teachers with instructional assignments have no prior teaching experience.



	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
No experience	9% 1,399	9% 1,363	9% 1,469	10% 1,637	9% 1,396
0.1 to 3.9 years of experience	17% 2,570	19% 2,914	20% 3,167	20% 3,233	21% 3,446
4.0 to 7.9 years of experience	18% 2,786	17% 2,577	16% 2,506	16% 2,604	18% 2,868
8 to 10 years of experience	12% 1,811	12% 1,916	12% 1,894	11% 1,838	10% 1,664
More than 10 years of experience	44% 6,755	43% 6,736	43% 6,718	42% 6,722	42% 6,898

Patterns of teacher attrition

This section of the report examines attrition patterns of teachers with instructional teaching assignments. The same definitions applied in the last section were applied in this section. A teacher is counted as leaving if that teacher had an instructional assignment in one year and did not have an instructional assignment in the next year.<sup>3</sup>

Table 11: Number of teachers with instructional assignments who have instructional assignments in the next school year

Significant fact: Approximately ten percent of teachers with instructional assignments in one year do not have instructional assignments the next year. Only 1 percent of those left to become only administrators.

	Number with instructional assignment	Number with instructional assignment in next year	Attrition Rate	Number without instructional assignment but with Administrative assignment	Share who leave to become only Administrators
2013-2014	15,322	13,814	10%	108	1%
2014-2015	15,576	13,922	11%	98	1%
2015-2016	15,767	14,116	10%	114	1%
2017-2018	16,035	14,421	10%	88	1%

<sup>3</sup> One district did not properly enter data for the 2014-2015 school year. The data they entered indicated that all of their teachers left that year. For this section, I coded that district's teachers as being present in 2014-2015 if that teacher was present in the district in 2013-2014 and also present in 2015-2016.

Table 12: Number of teachers with instructional assignments who have instructional assignments in the next school year, by age

Significant fact: Attrition rates are highest for those under the age of 35 and those over the age of 54.

	Attrition Rate - Share with an assignment in base year but without assignment in next year			
	2013-2014	2014-2015	2015-2016	2016-2017
Age 24 or younger	16%	18%	18%	15%
Age 25 to 29	11%	13%	14%	12%
Age 30 to 34	10%	9%	11%	10%
Age 35 to 39	7%	8%	7%	9%
Age 40 to 44	7%	6%	6%	6%
Age 45 to 49	5%	6%	7%	6%
Age 50 to 54	6%	7%	6%	5%
Age 55 to 59	13%	13%	14%	12%
Age 60 to 64	23%	28%	24%	25%
Age 65 and older	31%	35%	36%	36%
Overall	10%	11%	10%	10%

Note: Age is measured as of base year. Rates lower than the overall rate are highlighted.

Table 13: Number of teachers with instructional assignments who have instructional assignments in the next school year, by years of experience

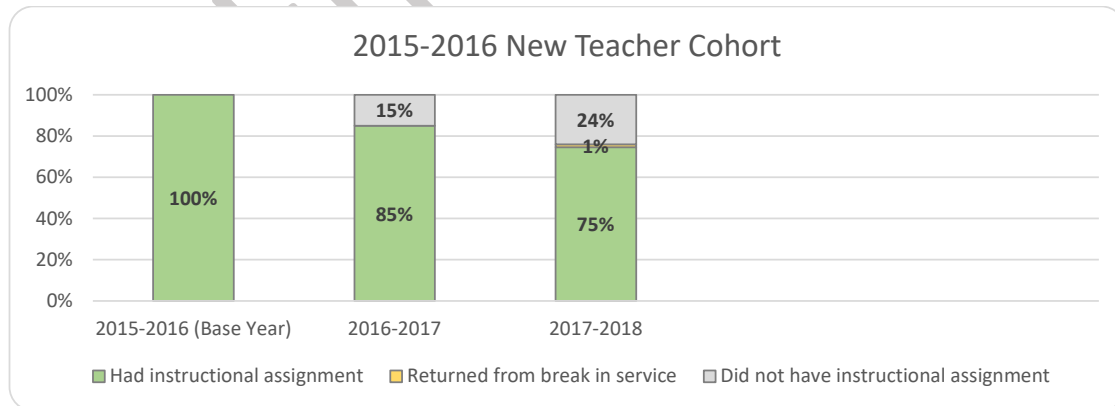
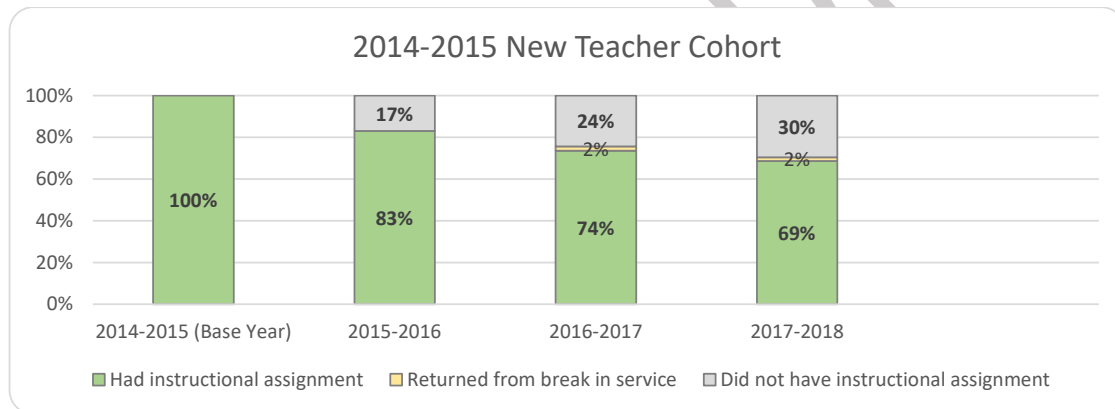
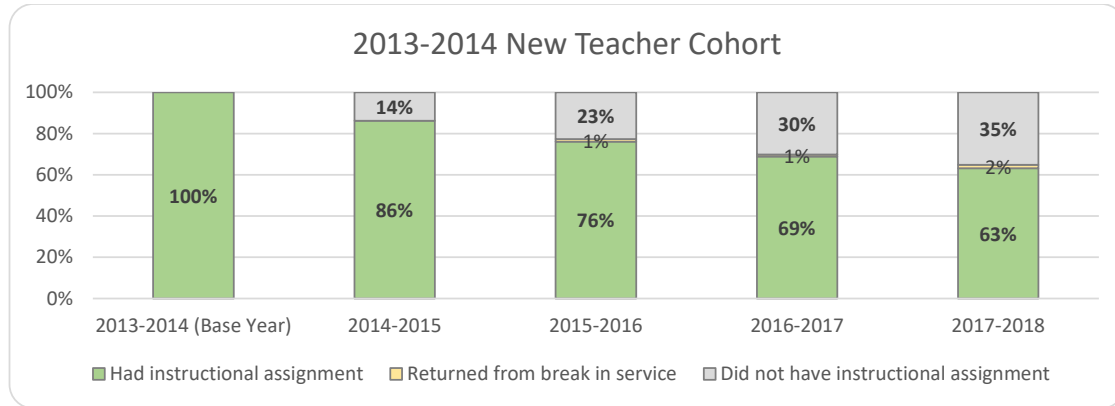
Significant fact: Approximately 15 percent of new teachers leave after the first year.

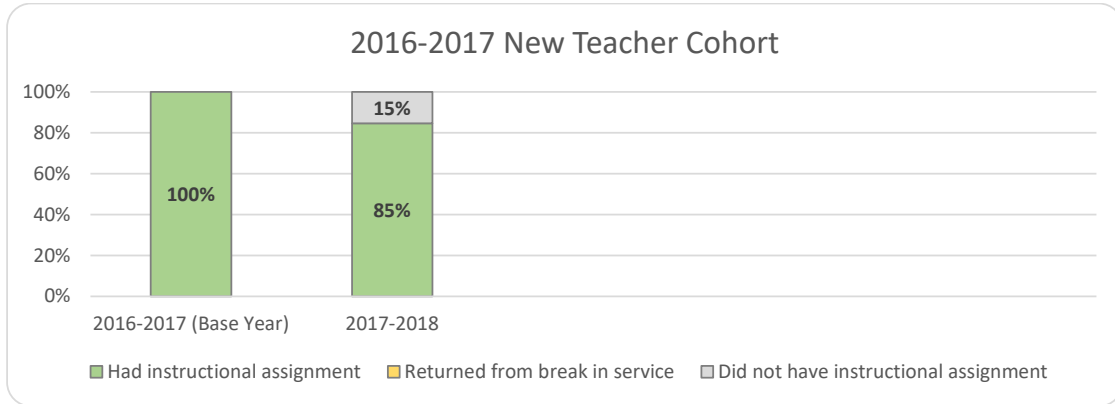
	Attrition Rate - Share with an assignment in base year but without assignment in next year			
	2013-2014	2014-2015	2015-2016	2016-2017
No prior experience	14%	17%	15%	15%
0.1 to 3.9 years of experience	10%	12%	11%	11%
4.0 to 7.9 years of experience	10%	9%	11%	9%
8 to 10 years of experience	7%	8%	8%	7%
More than 10 years of experience	10%	10%	10%	9%
Overall	10%	11%	10%	10%

Note: Experience is measured as of base year. Attrition rates higher than the overall rate are highlighted. Years of experience only includes years of teaching K-12 in Idaho.

