2021-2022 IDAHO EDUCATOR PIPELINE
FY2023 REPORT TO THE STATE BOARD OF EDUCATION

November 2022

EXECUTIVE SUMMARY

The FY2023 Educator Pipeline Report examines data on teacher supply, demand, and retention. A selection of key findings from the report (which examined data up through the 2021-2022 school year) are listed below.

- Staff counts of certificated staff continue to increase for all assignment types—administrator, instructional, and pupil service. (*Pg. 3, Table 2*)
- FY 2023 data shows that 5% of educational staff are 25 years or younger, 7% of educational staff is 26 – 29 years of age, 80% of staff are 30 years to 59 years of age, 8% of educational staff are 60 years or older. (Pg. 4, Figure 1)
- In FY 2022, data shows the age makeup of Resident 1 (Career Ladder Placement) Educational Staff's initial certification route as follows: educators that most accessed an alternative route were between 30-39 years of age, educators that most accessed a CTE route were 25 years and younger, educators that most accessed an Emergency route were between 30-39 years of age, and educators that most accessed a general route were 25 years and younger. (Pg. 4, Table 4)
- As of FY2023, Idaho has been seeing an average total of student growth of 1.1% each year. Student growth trend shows growth at the secondary level and these students will age out in the next four school years, then the trend will return to its standard distribution. (Pg. 6, Table 6)
- The estimated staff allowance for future years is based on an estimated increase in students at 1.1% but concentration in secondary grades yields a 1.2% increase, which leads to the estimated staff allowance from the General fund of 1.2%. (Pg. 7, Table 7)
- In comparing FY2022 and FY2022, there was a 13.9% decrease in completers from traditional Educator Preparation programs, 16.8% decrease in completers from non-public Educator Preparation Programs, and a 41.4% decrease in completers from non-traditional programs. Public Traditional Educator Preparation Programs produce the largest number of completers in FY2022. (Pg. 8, Table 8)
- Educator Preparation Program completers next year placement rates have fluctuated. Non-Traditional Educator Preparation Programs had the highest completer next year placement rate in FY2022. (Pg. 8, Table 9)
- The total count of all newly issued certificates (excluding renewals and emergency provisional certificates) and endorsements dropped by 3.1% from FY2021 to FY 2022. (Pg. 9, Figure 2)
- The total number of instructional endorsements issued from FY21 to FY22 has increased for several subject areas such as *American Government/Political Science (6-12), Deaf/Hard of Hearing (Pre-K-12), English, Music (6-12), and Visual Arts (K-12).* The total number of instructional endorsements issued from FY21 to FY22 has decreased for several subject areas such as *All Subjects (K-8), Chemistry (6-12), Earth and Space Science (6-12), Economics (6-12), English as a Second Language (K-12), Exceptional Child Generalist (K-12), Family and Consumer Science (6-12), History (6-12), and Visual Impairment (Pre-K-12).* (Pg. 10)
- The count of math endorsements of increased by 5% from FY2021 to FY2022. (Pg. 11, Figure 3)
- In FY2022, 94 Emergency Provisional Certificates were issued, which is an increase from the 61 Emergency Provisional Certificates issued in FY 2021. (Pg. 12, Table 10)
- From the 2016-2017 school year to the current 2022-2023 school year, a total of 2 newly issued endorsements were issued for Audiology and 0 of those 2 newly issued endorsements were connected to an assignment in Idaho in any school year. (Pg. 13)
- FY2022 next year retention rates are the highest for Instructional staff and pupil service staff in the Professional rung 4-7 years of experience and Advanced Professional/Professional category with 8 or more years of experience. (Pg. 16, Table 12 & Pg. 21, Table 15)
- Educational staff in their fifth-year are retained at higher rates in the state versus the Local Education Agency. (Pg. 17, Table 13)
- In FY 2022, there no longer appears to be a substantial difference between interior staff retention and border staff retention. (Pg. 24, Figure 8)
- In FY 2022, retention rates were highest in mid-size cities, small cities, and rural remote areas. In FY 2022, retention rates were lowest in suburb mid-size areas, rural-distant, and rural-fringe areas. (Pg. 25, Table 18)

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Kathleen Shoup, Ed.S.
Educator Effectiveness Program Manager
Office of the 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 annually since FY16. The exception has been the FY20 and FY21 reports, which were preempted by the impacts of the COVID-19 pandemic. This current report for FY23 Educator Pipeline Report, examines educator supply and retention up through the 2021-2022 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, directors, principals, assistant 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.

II. EDUCATOR SUPPLY & DEMAND

A. STATEWIDE STAFF VOLUMES

Statewide Staff Volumes
The number of certificated staff assignments, the state funded sum of full-time equivalent (FTE), the actual sum of full-time equivalent (FTE) across the state are broken out by assignment type, is displayed in Table 1 (as seen below).

Table 1. Staff Count by FTE and Assignment Type

Staff Count by FTE and Assignment Type*									
	Administrator			Instructional			Pupil Services		
School Year	State Funded Sum of FTE	Actual Sum of FTE	Staff In Assignment #	State Funded Sum of FTE	Actual Sum of FTE	Staff In Assignment #	State Funded Sum of FTE	Actual Sum of FTE	Staff In Assignment #
2010-2011		1,099	1,241		14,799	15,497		1,480	1,827
2011-2012		1,045	1,224		14,040	15,244		1,328	1,716
2012-2013		1,059	1,193		14,763	15,449		1,361	1,607
2013-2014		1,079	1,204		14,885	15,469		1,390	1,589

2014-2015		1,128	1,231		15,182	15,820		1,501	1,689
2015-2016	1,082	1,149	1,268	14,942	15,262	15,917	1,074	1,517	1,698
2016-2017	1,112	1,170	1,280	15,299	15,970	16,602	1,089	1,145	1,249
2017-2018	1,160	1,211	1,312	15,749	16,277	16,905	1,139	1,200	1,309
2018-2019	1,137	1,186	1,260	16,117	16,718	17,397	1,212	1,270	1,384
2019-2020	1,160	1,214	1,274	16,410	17,311	17,883	1,262	1,321	1,443
2020-2021	1,190	1,247	1,304	16,675	17,894	18,314	1,274	1,361	1,478
2021-2022	1,212	1,287	1,340	16,746	18,014	18,370	1,303	1,392	1,491
2022-2023	*Not Available	1,317 *To date	1,368 *To date	*Not Available	18,415 *To date	18,740 *To date	*Not Available	1,433 *To date	1,518 *To date
**There is a duplicated headcount in the Assignment Count.*									

During the 2021-2022 school year, there were approximately 1,340 staff assigned to administrator assignments for an FTE of 1,287 and the state funded an FTE of 1,212. 18,370 staff were assigned to instructional assignments for an FTE of 18,013 and the state funded an FTE of 16,746. 1,491 staff assigned to pupil service staff assignments for an FTE of 1,392 and the state funded 1,303.

The administrators, instructional, and pupil service staff in assignment for the 2022-2023 school year have increased about two percent since the 2021-2022 school year. During the 2022-2023 school year, there were approximately 1,368 staff assigned to administrator positions for an FTE of 1,317, 18,740 staff assigned to instructional positions for an FTE of 18,415, and 1,518 staff assigned to pupil service staff positions for an FTE of 1,433. The state funded FTE counts will be available later in December, 2022.

B. STATEWIDE STAFF DEMOGRAPHICS

Statewide Staff Demographics (Racial and Ethnic Makeup of Educational Staff)

As demonstrated in Table 2 (as seen below), the table indicates the race and ethnic backgrounds self-reported by educational staff (Administrative Staff, Instructional Staff, and Pupil Service Staff) in Idaho.

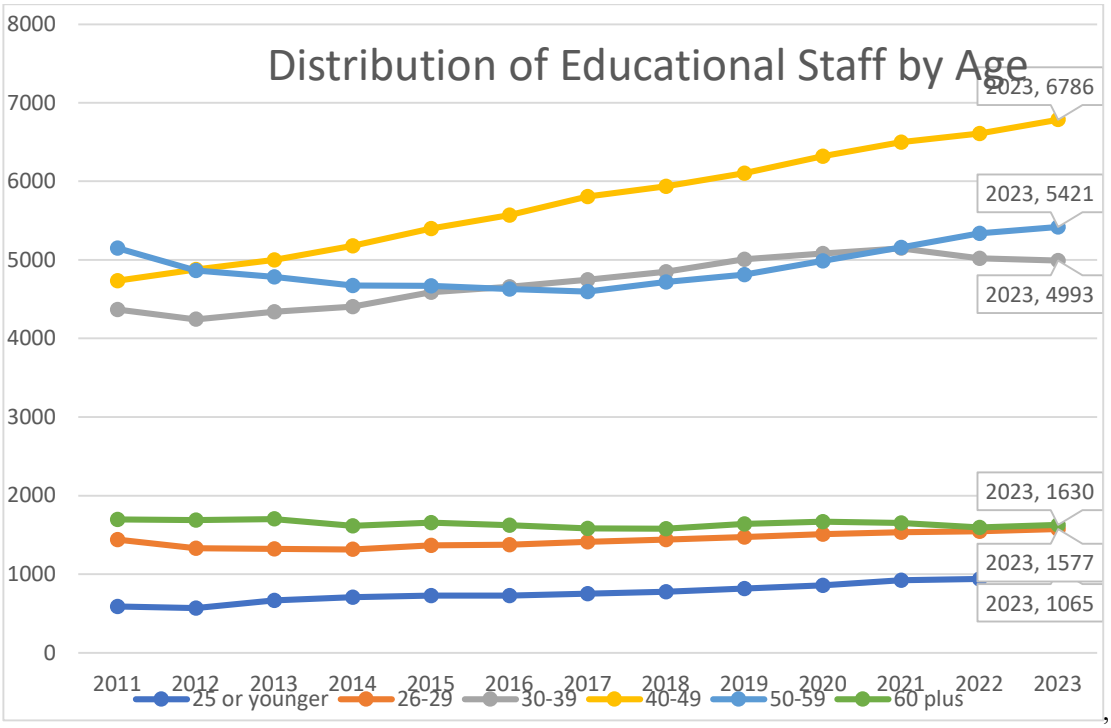
Table 2. Racial and Ethnic Makeup of Educational Staff (Administrative Staff, Instructional Staff, and Pupil Service Staff)

Racial and Ethnic Makeup of Educational Staff									
Race / Ethnicity	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
American Indian or Alaska Native	0.28%	0.30%	0.30%	0.29%	0.31%	0.30%	0.31%	0.32%	0.31%
Asian	0.47%	0.44%	0.46%	0.47%	0.45%	0.49%	0.58%	0.58%	0.59%
Black or African American	0.14%	0.15%	0.14%	0.16%	0.17%	0.21%	0.21%	0.24%	0.29%
Hispanic or Latino	2.06%	2.15%	2.31%	2.45%	2.51%	2.69%	2.74%	2.88%	2.94%
Native Hawaiian or Other Pacific Islander	0.08%	0.10%	0.11%	0.14%	0.13%	0.10%	0.10%	0.10%	0.14%
Two Or More Races	0.23%	0.23%	0.27%	0.23%	0.25%	0.26%	0.30%	0.28%	0.29%
White	96.74%	96.63%	96.41%	96.27%	96.18%	95.94%	95.76%	95.59%	95.43%

Statewide Staff Demographics (Distribution of Educational Staff by Age)

As demonstrated in Figure 1 (as seen below), the figure displays the distribution of educational staff (Administrative Staff, Instructional Staff, and Pupil Service Staff) by age in Idaho since 2011.

Figure 1. Distribution of Educational Staff by Age and Year



In Figure 1 (as seen above), the distinct count is used to identify the number of educational staff members across each age band. 12.30% (2,642 distinct individuals) of educational staff are 29 years or younger for the current 2022-2023 school year, which is a .49% increase from the 2021-2022 school year. 54.86% (11,779 distinct individuals) of educational staff are between 30 years and 49 years of age for the current 2022-2023 school year, which is a .39% decrease from the 2021-2022 school year. 32.84% (7,051 distinct individuals) of educational staff are 50 years or older for the current 2022-2023 school year, which is a .10% decrease from last school year. Since 2011, about 80% of educational staff are between the ages of 30 years and 59 years of age. There has been a small and steady increase in educational staff 25 years or younger since 2011, small and steady increase in educational staff 26 years to 29 years of age since 2014, along with shifting increases and decreases in educational staff 60 years of age or older with a slight increase this current 2022-2023 school year. Administrative leadership across Idaho have reported that some retired educational staff are serving as administrators, teachers, and pupil service staff to fill shortage areas in Idaho's schools, which could explain the shifting increases and decreases in educational staff 60 years of age or older.

Statewide Staff Demographics (Age Makeup of Educational Staff by Initial Certification Route)

In Table 3, the heatmap table shows the age makeup of educational staff by initial certification route in Idaho for fiscal year 2022.

Table 3. Age Makeup of Educational Staff by Initial Certification Route for Fiscal Year 2022

Age Makeup of Educational Staff by Initial Certification Route for Fiscal Year 2022							
Route	25 or younger	26-29	30-39	40-49	50-59	60 plus	Grand Total
Alternate Route	6.95%	12.74%	32.50%	30.56%	13.49%	3.77%	100.00%
CTE	7.98%	9.39%	18.31%	25.35%	28.17%	10.80%	100.00%
Emergency	5.06%	5.81%	25.47%	34.83%	21.91%	6.93%	100.00%
General	4.20%	7.03%	23.21%	31.10%	26.40%	8.06%	100.00%
Specialized Content	0.00%	0.00%	0.00%	30.00%	60.00%	10.00%	100.00%

The age makeup of educational staff by initial certification route shows the initial routes that are accessed by educational staff across various age bands. The heat maps show that alternates routes were most accessed by educational staff between 30-49 years of age. CTE routes were most accessed by educational staff between 40-59 years of age. Emergency routes were most accessed by educational staff between 30-59 years of age. General routes were most access by educational staff between 30-59 years of age. Specialized content routes were most accessed by educational staff between 40-50. Specialized Content refers to a holder of a Postsecondary Specialist Certificate. A Postsecondary Specialist certificate is granted to current academic faculty member whose primary employment is with any accredited Idaho Postsecondary institution. To be eligible to teach in the public schools under this Postsecondary Specialist certificate, the candidate must supply a recommendation from the employing institution. The primary use of this state-issued certificate is for distance education, virtual classroom programs, and public and postsecondary partnerships.

In Table 4 (as seen below), the heatmap table shows the age makeup of Resident 1 (Career Ladder Placement) Educational Staff by initial certification route in Idaho for fiscal year 2022.

Table 4. Age Makeup of Resident 1 (Career Ladder Placement) Educational Staff by Initial Certification Route for Fiscal Year 2022

Age Makeup of Resident 1 (Career Ladder Placement) Educational Staff by Initial Certification Route for Fiscal Year 2022							
Route	25 or younger	26-29	30-39	40-49	50-59	60 plus	Grand Total
Alternate Route	21.83%	17.61%	30.28%	22.30%	7.51%	0.47%	100.00%
CTE	26.92%	15.38%	23.08%	23.08%	11.54%	0.00%	100.00%
Emergency	15.15%	19.70%	34.85%	16.67%	10.61%	3.03%	100.00%
General	33.54%	15.23%	22.43%	20.78%	5.86%	2.16%	100.00%

The age makeup of Resident 1 (Career Ladder Placement) educational staff by certification route shows the routes that are accessed by educational staff across various age bands. Alternate routes were most accessed by Resident 1 educational staff 30-39 years of age. CTE routes were most accessed by Resident 1 educational staff 25 years and younger. Emergency routes were most accessed by Resident 1 educational staff between 30-39 years of age. General routes were most accessed by Resident 1 educational staff 25 years or younger.

C. GROWTH PROJECTIONS

Student Population Growth by Grade Level

Table 5 (below) shows is a heat map that shows the count of students by grade level. This data is recorded the last Friday and November of each school year. The cells that are colored green show a growth in the count of students in the grade level. On average, Idaho was seeing an average total growth of about 1.1% each year. The trends show that there is more growth in secondary schools than elementary schools. In fiscal year 2020, Idaho had the highest count of students in fifth through nineth grade and these students are currently in eighth through twelfth grade for the 2022-2023 school year. It appears that this influx of students will age out of the K-12 public school system over the next four school years and the trend will return to its standard distribution. The growth that is seen at the secondary level is likely related to the population growth that Idaho has seen over the last several years, which has affected the grade distribution.

Table 5. Student Population by Grade Level and Fiscal Year

Student Population by Grade Level and Fiscal Year									
Grade	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**
KG	21556	21059	21187	21157	21488	21942	21128	22068	22019
1	23156	22432	22158	22186	22356	22710	22064	22922	23291
2	23189	23228	22732	22414	22647	22719	22469	23098	23534
3	22693	23423	23656	23169	23035	23227	22533	23396	23652
4	22825	22843	23800	24016	23688	23566	23114	23331	23909
5	22470	23100	23262	24172	24603	24122	23457	23807	23852
6	22247	22781	23602	23786	24822	25231	24145	24373	24339
7	22411	22572	23246	24060	24406	25369	25259	24962	24771
8	22453	22516	22886	23475	24499	24749	25292	25690	25283
9	22872	23255	23180	23647	24099	24963	24891	25907	26159
10	21670	22112	22727	22982	23465	24025	24700	24772	25818
11	20507	21254	21705	22226	22503	23099	23192	24171	24221
12	19632	20152	20948	21477	21801	22211	22684	22839	23676
Grand Total	**287,625**	**290,654**	**295,058**	**298,739**	**303,379**	**307,917**	**304,902**	**311,311**	**314,486**

The American Community Survey Data completed by the United States Census Bureau shows that the influx in students is most likely due to a population increase as seen in Table 6 (as seen below), which confirms the hypothesis that the growth seen in the secondary level is likely related to the population growth that Idaho has seen over the last several years as mentioned in the analysis for Table 5 (as seen above). Table 6 (below) also shows a percentage decrease in children under the age of 5 and children between the ages of 5 to 9 years of age, while the percentage of individuals between 10 and 19 years of age continued at about the same rate.

