2020-2021 IDAHO EDUCATOR PIPELINE

FY2022 REPORT TO THE STATE BOARD OF EDUCATION

MARCH 2022

Nathan D. Dean, Ed.S.
Educator Effectiveness Program Manager
Idaho State Board of Education

I. INTRODUCTION

Staffing challenges are among the most significant concerns cited by Idaho's local education agencies (LEAs). Given the important role that experienced educators play in student success, understanding the factors that influence the state's educator pipeline is key to driving continuous improvement. As such, a report on Idaho's educator pipeline has been developed for the State Board of Education (the Board) annually since FY18. The sole exception has been the FY21 report, which was preempted by the impacts of the COVID-19 pandemic. What follows is the FY22 Educator Pipeline Report, examining educator supply and retention up through the 2020-2021 school year.

In-keeping with previous submissions, this report focuses on certificated staff in Idaho public schools—both traditional and charter. These certificated assignments are broadly categorized into three main groups: Administrator, Instructional, and Pupil Service Staff. Administrator positions include superintendents, principals, and special education directors. Instructional staff include traditional classroom teachers, as well as educators who serve in a coaching or mentoring capacity but may lack an assigned classroom of their own. Pupil service staff include other certificated professionals who work directly with students such as: school counselors, social workers, nurses, school psychologists, speech-language pathologists, audiologists, occupational therapists, and physical therapists. Individuals may hold multiple certifications and endorsements simultaneously, and it is not uncommon for staff in smaller schools and LEAs to serve in multiple roles.

As of the 2020-2021 school year, there were approximately 1,304 staff assigned to administrator positions, 18,314 assigned to instructional positions, and 1,478 assigned to pupil service staff positions. As was the case with past Educator Pipeline Reports, the bulk of this report focuses on instructional positions. Although administrator and pupil service staff are no less important to the functioning of Idaho's schools, instructional staff make up an

overwhelming majority of the state's certificated employees and are the source of most LEA staffing concerns—especially in certain endorsement areas.

The data for this report was synthesized from multiple sources. These include Title II reporting submissions, Idaho Department of Labor projections, and various tables within ISEE (the state's longitudinal education database). Significant efforts were made to reconcile these sources into a coherent data model for this report. However, limitations in accurately matching staff education identification numbers (EDUIDs) across sources and known gaps in certain datasets will have introduced systematic errors. Despite this, the overall trends examined in this report can be considered with a relatively high degree of confidence, even if specific sums and totals may contain inconsistencies. Data that are associated with more substantial limitations are discussed further in their respective sections.

II. EDUCATOR SUPPLY & DEMAND

A. STATEWIDE STAFF VOLUMES & DEMOGRAPHICS

The number of certificated staff assignments across the state, broken out by assignment type, is displayed in Table 1.

TABLE 1

Staff Count by Assignment Type			
School Year	Administrator	Instructional	Pupil Services
2013-2014	1204	15469	1589
2014-2015	1231	15820	1689
2015-2016	1268	15917	1698
2016-2017	1280	16602	1249
2017-2018	1312	16905	1309
2018-2019	1260	17397	1384
2019-2020	1274	17883	1443
2020-2021	1304	18314	1478

From the 2013-2014 school year to the 2020-2021 school year, Idaho has seen a steady increase in the number of instructional staff assignments. This represents a roughly 18% increase over this time frame, correlating well with the approximate 16.5% growth in Idaho's population over the same period.

Administrator assignments have seen a much smaller rate of growth and are currently down from an all-time high in the 2017-2018 school year. That said, the upward trend in administrator assignments appears to have resumed over the last two years.

The number of pupil service staff assignments saw a substantial drop in the 2016-2017 school year—which appears to correspond with the inclusion of pupil service staff in the career ladder

and the resultant change in funding/reporting for these positions. They have since grown at a faster rate than instructional staff assignments.

Examining the demographics of Idaho's instructional staff—particularly in terms of race/ethnicity, age, and experience—reveals additional trends of interest.

TABLE 2

Racial & Ethnic Demographics of Idaho Instructional Staff By Academic Year									
Race / Ethnicity	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**Idaho Population***
American Indian or Alaska Native	0.28%	0.30%	0.30%	0.29%	0.31%	0.30%	0.31%	0.32%	**1.7%**
Asian	0.47%	0.44%	0.46%	0.47%	0.45%	0.49%	0.58%	0.58%	**1.6%**
Black or African American	0.14%	0.15%	0.14%	0.16%	0.17%	0.21%	0.21%	0.24%	**0.9%**
Hispanic or Latino	2.06%	2.15%	2.31%	2.45%	2.51%	2.69%	2.74%	2.88%	**12.8%**
Native Hawaiian or Other Pacific Islander	0.08%	0.10%	0.11%	0.14%	0.13%	0.10%	0.10%	0.10%	**0.2%**
Two Or More Races	0.23%	0.23%	0.27%	0.23%	0.25%	0.26%	0.30%	0.28%	**2.6%**
White	96.74%	96.63%	96.41%	96.27%	96.18%	95.94%	95.76%	95.59%	**81.6%**
* Source: Most recent estimates published on www.census.gov/quickfacts/ID as of March 10th, 2022									

As demonstrated in Table 2 (above), the racial and ethnic makeup of Idaho's teaching force is quite different from the overall state population. The most recent census estimates indicate that less than 82% of Idaho's population identifies as "white only," meanwhile over 95% of instructional staff were identified similarly in the 2020-2021 school year. Of note, all other racial and ethnic groups are substantially underrepresented among Idaho's teachers when compared to the state's population.

Although this comparison is stark, it is worth bearing in mind that Idaho's instructional staff population has shown a consistent (albeit modest) trend towards increased diversity since the 2013-2014 school year. That said, there is still substantial room for improvement if Idaho wishes to have its teaching force truly represent the population that it serves.

The age distribution among Idaho's instructional staff has also seen a notable shift in recent years. As Figure 1 shows, the growth in instructional positions over the last five years has not been evenly distributed. A disproportionate share of that growth has centered on staff between the ages of 40 and 49. Although there may be other contributing factors, this has likely been driven by the increase in the share of teachers who are coming Idaho from out of state and via non-traditional certification pathways (discussed in a later sections).

FIGURE 1

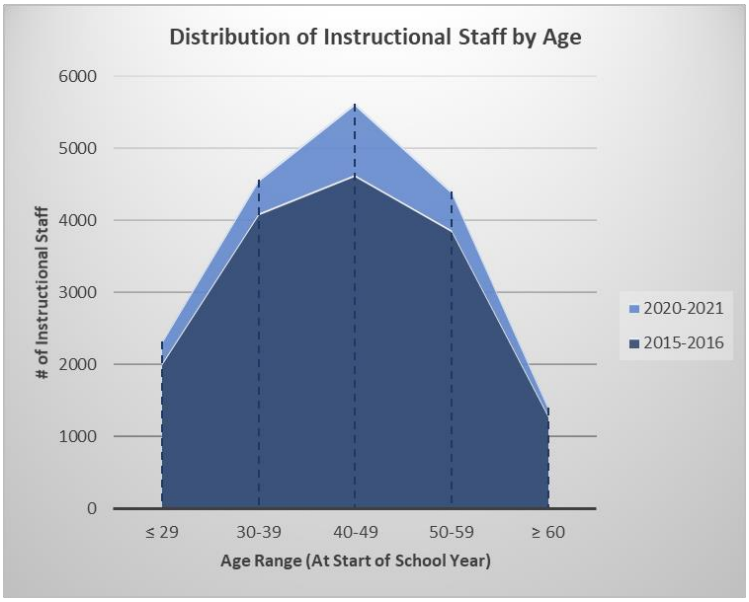


FIGURE 2

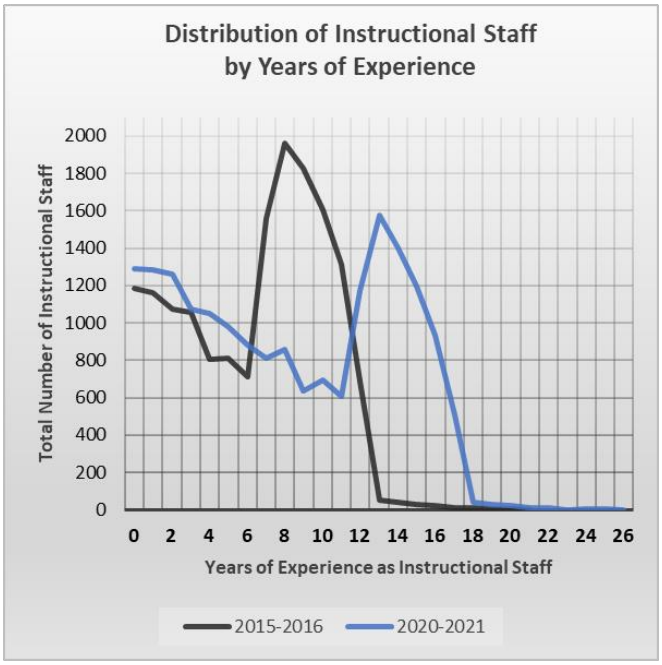


Figure 2 also shows that there has also been a substantial shift in the experience level of instructional staff over the last five years. There has been a massive increase in the volume of instructional staff with 13 or more years of experience. However, there has also been a correspondingly large drop in the number of teachers with 7 to 11 years of experience.

This, combined with the consistent shape of the distribution over time, indicates that the observed shift may not be the result of increased retention among more experienced educators. Instead, it could simply be the result of five years passing in a population that happened to have a disproportionately high volume of teachers with 8-10 years of experience in 2016. This paints a concerning picture, where there currently appears to be insufficient growth among our less experienced population to offset the large bubble of more-experienced teachers who will hit retirement age in the next 10 or so years.

B. GROWTH PROJECTIONS

It is well known that Idaho's population is growing rapidly. Based on data from the 2020 census, Idaho saw the second highest percentage increase in population (behind only Utah). As the general population increases, so too will the number of students enrolled in public school and the demand for instructional staff to serve them. Table 3 (below) provides a summary of the projections of instructional staff demand in Idaho, both by region and statewide. These projections include general education, special education, and CTE for grades K through 12.

TABLE 3

2020-2030 Projections of Instructional Staff Demand*			
Education Region	# of Projected Annual Openings	Annual Projected Growth Rate	2020-2030 Projected Total Growth
1	149	1.75%	18.30%
2	134	0.85%	8.22%
3	648	1.75%	18.93%
4	156	1.29%	13.67%
5	179	1.35%	14.30%
6	222	1.79%	19.47%
Statewide**	1452	1.51%	16.15%

*Source: Idaho DOL Occupational Projections (Occupational Codes 25-2012, 25-2021, 25-2031, 25-2032, 25-2052, 25-2057, 25-2058)

**Statewide total is taken from the published statwide projections and not calculated directly from the regional projection numbers. This causes it to differ slightly from the sum of all regions.

Regions 6, 3, and 1 are expected to see highest rates of growth in demand between 2020 and 2030. These three regions represent the furthest corners of the state and demonstrate that the increased need for teachers will not be isolated to only certain communities. In fact, only Region 2 is expected to experience less than 10% growth over the same period. It will be vital for Idaho to continue increasing recruitment and retention of quality teachers in all areas of the state if we are to meet the demand of our booming population.

C. EDUCATOR PREPARATION PROGRAM (EPP) COMPLETERS

Idaho has several Board-approved pathways to becoming a certificated educator. These include traditional college programs (both public and non-public) as well as non-traditional programs. Public traditional programs are offered by the four state-run post-secondary institutions: Boise State University (BSU), Idaho State University (ISU), Lewis-Clark State College (LCSC), and University of Idaho (UI). Non-public traditional programs are offered by Idaho's private institutions of higher education: Brigham Young University – Idaho (BYU-ID), the College of Idaho (COI), and Northwest Nazarene University (NNU). Finally, non-traditional programs are offered through the American Board for Certification of Teacher Excellence (ABCTE), the College of Southern Idaho (CSI), and Teach for America – Idaho (TFA-I).

Table 4 (below) summarizes the number of completers reported by each EPP, broken out by school year. It is important to note that these figures are different from the number of new certificated educators from each EPP. A completer from any given program may choose not to seek Idaho certification or employment within an Idaho public school.

TABLE 4

Reported # of Program Completers by Idaho-Approved Educator Prep. Program (EPP) *								
Program	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
Public Traditionals	**386**	**411**	**403**	**379**	**337**	**350**	**365**	**478**
BSU	169	176	136	173	117	112	104	220
ISU	95	76	101	72	76	75	81	77
LCSC	47	49	50	40	32	63	39	55
UI	75	110	116	94	112	100	141	126
Non-Public Traditionals	**498**	**358**	**452**	**412**	**392**	**429**	**399**	**413**
BYU-ID	439	294	380	349	334	380	354	385
COI	16	11	21	12	8	7	8	3
NNU	43	53	51	51	50	42	37	25
Non-Traditionals	**60**	**185**	**418**	**275**	**32**	**146**	**100**	**672**
ABCTE **	60	172	405	256	12	125	65	635
CSI	-	-	-	-	-	-	16	16
TFA-I	-	13	13	19	20	21	19	21
GRAND TOTAL	**944**	**954**	**1273**	**1066**	**761**	**925**	**864**	**1563**

* This data set is taken from the ETS Title II Reporting Services platform and matches the number of unique individuals submitted by each EPP as "Completed" in a given academic year. Due to the matching and data exchanges performed on the back-end, these numbers do not necessarily match what appeared in the published Title II report for each respective year.