Table 14: Share of new teacher cohort who leave in subsequent years

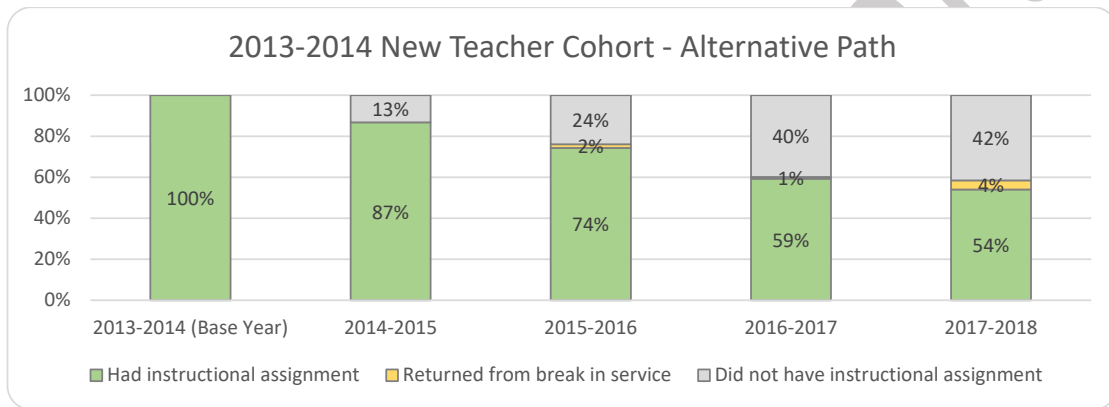
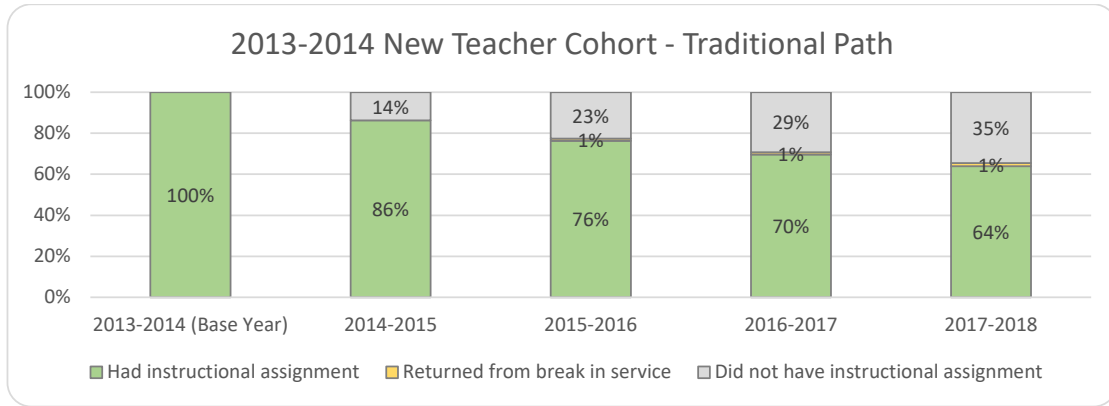
Significant fact: Approximately 65 percent of teachers who started teaching in 2013-2014 were still teaching in 2017-2018. The trends look similar for teachers who started teaching in 2014-2015.





	2013-2014 (Base Year)	2014- 2015	2015- 2016	2016- 2017	2017- 2018
Had instructional assignment	1,399	1,207	1,065	963	884
Returned from break in service			17	14	24
Did not have instructional assignment		192	317	422	491
	2014-2015 (Base Year)	2015- 2016	2016- 2017	2017- 2018	
Had instructional assignment	1,363	1,131	1,002	936	
Returned from break in service			28	24	
Did not have instructional assignment		232	333	403	
	2015-2016 (Base Year)	2016- 2017	2017- 2018		
Had instructional assignment	1,469	1,249	1,096		
Returned from break in service			20		
Did not have instructional assignment		220	353		
	2016-2017 (Base Year)	2017- 2018			
Had instructional assignment	1,637	1,386			
Returned from break in service					
Did not have instructional assignment		251			

Note: This only includes teachers with 0 years of teaching experience in the base year.



Traditional Path	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017	2017-2018
Had instructional assignment	1,286	1,109	981	896	823
Returned from break in service			15	13	19
Did not have instructional assignment		177	290	377	444

Alternative Path	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017	2017-2018
Had instructional assignment	113	98	84	67	61
Returned from break in service			2	1	5
Did not have instructional assignment		15	27	45	47



This section of the report examines attrition patterns of teachers with instructional teaching assignments by district. Most of the same definitions applied in the last section were applied in this section. A teacher is counted as leaving if that teacher had an instructional assignment in one year in a district and did not have an instructional assignment in the next year in that same district. Therefore, this measures attrition both from the teaching profession as well as from the individual district.

The number of teachers with teaching assignment in each group is tabulated as well as the number of teachers from that group who left the district. Some teachers appear in more than one district. For instance, in the 2013-2014 school year, 906 teachers appeared in more than one district. Of those, 861 were in 2 districts, 33 were in 3 districts, 2 were in 4 districts, 1 was in 5 districts, and 9 were in 6 districts. Therefore the total teachers in each school year will not match the total teachers in earlier graphs and figures.

Table 15: District-level attrition rates by locale

Significant fact: There is not a lot of variation between locales in terms of district-level attrition.

	2014-2015		2015-2016		2016-2017	
	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate
City/Suburb	8,160	14%	8,232	13%	8,383	12%
Town	4,605	15%	4,595	14%	4,668	15%
Rural, Fringe & Distant	2,273	17%	2,310	16%	2,311	16%
Rural, Remote	1,047	15%	1,051	16%	1,076	13%
Virtual	429	10%	459	11%	479	13%

Note: Locale was determined using categories defined by the National Center for Education Statistics (NCES). Where available, the locales were defined using the 2017-18 Locale codes.

Table 16: District-level attrition rates by region

Significant fact: There is not a lot of variation between regions in terms of district-level attrition.

Region	2014-2015		2015-2016		2016-2017	
	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate
1	1,764	13%	1,779	13%	1,798	13%
2	927	11%	940	13%	939	11%
3	6,964	14%	7,058	13%	7,150	13%
4	2,307	17%	2,310	15%	2,382	16%
5	1,480	17%	1,438	13%	1,454	11%
6	2,635	16%	2,654	16%	2,705	14%
Virtual	453	10%	484	11%	505	12%

Table 17: One-year district-level attrition for first-year teachers

Significant fact: There is not a clear pattern of differences in district-level attrition for first-year teachers by locale.

	2013-2014		2014-2015	
	Number of first-year teachers with instructional assignments	District-level attrition rate	Number of first-year teachers with instructional assignments	District-level attrition rate
City/Suburb	637	22%	723	25%
Town	452	22%	398	22%
Rural, Fringe & Distant	242	21%	211	20%
Rural, Remote	116	27%	86	23%
Virtual	56	14%	23	26%

	2015-2016		2016-2017	
	Number of first-year teachers with instructional assignments	District-level attrition rate	Number of first-year teachers with instructional assignments	District-level attrition rate
City/Suburb	778	18%	818	21%
Town	439	21%	529	19%
Rural, Fringe & Distant	197	32%	208	27%
Rural, Remote	88	20%	133	21%
Virtual	30	17%	18	22%

Note: This measures attrition following the first-year of teaching for teachers with instructional assignments.

How prevalent are the use of alternative paths?

Districts were only included if they were public. All PCSC-authorized charter schools should have been identified. However, district-authorized charter schools may or may not have been identified depending on how the district name was entered in the report.