Table 6. American Community Survey Data for Idaho

American Community Survey Data for Idaho					
AGE	**Estimated Population in 2010**	**Distribution 2010 (%)**	**Estimated Population in 2021**	**Distribution 2021 (%)**	**Change in Population between 2010 and 2021**
Under 5 years	121,123	7.7%	113,051	5.9%	(8,072.09)
5 to 9 years	119,550	7.6%	129,930	6.8%	10,380.48
10 to 14 years	119,550	7.6%	142,097	7.5%	22,547.48
15 to 19 years	116,403	7.4%	138,443	7.3%	22,039.63
20 to 24 years	106,966	6.8%	119,836	6.3%	12,870.06
25 to 29 years	105,392	6.7%	119,505	6.3%	14,112.64
30 to 34 years	103,820	6.6%	126,935	6.7%	23,115.21
35 to 39 years	91,235	5.8%	127,071	6.7%	35,835.79
40 to 44 years	102,246	6.5%	126,363	6.6%	24,116.78
45 to 49 years	103,820	6.6%	110,707	5.8%	6,887.21
50 to 54 years	105,392	6.7%	105,735	5.6%	342.64
55 to 59 years	95,954	6.1%	109,604	5.8%	13,650.07

60 to 64 years	83,370	5.3%	117,636	6.2%	34,265.65
65 to 69 years	61,348	3.9%	105,806	5.6%	44,457.67
70 to 74 years	48,764	3.1%	88,739	4.7%	39,975.25
75 to 79 years	33,033	2.1%	57,500	3.0%	24,466.98
80 to 84 years	26,742	1.7%	31,635	1.7%	4,893.27
85 years and over	26,742	1.7%	30,330	1.6%	3,588.27
Total	1,571,450		1,900,923		329,473.00

Growth Projections

The estimated increase in students is 1.1%, but concentration in secondary grades as based in Table 5 yields a 1.2% increase. Based on this estimated growth, the staff allowance is based on 1.2%. Table 7 below shows the estimated staff allowance from General Funds.

Table 7. Estimated Staff Allowance from General Funds

Estimated Staff Allowance						
	2022	**2023**	**2024**	**2025**	**2026**	**2027**
Instructional Staff	17022.6	17226.9	17432.8	17640.2	17849.1	18060.5
Pupil Service Staff	1322.9	1338.7	1354.7	1370.8	1387.1	1403.5

D. EDUCATOR PREPARATION PROGRAM (EPP) COMPLETERS

Program Completers

Idaho has several Board-approved pathways to becoming a certificated teacher. 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 8 (as seen on page 7) summarizes the number of completers reported by each Educator Preparation Program, broken out by school year. It is important to note that these figures are different from the number of new certificated educators from each Educator Preparation Program. A completer from any given program may choose not to seek Idaho certification or employment within an Idaho public school.

Table 8. Educator Preparation Program Completers

Reported Number of Program Completers by Idaho-Approved Educator Preparation Program*									
Program	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Public Traditional Program	**386**	**411**	**403**	**379**	**337**	**350**	**365**	**478**	**416**
BSU	169	176	136	173	117	112	104	220	216
ISU	95	76	101	72	76	75	81	77	78

LCSC	47	49	50	40	32	63	39	55	38
UI	75	110	116	94	112	100	141	126	84
Non-Public Traditional Program	**498**	**358**	**452**	**412**	**392**	**429**	**399**	**413**	**349**
BYU-ID	439	294	380	349	334	380	354	385	312
COI	16	11	21	12	8	7	8	3	2
NNU	43	53	51	51	50	42	37	25	35
Non-Traditional Program	**60**	**185**	**418**	**275**	**32**	**146**	**100**	**672**	**262**
ABCTE	60	172	405	256	12	125	65	635	236
CSI	-	-	-	-	-	-	16	16	16
TFA-I	-	13	13	19	20	21	19	21	10
GRAND TOTAL	**944**	**954**	**1,273**	**1,066**	**761**	**925**	**864**	**1,563**	**1,027**

** 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.*

There is a high degree of variation from year to year in the total number of completers from each Educator Preparation Program and in grand total by school year. 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. The 2021-2022 school year show that public traditional programs and non-public traditional programs reported more completers than non-traditional programs.

E. EDUCATOR PREPARATION PROGRAM COMPLETERS NEXT YEAR PLACEMENT RATE

Program Completers and Next Year Placement Rate

There are some evident shifts when looking at the data on individuals who not only complete an Educator Preparation Program of some kind, but also end up teaching in an Idaho school the next school year. Table 9 (shown below) shows next year placement rates of Educator Preparation Program completers who taught in an Idaho school the next school year broken out by Educator Preparation Program and program type.

Table 9. Educator Preparation Program Completers Next Year Placement Rates

Educator Preparation Program Completers Next Year Placement Rates*									
Program	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Public Traditional Program									
BSU	65.82%	69.36%	71.54%	61.45%	65.79%	60.55%	71.29%	63.59%	66.67%
ISU	68.48%	79.17%	79.79%	83.10%	77.33%	72.97%	71.60%	78.95%	74.03%
LCSC	67.39%	62.50%	67.35%	48.72%	53.33%	57.38%	58.97%	57.41%	57.89%
UI	43.84%	46.30%	50.43%	36.56%	50.00%	45.00%	44.29%	43.48%	48.48%
Non-Public Traditional Program									
BYU-ID	26.40%	27.65%	30.83%	28.24%	25.45%	23.12%	23.50%	31.73%	30.87%
COI	62.50%	60.00%	76.19%	91.67%	100.00%	100.00%	100.00%	100.00%	50.00%
NNU	76.19%	71.15%	80.39%	77.55%	68.09%	82.93%	75.00%	68.00%	67.65%
Non-Traditional Program									
ABCTE	*Insufficient or Incomplete Data	75.00%	81.54%	*Insufficient or Incomplete Data	83.33%	79.17%	79.37%	81.98%	81.70%
CSI							100.00%	100.00%	100.00%

TFA-I	-	100.00%	100.00%	100.00%	100.00%	*Insufficient or Incomplete Data	*Insufficient or Incomplete Data	100.00%	88.89%

**The complete table including Educator Preparation Program Completers, Completers teaching the next school year with a matched ID, and the Educator Preparation Program Placement rate can be found in Appendix A.*
** It is difficult to calculate exact next year placement rates for each Educator Preparation Program without matching EDUIDs between all program completers and new teachers (a challenge due to incomplete data).*

The total number of completers reported by each Educator Preparation Program were matched with those who obtained teaching assignments the next school year. The table above shows Educator Preparation Program next year placement rates of completers who obtained a teaching assignment the next school year since the 2013-2014 school year. The 2020-2021 column shows the 2020-2021 educator preparation program completers matched to a teaching assignment the next school year (2021-2022 school year). The 2021-2022 educator preparation program completers matched to a teaching assignment the next school year (2022-2023 school year) is also included. The table above shows that Idaho State University has the highest 2021-2022 educator preparation program completers next year placement rate at 74.03% for public traditional programs, Northwest Nazarene University has the highest 2021-2022 educator preparation program completers next year placement rate at 67.65% for non-public traditional programs, and College of Southern Idaho has the highest 2021-2022 educator preparation program completers next year placement rate at 100% for non-traditional programs. It is important to note that there are several factors that could cause an individual to delay their entry into the classroom following their completion of an Educator Preparation Program.

F. CERTIFICATES & ENDORSEMENTS ISSUED

Certificates 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 2 displays the number of unique individuals (by year) who were issued a certificate and endorsement of any kind excluding emergency provisional certificates and renewals. This includes three-year nonrenewable Interim Certificates (for alternate authorizations, non-traditional program completers, reinstatements, and out of state transfers), Standard Instructional Certificates, and endorsements. The data is broken out by the fiscal year in which the certificates became effective. In addition, the figure shows the count of all newly issued certificates into two categories: newly issued certificates paired with an assignment in any school year and newly issued certificates not paired with an assignment in any school year.

Figure 2. Count of All Newly Issued Certificates and Endorsements by Fiscal Year

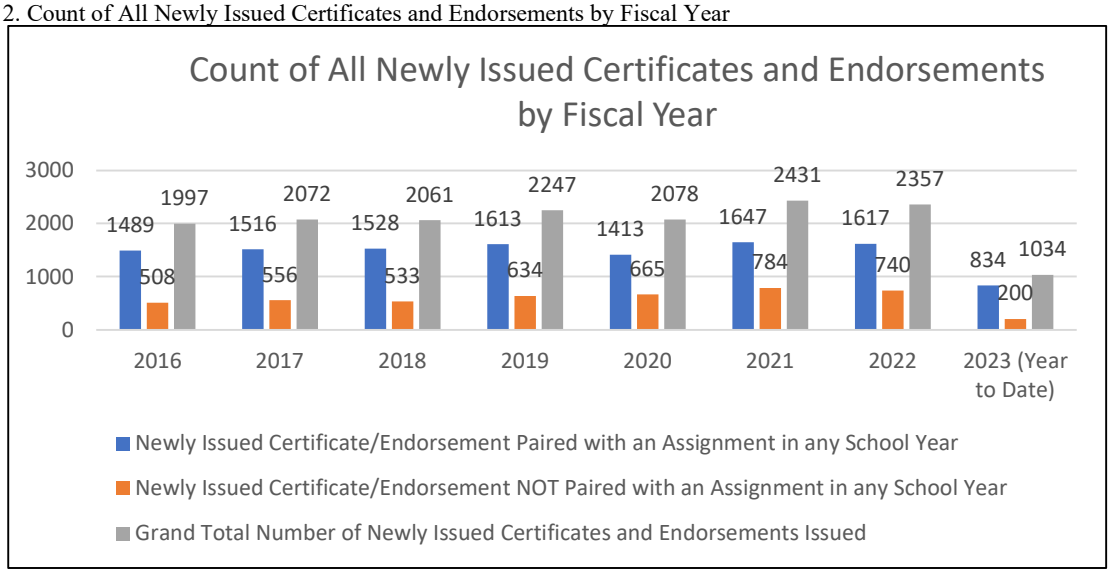


Figure 2 (above) shows that the number of newly issued certificates and endorsements issued for all staff since fiscal year 2016. From fiscal year 2016 to fiscal year 2022, a range from 25% to 31% of newly issued certificates are not paired with an assignment in an Idaho school. Fiscal year 2023 shows that 18.8% of newly issued certificates are not paired with an assignment in an Idaho school, but this percentage will likely change once more data is obtained for the current fiscal year based on trends seen in previous fiscal years. A portion of the newly issued certificates that are not paired with an assignment in an Idaho school may be teaching in a private school or have taken their certificate to another state via reciprocity agreements. It is notable to mention that a portion of these individuals with a newly issued certificate are not teaching, despite having gone through the process of obtaining and/or maintaining valid Idaho certification. Identifying the reasons for these individuals choosing not to enter the field of teaching and targeting recruitment incentives to address the reasons may be a valuable way to strengthen Idaho's educator pipeline.

Endorsements Issued

The number of newly issued instructional endorsements issued in each fiscal year excluding renewals can be seen in the table in Appendix A. The table in Appendix C shows the count of newly issued endorsements that were and were not connected with a school based assignment in any year. The table below show that a substantial number of instructional endorsements were issued, but have not been associated with a school based assignment in any year. This data shows us newly issued teaching endorsements since fiscal year 2016 to show the pipeline of new instructional staff entering the pipeline. The table below shows the number of newly issued Math, Science, CTE, Computer Science, All Subjects K-8, and Special Education endorsements that were and were not connected with a school-based assignment in any year. The full table is found in Appendix B. It is important to note that the number of endorsements listed for fiscal year 2023 was based on numbers from November 2022 and the numbers will change as more individuals file for endorsements during fiscal year 2023.

In several subject areas, the total number of instructional endorsements issued has increased from FY21 to FY22. This includes categories, such as *American Government/Political Science (6-12), Deaf/Hard of Hearing (Pre-K-12), English, Music (6-12), and Visual Arts (K-12).*

In several subject areas, the total number of instructional endorsements issued has decreased from FY21 to FY22. This includes some traditionally hard-to-fill categories, such as *All Subjects (K-8), Chemistry (6-12), Earth and Space Science (6-12), Economics (6-12), English as a Second Language (K-12), Exceptional Child Generalist (K-12), Family and Consumer Science (6-12), History (6-12), and Visual Impairment (Pre-K-12).* 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.

Math Endorsements

Figure 3 (below) show the count of math endorsements by level associated with active contracts and assignments. The data for 2023 is year to date. The shows that the total number of math endorsements with active contracts and assignments have increased from 2012 to 2022.

Figure 3. Math Endorsements by Instructional Level

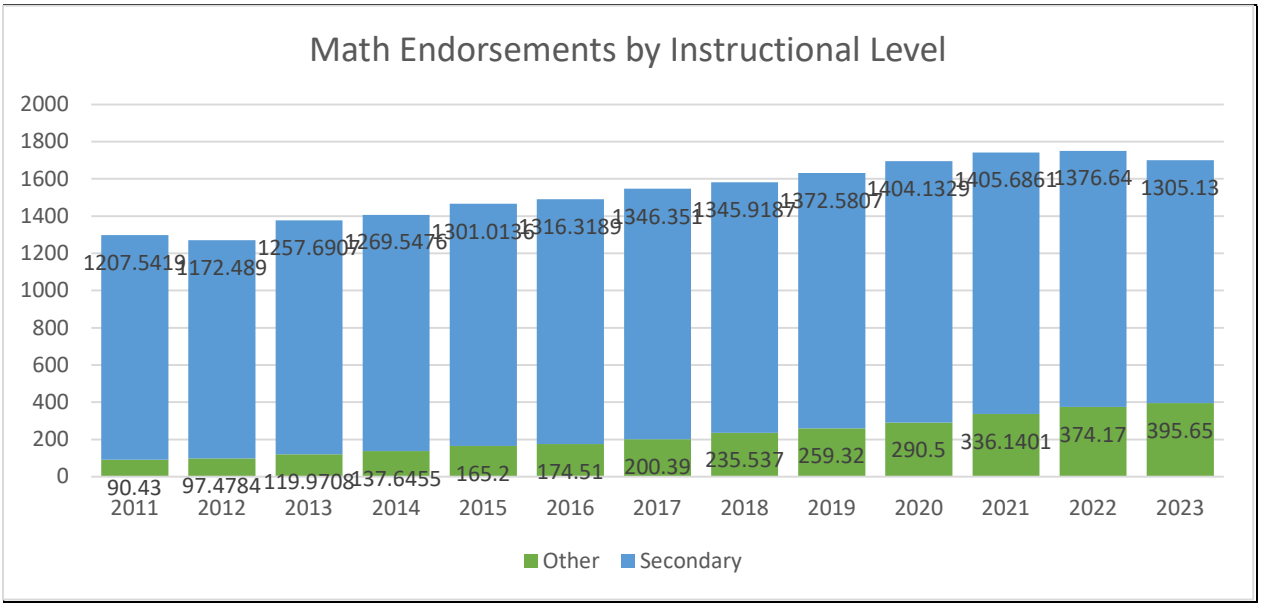


Figure 4 (below) show the count of math endorsements at the secondary level associated with active contracts and assignments. The data for 2023 is year to date. The data shows an increase in the number of secondary math endorsements with active contracts and assignments from 2012 to 2021 with a slight decline in 2022.