** It is possible that inconsistency in applying the definition of "Completed" has contributed to the large year-to-year fluctuations in ABCTE's data (since the numbers are much more stable when including those classified as "Other Enrolled"). However, as this is conjecture, the numbers of "Completed" that ABCTE officially submitted were used.

There is high degree of variation from year to year in the total number of completers from each EPP. However, it is noteworthy that the 2020-2021 school year was the first to see non-traditional programs report more completers than either the public or non-public traditional programs.

D. NEW IDAHO INSTRUCTIONAL STAFF

There are some evident shifts when looking at the data on individuals who not only complete an EPP of some kind, but also end up teaching in an Idaho school. Table 5 (below) displays the number of new instructional staff in Idaho public schools, both by year in which they first received their first instructional assignment and by the program through which they were initially prepared.

TABLE 5

# of New Instructional Staff in Idaho Public Schools by Preparation Program								
Program	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
Public Traditionals	**444**	**378**	**371**	**403**	**314**	**333**	**279**	**355**
BSU	171	163	140	129	120	141	118	159
ISU	132	111	127	150	98	104	81	69
LCSC	45	29	25	33	23	27	14	43
UI	96	75	79	91	73	61	66	84
Non-Public Traditionals	**164**	**194**	**184**	**187**	**170**	**158**	**133**	**155**
BYU-ID	116	128	129	136	117	116	97	123
COI	8	19	15	19	18	8	7	12
NNU	40	47	40	32	35	34	29	20
Non-Traditionals	**57**	**83**	**99**	**79**	**97**	**198**	**219**	**162**
ABCTE	57	83	86	64	78	172	193	143
CSI	-	-	-	-	1	5	5	1
TFA-I	-	-	13	15	18	21	21	18
Other	**438**	**457**	**528**	**541**	**583**	**568**	**579**	**620**
Out of State	380	399	469	493	521	506	490	504
WGU	14	21	19	15	22	21	33	52
Unmatched / NA	44	37	40	33	40	41	56	64
Grand Total	**1103**	**1112**	**1182**	**1210**	**1164**	**1257**	**1210**	**1292**

The total number of new instructional staff from all sources has trended upwards over the last eight years, reaching an all-time high of 1,292 new teachers in the 2020-2021. This continued growth in the number of new teachers is certainly a positive, but it will need to continue to meet the demand of Idaho's rapidly growing population. With the rate of growth seen in Table 5—and Department of Labor projections estimating an average of 1,452 openings annually over the next 10 years—it is unlikely that Idaho will meet this need through production and recruitment of new teachers alone. Barring a much more substantial bump in new instructional staff than has been seen over the last eight years, Idaho will only avoid a worsening shortage by also increasing retention (and thus reducing the number of annual openings that need filled).

Interesting trends can also be observed when drilling down by program type and specific EPP. Since the 2013-2014 school year, there has been a modest decrease in new teachers from Idaho's traditional EPPs (both public and non-public). However, despite this decrease and a smaller number of completers overall, Idaho's public traditional programs still produce a larger share of the state's new teachers than either the non-public traditional or non-traditional pathways. This discrepancy can largely be attributed to the relatively small portion of reported completers from BYU-ID who go on to be Idaho public school teachers, and the fact that ABCTE's completer counts may include already-certified individuals who are using the program to shift grade-bands or content areas (and are therefore not new teachers).

Over the same period, the number of new teachers from Idaho's non-traditional programs and from out of state has increased. It is unclear whether the growth in out of state numbers is due to Idaho's compensation becoming more competitive with the implementation of the career ladder, or whether it is simply a side effect of Idaho's general population influx.

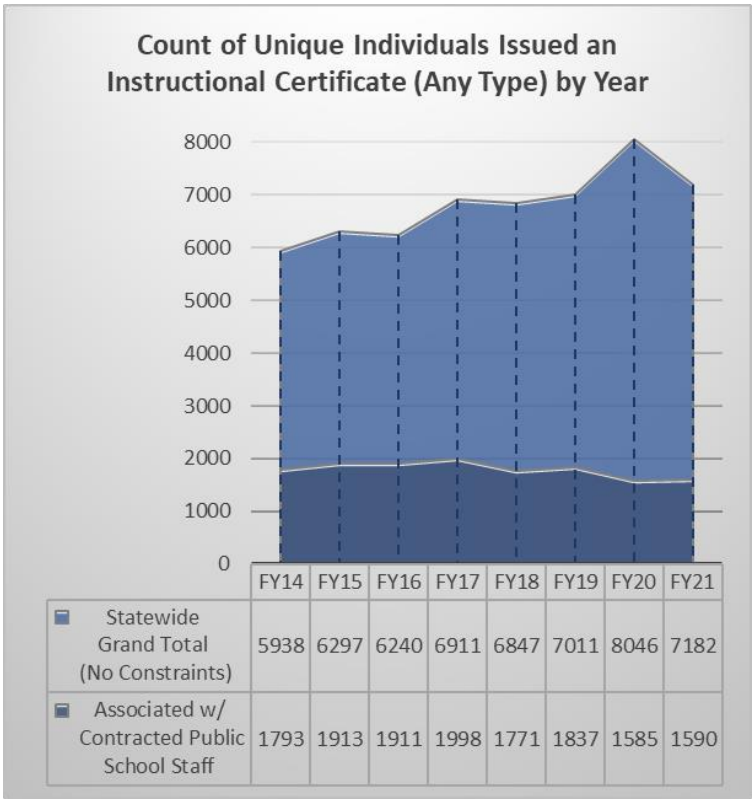
It should be noted that while general comparisons can be made between the trends observed in Table 4 and Table 5, it would be inappropriate to assume a direct link between the number of reported completers in a given year and the number of new instructional staff the following year. There are several factors that could cause an individual to delay their entry into the classroom following their completion of an EPP. Without matching EDUIDs between all program completers and new teachers (a challenge due to incomplete data), it is difficult to calculate specific placement rates for each EPP in a reliable way.

E. CERTIFICATES & ENDORSEMENTS ISSUED

Pursuant to Idaho Code § 33-1201, all staff with administrative, instructional, or pupil service assignments in an Idaho public school are required to hold an appropriate certificate and endorsement. Examining the number of such certificates issued each year provides additional insight into the changing educator pipeline.

Figure 3 displays the number of unique individuals (by year) who were issued an instructional certificate of any kind. This includes three-year nonrenewable Interim Certificates (for alternate authorizations, non-traditional program completers, reinstatements, and out of state transfers), as well as five-year renewable CTE and Standard Instructional Certificates. It is broken out by the fiscal year in which the certificates became effective. The dark blue region shows the grand total, regardless of whether the recipient has ever worked in an Idaho school. The light blue region shows the portion associated with a contracted assignment in an Idaho public school. These totals include both initial certificates and renewals.

FIGURE 3



	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
Statewide Grand Total (No Constraints)	5938	6297	6240	6911	6847	7011	8046	7182
Associated w/ Contracted Public School Staff	1793	1913	1911	1998	1771	1837	1585	1590

Although a relatively large number of instructional certificates are issued each year, an overwhelming majority of the recipients are not contracted in Idaho public schools. Assuredly, some portion of these individuals teach in private schools or have taken their certificate to another state via reciprocity agreements. However, there is likely still a large population of qualified personnel who are not teaching, despite having gone through the process of obtaining and/or maintaining valid Idaho certification. Identifying the reasons for this and targeting recruitment incentives to address them could be a valuable way to strengthen the state's educator pipeline.

Upon further examination, the data in Figure 3 also present a potentially alarming indicator: a recent drop in the number of instructional certificates being issued. The number of certificates issued to individuals associated with a contracted assignment have trended downward since FY17. Additionally, after a consistent and substantial upward trend, the total number of individuals who were issued an instructional certificate plummeted by more than 10% from FY20 to FY21. Since the number of completers and new teachers (who would be issued their initial certificates) has trended up, this indicates that the observed drop is likely coming from a decrease in renewals.

This is especially troubling when considering the current social and political context—which has seen the ongoing impact of the COVID-19 pandemic, rising tensions around public education, and up to half of Idaho's educators considering leaving the profession earlier than originally planned[1]. The recent drop in issued certificates may signal that an increasing number of instructional staff are not planning to stay in the profession long-term and are choosing not to renew. Since many educators apply for renewal ahead of their actual expiration date, this could be an early indicator of a potential drop in retention that has not yet revealed itself in staffing data.

This trend also presents itself when examining endorsement counts on instructional certificates. The tables presented on the next page display the number of instructional endorsements issued in each fiscal year. Table 6 shows grand totals, regardless of the recipient's employment status. Table 7 shows counts for those that are associated with a contracted assignment in an Idaho public school.

Endorsements have been grouped into broad subject area categories based on the kinds of position a given endorsement could qualify a teacher for. A breakdown of the specific endorsements included in each category can be found in Appendix A. There is no duplication within each subject area category (so an individual with both a Biology and Chemistry endorsement would only be counted once in the *Life and Physical Sciences* category). However, the same individual would show up in the counts of multiple rows if they received endorsements in more than one subject area category (such as *Mathematics* and *Special Education*). The color gradient in both tables serves as a "heat map" to visualize change over time within each subject area category. Blue indicates the highest count in each row, red indicates the lowest count in each row, and grey is used to signify the middle value.

[1] George Prentice, "IEA president to lawmakers: more than half of Idaho educators are considering leaving," Boise State Public Radio, February 2022, https://www.boisestatepublicradio.org/news/2022-02-02/idaho-teachers-pay-salaries-legislature-education-association

TABLE 6

Count of Instructional Endorsements Issued by Subject Area and Year (Statewide Grand Total w/ No Constraints)								
Subject Area Category	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**	**FY19**	**FY20**	**FY21**
Agriculture, Food, and Natural Resources	68	64	70	54	57	67	254	64
Business and Marketing	166	162	155	175	151	156	525	157
Communications & Media	129	132	115	311	121	150	127	151
Elementary	3115	3202	3118	3215	3255	3592	3439	3617
Engineering and Technology	40	40	37	40	51	41	115	58
English as a Second Language (ESL)	253	239	246	247	278	363	333	385
English Language Arts (ELA)	953	1067	1019	1065	1020	1103	1091	1131
Family and Consumer Sciences	104	95	90	90	89	84	336	78
Health Professions & Public Safety	36	56	57	44	33	57	60	87
Information and Computer Sciences	33	24	36	40	43	49	52	122
Life and Physical Sciences	498	589	555	576	621	616	723	580
Mathematics	525	586	557	607	641	676	763	678
Physical and Health Education	498	505	461	489	934	532	450	483
Social Sciences and History	798	805	788	1054	829	891	991	905
Special Education	846	900	974	1100	944	1085	1014	1101
Trades and Industry	39	59	41	60	44	41	40	45
Visual & Performing Arts	394	397	406	594	398	455	406	418
World Language	279	265	253	263	275	317	254	263

TABLE 7

Count of Instructional Endorsements Issued by Subject Area and Year (Associated w/ Contracted Public School Staff)								
Subject Area Category	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**	**FY19**	**FY20**	**FY21**
Agriculture, Food, and Natural Resources	24	18	23	28	22	24	22	18
Business and Marketing	50	53	44	57	40	40	25	22
Communications & Media	33	37	35	26	16	19	16	10
Elementary	922	978	983	1051	959	1018	838	903
Engineering and Technology	9	13	13	11	11	8	7	5
English as a Second Language (ESL)	102	108	102	120	88	137	91	105
English Language Arts (ELA)	316	364	346	380	295	282	222	284
Family and Consumer Sciences	28	25	33	27	24	29	18	19
Health Professions & Public Safety	16	23	25	27	16	25	21	10
Information and Computer Sciences	13	12	16	21	12	11	11	6
Life and Physical Sciences	151	164	152	189	165	152	135	127
Mathematics	217	217	186	194	195	196	148	166
Physical and Health Education	126	117	95	112	122	110	82	65
Social Sciences and History	223	236	223	210	215	175	163	156
Special Education	254	308	343	341	307	331	285	285
Trades and Industry	8	22	15	13	12	15	11	9
Visual & Performing Arts	119	111	123	114	91	90	80	68
World Language	73	77	80	70	49	60	35	37

In several subject areas, the total number of instructional endorsements issued has decreased from FY20 to FY21. This includes some traditionally hard-to-fill categories, such as *Mathematics* and *Life and Physical Sciences*. The trend is even more stark when looking only at endorsements associated with contracted school staff, where almost every subject area has seen its lowest count within the last two years. With projections showing increased demand for teachers of all kinds over the next 10 years, even a modest decrease in the number of individuals certified in a given subject is cause for a degree of concern. It will be important to monitor this data closely in the coming years to determine if the apparent pattern manifests itself as an increase in real-world staffing challenges.

