



Idaho State  
Board of Education

# Idaho Educator Pipeline Report

December 18, 2024

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# Executive Summary

This Idaho Educator Pipeline Report examines a variety of factors that influence the state's educator pipeline. A summary of the key findings is listed below.

## 1. Educator Staffing:

- Idaho served 318,660 students across PK-12 with 19,264 teachers, 1,499 district and school administrators, and 1,570 pupil service staff in 2023-2024.

## 2. Educator Certificates:

- As of October 24, 2024, Idaho has 32,222 total certificate holders.
  - o 27,704 instructional certificate holders.
  - o 2,920 administrator certificate holders.
  - o 2,654 pupil services staff holders
  - o 1,800 CTE instructional and program administrator certificate holders.

## 3. Educator Preparation Providers:

- Idaho has ten educator preparation providers and two new educator registered apprenticeship programs.
- Idaho's higher education institutions had a statewide enrollment of 3,877 students and graduated 1,062 2021-2022
- There was a drop in teacher preparation enrollment and completion reported for the 2021-2022 school year as compared to the 2020-2021 school year.

## 4. Population:

- The Idaho Department of Labor (IDOL) projects a 1.1% annual population growth rate through 2031, raising Idaho's population to over 2,100,000.
- Idaho's birth rate has declined over time.

## 5. Public School Enrollment:

- Western Interstate Commission for Higher Education (WICHE) forecasts a slight decline in public school enrollment by 2026.
- The National Center for Education Statistics (NCES) projects continued robust public school enrollment growth into the next decades, with enrollment exceeding 350,000 in 2031.

## 6. Teacher Career Duration:

- Men tend to persist as teachers in Idaho public schools at lower rates than female teachers, with less than half lasting ten years.
- Rural areas retain teachers at lower rates than non-rural areas, especially in earlier years of teaching careers.

## 7. Educator Retention:

### Next Year Retention Rate

- The statewide instructional staff next year retention rate averaged between 88%-91% over the last five years.
- The statewide pupil services staff next year retention rate averaged between 83%-85% over the last five years.
- The statewide administrative staff next year retention rate averaged between 89%-92% over the last five years.

### 1<sup>st</sup> Year Staff Five Year Cohort Retention Rate

- The 1<sup>st</sup> year instructional staff five year cohort retention rate averaged between 60%-64% over the last five years.
- The 1<sup>st</sup> year pupil services staff five year cohort retention rate averaged between 50%-58% over the last five years.
- The 1<sup>st</sup> year administrative staff five year cohort retention rate averaged between 36%-57% over the last five years.

## 8. Teacher Shortage Area Report:

- The critical shortage areas are elementary education, English, mathematics, and physical education.
- Science and special education are commonly cited as areas of need.

## 9. Educator Salary:

- Statewide average certified staff salaries have increased over the last five years.
- Although Idaho's educator salaries have increased, they are not competitive with neighboring states.
- The average teacher salary has gone up from \$45,116 in 2015-2016 to \$61,516 in 2023-2024.

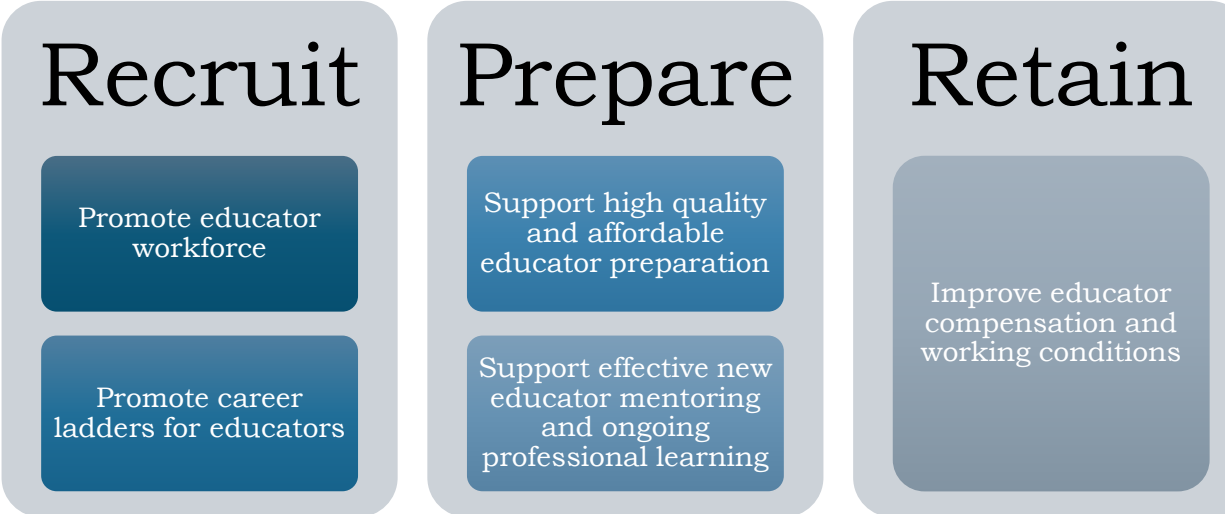
# Introduction

## Introduction

All students deserve a high-quality education and to be served by high-quality teachers who are learner-ready on day one. A learner-ready educator is one who is ready to model and develop in students the knowledge and skills they need to succeed today including the ability to think critically and creatively, to apply content to solving real-world problems, to be literate across the curriculum, to collaborate and work in teams, and to take ownership of their own continuous learning. More specifically, learner-ready teachers have deep knowledge of their content and how to teach it; they understand the differing needs of their students, hold them to high expectations, and personalize learning to ensure each learner is challenged; they care about, motivate, and actively engage students in learning; they collect, interpret, and use student assessment data to monitor progress and adjust instruction; they systematically reflect, continuously improve, and collaboratively problem solve; and they demonstrate leadership and shared responsibility for the learning of all students.

Given the important role that experienced educators play in student success, understanding the factors that influence the state’s public educator pipeline are key to driving continuous improvement in policy and practice in Idaho. This report on Idaho’s educator pipeline has been developed for the Idaho State Board of Education annually since 2016 (except in 2020 and 2021 due to the impact of the COVID-19 pandemic). This report is primarily focused on the 2023-2024 school year and teachers. Additionally, this report includes a variety of data points, recommendations, and an overview of the Idaho State Board of Education’s public educator pipeline initiatives.

## Idaho Educator Pipeline Plan



# Literature Review

## **Educator Pipeline Introduction**

The educator pipeline is a common term that refers to the interconnected educator workforce system. The educator pipeline refers to the full range of stages that include:



## **Teacher Workforce**

Teachers are one of the most important school related factors that contribute to student’s academic performance. Teaching is a rewarding career, yet a 2022 PDK Poll found that 62% of people would not want their child to become a teacher and cite poor pay and benefits as the top reason why. Common challenges in teacher recruitment include interest in the field, teacher salary, decline in educator preparation program enrollment, and difficulty recruiting for certain high need subject areas along with rural and high needs schools. The beginning teacher salary can be a deterrent as college tuition increases, student debt increases, housing cost increases, and inflation increases. There is a gap between teacher compensation and a comparable worker with the same education and experience level. That gap was seventeen percent (17%) in 2015 (CCSSO, 2017). According to the Economic Policy Institute’s 2022 report, on average teachers make 24% less than comparable college graduates (Allegretto, 2023).

Ensuring comprehensive educator preparation programs that require educators to engage in coursework, clinical experience with diverse placements, and support from program faculty will lead to education profession ready educators. Misalignment between clinical practice placement and initial teaching placement can make transitioning into the field as a first-year teacher difficult, therefore clinical experience is an important component of teacher preparation.

According to the 2024 Teacher Turnover Report by National Center for Education Statistics:

- 84% of public-school teachers in 2020-2021 stayed on as teachers in the same school in 2021-2022.
- 8% of public-school teachers in 2020-2021 moved to a position as a teacher at another school in 2021-2022.
- 8% of public-school teachers in 2020-2021 left the profession in 2021-2022.

These 2021-2022 national rates are like national rates reported in 2012-2013.

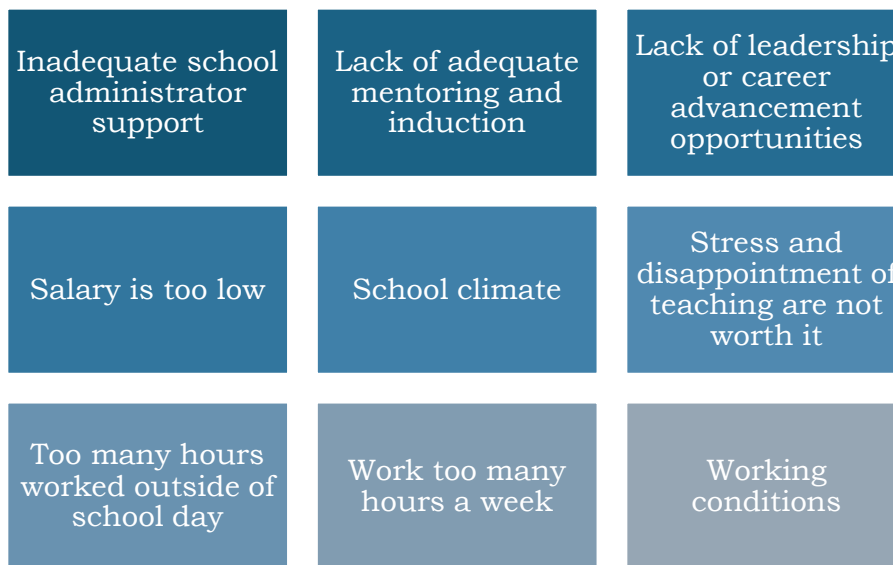
## Idaho’s Teacher Attrition and Retention Rates

The National Center for Education Statistics reports that eight percent (8%) of public school teachers in 2020-2021 left the profession in 2021-2022. Idaho had 11% of public school teachers in 2020-2021 leave the role in 2021-2022. RAND Corporation reported a national next year teacher retention rate of 90% in 2022-2023. Idaho retained 88% of public school teachers in 2022-2023.

A national study conducted by the University of Pennsylvania reported that 10% of new teachers leave the occupation in one year and that 44% of new teachers leave the occupation within five years. Idaho’s 2024-2025 1<sup>st</sup> year teacher five-year cohort attrition rate is 40%, which is slightly lower than the national average indicated this study.

## Teacher Attrition and Retention

According to the 2024 Teacher Turnover Report by National Center for Education Statistics some commonly cited reasons for changing schools by teachers who voluntarily changed schools include personal life factors, salary and job benefits, school factors, and teaching assignment and classroom factors. According to the Learning Policy Institute and cited in the literature, common reasons for leaving the education profession are identified below.



## Importance of Teacher Retention

Retaining teachers contributes to stable school environments and higher student achievement. Teacher retention not only improves student progress but improves teacher quality. Retained teachers develop relationships with students and communities, which in turn increases trust and education engagement. Teachers that continue in their role year after year contribute to building a positive school culture and fosters collaboration with other teachers. Retained teachers become veteran teachers that can guide new teachers in their development. The educator pipeline is dependent upon veteran teachers as they raise future veteran teachers. A break in this cycle would be detrimental to the educator pipeline.

## Cost of Teacher Turnover

Teacher attrition is costly to schools. Based on the patterns in that research, the Learning Policy Institute's [Calculator](#) provides three national estimates capturing the per-teacher cost of turnover based on district size as indicated below.

\$11,860 per teacher for small districts

- Under 10,000 students

\$16,450 per teacher for medium districts

- 10,000–50,000 students

\$24,930 per teacher for large districts

- More than 50,000 students

## Pupil Services Staff Pipeline

Pupil services staff often include audiologists, occupational therapists, physical therapists, school counselors, school nurses, school psychologists, school social workers, and speech-language pathologists. These individuals provide a variety of services to students to support and improve academic performance. Many schools do not meet recommended ratios for school psychologists to students (500:1) or school counselors to students (250:1) as reported by the U.S. Department of Education, The National Association of School Psychologists, and the American School Counselor Association. Idaho's recommended ratios for school psychologists to students is 250:1 and school counselors to students is 250:1 as indicated in IDAPA 08.02.02.110. The U.S. Department of Education cited that just under 60% of school districts indicated that they had insufficient health professional staff coverage to manage caseloads.

## School Principal Pipeline

A school principal is the educational leader of the school, responsible for overseeing operations, and ensuring a safe learning environment for staff and students. The Learning Policy Institute cited that the school principal is the most important factor in a teacher's decision to stay in a school or in the profession (Learning Policy Institute, 2017). Therefore, principal turnover carries an even higher cost. According to the 2024 Principal Turnover Report by the National Center for Education Statistics:

- 80% of public-school principals in 2020-2021 stayed in their same position in the same school in 2021-2022.
- 6% of public-school principals in 2020-2021 moved to a position as principal at another school in 2021-2022.
- 11% of public-school principals in 2020-2021 left the role as principal in 2021-2022. 63% of public-school principals who left the role remained in the field of K-12 education

These 2021-2022 national rates are like national rates reported in 2012-2013 with the exception that the rate of principals who remained in the same school was 3% higher in 2021-2022 than in 2012-2013.



## **School Superintendent Pipeline**

The role of the school superintendent has five identified responsibilities: (1) teacher-scholar, (2) business manager, (3) statesperson/political leader, (4) applied social scientist, and (5) effective communicator (Kowalski & Brunner, 2011). While studies from the beginning of the millennium estimated typical superintendent tenure anywhere from 4-7 years (Natkin et al., 2003), the average superintendent tenure in a rural position is 2.7 years (Grissom & Anderson, 2012; Kamrath & Brunner, 2014; Wood, Finch & Mirecki, 2013). The average tenure for superintendents in a non-rural district is between 6-7 years (Byrd et al., 2006; Glass & Franceschini, 2007). Superintendents commonly leave their roles for the superintendency in other districts, other positions within the same district, a position in a different field, a position in higher education or some education related field, or retirement (Williams et al., 2019). Not only is the superintendency transitory in nature, but “approximately 20% of superintendents turn over each year, with more than half of them leaving the superintendency altogether” (Grissom & Mitani, 2016).