Figure 4. Math Endorsements at the Secondary Level

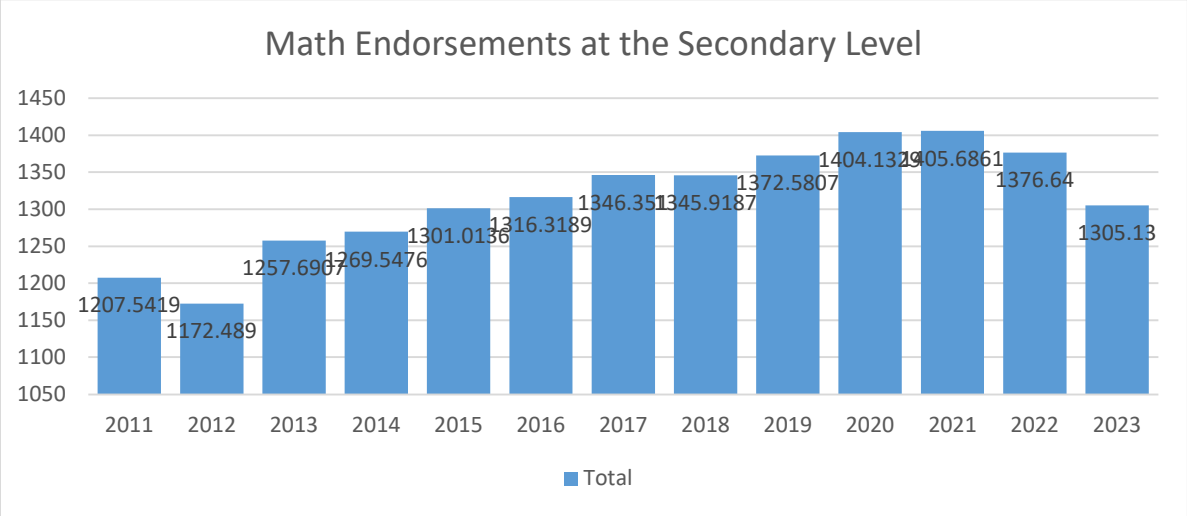
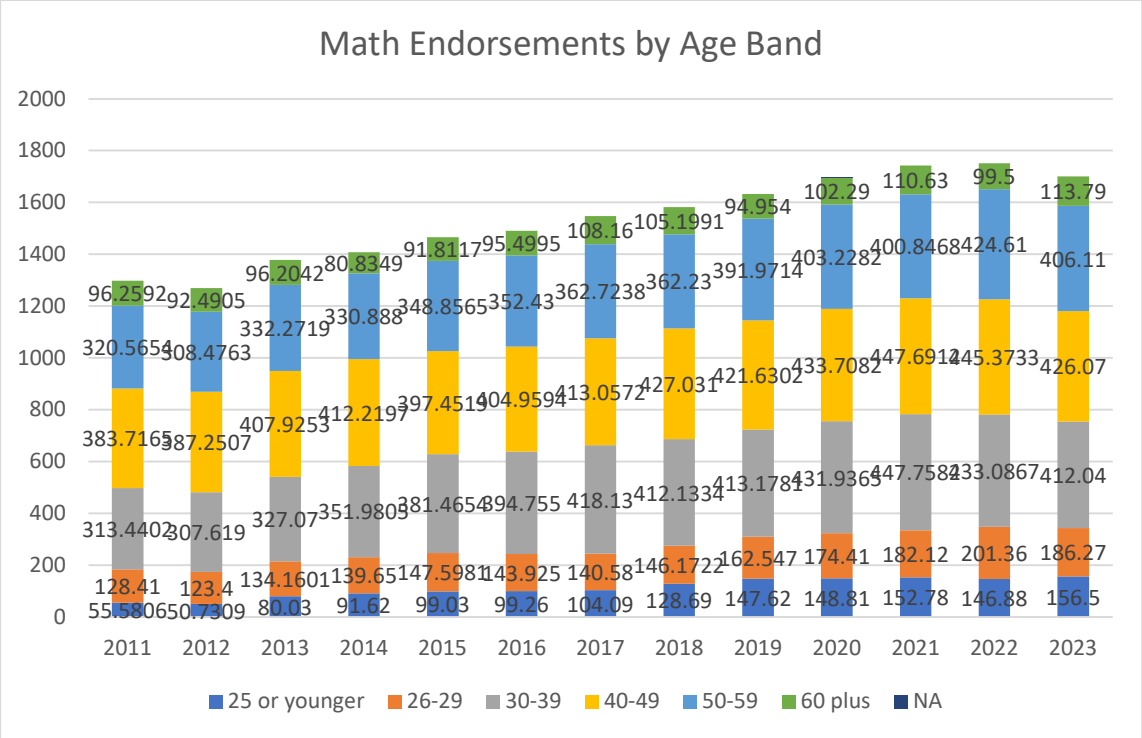


Figure 5 (below) show the count of math endorsements by age band and fiscal year with active contracts and assignments. The data shows that the majority of math endorsements with active contracts and assignments are held by individuals in the 30-39 age band, 40-49 age band, and the 50-59 age band. The data for the age band 25 years and younger shows that the number of math endorsements with active contracts and assignments were increasing from 2012 to 2021 with a slight decline in 2022. The 2023 data is year to date, but does show an increase in the number of math endorsements with active contracts and assignments in the age band 25 years and younger. In comparing 2021 to 2022, an increase in math endorsements with active contracts and assignments can be seen in the 26-29 age band and the 50-59 age band. In comparing 2021 to 2022, a decrease in math endorsements with active contracts and assignments can be seen in the 25 and younger age band, 20-39 age band, 40-49 age band, and 60 plus age band.

Figure 5. Math Endorsements by Age Band



Emergency Provisional Certificates

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 10 shows, the number of Emergency Provisionals granted has tripled since the 2016-2017 school year. Current data for the 2022-2023 school year show that there are 58 classrooms led by an individual with an Emergency Provisional Certificate as of December 2022. The requirements for an Emergency Provisional Certificate are a background check, two years of college training (which is defined as 48 semester credits), an application (Includes the following: the date of the school district/charter school declaring an emergency, date applicant was hired to serve in the position that requires certification/endorsement, and summary of recruitment efforts which lead to the emergency), applications received after January 1st of the school year must be due to the school district/charter school losing a staff member after January 1st of the school year, and the Emergency Provisional Certificate is approved as a one-time basis per individual except under extenuating circumstances. An explanation of extenuating circumstances must be included with a second-year application. It is important to note that an Emergency Provisional Certificate cannot be used for Special Education Teaching Positions. Table 7 (below) shows the number of Emergency Provisional Certificates issued and used by school year.

Table 10. Issuance and Use of Emergency Provisional Certificates

Issuance and Use of Emergency Provisional Certificates		
School Year	**# Issued**	**# Used**
2005-2006	0	0
2006-2007	383	253
2007-2008	233	154
2008-2009	174	115
2009-2010	71	50
2010-2011	48	46

2011-2012	54	52
2012-2013	58	56
2013-2014	101	97
2014-2015	93	91
2015-2016	0	0
2016-2017	17	17
2017-2018	27	27
2018-2019	55	55
2019-2020	48	46
2020-2021	61	61
2021-2022	94	81
2022-2023	61	58

Table 10 (to the left) shows the number of Emergency Provisional Certificates issued and used by school year. Since the 2005-2006 school year, the highest number of Emergency Provisionals were issued and used between 2006-2009. From the 2016-2017 school year to the 2021-2022 school year, we saw an increase in Emergency Provisional Certificates issued and used. We have currently issued 61 Emergency Provisional Certificates for this current 2022-2023 school year with 55 of those issued Emergency Provisional Certificates used.

At the October 2022 School Board Meeting, 76 total Emergency Provisionals were approved year to date and an additional 87 (82 are Instructional Staff and 5 are Pupil Service Staff) new Emergency Provisionals will be reviewed at the December 2022 State School Board Meeting.

The newly issued pupil service endorsements issued by school year and if the endorsement was attached to any school based assignment in any year are listed in a table in Appendix C. The data does not include renewal of the pupil services endorsements. This data shows us newly issued pupil service endorsements from 2016-2017 to the 2022-2023 school year to show the pipeline of new pupil service staff entering the pipeline. The fiscal year 2023 data is based on data up to November 2022. Additional endorsements will be issued as more individuals file for an endorsement in fiscal year 2023.

Since the **2016-2017** school year to the current **2022-2023** school year, the following pupil service endorsements were newly issued (not including renewals) and used in an Idaho school assignment in any year:

- Audiology:
  - Total of 2 newly issued endorsements
    - 0 of the 2 newly issued endorsements were connected to an assignment in an Idaho School in any year
  - Note: The Audiology Program at Idaho State University went through a program change in 2016 where the Doctorate Degree in Audiology was offered and the Master of Science Degree in Audiology was closed.
- Occupational Therapist:
  - Total of 58 newly issued endorsements
    - 42 out of the 58 newly issued endorsements were connected to an assignment in an Idaho School in any year
- Physical Therapist
  - Total of 20 newly issued endorsements
    - 15 out of the 20 newly issued endorsements were connected to an assignment in an Idaho School in any year
- School Counselor -Basic:
  - Total of 49 newly issued endorsements
    - 40 out of 49 newly issued endorsements were connected to an assignment in an Idaho School in any year
- School Counselor (K-12):
  - Total of 548 newly issued endorsements
    - 481 out of the 548 newly issued endorsements were connected to an assignment in an Idaho School in any year
- School Nurse:
  - Total of 258 newly issued endorsements
    - 227 out of the 258 newly issued endorsements were connected to an assignment in an Idaho School in any year
- School Psychologist:

    - Total of 196 newly issued endorsements
        - 137 out of the 196 newly issued endorsements were connected to an assignment in an Idaho School in any year
- School Social Worker:
    - Total of 206 newly issued endorsements
        - 168 of the 206 newly issued endorsements were connected to an assignment in an Idaho School in any year
- Speech -Language Pathologist:
    - Total of 351 newly issued endorsements
        - 159 of the 351 newly issued endorsements were connected to an assignment in an Idaho School in any year

F. AVERAGE CLASS SIZE

Class Size by Locale

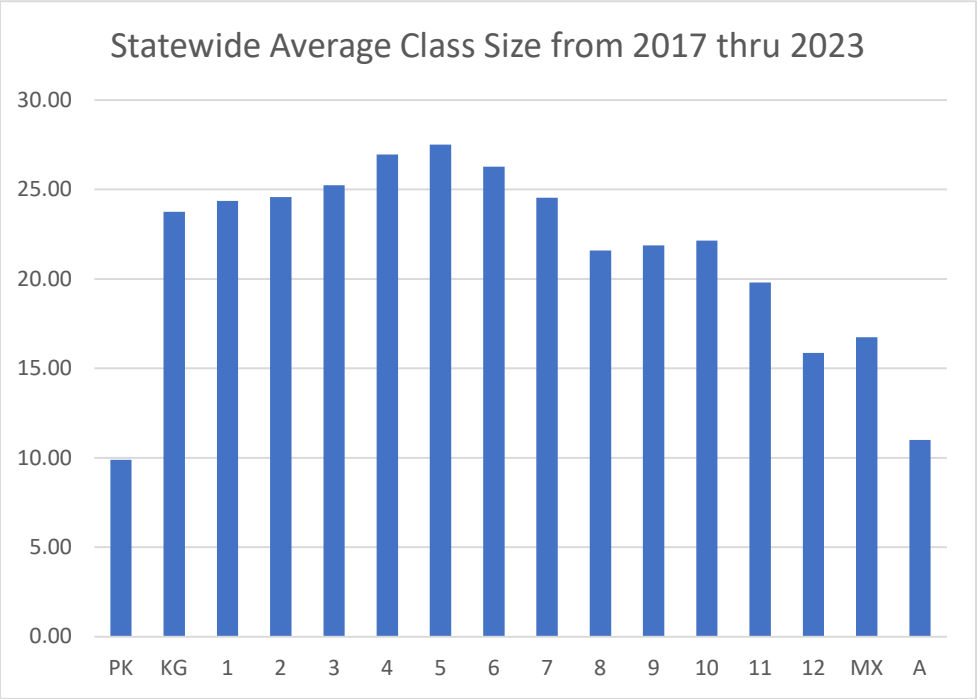
Table 11 (below) shows a break down of locale and the percentage of schools within the locale that had an increase in average class size.

Table 11. Increases in Class Size by Locale

Locale	% of Schools with an Increase in Average Class Size
City: Mid-size	1.59%
City: Small	7.89%
Suburb: Large	1.85%
Suburb: Mid-size	1.96%
Suburb: Small	2.56%
Town: Fringe	4.00%
Town: Distant	2.27%
Town: Remote	3.85%
Rural: Fringe	4.90%
Rural: Distant	13.19%
Rural: Remote	5.79%

Rural-remote, rural-distant, and small cities had schools that saw the highest increase in average class size as follows: 13.19% of schools in rural-distant areas, 7.89% of schools in small cities, and 5.79% of schools in rural-remote areas. The increase in class size may be due to unfilled positions, staff funding, educator shortages, and various other reasons. It is also notable that housing prices have substantially increased, which may have priced some families out of suburban areas or mid-size cities and lead them to small cities or a rural area. In addition, there may be a lack of housing and/or affordable housing in some of Idaho's rural areas that make attracting and retaining staff more difficult.

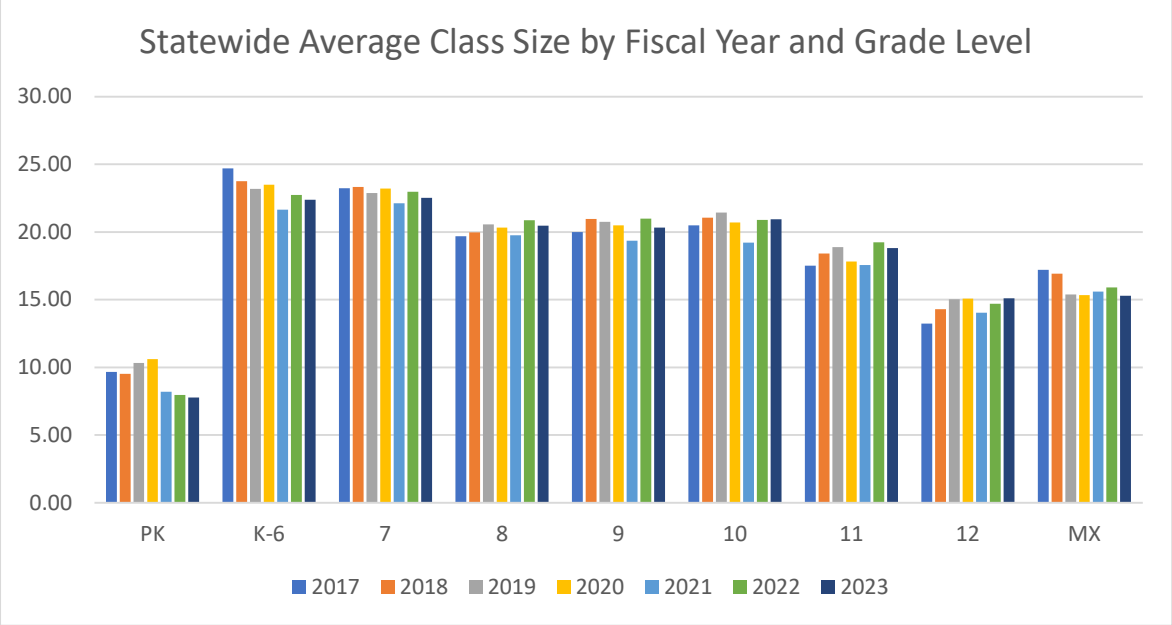
Figure 6. Average Class Size by Grade



The average class size in public school districts and charter schools by grade level was averaged between 2017 and 2023 and display in Figure 6 (below). Third, fourth, fifth, and sixth grade had averages over 25 students. Kindergarten, first grade, second grade, seventh grade, eight grade, ninth grade, and tenth grade had averages between 20-25 students. Eleventh grade and twelfth grade had averages between 15-20 students.

Figure 7 (below) shows the average class size in Idaho public school districts and charter schools by grade level and separated out by fiscal year. When analyzing the average class size from 2017 to 2023, it can be seen that elementary (Kindergarten – seventh grade) have shown a slight decrease in average class size, seventh grade class size is relatively similar across all years analyzed, and eighth grade class size is trending a slight increase. Ninth grade class size has slightly fluctuated, tenth grade has slightly fluctuated – but has similar class size to last school year, eleventh grade is slightly trending an increase – but there was a decrease from fiscal year 2022 to fiscal year 2023, and twelfth grade is slightly trending an increase.

Figure 7. Statewide Average Class Size by Fiscal Year and Grade Level



III. EDUCATOR MOBILITY & RETENTION

A. OVERALL STATEWIDE RETENTION RATES

The retention rate has shown a steady upward trend since the implementation of the career ladder. The career ladder allows local education agencies to receive an allocation for instructional staff and pupil service staff based on their staffs' position on the career ladder. The benefits of the career ladder are that teachers would earn higher salaries than the salary possible in most local education agencies under the current funding formula and stakeholders would gain a teacher compensation system with greater accountability and emphasis on effectiveness. Most local education agencies are unable to match teacher salaries paid by a handful of local education agencies with larger amounts of funding, which creates instability in staffing and causes Idaho schools to lose teachers to other states and professions. The career ladder standardizes the pay schedule with the intent to reduce staffing instability, teacher performance evaluations would become a more meaningful tool, and become more competitive with other states and the private sector.

Instructional Staff Next Year Retention Rates by Career Ladder Placement

Table 12. Instructional Staff Next Year Retention Rates by Career Ladder Placement

2021-2022 Instructional Staff Next Year Retention Rates by Career Ladder Placement			
Experience	**% Retained in School**	**% Retained in LEA**	**% Retained in State**
Resident 1	72.9%	77.8%	84.8%
Resident 2	75.2%	79.5%	86.0%
Resident 3	75.9%	79.7%	87.0%
Professional 4-7	79.8%	84.2%	89.1%
ADV Pro/ PRO, 8 or more	84.2%	87.3%	89.7%

Table 12 (to the left) displays the next year retention rates of instructional staff by experience. Experience is defined by professional experience as determined by the rungs on the career ladder. Experience is divided into several categories: Resident 1, Resident 2, Resident 3, Professional 4-7 Years of Experience, Advanced Professional/Professional - 8 or More Years of Experience. The retention rates are provided at multiple levels: same school, same LEA, and statewide. The retention rates show that Idaho retains teachers at a higher rate at a local education agency or state level versus at the school level. Next year retention rates are the highest for Instructional staff in the Professional rung 4-7 years of experience and Advanced Professional/Professional category with 8 or more years of experience.

Instructional Staff Cohort State Retention Data Over Five Years by Career Ladder Placement

The five-year instructional staff cohort state retention data is separated out by career ladder placement. Career Ladder Placement is divided into several categories: Resident 1, Resident 2, Resident 3, Professional 4-7 Years of Experience, Advanced Professional/Professional - 8 or More Years of Experience. In addition, the five-year instructional staff cohort retention data is at the state level and by fiscal year. It is notable to mention that the Career Ladder was implemented in 2016, a statewide salary increase was implemented in 2020, and the COVID-19 pandemic occurred during the 2019-2020 and 2020-2021 school years and the impacts can be observed below.