Should it do so, there will likely be an increased reliance on Emergency Provisional certificates to cover the gaps. These temporary, one-year certificates are granted to individuals who lack the qualifications for a given certificated position. The Board authorizes them in response to an LEA-declared staffing emergency. As Table 8 shows, the number of Emergency Provisionals granted has nearly tripled over the last five years—meaning that the 2020-2021 school year saw 85 classrooms led by underqualified individuals with as little as two years of college training.

TABLE 8

Emergency Provisional Certificates by Year	
School Year	**# Issued***
2016-2017	29
2017-2018	35
2018-2019	89
2019-2020	90
2020-2021	85

*Includes both those issued to uncertified individuals and those issued to already-certificated staff teaching outside of endorsed areas.

Fortunately, endorsements issued on pupil service staff certificates do not display the same recent downturn. Table 9 (below) shows the counts for pupil service endorsements over time and has been given the same formatting as the instructional endorsement tables.

TABLE 9

Count of Endorsements Issued by General Category and Year (Statewide Grand Total w/ No Constraints)								
Endorsement Category	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**	**FY19**	**FY20**	**FY21**
Audiology and Speech-Language Pathology	86	77	69	76	95	109	102	116
Career and Work Based Advising	50	40	36	44	39	40	144	29
Occupational and Physical Therapy	-	-	-	-	1	27	20	7
School Counselor	257	230	250	262	254	295	252	283
School Nurse	39	39	47	81	53	54	56	76
School Psychology	64	64	71	79	74	75	81	79
School Social Worker	32	32	47	51	55	59	48	51

In general, the number of pupil service endorsements issued has trended slightly upward through FY21. This bodes well for future staffing in these areas. The only two categories to experience a serious downturn last year were *Career and Work Based Advising* and *Occupational and Physical Therapy*. However, the former saw a surge in FY20 that more than makes up for the FY21's decrease; while the latter lacks sufficient longitudinal data to make meaningful judgements about the observed drop at this time.

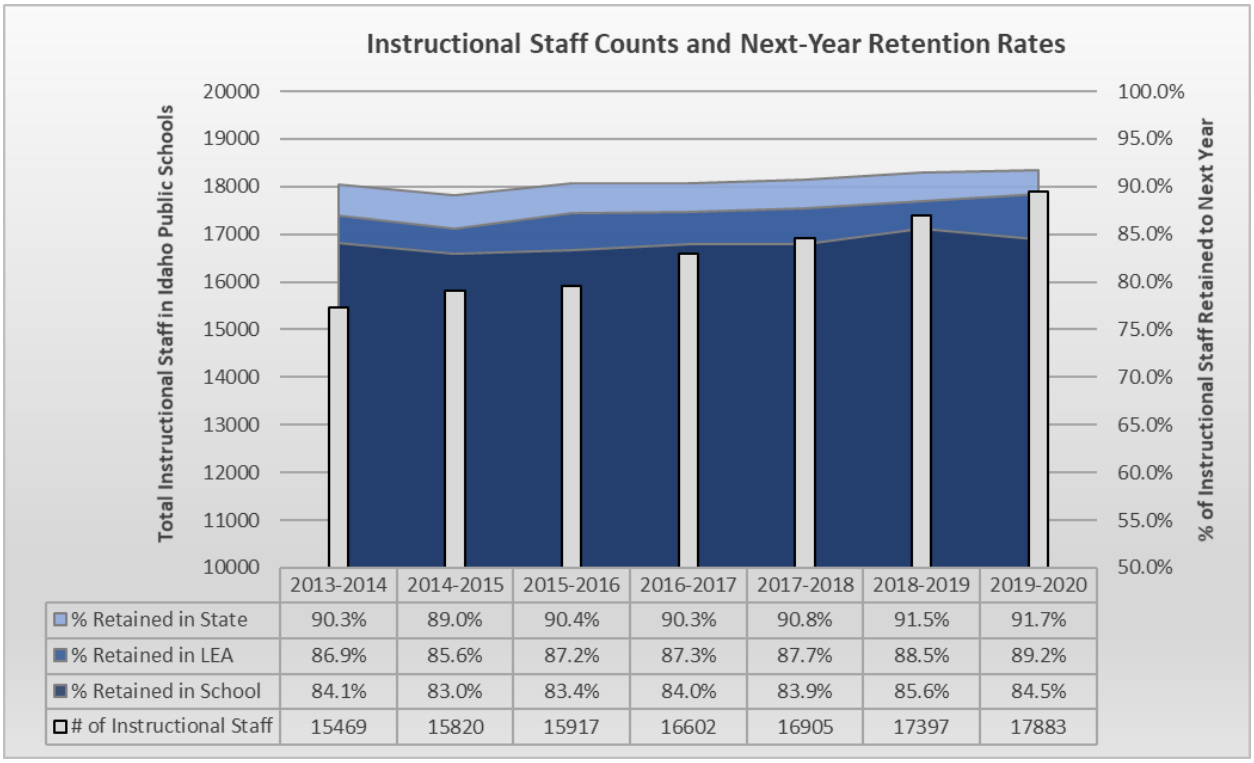
III. EDUCATOR MOBILITY & RETENTION

A. OVERALL STATEWIDE RETENTION RATES

Previous work on Idaho's educator pipeline has reached two broad conclusions: 1) That the state's staffing issues appear more related to retention than production, and 2) that the overall retention rate has seen a slow-but-steady upward trend since the implementation of the career ladder (and commensurate increase in educator compensation). This report makes similar observations, at least when examining data at the aggregate, statewide level.

Figure 4 (below) displays the total number of instructional staff working in Idaho public schools per year, as well as the percentage of those individuals who were retained in instructional positions the next year. The retention rates are provided at multiple levels: same school, same LEA, and statewide.

FIGURE 4



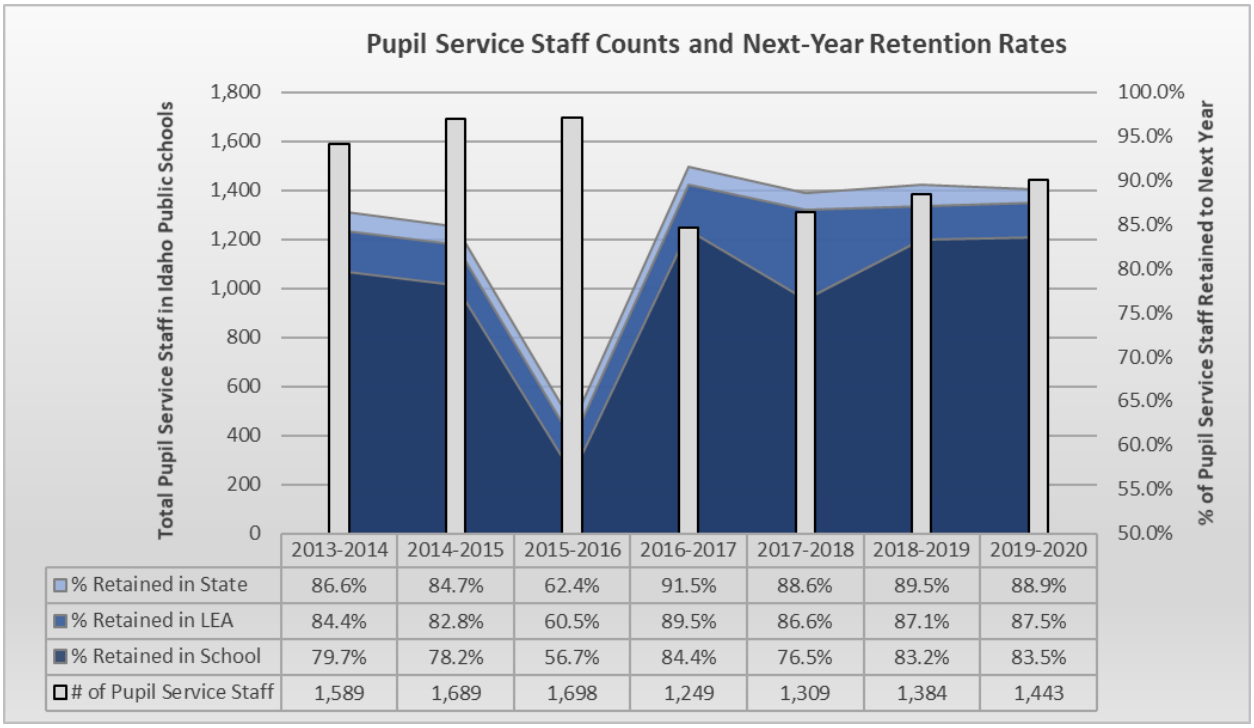
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
% Retained in State	90.3%	89.0%	90.4%	90.3%	90.8%	91.5%	91.7%
% Retained in LEA	86.9%	85.6%	87.2%	87.3%	87.7%	88.5%	89.2%
% Retained in School	84.1%	83.0%	83.4%	84.0%	83.9%	85.6%	84.5%
# of Instructional Staff	15469	15820	15917	16602	16905	17397	17883

At all levels, Idaho's instructional staff retention rates have increased since the 2014-2015 school year. Additionally, both state and LEA-level retention reached new highs last year, with 91.7% of instructional staff returning to an Idaho school for the 2020-2021 school year. This is in-line with the oft-reported national rate of approximately 92%.

Although school-level retention saw a notable drop last year, this is likely the result of districts shifting instructional staff internally as a response to the COVID-19 pandemic. The lack of a corresponding drop in LEA-level retention indicates that this represents purposeful in-district movement rather than a concerning loss of staff at the school level.

Despite the potential concerns discussed in the previous section, Idaho's retention data have yet to show any negative effects from the pandemic. However, the next year or two could be far more telling. In anecdotal discussions with administrators and teachers in the field, some have cited concerns that the uncertainty of the early pandemic may have kept some educators from acting on a desire to leave the profession. Should the political and social pressures on teachers remain high as we move into a post-pandemic environment, it seems plausible that there could be a corresponding drop in instructional staff retention.

FIGURE 5



	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
% Retained in State	86.6%	84.7%	62.4%	91.5%	88.6%	89.5%	88.9%
% Retained in LEA	84.4%	82.8%	60.5%	89.5%	86.6%	87.1%	87.5%
% Retained in School	79.7%	78.2%	56.7%	84.4%	76.5%	83.2%	83.5%
# of Pupil Service Staff	1,589	1,689	1,698	1,249	1,309	1,384	1,443

Retention rates for Idaho's pupil service staff have also seen modest improvement since the 2013-2014 school year. However, as seen in Figure 5 (above), the upward trend appears to have stalled in the last four years. It should be noted once again that the large apparent drop in retention seen in the 2015-2016 school year is the result the career ladder changing how pupil service staff were reported, not an actual loss of staffing.

B. RETENTION BY EXPERIENCE

As discussed in section II.A of this report, Idaho's instructional staff population has become more experienced over the last five years—however, the distribution contained indicators that this was not due to a major change in retention among experienced educators. Breaking out statewide retention rates by experience level confirms this suspicion.

TABLE 10

Next-Year Retention of Instructional Staff by Experience			
Years of Experience	2015-2016 School Year	2019-2020 School Year	Change in Retention Rate
0-2 Years	87.1%	88.5%	+ 1.3%
3-7 Years	90.2%	93.9%	+ 3.7%
8+ Years	91.9%	91.9%	+ 0.0%

Table 10 compares the next-year retention rates for instructional staff from both the 2015-2016 school year and the 2019-2020 school year. It is broken out into three categories based on years of experience in an instructional assignment: 0-2 years, 3-7 years, and 8 or more years. The career ladder served as the basis for these categories, aligning with the minimum years of experience necessary to be placed on the Residency, Professional, and Advanced Professional rungs respectively. Additionally, possessing eight or more years of experience had been a requirement to qualify for the Master Educator Premium (MEP) program (which provided $4,000 payments annually to qualified educators over three years, but has since been discontinued).

The data show that retention rates among instructional staff with less than eight years of experience have increased since the 2015-2016 school year. This coincides with the building out of the career ladder, which saw the largest salary-based apportionment increases for educators within this experience range. Although the complexity of factors influencing teacher retention makes it inappropriate to conclude direct causation from this data alone, this information appears to support the notion that increasing base compensation can reduce the number of teachers who leave the profession prior to retirement.

This notion is further supported by the complete lack of improvement in the retention of instructional staff with eight or more years of experience. Prior to the creation of the Advanced Professional rung in 2020, the career ladder had largely focused on raising salary-based apportionment for staff earlier in their career. Although the MEP was intended to encourage retention among more experienced educators, the program faced implementation challenges and the application process was criticized by some as being overly onerous. Since the MEP does not appear to have made a measurable difference in the retention of experienced educators, it will be interesting to see if the Advanced Professional rung provides better results by increasing base compensation for this group (as the Residency and Professional rungs appear to have done for less experienced educators).