Education Resources Strategies, a national non-profit, found that during the 2021-2022 school year, approximately 25% of superintendents had resigned from their position (Education Resources Strategy, 2022). ILO Group, an education strategy and policy firm, collected data in January of 2022 and found that since the pandemic in March 2020, 37% of the five hundred largest school districts in the county have undergone or are currently undergoing leadership changes (ILO Group, 2022). RAND, an American nonprofit global policy think tank and research firm, reported in 2022 that 95% of superintendents agreed that the superintendent’s job has gotten harder over the past decade with 85% of superintendents cited being satisfied with their job (RAND, 2022).

## **ESSER Funding and Teacher Shortages**

Educator shortages started before the COVID-19 but were exacerbated by the pandemic. From February to May of 2020, public schools across the nation lost about 9% of classified and certified public education jobs due to the COVID-19 pandemic. The federal government provided about \$190 billion to K-12 schools to help with the impacts of the COVID-19 pandemic. Much of the funding was provided through American Rescue Plan Act’s Elementary and Secondary School Emergency Relief (ESSER) Fund. The funding had to be obligated and spent by September 30, 2024, unless the state’s extension application was approved. This extension extended the deadline to the end of January 2025.

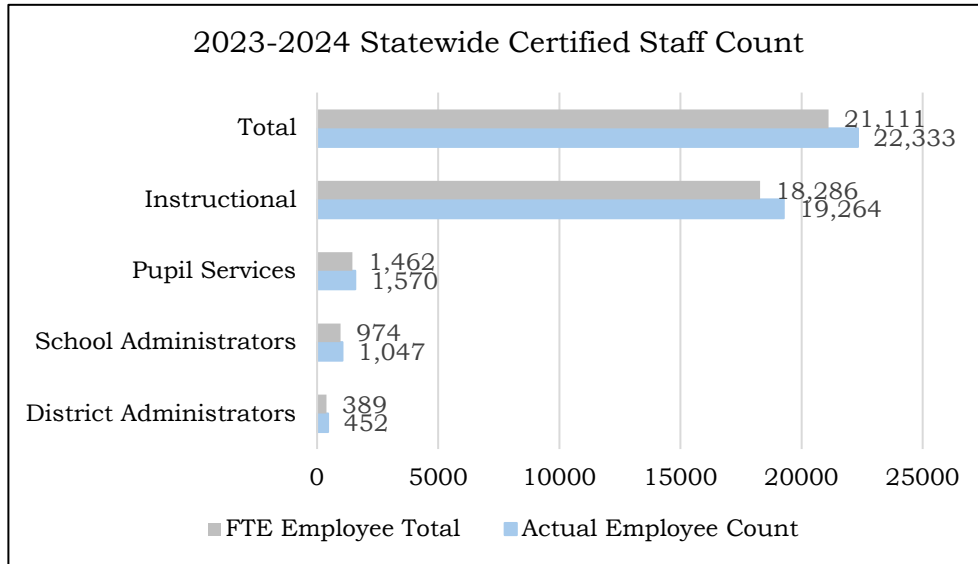
According to the Learning Policy Institute, these federal funds represented a 7% boost for K-12 funding levels, assuming the funds were spread evenly over the 3 years they were available. As of spring 2023, schools have recovered 82% of these jobs. The expiration of these funds can present some adjustment challenges for public schools especially since staffing shortages are a local challenge. Schools will have varied staffing shortages based on their local needs. Staffing shortages vary across the board and are more acute in certain geographies, schools, subject areas, and specializations. The rural and high-poverty schools tend to have increased difficulties recruiting and retaining teachers.

# 1. Educator Staffing Summary

## Educator Staffing

To operate Idaho’s public school districts and charter schools, minimum educator staffing levels must be met. The [2023-2024 Idaho Statewide Certified Staff Salary Report](#) provides an annual count of certified employees, the full time equivalent (FTE) certified employee count, total salaries, base salaries, extra pay, and average salaries. FTE is a unit of measurement that represents the number of full-time hours an organization’s employees work.

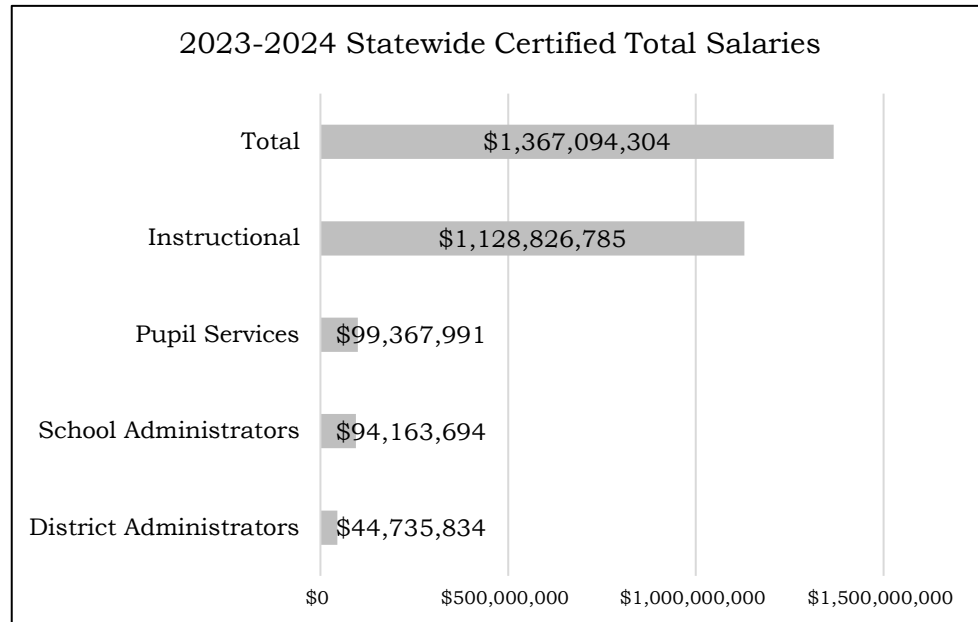
### 2023-2024 Statewide Certified Staff Count



Idaho had a total of 22,333 certified public school educators filling a total of 21,111 FTE in public schools across the state for the 2023-2024 school year.

Figure 1: 2023-2024 Statewide Certified Staff Count

### 2023-2024 Statewide Certified Staff Total Salaries



Idaho spent a total of \$1,367,094,304 in public school salaries for certified staff in public schools across the state for the 2023-2024 school year. The majority of the total salaries are spend on instructional staff salaries.

Figure 2: 2023-2024 Statewide Certified Staff Total Salaries

## 2. Educator Certificates

### Educator Certificates

Educators must meet the certificate requirements to be eligible to work in an Idaho public school district or charter school and must apply through the [Certification Department](#) at the Idaho Department of Education. Individuals who have completed a traditional educator preparation program at an Idaho college or university can seek to apply for their initial five-year standard certificate and those that completed a non-traditional educator preparation program can seek to apply for their three-year interim certificate. Educators are required to renew a standard certificate every five years and must submit six credits with their renewal application and at least three of those credits must be transcribed credit. Applicants from out of state must have completed an educator preparation program and hold a current valid certificate in another state. Then, can seek to apply for a three-year interim certificate with Idaho. All interim certificates have additional requirements that must before the individual may apply for a standard five-year certificate.

The [Certification Lookup Application Tool](#) provides information on:

- Certification application, certification, and endorsement status;
- Currently certified individuals;
- Endorsement information;
- Reported assignments (Starting the 2010-2011 school year); and
- Reported contract information (Starting the 1994-1995 school year).

### Statewide Certified Individuals

As of October 24, 2024, there are a total of 32,222 certificated individuals. Figure 3 will show the certificate type and the total number of individuals with the specific certificate type. Additionally, there are a total of 258 certificate applications in the process reported through the Certification Lookup Application Tool.

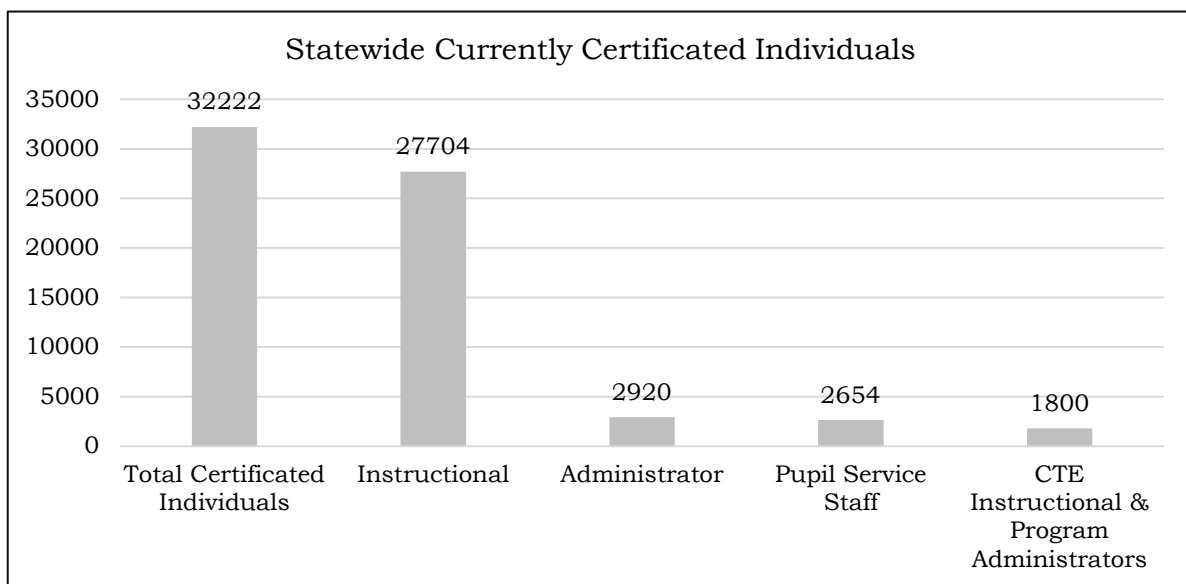


Figure 3: Statewide Currently Certified Individuals

## Educator Certificate Types

Idaho standard certificates are valid for five years. Idaho interim Certificates are valid for three years. Emergency provisional certificates are valid for one year.

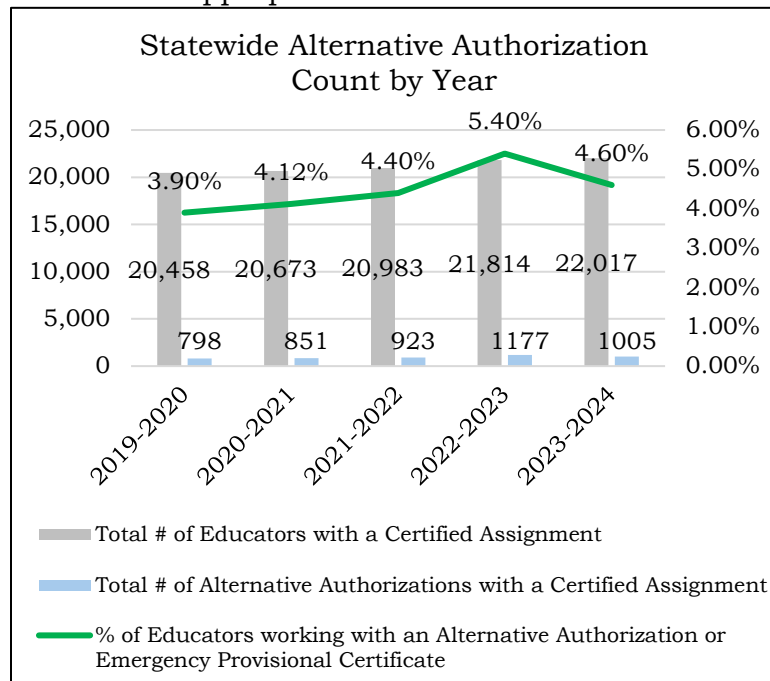
Specific descriptions, requirements and validity terms may be found at the link under each certificate type.

Standard Instructional Certificate
• <a href="#"><u>IDAPA 08.02.02.015.01</u></a>
Standard Pupil Service Staff Certificate
• <a href="#"><u>IDAPA 08.02.02.015.02</u></a>
Standard Administrator Certificate
• <a href="#"><u>IDAPA 08.02.02.015.03</u></a>
Career Technical Certificate Requirements
• <a href="#"><u>IDAPA 08.02.02.015.04</u></a>
Postsecondary Specialist Certificate
• <a href="#"><u>IDAPA 08.02.02.015.05</u></a>
American Indian Tribal Language Certificate
• <a href="#"><u>IDAPA 08.02.02.015.06</u></a>
Junior Reserved Officer Training Corps Instructors
• <a href="#"><u>IDAPA 08.02.02.015.07</u></a>
Idaho Interim Certificate
• <a href="#"><u>IDAPA 08.02.02.016</u></a>
Emergency Provisional Certificate
• <a href="#"><u>Section 33-1203, Idaho Code</u></a>

Figure 4: Idaho Educator Certificate Types

## Statewide Alternative Authorizations

In addition to the certification types, candidates may seek alternative authorizations through the alternative authorization pathway. Alternative authorizations are for school districts and charter schools looking to fill a position with a candidate that does not hold an appropriate certificate and endorsement.



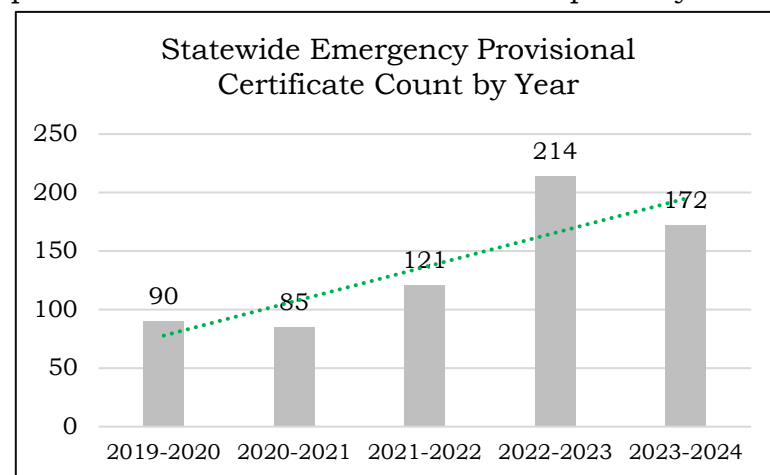
The alternative authorization allows for the district or charter school to hire candidates to work as certificated teachers while completing the requirements for full certification. The alternative authorization grants a three-year interim certificate that allows the individual to serve as the teacher of record while pursuing standard certification.