Table 13. Five-Year Instructional Staff Cohort State Retention Data by Career Ladder Placement and School Year

Five-Year Instructional Staff Cohort State Retention Data by Career Ladder Placement and School Year					
	In Assignment - Distinct Count	In Assignment - Retained in State- 2nd Year	In Assignment - Retained in State- 3rd Year	In Assignment - Retained in State- 4th Year	In Assignment - Retained in State- 5th Year
Instructional Staff					
Resident 1					
2016	1,094	86.3%	78.2%	72.6%	68.8%
2017	1,097	86.0%	78.2%	72.7%	70.6%
2018	973	86.3%	77.5%	71.7%	66.9%
2019	967	87.7%	80.4%	72.3%	66.8%
2020	1,009	89.0%	77.8%	70.6%	
2021	1,184	84.5%	74.8%		
2022	1,366	84.8%			
	In Assignment - Distinct Count	**In Assignment - Retained in State- 2nd Year**	**In Assignment - Retained in State- 3rd Year**	**In Assignment - Retained in State- 4th Year**	**In Assignment - Retained in State- 5th Year**
Resident 2					
2016	4,934	89.9%	83.3%	79.1%	76.3%
2017	1,168	87.4%	80.3%	75.6%	72.1%
2018	1,181	87.2%	80.4%	77.4%	71.0%
2019	1,079	87.5%	80.3%	75.1%	66.5%
2020	1,051	88.7%	79.7%	72.7%	
2021	930	86.7%	77.3%		
2022	1,155	86.0%			
	In Assignment - Distinct Count	**In Assignment - Retained in State- 2nd Year**	**In Assignment - Retained in State- 3rd Year**	**In Assignment - Retained in State- 4th Year**	**In Assignment - Retained in State- 5th Year**
Resident 3					
2016	573	90.9%	83.9%	79.1%	77.5%
2017	4,657	90.9%	85.6%	81.9%	79.3%
2018	1,088	89.2%	83.2%	78.7%	71.9%
2019	1,289	90.1%	84.6%	76.8%	69.6%
2020	1,277	89.6%	81.7%	72.9%	
2021	1,039	87.4%	78.2%		
2022	1,008	87.0%			
	In Assignment - Distinct Count	**In Assignment - Retained**	**In Assignment - Retained**	**In Assignment - Retained**	**In Assignment - Retained**

		in State-2nd Year	in State-3rd Year	in State-4th Year	in State-5th Year
Professional 4 - 7 Years					
2016	3,147	92.5%	87.3%	82.7%	79.8%
2017	2,506	92.0%	86.4%	83.6%	79.5%
2018	6,055	91.9%	87.4%	83.8%	79.3%
2019	6,184	93.3%	88.7%	83.4%	77.7%
2020	8,481	94.0%	87.6%	81.1%	
2021	7,154	91.1%	83.0%		
2022	6,884	89.1%			
	In Assignment - Distinct Count	**In Assignment - Retained in State-2nd Year**	**In Assignment - Retained in State-3rd Year**	**In Assignment - Retained in State-4th Year**	**In Assignment - Retained in State-5th Year**
Adv Pro/ Pro, 8 or More					
2016	6,035	90.6%	83.2%	77.2%	71.3%
2017	7,061	90.6%	84.1%	77.9%	71.3%
2018	7,467	91.3%	84.7%	77.6%	70.4%
2019	7,724	91.6%	84.0%	76.4%	69.0%
2020	5,936	90.3%	81.1%	72.6%	
2021	7,745	90.6%	82.1%		
2022	7,919	89.7%			

In table 13 (above) the Resident 1 cohort category displayed that the number of new instructional staff has increased since 2019. The 2nd year retention rates of Resident 1 instructional staff have been increasing since 2016, but faced a dip in 2021. This dip occurred during the COVID-19 pandemic. In 2022, the retention rate of the 2nd year has slightly increased. 3rd year, 4th year, and 5th year retention rates of Resident 1 instructional staff show decreased retention rates.

The Resident 2 cohort category in the table show that Resident 2 instructional staff in their 3rd and 4th year are retained at higher rates than Resident 1 instructional staff between the years of 2016 to 2020.

The Resident 3 cohort category show higher 2nd, 3rd, 4th, and 5th year retention rates than Resident 1 and Resident 2 Instructional staff retention rates from 2016-2022.
The Professional 4-7 years of Experience cohort category show higher 2nd, 3rd, 4th, and 5th year retention rates than Resident 1, Resident 2, and Resident 3 instructional staff retention rates between the years of 2016 to 2020.

The Advanced Professional/ Professional with 8 or More Years of Experience cohort category show higher 2nd year retention rates than Resident 1, Resident 2, and Resident 3 retention rates between the years of 2016 to 2020. The retention of instructional staff in the Advanced Professional/Professional 8 or more years of experience rungs will look different from the other rungs as these individuals may go into administrative roles, coaching and mentoring roles, or retirement.

Definition of Professional and Advanced Professional Endorsements as related to Career Ladder Placement

Per Idaho Code § 33-1201A, upon holding a certificate for three (3) years, any such instructional staff or pupil service staff employee may apply for an Idaho professional endorsement. Upon holding a professional endorsement for five (5) years or more, any such instructional staff or pupil service staff employee may apply for an Idaho advanced professional endorsement.

To be eligible for an Idaho professional endorsement, the instructional staff or pupil service staff employee must:

(a) Have held a certificate and been employed in a public school for at least three (3) years or have completed a state board of education-approved interim certificate of three (3) years or longer;
(b) Show they met the professional compensation rung performance criteria for two (2) of the three (3) previous years or the third year;
(c) Have a written recommendation from the employing school district; and
(d) Have an annual individualized professional learning plan developed in conjunction with the employee's school district supervisor.

To be eligible for an Idaho advanced professional endorsement, the instructional staff or pupil service staff employee must:

(a) Have held a renewable certificate and been employed in a public school for at least eight (8) years or more or have completed a state board of education-approved interim certificate of three (3) years or longer and held a renewable certificate and been employed in a public school for five (5) years or more;
(b) Show they met the professional compensation rung performance criteria for four (4) of the five (5) previous years or the third, fourth, and fifth year;
(c) During three (3) of the previous five (5) years, have served in an additional building or district leadership role in an Idaho public school, including but not limited to:
  (i) Instructional specialist or instructional coach;
  (ii) Mentor;
  (iii) Curriculum or assessment committee member;
  (iv) Team or committee leadership position;
  (v) Data coach; or
  (vi) Other leadership positions identified by the school district;
(d) Have a written recommendation from the employing school district;
(e) Have an annual individualized professional learning plan developed in conjunction with the employee's supervisor and a self-evaluation; and
  (f)(i) Effective July 1, 2020, through June 30, 2021, show they have met the advanced professional compensation rung performance criteria for three (3) of the five (5) previous years or the fifth year;
  (ii) Effective July 1, 2021, through June 30, 2022, show they have met the advanced professional compensation rung performance criteria for three (3) of the five (5) previous years or the fourth and fifth year; or
  (iii) Effective July 1, 2022, show they have met the advanced professional compensation rung performance criteria for three (3) of the five (5) previous years.

**Please refer to Idaho Code § 33-1201A for the entirety of the statute*.

Instructional Staff Cohort Local Education Agency Retention Data Over Five Years by Career Ladder Placement

The five-year instructional staff cohort Local Education Agency (LEA) retention data is separated out by career ladder placement. Career Ladder Placement is divided into several categories: Resident 1, Resident 2, Resident 3, Professional 4-7 Years of Experience, Advanced Professional/Professional - 8 or More Years of Experience. In addition, the five-year instructional staff cohort retention data is at the state level and by fiscal year. It is notable to mention that the Career Ladder was implemented in 2016, a statewide salary increase was implemented in 2020, and the COVID-19 pandemic occurred during the 2019-2020 and 2020-2021 school years and the impacts can be observed below.

Table 14 (below) shows fluctuation in retention in the Resident 1, Resident 2, and Resident 3 rungs of the Career ladder, but an increase in retention can be seen as educators enter the professional and advanced professional rungs of the career ladder.

Table 14. Five-Year Instructional Staff Cohort LEA Retention Data by Career Ladder Placement and School Year

Five-Year Instructional Staff Cohort LEA Retention Data by Career Ladder Placement and School Year				
	In Assignment - Distinct Count	**In Assignment - Retained in LEA- 2nd Year**	**In Assignment - Retained in LEA- 3rd Year**	**In Assignment - Retained in LEA- 5th Year**
Instructional Staff				
Resident 1				
2016	1,094	86.30%	78.20%	68.80%
2017	1,097	86.00%	78.20%	70.60%
2018	973	86.30%	77.50%	66.90%
2019	967	87.70%	80.40%	66.80%
2020	1,009	89.00%	77.80%	
2021	1,184	84.50%	74.80%	
2022	1,366	84.80%		
	In Assignment - Distinct Count	**In Assignment - Retained in LEA- 2nd Year**	**In Assignment - Retained in LEA- 3rd Year**	**In Assignment - Retained in LEA- 5th Year**
Resident 2				
2016	4,934	85.2%	75.5%	64.0%
2017	1,168	81.9%	71.3%	60.0%
2018	1,181	81.8%	72.7%	60.0%
2019	1,079	82.6%	73.2%	55.4%
2020	1,051	84.5%	71.8%	
2021	930	81.7%	66.8%	
2022	1,155	79.5%		
	In Assignment - Distinct Count	**In Assignment - Retained in LEA- 2nd Year**	**In Assignment - Retained in LEA- 3rd Year**	**In Assignment - Retained in LEA- 5th Year**
Resident 3				
2016	573	88.0%	79.2%	66.7%
2017	4,657	86.8%	78.7%	68.5%
2018	1,088	84.8%	76.3%	60.8%
2019	1,289	86.0%	78.0%	57.6%
2020	1,277	85.9%	74.9%	
2021	1,039	82.5%	68.8%	
2022	1,008	79.7%		
	In Assignment - Distinct Count	**In Assignment - Retained in LEA- 2nd Year**	**In Assignment - Retained in LEA- 3rd Year**	**In Assignment - Retained in LEA- 5th Year**
Professional 4 - 7 Years				
2016	3,147	89.4%	82.3%	71.8%
2017	2,506	89.9%	81.8%	72.5%
2018	6,055	88.5%	81.2%	70.4%

2019	6,184	89.8%	82.9%	67.3%
2020	8,481	91.3%	82.6%	
2021	7,154	87.7%	75.5%	
2022	6,884	84.2%		
	In Assignment - Distinct Count	**In Assignment - Retained in LEA- 2nd Year**	**In Assignment - Retained in LEA- 3rd Year**	**In Assignment - Retained in LEA- 5th Year**
Adv Pro/ Pro, 8 or More				
2016	6,035	89.1%	80.5%	66.8%
2017	7,061	88.8%	81.1%	66.7%
2018	7,467	89.7%	81.7%	66.5%
2019	7,724	89.8%	81.2%	64.5%
2020	5,936	88.8%	79.1%	
2021	7,745	89.1%	78.6%	
2022	7,919	87.3%		

Table 15. Pupil Service Staff Retention by Career Ladder Placement

2021-2022 Pupil Service Staff Next Year Retention Rates by Experience			
Experience	**% Retained in School**	**% Retained in LEA**	**% Retained in State**
Resident 1	77.9%	83.8%	86.8%
Resident 2	63.6%	70.0%	77.3%
Resident 3	72.5%	78.4%	81.4%
Professional 4-7	77.4%	83.9%	87.3%
ADV Pro/ PRO, 8 or more	79.5%	83.8%	86.1%

Table 15 (to the left) displays the next year retention rates of pupil service staff by experience. Experience is defined by professional experience as determined by the rungs on the career ladder. Experience is divided into several categories: Resident 1, Resident 2, Resident 3, Professional 4-7 Years of Experience, Advanced Professional/Professional - 8 or More Years of Experience. The retention rates are provided at multiple levels: same school, same LEA, and statewide. The retention rates show that Idaho retains pupil service staff at a higher rate at a local education agency or state level versus at the school level. Next year retention rates are the highest for pupil service staff in the Resident 1 category, Professional category 4-7 years of experience and Advanced Professional/Professional category with 8 or more years of experience.

C. OVERALL STATEWIDE RETENTION RATES CATAGORIZED BY EDUCATOR PREPARATION PROGRAM

Fifth-Year Cohort In-State Retention Rates by Educator Preparation Program

Table 16 (below) shows the fifth-year cohort in-state retention rates of instructional staff and separated by the educator preparation program that prepared the instructional staff. It is important to note that there are various factors that contribute to an instructional staff member's decision to stay or leave a position in an Idaho school.

Table 16. Fifth-Year Instructional Staff Cohort In-State Retention Numbers and Rates by Educator Preparation Program

Fifth-Year Instructional Staff Cohort In-State Retention by Educator Preparation Program										
School Year	**BSU (#)**	**BYU-ID (#)**	**COI (#)**	**ISU (#)**	**LCSC (#)**	**NNU (#)**	**UI (#)**	**ABCTE (#)**	**CSI (#)**	**TFA (#)**
Distinct Count of EDUID (#)										

Instructional Staff										
2011	2687	435	207	2404	569	493	2037	20		
2012	2680	469	207	2378	572	503	1964	41		
2013	2778	535	193	2373	605	516	1979	80		
2014	2840	582	190	2357	642	529	1965	152		
2015	2897	659	202	2412	673	558	1984	256		
2016	2920	698	191	2365	703	570	1970	367		13
2017	2966	755	193	2433	727	604	2020	446		27
2018	2965	801	206	2452	741	644	1993	545		38
2019	3006	848	205	2443	745	661	1956	747	8	51
	BSU (%)	**BYU-ID (%)**	**COI (%)**	**ISU (%)**	**LCSC (%)**	**NNU (%)**	**UI (%)**	**ABCTE (%)**	**CSI (%)**	**TFA (%)**
Rates (%)										
Instructional Staff										
2011	75.2%	53.8%	68.6%	74.5%	78.9%	74.6%	73.2%	70.0%		
2012	75.6%	57.1%	65.7%	74.1%	80.8%	72.0%	73.5%	78.0%		
2013	76.0%	56.6%	67.4%	75.5%	81.8%	76.4%	74.8%	80.0%		
2014	76.0%	58.8%	72.1%	76.8%	81.5%	80.3%	76.4%	73.0%		
2015	76.3%	58.7%	71.8%	76.1%	80.5%	80.6%	75.9%	74.6%		
2016	77.8%	64.2%	74.3%	78.4%	81.5%	81.1%	76.2%	77.9%		23.1%
2017	78.4%	66.8%	79.8%	77.6%	81.4%	82.0%	76.0%	79.1%		33.3%
2018	77.9%	65.5%	76.2%	75.2%	79.4%	78.7%	75.4%	76.7%		42.1%
2019	75.2%	65.6%	74.6%	74.2%	78.0%	73.8%	74.4%	75.0%	75.0%	37.3%

The fifth-year cohort in-state retention rates of instructional staff that are separated by educator preparation program show various fifth year cohort rates. Boise State University, Idaho State University, Lewis and Clark State College, Northwest Nazarene University, and University of Idaho have similar fifth year retention rates from fiscal year 2011 to 2019. Brigham Young University - Idaho, College of Idaho, ABCTE, and Teach for America have seen an increase in fifth-year in-state retention rates of instructional staff prepared by their program. The College of Southern Idaho is a newer non-traditional educator preparation program that started in the fall of 2018 and there was a decrease in the fifth year cohort in-state retention rate from 2018 to 2019.

Table 17 (below) shows the fifth-year cohort in-state retention rates of pupil service staff and separated by the educator preparation program that prepared the instructional staff. It is important to note that there are various factors that contribute to a pupil service staff member's decision to stay or leave their position in an Idaho school.

Table 17. Fifth-Year Pupil Service Staff Cohort In-State Retention Data by Educator Preparation Program

Fifth-Year Pupil Service Staff Cohort In-State Retention by Educator Preparation Program								
School Year	**BSU (#)**	**BYU-ID (#)**	**COI (#)**	**ISU (#)**	**LCSC (#)**	**NNU (#)**	**UI (#)**	**ABCTE (#)**
Distinct Count of EDUID (#)								
Pupil Services Staff								
2011	144	4	48	156	16	46	144	2
2012	124	4	41	145	13	45	135	4
2013	111	6	35	120	11	43	114	3
2014	110	5	26	119	14	46	98	3
2015	112	5	27	123	15	41	107	4
2016	109	7	20	126	18	46	117	3
2017	45	2	13	62	4	28	56	1
2018	45	2	10	60	5	25	59	1
2019	40	4	9	64	5	27	56	2
	BSU (%)	**BYU-ID (%)**	**COI (%)**	**ISU (%)**	**LCSC (%)**	**NNU (%)**	**UI (%)**	**ABCTE (%)**
Rates (%)								
Pupil Services Staff								
2011	46.5%	25.0%	41.7%	46.8%	18.8%	54.3%	43.1%	*Insufficient or Incomplete Data
2012	50.0%	25.0%	41.5%	51.0%	46.2%	53.3%	45.2%	25.0%
2013	31.5%	*Insufficient or Incomplete Data	34.3%	36.7%	18.2%	46.5%	34.2%	*Insufficient or Incomplete Data
2014	31.8%	*Insufficient or Incomplete Data	34.6%	37.8%	14.3%	45.7%	37.8%	*Insufficient or Incomplete Data
2015	26.8%	20.0%	29.6%	32.5%	6.7%	51.2%	40.2%	*Insufficient or Incomplete Data
2016	25.7%	14.3%	30.0%	33.3%	11.1%	43.5%	35.0%	*Insufficient or Incomplete Data
2017	60.0%	100.0%	30.8%	64.5%	25.0%	64.3%	58.9%	*Insufficient or Incomplete Data
2018	66.7%	100.0%	10.0%	58.3%	80.0%	64.0%	57.6%	100.0%
2019	75.0%	75.0%	11.1%	50.0%	60.0%	51.9%	48.2%	50.0%

The fifth-year cohort in-state retention rates of pupil service staff that are separated by educator preparation program show various fifth year cohort rates. Boise State University, Brigham Young University – Idaho, Idaho State University, Lewis and Clark State College, and University of Idaho have seen an increase in fifth year in-state retention rates of pupil service staff prepared by their program from fiscal year 2011 to 2019. The College of Idaho and Northwest Nazarene University has seen a decrease in retention rates of pupil service staff prepared by their program from fiscal year 2011 to 2019

D. RETENTION BY REGION AND LOCALE

Retention by Region

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.

The rates at which instructional staff were retained in the same LEA for the next school year were broken out by the region in which the LEA is located. The figure can be seen in Appendix D. 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 local education agency within Idaho. The full table with the distinct counts of instructional staff, next year retention rates, 3rd year retention rates, and 5th year retention rates are in Appendix E.