2013-2014		ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
1			5	4	16		2%
2			3	4	29		4%
3		38	14	57	79		3%
4		19	11	17	42		4%
5		17	3	22	29		5%
6		25	3	43	27		4%
Charter/Virtual		15	3	16	20		5%
Total		114	42	163	242		
2014-2015		ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
1			1	6	24		2%
2		1	5	3	16		3%
3		28	23	41	84		3%
4		9	10	35	37		4%
5		4	9	15	21		4%
6		12	7	36	32		4%
Charter/Virtual		11	5	23	30		6%
Total		65	60	159	244		
2015-2016		ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
1		2	22		29		3%
2			16		22		5%
3		41	106		72	14	4%
4		26	102		38		8%
5		7	50		24		6%
6		30	57		34		5%
Charter/Virtual		13	46		23		6%
Total		119	399	0	242	14	

2016-2017		ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
1		10	25	1	30		4%
2		10	24		16		6%
3		82	103	11	79	14	4%
4		49	117	7	48		10%
5		19	55	8	25		8%
6		24	80	6	30		6%
Charter/Virtual		33	54	4	35	2	9%
Total		227	458	37	263	16	
2017-2018		ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
1		22	31	8	29		5%
2		5	20		23		6%
3		115	135	6	69	25	5%
4		44	161	16	40		12%
5		36	64	3	28		10%
6		54	124	5	46	1	9%
Charter/Virtual		46	68	5	17	2	10%
Total		322	603	43	252	28	

2013-2014	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
City/Suburb	50	12	37	70		2%
Town	35	19	71	66		5%
Rural, Fringe & Distant	7	5	16	42		4%
Rural, Remote	7	3	23	44		8%
Charter schools	15	3	16	20		5%
Total	114	42	163	242		
2014-2015	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
City/Suburb	30	21	46	74		2%
Town	11	22	56	61		4%
Rural, Fringe & Distant	7	5	21	48		4%
Rural, Remote	6	7	13	31		6%
Charter schools	11	5	23	30		6%
Total	65	60	159	244		
2015-2016	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
City/Suburb	44	104		59	12	3%
Town	44	147		70	2	6%
Rural, Fringe & Distant	11	57		54	0	6%
Rural, Remote	7	45		36	0	9%
Charter schools	13	46		23	0	6%
Total	119	399		242	14	
2016-2017	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
City/Suburb	86	98	3	82	6	4%
Town	65	170	13	74	5	8%
Rural, Fringe & Distant	21	65	2	44	3	7%
Rural, Remote	22	71	15	28		14%
Charter/Virtual schools	33	54	4	35	2	9%
Total	227	458	37	263	16	
2017-2018	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
City/Suburb	131	148	5	66	15	5%
Town	78	219	17	84	8	10%
Rural, Fringe & Distant	32	93	9	43	3	9%
Rural, Remote	35	75	7	42		16%
Charter/Virtual schools	46	68	5	17	2	10%
Total	322	603	43	252	28	

## Appendix I: Classification of endorsements

## Classification of endorsements to assignment areas

Mathematics	
7300	Mathematics (6-12)
7320	Mathematics - Basic (6-12)
7400	Computer Science (6-12)
7990	Engineering (6-12)
8300	Mathematics (5-9)
8320	Mathematics - Basic (5-9)

Life and Physical Science	
7400	Computer Science (6-12)
7420	Natural Science (6-12)
7421	Biological Science (6-12)
7430	Physical Science (6-12)
7440	Chemistry (6-12)
7450	Physics (6-12)
7451	Earth and Space Science (6-12)
7452	Geology (6-12)
7990	Engineering (6-12)
8420	Natural Science (5-9)
8421	Biological Science (5-9)
8430	Physical Science (5-9)
8440	Chemistry (5-9)
8450	Physics (5-9)
8451	Earth and Space Science (5-9)
8452	Geology (5-9)

Computer and Informational Systems	
7092	Marketing Technology Education (6-12)
7093	Business Technology Education (6-12)
7400	Computer Science (6-12)
7981	Technology Education (6-12)
8092	Marketing Technology Education (5-9)
8093	Business Technology Education (5-9)
8400	Computer Science (5-9)
8981	Technology Education (5-9)

English Language and Literature	
7038	Bilingual Education (K-12)
7120	English (6-12)
7126	English as a New Language (ENL) (K-12)
7139	Literacy (K-12)
7144	Communication (6-12)
8120	English (5-9)
8144	Communication (5-9)

Physical, Health, and Safety Education	
7511	Physical Education (PE) (K-12)
7512	Physical Education (PE) (6-12)
7520	Health (6-12)
7521	Health (K-12)
8510	Physical Education (PE) (5-9)
8520	Health (5-9)

World Language
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7700	World Language (6-12)
7701	World Language - American Sign Language (K-12)
7702	World Language - American Sign Language (6-12)
7710	World Language (K-12)
7711	World Language - Spanish (K-12)
7712	World Language - French (K-12)
7713	World Language - German (K-12)
7714	World Language - Russian (K-12)
7715	World Language - Chinese (K-12)
7720	World Language - Spanish (6-12)
7730	World Language - French (6-12)
7740	World Language - German (6-12)
7750	World Language - Latin (K-12)
7760	World Language - Russian (6-12)
7770	American Indian Language (6-12)
7779	World Language - Greek (6-12)
7780	World Language - Greek (K-12)
7781	World Language - Arabic (6-12)
7782	World Language - Arabic (K-12)
7789	World Language - Persian (6-12)
7790	World Language - Persian (K-12)
7791	World Language - Portuguese (K-12)
7792	World Language - Japanese (K-12)
7793	World Language - Italian (K-12)
7794	World Language - Hebrew (K-12)
7795	World Language - Korean (K-12)
7796	World Language - Chinese (6-12)
7797	World Language - Slovak (K-12)
7798	World Language - Czech (K-12)
8700	World Language (5-9)
8702	World Language - American Sign Language (5-9)
8720	World Language - Spanish (5-9)
8740	World Language - German (5-9)
8760	World Language - Russian (5-9)
8781	World Language - Arabic (5-9)
8790	World Language - Persian (5-9)
8796	World Language - Chinese (5-9)
8830	World Language - French (5-9)

Humanities			
7120	English (6-12)	7851	Visual Arts (K-12)



7133	Humanities (6-12)	7852	Visual Arts (6-12)
7200	Social Studies (6-12)	8120	English (5-9)
7221	History (6-12)	8133	Humanities (5-9)
7229	Sociology (6-12)	8229	Sociology (5-9)
7231	Psychology (6-12)	8231	Psychology (5-9)
7236	Sociology/Anthropology (6-12)	8700	World Language (5-9)
7700	World Language (6-12)	8720	World Language - Spanish (5-9)
7710	World Language (K-12)	8740	World Language - German (5-9)
7711	World Language - Spanish (K-12)	8760	World Language - Russian (5-9)
7712	World Language - French (K-12)	8781	World Language - Arabic (5-9)
7713	World Language - German (K-12)	8790	World Language - Persian (5-9)
7714	World Language - Russian (K-12)	8796	World Language - Chinese (5-9)
7715	World Language - Chinese (K-12)	8830	World Language - French (5-9)
7720	World Language - Spanish (6-12)	8852	Visual Arts (5-9)
7730	World Language - French (6-12)		
7740	World Language - German (6-12)		
7750	World Language - Latin (K-12)		
7760	World Language - Russian (6-12)		
7779	World Language - Greek (6-12)		
7780	World Language - Greek (K-12)		
7781	World Language - Arabic (6-12)		
7782	World Language - Arabic (K-12)		
7789	World Language - Persian (6-12)		
7790	World Language - Persian (K-12)		
7791	World Language - Portuguese (K-12)		
7792	World Language - Japanese (K-12)		
7793	World Language - Italian (K-12)		
7794	World Language - Hebrew (K-12)		
7795	World Language - Korean (K-12)		
7796	World Language - Chinese (6-12)		
7797	World Language - Slovak (K-12)		
7798	World Language - Czech (K-12)		
7810	Music (K-12)		
7820	Music (6-12)		

Social Science	
7200	Social Studies (6-12)
7221	History (6-12)
7222	American Government/Political Science (6-12)
7226	Geography (6-12)

7228	Economics (6-12)
7229	Sociology (6-12)
7231	Psychology (6-12)
7236	Sociology/Anthropology (6-12)
8200	Social Studies (5-9)
8221	History (5-9)
8222	American Government/Political Science (5-9)
8226	Geography (5-9)
8228	Economics (5-9)
8229	Sociology (5-9)
8231	Psychology (5-9)
8236	Sociology/Anthropology (5-9)

Fine and Performing Arts	
7134	Journalism (6-12)
7137	Theater Arts (6-12)
7511	Physical Education (PE) (K-12)
7512	Physical Education (PE) (6-12)
7810	Music (K-12)
7820	Music (6-12)
7851	Visual Arts (K-12)
7852	Visual Arts (6-12)
8134	Journalism (5-9)
8137	Theater Arts (5-9)
8510	Physical Education (PE) (5-9)
8820	Music (5-9)
8852	Visual Arts (5-9)

Classification of endorsements: CTE, Special Education, Grade Range

Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
1010: Marketing	X	-	Secondary
108: Animal Health & Veterinary Sci	X	-	Secondary
1080: Sales	X	-	Secondary
1085: Hospitality	X	-	Secondary
109: Agriculture Business & Mgm	X	-	Secondary
110: Agriculture Production	X	-	Secondary
114: Farm & Ranch Management	X	-	Secondary
130: Agricultural Power Machinery	X	-	Secondary
150: Horticulture	X	-	Secondary
161: Aquaculture	X	-	Secondary
170: Forestry	X	-	Secondary
174: Natural Resource Management	X	-	Secondary
2000: Orientation Health Occupations	X	-	Secondary
2011: Dental Assisting	X	-	Secondary
2013: Dental Laboratory Technology	X	-	Secondary
2015: Dental Hygiene	X	-	Secondary
2030: Dietitian	X	-	Secondary
2032: Practical Nursing	X	-	Secondary
2033: Nursing Assistant	X	-	Secondary
2035: Surgical Technology	X	-	Secondary
2050: Rehab/Therapeutic Services	X	-	Secondary
2060: Radiology Technology	X	-	Secondary
2080: Mental Health Technology	X	-	Secondary
2085: Emergency Medical Technician	X	-	Secondary
2093: Respiratory Therapy	X	-	Secondary
2094: Medical Assisting	X	-	Secondary
2095: Pharmacy Assisting	X	-	Secondary
2096: Medical Administrative Assisting	X	-	Secondary
2097: Health Informatics	X	-	Secondary
2098: Sports Medicine/Athletic Train	X	-	Secondary
2099: Personal Trainer	X	-	Secondary
3020: Child Dev Care & Guidance	X	-	Secondary
3023: Food Service	X	-	Secondary
3025: Culinary Arts	X	-	Secondary
3030: Fashion and Interiors 6/12	X	-	Secondary
4010: Bookkeeping	X	-	Secondary

Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
4015: Business Management/Finance	X	-	Secondary
4020: Microcomputer Applications	X	-	Secondary
4021: Computer Graphic Communication	X	-	Secondary
4023: Business Data Processing	X	-	Secondary
4024: Information/Communication Tech	X	-	Secondary
4025: Word Processing Technology	X	-	Secondary
4026: Network Support Technician	X	-	Secondary
4030: General Office Clerical	X	-	Secondary
4060: Medical Professional Assistant	X	-	Secondary
4070: General Office Secretarial	X	-	Secondary
4075: Accounting	X	-	Secondary
4080: Paralegal/Legal Assisting	X	-	Secondary
5014: General Engineering (PLW)	X	-	Secondary
5015: Principles of Engineering	X	-	Secondary
5016: Civil Engineering Technology	X	-	Secondary
5017: Surveying Technology	X	-	Secondary
5018: Electronic Technology	X	-	Secondary
5019: Electromechanical Technology	X	-	Secondary
5020: Laser Electro-Optics	X	-	Secondary
5022: Manufacturing Technology	X	-	Secondary
5023: Computer Assisted Production	X	-	Secondary
5025: Semiconductor Technology	X	-	Secondary
5030: Electrical Technology	X	-	Secondary
5112: Instrumentation Technology	X	-	Secondary
5992: Water/Waste Water Technology	X	-	Secondary
6010: Heating/Air Conditioning & Ref	X	-	Secondary
6015: Plumbing	X	-	Secondary
6020: Major Appliance Repair	X	-	Secondary
6031: Automotive Body Repair	X	-	Secondary
6032: Automotive Technology	X	-	Secondary
6035: Marine Mechanic	X	-	Secondary
6041: Aircraft Mech/Airframe & Power	X	-	Secondary
6045: Aviation and Airway Science	X	-	Secondary
6060: Business Systems/Computer Tech	X	-	Secondary
6101: Carpentry	X	-	Secondary
6102: Electrician	X	-	Secondary

Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
6103: Masons & Tile Setters	X	-	Secondary
6105: Cabinetmaking & Millwork	X	-	Secondary
6108: Building Trades Construction	X	-	Secondary
6109: Indust Maintenance Mechanics	X	-	Secondary
6110: Paint&Wallcover/Building Maint	X	-	Secondary
6112: Digital Home Technology	X	-	Secondary
6120: Diesel Engine Mechanics	X	-	Secondary
6130: Drafting	X	-	Secondary
6131: Architectural Drafting Tech	X	-	Secondary
6132: Mechanical Drafting Tech	X	-	Secondary
6142: Lineworker	X	-	Secondary
6145: Environmental Control Tech	X	-	Secondary
6148: Alternative Energy Technology	X	-	Secondary
6151: Communications Technology	X	-	Secondary
6152: Industrial Electronics	X	-	Secondary
6153: Networking Technologies	X	-	Secondary
6155: Computer Science/Information Techn	X	-	Secondary
6157: Computer Science PLTW 6/12	X	-	Secondary
6180: Graphic Arts/Journalism	X	-	Secondary
6190: Graphic/Printing Communication	X	-	Secondary
6192: Photography	X	-	Secondary
6195: Television Prod/Broadcasting	X	-	Secondary
6200: Nuclear Power & Radiation Tech	X	-	Secondary
6203: Chemical Technology	X	-	Secondary
6204: Environmental & Pollution Con	X	-	Secondary
6232: Machining Technologist	X	-	Secondary
6236: Welding	X	-	Secondary
6241: Quality Control Technology	X	-	Secondary
6262: Cosmetology	X	-	Secondary
6280: Fire Control/Safety Technology	X	-	Secondary
6282: Law Enforcement	X	-	Secondary
6283: Security	X	-	Secondary
6310: Small Engine Repair	X	-	Secondary
6350: Upholstering	X	-	Secondary
6506: Meat Cutter	X	-	Secondary
6898: Truck and Bus Driving	X	-	Secondary

Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
7009: All Subjects K/3	-	-	Elementary
7010: All Subjects (K-8)	-	-	Elementary
7011: All Subjects 1/8	-	-	Elementary
7014: Blended Elementary Ed/Elementary Special Ed (4-6)	-	X	Elementary
7019: Early Childhood Special Education	-	X	Elementary
7020: Teacher Librarian (K-12)	-	-	All grades
7021: Early Childhood PreK/3	-	-	Elementary
7028: Gifted and Talented (K-12)	-	-	All grades
7029: Exceptional Child Generalist (K-12)	-	X	Elementary
7030: Deaf/Hard of Hearing (K-12)	-	X	All grades
7031: Serious/Emotion Disturbed K/12	-	X	All grades
7032: Severe Retardation K/12	-	X	All grades
7033: Multiple Impairment K/12	-	X	All grades
7034: Physical Impairment K/12	-	X	All grades
7035: Visually Impairment (K-12)	-	X	All grades
7036: Exceptional Child Generalist (K-8)	-	X	Elementary
7037: Exceptional Child Generalist (6-12)	-	X	Secondary
7038: Bilingual Education (K-12)	-	-	All grades
7039: Sec Bilingual Ed 6/12	-	-	Secondary
7040: Applied Music	-	-	Secondary
7041: Bible Instruction	-	-	Secondary
7045: Special Education Consulting Teach	-	X	All grades
7061: Arts Proficiency 6/8	-	-	Secondary
7062: Drama Proficiency 6/8	-	-	Secondary
7063: Economics Proficiency 6/8	-	-	Secondary
7065: English Proficiency 6/8	-	-	Secondary
7066: Foreign Languages Proficiency 6/8	-	-	Secondary
7067: Geography Proficiency 6/8	-	-	Secondary
7068: History Proficiency 6/8	-	-	Secondary
7069: Math Proficiency 6/8	-	-	Secondary
7070: Music Proficiency 6/8	-	-	Secondary
7071: Political Science/Government Proficiency 6/8	-	-	Secondary
7072: Science Proficiency 6/8	-	-	Secondary
7073: Social Studies Proficiency 6/8	-	-	Secondary
7080: Junior ROTC (6-12)	-	-	Secondary
7083: Blended EC/EC Special Ed (Birth-Gr	-	X	Elementary

Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
7091: Voc Agriculture 6/12	-	-	Secondary
7092: Marketing Technology Education (6-	-	-	Secondary
7093: Business Technology Education (6-1	-	-	Secondary
7094: Vocational Home Economics 6/12	-	-	Secondary
7095: Voc Office Occup-Clerical 6/12	-	-	Secondary
7096: Multi-Occupations 6/12	-	-	Secondary
7097: Vocational Special Needs	-	X	Secondary
7098: Vocational Industrial Tech	-	-	Secondary
71: Vocational Agriculture 6/12	X	-	Secondary
7120: English (6-12)	-	-	Secondary
7125: English as a New Language 6/12	-	-	Secondary
7126: English as a New Language (ENL) (K	-	-	All grades
7133: Humanities (6-12)	-	-	Secondary
7134: Journalism (6-12)	-	-	Secondary
7135: Debate 6/12	-	-	Secondary
7136: Speech 6/12	-	-	Secondary
7137: Theater Arts (6-12)	-	-	Secondary
7138: Literacy 6/12	-	-	Secondary
7139: Literacy (K-12)	-	-	All grades
7141: Communication/Drama 6/12	-	-	Secondary
7144: Communication (6-12)	-	-	Secondary
7161: Arts Generalist 6/12	-	X	Secondary
7162: Drama Generalist 6/12	-	X	Secondary
7163: Economics Generalist 6/12	-	X	Secondary
7165: English Generalist 6/12	-	X	Secondary
7166: Foreign Languages Generalist 6/12	-	X	Secondary
7167: Geography Generalist 6/12	-	X	Secondary
7168: History Generalist 6/12	-	X	Secondary
7169: Math Generalist 6/12	-	X	Secondary
7170: Music Generalist 6/12	-	X	Secondary
7171: Political Science/Government Gener	-	X	Secondary
7172: Science Generalist 6/12	-	X	Secondary
7173: Social Studies Generalist 6/12	-	X	Secondary
72: Vocational Distributive Ed	X	-	Secondary
7200: Social Studies (6-12)	-	-	Secondary
7221: History (6-12)	-	-	Secondary

Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
7222: American Government/Political Scie	-	-	Secondary
7223: American Government 6/12	-	-	Secondary
7226: Geography (6-12)	-	-	Secondary
7227: Political Science 6/12	-	-	Secondary
7228: Economics (6-12)	-	-	Secondary
7229: Sociology (6-12)	-	-	Secondary
7230: Philosophy 6/12	-	-	Secondary
7231: Psychology (6-12)	-	-	Secondary
7233: American Studies 6/12	-	-	Secondary
7234: Anthropology 6/12	-	-	Secondary
7236: Sociology/Anthropology (6-12)	-	-	Secondary
7288: Economics 6/12	-	-	Secondary
7299: Mathematics Consulting Teacher (K-	-	-	All grades
73: Vocational Office Occupational	X	-	Secondary
7300: Mathematics (6-12)	-	-	Secondary
7320: Mathematics - Basic (6-12)	-	-	Secondary
7321: Computer Applications	-	-	Secondary
74: Family & Consumer Sciences	X	-	Secondary
7400: Computer Science (6-12)	-	-	Secondary
7420: Natural Science (6-12)	-	-	Secondary
7421: Biological Science (6-12)	-	-	Secondary
7422: Environmental Science 6/12	-	-	Secondary
7430: Physical Science (6-12)	-	-	Secondary
7440: Chemistry (6-12)	-	-	Secondary
7450: Physics (6-12)	-	-	Secondary
7451: Earth and Space Science (6-12)	-	-	Secondary
7452: Geology (6-12)	-	-	Secondary
7511: Physical Education (PE) (K-12)	-	-	All grades
7512: Physical Education (PE) (6-12)	-	-	Secondary
7513: P.E. & Health 6/12	-	-	Secondary
7514: Dance 6/12	-	-	Secondary
7515: Drill Team	-	-	Secondary
7520: Health (6-12)	-	-	Secondary
7521: Health (K-12)	-	-	All grades
76: Multi-Occupations 6/12	X	-	Secondary
7700: World Language (6-12)	-	-	Secondary



Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
7701: World Language - American Sign Lan	-	-	All grades
7702: World Language - American Sign Language (6-12)	-	-	Secondary
7710: World Language (K-12)	-	-	All grades
7711: World Language - Spanish (K-12)	-	-	All grades
7712: World Language - French (K-12)	-	-	All grades
7713: World Language - German (K-12)	-	-	All grades
7714: World Language - Russian (K-12)	-	-	All grades
7715: World Language - Chinese (K-12)	-	-	All grades
7720: World Language - Spanish (6-12)	-	-	Secondary
7730: World Language - French (6-12)	-	-	Secondary
7740: World Language - German (6-12)	-	-	Secondary
7750: World Language - Latin (K-12)	-	-	All grades
7760: World Language - Russian (6-12)	-	-	Secondary
7770: American Indian Language (6-12)	-	-	Secondary
7779: World Language - Greek (6-12)	-	-	Secondary
7780: World Language - Greek (K-12)	-	-	All grades
7781: World Language - Arabic (6-12)	-	-	Secondary
7782: World Language - Arabic (K-12)	-	-	All grades
7789: World Language - Persian (6-12)	-	-	Secondary
7790: World Language - Persian (K-12)	-	-	All grades
7791: World Language - Portuguese (K-12)	-	-	All grades
7792: World Language - Japanese (K-12)	-	-	All grades
7793: World Language - Italian (K-12)	-	-	All grades
7794: World Language - Hebrew (K-12)	-	-	All grades
7795: World Language - Korean (K-12)	-	-	All grades
7796: World Language - Chinese (6-12)	-	-	Secondary
7797: World Language - Slovak (K-12)	-	-	All grades
7798: World Language - Czech (K-12)	-	-	All grades
7810: Music (K-12)	-	-	All grades
7820: Music (6-12)	-	-	Secondary
7823: Vocal Choral Music	-	-	Secondary
7825: Music Specialist K/8	-	-	Elementary
7851: Visual Arts (K-12)	-	-	All grades
7852: Visual Arts (6-12)	-	-	Secondary
7853: Arts & Crafts 6/12	-	-	Secondary
7870: Photography 6/12	-	-	Secondary

Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
7920: General Agriculture 6/12	-	-	Secondary
7921: Agricultural Science and Technolog	-	-	Secondary
7924: Driver Education	-	-	Secondary
7930: Business Ed-Office Occupation	-	-	Secondary
7933: Secretarial Science 6/12	-	-	Secondary
7935: Business Education 6/12	-	-	Secondary
7937: Business Ed Accounting	-	-	Secondary
7939: Basic Business 6/12	-	-	Secondary
7950: Consumer Ec 6/12	-	-	Secondary
7960: Marketing Ed 6/12	-	-	Secondary
7970: General Home Economics 6/12	-	-	Secondary
7971: Family and Consumer Sciences (6-12)	-	-	Secondary
7972: Family/Consumer Sciences 6/12	-	-	Secondary
7980: Industrial Arts 6/12	-	-	Secondary
7981: Technology Education (6-12)	-	-	Secondary
7982: Industrial Technology 6/12	-	-	Secondary
7985: Electricity/Electronics 6/12	-	-	Secondary
7988: Drafting 6/12	-	-	Secondary
7989: Online Teacher (Pre-K-12)	-	-	All grades
7990: Engineering (6-12)	-	-	Secondary
8092: Marketing Technology Education (5-9)	-	-	Secondary
8093: Business Technology Education (5-9)	-	-	Secondary
8120: English (5-9)	-	-	Secondary
8133: Humanities (5-9)	-	-	Secondary
8134: Journalism (5-9)	-	-	Secondary
8136: Speech 6/9	-	-	Secondary
8137: Theater Arts (5-9)	-	-	Secondary
8138: Literacy 6/9	-	-	Secondary
8141: Communication/Drama 6/9	-	-	Secondary
8144: Communication (5-9)	-	-	Secondary
8200: Social Studies (5-9)	-	-	Secondary
8221: History (5-9)	-	-	Secondary
8222: American Government/Political Scie	-	-	Secondary
8223: American Government 6/9	-	-	Secondary
8226: Geography (5-9)	-	-	Secondary
8227: Political Science 6/9	-	-	Secondary
8228: Economics (5-9)	-	-	Secondary

Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
8229: Sociology (5-9)	-	-	Secondary
8230: Philosophy 6/9	-	-	Secondary
8231: Psychology (5-9)	-	-	Secondary
8234: Anthropology 6/9	-	-	Secondary
8236: Sociology/Anthropology (5-9)	-	-	Secondary
8244: Motel/Hotel Management	X	-	Secondary
8300: Mathematics (5-9)	-	-	Secondary
8320: Mathematics - Basic (5-9)	-	-	Secondary
8321: Computer App 6/9	-	-	Secondary
8400: Computer Science (5-9)	-	-	Secondary
8420: Natural Science (5-9)	-	-	Secondary
8421: Biological Science (5-9)	-	-	Secondary
8430: Physical Science (5-9)	-	-	Secondary
8440: Chemistry (5-9)	-	-	Secondary
8450: Physics (5-9)	-	-	Secondary
8451: Earth and Space Science (5-9)	-	-	Secondary
8452: Geology (5-9)	-	-	Secondary
8510: Physical Education (PE) (5-9)	-	-	Secondary
8520: Health (5-9)	-	-	Secondary
8556: Office Procedures	-	-	Secondary
8700: World Language (5-9)	-	-	Secondary
8702: World Language - American Sign Language (5-9)	-	-	Secondary
8720: World Language - Spanish (5-9)	-	-	Secondary
8740: World Language - German (5-9)	-	-	Secondary
8760: World Language - Russian (5-9)	-	-	Secondary
8781: World Language - Arabic (5-9)	-	-	Secondary
8790: World Language - Persian (5-9)	-	-	Secondary
8796: World Language - Chinese (5-9)	-	-	Secondary
8820: Music (5-9)	-	-	Secondary
8830: World Language - French (5-9)	-	-	Secondary
8852: Visual Arts (5-9)	-	-	Secondary
8921: Agricultural Science and Technology (5-9)	-	-	Secondary
8935: Business Ed 6/9	-	-	Secondary
8960: Marketing Ed 6/9	-	-	Secondary
8971: Family and Consumer Sciences (5-9)	-	-	Secondary
8981: Technology Education (5-9)	-	-	Secondary
8990: Engineering (5-9)	-	-	Secondary
98: Related Subjects	X	-	Secondary







Educator Pipeline: Recruiting and Retaining Effective Educators in Idaho Classrooms

| September 19, 2019

Appendix 6--Supplemental Levy by District from FY1999 to FY2019

Supplemental Levies

Table with 21 columns (FY 1999 to FY 2019) and 281 rows of district names and their corresponding supplemental levy amounts for each fiscal year.