The statewide requests for alternative authorizations have steadily increased between 2019-2023 school years and decreased during the 2023-2024 school year.

Figure 5: Statewide Alternative Authorization Count by Year

## Statewide Emergency Provisional Certificates

In cases where neither certification pathways nor alternative authorizations fill the staffing need, an emergency provisional certificate may be requested. An emergency provisional certificate allows for a school district or charter school to request a one-year certificate and endorsement in an emergency situation for a teacher who does not hold the required Idaho certificate and endorsement and is not otherwise qualified to pursue other alternative authorization pathways.



An emergency provisional certificate may be used to fill a position as long as the candidate has completed two years of college education, and the public school district or charter school has declared an emergency.

The statewide requests for emergency provisional certificates have steadily increased over the last few years.

Figure 6: Statewide Emergency Provisional Certificate Count by Year

# 3. Educator Preparation Providers

## Educator Preparation Providers

Idaho has traditional and non-traditional educator preparation programs along with educator registered apprenticeship programs that provide different pathways for individuals seeking educator certification. More specifically, Idaho has traditional undergraduate programs and graduate programs.

Idaho’s traditional and non-traditional educator preparation providers are listed below.

### Undergraduate Initial Traditional Educator Preparation Providers

- |   |   |
|---|---|
| 1. <a href="#">Boise State University</a><br>○ Accreditation: <a href="#">CAEP</a>          | 5. <a href="#">Lewis-Clark State College</a><br>○ Accreditation: <a href="#">CAEP</a>     |
| 2. <a href="#">Brigham Young University-Idaho</a><br>○ Accreditation: <a href="#">AAQEP</a> | 6. <a href="#">Northwest Nazarene University</a><br>○ Accreditation: <a href="#">CAEP</a> |
| 3. <a href="#">College of Idaho</a><br>○ Accreditation: Not Accredited                      | 7. <a href="#">University of Idaho</a><br>○ Accreditation: <a href="#">CAEP</a>           |
| 4. <a href="#">Idaho State University</a><br>○ Accreditation: <a href="#">CAEP</a>          |   |

### Non-Traditional Educator Preparation Providers

- |   |   |
|---|---|
| 1. <a href="#">American Board (ABCTE)</a><br>○ Accreditation: Not Accredited    | 3. <a href="#">Lewis-Clark State College</a><br>○ Accreditation: <a href="#">CAEP</a> |
| 2. <a href="#">College of Southern Idaho</a><br>○ Accreditation: Not Accredited | 4. <a href="#">Teach for America</a><br>○ Accreditation: Not Accredited               |

### Graduate Initial Traditional Educator Preparation Providers

- |  |   |
|--|---|
| 1. <a href="#">Boise State University</a><br>○ Accreditation: <a href="#">CAEP</a> | 3. <a href="#">Northwest Nazarene University</a><br>○ Accreditation: <a href="#">CAEP</a> |
| 2. <a href="#">Idaho State University</a><br>○ Accreditation: <a href="#">CAEP</a> | 4. <a href="#">University of Idaho</a><br>○ Accreditation: <a href="#">CAEP</a>           |

Approved initial certificate endorsement program offerings may be found at [State Board of Education Approved Educator Preparation Provider Initial Certificate Endorsement Programs | Idaho State Board of Education](#).

The contact information, state review reports, approved accreditors, annual accreditation reports, and access to the Title II report website may be found at [Educator Preparation Providers \(EPPs\) | Idaho State Board of Education](#).

### Educator Registered Apprenticeship Programs

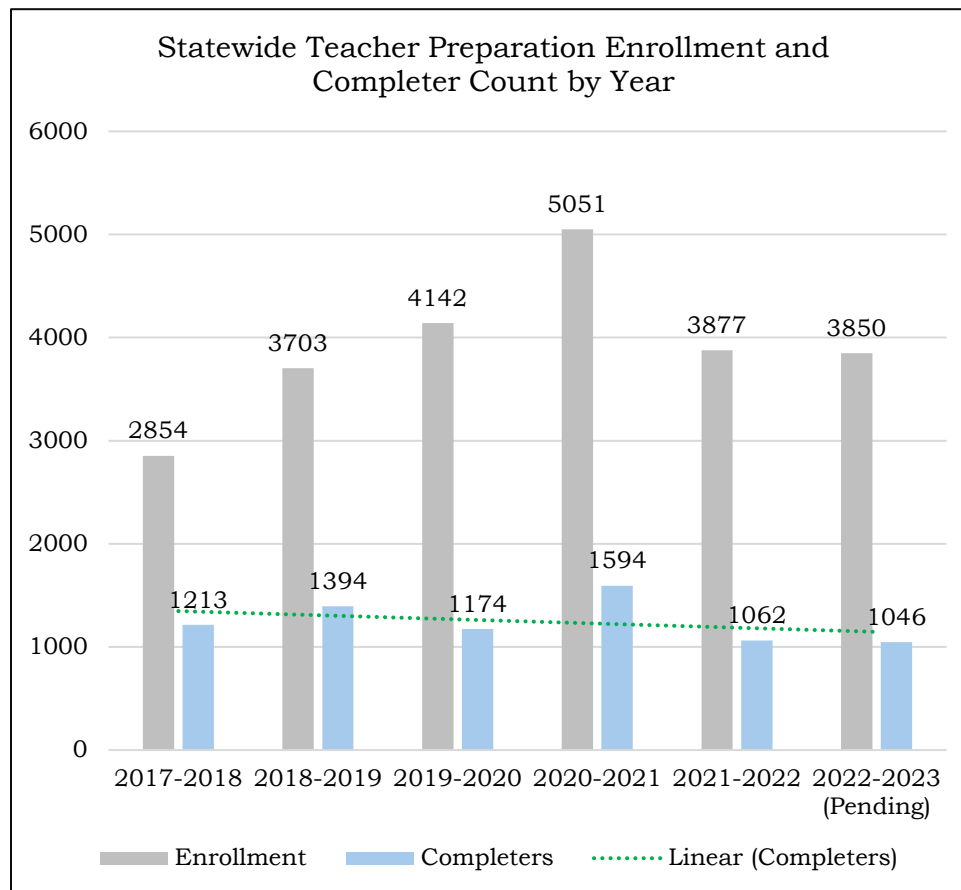
1. [K-12 Educator Registered Apprenticeship Program](#)
2. [Special Education Educator Registered Apprenticeship Program](#)

## Title II of the Higher Education Opportunity Act

[Sections 205 through 208](#) of the [Title II of the Higher Education Opportunity Act](#) call for accountability for programs that prepare teachers. The Higher Education Act (HEA) was signed in 1998, and the legislation was reauthorized in 2008. The federal Title II reporting is a comprehensive national data collection on teacher preparation and credentialing and provides important data on the teacher workforce. The Educator preparation providers report annually to the state in April. States report annually to the U.S. Department of Education in October. The purpose of the reporting is to provide greater accountability in the preparation of the nation's teaching force and to provide information and incentives for its improvement.

More specifically, Section 205 of Title II of the Higher Education Opportunity Act mandates the collection of data on state assessments, standards for teacher certification and licensure, data on the performance of educator preparation programs, and other requirements. National reports, data trends, and program types can be found at [Title II](#). The law requires the Secretary to use these data in submitting an annual report on the quality of educator preparation to Congress.

### Statewide Teacher Preparation Enrollment and Completer Count



For the 2021-2022 school year, there were a total of 3,877 students enrolled in Idaho teacher preparation programs and a total of 1,062 program completers as indicated in the Title II reporting.

Idaho has seen a drop in teacher preparation enrollment and completion for the 2021-2022 school year as compared to the 2020-2021 school year.

Figure 7: Statewide Teacher Preparation Enrollment and Completer Count by Year

# 4. Population

## Population Growth

Idaho’s population has grown significantly over the last few decades, increasing from a U.S. census count of 1,293,953 people in 2000 to 1,839,106 people in 2020, and estimated to be 1,964,726 people in July 2023.

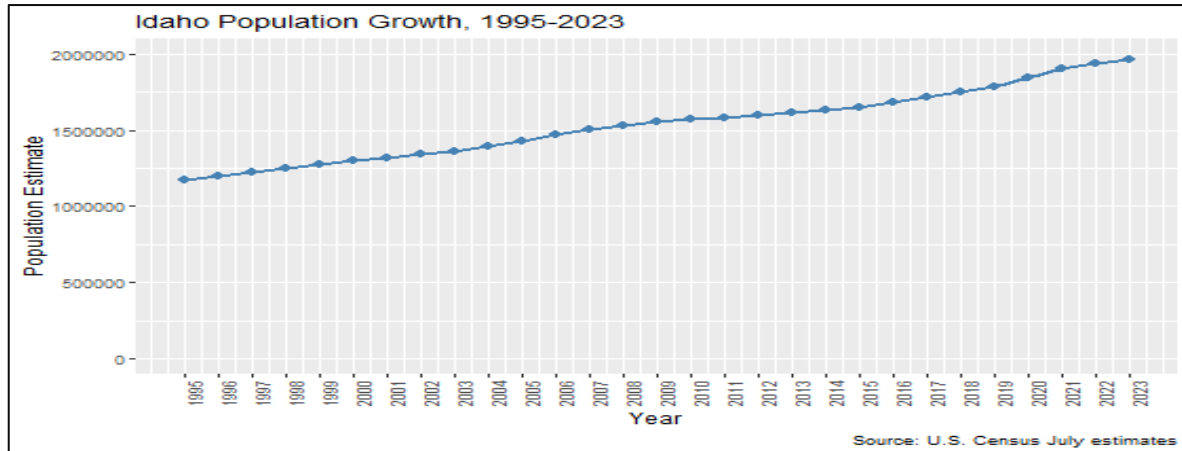


Figure 8: Idaho Population Growth by Year

## National and Idaho Birth Rates by Year

Most of the population growth, especially in the most recent decade, is due to domestic migration into the state, not to a high birth rate.

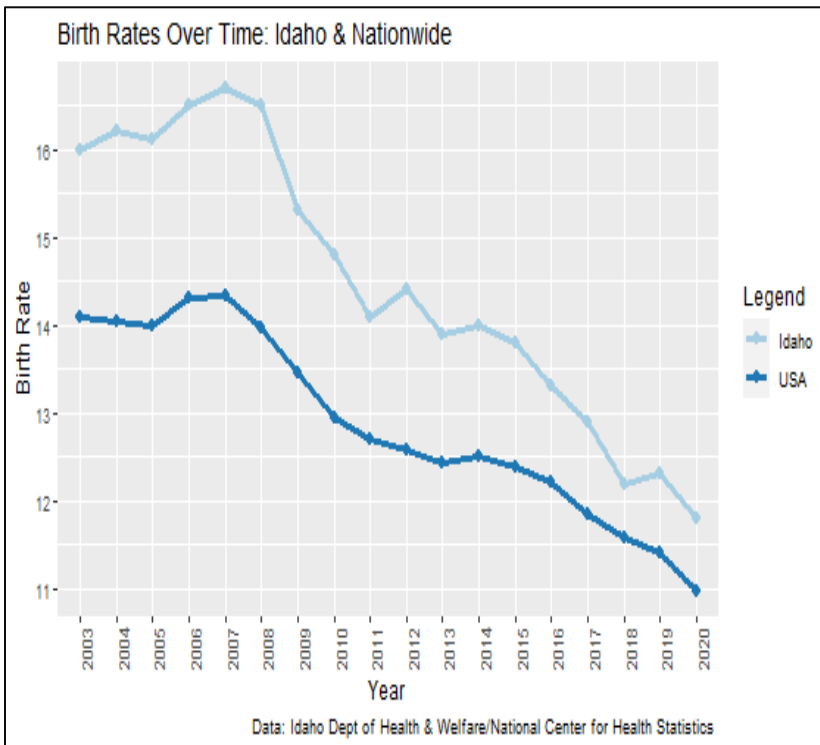


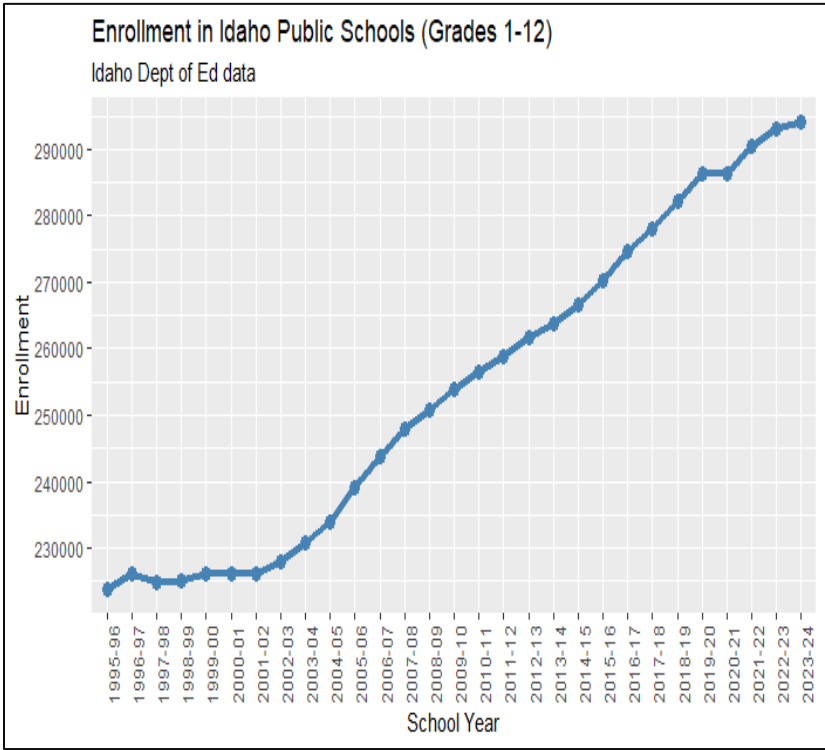
Figure 9: National and Idaho Birth Rates by Year

In fact, the absolute annual number of births in the state has been low since the Great Recession (2007-2009) despite sizable overall population growth. This suggests that future growth of the state’s K-12 student population depends on continued in-migration of families with school age kids or soon to have kids. The Idaho Department of Labor projects a 1.1% annual population growth rate through 2031, raising the population to well over 2.1 million.