The next year retention rates are separated by region. The next year retention rate of Instructional Staff in Region 1 and Region 3 were increasing from fiscal year 2014 until fiscal year 2020, then a decrease is seen in fiscal year 2021 and 2022. Region 2 and Region 4 saw a similar pattern as region 1 and Region 3, but saw a decrease in next year retention rates starting in fiscal year 2020. Region 5 and Region 6 has seen more volatility in next year retention rates of Instructional staff where retention rates increased and decreased from fiscal year 2014 to fiscal year 2022. Region 5 and Region 6 are the only two regions that had an increase in next year retention rates from fiscal year 2021 to fiscal year 2022. Although the increase in next year retention rates for region 5 and Region 6 were small, the increase showed a different outcome than Regions 1-4.

Retention by Interior and Border Local Education Agencies

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.

FIGURE 8. State-Level Retention of Instructional Staff in Interior versus Border Local Education Agencies

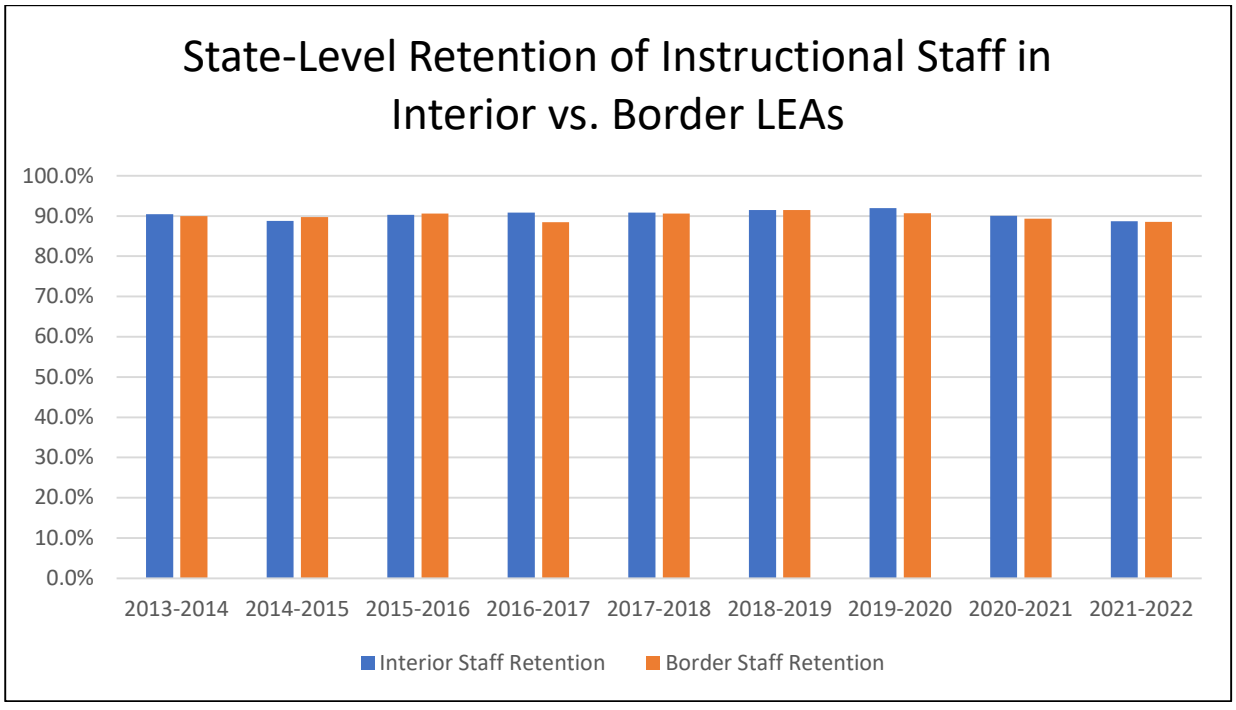


Figure 8 (above) compares the next-year, state-level retention rates of interior and border local education agencies. Border local education agencies were defined as districts whose official boundaries touch a state border, as well as public charters who are located within 25 miles of the border. There does not appear to be a substantial difference between the two.

Retention by Locale

It is important to examine the effects of locale-type on instructional staff retention. Idaho's local education agencies 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 D). Table 15 shows the rate at which instructional staff were retained in the same LEA to the next year across multiple school years, disaggregated by NCES locale-type and arranged by school year.

Table 18. Next-Year Retention of Instructional Staff in Same LEA by Locale Type

Next-Year Retention of Instructional Staff in Same LEA by Locale Type								
Locale	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**
Distinct Count of EDUID (#)								
Instructional Staff								
12-City: Mid-size	1675	1686	1739	1752	1783	1795	1832	1774
13-City: Small	2026	1994	2045	2125	2113	2152	2160	2128
21-Suburb: Large	2137	2172	2320	2413	2565	2630	2820	2707
22-Suburb: Mid-size	1194	1192	1247	1282	1270	1328	1342	1343
23-Suburb: Small	857	885	949	980	995	997	1014	1036
31-Town: Fringe	385	403	413	424	441	462	464	481
32-Town: Distant	1664	1657	1700	1744	1758	1817	1799	1792
33-Town: Remote	2048	2037	2139	2142	2203	2263	2274	2265
41-Rural: Fringe	1804	1858	1903	1945	2016	2148	2205	2270
42-Rural: Distant	1173	1193	1228	1253	1256	1281	1255	1293
43-Rural: Remote	901	866	936	887	1015	1075	1277	1277
	2015	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**
Rates (%)								
Instructional Staff								
12-City: Mid-size	88.8%	89.4%	90.2%	92.9%	91.4%	91.1%	89.3%	88.0%
13-City: Small	85.6%	88.3%	91.1%	88.3%	88.6%	89.6%	87.7%	87.2%
21-Suburb: Large	88.5%	90.8%	90.1%	90.3%	91.2%	91.6%	86.0%	84.8%
22-Suburb: Mid-size	83.2%	86.0%	86.5%	84.1%	86.0%	90.4%	85.5%	77.2%
23-Suburb: Small	86.0%	85.0%	85.4%	85.7%	86.1%	89.3%	85.4%	83.2%
31-Town: Fringe	85.2%	85.6%	86.4%	87.3%	88.0%	90.5%	85.3%	84.6%
32-Town: Distant	87.0%	87.1%	87.5%	85.7%	87.6%	88.4%	87.2%	84.8%
33-Town: Remote	83.8%	87.0%	85.5%	88.0%	90.0%	89.2%	86.0%	84.7%
41-Rural: Fringe	81.9%	82.6%	84.5%	85.5%	87.1%	87.8%	86.7%	83.9%
42-Rural: Distant	83.9%	86.4%	85.3%	85.2%	86.8%	86.7%	87.1%	82.4%
43-Rural: Remote	82.1%	86.0%	80.1%	86.8%	85.5%	84.3%	83.3%	85.7%

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 local education agencies 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 local education agencies in the state. In addition, the decrease in retention rates of instructional staff in small and mid-size suburbs may be the increase in housing prices, increase in interest rates, and effects of the COVID-19 pandemic.

IV. ATTRACTING AND RETAINING EDUCATIONAL STAFF

A. CURRENT IDAHO PROGRAMS TO ATTRACT AND RETAIN EDUCATIONAL STAFF

Local Education Agencies have implemented various incentives to recruit and retain educational staff. In addition, the state has also implemented various laws, programs, incentives, and partnerships to recruit and retain educational staff. Some examples include:

- Alternative and Non-Traditional Routes to Educator Certification
- Career Ladder (2016)
- Increase in Teacher Salary (2020)
- Mentoring Program Requirement for New Teachers
- Promoting the Profession
    - Idaho State Department of Education – Be an Educator Website
- Recognition Program (Teacher of the Year)
- Rural and Underserved Educator Incentive Program
- Partnership with Educator Preparation Program
- Scholarships

B. PROGRAMS WITHIN THE NATION TO ATTRACT AND RETAIN EDUCATIONAL STAFF

States across the nation have been working to address educator shortages and have implemented programs to recruit and retain education staff. Some current programs that have been implemented throughout the nation to attract and retain educational staff are the following:

- Alternative Routes to Educator Certification
- Differentiated Pay Initiatives for Hard to Staff Schools and Subjects
- Grow Your Own
- Increase Education Personnel Salaries
- Increase the Number of Pupil Service Staff in High Needs Schools
- Mentoring Programs for New Teachers
- Professional Development
- Promoting the Profession
- Providing Stipends for High Quality Educators Serving as Mentors to New Teachers
- Recognition Programs (Teacher/Employee/Administrator of the Year, Achievement Awards, Leadership Awards)
- Registered Teacher Apprenticeship Programs
- Retention Bonuses
- Teacher Residency Programs
- Teaching Fellows Grant (Scholarship) to recruit High School Juniors and Seniors
- Tuition Reimbursement

C. INFLUENCING EDUCATOR RETENTION AND EDUCATOR RECRUITMENT

United States Department of Education Fact Sheet, 2022

The U.S. Department of Education announces partnerships across states, school districts, Colleges of Education to meet Secretary Cardona's call to action to address the teacher Shortage in a Fact Sheet published in March 2022.

The Fact Sheet included strategies for responding to state and local teacher shortage challenges and using federal COVID 19-funds.

The U.S. Department of Education acknowledged challenges attracting and retaining teachers and noted pre-existing teacher shortages in critical areas such as Special Education, bilingual education, science, technology, engineering, math, career technical education, and early childhood education have been exacerbated by the COVID-19 pandemic (U.S. Department of Education, 2022). Educational opportunities for students are impacted by these critical shortage areas.

To increase the number of teacher candidates prepared to enter the professional in the fall and beyond, and provide immediate supports to schools, Secretary Cardona is encouraging the following (U.S. Department of Education, 2022):

State policymakers to:

- Establish teaching as a Registered Apprenticeship
- Invest in evidence-based teacher residency programs
- Establish or expand loan forgiveness or service scholarship programs
- Increase teacher compensation

School district leaders to:

- Increase the number of partnerships between Educator Preparation Programs and Districts that support teaching residencies and schools
- Increase the availability of qualified teacher residents to support educators, students, and staff

Educator Preparation Programs to:

- Increase the number of teaching residency programs and program capacity
- Work with states to establish teaching as a Registered Apprenticeship
- Establish or expand loan forgiveness or service scholarship programs (U.S. Department of Education, 2022)

In addition, some examples of programs that states across the nation have implemented to address the teacher shortage are:

- Tennessee: Registered Apprenticeship Program
    - A high quality pathway to teaching
- California: Teacher Residency Grant Program
    - Increased funding to recruit, support, and retain a teacher workforce
- New Mexico: Increased Funding for Teacher Residencies
    - Stipends for residents
    - Stipends for mentors and principals
    - Stipends for Educator Preparation Program Coordination
- Iowa: Teacher and Paraeducator Registered Apprenticeship Grant Program
    - Train High School Students and Paraeducators for the next step in their teaching careers
- Delaware Pathways:
    - Career exploration as early as middle school with education and training as a featured career pathway
    - High School Sophomores and Juniors can take courses related to careers and concurrently enroll in an EPP for a 2-3 year program of study, participate in paid internships the summer before and during their senior year of high school

Reference: U.S. Department of Education. The U.S. Department of Education Announces Partnerships Across States, School Districts, and Colleges of Education to Meet Secretary Cardona's Call to Action to Address the Teacher Shortage: Fact Sheet, 2022. FACT SHEET: The U.S. Department of Education Announces Partnerships Across States, School Districts, and Colleges of Education to Meet Secretary Cardona's Call to Action to Address the Teacher Shortage | U.S. Department of Education

Education Commission of the States Policy Report, 2022

A policy report was published by the Education Commission of the States to identify policy levers that policymakers may access to strengthen the educator workforce. The Education Commission of the States is a nonpartisan interstate agency that serves as a partner to state policymakers by providing personalized support and helping education leaders come together to learn from one another (Education Commission of the States Website). The Education Commission of the States is an interstate compact approved by Congress. The brief is title, "State Policy Levers to Address Teacher Shortages" by Tiffany McDole and Cassidy Francies in June, 2022.

The policy report confirm that shortages tend to be concentrated in specific subject areas, specific schools, and specific communities (McDole, Francies, 2022). Due to the specificity of the shortages, it is recommended to have policy interventions for recruitment and retention in order to span across the entire educator pipeline.

The brief defines the Teacher Pipeline into four areas:

- Interest in the Field
- Initial Preparation and Certification
- Early Career Support
- Career Advancement

The policy report recommends accessing policy levers across all four areas of the Teacher Pipeline mentioned above. The reported policy levers that policy makers can access to support recruitment and retention are:

- Compensation was reported to influence teacher recruitment and retention
- Interest in the Field
    - Marketing Campaigns, Incentives for Substitutes and Other Support Staff to become certified full-time teachers, Grow Your Own Programs, Focused Recruitment
- Initial Preparation and Certification
    - Financial Support to Access Educator Preparation and Certification, Adequate and Quality Training, Quality Clinical Experience, Alternative Routes to Certification, Improve Teacher Preparation
- Early Career Support
    - Induction and Mentorship Programs, Loan forgiveness, Financial Support, Signing Bonuses, Housing Support
- Career Advancement
    - Retention Bonuses, Teacher Leadership, Licensure Advancement, Effective Evaluation, Support, Feedback, Professional Development, Mentorship, Tiered Licensure Systems, Bonuses for National Board Certification (McDole, Francies, 2022).

Teacher shortages are not new and have occurred over decades. The persistence of shortages in recent decades suggests that policy interventions are unlikely to provide quick fixes, but sustained, focused efforts will help to ensure all students have access to high-quality teaching (McDole, Francies, 2022).

Reference: McDole, Tiffany and Francies, Cassidy. State Policy Levers to Address Teacher Shortages. Education Commission of the States: Policy Report, 2022. *State Policy Levers to Address Teacher Shortages - Education Commission of the States (ecs.org)*

Learning Policy Institute Report, 2016

A comprehensive report by the Learning Policy Institute provides detailed information specific to educator recruitment and retention. The Learning Policy Institute conducts independent and high-quality research. The report is titled "Solving the Teacher Shortage: How to Attract and Retain Excellent Educators" by Anne Podolsky, Tara Kini, Joseph Bishop, and Linda Darling-Hammond. The report was externally reviewed and licensed under the Creative Commons Attribution-Non-Commercial 4.0 International License in 2016. The authors referenced 332

references that were reviewed and analyzed. Although the report is current to 2022, the research yields information that is beneficial to our work in educator retention and recruitment today.

The report identifies five major factors that influences an educator's decision to enter, stay, or leave the field of education. Those five major factors are:

1. Salaries and Other Compensation
2. Preparation and Costs to Entry
3. Hiring and Personnel Management
4. Induction and Support for New Teachers
5. Working Conditions, Including School Leadership, Professional Collaboration and Shared Decision Making, Accountability Systems, and Resources for Teaching and Learning (Podolsky, Kini, Bishop, Darling-Hammond, 2016)

Ultimately, an educator's decision to enter, stay, or leave the field of education is multi-faceted as there are many factors.

The report suggests fifteen recommendations for federal, state, and local policymakers:

1. Increase teacher salaries in schools and communities where salaries are not competitive or able to support a middle-class lifestyle. To do this, some states have funded statewide salary minimums that raise and equalize pay, as well as salary incentives for accomplishments such as National Board Certification or taking on additional responsibilities.
2. Use federal levers in the new Every Student Succeeds Act (ESSA) to provide low-income schools and districts with additional resources to attract and retain high-quality teachers. To improve educator quality, Title II of ESSA includes funding that can be used, among other things, to create financial incentives to recruit and retain teachers in high-need academic subjects and low-income schools.
3. Increase teachers' overall compensation by offering housing incentives. Such incentives include money for expenses such as rent, relocation, and down payment assistance, as well as discounted homes and subsidized teacher housing.
4. Offer career advancement opportunities that provide increased compensation, responsibility, and recognition. One example is the peer assistance and review model that often provides increased pay and responsibility to accomplished teachers to serve as mentors for beginning or struggling teachers.
5. Provide service scholarships and loan forgiveness programs to attract prospective teachers to the fields and locations where they are needed most. Successful programs cover all or a large percentage of tuition; target high-need fields and schools; recruit academically strong and committed teachers; and commit recipients to teach with reasonable financial consequences if they do not fulfill the commitment.
6. Develop teacher residencies. Urban and rural teacher residencies have been successful in recruiting talented candidates in high-need fields to work as paid apprentices to skilled expert teachers, allowing novices to earn an income and gain experience while completing a credential in return for a commitment to teach for several years.
7. Create local pathways into the profession, such as high school career pathways and "Grow Your Own" teacher preparation models. These programs recruit talented individuals from the community to a career in education and help them along the pathway into the profession.
8. Strengthen hiring practices to ensure decisions are made as early as possible with the best candidate pool and based on the best information possible. Some high-performing schools and districts invest substantial time in a multistep hiring process that allows the school staff and candidate to assess their fit based on extensive information, including teaching demonstration lessons and school visits in which the candidate meets other teachers and staff.
9. Revise timelines for voluntary transfers or resignations so that hiring processes can take place as early as possible, ideally in the spring of the prior school year. In order to give school leaders better visibility into their hiring earlier in the school year, states and districts can implement incentives for teachers to submit their intent to resign or retire earlier in the school year, and also require that the voluntary transfer process be completed earlier. States can also implement incentives to encourage state legislatures to pass budgets on time.
10. Build training and hiring pipelines for new and veteran teachers, while monitoring and reducing teacher turnover and reducing unnecessary barriers to entry for mobile teachers. Districts can develop

strong partnerships with local teacher preparation programs to train and recruit student teachers. They can also monitor turnover to discover problem areas and address them.