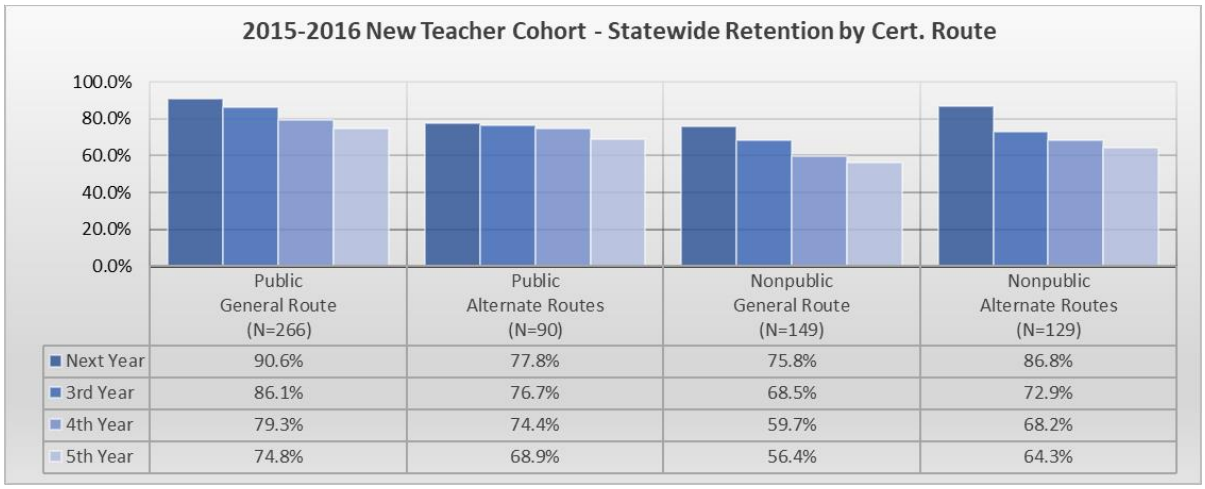
C. RETENTION BY CERTIFICATION ROUTE AND PREPERATION PROGRAM

Some of Idaho's pathways to becoming an educator lead directly into a renewable five-year instructional certificate. These *general* routes involve completion of an undergraduate or graduate program in education along with structured clinical practice in the form of supervised student teaching.

Other pathways lead to a nonrenewable three-year certificate (with certain stipulations that must be satisfied in order to transition to a renewable certificate). These *alternate* routes vary in their requirements, but do not require an education-specific degree and rely upon on-the-job mentoring as a replacement for traditional student teaching. Board-approved alternate routes include the alternative authorizations outlined in administrative rule, as well as the non-traditional programs offered through ABCTE, TFA-I, and CSI.

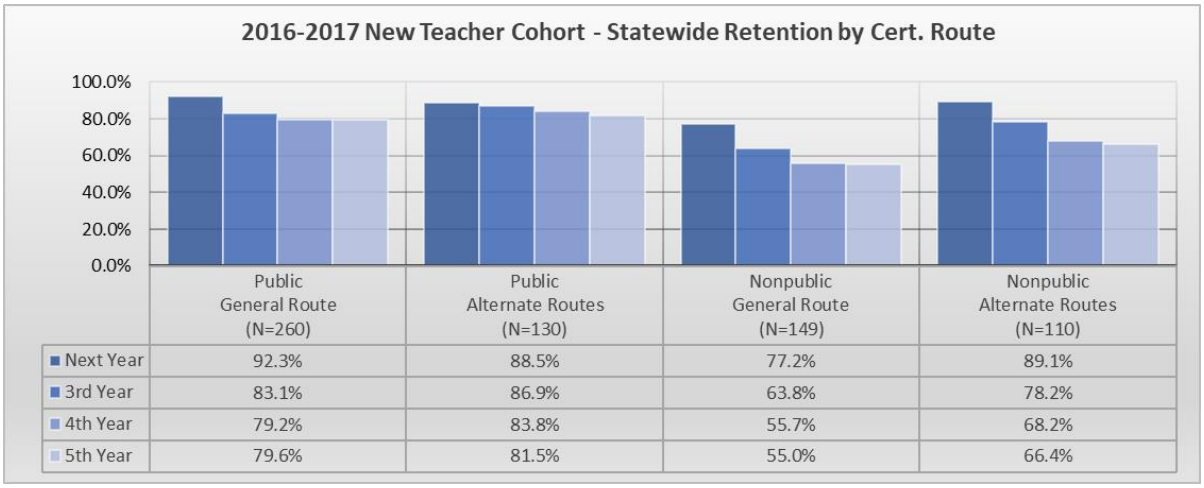
The retention rates for new instructional staff from *general* and *alternate* routes—both public and non-public—are compared in Figures 6 through 10. The data for each new teacher cohort is presented in its own figure, based on the school year in which they started teaching. Where possible, state-level retention rates were calculated for the staff members' first five years. Due to small population sizes, CTE specific routes are not included in these figures.

FIGURE 6



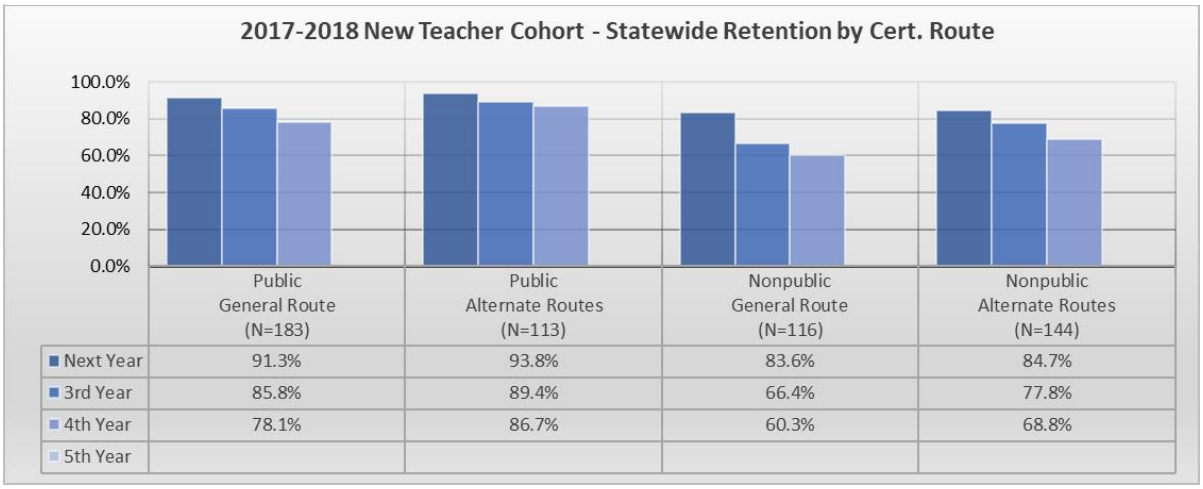
	Public General Route (N=266)	Public Alternate Routes (N=90)	Nonpublic General Route (N=149)	Nonpublic Alternate Routes (N=129)
Next Year	90.6%	77.8%	75.8%	86.8%
3rd Year	86.1%	76.7%	68.5%	72.9%
4th Year	79.3%	74.4%	59.7%	68.2%
5th Year	74.8%	68.9%	56.4%	64.3%

FIGURE 7



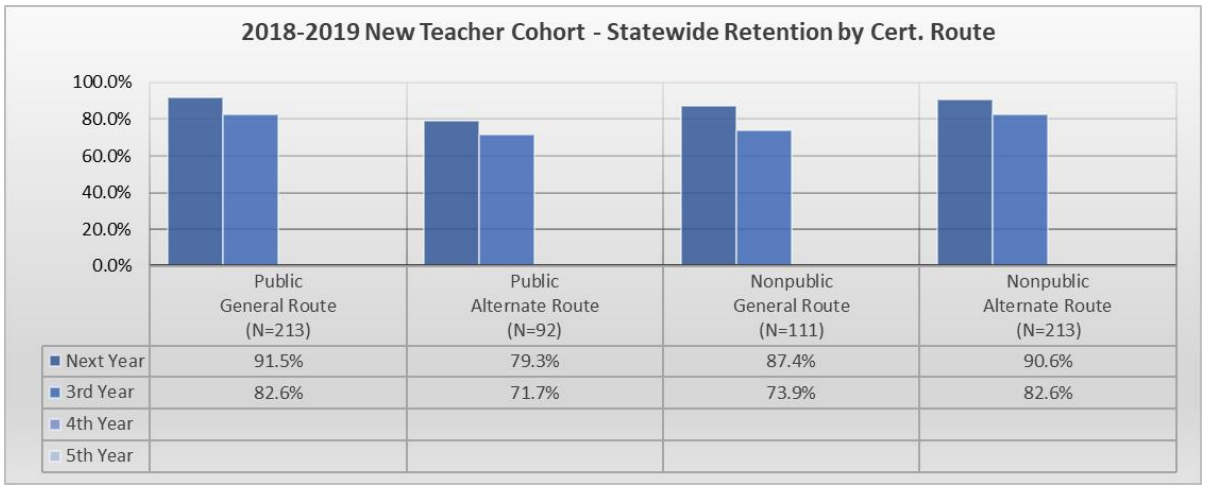
	Public General Route (N=260)	Public Alternate Routes (N=130)	Nonpublic General Route (N=149)	Nonpublic Alternate Routes (N=110)
Next Year	92.3%	88.5%	77.2%	89.1%
3rd Year	83.1%	86.9%	63.8%	78.2%
4th Year	79.2%	83.8%	55.7%	68.2%
5th Year	79.6%	81.5%	55.0%	66.4%

FIGURE 8



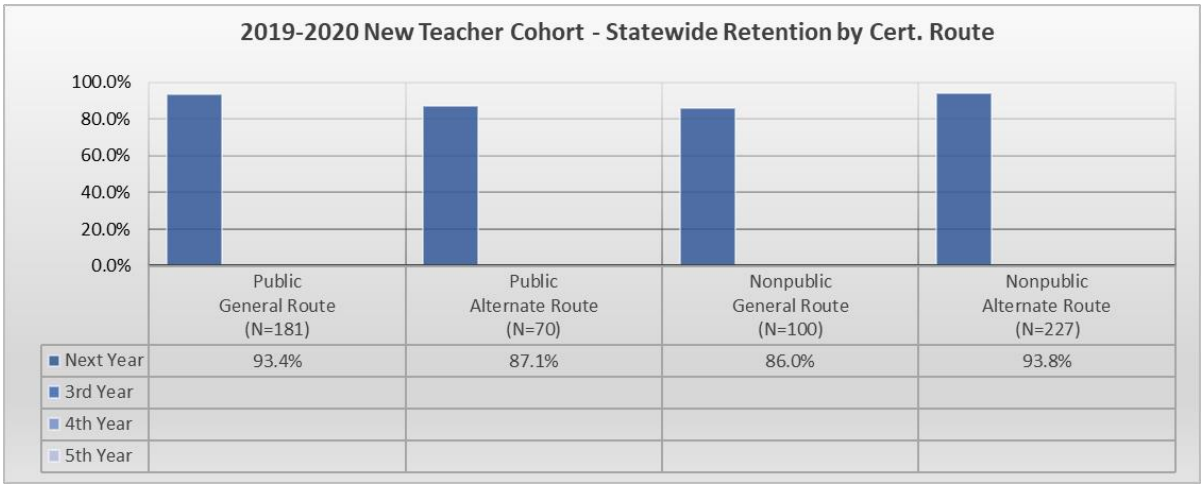
	Public General Route (N=183)	Public Alternate Routes (N=113)	Nonpublic General Route (N=116)	Nonpublic Alternate Routes (N=144)
Next Year	91.3%	93.8%	83.6%	84.7%
3rd Year	85.8%	89.4%	66.4%	77.8%
4th Year	78.1%	86.7%	60.3%	68.8%
5th Year				

FIGURE 9



	Public General Route (N=213)	Public Alternate Route (N=92)	Nonpublic General Route (N=111)	Nonpublic Alternate Route (N=213)
Next Year	91.5%	79.3%	87.4%	90.6%
3rd Year	82.6%	71.7%	73.9%	82.6%
4th Year				
5th Year				

FIGURE 10



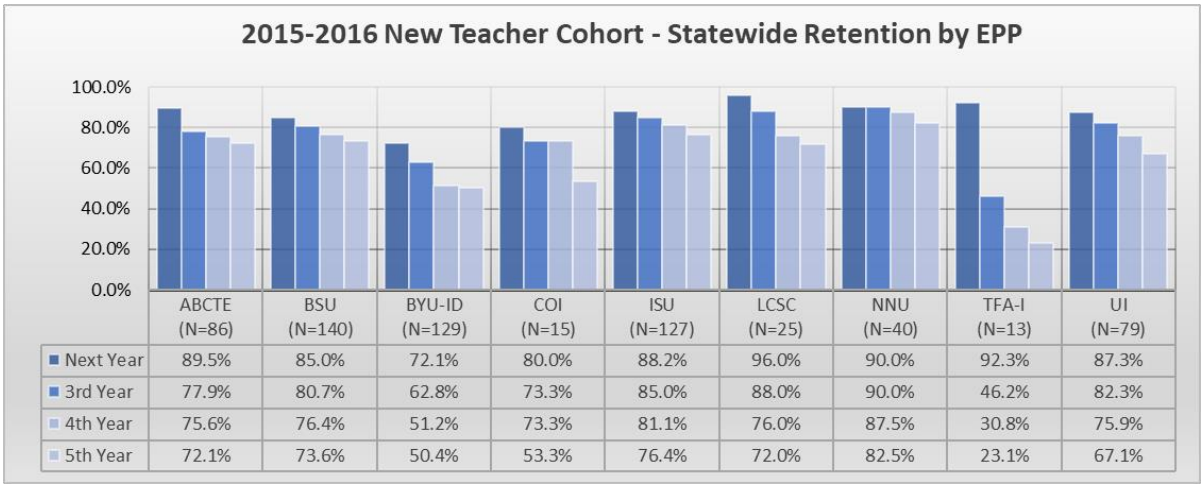
These figures show that instructional staff who were certified through public routes tend to have better retention rates than those from nonpublic routes in the long term (looking at 4th and 5th year rates). Additionally, teachers from public general routes have shown the best retention rates overall in the previous five years. Nonpublic general routes tended to have the lowest retention rates over the same period.