# 5. School Enrollment

## Public School Enrollment by Year

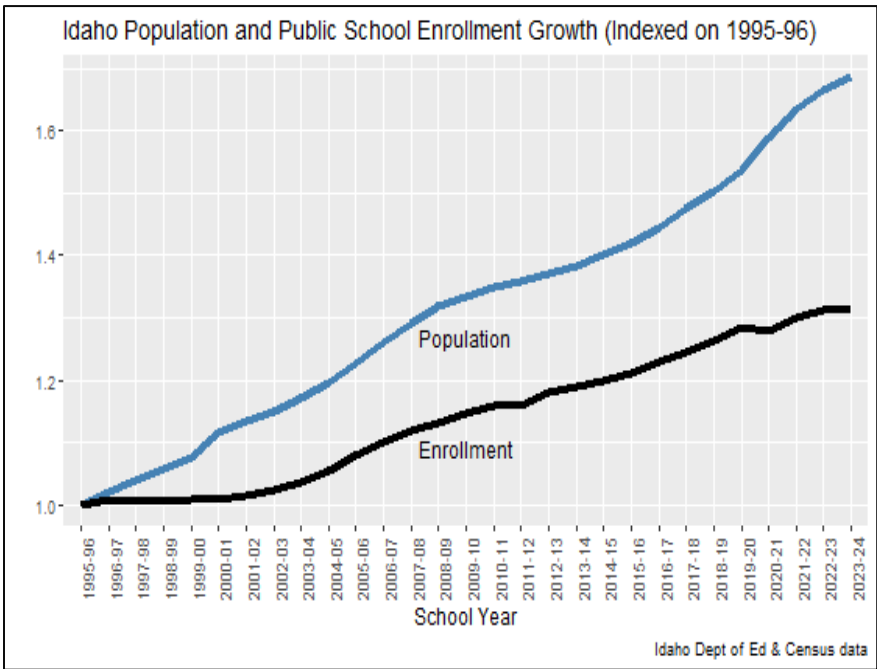


Idaho State Department of Education data indicates a total public school enrollment (Grades 1-12) of 294,132 for the 2023-2024 school year. It is important to note that the numbers reported here do not include private school enrollment nor home schooling figures, both of which have likely increased significantly in the recent past.

Enrollment has increased significantly over the last three decades or so, but at a lower rate than overall population growth and the growth has leveled off in recent years.

Figure 10: Idaho Public School Enrollment by Year (Grades 1-12)

## Population and Public School Enrollment Growth



Idaho’s population growth raises questions about future public school enrollment, which has implications for future teacher demand, facility needs, and college enrollment.

While we no longer see the dramatic enrollment growth Idaho experienced during the first two decades of this century, it is unlikely Idaho will face the kind of demographic cliff other states are experiencing.

Figure 11: Idaho Population and Public School Enrollment Growth by Year

## Public School Enrollment by Grade and Year

Breaking down the trends by grade groups shows particularly robust and continued growth in grades nine through twelve and significant growth followed by a more recent leveling off in the grades one through four and five through eighth grade groups. Given that grades one through eight feeds into grades nine through twelve, we may expect a leveling off in grades nine through twelve in the next few years.

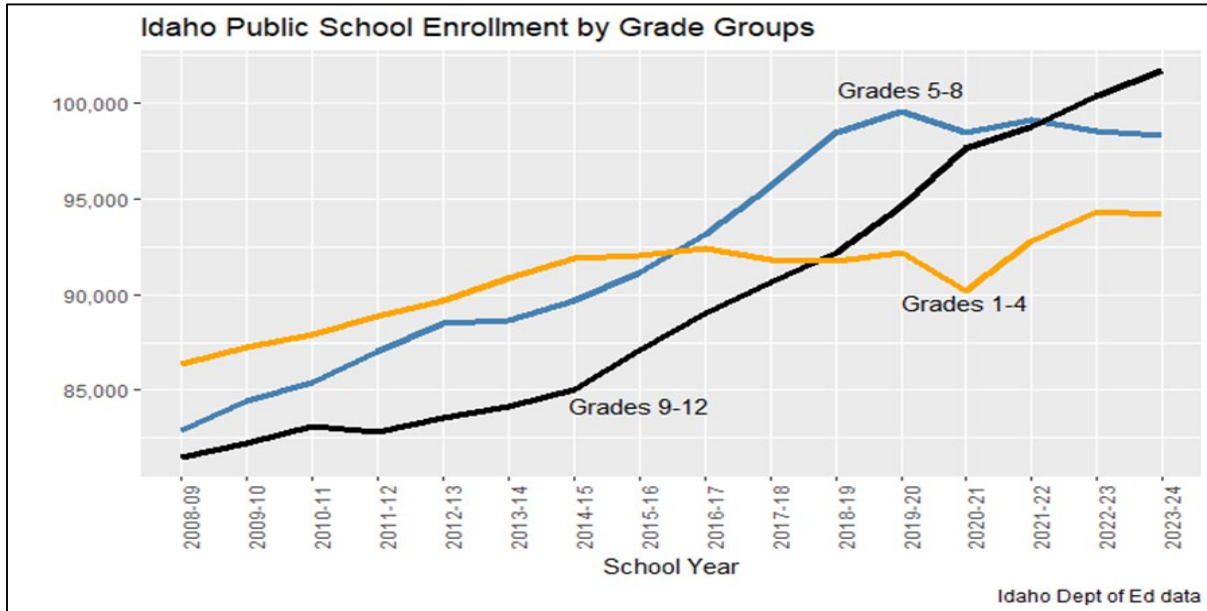


Figure 12: Idaho Public School Enrollment by Grade and Year (Grades 1-12)

## Young Population Cohort Size Over Time

The public school enrollment data above is consistent with 2010 and 2020 U.S. Census data, which shows that while Idaho’s young population has grown significantly overall, the youngest category of Idahoans has actually shrunk.

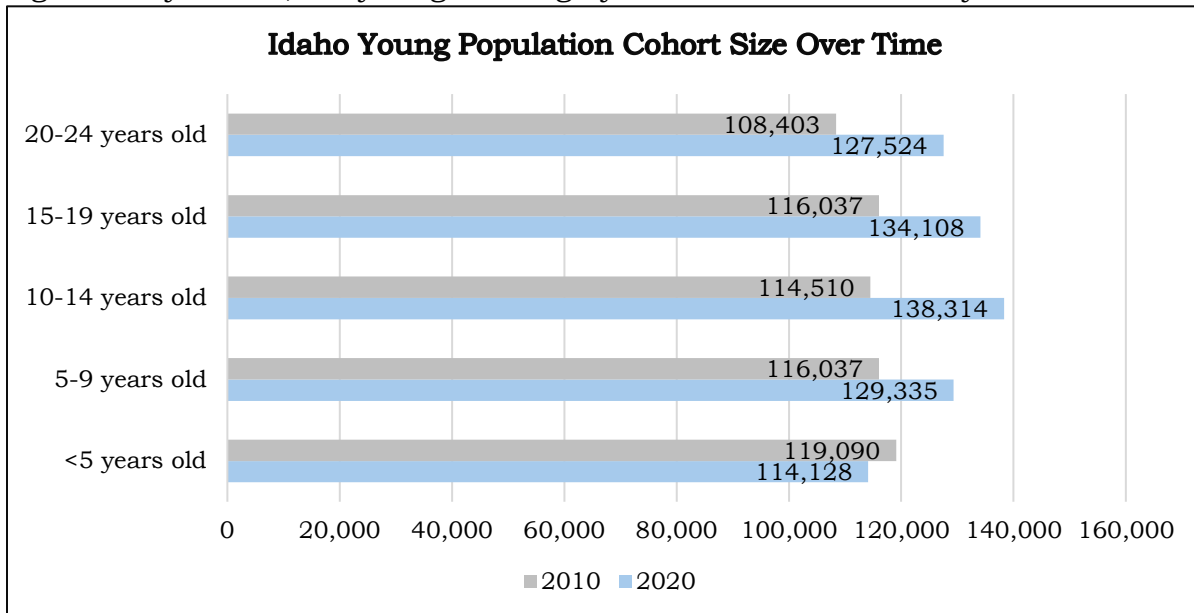


Figure 13: Idaho Young Population Cohort Size Over Time

## Public School Enrollment by Education Region

### Idaho Education Regions

Idaho is divided into six education regions as indicated below:

- Region 1 - North Idaho;
- Region 2 - North central Idaho;
- Region 3 - Southwest Idaho;
- Region 4 - Central Idaho;
- Region 5 - Southeast Idaho; and
- Region 6 - East central Idaho.

### Idaho Education Region Map



## Public School Enrollment by Education Region

As is clear from the figure below, most Idaho regions have experienced public school enrollment growth over the last fifteen years. The exceptions are regions 1 (north Idaho) and region 2 (north central Idaho), where public school enrollment has been shifting around 22,000 and 11,000 students, respectively. More recently, most regions have seen little change either way in public school enrollment, although the southeast regions 5 (especially) and east central region 6 have witnessed continued growth.

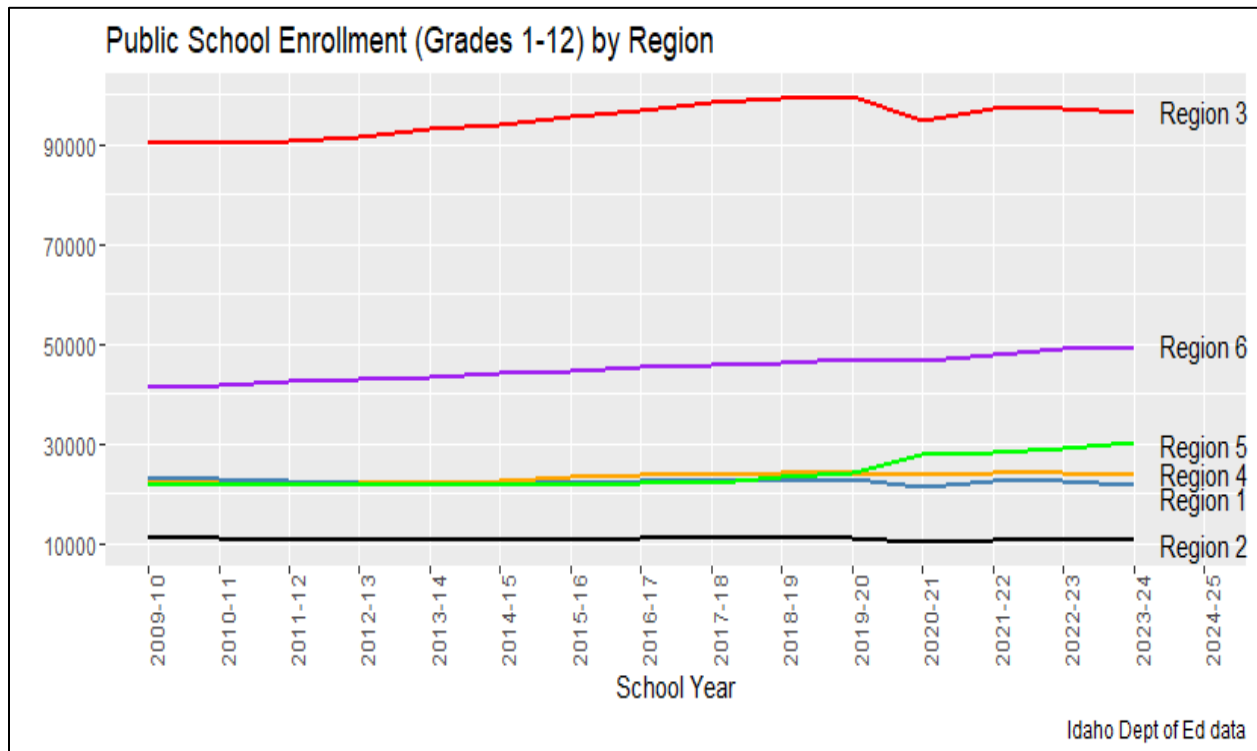


Figure 14: Public School Enrollment by Education Region (Grades 1-12)

### Public School Enrollment Forecast (Grades K-12)

Different projection methods produce slightly different forecasts for future enrollment trends.

The National Center for Education Statistics (NCES) projects continued robust enrollment growth into the next decades, with enrollment exceeding 350,000 in 2031.