11. Create cross-state pension portability for teachers. Current benefit plans, which are often not portable across states or districts, cause many teachers to leave the profession when they relocate. Portable plans, such as the Teachers Insurance and Annuity Association - College Retirement Equities Fund's (TIAA-CREF) model for college faculty, should be explored for p-12 teachers.
12. Invest in high-quality induction programs. States and districts can develop induction and mentoring programs using ESSA, Title II funds, and competitive grant funds, such as the Supporting Effective Educator Development program.
13. Invest in the development of high-quality principals who work to include teachers in decision-making and foster positive school cultures. Effective principal preparation programs, fundable under Title II of ESSA, tend to include problem-based learning methods, field-based internships, cohort groups, and a close collaboration between programs and districts.
14. Survey teachers to assess the quality of the teaching and learning environment, and to guide improvements. One example is the Teaching, Empowering, Leading and Learning (TELL) survey, with questions—about a school's culture, a principal's leadership, and relationships among colleagues—that are strong predictors of teachers' job satisfaction and career plans.
15. Incentivize professional development strategies and the redesign of schools to provide for greater collaboration. Systematic and sustained collaboration among teachers requires changes in scheduling and resource allocation so that they have the time necessary for productive collaboration, which improves efficacy and teacher retention. (Podolsky, Kini, Bishop, Darling-Hammond, 2016)

Reference: Podolsky, Anne, Kini, Tara, Bishop, Joseph, and Darling-Hammond, Linda. Solving the Teacher Shortage: How to Attract and Retain Excellent Educators. Learning Policy Institute: Report, 2016.

V. ANNUAL EVALUATION REVIEW RESULTS

A. ANNUAL EVALUATION REVIEW RESULTS

Pursuant to Idaho Code § 33-1004B(11), a review of a sample of instructional staff and pupil service staff evaluations shall be conducted annually. To satisfy statute, evidence is gathered from a statewide randomized sample of public-school administrators. That evidence is then examined by a team of experienced reviewers to determine if each selected administrator has conducted their evaluations in compliance with the requirements found in **IDAPA 08.02.02.120.** A fully compliant evaluation includes a minimum of the following:

i. At least two (2) documented observations of the staff member's professional practice, the first of which must be completed before January 1st
ii. At least one (1) additional measure of professional practice, which may be based on student input, parent/guardian input, or a portfolio
iii. At least one (1) measure of student achievement and/or indicator of student success (as defined by Idaho Code § 33-1001 and appropriate to the staff member's position)
iv. At least one (1) summative evaluation completed before June 1st (as defined by Idaho Code § 33-514), which must be aligned to the applicable professional standards and based on a combination of the items above

The results from the 2021-2022 Annual Evaluation Review are as follows:

- The results from the evaluation review show that ninety-three percent (93%) of the evaluations included an observation completed by January 1st for certified instructional and pupil service staff and were compliant, whereas seven percent (7%) of the evaluations submitted were noncompliant and did not include evidence of a completed observation by January 1st.
- The results from the evaluation review show that ninety-six percent (96%) of the evaluations included a second observation for certified instructional and pupil service staff and were compliant, whereas four percent (4%) of the evaluations submitted were noncompliant and did not include evidence of a completed second observation.

- The results from the evaluation review show that eighty-three percent (83%) of the evaluations included at least one additional measure of professional practice for certified instructional and pupil service staff and were compliant, whereas seventeen percent (17%) of the evaluations submitted were noncompliant and did not include evidence of at least one additional measure of professional practice.
- The results from the evaluation review show that eighty-three percent (83%) of the evaluations included at least one measure of student achievement or student success indicator for certified instructional and pupil service staff and were compliant, whereas seventeen percent (17%) of the evaluations submitted were noncompliant and did not include evidence of at least one measure of student achievement/student success indicator.
- The results from the evaluation review show that ninety-four (94%) of the evaluations included a summative evaluation completed by June 1st with all twenty-two (22) components rated for certified instructional and pupil service staff and were compliant, whereas six percent (6%) of the evaluations submitted were noncompliant and did not include evidence of a summative evaluation completed by June 1st with all twenty -two (22) components rated.
- The results from the evaluation review show that seventy-seven percent (77%) of the evaluations met all state requirements for certified instructional and pupil service staff, whereas twenty-three percent (23%) of the evaluations submitted were noncompliant and were missing evidence of one or more elements required.

B. ANNUAL EVALUATION REVIEW SURVEY RESULTS

Comparing the responses of the administrators to the certificated staff whom they evaluated allows for an examination of the perceived validity of the evaluation process among those involved. A significant disparity between the responses of the two groups could indicate a disconnect in evaluation practice worth exploring further. Ninety-one (91) administrators responded to the administrator survey and four hundred forty-three (443) certified staff members responded to the certified staff survey. Below are several survey questions that were pulled from the 2021-2022 Annual Evaluation Report, which is viewable on the State Board of Education's Website.

The surveys asked Administrators and certified staff to rate their level of familiarity with evaluation based on Idaho Code and Administrative Rule. Both surveys used a 1-10 Likert-type scale, which one (1) meaning "No Knowledge" and ten (10) meaning "Expert Knowledge." The results are seen below in Table 18. It is noteworthy to mention that administrators and certified staff have knowledge of the evaluation system based on Idaho Code and Administrative Rules. The results show that Idaho Local Education Agencies are likely meeting their obligation to communicate local evaluation policies based upon Idaho Code and Administrative Rules to certified staff.

Table 19. Familiarity with Legal Requirements for Evaluation

Familiarity with Legal Requirements for Evaluation		
Survey	**Survey Question**	**Average**
Administrator Survey	On a scale of 1-10, please rate your level of familiarity with evaluation based upon Idaho Code and Administrative Rule.	8
Certified Staff Survey	On a scale of 1-10, please rate your level of familiarity with evaluation based upon Idaho Code and Administrative Rule.	7.56

The surveys asked both the administrator and the certified staff to rate the quality of feedback. Both surveys used a 1-5 Likert-type scale, which one (1) meaning "Poor" and five (five) meaning "Exceptional." It is noteworthy that certified staff rated the quality of their administrator's feedback higher than the administrator rated the quality of their feedback as seen below in Table 19.

Table 20. Quality of Feedback

Quality of Feedback		
Survey	**Survey Question**	**Average**
Administrator Survey	On a scale from 1-5, how would you rate the quality of feedback provided to staff on their performance?	3.77
Certified Staff Survey	On a scale from 1-5, how would you rate the quality of feedback you receive on your performance from your administrator.	4.11

The surveys sought to gather data on the frequency with which administrators have professional conversations with certified staff members about their performance. The responses are shown below in Table 20. In general, the administrators reported having professional conversations with certified staff members about their performance at least twice during the academic year. Ninety-four percent (94%) of certified staff report that administrators have professional conversations with them regarding their performance, while six percent (6%) of certified staff reported that their administrator rarely has professional conversations with them about their performance.

Table 21. Frequency of Feedback

Frequency of Feedback				
Frequency	**Administrator Responses #**	**Administrator Responses %**	**Certified Staff Responses #**	**Certified Staff Responses %**
Daily	5	6%	10	2%
Weekly	26	29%	66	15%
Monthly	24	26%	113	26%
Quarterly	16	17%	93	21%
Twice during the academic year	20	22%	133	30%
Rarely	0	0%	25	6%
Never	0	0%	3	0%

The surveys asked both groups to rate how accurate evaluations were in measuring professional practice. The rating scale included five options: Completely, Mostly, Moderately, Marginally, and Not at All. Ninety-three percent (93%) of administrators and eighty-nine (89%) of certified staff report that their summative evaluation completely or mostly measured the certified staffs' professional practice accurately, while four percent (4%) of certified staff reported that their summative evaluation marginally or did not accurately measure their professional practice as seen below in Table 21.

Table 22. Accuracy of Measuring Professional Practice

Accuracy of Measuring Professional Practice				
	Administrator Responses #	**Administrator Responses %**	**Certified Staff Responses #**	**Certified Staff Responses %**
Completely	31	34%	226	51%
Mostly	54	59%	167	38%

Moderately	6	7%	31	7%
Marginally	0	0%	14	3%
Not at All	0	0%	5	1%

The surveys asked both groups to rate how accurate evaluations were in the certified staffs' impact on student success. The rating scale included five options: Completely, Mostly, Moderately, Marginally, and Not at All. Eighty-six percent (86%) of administrators and eighty-four percent (84%) of certified staff report that summative evaluations evaluation completely or mostly measured the certified staffs' impact on student success accurately, while two percent (2%) of administrators and seven percent (7%) of certified staff reported that their summative evaluation marginally or did not accurately measure their impact on student success as seen below in Table 22.

Table 23. Accuracy of Measuring Impact on Student Success

Accuracy of Measuring Impact on Student Success				
	Administrator Responses #	**Administrator Responses %**	**Certified Staff Responses #**	**Certified Staff Responses %**
Completely	18	20%	181	41%
Mostly	60	66%	191	43%
Moderately	11	12%	38	9%
Marginally	2	2%	25	5%
Not At All	0	0%	8	2%

C. ANNUAL EVALUATION REVIEW REPORT

The Annual Evaluation Review report is publicly available on the Idaho State Board of Education Website along with being embedded in the Educator Pipeline Report.

Although overall compliance with evaluation requirements have increased from 52% in 2017-2018 to 77% in 2021-22, the results from the 2021-2022 Annual Evaluation Review shows that administrators would benefit from guidance around including at least one additional measure of professional practice and at least one measure of student Achievement or Student Success Indicator.

A recorded training was emailed to administrators who had one or more non-compliant components found in any of their reviewed educator evaluations. In addition, the required evaluation components were listed on the Idaho State Board of Education Website with references to Idaho Code and Administrative Rules.

VI. CONCLUSION

Idaho has faced a great amount of growth in the last several years. As the population continues to increase, so will the demand for educators.

New educators from Idaho's educator preparation program and out-of-state transfers are hypothetically sufficient to fulfill the staffing needs of LEAs across the state—yet some 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 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 the recruitment and retention of educational staff. The retention rate among educators in their first five years of service has seen meaningful improvement, and retention rates are highest for educators in the professional and advanced professional rung of the career ladder. There no longer appears to be a substantial difference between interior staff retention and border staff retention.

There are opportunities for improvement—especially those who teach in rural locales. Retention rates were lowest in suburb mid-size areas, rural-distant, and rural-fringe areas, which is something to watch in relationship to housing prices, increased interest rates, growth rates currently seen in secondary school, lack of housing in rural areas, and increased cost of living. Identifying policy mechanisms that can address recruitment, shortage areas, and retention will be vital to avoiding a worsening shortage as a large cohort of teachers with over 8 years of experience moves closer to retirement.

The number of newly issued endorsements pointed to a concern. Specifically, since the 2016-2017 school year to the current 2022-2023 school year, there were two newly issued endorsements in Audiology and zero of them were connected to an assignment in Idaho in any school year since the 2016-2017 school year. Meaning that Idaho's Local Education Agencies have seen zero new audiologists since the 2016-2017 school year.

APPENDIX A

Educator Preparation Program Completers Next Year Placement Rates									
Program	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
BSU									
EPP Reported Completers (#)	169	176	136	173	117	112	104	220	216
EPP Completers with Matched ID (#)	158	173	130	166	114	109	101	217	162
EPP Placement Rate (%)	65.82%	69.36%	71.54%	61.45%	65.79%	60.55%	71.29%	63.59%	66.67%
EPP Completers Placed with Matched ID (#)	104	120	93	102	75	66	72	138	108
Program	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
ISU									
EPP Reported Completers (#)	95	76	101	72	76	75	81	77	78
EPP Completers with Matched ID (#)	92	72	94	71	75	74	81	76	77
EPP Placement Rate (%)	68.48%	79.17%	79.79%	83.10%	77.33%	72.97%	71.60%	78.95%	74.03%
EPP Completers Placed with Matched ID (#)	63	57	75	59	58	54	58	60	57
Program	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
LCSC									
EPP Reported Completers (#)	47	49	50	40	32	63	39	55	38
EPP Completers with Matched ID (#)	46	48	49	39	30	61	39	54	38
EPP Placement Rate (%)	67.39%	62.50%	67.35%	48.72%	53.33%	57.38%	58.97%	57.41%	57.89%
EPP Completers Placed with Matched ID (#)	31	30	33	19	16	35	23	31	22
Program	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
UI									
EPP Reported Completers (#)	75	110	116	94	112	100	141	46	84

EPP Completers with Matched ID (#)	73	108	115	93	112	100	140	46	66
EPP Placement Rate (%)	43.84%	46.30%	50.43%	36.56%	50.00%	45.00%	44.29%	43.48%	48.48%
EPP Completers Placed with Matched ID (#)	32	50	58	34	56	45	62	20	32
Program	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
BYU-ID									
EPP Reported Completers (#)	439	294	380	349	334	380	354	385	312
EPP Completers with Matched ID (#)	428	293	373	340	330	372	349	375	311
EPP Placement Rate (%)	26.40%	27.65%	30.83%	28.24%	25.45%	23.12%	23.50%	31.73%	30.87%
EPP Completers Placed with Matched ID (#)	113	81	115	96	84	86	82	119	96
Program	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
COI									
EPP Reported Completers (#)	16	11	21	12	8	7	8	3	2
EPP Completers with Matched ID (#)	16	10	21	12	8	7	8	3	2
EPP Placement Rate (%)	62.50%	60.00%	76.19%	91.67%	100.00%	100.00%	100.00%	100.00%	50.00%
EPP Completers Placed with Matched ID (#)	10	6	16	11	8	7	8	3	1
Program	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
NNU									
EPP Reported Completers (#)	43	53	51	51	50	42	37	25	35
EPP Completers with Matched ID (#)	42	52	51	49	47	41	36	25	34
EPP Placement Rate (%)	76.19%	71.15%	80.39%	77.55%	68.09%	82.93%	75.00%	68.00%	67.65%
EPP Completers Placed with Matched ID (#)	32	37	41	38	32	34	27	17	23

Program	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ABCTE									
EPP Reported Completers (#)	60	172	405	256	12	125	65	635	236
EPP Completers with Matched ID (#)	-	124	130	-	12	120	63	616	224
EPP Placement Rate (%)	-	75.00%	81.54%	-	83.33%	79.17%	79.37%	81.98%	81.70%
EPP Completers Placed with Matched ID (#)	-	93	106	-	10	95	50	505	183

Program	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
CSI									
EPP Reported Completers (#)							16	16	16
EPP Completers with Matched ID (#)							1	5	4
EPP Placement Rate (%)							100.00%	100.00%	100.00%
EPP Completers Placed with Matched ID (#)							1	5	4

Program	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
TFAI									
EPP Reported Completers (#)		13	13	19	20	21	19	21	10
EPP Completers with Matched ID (#)		13	12	18	14	-	-	18	9
EPP Placement Rate (%)		100.00%	100.00%	100.00%	100.00%	-	-	100.00%	88.89%
EPP Completers Placed with Matched ID (#)		13	12	18	14	-	-	18	8

APPENDIX B

Count of New Instructional Endorsements Issued by General Category and Year			
Newly Issued Endorsement by Fiscal Year	**Newly Issued Endorsement WAS connected with an Idaho School Based Assignment in Any Year**	**Newly Issued Endorsement was NOT connected with an Idaho School Based Assignment in Any Year**	**Grand Total: Total Endorsements Issued**
Agriculture Science and Technology (6-12)			
2016	17	6	23
2017	2	1	3
2018	7	0	7
2019	1	0	1
Aircraft Mech/Airframe & Power			
2016	1	0	1
All Subjects (K-8)			
2016	663	203	866
2017	696	197	893
2018	736	203	939
2019	760	250	1010
2020	683	270	953
2021	828	309	1137
2022	795	292	1087
2023	394	84	478
American Government/ Political Science (6-12)			
2016	13	4	17
2017	13	10	23
2018	24	8	32
2019	15	5	20
2020	15	10	25
2021	10	8	18
2022	15	11	26
2023	5	1	6
American Government/Political Science (5-9)			
2017	0	1	1
American Indian Language			
2017	0	1	1
2019	1	0	1
2022	0	1	1
Bilingual Education (K-12)			
2016	11	4	15
2017	8	5	13
2018	5	1	6
2019	2	1	3
2020	4	1	5

2021	6	1	7
2022	5	2	7
2023	1	0	1
Biological Science (5-9)			
2016	6	0	6
2017	1	2	3
2018	1	0	1
2019	3	3	6
2020	1	0	1
2021	2	2	4
2022	1	1	2
2023	1	0	1
Biological Science (6-12)			
2016	46	18	64
2017	65	17	82
2018	68	20	88
2019	61	20	81
2020	45	23	68
2021	48	33	81
2022	59	19	78
2023	29	3	32
Blended EC/EC Special Ed (Birth-Gr 3)			
2016	43	36	79
2017	30	34	64
2018	40	35	75
2019	50	41	91
2020	34	42	76
2021	42	32	74
2022	34	28	62
2023	12	9	21
Blended Elementary Ed/Elementary Special Ed (4-6)			
2018	1	0	1
2020	1	0	1
2021	2	0	2
2022	1	4	5
Business			
2016	14	5	19
2017	12	3	15
2018	4	1	5
2019	3	0	3
2020	0	1	1
2022	1	0	1

Chemistry (5-9)			
2019	1	0	1
Chemistry (6-12)			
2016	12	7	19
2017	10	8	18
2018	21	8	29
2019	18	6	24
2020	10	4	14
2021	13	5	18
2022	8	3	11
2023	8	1	9
Communication (6-12)			
2016	7	3	10
2017	2	5	7
2018	2	0	2
2019	3	3	6
2020	1	0	1
2021	3	3	6
2022	2	1	3
2023	4	1	5
Computer Science (5-9)			
2021	0	1	1
Computer Science (6-12)			
2017	3	1	4
2018	2	1	3
2019	3	1	4
2020	1	2	3
2021	2	1	3
2022	2	1	3
2023	1	0	1
CTE - Agriculture Science and Technology (6-12)			
2016	2	0	2
2018	4	1	5
2019	10	2	12
2020	19	4	23
2021	16	2	18
2022	10	2	12
2023	8	3	11
CTE - Business Technology Education (6-12)			
2018	8	5	13
2019	10	8	18
2020	9	6	15
2021	4	4	8