It is notable that with the 2019-2020 cohort, the next-year retention rate for nonpublic alternate routes has improved to become higher than any other group (see Figure 10). However, it remains to be seen if this will carry through over time for this cohort. Historically, nonpublic routes have seen a steeper drop-off in retention over time. If that pattern holds, it is likely that the 4th and 5th year retention rates will still drop below those associated with public general routes.

Further breaking retention data out by educator preparation program (EPP) illuminates some of the nuance behind the trends discussed above. Figures 11 through 15 display retention rates for each of Idaho's Board-approved EPPs, continuing in the same format as the previous figures. Although there are currently ten Board-approved programs in the state, the first two figures only present data on nine programs. This is because CSI did not begin placing new instructional staff through in the field through their non-traditional program until the 2017-2018 school year.

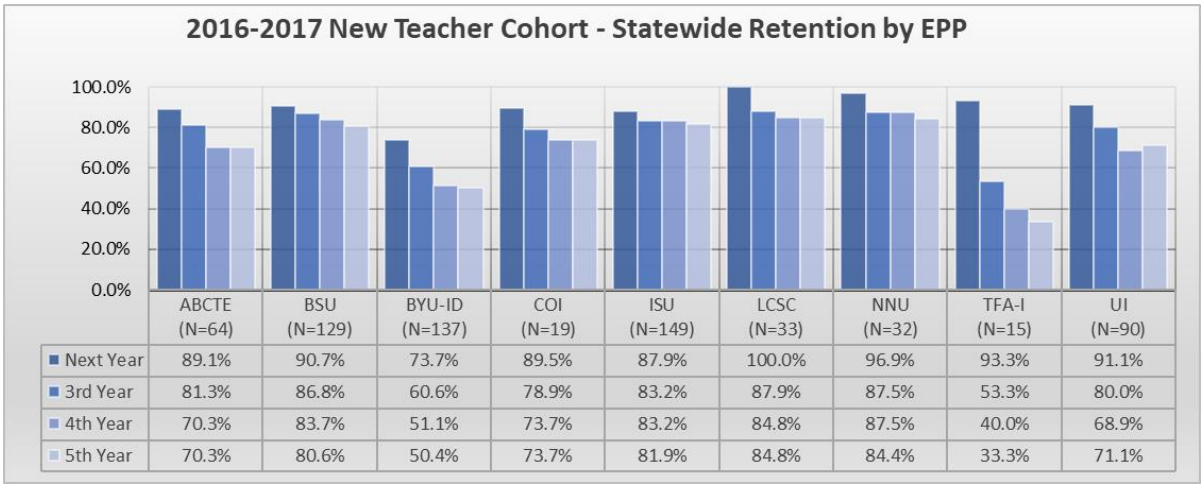
Note: In the following figures, it is possible for the retention rate of a given EPP to go up over time within the same cohort. This is not an error and can happen when individuals return to teaching in Idaho schools after a gap without an instructional assignment (e.g., after pursuing a graduate degree full-time or staying at home with young children).

FIGURE 11



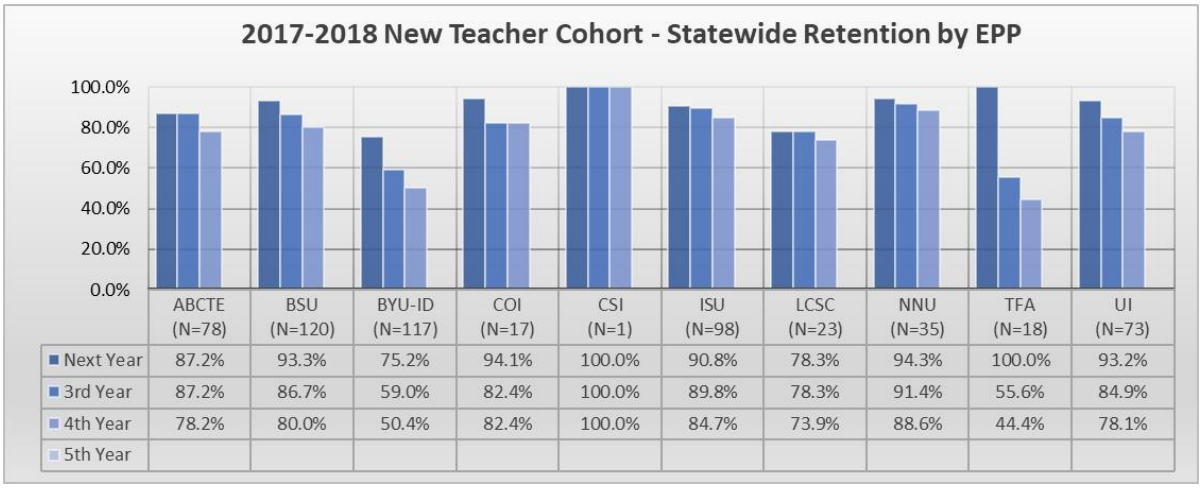
	ABCTE (N=86)	BSU (N=140)	BYU-ID (N=129)	COI (N=15)	ISU (N=127)	LCSC (N=25)	NNU (N=40)	TFA-I (N=13)	UI (N=79)
Next Year	89.5%	85.0%	72.1%	80.0%	88.2%	96.0%	90.0%	92.3%	87.3%
3rd Year	77.9%	80.7%	62.8%	73.3%	85.0%	88.0%	90.0%	46.2%	82.3%
4th Year	75.6%	76.4%	51.2%	73.3%	81.1%	76.0%	87.5%	30.8%	75.9%
5th Year	72.1%	73.6%	50.4%	53.3%	76.4%	72.0%	82.5%	23.1%	67.1%

FIGURE 12



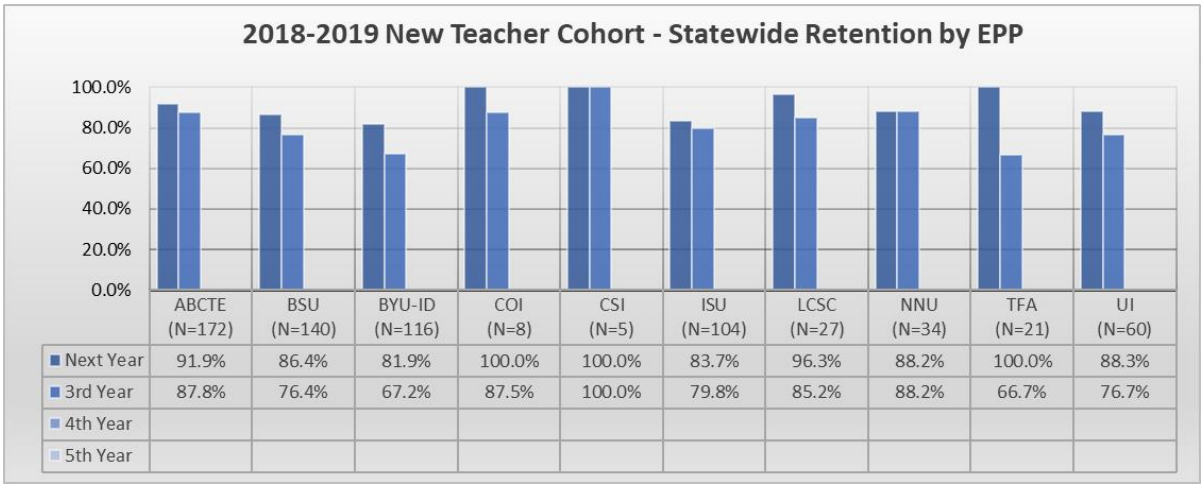
	ABCTE (N=64)	BSU (N=129)	BYU-ID (N=137)	COI (N=19)	ISU (N=149)	LCSC (N=33)	NNU (N=32)	TFA-I (N=15)	UI (N=90)
Next Year	89.1%	90.7%	73.7%	89.5%	87.9%	100.0%	96.9%	93.3%	91.1%
3rd Year	81.3%	86.8%	60.6%	78.9%	83.2%	87.9%	87.5%	53.3%	80.0%
4th Year	70.3%	83.7%	51.1%	73.7%	83.2%	84.8%	87.5%	40.0%	68.9%
5th Year	70.3%	80.6%	50.4%	73.7%	81.9%	84.8%	84.4%	33.3%	71.1%

FIGURE 13



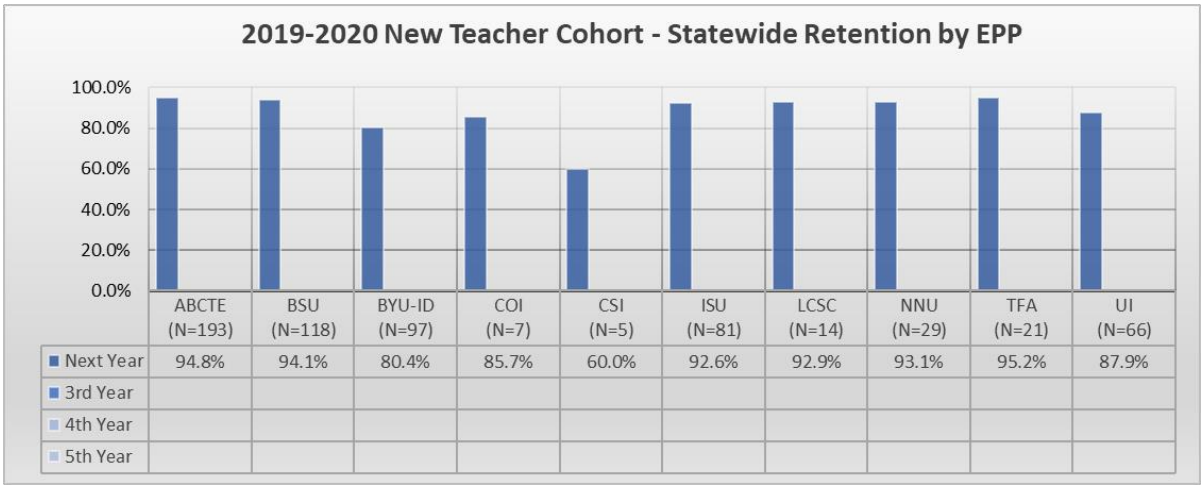
	ABCTE (N=78)	BSU (N=120)	BYU-ID (N=117)	COI (N=17)	CSI (N=1)	ISU (N=98)	LCSC (N=23)	NNU (N=35)	TFA (N=18)	UI (N=73)
Next Year	87.2%	93.3%	75.2%	94.1%	100.0%	90.8%	78.3%	94.3%	100.0%	93.2%
3rd Year	87.2%	86.7%	59.0%	82.4%	100.0%	89.8%	78.3%	91.4%	55.6%	84.9%
4th Year	78.2%	80.0%	50.4%	82.4%	100.0%	84.7%	73.9%	88.6%	44.4%	78.1%
5th Year										

FIGURE 14



	ABCTE (N=172)	BSU (N=140)	BYU-ID (N=116)	COI (N=8)	CSI (N=5)	ISU (N=104)	LCSC (N=27)	NNU (N=34)	TFA (N=21)	UI (N=60)
Next Year	91.9%	86.4%	81.9%	100.0%	100.0%	83.7%	96.3%	88.2%	100.0%	88.3%
3rd Year	87.8%	76.4%	67.2%	87.5%	100.0%	79.8%	85.2%	88.2%	66.7%	76.7%
4th Year										
5th Year										

FIGURE 15



	ABCTE (N=193)	BSU (N=118)	BYU-ID (N=97)	COI (N=7)	CSI (N=5)	ISU (N=81)	LCSC (N=14)	NNU (N=29)	TFA (N=21)	UI (N=66)
Next Year	94.8%	94.1%	80.4%	85.7%	60.0%	92.6%	92.9%	93.1%	95.2%	87.9%
3rd Year										
4th Year										
5th Year										

EPPs with small cohort sizes see a large amount of fluctuation in their retention rate, making it difficult to interpret their data. However, some general observations stand out.