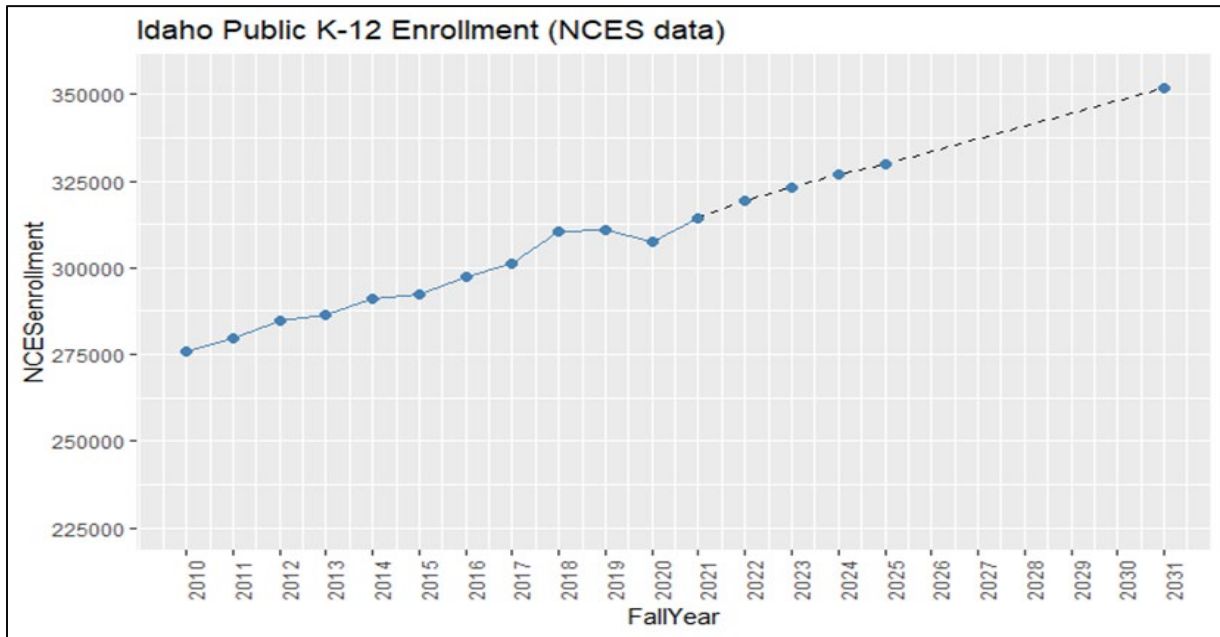


Figure 15: Public School Enrollment Forecast (Grades K-12)

### Public School Enrollment Forecast (Grades 1-12)

Western Interstate Commission for Higher Education (WICHE) forecasts, meanwhile, suggest a slight decline in public enrollment by 2026.

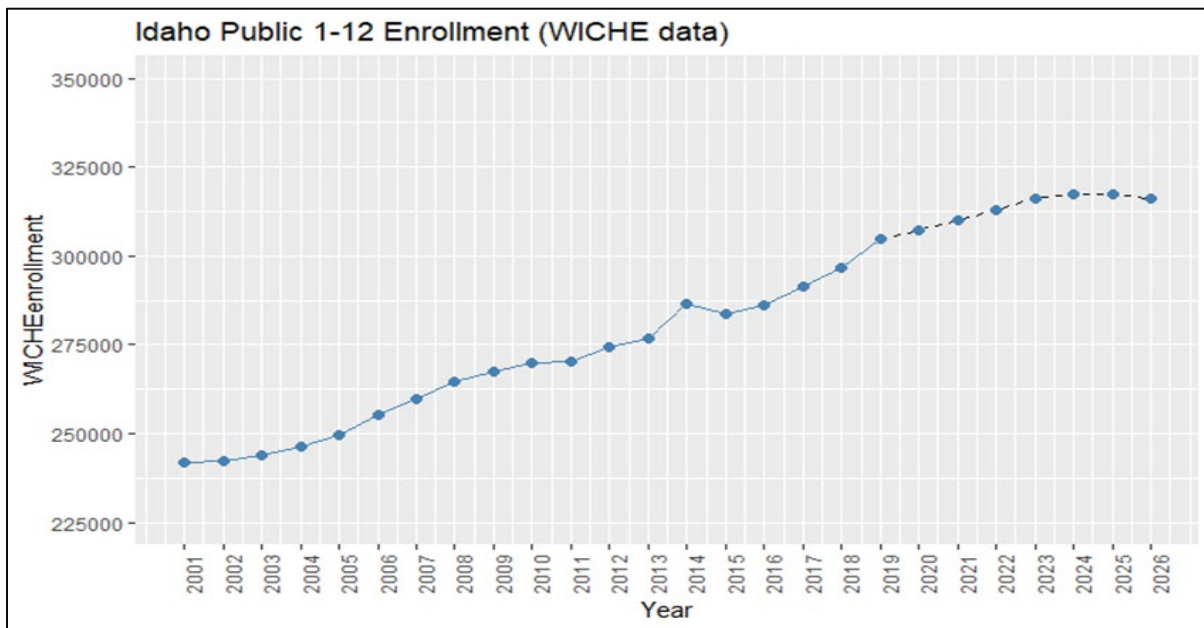


Figure 16: Public School Enrollment Forecast (Grades 1-12)

# 6. Teacher Career Duration

## Teacher Career Duration

The figures below are Kaplan-Meier (K-M) curves capturing the career duration of teachers starting in Idaho public schools since 2014. The K-M method is an approach for assessing the time from career start to dropout over a longer period. Using the available data, including teachers that have not yet dropped out at the end of the period under observation. The graphs are interpreted by drawing an upward vertical line from any year on the x-axis and finding what proportion of teachers persist in public schools for at least that long at the point of intersection with the curve.

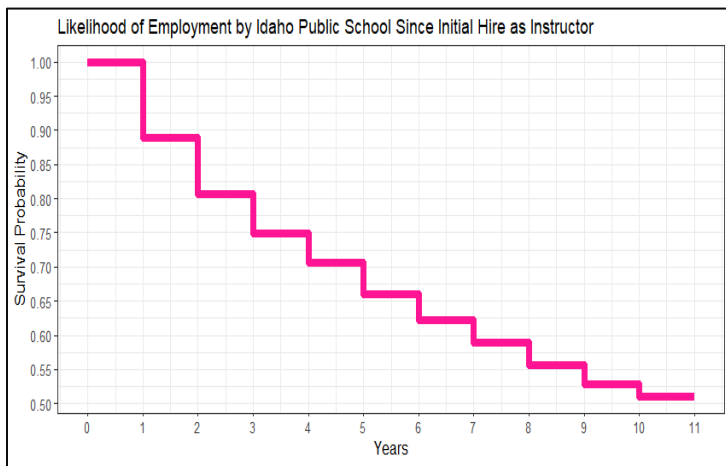


Figure 17: Likelihood of Employment by Idaho Public School Since Initial Hire

In the figure to the left we see that about 88% of teachers make it through their first year and continue into their second. Conversely, this means that about 12% of teachers exit the system after or during year one. We also see that this first year drop is the largest and subsequent drops tend to get progressively smaller and about half of teachers make it through eleven years.

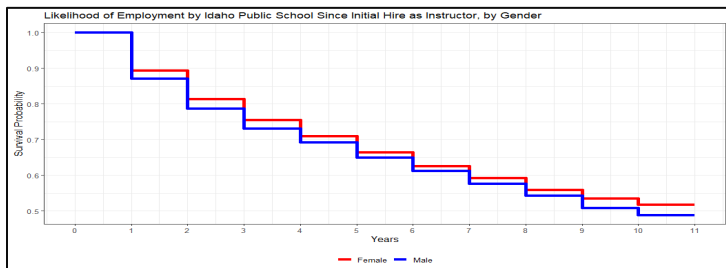


Figure 18: Likelihood of Employment by Idaho Public School and Gender Since Initial Hire

The K-M curve to the left can be used to look at differences between groups. For example, we see that men tend to persist as teachers in the Idaho public schools at lower rates than do female teachers, with less than half lasting ten years.

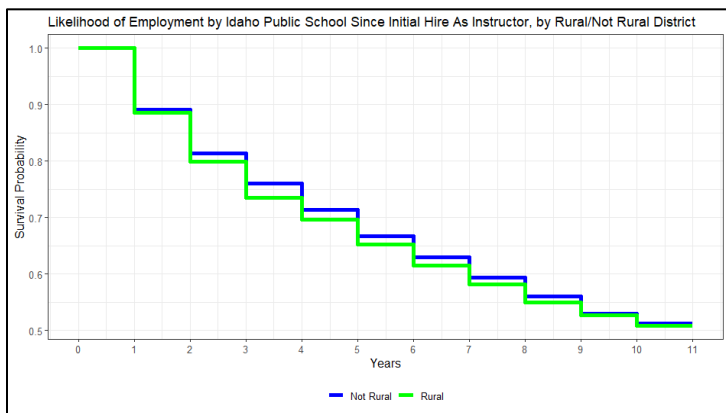
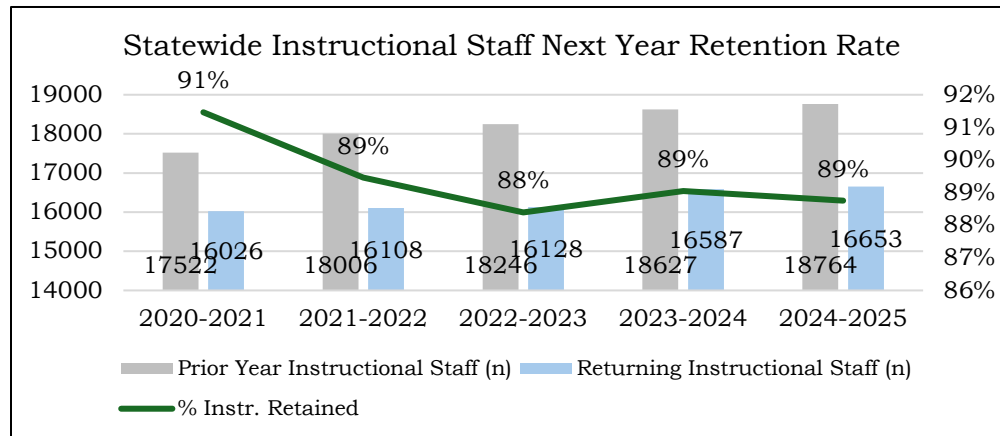


Figure 19: Likelihood of Employment by Idaho Public School and Rurality Since Initial Hire

The K-M curve to the left shows that rural areas retain teachers at lower rates than non-rural areas, especially in the earlier years of teaching careers. About ten years in, survival rates in rural versus non-rural areas are effectively identical. It is quite plausible that rural districts have to do more to attract new teachers, only to see many of them leave quite soon after they are hired.

# 7. Educator Retention

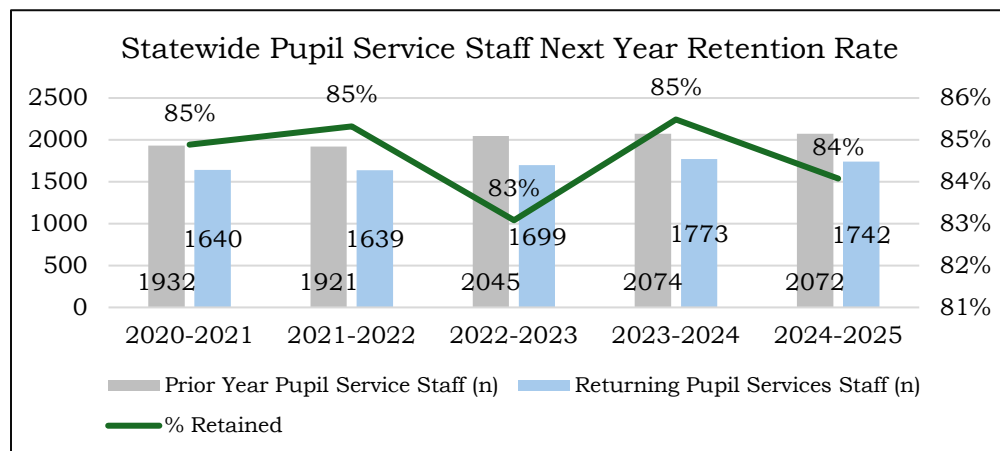
## Statewide Instructional Staff Next Year Retention Rate by Year



The statewide instructional staff next year retention rate remained the same for the 2023-2024 school year and the 2024-2025 school year.

Figure 20: Statewide Instructional Staff Next Year Retention Rate by Year

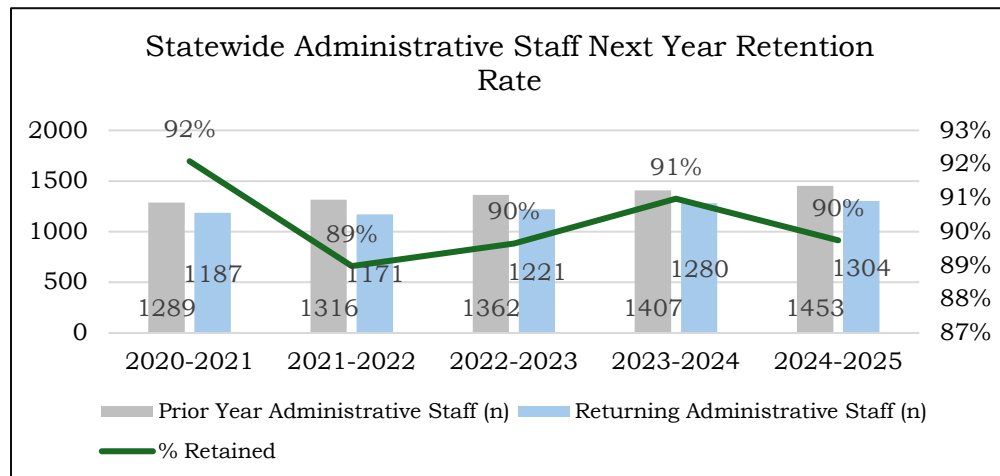
## Statewide Pupil Services Staff Next Year Retention Rate by Year



The statewide pupil services staff next year retention rate dropped 1% between the 2023-2024 school year and the 2024-2025 school year.