2022	9	5	14
2023	4	3	7
CTE - Career Counselor (6-12)			
2021	1	0	1
CTE - Computer Science (6-12)			
2023	1	0	1
CTE - Engineering (6-12)			
2020	0	1	1
2021	0	1	1
CTE - Family and Consumer Sciences (6-12)			
2017	1	0	1
2018	7	7	14
2019	9	8	17
2020	11	10	21
2021	9	8	17
2022	9	5	14
2023	6	3	9
CTE - Marketing Technology Education (6-12)			
2018	3	1	4
2019	5	4	9
2020	2	4	6
2021	1	2	3
2022	3	0	3
2023	2	1	3
CTE - Technology Education (6-12)			
2018	2	0	2
2019	1	0	1
2020	1	0	1
2021	1	4	5
2022	2	0	2
2023	1	1	2
CTE OS - Accounting (6-12)			
2016	2	0	2
2017	2	0	2
2018	2	1	3
2019	1	1	2
CTE OS - Ag Business Management (6-12)			
2017	3	1	4
2018	3	0	3
2020	1	0	1
CTE OS - Ag Leadership and Communications (6-12)			
2021	1	1	2
2022	2	1	3

2023	3	0	3
CTE OS - Agribusiness (6-12)			
2021	1	1	2
2022	4	1	5
2023	1	0	1
CTE OS - Agricultural Power Machinery (6-12)			
2017	2	2	4
2018	2	0	2
2019	1	1	2
CTE OS - Agricultural Production (6-12)			
2016	1	0	1
2017	4	2	6
2018	3	0	3
2019	0	1	1
2020	1	0	1
CTE OS - Agriculture Mechanics & Power Systems			
2021	1	0	1
2022	2	0	2
2023	2	0	2
CTE OS - Animal Health & Veterinary Sci (6-12)			
2017	3	3	6
2018	1	0	1
2019	2	0	2
2020	2	0	2
CTE OS - Animal Science (6-12)			
2021		1	1
2022	2	1	3
2023	4	0	4
CTE OS - Applied Accounting (6-12)			
2021	3	0	3
2022	6	0	6
2023	2	0	2
CTE OS - Aquaculture (6-12)			
2018	1	0	1
2019	1	0	1
CTE OS - Auto Maintenance & Light Repair (6-12)			
2016	2	0	2
2017	4	2	6
2018	3	0	3
2019	2	0	2
2020	2	1	3
2021	2	0	2
2022	3	1	4

2023	2	0	2
CTE OS - Automated Manufacturing (6-12)			
2017	1	0	1
2018	0	1	1
2021	1	0	1
2022	3	1	4
CTE OS - Automotive Collision Repair (6-12)			
2016	1	0	1
2017	1	1	2
2018	1	0	1
2020	1	0	1
2021	1	0	1
CTE OS - Bookkeeping (6-12)			
2017	1	0	1
2019	0	1	1
CTE OS - Business Digital Communications (6-12)			
2021	5	0	5
2022	2	0	2
2023	1	0	1
CTE OS - Business Management (6-12)			
2020	1	0	1
2021	7	0	7
2022	10	1	11
2023	5	1	6
CTE OS - Business Management/Finance (6-12)			
2016	11	4	15
2017	19	5	24
2018	9	7	16
2019	9	3	12
2020	4	1	5
2021	1	0	1
CTE OS - Cabinetmaking & Bench Carpentry (6-12)			
2016	3	0	3
2017	2	0	2
2019	3	0	3
2020	1	0	1
2021	1	0	1
2022	1	1	2
CTE OS - Carpentry (6-12)			
2016	1	0	1
2018	2	0	2
2019	2	0	2
CTE OS - Certified Welding (6-12)			

2016	2	0	2
2017	2	1	3
2018	1	1	2
2019	2	1	3
2021	2	0	2
2022	8	2	10
2023	2	0	2
CTE OS - Child Development & Services (6-12)			
2022	1	0	1
CTE OS - Child Development Care & Guidance (6-12)			
2018	1	0	1
2020	1	0	1
CTE OS - Civil Engineering Technology (6-12)			
2016	1	0	1
CTE OS - Commercial Photography (6-12)			
2016	2	0	2
2017	2	0	2
2018	1	0	1
2019	1	0	1
2020	1	0	1
2021	1	0	1
2022	1	1	2
2023	3	0	3
CTE OS - Computer Graphic Communication (6-12)			
2016	1	0	1
2017	2	0	2
2020	1	0	1
CTE OS - Computer Science/Info Tech (6-12)			
2017	0	1	1
2018	2	2	4
2020	1	1	2
CTE OS - Computer Support (6-12)			
2021	1	0	1
2022	10	1	11
2023	3	0	3
CTE OS - Construction Trades Technology (6-12)			
2016	2	0	2
2017	5	1	6
2018	3	1	4
2019	3	2	5
2020	1	0	1
2021	2	0	2
2022	3	0	3

2023	2	1	3
CTE OS - Cosmetology (6-12)			
2017	1	0	1
2020	1	0	1
2023	1	0	1
CTE OS - Culinary Arts (6-12)			
2016	3	0	3
2017	1	0	1
2018	3	1	4
2019	1	1	2
2020	3	0	3
2021	3	0	3
2022	0	1	1
2023	1	1	2
CTE OS - Dental Assisting (6-12)			
2016	1	0	1
2017	1	0	1
2019	1	0	1
2020	1	0	1
2022	2	0	2
2023	1	0	1
CTE OS - Dietitian (6-12)			
2017	1	0	1
2019	1	0	1
2020	1	0	1
2021	1	0	1
2023	1	0	1
CTE OS - Digital Media Production (6-12)			
2021	2	1	3
2022	2	0	2
2023	2	0	2
CTE OS - Drafting and Design (6-12)			
2016	2	0	2
2017	0	1	1
2018	1	0	1
2019	1	0	1
2020	1	0	1
2021	1	0	1
2022	2	0	2
CTE OS - Ecology and Natural Resource Management (6-12)			
2021	1	0	1
2022	0	2	2
2023	2	0	2

CTE OS - Electrical Technology (9-12)			
2017	1	0	1
2018	1	0	1
2020	0	1	1
2021	1	0	1
2023	1	0	1
CTE OS - Electronics Technology (6-12)			
2017	1	1	2
2018	3	1	4
2020	0	1	1
2022	1	0	1
2023	1	0	1
CTE OS - Emergency Medical Technician (6-12)			
2016	4	1	5
2017	1	0	1
2019	3	0	3
2020	1	2	3
2021	2	0	2
CTE OS - Family & Consumer Sciences (6-12)			
2019	1	0	1
2023	1	0	1
CTE OS - Farm & Ranch Management (6-12)			
2017	2	1	3
2018	1	0	1
2019	0	1	1
CTE OS - Fashion and Interiors (6-12)			
2020	1	0	1
CTE OS - Firefighting (6-12)			
2017	2	0	2
2019	0	1	1
2020	2	2	4
2022	1	0	1
CTE OS - Food Science & Processing Tech (6-12)			
2022	0	1	1
CTE OS - Food Service (6-12)			
2016	1	0	1
2017	3	0	3
2018	1	0	1
CTE OS - General Engineering (6-12)			
2016	2	0	2
2017	2	1	3
2020	1	0	1
CTE OS - Graphic Design (6-12)			

2017	1	0	1
2018	2	1	3
2019	2	0	2
2020	2	1	3
2021	2	0	2
2022	1	0	1
CTE OS - Heavy Equipment/Diesel Technology (6-12)			
2016	2	0	2
2017	1	0	1
2018	1	0	1
2019	1	0	1
2020	2	1	3
2021	1	0	1
2022	2	0	2
2023	1	0	1
CTE OS - Horticulture (6-12)			
2016	1	0	1
2017	1	0	1
2018	1	0	1
CTE OS - Hospitality Services (6-12)			
2017	1	0	1
2018	1	0	1
2022	0	1	1
CTE OS - HVAC Technology (6-12)			
2019	1	0	1
2023	1	0	1
CTE OS - Industrial Mechanics (6-12)			
2016	1	0	1
2020	0	1	1
2022	2	0	2
2023	0	1	1
CTE OS - Information/Communication Tech (6-12)			
2016	3	2	5
2017	7	2	9
2018	5	2	7
2019	2	0	2
2020	3	0	3
CTE OS - Instrumentation Technology (6-12)			
2020	0	1	1
CTE OS - Journalism (6-12)			
2020	2	0	2
2021	3	0	3
CTE OS - Law Enforcement (6-12)			

2016	2	1	3
2017	4	0	4
2018	1	0	1
2019	2	2	4
2020	3	1	4
2021	1	0	1
2022	4	1	5
CTE OS - Marketing (6-12)			
2016	5	1	6
2017	5	2	7
2018	3	2	5
2019	3	1	4
2020	1	2	3
2021	4	0	4
2022	4	0	4
2023	1	0	1
CTE OS - Masons & Tile Setters (6-12)			
2017	1	0	1
CTE OS - Medical Administrative Assisting (6-12)			
2019	1	0	1
CTE OS - Medical Assisting (6-12)			
2018	1	0	1
2019	1	0	1
2020	1	0	1
2022	1	0	1
2023	1	0	1
CTE OS - Microcomputer Applications (6-12)			
2016	3	1	4
2017	7	1	8
2018	2	0	2
2019	0	1	1
2020	1	0	1
CTE OS - Natural Resource Management (6-12)			
2016	1	0	1
2019	1	0	1
2022	0	1	1
CTE OS - Network & Computer Support (6-12)			
2016	3	2	5
2017	4	2	6
2018	2	2	4
2019	3	1	4
2020	3	0	3
CTE OS - Network Support Technician (6-12)			

2016	3	3	6
2017	4	2	6
2018	1	0	1
CTE OS - Networking Support (6-12)			
2021	1	0	1
2022	8	1	9
2023	3	0	3
CTE OS - Nursing Assistant (6-12)			
2016	4	1	5
2017	7	3	10
2018	5	0	5
2019	9	0	9
2020	5	0	5
2021	5	0	5
2022	1	0	1
2023	6	0	6
CTE OS - Orientation to Health Professions (6-12)			
2016	1	0	1
2017	1	0	1
2018	2	0	2
2019	1	0	1
CTE OS - Ornamental Horticulture (6-12)			
2022	1	1	2
2023	2	0	2
CTE OS - Paramedic (6-12)			
2020	0	1	1
CTE OS - Pharmacy Technician (6-12)			
2016	1	0	1
2017	1	0	1
2019	2	0	2
CTE OS - Plant and Soil (6-12)			
2021	1	0	1
2022	3	2	5
2023	4	0	4
CTE OS - Practical Nursing (6-12)			
2016	4	1	5
2017	7	3	10
2018	5	0	5
2019	7	0	7
CTE OS - Precision Machining (6-12)			
2016	2	0	2
2022	1	0	1
CTE OS - Pre-Engineering Technology (6-12)			

2016	2	0	2
2017	4	2	6
2019	1	0	1
2020	0	1	1
2021	2	0	2
2022	2	1	3
CTE OS - Programming & Software Development (6-12)			
2020	1	1	2
2021	1	0	1
2022	2	1	3
2023	1	0	1
CTE OS - Programming & Web Technologies (6-12)			
2017	1	0	1
2018	0	1	1
2019	2	0	2
2020	0	1	1
CTE OS - Rehab/Therapeutic Services (6-12)			
2018	1	0	1
2019	1	0	1
2020	1	0	1
CTE OS - Rehabilitation Services (6-12)			
2022	5	0	5
2023	2	0	2
CTE OS - Sales (6-12)			
2016	2	0	2
2017	1	1	2
2018	2	1	3
2019	1	0	1
CTE OS - Small Engine Repair/Power Sports (6-12)			
2018	0	1	1
2019	1	0	1
2020	0	1	1
2021	1	0	1
2022	1	0	1
CTE OS - Sports Medicine/Athletic Training (6-12)			
2016	7	1	8
2017	2	0	2
2018	3	0	3
2019	2	1	3
2020	0	1	1
CTE OS - Television Production/Broadcasting (6-12)			
2016	2	1	3
2017	1	1	2

2019	2	0	2
2020	1	0	1
2021	1	0	1
CTE OS - Web Design and Development (6-12)			
2020	1	1	2
2021	1	0	1
2022	7	1	8
2023	1	0	1
CTE OS - Word Processing Technology (6-12)			
2019	1	1	2
CTE OS - Work Based Learning Coordinator (6-12)			
2019	1	1	2
2021	2	0	2
2022	2	1	3
2023	2	1	3
Deaf/Hard of Hearing (Pre-K-12)			
2016	0	3	3
2017	0	3	3
2018	2	0	2
2019	1	2	3
2020	0	1	1
2021	1	2	3
2022	6	1	7
Dental Hygiene			
2017	1	0	1
Early Childhood Special Education (PK-3)			
2016	2	0	2
2017	2	0	2
2018	3	0	3
2019	8	1	9
2020	1	2	3
2021	6	4	10
2022	4	7	11
2023	4	0	4
Earth and Space Science (5-9)			
2016	1	1	2
2017	0	1	1
2018	14	11	25
2019	11	17	28
2020	3	2	5
2021	3	1	4
2022	1	0	1
2023	0	1	1

Earth and Space Science (6-12)			
2016	8	3	11
2017	6	10	16
2018	13	0	13
2019	9	8	17
2020	7	7	14
2021	6	10	16
2022	9	2	11
2023	6	2	8
Economics (5-9)			
2019	0	1	1
2021	1	0	1
Economics (6-12)			
2016	6	0	6
2017	2	3	5
2018	4	1	5
2019	5	4	9
2021	3	1	4
2022	2	0	2
2023	2	1	3
Engineering (6-12)			
2017	1	0	1
2019	3	1	4
2021	1	0	1
2022	1	1	2
2023	0	1	1
English (5-9)			
2016	23	8	31
2017	48	21	69
2018	38	37	75
2019	40	54	94
2020	41	43	84
2021	44	39	83
2022	38	30	68
2023	2	2	4
English (6-12)			
2016	144	60	204
2017	138	57	195
2018	121	63	184
2019	122	57	179
2020	123	60	183
2021	125	73	198

2022	134	82	216
2023	71	16	87
English as a Second Language (ESL) (K-12)			
2016	74	31	105
2017	63	31	94
2018	84	31	115
2019	87	40	127
2020	66	49	115
2021	96	64	160
2022	84	50	134
2023	27	14	41
Exceptional Child Generalist (6-12)			
2020	0	1	1
2022	2	3	5
2023	5	0	5
Exceptional Child Generalist (K-12)			
2016	188	21	209
2017	199	43	242
2018	197	35	232
2019	230	32	262
2020	181	47	228
2021	215	67	282
2022	203	59	262
2023	98	22	120
Exceptional Child Generalist (K-8)			
2017	1	0	1
2018	2	0	2
2019	2	1	3
2020	3	0	3
2021	5	0	5
2022	7	0	7
2023	11	0	11
Family and Consumer Sciences (5-9)			
2019	0	1	1
Family and Consumer Sciences (6-12)			
2016	21	10	31
2017	6	7	13
2018	3	0	3
2019	4	0	4
Geography (6-12)			
2016	4	2	6
2017	1	2	3
2018	2	2	4

2019	4	2	6
2020	0	3	3
2021	2	4	6
2022	1	3	4
Geology (6-12)			
2016	0	1	1
2017	2	0	2
2019	2	0	2
2020	2	1	3
2021	1	0	1
2022	1	0	1
Gifted and Talented (K-12)			
2016	3	1	4
2017	5	2	7
2018	10	0	10
2019	2	2	4
2020	4	2	6
2021	3	3	6
2022	1	4	5
2023	0	1	1
Health (5-9)			
2017	2	0	2
2019	0	1	1
2020	2	2	4
2021	0	2	2
2022	0	2	2
Health (6-12)			
2016	18	7	25
2017	26	6	32
2018	19	8	27
2019	15	7	22
2020	15	4	19
2021	15	9	24
2022	10	7	17
2023	11	2	13
Health (K-12)			
2016	11	0	11
2017	11	2	13
2018	11	6	17
2019	19	3	22
2020	19	9	28
2021	21	6	27

2022	20	14	34
2023	10	0	10
History (5-9)			
2016	4	1	5
2017	11	2	13
2018	17	12	29
2019	24	19	43
2020	26	28	54
2021	23	16	39
2022	21	24	45
2023	3	2	5
History (6-12)			
2016	71	33	104
2017	55	27	82
2018	76	38	114
2019	52	44	96
2020	59	31	90
2021	78	50	128
2022	60	48	108
2023	25	10	35
Humanities (5-9)			
2018	1	0	1
2021	1	0	1
2022	0	1	1
2023	1	0	1
Humanities (6-12)			
2016	0	1	1
2018	1	0	1
2020	3	0	3
2021	2	3	5
2022	1	0	1
Journalism (6-12)			
2016	0	1	1
2017	2	2	4
2018	2	0	2
2019	1	1	2
2021	2	2	4
2022	1	0	1
2023	2	0	2
Junior ROTC			
2017	0	1	1
2018	1	0	1

2019	1	0	1
2020	1	1	2
2021	0	1	1
2022	0	1	1
2023	1	0	1
Literacy (K-12)			
2016	79	17	96
2017	68	24	92
2018	63	10	73
2019	55	20	75
2020	51	15	66
2021	67	30	97
2022	60	38	98
2023	30	9	39
Literacy 6/9			
2016	2	1	3
2017	3	0	3
Marketing Technology Education (5-9)			
2017	2	0	2
2018	1	0	1
Marketing Technology Education (6-12)			
2016	1	1	2
2017	3	1	4
Mathematics - Basic (6-12)			
2016	8	2	10
2017	4	1	5
2018	11	6	17
2019	7	1	8
2020	6	0	6
Mathematics - Middle Level (5-9)			
2016	19	9	28
2017	17	8	25
2018	18	5	23
2019	50	35	85
2020	47	45	92
2021	62	49	111
2022	68	36	104
2023	17	4	21
Mathematics (5-9)			
2016	22	6	28
2017	38	17	55
2018	37	21	58
2019	16	6	22