Appendix 7--Educator Pipeline Intrastate Retention Preliminary Data - Draft

## Teacher Retention

From academic year 2013 through academic year 2017, the overall rate at which instructional staff is leaving state employment in the subsequent year has steadily declined, from a high of 9.1% for those employed in 2014 down to 7.8% in 2017. This overall retention evaluation is inclusive of those teachers moving to other assignments in the subsequent year, and only evaluates if the teacher was still employed in any capacity.

School Year Start	Instructor Count	Stayer_School	Stayer_LEA	Stayer_State	Leavers	Leavers_To_Admin	Leavers_Services
8/1/2013	14,540	12,189	12,637	13,131	1,409	105	57
8/1/2014	16,269	13,556	14,026	14,619	1,650	110	56
8/1/2015	16,523	13,761	14,394	14,931	1,592	127	59
8/1/2016	16,844	14,235	14,775	15,316	1,528	102	58
8/1/2017	17,203	14,490	15,136	15,673	1,530	118	72

When evaluating a teacher remaining in a teaching assignment in the subsequent year, there is a similar improvement to the retention rate over that same span. In school year 2014, 13,556 teachers returned to the same school in the subsequent year, a rate of 83.3%; and in 2017, 14,490 teachers returned for a retention rate of 84.2%, which was also an aggregate increase of 934 teachers returning for an additional year in the same school. In addition, there was an increase in the percentage of teachers who, while not returning to the same school, retained their employment within the district, from an additional 2.89% in 2014 to 3.76% in 2017. When evaluated against the prevalence of Free and Reduced Price Lunch programs, the change to school level teacher retention is not as marked as is observed in national trends. However, when evaluating school level retention of instructional staff, there is observed variance over the percentage of students with Limited English Proficiency (LEP, hereafter) in the student population.

Across all years from 2013 through 2017, the percentage of teachers returning within the same school is inversely related to the presence of LEP students in the population, from a composite retention rate of 86.4% for schools with less than 5% LEP presence, to

79.1% in schools with over 30% LEP presence (excluding new, first-year teaching assignments). However, there is a practice within districts to

Percentage LEP	Instrucional Staff	Stayer_School	Stayer_LEA	Stayer_State
30-100	885	700	757	805
20-30	2,087	1,654	1,761	1,859
10-20	4,686	3,784	3,961	4,167
5-10	4,338	3,556	3,736	3,870
0-5	11,373	9,827	10,040	10,257

move certified staff between schools over school years based on the fluctuation of the number of students requiring specialized instruction. When evaluating retention at the district level, what was a 7.3% absolute variance between low and high volume LEP presence drops to a variance of 1.7%. At a state level, teacher retention is comparable across LEP presence spans, with those staff who taught at a school with higher LEP presence to those with low LEP presence at 91% versus 90.2%, respectively.

When evaluating instructional staff in their first year of service in Idaho, the numbers do not immediately present improved retention over time,

School Year	New Teachers	Returned_School	Returned_LEA	Returned_State
2013-2014	936	721	753	818
2014-2015	1,001	739	788	855
2015-2016	1,144	857	916	992
2016-2017	1,273	963	1,020	1,095
2017-2018	1,278	940	1,006	1,089
2018-2019	1,285			

from a 73.8% school level retention rate in 2014 to a 73.6% retention rate in 2017. However, while the rate of retention has remained relatively constant over that time, there has been an average 6% per annum increase in new instructors each year; and maintaining a consistent retention rate against that growth yields a net increase of 201 teachers retained from the 2017 school year versus 2014.

With that same pool of new teachers, the original certificate path yields varying levels of retention, with the Non-Traditional teachers retaining at 50% in year 5, versus 42% for Traditional path and 30% for

School Year	New Teachers	ReturnedYr2_School	ReturnedYr3_School	ReturnedYr5_School
<b>2013-2014</b>	<b>936</b>	<b>721</b>	<b>567</b>	<b>388</b>
Alternate	25	19	13	8
Non-Traditional	61	49	44	31
Traditional	850	653	510	349
<b>2014-2015</b>	<b>1,001</b>	<b>739</b>	<b>601</b>	<b>437</b>
Alternate	34	21	17	10
Non-Traditional	83	67	55	42
Traditional	884	651	529	385
<b>2015-2016</b>	<b>1,144</b>	<b>857</b>	<b>679</b>	
Alternate	223	157	131	
Non-Traditional	101	84	67	
Traditional	820	616	481	
<b>2016-2017</b>	<b>1,273</b>	<b>963</b>	<b>765</b>	
Alternate	251	190	156	
Non-Traditional	122	101	82	
Traditional	900	672	527	

Alternate route teaching staff. There is some indication that in addition to the overall growth in teachers entering under an alternate route, that they may now be retaining at higher rates, from a third year retention number of approximately 50% in 2013 and 2014, to 58% and 62% in 2015 and

2016, respectively. While teachers entering the profession in the traditional manner still account for the majority of state hiring, that presence has dropped from a high of 90% to 68% in the two most recent school years.

**School Retention Rates by Identified Institution Degree (2013 and 2014 School Years)**

Institution	New Teachers	ReturnedYr2_School	ReturnedYr3_School	ReturnedYr5_School	Retention at Max Displayed Span
General Category - Out-of-State	889	671	541	363	40.8%
Boise State University	301	229	181	137	45.5%
BYU - Idaho (formerly Ricks)	216	142	106	70	32.4%
Idaho State University	185	154	129	101	54.6%
University of Idaho	119	97	81	59	49.6%
Northwest Nazarene College	80	62	49	39	48.8%
Lewis-Clark State College	43	38	31	22	51.2%
College of Idaho	22	16	13	10	45.5%
College of Southern Idaho	21	15	12	8	38.1%
Other Idaho College or University	9	6	4	3	33.3%
BYU - Utah	7	5	3	3	42.9%
ISU/UI At University Place - Idaho Falls	4	1	1		0.0%
North Idaho College	2	2	1	1	50.0%

## By Year with Three or Five Year Rates displayed, as available

Institution	New Teachers	ReturnedYr2 School	ReturnedYr3 School	ReturnedYr5 School	Retention at Max Displayed Span
<b>2013-2014</b>	<b>936</b>	<b>721</b>	<b>567</b>	<b>388</b>	41.5%
General Category - Out-of-State	431	327	256	160	37.1%
Boise State University	154	117	91	70	45.5%
BYU - Idaho (formerly Ricks)	105	71	53	39	37.1%
Idaho State University	96	84	68	54	56.3%
University of Idaho	65	54	48	32	49.2%
Northwest Nazarene College	41	30	24	16	39.0%
Lewis-Clark State College	23	22	16	11	47.8%
College of Southern Idaho	10	8	5	2	20.0%
College of Idaho	5	4	3	1	20.0%
Other Idaho College or University	4	2	2	2	50.0%
North Idaho College	1	1			0.0%
BYU - Utah	1	1	1	1	100.0%
<b>2014-2015</b>	<b>1001</b>	<b>739</b>	<b>601</b>	<b>437</b>	43.7%
General Category - Out-of-State	472	351	288	205	43.4%
Boise State University	150	113	91	67	44.7%
BYU - Idaho (formerly Ricks)	121	79	60	34	28.1%
Idaho State University	94	72	62	48	51.1%
University of Idaho	57	44	34	28	49.1%
Northwest Nazarene College	42	34	27	24	57.1%
Lewis-Clark State College	21	17	16	12	57.1%
College of Idaho	17	12	10	9	52.9%
College of Southern Idaho	11	7	7	6	54.5%
BYU - Utah	6	4	2	2	33.3%
Other Idaho College or University	5	4	2	1	20.0%
ISU/UI At University Place - Idaho Falls	4	1	1		0.0%