Figure 21: Statewide Pupil Services Staff Next Year Retention Rate by Year

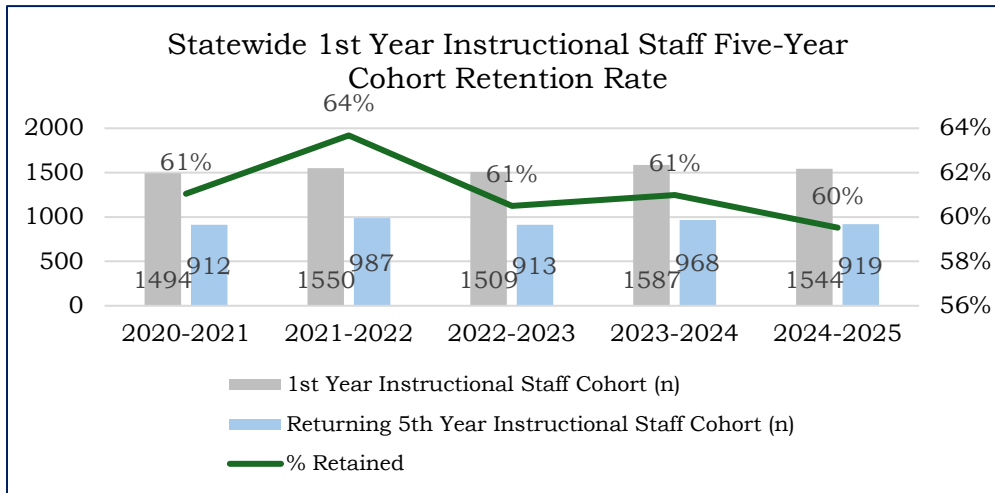
## Statewide Administrative Staff Next Year Retention Rate by Year



The statewide administrative staff next year retention rate dropped 1% between the 2023-2024 school year and the 2024-2025 school year.

Figure 22: Statewide Administrative Staff Next Year Retention Rate by Year

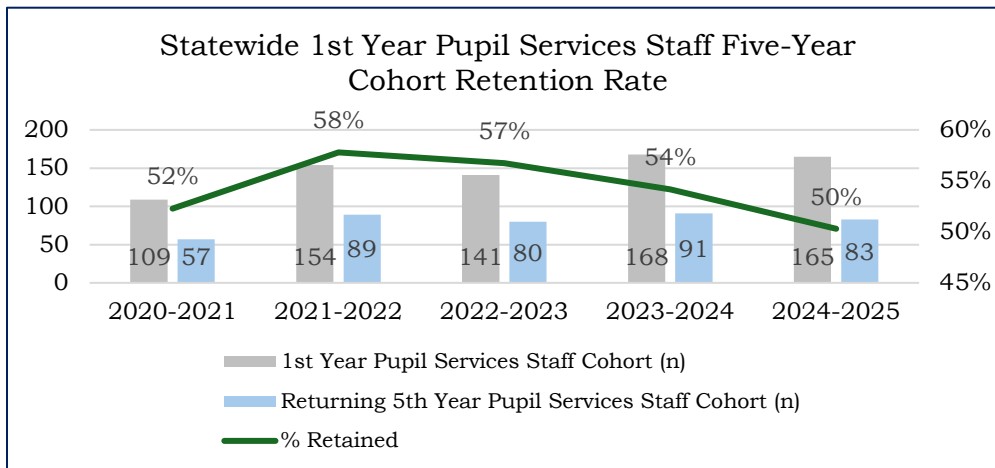
### Statewide 1st Year Instructional Staff Five-Year Cohort Retention Rate



The statewide 1<sup>st</sup> year instruction staff five-year cohort retention rate dropped 1% between the 2023-2024 school year and the 2024-2025 school year.

Figure 23: Statewide 1<sup>st</sup> Year Instructional Staff Five-Year Cohort Retention Rate

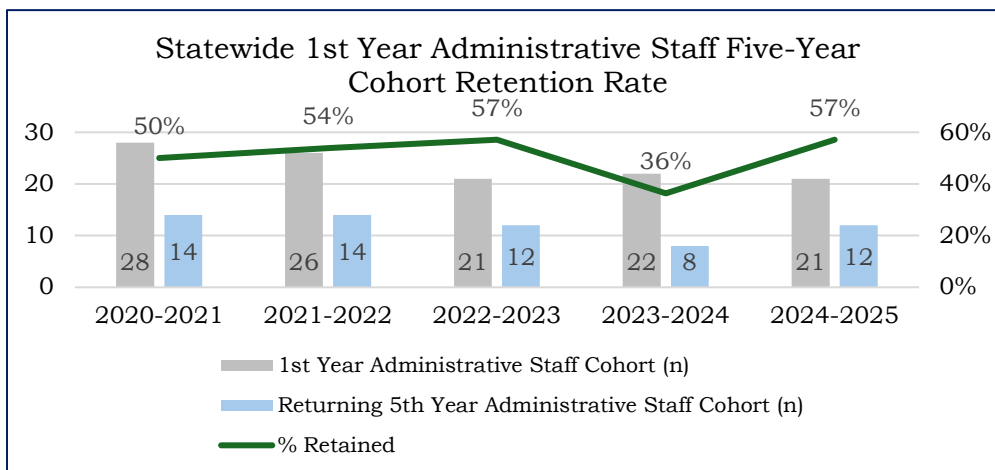
### Statewide 1st Year Pupil Services Staff Five-Year Cohort Retention Rate



The statewide 1<sup>st</sup> year pupil services staff five-year cohort retention rate dropped 4% between the 2023-2024 school year and the 2024-2025 school year.

Figure 24: Statewide 1<sup>st</sup> Year Pupil Services Staff Five-Year Cohort Retention Rate

### Statewide 1st Year Administrative Staff Five-Year Cohort Retention Rate



The statewide 1<sup>st</sup> year administrative staff five-year cohort retention rate increased 21% between the 2023-2024 school year and the 2024-2025 school year.

Figure 25: Statewide 1<sup>st</sup> Year Administrative Staff Five-Year Cohort Retention Rate

# 8. Teacher Shortage Areas Report

## Teacher Shortage Areas Report

Annual posting of the Nationwide Teacher Shortage Areas Listing designated by the U.S. Department of Education are required under the following program regulations:

- 34 CFR 682.210(q)
- 34 CFR 674.53 (c)
- 34 CFR 686.12(d)

This system collects data from states and jurisdictions and generates the [Teacher Shortage Areas Report](#). The Teacher Shortage Area Report is intended to be reference documents that show where states and schools may seek to hire academic administrators, licensed teachers, other educators and school faculty in specific disciplines/subject areas, grade levels, and/or geographic regions. This data collection is intended to serve three primary purposes:

1. Notify the nation that schools may potentially hire academic administrators, licensed teachers, other educators and school faculty of specific disciplines, subject areas, grade levels, and geographic regions;
2. Serve as a useful resource for recent graduates of schools of education and experienced teaching professionals aspiring to serve school districts with shortages about potential opportunity areas in each state’s and territory’s pre-kindergarten through grade 12 classrooms; and
3. Serve as a useful resource in the process of advising federal student financial aid recipients of the potential to reduce, defer, or discharge student loan repayments by teaching in certain areas.

**Idaho was approved by the U.S. Department of Education for the following critical teacher shortage areas for the 2024-2025 and 2025-2026 academic years:**

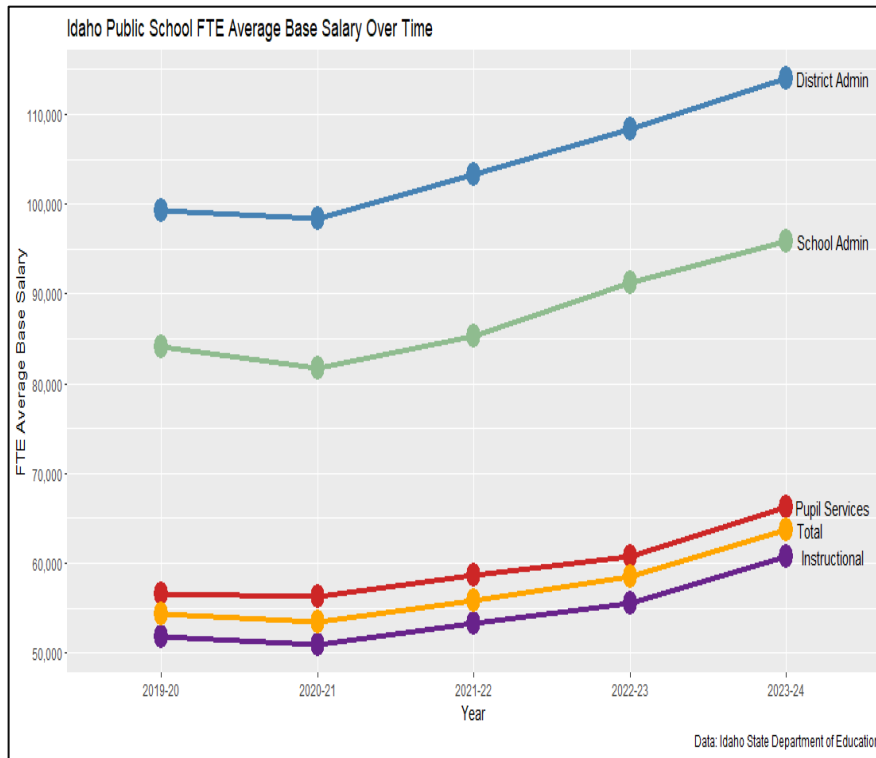
<u>2024-2025</u> <u>Academic School Year</u>	<u>2025-2026</u> <u>Academic School Year</u>
<ul style="list-style-type: none"><li>• Elementary Education</li><li>• English</li><li>• Mathematics</li><li>• Physical Education</li></ul>	<ul style="list-style-type: none"><li>• Elementary Education</li></ul>

Current and prior Teacher Shortage Areas Reports may be found at the U.S. Department of Education’s website [Teacher Shortage Areas Report](#).



# 9. Educator Salary

## Statewide Average Certified Staff Salary by Year



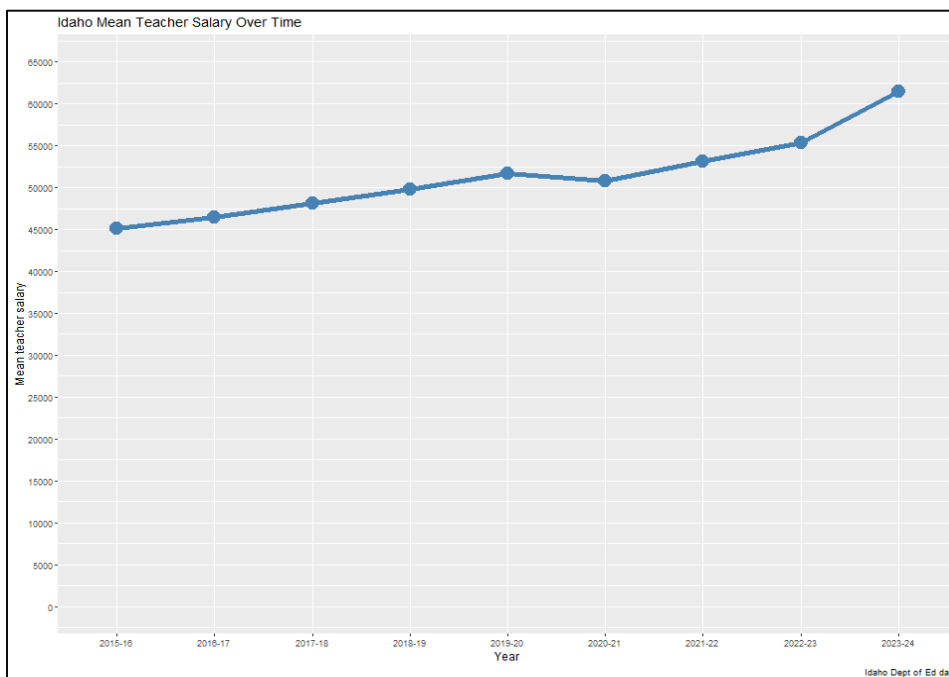
Statewide average certified staff salaries have increased over the last five years.

The statewide average certified staff salaries for the 2023-2024 school year indicated in the [2023-2024 Statewide Certified Staff Salary Report](#) are listed below:

- District Administrator: \$114,905
- School Administrator: \$96,674
- Pupil Services Staff: \$67,979
- Instructional Staff: \$61,732

Figure 26: Statewide Average Certified Staff Salary by Year

## Statewide Average Teacher Salary by Year

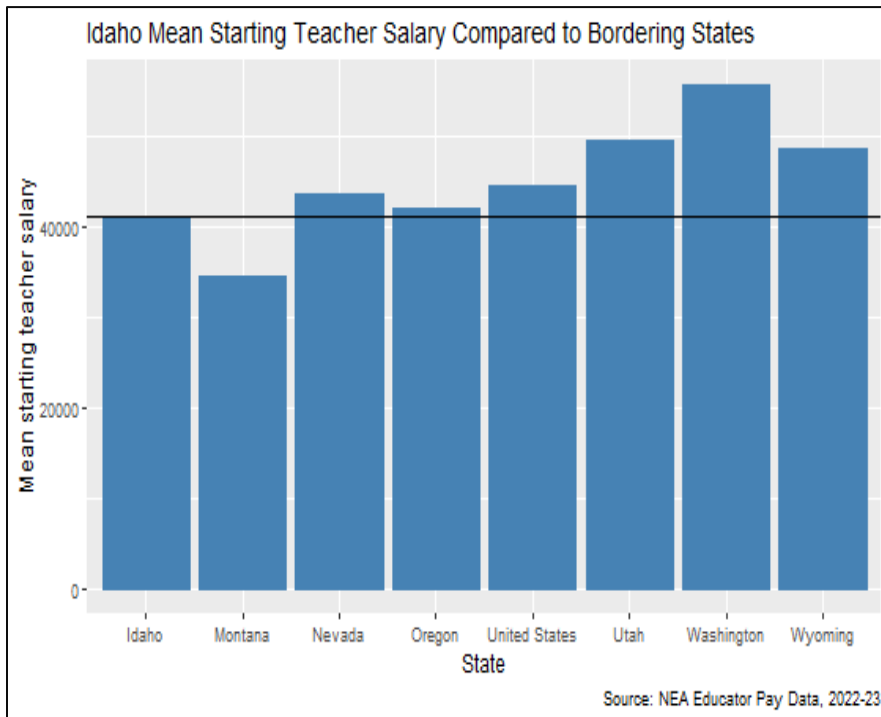


The average public teacher salary in Idaho has gone up significantly, from \$45,116 in 2015-2016 to \$61,732 in 2023-2024.

Though this increase is significant, Idaho still lags behind most of its bordering states in terms of teacher pay, both starting and overall average pay.