2020	0	1	1
Mathematics (6-12)			
2016	76	18	94
2017	87	32	119
2018	98	22	120
2019	89	24	113
2020	64	36	100
2021	81	31	112
2022	83	27	110
2023	47	7	54
Music (5-9)			
2019	1	0	1
2022	1	0	1
Music (6-12)			
2016	5	3	8
2017	4	4	8
2018	1	5	6
2019	3	5	8
2020	4	5	9
2021	2	3	5
2022	6	5	11
2023	1	0	1
Music (K-12)			
2016	39	23	62
2017	37	18	55
2018	30	13	43
2019	40	11	51
2020	32	15	47
2021	43	13	56
2022	39	31	70
2023	22	4	26
Natural Science (5-9)			
2016	11	7	18
2017	26	15	41
2018	17	4	21
2019	8	3	11
2020	0	2	2
Natural Science (6-12)			
2016	44	11	55
2017	43	13	56
2018	35	8	43
2019	31	7	38

2020	35	14	49
2021	42	12	54
2022	40	13	53
2023	21	4	25
Online-Teacher (PK-12)			
2018	1	0	1
2020	2	1	3
2021	1	4	5
2022	0	1	1
2023	0	1	1
Physical Education (PE) (5-9)			
2018	1	0	1
2020	0	1	1
2021	1	0	1
2022	2	1	3
Physical Education (PE) (6-12)			
2016	11	1	12
2017	4	4	8
2018	17	4	21
2019	7	4	11
2020	8	1	9
2021	8	1	9
2022	13	3	16
2023	5	1	6
Physical Education (PE) (K-12)			
2016	30	17	47
2017	38	12	50
2018	47	15	62
2019	47	25	72
2020	36	15	51
2021	47	23	70
2022	43	27	70
2023	17	4	21
Physical Science (5-9)			
2018	2	0	2
2020	1	0	1
2021	1	0	1
2022	0	1	1
Physical Science (6-12)			
2016	7	1	8
2017	5	6	11
2018	6	1	7

2019	6	0	6
2020	1	2	3
2021	2	4	6
2022	4	1	5
2023	3	0	3
Physics (6-12)			
2016	11	1	12
2017	7	3	10
2018	4	3	7
2019	14	3	17
2020	2	1	3
2021	6	7	13
2022	8	3	11
2023	2	2	4
Psychology (5-9)			
2016	1	0	1
2017	1	1	2
2018	1	0	1
2021	0	1	1
2022	1	0	1
2023	1	1	2
Psychology (6-12)			
2016	3	0	3
2017	3	3	6
2018	6	1	7
2019	6	1	7
2020	3	0	3
2021	3	1	4
2022	2	2	4
2023	3	0	3
Public Charter School Teacher			
2023	30	5	35
Science - Middle Level (5-9)			
2019	0	1	1
2020	13	22	35
2021	16	15	31
2022	16	14	30
2023	6	1	7
Social Studies - Middle Level (5-9)			
2016	1	0	1
2020	8	1	9
2021	10	4	14

2022	9	4	13
2023	5	4	9
Social Studies (5-9)			
2016	12	2	14
2017	20	9	29
2018	15	6	21
2019	19	8	27
2020	4	2	6
2021	1	1	2
2022	3	5	8
2023	1	1	2
Social Studies (6-12)			
2016	46	23	69
2017	49	15	64
2018	38	37	75
2019	48	22	70
2020	36	35	71
2021	44	47	91
2022	51	38	89
2023	22	7	29
Sociology (6-12)			
2016	3	0	3
2019	2	1	3
2020	5	2	7
2021	6	3	9
2022	2	0	2
2023	1	0	1
Sociology/Anthropology (6-12)			
2017	1	0	1
2020	1	0	1
2021	2	0	2
2023	1	0	1
Teacher Librarian (K-12)			
2016	1	1	2
2017	2	2	4
2018	4	0	4
2019	2	1	3
2020	0	1	1
2021	3	3	6
2022	3	2	5
2023	1	1	2
Technology Education (6-12)			

2016	3	2	5
2017	3	0	3
2018	0	1	1
Theater Arts (5-9)			
2021	0	1	1
2023	1	0	1
Theater Arts (6-12)			
2016	10	3	13
2017	5	8	13
2018	6	6	12
2019	12	3	15
2020	6	5	11
2021	6	10	16
2022	4	11	15
2023	5	0	5
Visual Arts (5-9)			
2018	2	0	2
2021	3	0	3
2022	1	1	2
2023	0	1	1
Visual Arts (6-12)			
2016	14	9	23
2017	8	6	14
2018	7	9	16
2019	10	16	26
2020	10	12	22
2021	7	8	15
2022	6	9	15
2023	4	1	5
Visual Arts (K-12)			
2016	14	12	26
2017	14	18	32
2018	11	10	21
2019	22	15	37
2020	5	18	23
2021	13	17	30
2022	19	22	41
2023	8	1	9
Visual Impairment (Pre-K-12)			
2016	1	0	1
2017	1	0	1
2020	1	0	1

2021	0	4	4
2022	0	1	1
2023	0	2	2
World Language - American Sign Language (6-12)			
2018	1	0	1
2021	1	0	1
2022	1	0	1
2023	0	1	1
World Language - American Sign Language (K-12)			
2018	0	1	1
2020	0	1	1
2022	3	1	4
World Language - Chinese (6-12)			
2016	0	2	2
2017	0	1	1
2020	2	0	2
World Language - Chinese (K-12)			
2016	2	0	2
2017	3	3	6
2018	1	0	1
2019	4	1	5
2020	0	2	2
2021	1	0	1
2022	2	0	2
2023	1	0	1
World Language - French (5-9)			
2019	0	1	1
2021	0	1	1
World Language - French (6-12)			
2016	3	0	3
2017	4	1	5
2018	2	1	3
2019	2	1	3
2020	2	3	5
2021	1	3	4
2022	1	1	2
2023	3	0	3
World Language - French (K-12)			
2016	1	3	4
2017	2	1	3
2018	3	0	3
2019	1	0	1
2020	3	3	6

2021	2	1	3
2022	0	2	2
2023	1	0	1
World Language - German (6-12)			
2016	3	0	3
2017	0	1	1
2018	4	0	4
2019	1	2	3
2021	0	2	2
2022	1	0	1
World Language - German (K-12)			
2016	1	0	1
2017	0	2	2
2018	1	1	2
2020	3	1	4
2022	1	0	1
2023	0	1	1
World Language - Japanese (K-12)			
2016	1	0	1
2018	1	0	1
2022	1	0	1
World Language - Latin (K-12)			
2016	0	1	1
2018	0	1	1
World Language - Portuguese (K-12)			
2019	1	0	1
2022	0	1	1
World Language - Russian (6-12)			
2017	1	1	2
2021	0	1	1
World Language - Spanish (5-9)			
2017	0	1	1
2018	1	0	1
2019	0	1	1
2021	1	0	1
2022	1	0	1
World Language - Spanish (6-12)			
2016	22	5	27
2017	17	16	33
2018	19	14	33
2019	22	19	41
2020	9	16	25
2021	24	25	49

2022	17	14	31
2023	6	2	8
World Language - Spanish (K-12)			
2016	12	5	17
2017	4	7	11
2018	9	4	13
2019	8	2	10
2020	5	3	8
2021	7	1	8
2022	5	5	10
2023	0	3	3

APPENDIX C

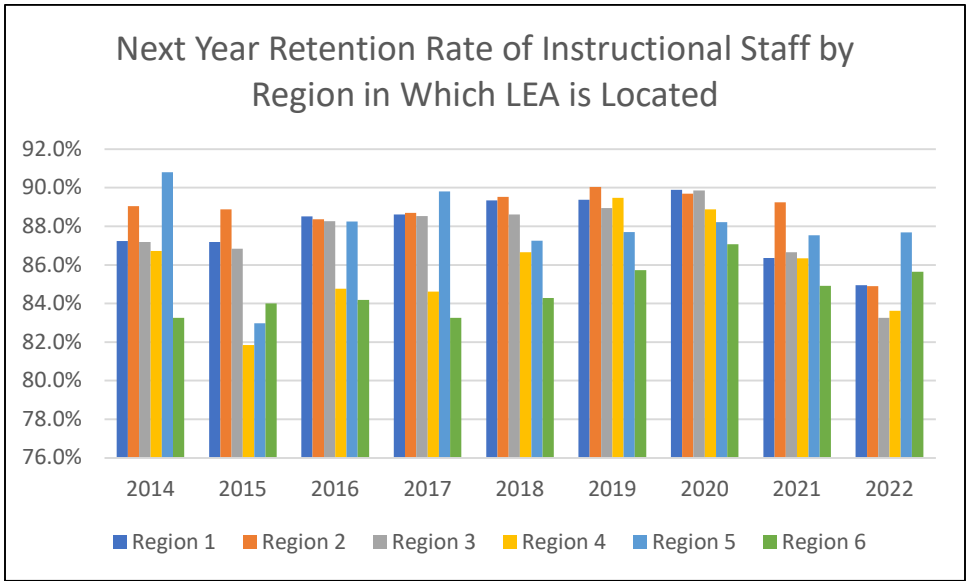
Count of New Endorsements Issued by General Category and Year			
Newly Issued Endorsement by School Year	**Newly Issued Endorsement WAS connected with an Idaho School Based Assignment in Any Year**	**Newly Issued Endorsement was NOT connected with an Idaho School Based Assignment in Any Year**	**Grand Total: Total Endorsements Issued**
Audiology			
2016-2017	0	0	0
2017-2018	0	0	0
2018-2019	0	1	1
2019-2020	0	0	0
2020-2021	0	0	0
2021-2022	0	1	1
2022-2023	0	0	0
	Newly Issued Endorsement WAS connected with an Idaho School Based Assignment in Any Year	**Newly Issued Endorsement was NOT connected with an Idaho School Based Assignment in Any Year**	**Grand Total: Total Endorsements Issued**
Occupational Therapist			
2016-2017	0	0	0
2017-2018	1	0	1
2018-2019	18	0	18
2019-2020	7	8	15
2020-2021	3	2	5
2021-2022	12	4	16
2022-2023	1	2	3
	Newly Issued Endorsement WAS connected with an Idaho School Based Assignment in Any Year	**Newly Issued Endorsement was NOT connected with an Idaho School Based Assignment in Any Year**	**Grand Total: Total Endorsements Issued**
Physical Therapist			
2016-2017	0	0	0
2017-2018	0	0	0
2018-2019	9	0	9
2019-2020	3	2	5
2020-2021	0	2	2
2021-2022	3	1	4
2022-2023	0	0	0
	Newly Issued Endorsement WAS connected with an Idaho School Based Assignment in Any Year	**Newly Issued Endorsement was NOT connected with an Idaho School Based Assignment in Any Year**	**Grand Total: Total Endorsements Issued**
School Counselor (K-12)			
2016-2017	71	10	81
2017-2018	58	7	65

2018-2019	76	11	87
2019-2020	67	6	73
2020-2021	98	14	112
2021-2022	93	20	113
2022-2023	58	8	66
	Newly Issued Endorsement WAS connected with an Idaho School Based Assignment in Any Year	**Newly Issued Endorsement was NOT connected with an Idaho School Based Assignment in Any Year**	**Grand Total: Total Endorsements Issued**
School Nurse			
2016-2017	45	4	49
2017-2018	25	1	26
2018-2019	20	4	24
2019-2020	26	3	29
2020-2021	46	8	54
2021-2022	42	9	51
2022-2023	23	2	25
	Newly Issued Endorsement WAS connected with an Idaho School Based Assignment in Any Year	**Newly Issued Endorsement was NOT connected with an Idaho School Based Assignment in Any Year**	**Grand Total: Total Endorsements Issued**
School Psychologist			
2016-2017	21	8	29
2017-2018	12	2	14
2018-2019	18	6	24
2019-2020	20	6	26
2020-2021	24	17	41
2021-2022	27	16	43
2022-2023	15	4	19
	Newly Issued Endorsement WAS connected with an Idaho School Based Assignment in Any Year	**Newly Issued Endorsement was NOT connected with an Idaho School Based Assignment in Any Year**	**Grand Total: Total Endorsements Issued**
School Social Worker			
2016-2017	23	6	29
2017-2018	30	5	35
2018-2019	29	7	36
2019-2020	25	3	28
2020-2021	20	8	28
2021-2022	28	7	35
2022-2023	13	2	15
	Newly Issued Endorsement WAS connected with an Idaho School Based Assignment in Any Year	**Newly Issued Endorsement was NOT connected with an Idaho School Based Assignment in Any Year**	**Grand Total: Total Endorsements Issued**
Speech-Language Pathologist			
2016-2017	23	8	31

2017-2018	26	21	47
2018-2019	26	34	60
2019-2020	27	25	52
2020-2021	28	45	73
2021-2022	21	38	59
2022-2023	8	21	29

APPENDIX D

Next Year Retention Rate of Instructional Staff by Region in Which LEA is Located



APPENDIX E

2nd, 3rd, and 5th Year Retention Rates of Instructional Staff by Region						
	Region 1	**Region 2**	**Region 3**	**Region 4**	**Region 5**	**Region 6**
2013-2014						
Distinct Count of Instructional Staff in Assignment	1,715	904	6,829	2,132	1,347	2,551
2nd Year Retention in LEA	87.2%	89.0%	87.2%	86.7%	90.8%	83.3%
3rd Year Retention in LEA	78.4%	80.2%	76.7%	72.9%	77.3%	72.4%
5th Year Retention in LEA	65.2%	66.2%	64.2%	59.5%	64.1%	56.4%
	Region 1	**Region 2**	**Region 3**	**Region 4**	**Region 5**	**Region 6**
2014-2015						
Distinct Count of Instructional Staff in Assignment	1,724	890	7,182	2,181	1,374	2,576
2nd Year Retention in LEA	87.2%	88.9%	86.8%	81.8%	83.0%	84.0%
3rd Year Retention in LEA	79.2%	79.4%	78.2%	73.1%	74.6%	73.2%
5th Year Retention in LEA	65.4%	66.5%	65.9%	60.2%	63.5%	58.9%
	Region 1	**Region 2**	**Region 3**	**Region 4**	**Region 5**	**Region 6**
2015-2016						
Distinct Count of Instructional Staff in Assignment	1,741	894	7,257	2,147	1,362	2,617
2nd Year Retention in LEA	88.5%	88.4%	88.3%	84.8%	88.3%	84.2%
3rd Year Retention in LEA	79.7%	79.4%	79.9%	75.5%	80.5%	73.1%
5th Year Retention in LEA	67.4%	66.7%	67.3%	63.9%	68.3%	61.7%
	Region 1	**Region 2**	**Region 3**	**Region 4**	**Region 5**	**Region 6**
2016-2017						
Distinct Count of Instructional Staff in Assignment	1,808	920	7,625	2,236	1,402	2,717
2nd Year Retention in LEA	88.6%	88.7%	88.5%	84.6%	89.8%	83.3%
3rd Year Retention in LEA	80.3%	80.7%	80.1%	76.9%	81.7%	73.8%
5th Year Retention in LEA	68.2%	67.6%	67.9%	66.4%	68.3%	62.1%
	Region 1	**Region 2**	**Region 3**	**Region 4**	**Region 5**	**Region 6**
2017-2018						
Distinct Count of Instructional Staff in Assignment	1,829	916	7,830	2,292	1,436	2,718
2nd Year Retention in LEA	89.3%	89.5%	88.6%	86.6%	87.3%	84.3%
3rd Year Retention in LEA	81.7%	82.1%	80.6%	79.2%	79.6%	74.9%
5th Year Retention in LEA	67.9%	68.3%	67.3%	65.9%	66.4%	60.9%
	Region 1	**Region 2**	**Region 3**	**Region 4**	**Region 5**	**Region 6**
2018-2019						
Distinct Count of Instructional Staff in Assignment	1,855	914	8,064	2,386	1,479	2,822
2nd Year Retention in LEA	89.4%	90.0%	89.0%	89.5%	87.7%	85.7%

3rd Year Retention in LEA	81.6%	81.6%	81.3%	80.8%	78.8%	76.6%
5th Year Retention in LEA	64.1%	66.0%	63.8%	62.9%	65.0%	60.9%
	Region 1	**Region 2**	**Region 3**	**Region 4**	**Region 5**	**Region 6**
2019-2020						
Distinct Count of Instructional Staff in Assignment	1,900	922	8,303	2,436	1,553	2,914
2nd Year Retention in LEA	89.9%	89.7%	89.9%	88.9%	88.2%	87.1%
3rd Year Retention in LEA	79.2%	81.7%	80.1%	78.2%	80.4%	76.2%
5th Year Retention in LEA						
	Region 1	**Region 2**	**Region 3**	**Region 4**	**Region 5**	**Region 6**
2020-2021						
Distinct Count of Instructional Staff in Assignment	1,892	920	8,508	2,439	1,789	2,944
2nd Year Retention in LEA	86.4%	89.2%	86.7%	86.3%	87.5%	84.9%
3rd Year Retention in LEA	74.6%	77.2%	74.0%	73.8%	78.0%	74.9%
5th Year Retention in LEA						
	Region 1	**Region 2**	**Region 3**	**Region 4**	**Region 5**	**Region 6**
2021-2022						
Distinct Count of Instructional Staff in Assignment	1,900	927	8,466	2,453	1,778	2,981
2nd Year Retention in LEA	84.9%	84.9%	83.3%	83.6%	87.7%	85.6%
3rd Year Retention in LEA						
5th Year Retention in LEA						

APPENDIX F

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)

APPENDIX G

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.