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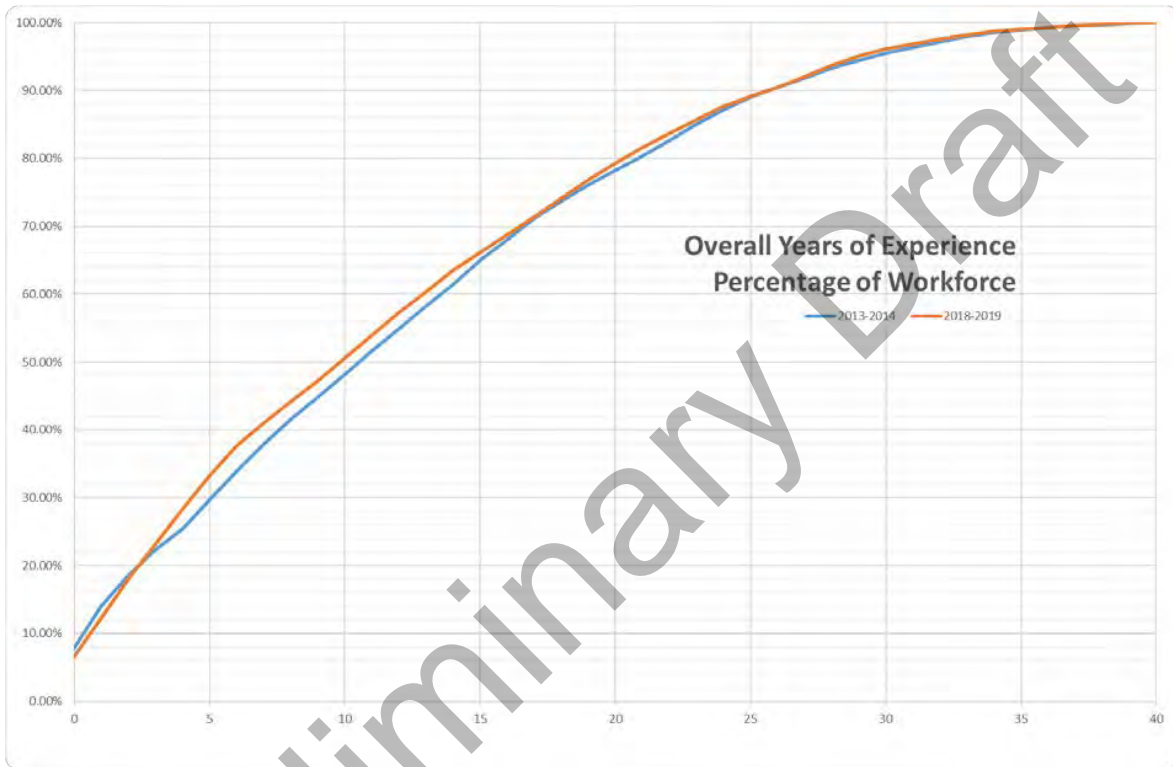
North Idaho College	1	1	1	1	100.0%
<b>2015-2016</b>	<b>1144</b>	<b>857</b>	<b>679</b>		Three Year
General Category - Out-of-State	557	410	313		56.2%
Boise State University	155	122	107		69.0%
BYU - Idaho (formerly Ricks)	125	84	66		52.8%
Idaho State University	124	97	86		69.4%
University of Idaho	73	57	43		58.9%
Northwest Nazarene College	43	36	28		65.1%
Lewis-Clark State College	22	16	10		45.5%
College of Southern Idaho	12	11	7		58.3%
College of Idaho	12	7	7		58.3%
Other Idaho College or University	8	7	5		62.5%
BYU - Utah	7	6	5		71.4%
ISU/UI At University Place - Idaho Falls	3	1			0.0%
College of St Gertrude	2	2	2		100.0%
College of Western Idaho	1	1			0.0%
<b>2016-2017</b>	<b>1273</b>	<b>963</b>	<b>765</b>		60.1%
General Category - Out-of-State	594	439	340		57.2%
Boise State University	160	124	104		65.0%
BYU - Idaho (formerly Ricks)	156	109	86		55.1%
Idaho State University	132	107	85		64.4%
University of Idaho	76	64	57		75.0%
Northwest Nazarene College	44	33	26		59.1%
Lewis-Clark State College	29	27	21		72.4%
College of Southern Idaho	24	18	15		62.5%
College of Idaho	19	15	12		63.2%
BYU - Utah	18	11	7		38.9%
Other Idaho College or University	8	6	5		62.5%
College of Western Idaho	8	6	5		62.5%

ISU/UI At University Place - Idaho Falls	2	2	1		50.0%
North Idaho College	1	1			0.0%
	1				0.0%
Eastern Idaho Technical College	1	1	1		100.0%

Preliminary Draft

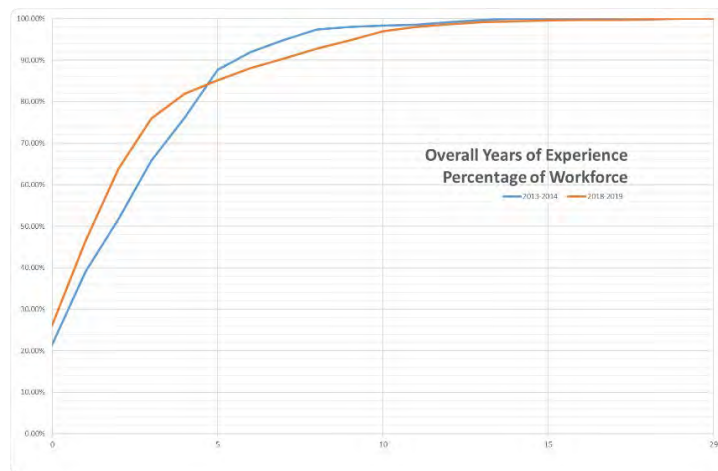
## Teacher Experience

From academic year 2013 through academic year 2018, the improvement in teacher retention has led to a more experienced workforce in the K-12 environment. The graph below illustrates the cumulative percentage of teachers in the classroom relative to the years of teaching experience. The gap between the plotted lines indicates growth in that level of teaching experience.

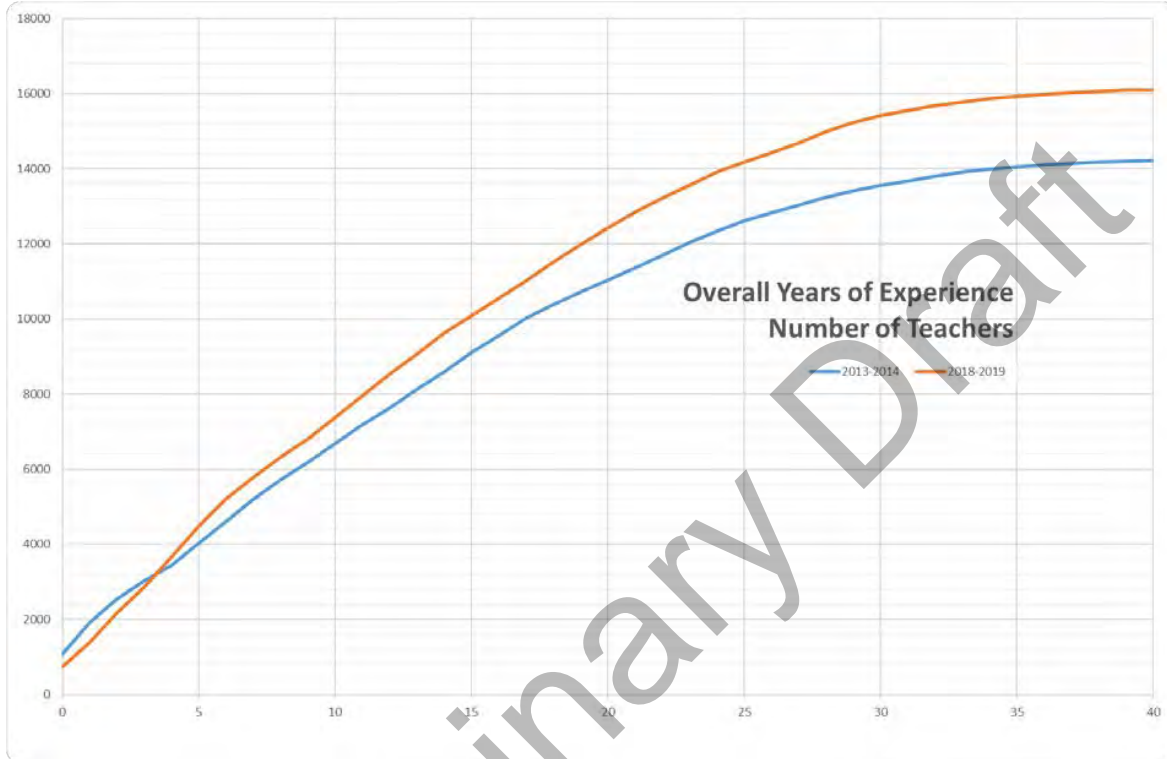


In 2013, there were 8,043 teachers with ten or more years of overall teaching experience, and in 2018 that number grew to 9,387.

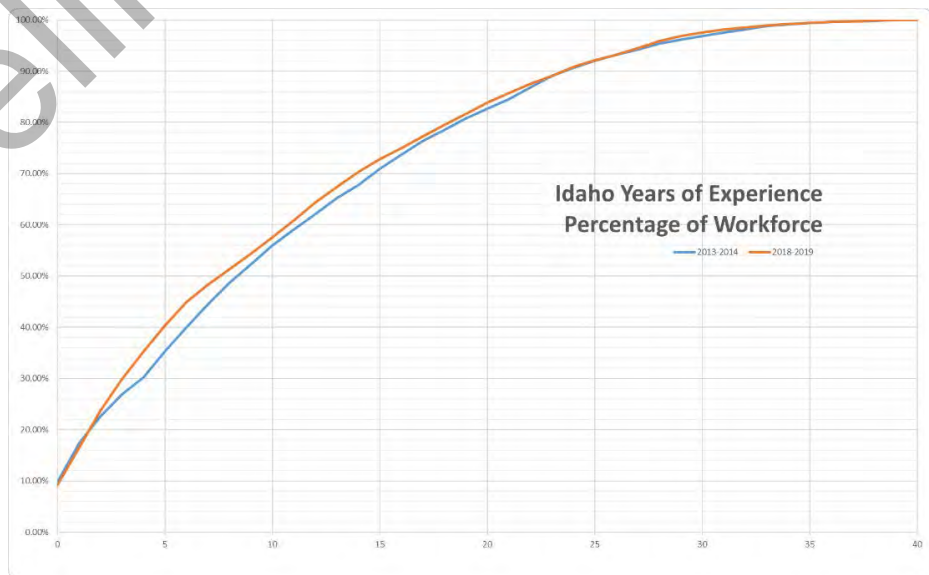
This change in the overall years of experience is most noticeable in teachers on an alternate route or interim certificates. From 2013 to 2018, the number of teachers who originally came in under an interim certificate with ten or more years of experience has increase from 341 to 1,579.