Figure 27: Statewide Average Teacher Salary by Year

### Mean STARTING Teacher Salary: Bordering State Salary Comparison



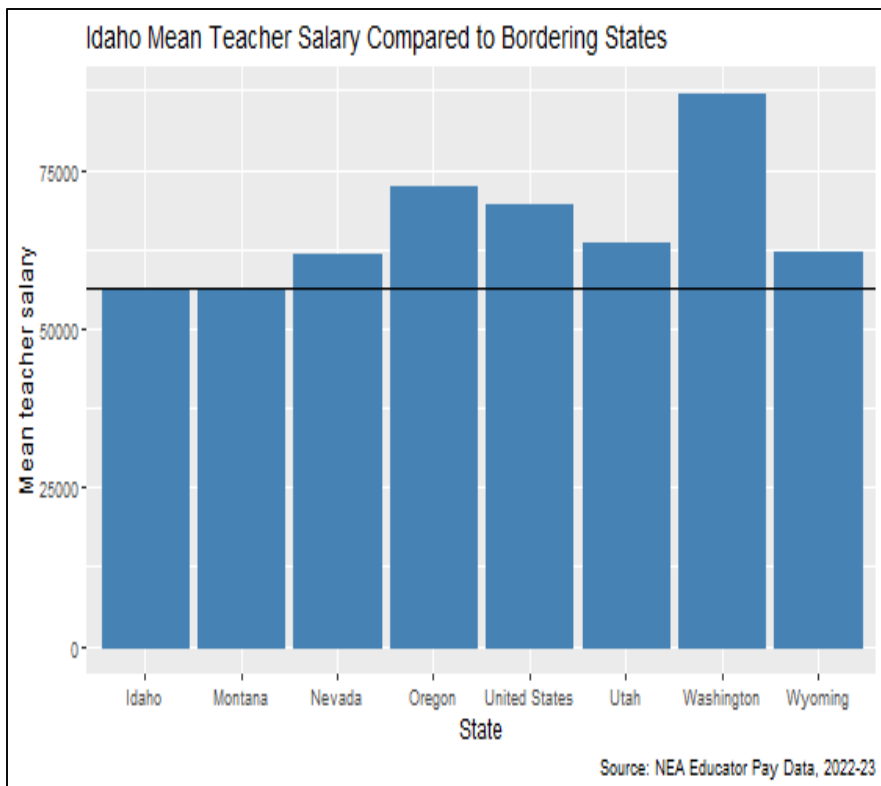
According to National Education Association (NEA) educator pay data for the 2022-2023 school year, Idaho’s mean starting teacher salary was higher than Montana, but lower than Nevada, Oregon, Utah, Washington, and Wyoming.

Idaho’s mean starting teacher salary is not yet competitive with most bordering states.

Competitive starting teacher salaries can be used as a teacher recruitment tool.

Figure 28: Mean Starting Teacher Salary: Bordering State Salary Comparison

### Mean Salary: Bordering State Salary Comparison



According to National Education Association (NEA) educator pay data for the 2022-2023 school year, Idaho’s mean teacher salary was similar to Montana, but lower than Nevada, Oregon, Utah, Washington, and Wyoming.

Idaho’s mean teacher salary is not yet competitive with bordering states.

Competitive salaries for teachers in the field can serve as a recruitment and retention tool to keep teachers in the state.

Figure 29: Mean Teacher Salary: Bordering State Salary Comparison

## Mean Teacher Salary by State Comparison

While Idaho teacher salaries have increased significantly, they still remain low across the country as reported by the National Education Association 2022-2023 Educator Pay Data. The eleven states with lower average teacher salaries than Idaho include West Virginia, Florida, South Dakota, Mississippi, Missouri, Louisiana, Arkansas, Tennessee, Oklahoma, Montana, and Kentucky.

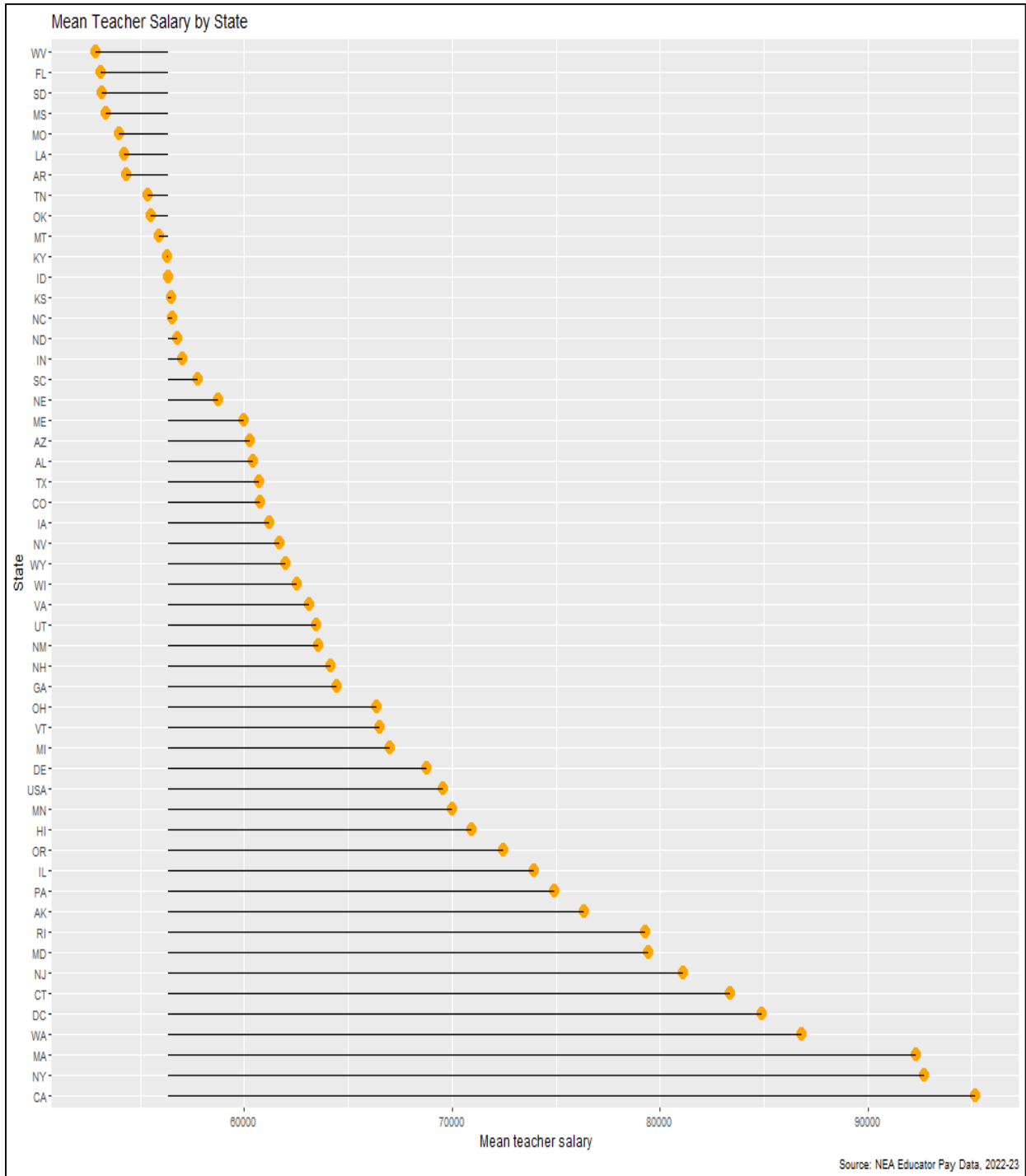


Figure 30: Mean Teacher Salary by State Comparison

# Conclusions

## **Instructional Staff Pipeline**

The instructional staff next year retention rate over the last five years has shifted between 88%-91%.

- Idaho lost an average of 1,933 instructional staff each year over the last five years (2020-2021 school year – 2024-2025 school year).
- Idaho has over 8,000 people who have an instructional staff certificate that are not working in an instructional staff position due to a variety of reasons.
- In 2021-2022, educator preparation providers graduated 1,062 teacher candidates. It is important to note that not everyone who completes a teacher preparation program goes on to teach in Idaho.
- Idaho needs about 2,000 new teachers, returning teachers, and out of state teachers on average to fill public school vacancies each year.

Idaho has enough teachers, but not enough of the right teachers in the right places who want to work as teachers. Staffing areas of greatest need are elementary education, English, math, physical education, and special education.

## **Pupil Services Staff Pipeline**

The pupil services staff next year retention rate over the last five years has shifted between 83%-85%.

- Idaho lost an average of 310 pupil services staff each year over the last five years (2020-2021 school year – 2024-2025 school year).
- Idaho has just over 1,000 people that have a pupil services staff certificate that are not working in a pupil service staff position due to a variety of reasons.
- Idaho needs about 310 new pupil services staff, returning pupil services staff, and out of state pupil services staff on average to fill public school vacancies each year.

Staffing areas of greatest need are speech and language pathologists, school psychologists, and school audiologists.

## **Administrative Staff Pipeline**

The administrative staff next year retention rate over the last five years has shifted between 89%-92%.

- Idaho lost an average of 133 administrators each year over the last five years (2020-2021 school year – 2024-2025 school year).
- Idaho has nearly 1,500 people who have an administrator certificate that are not working in an administrative staff position due to a variety of reasons.
- Idaho needs about 133 new administrative staff, returning school administrative staff, or out of state school administrators on average to fill public school vacancies each year.

Staffing areas of greatest need are school principals, directors of special education, and school superintendents.

# Recommendations

## National Educator Pipeline Recommendations: Raise the Bar

The U.S. Department of Education believes that when the bar is raised, all the nation's students will build skills to succeed inside and outside of school that will support students in reaching new heights in the classroom, careers, and lives. The five national recommendations below are aligned to the U.S. Department of Education's strategies to recruit, prepare, and retain teachers to eliminate the educator shortage for every school.

### National Educator Pipeline Recommendations

#### 1. Promote educator workforce

Increasing the educator workforce is critical to supporting the academic success of all students.

#### 2. Promote career ladders for educators

Career advancement and leadership opportunities that allow educators to grow professionally and earn additional compensation while remaining in the classroom can support effective educator recruitment, retention, and growth.

With the appropriate supports, such as release time and additional compensation for additional responsibilities, educator leadership and advancement can support improved student outcomes and educator recruitment and retention.

#### 3. Support high-quality and affordable educator preparation

Expanding access to high-quality and affordable educator preparation is critical to eliminating educator shortages and providing students with the high-quality teachers they need to succeed.

Registered apprenticeship programs can be an effective, high-quality "earn-and-learn" model that allows candidates to obtain their educator credential while earning a salary by combining coursework with structured, paid on-the-job learning experiences with a mentor educator.

#### 4. Support effective new educator mentoring and ongoing professional learning

To succeed in the classroom and school building, new educators need not only high-quality educator preparation programs with robust clinical experience, they also need effective mentoring programs that provide job-embedded professional development and support.

Effective mentoring and ongoing, high-quality professional learning are critical to educator retention and to maximizing the impact of educator on student achievement and other positive student outcomes.

#### 5. Improve educator compensation and working conditions

Increasing educator compensation is critical to effectively recruiting and retaining the educators that schools need.

Teachers make 24% less than comparable college graduates and this gap can inhibit people from choosing to become a teacher and/or staying in the profession.

## **Educator Pipeline Recommendations Provided by Idaho’s K-12 Educators**

Recommendations From:

Professional Standards Commission (PSC) - Recommendations Committee

1. Improve educator compensation;
2. Fund mentoring and retention programs;
3. Expand pupil service staff preparation programs and certification pathways; and
4. Improve educator working conditions.

Recommendations From:

Idaho Association of School Administrators (IASA)

1. Implement competitive educator compensation and other incentives;
2. Expand and continue to support mentorship and professional development; and
3. Address certification pathways.

Recommendations From:

Idaho Education Association (IEA)

1. Increase educator incentives and benefits;
2. Address safe working conditions for educators; and
3. Increase staffing and reduce class size to support innovation in education.

# Idaho State Board of Education Initiatives

## **Promote Educator Workforce**

The Idaho State Board of education has approved and supported the launch of a variety of programs to promote the educator workforce, which are listed below.

### **List of Programs to Promote Educator Workforce**

Administrator Mentor Program: Excellence in Leadership

Educator Registered Apprenticeship Programs

Idaho Mentor Teacher Program

Indigenous Knowledge for Effective Education Program

Non-Traditional Teacher Pathways

Recruitment to School Administrator Preparation Programs

Rural and Underserved Educator Incentive Program

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## **Promote Career Ladders for Educators**

The Idaho State Board of Education supported the passing of the instructional and pupil service staff career ladder as indicated below.

### **Instructional and Pupil Service Staff Career Ladder**

Career Ladder

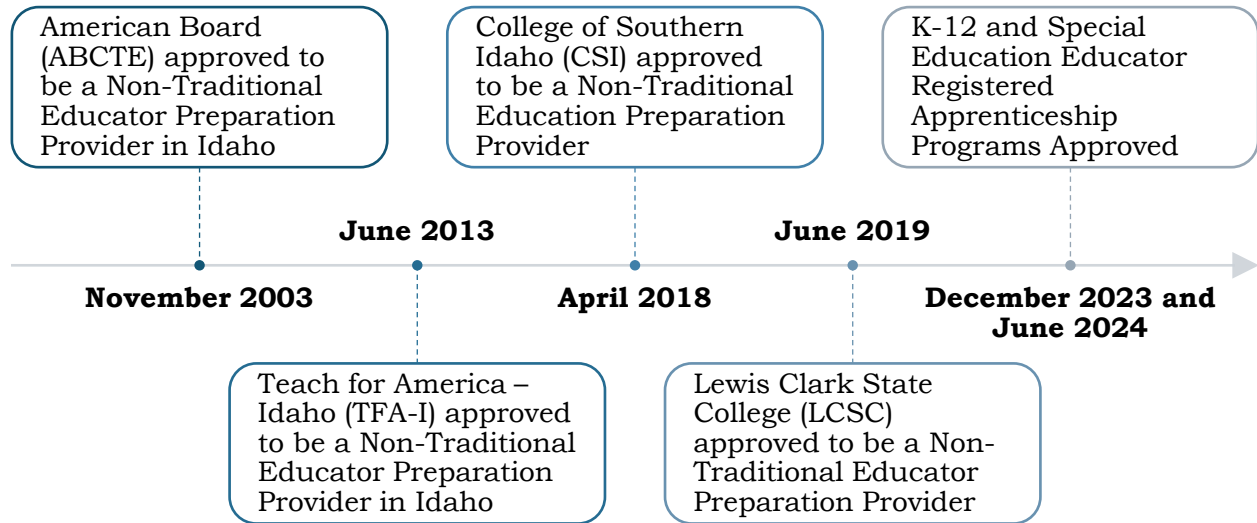
Section 33-1004B, Idaho Code

Legislation Passed 2015

## Supporting High-Quality and Affordable Educator Preparation

The Idaho State Board of Education has approved a variety of non-traditional pathways to certification to support alternative high-quality and affordable educator preparation as seen below in the timeline.