TFA-Idaho has an extremely high next-year retention rate, but it drops precipitously in the 3rd, 4th, and 5th years. This is likely because the Teach for America program entails two years of mentored work as a classroom teacher, ensuring that virtually everyone taking part in their program returns for their second year. Following completion of TFA's program, these educators are able to apply for a renewable Idaho certificate (which is reciprocal with many other states). It appears that relatively few educators from this EPP choose to stay in Idaho public schools once they have satisfied TFA's requirements.

Despite nonpublic general routes showing the lowest rates of retention overall, it appears that Northwest Nazarene University is an outlier within that group. New instructional staff from NNU have consistently shown high rates of retention across all cohorts—and actually had the highest 4th and 5th year retention rates of any Idaho EPP. It is unclear whether this is due to a difference in the population which NNU recruits and serves, aspects of the program itself, or connections that NNU has established with Idaho communities and LEAs. However, the difference is substantial enough that it may warrant further examination to see if it is replicable.

In contrast, instructional staff hailing from BYU-ID have substantially lower rates of retention than those from other traditional programs. Although it is known that a large portion of those enrolled in BYU-ID's program have no intention of teaching in Idaho upon graduation[2], this does not explain the observed difference in retention. That is because these rates only include those who have already chosen to start teaching in Idaho public schools. For whatever reason, this creates an interesting scenario in which BYU-ID produces more completers than any other traditional EPP in the state yet have a comparatively modest number who choose to serve in Idaho schools for the long term.

Retention rates for educators certified through ABCTE also display an interesting pattern. In the cohort years examined, these individuals have relatively high retention rates going into their 2nd or 3rd year of teaching, but tend to have noticeably lower rates of retention going into their 4th year. This is noteworthy for two reasons: 1) ABCTE completers are issued 3-year interim certificates and must meet certain mentoring and evaluation-related requirements to stay certified past that point, and 2) LEAs must decide to offer a renewable contract with additional protections to teachers entering their 4th continuous year of employment. A noticeable drop in retention going into the 4th year could indicate that some portion of those certified through ABCTE are being unsuccessful on either of those fronts. However, it is impossible to determine a conclusive cause without further study. Future pipeline reports should determine if this pattern remains consistent as we gain additional data on more recent cohorts.

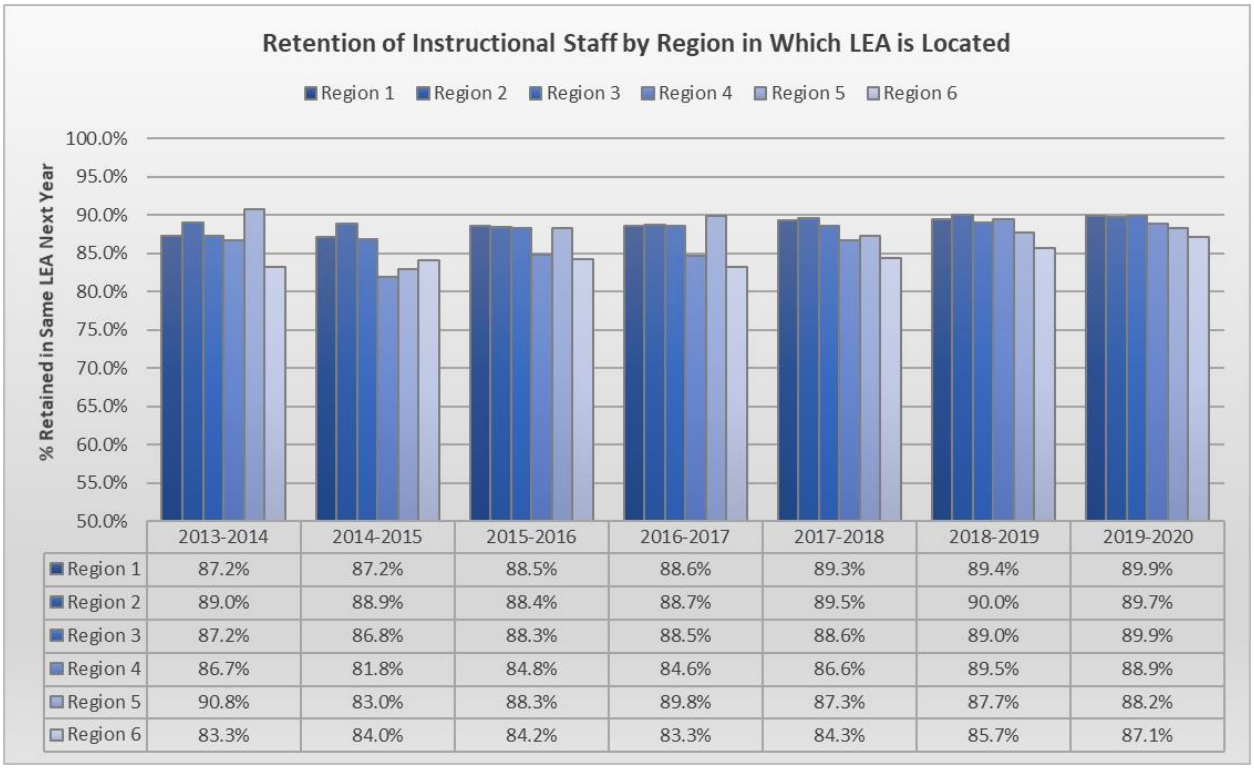
[2] Per responses on an Educational Testing Service (ETS) questionnaire issued to candidates upon taking the Praxis II

D. RETENTION BY REGION AND LOCALE

Idaho is a large and geographically diverse state with a relatively small and inconsistently distributed population. Moreover, surrounding states have historically offered higher compensation to educators—especially for those early in their career and prior to Idaho's implementation of the career ladder. For these reasons, it is important to look beyond state-level retention figures and disaggregate the data in a more nuanced manner.

Figure 16 displays the rates at which instructional staff were retained in the same LEA for next school year, broken out by the region in which the LEA is located. Because this data is looking at LEA-level retention, a low retention rate does not necessarily indicate that teachers in that region were leaving the profession or going to another state. Instead, it could also be an indicator of intrastate mobility—where staff shifted employment to another LEA within Idaho.

FIGURE 16



	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Region 1	87.2%	87.2%	88.5%	88.6%	89.3%	89.4%	89.9%
Region 2	89.0%	88.9%	88.4%	88.7%	89.5%	90.0%	89.7%
Region 3	87.2%	86.8%	88.3%	88.5%	88.6%	89.0%	89.9%
Region 4	86.7%	81.8%	84.8%	84.6%	86.6%	89.5%	88.9%
Region 5	90.8%	83.0%	88.3%	89.8%	87.3%	87.7%	88.2%
Region 6	83.3%	84.0%	84.2%	83.3%	84.3%	85.7%	87.1%

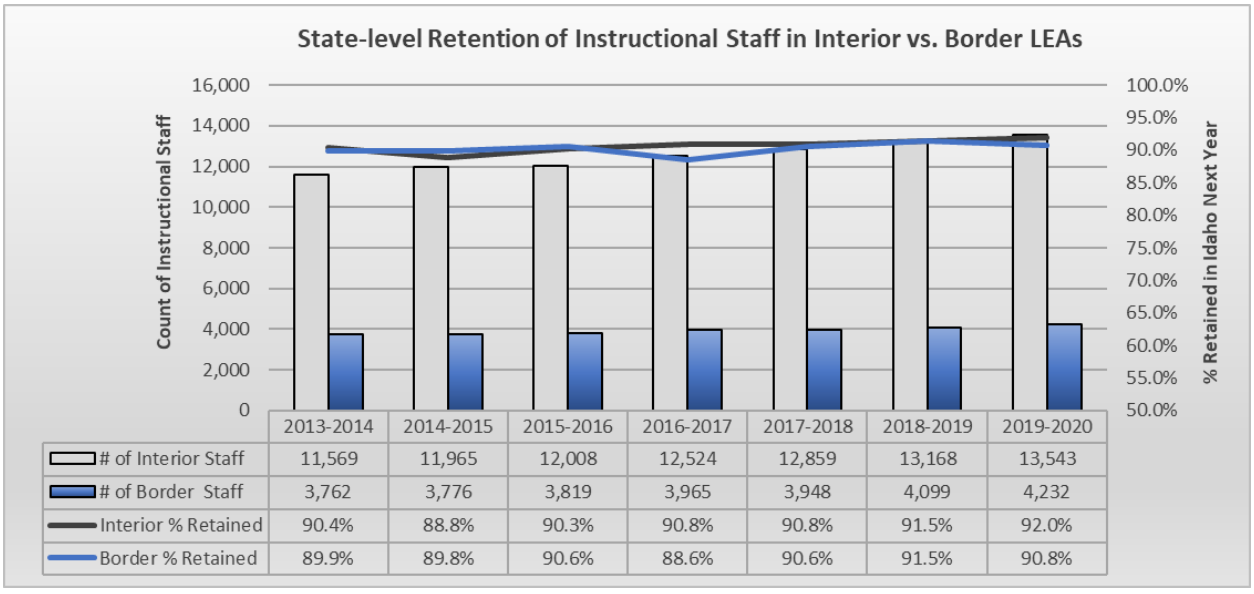
Since the 2013-2014 school year, the retention rate for most regions has improved; the exception being Region 5, which has too much volatility to identify a clear trend. It's also notable that the differences between regions appears to be shrinking over time. This coincides with the implementation of the career ladder and may indicate that teachers are less motivated to change LEAs as the disparity in compensation from one location to the next has decreased.

Despite these improvements, Region 6 continues to experience greater challenges than other regions when it comes to retaining instructional staff. It will be important to address this disparity in the near future, especially since the Department of Labor projections (outlined in section II.B of this report) predict that Region 6 will experience the most growth of any region in the state over the next decade. Combining the fastest growth rate with the lowest teacher retention rate in the same region is a recipe for significant problems in the future.

However, matters look substantially better when examining the loss of instructional staff to other states. Historical accounts—and an abundance of anecdotal statements from administrators—have indicated that LEAs neighboring other states face greater difficulties in retaining teachers, who may be attracted to greater compensation in districts just a short drive across the border. Previous educator pipeline work had noted an apparent improvement in this problem, correlating with the implementation of the career ladder. The most recent data examined for this report lends further credence to that observation.

Figure 17 compares the next-year, state-level retention rates of interior and border LEAs. Border LEAs were defined as districts whose official boundaries touch a state border, as well as charters who are located within 25 miles of the border. Surprisingly, there no longer appears to be a substantial difference between the two. In fact, the state-level retention rate for border LEAs is only about 0.5% lower than that of interior LEAs when comparing averages of the last three years. Although Idaho has not reached full parity on this issue, the data indicates that staffing challenges specific to border LEAs are not the dire concern that they were in the past.

FIGURE 17



	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
# of Interior Staff	11,569	11,965	12,008	12,524	12,859	13,168	13,543
# of Border Staff	3,762	3,776	3,819	3,965	3,948	4,099	4,232
Interior % Retained	90.4%	88.8%	90.3%	90.8%	90.8%	91.5%	92.0%
Border % Retained	89.9%	89.8%	90.6%	88.6%	90.6%	91.5%	90.8%

Finally, it is important to examine the effects of locale-type on instructional staff retention. Idaho's LEAs range from small rural schoolhouses to large urban districts with dozens of facilities and thousands of staff. The factors that influence staffing are unlikely to be the same across such disparate local contexts.

The National Center for Educational Statistics (NCES) has developed a set of codes that classify urban and rural locales in a more granular fashion than the U.S. Census (a detailed breakdown of these classifications can be found in Appendix B). Table 11 shows the rate at which instructional staff were retained in the same LEA to the next year, disaggregated by NCES locale-type and arranged by school year.

TABLE 11

Next-Year Retention of Instructional Staff in Same LEA by Locale Type					
NCES Locale Classification	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
12-City: Mid-size	89.4%	90.2%	92.9%	91.4%	91.1%
13-City: Small	88.3%	91.1%	88.3%	88.6%	89.6%
21-Suburb: Large	90.8%	90.1%	90.3%	91.2%	91.6%
22-Suburb: Mid-size	86.0%	86.5%	84.1%	86.0%	90.4%
23-Suburb: Small	85.0%	85.4%	85.7%	86.1%	89.3%
31-Town: Fringe	85.6%	86.4%	87.3%	88.0%	90.5%
32-Town: Distant	87.1%	87.5%	85.7%	87.6%	88.4%
33-Town: Remote	87.0%	85.5%	88.0%	90.0%	89.3%
41-Rural: Fringe	82.6%	84.5%	85.5%	87.1%	87.8%
42-Rural: Distant	86.4%	85.3%	85.2%	86.8%	86.7%
43-Rural: Remote	86.0%	80.1%	86.8%	85.5%	84.3%
Overall Statewide	**87.2%**	**87.3%**	**87.7%**	**88.6%**	**89.4%**

NOTE: Highlighting indicates that the locale-specific retention rate was more than 1% below the overall statewide rate for that school year.