While teachers on a traditional path do not show the same improvement as a percentage to the overall population, due to the lower retention in the first five years of teaching and the increase of teachers entering on interim certificates, aggregate growth by years of experience are still significant and are especially prominent for teachers with 20 or more years of experience.

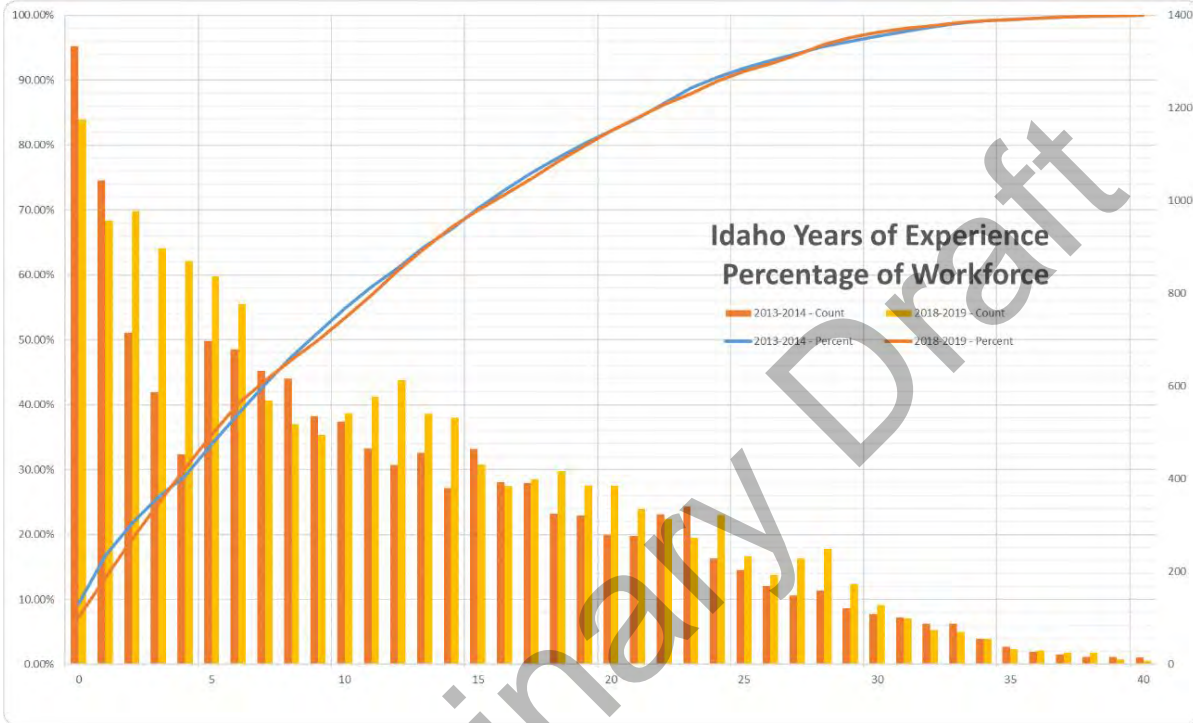


When reviewing Idaho-specific years of experience, the same overarching trend is displayed, though with teachers in their first few years of teaching having a slightly higher presence than was displayed in the overall experience categorizations. Teachers entering under alternate route

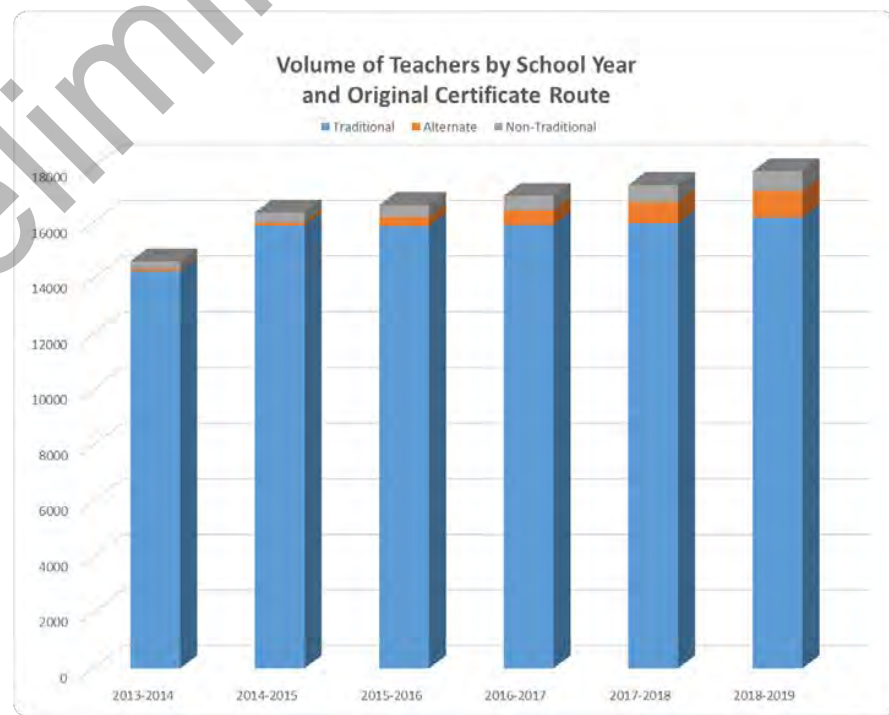


and interim certificates show the same presence as in the overall population, as well.

While the volume of teachers in their first few years of teaching in 2018 school year are outpaced by the total population of teacher in those buckets from 2013, the deficiency is quickly made up and outpaced in all but two subsequent years.



While teacher volumes has grown by on average by 2.2% per annum over the previous four years, the most significant growth has occurred in teacher entering under interim certificate, ranging from 14% to 63%.















Appendix 9--School Levies for School Purposes

## Tax Levies for School Purposes (2018-2019)

Amount	# of School Districts	Levy Type	% Required for Passage	Governance
\$202,229,409	93	Supplemental	Simple Majority (50% + 1), 1 or 2 years	33-802 (3), I.C.
\$183,022,784	71	Bond	Super Majority (66.67%)	Article VIII, Section 3, Idaho Constitution
\$78,930,520	1	Maintenance & Operation	No election required - Charter School District	33-802 (6), I.C.
\$55,240,948	54	Plant Facility	55%, 60%, or 66.67% if levy will result in total levy for school plant facilities and bonded indebtedness of less than .2%, between .2% and less than .3%, and more than .3%, respectively. 10 years; 20 years if for unsafe or unhealthy conditions	33-804, I.C.
\$35,431,084	4	Budget Stabilization	No election required - Available to four School Districts whose local M&O was greater than state foundation funding prior to HO1, 2006 Extraordinary Legislative Session	33-802 (2), I.C.
\$11,839,826	11	Emergency	No election required - available to School Districts with increasing Average Daily Attendance; levy limit of .0006	33-805, I.C.
\$2,882,378	72	Tort	No election required - subject to 3% increase plus new construction	63-802, I.C.
\$1,096,950	4	Cooperative Service	55%, 60%, or 66.67% if levy will result in total levy for school plant facilities and bonded indebtedness of less than .2%, between .2% and less than .3%, and more than .3%, respectively, levy limit of .4%	33-317A, I.C.
\$178,669	3	Tuition	No election required. Generally used by Elementary School Districts to pay tuition to Idaho School Districts receiving 9-12 grade students	33-1408, I.C.
\$128,942	2	Judgement	No election required; amount necessary to satisfy obligation	33-802 (1), I.C.
\$570,981,510		Total		

\$152,902,005,875 Total state market value excluding homeowner's exemption



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Salary-Based Apportionment (Career Ladder)
FY 2019 (as of Feb 15)

Main data table with 11 columns: #, School District / Charter School, Actual (FTE) [Instruct, Pupil Service, Total], Actual (\$) [Instruct, Pupil Service, Total], Allowance (FTE) [Instruct, Pupil Service, Total], Allowance (\$) [Instruct, Pupil Service, Total], Actual - Allowance (FTE) [Instruct, Pupil Service, Total], and Actual - Allowance (\$) [Instruct, Pupil Service, Total].



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Salary-Based Apportionment (Career Ladder)
FY 2019 (as of Feb 15)

Table with columns for School District / Charter School, Actual (FTE), Actual (\$), Allowance (FTE), Allowance (\$), and Actual - Allowance (FTE/\$). Rows list various schools like MOSCOW CHARTER SCHOOL and include a TOTAL row at the bottom.