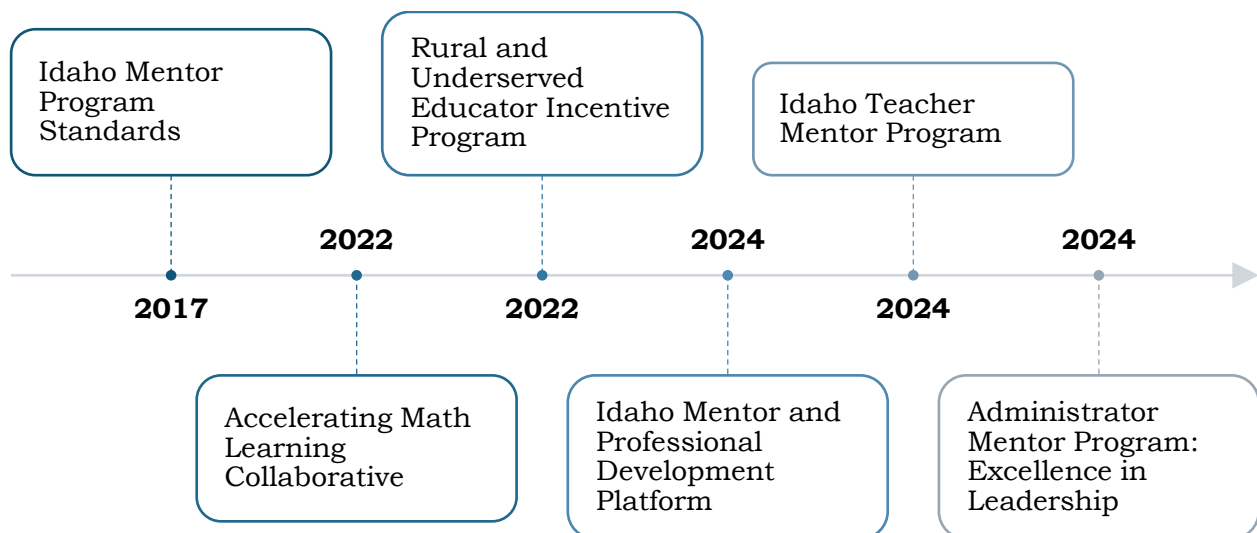
### Timeline of Initial Approval of Non-Traditional Educator Preparation Providers and Pathways



## Support Effective New Educator Mentoring and Ongoing Professional Learning

The Idaho State Board of Education has approved and supported a variety of programs to support educator mentoring and ongoing professional learning as identified below in the timeline.

### Timeline of Educator Mentoring and Professional Learning Programs

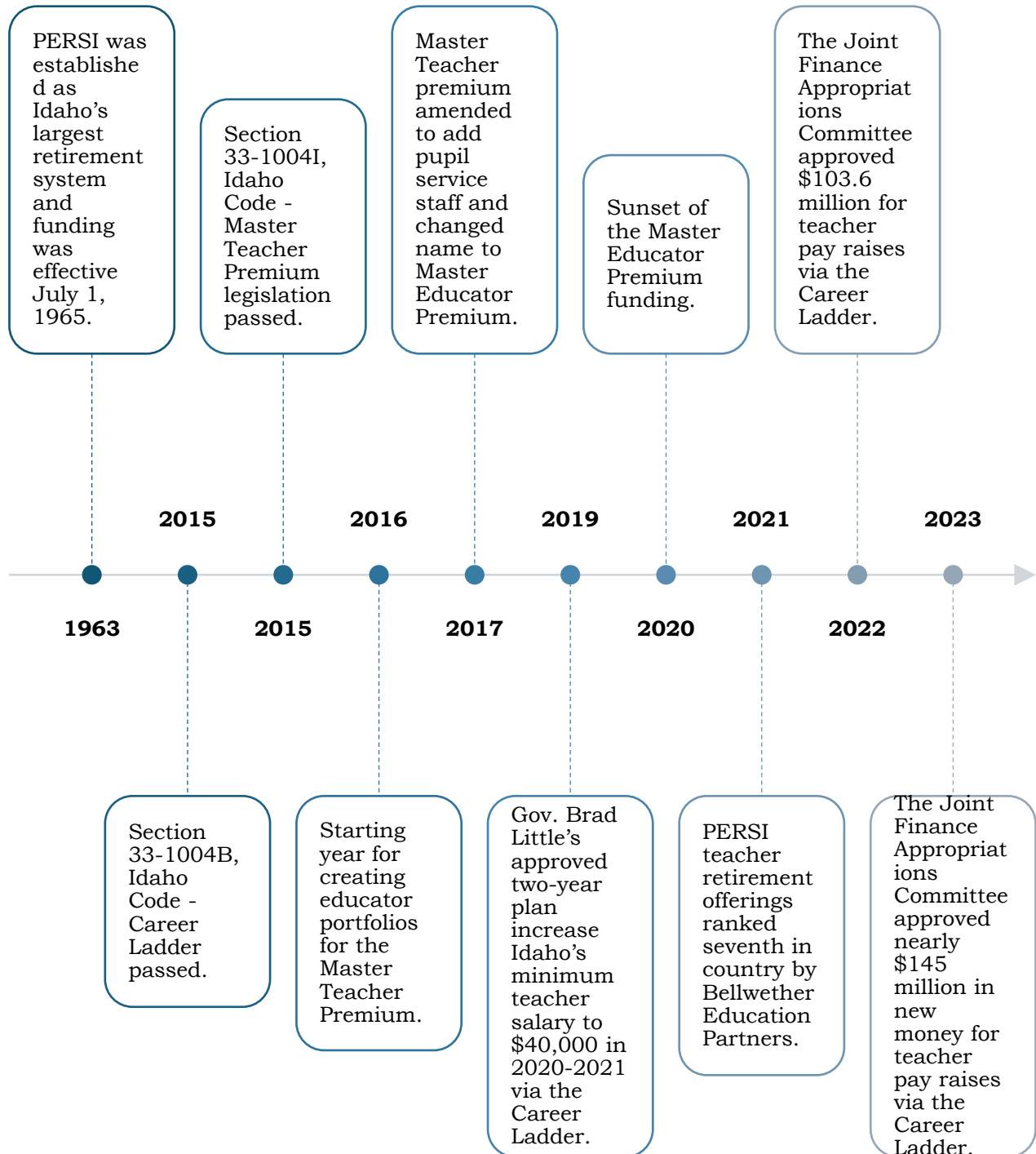




## Improve Educator Compensation and Working Conditions

The Idaho State Board of Education has supported improving educator compensation as indicated in the timeline below along with mentoring programs to improve working conditions.

### Timeline of Improvements to Educator Compensation



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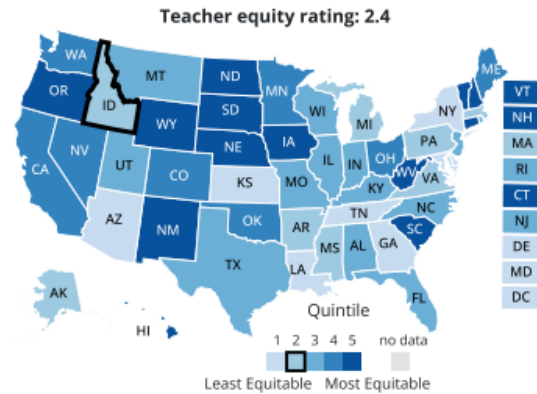
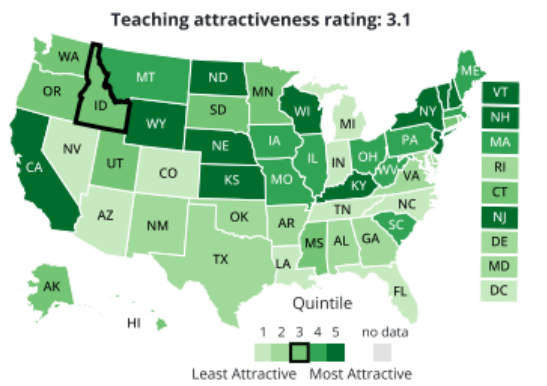
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# Appendix

## Learning Policy Institute: [Idaho-State of the Teacher Workforce Interactive Map](#)

The State of the Teacher Workforce interactive map includes more than 40 indicators and 2 summary ratings that describe teaching conditions and equitable access to well-qualified teachers in all 50 states and the District of Columbia. Idaho’s attractiveness to the teaching profession is identified below.



Indicator	Quintile	ID	US
<b>Compensation</b>			
Starting salary	1	\$44,840	\$44,530
Wage competitiveness	1	73.9%	73.6%
<b>Working Conditions</b>			
Leadership support	1	62.8%	51.5%
Collegiality	1	43.6%	39.1%
Classroom autonomy	1	48.4%	46.4%
Exclusion from school policymaking*	1	21.1%	28.1%
Mentoring for early-career teachers	1	83.6%	81.4%
Time for professional development	1	65.8%	65%
Perceptions of evaluation	1	57.3%	50%
Dissatisfaction*	1	9.4%	10.9%
Test-related job insecurity*	1	5.9%	7%
<b>School Resources</b>			
Expenditures per pupil	1	\$9,920	\$14,300
Pupil-to-teacher ratio*	1	17.5 : 1	15.4 : 1
Schools meeting the recommended pupil-to-counselor ratio	1	20.6%	19.2%
<b>Teacher Turnover and Hiring</b>			
Stayed teaching in the same school	1	82.5%	84.1%
Left teaching*	1	9.1%	7.9%
Plan to leave teaching*	1	9.2%	8.6%
School vacancies unfilled or hard to fill*	1	39.1%	46.9%
<b>Qualifications</b>			
Uncertified teachers*	1	3.3%	3.7%

Indicator	Quintile	ID	US
<b>Equity by School Minority Enrollment</b>			
Gap in percentage of uncertified teachers between higher- and lower-minority schools*	1	1.6	3.7
Uncertified teachers in higher-minority schools*	1	5.5%	6.2%
Uncertified teachers in lower-minority schools*	1	3.9%	2.5%
Gap in percentage of inexperienced teachers between higher- and lower-minority schools*	1	7.7	6.3
Inexperienced teachers in higher-minority schools*	1	17.9%	15.2%
Inexperienced teachers in lower-minority schools*	1	10.2%	8.9%
<b>Equity by School Poverty</b>			
Gap in percentage of uncertified teachers between higher- and lower-poverty schools*	1	3.9	3.3
Uncertified teachers in higher-poverty schools*	1	5.8%	5.7%
Uncertified teachers in lower-poverty schools*	1	1.9%	2.4%
Gap in percentage of inexperienced teachers between higher- and lower-poverty schools*	1	5.3	5.8
Inexperienced teachers in higher-poverty schools*	1	16.6%	15%
Inexperienced teachers in lower-poverty schools*	1	11.3%	9.2%



## The State of the Teacher Workforce: A State-by-State Analysis of the Factors Influencing Teacher Shortages, Supply, Demand, and Equity

**Additional factors influencing teacher supply and demand:** Numerous factors influence teaching, learning, and teacher supply and demand in each state. Policymakers may want to consider these indicators when assessing their labor market for teachers.

### Idaho

Indicator	ID	US	Indicator	ID	US
<b>Teacher Pipeline</b>			<b>Workforce Characteristics</b>		
Total number of teacher preparation program (TPP) enrollees	3,877	589,655	Total number of teachers	18,121	3,224,967
Change in TPP enrollees over past 5 years	-4.7%	-0.6%	Teachers of color	6.6%	20.1%
Total number of TPP completers	1,062	154,517	Ratio of adults of color to teachers of color	3.1 : 1	2.1 : 1
Change in TPP completers over past 5 years	-12.4%	4.1%	Teachers over 60 years old	6.5%	6.4%
<b>Student Enrollment</b>			<b>Teacher Financial Strain</b>		
Total number of students	317,555	49,514,913	Work outside the school system	17.5%	17.1%
Change in student enrollment over past 5 years	2.3%	-2.3%	Money spent on classroom supplies	\$450	\$470
Change in projected student enrollment over next decade	10.8%	-5.5%	Outstanding student loans	39%	36.6%

\* Scale is reversed such that a higher quintile reflects a more positive condition.

This map was last updated in July 2024 (originally published in July 2023). The data are drawn from national data sources, representing the most recent data available for analysis as of April 2024. Interpreters of the data should keep in mind that the sources for various statistics represent different academic years (ranging mainly from 2017–18 to 2022–23). Some states may have recently experienced changes in policies or conditions which would change the statistic reported if it were collected today. In addition, some indicators are estimated based on a sample of teachers and, in some cases, sample sizes are relatively small. We follow the National Center for Education Statistics guidelines for reporting and note any estimates that should be interpreted with caution.

The Technical Supplement, last updated in June 2024, includes the complete notes and source information:

<https://learningpolicyinstitute.org/state-of-teacher-workforce-notes-sources>

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# **End of Report**

**December 18, 2024**

**Office of the Idaho State Board of Education**