Over the last five years, retention rates have been the lowest in rural locales (especially those considered remote). This is unsurprising and confirms the continuation of a known issue: That truly rural LEAs struggle to keep educators who have the opportunity to move towards larger districts with more resources as they gain experience. More surprising is that small and mid-size suburbs also tended to exhibit lower than average retention rates. The reason for this is less clear, but could be due to their close proximity to an urban center (like Boise) that often has the ability to offer greater compensation than most LEAs in the state.

IV. CONCLUSION

Idaho is a state facing tremendous growth. As the population continues to boom in coming years, so too will the demand for educators to serve it. However, there are reasons to be concerned about Idaho's ability to meet that demand without additional work.

New educators from Idaho's EPPs and out-of-state transfers are hypothetically sufficient to fulfill the staffing needs of LEAs across the state—yet most individuals who hold a valid certificate do not serve in Idaho public schools. Additionally, although the number of new educators accepting positions in Idaho schools has steadily increased over time, the current rate of growth is unlikely to address the projected demand unless Idaho dramatically improves its ability to retain the qualified educators it already has.

There are strong indications that the increases in base compensation associated with the career ladder have had a positive impact on this front. The retention rate among educators in their first seven years of service has seen meaningful improvement, and LEAs along the state's border no longer seem to face more serious retention issues than their interior counterparts. However, there are still substantial opportunities for improvement—especially when it comes to retaining the state's most experienced educators and those who teach in rural locales. Identifying policy mechanisms that can address those needs will be vital to avoiding a worsening shortage as an unusually large cohort of teachers with over 10 years of experience moves closer to retirement.

Finally, there are early signs that the changing social and political context of public education may soon lead to an increase in educators leaving the field early. Should this come to fruition, it would likely take urgent and dramatic action to recruit and retain a sufficient number of educators to avoid serious issues. It will be important to monitor staffing data closely over the next year or two in order to identify any such changes as early as possible.

APPENDIX A

Subject Area Category	End. Code	Endorsement Name (Not all endorsements are currently available)
Administrator	7054	Charter Administrator
Administrator	55	CTE Administrator (6-12)
Administrator	7046	Director of Special Education (Pre-K-12)
Administrator	7051	Elementary School Principal
Administrator	7053	School Principal (Pre-K-12)
Administrator	7052	Secondary School Principal
Administrator	7050	Superintendent (Pre-K-12)
Administrator	7047	Supervisor/Coord Special Ed
Agriculture, Food, and Natural Resources	8921	Agricultural Science and Technology (5-9)
Agriculture, Food, and Natural Resources	7921	Agriculture Science and Technology (6-12)
Agriculture, Food, and Natural Resources	9921	CTE - Agriculture Science and Technology (6-12)
Agriculture, Food, and Natural Resources	120	CTE OS - Ag Leadership and Communications (6-12)
Agriculture, Food, and Natural Resources	119	CTE OS - Agribusiness (6-12)
Agriculture, Food, and Natural Resources	130	CTE OS - Agricultural Power Machinery (6-12)
Agriculture, Food, and Natural Resources	110	CTE OS - Agricultural Production (6-12)
Agriculture, Food, and Natural Resources	131	CTE OS - Agriculture Mechanics & Power Systems
Agriculture, Food, and Natural Resources	108	CTE OS - Animal Health & Veterinary Sci (6-12)
Agriculture, Food, and Natural Resources	118	CTE OS - Animal Science (6-12)
Agriculture, Food, and Natural Resources	161	CTE OS - Aquaculture (6-12)
Agriculture, Food, and Natural Resources	175	CTE OS - Ecology and Natural Resource Mgmt (6-12)
Agriculture, Food, and Natural Resources	6204	CTE OS - Environmental & Pollution Control (6-12)
Agriculture, Food, and Natural Resources	114	CTE OS - Farm & Ranch Management (6-12)
Agriculture, Food, and Natural Resources	140	CTE OS - Food Science & Processing Tech (6-12)
Agriculture, Food, and Natural Resources	170	CTE OS - Forestry (6-12)
Agriculture, Food, and Natural Resources	150	CTE OS - Horticulture (6-12)
Agriculture, Food, and Natural Resources	174	CTE OS - Natural Resource Management (6-12)
Agriculture, Food, and Natural Resources	151	CTE OS - Ornamental Horticulture (6-12)
Agriculture, Food, and Natural Resources	152	CTE OS - Plant and Soil (6-12)
Agriculture, Food, and Natural Resources	5992	CTE OS - Water/Waste Water Technology (6-12)
Agriculture, Food, and Natural Resources	7920	General Agriculture 6/12
Agriculture, Food, and Natural Resources	7091	Voc Agriculture 6/12
Audiology and Speech-Language Pathology	7018	Audiology
Audiology and Speech-Language Pathology	7025	Speech-Language Pathologist
Business and Marketing	7939	Basic Business 6/12
Business and Marketing	4023	Business Data Processing
Business and Marketing	8935	Business Ed 6/9
Business and Marketing	7937	Business Ed Accounting
Business and Marketing	7930	Business Ed-Office Occupation
Business and Marketing	7935	Business Education 6/12
Business and Marketing	6060	Business Systems/Computer Tech
Business and Marketing	8093	Business Technology Education (5-9)
Business and Marketing	7093	Business Technology Education (6-12)
Business and Marketing	9093	CTE - Business Technology Education (6-12)
Business and Marketing	9092	CTE - Marketing Technology Education (6-12)
Business and Marketing	4075	CTE OS - Accounting (6-12)

Business and Marketing	4012	CTE OS - Administrative Services (6-12)
Business and Marketing	109	CTE OS - Ag Business Mgmt (6-12)
Business and Marketing	4077	CTE OS - Applied Accounting (6-12)
Business and Marketing	4010	CTE OS - Bookkeeping (6-12)
Business and Marketing	4022	CTE OS - Business Digital Communications (6-12)
Business and Marketing	4017	CTE OS - Business Management (6-12)
Business and Marketing	4015	CTE OS - Business Management/Finance (6-12)
Business and Marketing	1087	CTE OS - Hospitality Management (6-12)
Business and Marketing	1010	CTE OS - Marketing (6-12)
Business and Marketing	4020	CTE OS - Microcomputer Applications (6-12)
Business and Marketing	4080	CTE OS - Paralegal/Legal Assisting (6-12)
Business and Marketing	1080	CTE OS - Sales (6-12)
Business and Marketing	4025	CTE OS - Word Processing Technology (6-12)
Business and Marketing	4030	General Office Clerical
Business and Marketing	4070	General Office Secretarial
Business and Marketing	7960	Marketing Ed 6/12
Business and Marketing	8960	Marketing Ed 6/9
Business and Marketing	8092	Marketing Technology Education (5-9)
Business and Marketing	7092	Marketing Technology Education (6-12)
Business and Marketing	8244	Motel/Hotel Management
Business and Marketing	7933	Secretarial Science 6/12
Business and Marketing	7095	Voc Office Occup-Clerical 6/12
Business and Marketing	73	Vocational Office Occupational
Career and Work Based Advising	7016	CTE - Career Counselor (6-12)
Career and Work Based Advising	99	CTE OS - Work Based Learning Coordinator (6-12)
Career and Work Based Advising	7017	Professional-Tech Counselor
Career and Work Based Advising	7099	Work-Based Learning Coord
Communications & Media	8144	Communication (5-9)
Communications & Media	7144	Communication (6-12)
Communications & Media	7141	Communication/Drama 6/12
Communications & Media	8141	Communication/Drama 6/9
Communications & Media	6192	CTE OS - Commercial Photography (6-12)
Communications & Media	6197	CTE OS - Digital Media Production (6-12)
Communications & Media	6190	CTE OS - Graphic Design (6-12)
Communications & Media	6180	CTE OS - Journalism (6-12)
Communications & Media	6195	CTE OS - Television Production/Broadcasting (6-12)
Communications & Media	7135	Debate 6/12
Communications & Media	8134	Journalism (5-9)
Communications & Media	7134	Journalism (6-12)
Communications & Media	7136	Speech 6/12
Communications & Media	8136	Speech 6/9
Elementary	7010	All Subjects (K-8)
Elementary	7011	All Subjects 1/8
Elementary	7009	All Subjects K/3
Engineering and Technology	6203	Chemical Technology
Engineering and Technology	9401	CTE - Engineering (6-12)
Engineering and Technology	9981	CTE - Technology Education (6-12)

Engineering and Technology	6131	CTE OS - Architectural Drafting Technology (6-12)
Engineering and Technology	5016	CTE OS - Civil Engineering Technology (6-12)
Engineering and Technology	6130	CTE OS - Drafting and Design (6-12)
Engineering and Technology	5030	CTE OS - Electrical Technology (9-12)
Engineering and Technology	5019	CTE OS - Electromechanical Technology (6-12)
Engineering and Technology	5018	CTE OS - Electronics Technology (6-12)
Engineering and Technology	5014	CTE OS - General Engineering (PLW) (6-12)
Engineering and Technology	6132	CTE OS - Mechanical Drafting Technology (6-12)
Engineering and Technology	5015	CTE OS - Pre-Engineering Technology (6-12)
Engineering and Technology	5025	CTE OS - Semiconductor Technology (6-12)
Engineering and Technology	7988	Drafting 6/12
Engineering and Technology	7985	Electricity/Electronics 6/12
Engineering and Technology	7990	Engineering (6-12)
Engineering and Technology	6200	Nuclear Power & Radiation Tech
Engineering and Technology	5017	Surveying Technology
Engineering and Technology	7981	Technology Education (6-12)
English as a Second Language (ESL)	7038	Bilingual Education (K-12)
English as a Second Language (ESL)	7125	English as a New Language 6/12
English as a Second Language (ESL)	7126	English as a Second Language (ESL) (K-12)
English Language Arts (ELA)	8120	English (5-9)
English Language Arts (ELA)	7120	English (6-12)
English Language Arts (ELA)	7165	English Generalist 6/12
English Language Arts (ELA)	7139	Literacy (K-12)
English Language Arts (ELA)	7138	Literacy 6/12
English Language Arts (ELA)	8138	Literacy 6/9
Family and Consumer Sciences	7950	Consumer Ec 6/12
Family and Consumer Sciences	9971	CTE - Family and Consumer Sciences (6-12)
Family and Consumer Sciences	3022	CTE OS - Child Development & Services (6-12)
Family and Consumer Sciences	3020	CTE OS - Child Development Care & Guidance (6-12)
Family and Consumer Sciences	6262	CTE OS - Cosmetology (6-12)
Family and Consumer Sciences	3025	CTE OS - Culinary Arts (6-12)
Family and Consumer Sciences	3027	CTE OS - Culinary Arts (6-12)
Family and Consumer Sciences	74	CTE OS - Family & Consumer Sciences (6-12)
Family and Consumer Sciences	3030	CTE OS - Fashion and Interiors (6-12)
Family and Consumer Sciences	3023	CTE OS - Food Service (6-12)
Family and Consumer Sciences	1085	CTE OS - Hospitality Services (6-12)
Family and Consumer Sciences	8971	Family and Consumer Sciences (5-9)
Family and Consumer Sciences	7971	Family and Consumer Sciences (6-12)
Family and Consumer Sciences	7970	General Home Economics 6/12
Family and Consumer Sciences	6506	Meat Cutter
Family and Consumer Sciences	6350	Upholstering
Family and Consumer Sciences	7094	Vocational Home Economics 6/12
Health Professions & Public Safety	2011	CTE OS - Dental Assisting (6-12)
Health Professions & Public Safety	2030	CTE OS - Dietitian (6-12)
Health Professions & Public Safety	2085	CTE OS - Emergency Medical Technician (6-12)
Health Professions & Public Safety	6280	CTE OS - Firefighting (6-12)
Health Professions & Public Safety	6282	CTE OS - Law Enforcement (6-12)

Health Professions & Public Safety	2096	CTE OS - Medical Administrative Assisting (6-12)
Health Professions & Public Safety	2094	CTE OS - Medical Assisting (6-12)
Health Professions & Public Safety	2080	CTE OS - Mental Health Assistant (6-12)
Health Professions & Public Safety	2033	CTE OS - Nursing Assistant (6-12)
Health Professions & Public Safety	2000	CTE OS - Orientation to Health Professions (6-12)
Health Professions & Public Safety	2087	CTE OS - Paramedic (6-12)
Health Professions & Public Safety	2095	CTE OS - Pharmacy Technician (6-12)
Health Professions & Public Safety	2032	CTE OS - Practical Nursing (6-12)
Health Professions & Public Safety	2060	CTE OS - Radiologic Technician (6-12)
Health Professions & Public Safety	2050	CTE OS - Rehab/Therapeutic Services (6-12)
Health Professions & Public Safety	2055	CTE OS - Rehabilitation Services (6-12)
Health Professions & Public Safety	2093	CTE OS - Respiratory Therapy (6-12)
Health Professions & Public Safety	6283	CTE OS - Security (6-12)
Health Professions & Public Safety	2098	CTE OS - Sports Medicine/Athletic Trng (6-12)
Health Professions & Public Safety	2035	CTE OS - Surgical Technician (6-12)
Health Professions & Public Safety	2015	Dental Hygiene
Health Professions & Public Safety	2013	Dental Laboratory Technology
Health Professions & Public Safety	4060	Medical Professional Assistant
Health Professions & Public Safety	2099	Personal Trainer
Information and Computer Sciences	7321	Computer Applications
Information and Computer Sciences	8400	Computer Science (5-9)
Information and Computer Sciences	7400	Computer Science (6-12)
Information and Computer Sciences	4021	CTE OS - Computer Graphic Communication (6-12)
Information and Computer Sciences	6157	CTE OS - Computer Science PLTW (6-12)
Information and Computer Sciences	6155	CTE OS - Computer Science/Info Tech (6-12)
Information and Computer Sciences	6156	CTE OS - Computer Support (6-12)
Information and Computer Sciences	4024	CTE OS - Information/Communication Tech (6-12)
Information and Computer Sciences	6153	CTE OS - Network & Computer Support (6-12)
Information and Computer Sciences	4026	CTE OS - Network Support Technician (6-12)
Information and Computer Sciences	6154	CTE OS - Networking Support (6-12)
Information and Computer Sciences	6158	CTE OS - Programming & Software Development (6-12)
Information and Computer Sciences	6151	CTE OS - Programming & Web Technologies (6-12)
Information and Computer Sciences	6159	CTE OS - Web Design and Development (6-12)
Life and Physical Sciences	8421	Biological Science (5-9)
Life and Physical Sciences	7421	Biological Science (6-12)
Life and Physical Sciences	8440	Chemistry (5-9)
Life and Physical Sciences	7440	Chemistry (6-12)
Life and Physical Sciences	8451	Earth and Space Science (5-9)
Life and Physical Sciences	7451	Earth and Space Science (6-12)
Life and Physical Sciences	7422	Environmental Science 6/12
Life and Physical Sciences	8452	Geology (5-9)
Life and Physical Sciences	7452	Geology (6-12)
Life and Physical Sciences	8420	Natural Science (5-9)
Life and Physical Sciences	7420	Natural Science (6-12)
Life and Physical Sciences	8430	Physical Science (5-9)
Life and Physical Sciences	7430	Physical Science (6-12)
Life and Physical Sciences	8450	Physics (5-9)

Life and Physical Sciences	7450	Physics (6-12)
Life and Physical Sciences	8453	Science - Middle Level (5-9)
Mathematics	7169	Math Generalist 6/12
Mathematics	7320	Mathematics - Basic (6-12)
Mathematics	8320	Mathematics - Middle Level (5-9)
Mathematics	8300	Mathematics (5-9)
Mathematics	7300	Mathematics (6-12)
Occupational and Physical Therapy	9000	Occupational Therapist
Occupational and Physical Therapy	7000	Occupational Therapist
Occupational and Physical Therapy	9001	Physical Therapist
Occupational and Physical Therapy	7001	Physical Therapist
Online Teacher	7989	Online-Teacher (PK-12)
Other	7041	Bible Instruction
Other	7515	Drill Team
Other	7924	Driver Education
Other	7028	Gifted and Talented (K-12)
Other	7080	Junior ROTC
Other	7096	Multi-Occupations 6/12
Other	76	Multi-Occupations 6/12
Other	7081	Prevention Specialist
Other	98	Related Subjects
Other	7100	Student Services Specialist
Physical and Health Education	8520	Health (5-9)
Physical and Health Education	7520	Health (6-12)
Physical and Health Education	7521	Health (K-12)
Physical and Health Education	7513	P.E. & Health 6/12
Physical and Health Education	8510	Physical Education (PE) (5-9)
Physical and Health Education	7512	Physical Education (PE) (6-12)
Physical and Health Education	7511	Physical Education (PE) (K-12)
School Counselor	7015	Advanced Counselor K/12
School Counselor	7022	School Counselor (K-12)
School Nurse	7005	School Nurse
School Nurse	7027	School Nurse
School Psychology	7006	Psychological Examiner
School Psychology	7024	School Psychologist
School Social Worker	7026	School Social Worker
Social Sciences and History	7223	American Government 6/12
Social Sciences and History	7222	American Government/ Political Science (6-12)
Social Sciences and History	8222	American Government/Political Science (5-9)
Social Sciences and History	7234	Anthropology 6/12
Social Sciences and History	8228	Economics (5-9)
Social Sciences and History	7228	Economics (6-12)
Social Sciences and History	8226	Geography (5-9)
Social Sciences and History	7226	Geography (6-12)
Social Sciences and History	8221	History (5-9)
Social Sciences and History	7221	History (6-12)
Social Sciences and History	7168	History Generalist 6/12

Social Sciences and History	8133	Humanities (5-9)
Social Sciences and History	7133	Humanities (6-12)
Social Sciences and History	7230	Philosophy 6/12
Social Sciences and History	7227	Political Science 6/12
Social Sciences and History	7171	Political Science/Government Generalist 6/12
Social Sciences and History	8231	Psychology (5-9)
Social Sciences and History	7231	Psychology (6-12)
Social Sciences and History	8220	Social Studies - Middle Level (5-9)
Social Sciences and History	8200	Social Studies (5-9)
Social Sciences and History	7200	Social Studies (6-12)
Social Sciences and History	8229	Sociology (5-9)
Social Sciences and History	7229	Sociology (6-12)
Social Sciences and History	8236	Sociology/Anthropology (5-9)
Social Sciences and History	7236	Sociology/Anthropology (6-12)
Special Education	7083	Blended EC/EC Special Ed (Birth-Gr 3)
Special Education	7014	Blended Elementary Ed/Elementary Special Ed (4-6)
Special Education	7030	Deaf/Hard of Hearing (Pre-K-12)
Special Education	7021	Early Childhood PreK/3
Special Education	7019	Early Childhood Special Education (PK-3)
Special Education	7037	Exceptional Child Generalist (6-12)
Special Education	7029	Exceptional Child Generalist (K-12)
Special Education	7036	Exceptional Child Generalist (K-8)
Special Education	7033	Multiple Impairment K/12
Special Education	7034	Physical Impairment K/12
Special Education	7031	Serious/Emotion Disturbed K/12
Special Education	7032	Severe Retardation K/12
Special Education	7035	Visual Impairment (Pre-K-12)
Special Education	7097	Vocational Special Needs
Teacher Leader	7297	Teacher Leader - Instructional Specialist
Teacher Leader	7299	Teacher Leader - Mathematics
Teacher Leader	7045	Teacher Leader - Special Education
Teacher Librarian	7020	Teacher Librarian (K-12)
Trades and Industry	6041	Aircraft Mech/Airframe & Power
Trades and Industry	6045	Aviation and Airway Science
Trades and Industry	5023	Computer Assisted Production
Trades and Industry	6148	CTE OS - Alternative Energy Technology (6-12)
Trades and Industry	6032	CTE OS - Auto Maintenance & Light Repair (6-12)
Trades and Industry	5022	CTE OS - Automated Manufacturing (6-12)
Trades and Industry	6031	CTE OS - Automotive Collision Repair (6-12)
Trades and Industry	6105	CTE OS - Cabinetmaking & Bench Carpentry (6-12)
Trades and Industry	6101	CTE OS - Carpentry (6-12)
Trades and Industry	6236	CTE OS - Certified Welding (6-12)
Trades and Industry	6108	CTE OS - Construction Trades Technology (6-12)
Trades and Industry	6112	CTE OS - Digital Home Technology (6-12)
Trades and Industry	6120	CTE OS - Heavy Equipment/Diesel Technology (6-12)
Trades and Industry	6010	CTE OS - HVAC Technology (6-12)
Trades and Industry	6109	CTE OS - Industrial Mechanics (6-12)

Trades and Industry	5112	CTE OS - Instrumentation Technology (6-12)
Trades and Industry	5020	CTE OS - Manufacturing Technician (6-12)
Trades and Industry	6103	CTE OS - Masons & Tile Setters (6-12)
Trades and Industry	6015	CTE OS - Plumbing Technology (6-12)
Trades and Industry	6232	CTE OS - Precision Machining (6-12)
Trades and Industry	6310	CTE OS - Small Engine Repair/Power Sports (6-12)
Trades and Industry	6102	Electrician
Trades and Industry	6145	Environmental Control Tech
Trades and Industry	7980	Industrial Arts 6/12
Trades and Industry	6152	Industrial Electronics
Trades and Industry	7982	Industrial Technology 6/12
Trades and Industry	6142	Lineworker
Trades and Industry	6020	Major Appliance Repair
Trades and Industry	6035	Marine Mechanic
Trades and Industry	6110	Paint&Wallcover/Building Maint
Trades and Industry	6241	Quality Control Technology
Trades and Industry	6898	Truck and Bus Driving
Trades and Industry	7098	Vocational Industrial Tech
Visual & Performing Arts	7040	Applied Music
Visual & Performing Arts	7853	Arts & Crafts 6/12
Visual & Performing Arts	7514	Dance 6/12
Visual & Performing Arts	8820	Music (5-9)
Visual & Performing Arts	7820	Music (6-12)
Visual & Performing Arts	7810	Music (K-12)
Visual & Performing Arts	7825	Music Specialist K/8
Visual & Performing Arts	7870	Photography 6/12
Visual & Performing Arts	8137	Theater Arts (5-9)
Visual & Performing Arts	7137	Theater Arts (6-12)
Visual & Performing Arts	8852	Visual Arts (5-9)
Visual & Performing Arts	7852	Visual Arts (6-12)
Visual & Performing Arts	7851	Visual Arts (K-12)
World Language	7770	American Indian Language
World Language	7700	World Language (6-12)
World Language	7710	World Language (K-12)
World Language	7702	World Language - American Sign Language (6-12)
World Language	7701	World Language - American Sign Language (K-12)
World Language	7781	World Language - Arabic (6-12)
World Language	8796	World Language - Chinese (5-9)
World Language	7796	World Language - Chinese (6-12)
World Language	7715	World Language - Chinese (K-12)
World Language	7798	World Language - Czech (K-12)
World Language	8830	World Language - French (5-9)
World Language	7730	World Language - French (6-12)
World Language	7712	World Language - French (K-12)
World Language	7740	World Language - German (6-12)
World Language	7713	World Language - German (K-12)
World Language	7780	World Language - Greek (K-12)

World Language	7794	World Language - Hebrew (K-12)
World Language	7793	World Language - Italian (K-12)
World Language	7792	World Language - Japanese (K-12)
World Language	7795	World Language - Korean (K-12)
World Language	7750	World Language - Latin (K-12)
World Language	7790	World Language - Persian (K-12)
World Language	7791	World Language - Portuguese (K-12)
World Language	7760	World Language - Russian (6-12)
World Language	7714	World Language - Russian (K-12)
World Language	7797	World Language - Slovak (K-12)
World Language	8720	World Language - Spanish (5-9)
World Language	7720	World Language - Spanish (6-12)
World Language	7711	World Language - Spanish (K-12)

NCES Locale Classifications and Criteria

The NCES locale framework is composed of four basic types (City, Suburban, Town, and Rural) that each contains three subtypes. It relies on standard urban and rural definitions developed by the U.S. Census Bureau, and each type of locale is either urban or rural in its entirety. The NCES locales can be fully collapsed into a basic urban–rural dichotomy, or expanded into a more detailed collection of 12 distinct categories. These subtypes are differentiated by size (in the case of City and Suburban assignments) and proximity (in the case of Town and Rural assignments). For additional information about the locale criteria, see the Locale Boundaries User's Manual.

City – Large (11): Territory inside an Urbanized Area and inside a Principal City with population of 250,000 or more.

City – Midsize (12): Territory inside an Urbanized Area and inside a Principal City with population less than 250,000 and greater than or equal to 100,000.

City – Small (13): Territory inside an Urbanized Area and inside a Principal City with population less than 100,000.

Suburban – Large (21): Territory outside a Principal City and inside an Urbanized Area with population of 250,000 or more.

Suburban – Midsize (22): Territory outside a Principal City and inside an Urbanized Area with population less than 250,000 and greater than or equal to 100,000.

Suburban – Small (23): Territory outside a Principal City and inside an Urbanized Area with population less than 100,000.

Town – Fringe (31): Territory inside an Urban Cluster that is less than or equal to 10 miles from an Urbanized Area.

Town – Distant (32): Territory inside an Urban Cluster that is more than 10 miles and less than or equal to 35 miles from an Urbanized Area.

Town – Remote (33): Territory inside an Urban Cluster that is more than 35 miles from an Urbanized Area.

Rural – Fringe (41): Census-defined rural territory that is less than or equal to 5 miles from an Urbanized Area, as well as rural territory that is less than or equal to 2.5 miles from an Urban Cluster.

Rural – Distant (42): Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an Urbanized Area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.

Rural – Remote (43): Census-defined rural territory that is more than 25 miles from an Urbanized Area and also more than 10 miles from an Urban Cluster.